Self-Study
Submitted to the Office for Accreditation
American Library Association (ALA)
October 29, 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
Carol Connell, Professor and Associate Dean for Graduate Education and Research

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, Senior 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)
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<tr>
<td>Adobe Connect</td>
<td>Application used by SLIS for online virtual classrooms</td>
</tr>
<tr>
<td>AMO</td>
<td>Accelerated Master’s Option</td>
</tr>
<tr>
<td>Aquila</td>
<td>University Libraries Institutional Repository: aquila.usm.edu</td>
</tr>
<tr>
<td>BSP</td>
<td>British Studies Program offers LIS classes in London each June</td>
</tr>
<tr>
<td>Canvas</td>
<td>Learning management system used by USM for online courses</td>
</tr>
<tr>
<td>CAC</td>
<td>College Advisory Committee</td>
</tr>
<tr>
<td>CBF</td>
<td>Fay B. Kaigler Children’s Book Festival, held each April, features noted children’s and young adult authors and illustrators</td>
</tr>
<tr>
<td>CCC</td>
<td>College Curriculum Committee includes two representatives from each school and reviews, approves or rejects proposed changes in undergraduate and graduate curriculum.</td>
</tr>
<tr>
<td>CCLR</td>
<td>Council on Community Literacy and Reading</td>
</tr>
<tr>
<td>CLC</td>
<td>College Leadership Council composed of Dean and School Directors</td>
</tr>
<tr>
<td>CSRW</td>
<td>Committee on Services and Resources for Women</td>
</tr>
<tr>
<td>Cook</td>
<td>Main University Libraries building with Starbucks on the ground floor, SLIS Offices on the second floor in LIB 206</td>
</tr>
<tr>
<td>de Grummond</td>
<td>de Grummond Children's Literature Collection, a leading research center for American and British children’s literature, containing materials of 1,300+ authors and illustrators and 160,000+ books dating from 1530 to present</td>
</tr>
<tr>
<td>EHS</td>
<td>College of Education and Health Sciences</td>
</tr>
<tr>
<td>ERP</td>
<td>ALA External Review Panel</td>
</tr>
<tr>
<td>FS</td>
<td>Faculty Senate</td>
</tr>
<tr>
<td>Fresh Foods</td>
<td>Cafeteria in Thad Cochran Center</td>
</tr>
</tbody>
</table>
GA  Graduate Assistant

GC  Graduate Council, composed of faculty representatives from each college, reviews, endorses or rejects proposed changes in 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 Graduate School

MDAH  Mississippi Department of Archives and History collects, preserves, and provides access to state archival resources, administers museums and historic sites, oversees 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
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>Rose Garden</td>
<td>Semicircular rose garden, consisting of 32 unique rose hybrids, has been an accredited All-American Rose Garden since 1975</td>
</tr>
<tr>
<td>SAA</td>
<td>Society of American Archivists</td>
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<tr>
<td>SAB</td>
<td>SLIS Advisory Board</td>
</tr>
<tr>
<td>SLIS</td>
<td>School of Library and Information Science</td>
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<tr>
<td>SLO</td>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>SMA</td>
<td>Society of Mississippi Archivists</td>
</tr>
<tr>
<td>SMSA</td>
<td>Southern Miss Student Archivists group</td>
</tr>
<tr>
<td>TAs</td>
<td>Graduate Teaching Assistants</td>
</tr>
<tr>
<td>UAC</td>
<td>University Advisory Committee reviews tenure and promotion dossiers and sends recommendations for approval/disapproval to the Provost</td>
</tr>
<tr>
<td>USM</td>
<td>University of Southern Mississippi, Southern Miss</td>
</tr>
<tr>
<td>USM Medallion</td>
<td>University of Southern Mississippi Medallion, awarded for distinguished service in the field of children's literature.</td>
</tr>
<tr>
<td>WEAVE</td>
<td>Annual program assessment application</td>
</tr>
</tbody>
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Introduction

The mission of the University of Southern Miss 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 developed by Dr. Warren Tracy was first offered in 1964. Since the first MLS graduating class of 1965, more than 1,800 have earned an MLS or MLIS degree and graduates are working as librarians, archivists, curators, and information specialists in 48 states and D.C., as well as sites around the globe such as the U.S. Virgin Islands, Canada, Germany, Honduras, India, Kenya, Kurdistan, and United Kingdom.

The MLIS program at Southern Miss has been accredited by the American Library Association (ALA) since 1980 and it 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 orpost 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 programs are online with classes meeting each week in virtual classrooms.

During 2017, the University 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), was finalized July 1, 2018, and will be fully implemented by 2020 (www.usm.edu/provost/academic-reorganization-planning-0). While a great change for some programs, it will have minimal impact on SLIS, which will remain a school within the 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 services and public libraries.

**Special Area of Emphasis: Outreach and Recruitment**

One area of special area of emphasis for SLIS faculty and staff is outreach and recruitment. SLIS uses free resources such as social media and listservs to communicate program updates and opportunities to our alumni, who are our best recruiters, as well as to supporters, and potential applicants. A SLIS update presented each year at the Mississippi Library Association annual conference is posted online ([www.slideshare.net/drtwelsh/whats-new-at-slis-2018](http://www.slideshare.net/drtwelsh/whats-new-at-slis-2018)) and the link sent to Advisory Board and alumni listservs. The MLIS program at Southern Miss is unique and SLIS strives to communicate that via social media and listservs:

- no out-of-state fees - online students pay the same tuition as residents
- no required visits to campus but students who wish to live on campus have an opportunity to work in University Libraries or apply for a graduate assistantship in de Grummond Children’s Literature Collection
- British Studies each summer in London, where students may earn 6 credit hours of LIS elective credit
- opportunity to volunteer to work at the Children’s Book Festival at USM each April and get to know nationally recognized children's and YA authors and illustrators ([www.usm.edu/childrens-book-festival/](http://www.usm.edu/childrens-book-festival/))
- opportunity to earn either an archival certificate or certificate in youth services and literature along with the MLIS for only an extra class or two since 12 credit hours can count for both MLIS and certificate if earned together - [www.usm.edu/library-information-science/mlis-certificate-programs](http://www.usm.edu/library-information-science/mlis-certificate-programs)
- classes meet online each week in virtual classrooms where students may see, hear, and interact with the professors.

**British Studies LIS Class on British Libraries, Archives, and Special Collections**

Southern Miss has one of the largest and oldest study-abroad programs in the U.S. An LIS class, British Libraries, Archives, and Special Collections, has been offered since 2007, and 212 students from 42 universities in the U.S. and Canada have earned six hours of study-abroad credit. The largest class was 2010, with 32 graduate students, two faculty, and a GA; the smallest class in 2012 had 10 graduate students, the summer when the Olympics were in London.
From 2007 through 2015, British Studies headquartered in a King’s College dorm near Waterloo during the month of July. In 2016, British Studies moved to the University of Westminster Marylebone Hall (across from Madame Toussaud’s near Baker Street Station) during the month of June, a time with fewer tourists in London than in the peak season in July/August.

Some great new additions to the program for 2019:

- Inclusion of month-long Oyster Travelcard for unlimited transport via city bus or tube around London www.londonpass.com/london-transport/travelcard-validity.html
- Students make their own arrangements (or opt-in for program-arranged flights from designated cities), which gives them the option to arrive in London before British Studies begins or stay after (the best option since students know their way around London and the U.K. by the end of the course).

Some great traditional features still in place:

- While USM faculty lead the course, the onsite lectures and behind-the-scenes guided tours are conducted by wonderful, distinguished British librarians, archivists, and curators.
- The first two weeks have the heaviest schedule, but even then, students have time most afternoons and evenings to explore on their own. There are designated independent study days to gather information for the blog and research paper, to explore London, and take day trips or weekend excursions.

The best parts of the course are the relationships that are formed. Typically, students arrive in London not knowing anyone else, even faculty and students from Southern Miss since our program is online. Each class is unique but each summer, strong friendships and professional relationships are formed during the month together in London through shared and memorable experiences.

**Fay B. Kaigler Children’s Book Festival**

Southern Miss SLIS sponsors and coordinates the Kaigler Children’s Book Festival and 2017 marked its 50th anniversary. The vision of library science professor Dr. Lena de Grummond and Library Science Department Director Dr. Warren Tracy, the first Festival was held in 1968 and was called, the “Conference on the Writing, Illustrating, and Publishing of Children's Books.” Its purpose was to showcase the McCain Library’s collection of children's literature materials, founded by Dr. de Grummond in 1966 and known today as de Grummond Children's Literature Collection. The event was such a success that a second conference was held in 1969, at which time the Festival awarded the very first University of Southern Mississippi Medallion to renowned children’s author Lois Lenski.
Since then, the Festival, renamed The Fay B. Kaigler Children’s Book Festival in 2001, has become an important part of the children’s literature community in America. As part of the 50th Festival celebrations, our 2017, medallion winner Kate DiCamillo requested to do a literacy event for local children so she spoke to 500-600 local 4th graders assembled at USM Bennett Auditorium. The Kaigler Festival distributed over 1,000 copies of her book *The Tale of Despereaux* to Hattiesburg Public School 4th graders in advance of the presentation and teachers received a teaching guide as well as a special edition of the book.

The success of this initiative led to an invitation to 2018 medallion winner Dav Pilkey to speak to a student group as well. Mr. Pilkey not only agreed but waived his speaking fee, covered over half of the cost to purchase 3,000 copies of his newest title *Dog Man and Cat Kid*, purchased a $15 Books-a-Million gift card for each child in attendance of his session. Interest in his session was so great that a venue relocation to Reid Green Coliseum was necessary. Over 1,200 local children attended the event and were given Captain Underpants capes provided by Scholastic. Extra books and gift cards were used to supply books to local schoolchildren as well as two elementary schools in the Virgin Islands devastated by hurricanes, local teachers and librarians, and an underserved school system in the Mississippi Delta. The literacy event for 2019 is a visit and presentation to local middle school children by author and illustrator Brian Floca. More information about keynote speaker for 2019 is available online at [www.usm.edu/childrens-book-festival/2019-keynote-lineup](http://www.usm.edu/childrens-book-festival/2019-keynote-lineup).

The Children’s Book Festival is a departmental effort coordinated by Karen Rowell, Assistant to the Director and Special Events/Outreach Coordinator. The festival depends on the volunteer efforts of SLIS faculty, staff, students, and alumni and it is an opportunity for students to meet and interact with world-class children’s and young adult authors and illustrators.

**Conference Participation**

SLIS strives to maintain a presence at state, regional, and national association conferences. Examples include annual participation at:

- American Library Association Annual Conference (national)
- American Library Association Midwinter (national)
- Mississippi Book Festival (regional)
- Mississippi Library Association Annual Conference (regional)
SLIS occasionally participates in other conferences such as:

- Art Libraries Society of North America Annual Conference (national)
- Association of Rural and Small Libraries Annual Conference (national)
- New Mexico Library Association (regional)
- Northeastern Library Conference (regional)
- Society of American Archivists Annual Conference (national)
- Society of Mississippi Archivists (regional)
- Southeast Library Association (regional)
- Tennessee Library Association Annual Conference (regional)
- West Virginia Library Association (regional).

For more efficient use of resources, the School relies on SLIS Ambassadors (students and alumni who either live near a conference venue or who plan to attend a conference) to represent the program when faculty or staff are unable to attend. In return for their conference registration, SLIS Ambassadors set up and man conference exhibit tables with giveaways and recruitment materials shipped to them. In other instances, SLIS may buy an ad in the conference program and/or send promotional items for conference bags.

**e-Publishing**

In addition to publishing program updates and opportunities on social media (Facebook, Twitter, LinkedIn, and a YouTube channel), SLIS publishes:

- **SLIS Connecting** e-journal (https://aquila.usm.edu/slisconnecting/) is an open-access refereed journal published twice a year and indexed in the DOAJ and UlrichsWeb. Co-managing editors, Dr. Stacy Creel and Dr. Teresa Welsh, along with a Board of Advisors, review and nominate at least three LIS student research papers, which undergo a further process of review, and each issue also includes columns such as the Director’s Report; Spotlight Faculty, Alum, and Course; From the GA’s, Congratulations, Publications, and Presentations; Student Groups and Events, and other items of interest such as essays. *SLIS Connecting* articles and issues have been downloaded more than 68,000 times from locations around the world.

- A column authored by the SLIS Director with contributions from SLIS faculty, “SLIS Notes” is published in *Mississippi Libraries* (www.misslib.org/MLarchives), a refereed journal published quarterly by the Mississippi Library Association. The purpose of the column is educational and highlights useful, free Web resources for librarians and archivists.
Academic Program Rankings

The Southern Miss MLIS program has achieved increased national visibility in the past few years; in 2018, the program was listed in several best or top online MLIS program lists, and so far in 2019, has been listed on the following online academic program ranking sites:

- #1 Best Online Master's in Library Science (www.affordablecollegesonline.org)
- #4 Great College Deals: MLIS Online Degree (www.greatcollegedeals.net)
- #7 Most Affordable MLIS Degree Online (www.online.org)
- #14 Most Affordable Top MLIS Programs (www.gradschoolhub.com)

Each of these lists uses a different rubric to rate academic programs. For example, the Best Online Master's in Library Science calculates return on investment (ROI) by a comparison of tuition to average salary. Southern Miss MLIS program is rated #5 on this list.

Special Area of Emphasis: Student Research and Publishing

SLIS graduate students are required to do research in several core courses:

- LIS 651: Fundamentals of Information Science – students are required to do a bibliometric research paper
- LIS 668: Research Methods in LIS – students learn about the most common types of research in LIS and they develop a research proposal
- LIS 695: Master’s Research Project – students conduct an original research project that they proposed in 668 and they write a research report.

In addition, there are many elective courses that require a research paper; examples include:

- LIS 587: British Studies – students are required to do a research paper on an approved topic using primary-source materials in the U.K.
- LIS 631: History of Libraries and Librarianship – students conduct a historical study of a library or archive.
- LIS 656: Online Information Retrieval – students learn deep search techniques and complete a research paper comparing recall vs precision of search engines or databases.

Many students present their research at scholarly conferences and some are published in refereed journals and professional journals. A list of students’ publications is available at http://ocean.otr.usm.edu/~w146169/mentorpubs.htm.
Standards

The following section contains the ALA 2015 Standards in italics, followed by the School of Library and Information Science’s statements addressing those standards. Tables and figures presented as evidence of SLIS commitment to the Standards, and acts of compliance are included within the text if about two-thirds of a page or smaller; larger tables and figures are posted online, included as links within the text, and listed at the end of each section. Larger items of evidence as well as sensitive items of evidence, such as unpublished student work, will be available in print copies in the SLIS Conference Room.

Standard I: Systematic Planning

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

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

As an academic unit within the University of Southern Mississippi, SLIS is sensitive to and involved in the strategic plans of our College and the larger institution, one of eight public universities in Mississippi. The Board of Trustees governs the Institutions of Higher Learning (IHL) and reports annually to the Mississippi State Legislature, which controls the fiscal operations of all state entities (Figure 1.1).

Figure 1.1. Relationship of SLIS and Supervising Authorities

State of Mississippi

The overarching context of the School of Library and Information Science is the impact of the State of Mississippi legislators and fiscal constraints.

Board of Trustees of Institutions of Higher Education

The Board of Trustees of IHL responds to the State of Mississippi Legislators and governs the fiscal and academic conduct of the eight public universities.

University > College > School

The University responds to IHL and the State. USM is organized into four Colleges; the College of Education and Human Sciences is the home of the School of Library and Information Science, one of six schools.
The mission, values, and strategic administrative goals of SLIS relate to those of the University and College as indicated in Table 1.1 USM/CoEHS/SLIS Mission, Values, Strategic Goals (www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/table_usm_ehs_slis_mission_values_goals.pdf).

The program’s planning and assessment process follows a timeline (Table 1.2), which demonstrates not only the cyclical nature of the process but also indicates specific evaluations and reports required by the University, College, and School accrediting bodies. The University of Southern Mississippi is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); the College school licensure programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), and the School MLIS program is accredited by the American Library Association (ALA). SLIS planning and assessment processes comply with University, College, and School program accreditation requirements, are indicated on the timeline.

Table 1.2 Southern Miss SLIS Annual Planning and Assessment Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January</td>
<td>Pre-semester faculty meeting</td>
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<tr>
<td></td>
<td>Reviews:</td>
</tr>
<tr>
<td></td>
<td>a. comp exam questions</td>
</tr>
<tr>
<td></td>
<td>b. enrollment statistics, trend</td>
</tr>
<tr>
<td></td>
<td>Actions:</td>
</tr>
<tr>
<td></td>
<td>a. discuss new or revised comp questions</td>
</tr>
<tr>
<td></td>
<td>b. discuss class schedule, coverage, adjuncts, TAs</td>
</tr>
<tr>
<td>February</td>
<td>Spring semester comprehensive examination</td>
</tr>
<tr>
<td>March</td>
<td>Annual faculty evaluations; annual program and director evaluation by college dean</td>
</tr>
<tr>
<td>April</td>
<td>Faculty review of SLIS strategic plan: mission, vision, administrative goals</td>
</tr>
<tr>
<td>May</td>
<td>Spring semester graduate student exit survey (GSES)</td>
</tr>
<tr>
<td>July</td>
<td>Summer semester comprehensive examination, graduate student exit survey (GSES)</td>
</tr>
<tr>
<td>August</td>
<td>Pre-semester faculty meeting and planning session</td>
</tr>
<tr>
<td></td>
<td>Reviews:</td>
</tr>
<tr>
<td></td>
<td>a. comp exam questions</td>
</tr>
<tr>
<td></td>
<td>b. enrollment statistics, trend</td>
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<tr>
<td></td>
<td>c. GSES data</td>
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<tr>
<td></td>
<td>d. WEAVE report</td>
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<td></td>
<td>Actions:</td>
</tr>
<tr>
<td></td>
<td>a. discuss new or revised comp questions</td>
</tr>
<tr>
<td></td>
<td>b. discuss class schedule, coverage, adjuncts, TAs</td>
</tr>
<tr>
<td></td>
<td>c. discuss GSES results</td>
</tr>
<tr>
<td></td>
<td>d. discuss educational goals, objectives, SLOs for WEAVE report</td>
</tr>
<tr>
<td>September</td>
<td>WEAVE program assessment reports due to USM Office of Institutional Effectiveness</td>
</tr>
<tr>
<td>October</td>
<td>MLA Conference focus group; fall semester comprehensive examination</td>
</tr>
<tr>
<td>December</td>
<td>ALISE /COA Statistical Report; fall semester graduate student exit survey (GSES)</td>
</tr>
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**Strategic Plan Review and Development**

The current Strategic Plan (“Plan”), including the School’s mission and values statements (Figure 1.2) as well as administrative goals and objectives, was formally adopted in Spring 2016 and reaffirmed in 2018 (SLIS Strategic Plan, 2016-2018). SLIS faculty and administrators consider the Plan one of the central organizing documents of the program and as such it serves as a guide for program planning and priorities, curricular revisions and additions, and the hiring of new faculty.

The current Plan was the result of review, discussion, and revision over approximately eighteen months. Early work prompted the formation of an *ad-hoc* Strategic Goals Committee (“Committee”) tasked with the research and initial proposals for the draft Plan. The Committee reported on proposed changes and moderated discussions about the Plan at monthly faculty meetings. By April of 2014, SLIS formally adopted the revised mission and values statements.

The next phase involved review of the program’s strategic goals and objectives in context with institutional (College and University) strategic plans. SLIS faculty drafted goal statements in Spring 2014 during a faculty development workshop, moderated by Dr. Tom O’Brien, Professor of Educational Studies and Research. In a second planning retreat in February 2015 and in a succession of meetings during 2015-16, the Plan goals and objectives were reviewed, revised, and final version adopted by SLIS faculty in spring 2016. In Spring 2017, faculty agreed to review the Plan annually at each April faculty meeting.

**Figure 1.2 SLIS Mission and Values** ([www.usm.edu/library-information-science/about](http://www.usm.edu/library-information-science/about))

<table>
<thead>
<tr>
<th><strong>Mission Statement:</strong></th>
<th>The mission of the School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities.</th>
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</thead>
<tbody>
<tr>
<td><strong>Values:</strong></td>
<td>The School of Library and Information Science is committed to:</td>
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<tr>
<td></td>
<td><em>Student-centered learning:</em> We are committed to cultivating an active, student-centered learning community.</td>
</tr>
<tr>
<td></td>
<td><em>Diversity:</em> We recognize and value the diversity of modern society and support inclusiveness in learning.</td>
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<tr>
<td></td>
<td><em>Intellectual freedom:</em> We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas.</td>
</tr>
<tr>
<td></td>
<td><em>Service:</em> Because we believe that it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge.</td>
</tr>
<tr>
<td></td>
<td><em>Community:</em> We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.</td>
</tr>
<tr>
<td></td>
<td><em>Research:</em> We believe that research is an essential part of scholarship, not just for the creation of new knowledge but also for the support of teaching and learning and the sharing of new knowledge with multiple communities of interest.</td>
</tr>
</tbody>
</table>
Educational Goals and Objectives

Educational goals and objectives developed for the WEAVE assessment to address University SACSCOC accreditation standards were reviewed, revised, mapped to ALA Competencies and COA Standards, and approved September 30, 2016 (Figure 1.3). See Table 1.3 Relation of SLIS Educational Goals to ALA Competencies, Course Objectives, SLO’s, COA Standards.

Figure 1.3 Educational Goals (www.usm.edu/library-information-science/about).

<table>
<thead>
<tr>
<th>Educational Goals for Students Include:</th>
</tr>
</thead>
</table>
| Goal 1. Knowledge of and commitment to ethical practices  
To foster and promote among master’s degree candidates a knowledge of and commitment to ethical practices on the part of library and information professionals. |
| Goal 2. Professional practice and training experiences  
To demonstrate knowledge of the basic tenets of reference through the location and evaluation of appropriate reference sources to meet the informational needs of their patrons and the basic tenets of cataloging through cataloging and classification exercises. |
| Goal 3. Knowledge of the LIS literature  
To demonstrate knowledge of the body of literature related to the discipline of library and information science. |
| Goal 4. Engagement in research  
To demonstrate knowledge and understanding of scholarly LIS research and demonstrate the ability to identify and apply appropriate research methodology to specific problems in library and information science. |
| Goal 5. Technical competency  
To develop an awareness of the use of technology in libraries and participate in technology applications to advance their skills and experiences. |

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

Broad assessment of student performance and the attainment of program goals, course objectives, and student learning outcomes (SLOs) is continuous (Table 1.1) and involves multiple constituent groups:

- WEAVE reports assess the level of student academic performance related to educational goals, course objectives, and student learning outcomes
- GSES quantitative survey data assess student satisfaction and confidence related to course objectives and ALA competencies
MLA Focus Group sessions collect qualitative data of *alumni and employer* feedback related to student learning outcomes as well as suggestions related to program and curriculum planning and development.

**WEAVE Reports** (direct/indirect, quantitative)
Broader aggregation of student academic performance is achieved through the collection of WEAVE data each semester (Figure 1.4), which culminates in annual reports every September. A WEAVE report for each academic program is required by the USM Office of Institutional Effectiveness to comply with SACSCOC accreditation standards ([www.usm.edu/institutional-effectiveness](http://www.usm.edu/institutional-effectiveness)), so SLIS is required to submit annual WEAVE reports for the MLIS degree program and licensure emphasis area, both graduate certificate programs (archival certificate program, youth services certificate program) as well as the LIS bachelor’s degree program. WEAVE reports compare patterns of student academic performance related to SLOs and whether minimum target performance has been met and annual WEAVE reports are published online.

WEAVE is an acronym for:
- Write expected outcomes/objectives
- Establish criteria for success
- Assess performance original criteria
- View assessment results
- Effect improvements through actions (Figure 1.4).

The School of Library and Information Science has received recognition for our WEAVE program assessment reports each year since the initiation of the WEAVE system and SLIS program assessment reports have been honored with at least one Award of Commendation each April at the USM WEAVE Assessment Showcase.

![Figure 1.4 WEAVE Assessment/Planning](Office of Institutional Effectiveness, 2017)

Our WEAVE Student Learning Outcomes/Objectives provide the pattern for measuring our students’ SLOs and ongoing program assessment (Figure 1.5). For example, “SLO 1: Knowledge of and commitment to ethical practices – To foster and promote among master’s degree candidates a knowledge of and commitment to ethical practices on the part of library and information professionals”: 
Target:
85% of students will achieve satisfactory ranking on the rubrics for interpreting the Library Bill of Rights.

Findings (2017-2018) - Target: Met
For detail and additional examples view the WEAVE Report for 2017-2018 page 1.
A discussion of the results of the assessments is located under the Analysis.

Questions and Analysis Answers section on page 7 of the 2017-2018 report. A sample of this section reports on “What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?”:

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

GSES (Graduate Student Exit Survey)
Student feedback surveys provide another systematic means of collecting quantitative data about program goal attainment. For example, SLIS implements an exit survey (GSES) for all graduating MLIS students every spring, summer, and fall term. The GSES was designed and is currently managed by the Director, Dr. Teresa Welsh, and Associate Professor Dr. Stacy Creel. It includes fifteen Likert scale questions that assess student confidence in key areas of professional competency (aligned with the ALA’s Core Competencies of Librarianship) as well as student satisfaction with key areas of program delivery, for example, instructor availability and experience working in teams. To date, a summary of two GSES survey results have been published on SLIS’s Program Assessment page for sharing with external constituents: 2013-15 and 2015-18.

Annual Focus Group Sessions
Other methods of program assessment are more qualitative and include focus group sessions conducted each fall with students, alumni, and employers at the Mississippi Library Association Annual Conference. The hour-long sessions conducted by the SLIS Director begins with a brief summary of recent program revisions and additions, many of which originated with the focus groups, then proceeds with questions about curriculum development for their feedback and suggestions, then ends with a discussion related to the needs of their libraries and what knowledge and skills they
would like to see in the SLIS graduates. Feedback is recorded, and data anonymized and used to inform specific improvements to SLIS’s current programs (e.g., course content) and guide decisions on program planning. An example of a program modification made based on focus group feedback was the development of LIS 590 Library Instruction course, approved at the School, College and University levels in 2013, the result of focus group feedback on the need for an education class.

**Capstone Paper, Comprehensive Exam, and e-Portfolio**

MLIS students, for example, are assessed not just on a course-by-course basis but more broadly at the end of their 40 credit-hour MLIS program using several key methods.

- Original research paper, the proposal of which is developed in LIS 668 research methods course, then the research completed in the LIS 695 capstone course with supervision and feedback by the Director and a second faculty reader. Student research papers published in refereed and professional journal articles can be accessed online; unpublished student research examples will be available onsite in the SLIS Conference Room.

- Comprehensive exam of questions developed by faculty from topics covered in core courses. Each exam is collected from Canvas by staff, identifying information removed, a number assigned to each comp, then each exam distributed to two faculty members for pass/fail evaluation.

- Creation of an e-portfolio, the common assignment across the three technical courses that students are required to choose as one of their electives: LIS 516, 557 or 558, which includes examples of student papers and multimedia projects. Student e-portfolio examples are published and accessed online.

The analysis of assessment data, such as WEAVE performance data and SLOs for program courses is continuous and used to plan and implement program improvements (Figure 1.5).

---

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

**Example of Program Assessment and Improvement: Archival Course Review, 2016-17**

During 2016-17, a systematic review was conducted of all required courses in SLIS’s archival certificate program (LIS 645, 646, 647, 648 and 652). Several graduate assistants were tasked with surveying all ALA-accredited graduate library programs with programs or emphasis tracks in archives and special collections for information about program size and extensivity, areas of curricular focus, course titles and descriptions. Review of these data informed several changes to course titles and descriptions and in two cases (LIS 645 and LIS 652) modifications to course content. The three-person ad-hoc committee (consisting of the Director, and Professors Griffis and Yu) then began a review of archival course SLOs to adjust and align them with the Society of American Archivist’s *Guidelines for a Graduate Program in Archival Studies* (2011). The review resulted in changes to several
courses and the publication of extended catalog descriptions for all archival courses (required and electives) on the archival certificate program’s website.

More details of this review and other examples of program changes made as a result of the strategic planning process are reviewed in Standard II. Curriculum. Ongoing long-range strategic planning is also evidenced throughout the Biannual Report (BNR) 2012 and its update, 2014 BNR, and 2016 BNR.

**Figure 1.5 WEAVE Program Assessment**

<table>
<thead>
<tr>
<th>WEAVE Academic Program-Level Assessment Report Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs offered at multiple teaching sites or by multiple delivery modes must report their findings by site and include all sites and/or modes in the findings analysis. The following components are required for a complete assessment report:</td>
</tr>
<tr>
<td>1. Findings (separated by site/mode if applicable)</td>
</tr>
<tr>
<td>2. Action Plans (required in year 2 of the assessment cycle; recommended in year 1 if applicable)</td>
</tr>
<tr>
<td>3. Updated Implemented Action Plans</td>
</tr>
<tr>
<td>4. Analysis (Two Fields: Strengths or Progress and Continued Attention)</td>
</tr>
<tr>
<td>5. Program Summary - Programs are asked to describe the program and summarize program highlights of the past year. The summary field is needed to provide context to an outside reviewer. Program contributions, activities, and accomplishments should be included in this field.</td>
</tr>
<tr>
<td>6. Continuous Improvement Initiatives/Additional Action Plans - Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field. Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in this field.</td>
</tr>
<tr>
<td>7. Closing the Loop/Action Plan Tracking – Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail.</td>
</tr>
</tbody>
</table>

**I.1.4 Communication of planning policies and processes to program constituents.** The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program’s goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

The communication and sharing of information related to planning activities, processes and outcomes uses a variety of channels/methods and reaches multiple constituent groups.
### Table 1.3 Communication of Planning Policies and Processes

<table>
<thead>
<tr>
<th>Constituent Group</th>
<th>Channel/Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLIS Faculty and Administration</strong></td>
<td>• <a href="#">Southern Miss Faculty Handbook</a></td>
</tr>
<tr>
<td></td>
<td>• SLIS faculty meetings, EHS director meetings (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• School and College task-specific retreats (ad hoc)</td>
</tr>
<tr>
<td></td>
<td>• Internal draft and final reports (e.g., WEAVE), minutes, memoranda/email (ongoing/occasional)</td>
</tr>
<tr>
<td></td>
<td>• School website, social media (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• <em>SLIS Connecting</em> e-journal (fall/winter and spring/summer)</td>
</tr>
<tr>
<td><strong>Current SLIS students (graduate, non-degree)</strong></td>
<td>• <a href="#">Graduate Student Handbook</a></td>
</tr>
<tr>
<td></td>
<td>• University email, graduate listserv (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• Class announcements, email in Canvas, SOAR (ad hoc)</td>
</tr>
<tr>
<td></td>
<td>• Student group meetings (LISSA and SMSA) (fall, spring)</td>
</tr>
<tr>
<td></td>
<td>• School website, social media (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• Local, state, regional, national conferences</td>
</tr>
<tr>
<td></td>
<td>• <em>SLIS Connecting</em> e-journal (fall/winter and spring/summer)</td>
</tr>
<tr>
<td><strong>SLIS Alumni (including Emeritus Faculty)</strong></td>
<td>• Alumni listserv (ad hoc)</td>
</tr>
<tr>
<td></td>
<td>• MLA Focus Group sessions, MLA Alumni Breakfast presentations (annual)</td>
</tr>
<tr>
<td></td>
<td>• School website social media (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• Local, state, regional, national conferences</td>
</tr>
<tr>
<td></td>
<td>• &quot;SLIS Notes&quot; column, <em>Mississippi Libraries</em> journal (quarterly)</td>
</tr>
<tr>
<td></td>
<td>• <em>SLIS Connecting</em> e-journal (fall/winter and spring/summer)</td>
</tr>
<tr>
<td><strong>SLIS Advisory Board (12 members including alumni and non-alumni)</strong></td>
<td>• Advisory board listserv (ad hoc)</td>
</tr>
<tr>
<td></td>
<td>• Advisory board retreats (occasional)</td>
</tr>
<tr>
<td></td>
<td>• School website, social media (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• “SLIS Notes” column, <em>Mississippi Libraries</em> journal (quarterly)</td>
</tr>
<tr>
<td></td>
<td>• <em>SLIS Connecting</em> e-journal (fall/winter and spring/summer)</td>
</tr>
<tr>
<td><strong>Employers</strong></td>
<td>• School website, social media (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• Local, state, regional, national conferences</td>
</tr>
<tr>
<td></td>
<td>• “SLIS Notes” column, <em>Mississippi Libraries</em> journal (quarterly)</td>
</tr>
<tr>
<td></td>
<td>• <em>SLIS Connecting</em> e-journal (fall/winter and spring/summer)</td>
</tr>
</tbody>
</table>

The SLIS Strategic Plan is published online, is reviewed annually by faculty at the April faculty meeting, the link to the Strategic Plan is published [online](#) and constituent feedback invited. New or revised plans must be compatible with and relate to College and University mission, values, and strategic goals ([www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/table_usm_ehs_slis_mission_values_goals.pdf](#)).
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.

The results of our systematic planning activities, in conjunction with curriculum review activities (see Standard II), have ensured broad coverage of ALA’s Core Competencies and the above standards (I.2.1. – I.2.8.). Evidence of this planning exists in the form of a summary table mapping SLIS’s educational goals and core course SLOs to these eight standards (Table 1.4, www.usm.edu/library-information-science/slis-planning-documents). Additional tables map course SLOs from our two graduate certificate programs to professional standards (Table 1.5, Table 1.6, www.usm.edu/library-information-science/slis-planning-documents) and a table that maps MLIS with licensure emphasis courses to AASL Standards (Table 1.7, www.usm.edu/library-information-science/slis-planning-documents).

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

SLIS has drafted nearly all SLIS’s program goals with these aspects in mind. However, several goal statements address them specifically:

From our Values statements:
  • Student-centered learning: We are committed to cultivating an active, student-centered learning community.
• **Diversity:** We recognize and value the diversity of modern society and support inclusiveness in learning.

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

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

And from our Strategic Administrative Goals:

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

• **Goal 2, Objective 3:** Faculty members maintain active memberships in appropriate professional and academic organizations.

• **Goal 5, Objective 1:** Introduce relevant professional associations in all relevant courses (e.g., Library Management would introduce the ALA management special interest group, Reference RUSA, etc.).

• **Goal 5, Objective 2:** Faculty members participate in professional development activities (as resources permit).

• **Goal 5, Objective 3:** Enhance student education with opportunities for professional development and training.

• **Goal 7, Objective 1:** Seek opportunities to mentor student research activities.

• **Goal 7, Objective 2:** Seek opportunities to collaborate with students on research.

**Service-Learning Courses**

SLIS offers two service-learning courses: LIS 545: Sources of Information for a Multicultural Society and LIS 641: Public Libraries, both of which incorporate student service into their student learning outcomes (Table 1.8). These courses require students to reflect on their service experiences in several ways, from class discussions, reflective essays and case study assessments to the preparation of practical objects (e.g., programming documentation, bibliographic tools) and the planning of programs customized to the needs of specific user groups. Course syllabi will be available in the SLIS Conference Room.

**Table 1.8 Service-Learning Course Titles and Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>545SL</td>
<td>Sources of Information for a Multicultural Society</td>
<td>3 hrs. Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.</td>
</tr>
<tr>
<td>641SL</td>
<td>Public Libraries</td>
<td>3 hrs. The development and administration of the public library. Problems in public library services.</td>
</tr>
</tbody>
</table>
Student Practica and Internships
SLIS offers three practicum or pathway courses in which students gain valuable experience working in a library, archive, or special collection and they perform a valuable service to the community and the patrons they serve while participating in the practicum (Table 1.9). A practicum requires 100 practicum hours for 2 credit hours, 150 practicum hours for three credit hours, and 200 practicum hours for 4 credit hours. Students are encouraged to apply for regional and national internship opportunities, which may count as practicum credit hours (www.usm.edu/library-information-science/notable-internships-practica).

Table 1.9 SLIS Practicum Course Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 589</td>
<td>School Library Practicum</td>
<td>1-3 hrs.</td>
<td>LIS 508 and LIS 516 or the consent of the advisor.</td>
<td>Provides an opportunity for supervised practice in school libraries.</td>
</tr>
<tr>
<td>LIS 648</td>
<td>Archival Practicum</td>
<td>2-4 hrs.</td>
<td>LIS 647 or the consent of the advisor.</td>
<td>Provides an opportunity for supervised practice in special collections and archival operations.</td>
</tr>
<tr>
<td>LIS 689</td>
<td>Library Practicum</td>
<td>2-4 hrs.</td>
<td>Permission of the practicum coordinator.</td>
<td>Provides an opportunity for supervised practice in a library.</td>
</tr>
</tbody>
</table>

SLIS Student Groups
SLIS’s student groups, the Library and Information Science Student Association (LISSA), an official ALA student group, and the Southern Miss Student Archivists (SMSA), founded at the request of the Society of Mississippi Archivists Education Committee, regularly engage and work together on campus and community service projects. Recent examples include
- coordinating book drives for flooded libraries in Louisiana and shelters in Texas
- collecting and shipping new children’s books to St. Thomas Virgin Islands elementary schools that were destroyed by hurricanes
- developing displays that advocate for the history and values of the library and archives professions
- co-sponsoring and helping organize training workshops for students and other community members
- sponsoring students’ professional development (e.g., ALA’s Student-to-Staff Program, or Digi-Day Workshops at McCain Digital Laboratory).

Student Research and Publication, Special Problems Courses
Faculty regularly encourage and mentor student research and publication activity and occasionally collaborate with current and former students on scholarly research projects—
an activity that bridges the value of teaching, mentorship, and research (Table 1.10). A list
of student papers published in refereed journals as well as professional journals is
available online at http://ocean.otr.usm.edu/~w146169/mentorpubs.htm.

SLIS offers students the option of independent studies mentored by faculty that may
address a special problem or research topic of interest to the student.

Table 1.10 SLIS Independent Study Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 691</td>
<td>Research in Library Science</td>
<td>1-6</td>
<td>Prerequisite: Permission of the director.</td>
<td>Independent research on an approved topic.</td>
</tr>
<tr>
<td>LIS 692</td>
<td>Special Problems</td>
<td>1-3</td>
<td>An independent problem study to be approved by</td>
<td>the director.</td>
</tr>
<tr>
<td>LIS 694</td>
<td>Field Problems</td>
<td>3</td>
<td>Prerequisite: Permission of the director.</td>
<td>Practical experiences with problem situations in the field.</td>
</tr>
</tbody>
</table>

1.4 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.

Earlier sections of this chapter, plus Standards I.5 and I.6 (below), explain the cyclic
nature of SLIS’s systematic planning and how regular assessment and review—not just
of program goals and objectives, but also the attainment of those goals and objectives—
informs the decisions SLIS makes about program and curriculum development.

- **SLIS Website and Listservs**
  Our evaluation of these goals incorporates external channels as well. Table 1.3
  (in Standard I.1.4) lists the various ways in which SLIS communicates
  information about program revisions and additions based on planning and
evaluation processes to various constituent groups. Program strategic
administrative goals and objectives, as well as educational goals and objectives,
are published on SLIS’s publicly available website and sent through various
listservs to students, alumni and members of the Advisory Board. SLIS and its
faculty welcome feedback from the groups these channels reach.

- **MLA Focus Groups and Alumni Breakfasts**
  We regularly engage with current students and alumni (as well as employers of
  our current students and alumni) at regional conferences, such as the focus
group sessions conducted each year at the Mississippi Library Association
conference (see Standard I.1.2). SLIS also sponsors a breakfast event at this conference for members of the same constituent groups, during which the Director and faculty communicate recent program changes, improvements, accomplishments, and proposals for future plans. SLIS and its faculty welcome and solicit feedback and comments from attendees.

- **SLIS Advisory Board Retreats**
  SLIS organizes and conducts day-long retreats for members of the SLIS Advisory Board, which typically involve soliciting feedback with Board members with whom faculty and administration engage in lengthy discussions about program direction, changes, and assessment of goal attainment, and proposals for future plans. SLIS and its faculty held the most recent of these retreats in early August 2018.

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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.

Documentation of our planning activities and data, including the archiving of this documentation, is ongoing and takes many forms. Examples of this documentation include (but are not limited to):

**Faculty Meetings:**
- agendas for all monthly faculty meetings (including planning workshops and retreats) are distributed prior to and at each meeting;
- minutes of each meeting are recorded and distributed to faculty for review.

**Strategic Planning and Curriculum Development:**
- notes or minutes of selected meetings (e.g., SLIS Curriculum Committee)
- documents submitted to offices/committees at the College and University levels (i.e., requiring approval for changes)
- agendas and minutes for meetings of related committees and councils (e.g., USM Graduate Council, CEHS Professional Education Committee)
- earlier versions and successive, “work-in-progress” drafts of important program policies (e.g., SLIS Strategic Plan) and other documents
- older and current syllabi for all core and selected elective courses
- older course materials, assignments and assessment tools, for most core and some elective courses
- all former accreditation reports and materials, including BNRs.
Program Goal Attainment and Review:

- MLIS capstone research projects and comprehensive exams (including former versions of the exam questions)
- selected student work (e.g., student e-portfolios, research projects published as journal articles)
- WEAVE assessment data and annual WEAVE reports
- GSES raw survey data and reports (including older versions of the survey)
- notes from MLA Focus Group sessions
- presentation materials for SLIS Alumni Breakfasts
- agendas and discussion materials for SLIS Advisory Board retreats
- copies of listserv messages (e.g., sharing of program information or other related announcements).

Faculty Productivity and Development (tenure- and non-tenure-track):

- current and past CVs (including concurrent documentation of all teaching, research and service activities archived in Digital Measures);
- annual performance evaluations;
- promotion and tenure dossiers;
- former and current versions of tenure and promotion guidelines;
- teaching e-portfolios (updated annually)
- certificates of completion for major courses, institutes or other forms of professional development (especially related to teaching).

SLIS archives these and other forms of documentation for multiple purposes, including planning, program assessment, and accreditation reports. Documents not available online will be available in hard copies in the SLIS Conference Room.

I.6. The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

The program’s broader planning and assessment process follows a structured timeline (Table 1.2). This timeline demonstrates not only the process’s cyclic nature but also lists the specific tasks and sources of information the program uses in its analysis of assessment data. Further evidence indicating how the results of evaluation research data are systematically used for program improvements include Table 1.11 that indicates type of evaluation research and dates of approval of program and curriculum modifications and additions by the SLIS Curriculum Committee (CC), SLIS Faculty (SLIS), College Curriculum Committee (CCC), Professional Education Council (PEC) if a licensure course, and USM Graduate Council (GC).
Table 1.11 Type of Research, LIS Program and Curriculum Approval Dates

<table>
<thead>
<tr>
<th>Research</th>
<th>Item #</th>
<th>CC Action Date</th>
<th>SLIS Action Date</th>
<th>CCC Action Date</th>
<th>PEC Action Date</th>
<th>GC Action Date</th>
<th>Effective Semester</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of similar course titles, descriptions</td>
<td>LIS 557</td>
<td>9/17/2015</td>
<td>9/18/2015</td>
<td>10/15/2015</td>
<td>11/16/2015</td>
<td>Fall 2016</td>
<td>Modify LIS 557 course title and description</td>
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<tr>
<td>Review of similar course titles, descriptions</td>
<td>LIS 558</td>
<td>9/17/2015</td>
<td>9/18/2015</td>
<td>10/15/2015</td>
<td>11/16/2015</td>
<td>Fall 2016</td>
<td>Modify LIS 558 course title and description</td>
<td></td>
</tr>
<tr>
<td>Review of similar course titles, descriptions</td>
<td>LIS 654</td>
<td>9/17/2015</td>
<td>9/18/2015</td>
<td>10/15/2015</td>
<td>11/16/2015</td>
<td>Fall 2016</td>
<td>Modify LIS 654 course title and description</td>
<td></td>
</tr>
<tr>
<td>Review of similar dual degree programs</td>
<td>Dual Degree</td>
<td>9/17/2015</td>
<td>9/18/2015</td>
<td>10/15/2015</td>
<td>11/16/2015</td>
<td>Spring 2016</td>
<td>New dual degree MLIS and Instructional Technology MS</td>
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<tr>
<td>Review of other MUS entrance exams</td>
<td>Graduate Entry Exam</td>
<td>9/17/2015</td>
<td>9/18/2015</td>
<td>10/15/2015</td>
<td>11/16/2015</td>
<td>Spring 2016</td>
<td>GRE Waiver for Applicants with Graduate Degree</td>
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<tr>
<td>Survey data, focus group data</td>
<td>MLIS with Licensure</td>
<td>10/15/2015</td>
<td>10/19/2015</td>
<td>12/3/2015</td>
<td>3/1/2016</td>
<td>3/21/2016</td>
<td>Fall 2016</td>
<td>Modify degree plan for MLIS (Licensure) program</td>
</tr>
<tr>
<td>Review of other similar programs</td>
<td>Accelerated MLIS Option (AMC)</td>
<td>3/23/2017</td>
<td>2/24/2017</td>
<td>3/30/2017</td>
<td>4/17/2017</td>
<td>Fall 2017</td>
<td>Add Accelerated Masters Option (AMC) for MLIS degree</td>
<td></td>
</tr>
<tr>
<td>Review of similar courses, SAA educational guidelines</td>
<td>LIS 506</td>
<td>12/1/2016</td>
<td>12/2/2016</td>
<td>2/2/2017</td>
<td>2/20/2017</td>
<td>Fall 2017</td>
<td>Modify course title and description for LIS 506</td>
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</tr>
<tr>
<td>Review of similar courses, SAA educational guidelines</td>
<td>LIS 631</td>
<td>12/1/2016</td>
<td>12/2/2016</td>
<td>2/2/2017</td>
<td>2/20/2017</td>
<td>Fall 2017</td>
<td>Modify course title and description for LIS 631</td>
<td></td>
</tr>
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<td>Review of similar courses, SAA educational guidelines</td>
<td>LIS 645</td>
<td>12/1/2016</td>
<td>12/2/2016</td>
<td>2/2/2017</td>
<td>2/20/2017</td>
<td>Fall 2017</td>
<td>Modify course title and description for LIS 645</td>
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<tr>
<td>Review of similar courses, SAA educational guidelines</td>
<td>LIS 648</td>
<td>12/1/2016</td>
<td>12/2/2016</td>
<td>2/2/2017</td>
<td>2/20/2017</td>
<td>Fall 2017</td>
<td>Modify course title and description for LIS 648</td>
<td></td>
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<tr>
<td>Review of similar courses, SAA educational guidelines</td>
<td>LIS 652</td>
<td>12/1/2016</td>
<td>12/2/2016</td>
<td>2/2/2017</td>
<td>2/20/2017</td>
<td>Fall 2017</td>
<td>Modify course title and description for LIS 652</td>
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<tr>
<td>Review of similar courses, SAA educational guidelines</td>
<td>LIS 647</td>
<td>12/1/2016</td>
<td>12/2/2016</td>
<td>2/2/2017</td>
<td>2/20/2017</td>
<td>Fall 2017</td>
<td>Modify course description for LIS 647</td>
<td></td>
</tr>
</tbody>
</table>

Selected Evidence

SLIS Educational Goals and Objectives (2016, reaffirmed 2018)
www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/slis_educational_goals.pdf

SLIS Strategic Plan with Administrative Goals, Objectives (2016, reaffirmed 2018)

SLIS Planning Documents: Relation of Course Objectives, SLOS, to Professional Competencies www.usm.edu/library-information-science/slis-planning-documents

Graduate Student Exit Survey Results Summary (2013-15, 2016-18)
www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/graduate_student_exit_survey.pdf
SLIS Focus Group Notes (2013 – 2018)
www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/focus-group_mla13-18.pdf

WEAVE Program Assessment Reports (2012-13 -- 2017-18)
www.usm.edu/library-information-science/about (scroll to bottom of page).
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.

The University and SLIS have established processes in place to involve constituencies at all levels and to provide students with a variety of learning experiences to meet the foundations of the profession. Planning the curriculum is linked to correspondence with constituencies via focus groups and surveys, review of comparable programs and professional competencies, and observations of trends in the fields of education and librarianship.

Relation of the Curriculum to Educational Goals and Objectives

The SLIS curriculum is based on educational goals, course objectives, and SLOs, which are mapped to ALA Core Competencies and COA Standards 1.2.1 – 1.2.8 (Table 1.4). The curriculum development process begins with research (Figure 2.1) that involves a variety of SLIS constituents:

- Qualitative data are collected at the annual focus group at the Annual Mississippi Library Conference held each October. Attendees are primarily alumni and employers, although some students usually attend as well. A brief summary of curriculum changes since last year is presented by the Director, open-ended questions are asked about various topics and proposals related to curriculum development, then feedback and ideas are solicited related to knowledge and skills needed by graduates, suggested program and course content development or revision. The focus group questions and notes are sent to the alumni and Advisory Board listservs for additional feedback from those not able to attend the conference.

- Quantitative data are collected via exit surveys of graduate students during or just after the end of their last semester. The exit survey was re-developed in 2013 by Dr. Creel and Dr. Welsh based on student satisfaction levels and confidence levels related to ALA Core Competencies as measured using a Likert Scale.
Quantitative and qualitative data are collected in course evaluations completed by students at the end of each semester. As an incentive, students who complete the evaluations get early access to their grades. See Figure 2.2 for an example of SLIS evaluation summary data for spring 2018. Evaluation data for each faculty will be available in binders in the SLIS Conference Room.

Ad hoc survey data are collected for specific curricular research topics such as the 2014-15 survey of students and alumni by Dr. Creel and Dr. Welsh related to online community-building.

Figure 2.1 Curriculum Approval Process Flowchart

Figure 2.2 LIS Course Evaluation Summary Data by Department

<table>
<thead>
<tr>
<th>Library &amp; Information Sciences</th>
<th>Institutional Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Averages by Campus and Combined</td>
<td>Institution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Surveyed</th>
<th># Responses</th>
<th>Response Rate</th>
<th>HBG</th>
<th>USMCC</th>
<th>ONLINE</th>
<th>Combined</th>
</tr>
</thead>
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<tr>
<td>66</td>
<td>47</td>
<td>66%</td>
<td>0.66</td>
<td>0.64</td>
<td>0.67</td>
<td>0.65</td>
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<tr>
<td>66</td>
<td>47</td>
<td>66%</td>
<td>0.70</td>
<td>0.69</td>
<td>0.70</td>
<td>0.69</td>
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<td>4.36 (0.86)</td>
<td>4.76 (0.51)</td>
<td>4.73 (0.57)</td>
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<tr>
<td>4.38 (0.66)</td>
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<td>4.62 (0.69)</td>
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<tr>
<td>4.35 (0.90)</td>
<td>4.73 (0.50)</td>
<td>4.70 (0.56)</td>
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<td></td>
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<tr>
<td>4.28 (0.63)</td>
<td>4.71 (0.55)</td>
<td>4.67 (0.56)</td>
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<td></td>
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<tr>
<td>4.26 (0.91)</td>
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<td>4.72 (0.54)</td>
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<tr>
<td>4.22 (0.99)</td>
<td>4.71 (0.56)</td>
<td>4.67 (0.63)</td>
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<tr>
<td>4.41 (0.80)</td>
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<tr>
<td>4.28 (0.85)</td>
<td>4.59 (0.72)</td>
<td>4.56 (0.74)</td>
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<tr>
<td>4.26 (0.91)</td>
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<td>4.60 (0.66)</td>
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<tr>
<td>4.35 (0.90)</td>
<td>4.76 (0.52)</td>
<td>4.72 (0.57)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>4.24 (0.90)</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.36 (0.75)</td>
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<td>4.24 (0.97)</td>
<td>4.71 (0.53)</td>
<td>4.67 (0.60)</td>
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<tr>
<td>4.19 (1.14)</td>
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<td>4.63 (0.68)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3.96 (1.22)</td>
<td>4.56 (0.64)</td>
<td>4.51 (0.73)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.96 (1.16)</td>
<td>4.50 (0.71)</td>
<td>4.46 (0.77)</td>
<td></td>
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</tr>
<tr>
<td>3.94 (1.22)</td>
<td>4.52 (0.76)</td>
<td>4.47 (0.82)</td>
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<td></td>
</tr>
<tr>
<td>3.85 (1.27)</td>
<td>4.51 (0.76)</td>
<td>4.46 (0.83)</td>
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</table>
Curriculum Development and Approval

The curriculum approval process typically involves six steps (Table 1.11 Type of Research, LIS Program, and Curriculum Approval Dates)

1. First, qualitative and quantitative research is conducted and the results compiled.
2. Second, the Curriculum Committee reviews the research, then develops proposals for program or course modification or addition.
3. Third, SLIS faculty review, discuss, revise the proposals as needed, and approve at the following faculty meeting.
4. Fourth, the director prepares the memo and curriculum proposal forms that are submitted to the College Curriculum Council, who reviews the proposals carefully, discusses, recommends revisions if needed, and approves.
5. The fifth step involves the proposals being reviewed, discussed and approved at the Graduate Council for review, discussion and approval.
6. The final six step involves the Provost approving the curricular revisions and additions, which are then sent to the Graduate Bulletin and SOAR registration system. Program-level modifications or additions may require approval by IHL.

Course Objectives and SLOs

To ensure a variety of educational experiences and a firm foundation in the principles and practices of librarianship, course objectives and SLOs are mapped to SLIS Educational Goals (Figure 1.3) as well as ALA Competencies and COA Standards (Table 1.3 Relation of SLIS Educational Goals to ALA Competencies, Course Objectives, SLO’s, COA Standards).

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.1.1 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.1.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;
II.1.3 Integrates technology and the theories that underpin its design, application, use;

II.1.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.1.5 Provides direction for future development of a rapidly changing field;

II.1.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Figure 2.3 Sequence and Relationship of Core LIS Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 500</td>
<td>Library and Information Science Orientation</td>
<td>1 hr.</td>
<td>An orientation to the School of Library and Information Science MLIS program and to librarianship in general. (taken during first semester)</td>
</tr>
<tr>
<td>LIS 501</td>
<td>Reference and Information Sources</td>
<td>3 hrs.</td>
<td>An introduction to reference materials, services, activities, and functions, as well as methods for locating information.</td>
</tr>
<tr>
<td>LIS 511</td>
<td>Collection Development and Management</td>
<td>3 hrs.</td>
<td>Philosophy and principles governing the selection and procurement of all types of library materials, including the use of selection aids and bibliographic sources for developing both print and nonprint collections.</td>
</tr>
<tr>
<td>LIS 605</td>
<td>Library Management</td>
<td>3 hrs.</td>
<td>Analysis of administrative theory and principles of management in libraries.</td>
</tr>
<tr>
<td>LIS 636</td>
<td>Foundations of Librarianship</td>
<td>3 hrs.</td>
<td>Examines the history and present state of librarianship and the ethics, values, and issues of the profession.</td>
</tr>
<tr>
<td>LIS 651</td>
<td>Fundamentals of Information Science</td>
<td>3 hrs.</td>
<td>Prerequisites: LIS 501, LIS 505, LIS 511 with &quot;B&quot; or better, or permission of instructor. Examines the evolution of information science, communication and information theory, information organization and retrieval, and bibliometrics. Recommended that it not be taken concurrently with LIS 668.</td>
</tr>
<tr>
<td>LIS 669</td>
<td>Research Methods in Library and Information Science</td>
<td>3 hrs.</td>
<td>Prerequisite: LIS 501, LIS 505, LIS 511 with &quot;B&quot; or better. Survey of scientific research methods and their application to the field of library and information science. Cannot enroll in LIS 668 and LIS 695 during the same semester.</td>
</tr>
<tr>
<td>LIS 695</td>
<td>Master's Research Project</td>
<td>3 hrs.</td>
<td>Prerequisite: Completed all required courses LIS 501, 505, 511, 605, 636, 651, 668 with minimum B, no Incompletes on transcript, completed at least three approved LIS electives prior to enrollment. Original research project and paper dealing with a specific problem or issue in the field of library and information science under faculty supervision.</td>
</tr>
</tbody>
</table>
Core Curriculum

Students are advised to take 500-level courses before most 600-level courses, as a background in reference, cataloging and collection development aids in understanding higher-level course concepts (Figure 2.3). Required MLIS courses are offered each spring and fall with many being offered in summer. Elective courses are offered on a rotation, with practicum and independent study courses available each semester. Core course objectives and SLOs are mapped to SLIS educational goals, ALA Competencies, and COA Standards II.1.1 – II.1.6 (Table 1.4). MLIS core courses build students’ knowledge of information resources and services, as well as technology skills, as they progress through the program.

Technology in the Curriculum

In response to an increased emphasis on technology in ALA Core Competencies and in the feedback from constituents in surveys and focus groups (www.usm.edu/library-information-science/about), the MLIS degree now requires students to take at least one of the five basic technology electives (Table 2.1). The common assignment across all three courses is an e-portfolio.

Table 2.1 LIS Technology Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 516</td>
<td>Technology in the School Library</td>
<td>3 hrs. A survey of technology utilized in elementary and secondary school libraries.</td>
</tr>
<tr>
<td>LIS 557</td>
<td>Information Technology and Libraries</td>
<td>3 hrs. Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries.</td>
</tr>
<tr>
<td>LIS 558</td>
<td>Web Design and Evaluation</td>
<td>3 hrs. Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites.</td>
</tr>
</tbody>
</table>

The School of Library and Information Science conducts occasional technology surveys of tech coverage in the curriculum to determine the degree of integration of technology into LIS 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 the utilization of various basic production technologies such as word processing, spreadsheets, email, PowerPoint, creation of electronic documents, etc.

- SLIS has made a commitment to provide increased access to library-related software as evidenced by subscriptions to WebDewey, Classification Web, and RDA Toolkit
• Several courses require the 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 classes, and students are required to create vodcasts in reference and in 590: Library Instruction.

• 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.

• Cook Library provides a variety of specialized LIS and archival databases and CoEHS librarian Michele Frasier-Robinson has created a number of LIS-related LibGuides.

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.

SLIS offers a variety of graduate programs (www.usm.edu/library-information-science/mlis-certificate-programs):

• MLIS degree
• MLIS with school licensure emphasis
• Graduate Certificate in Archives and Special Collections
• Graduate Certificate in Youth Services and Literature
• Dual master’s degrees
  o MA in Anthropology/MLIS
  o MA in History/MLIS
  o MA in Political Science/MLIS
  o MLIS/MS in Instructional Technology (only USM all-online dual master’s)

In addition, SLIS offers a British Studies study-abroad course in London each summer, and opportunities for a practicum or practica and/or independent study.
**Plans of Study**

Students learn about the curriculum, and electives related to various career tracks in LIS 500, the introductory MLIS course, and one of the requirements is to complete a plan of study to help them construct a coherent plan that will address their future professional careers. Useful information available online at [www.usm.edu/library-information-science/plans-study](http://www.usm.edu/library-information-science/plans-study) includes:

- Plans of study
- Course rotation (tentative)
- MLIS degree tracks with recommended electives for various career interests
- Required courses and recommended sequence.

**Service-Learning, Practica, Independent Study Courses**

The MLIS program offers a variety of elective coursework and students are encouraged to take a service-learning course or complete a practicum in a library, archive, or special collection. They also have the option of an independent study on an approved topic.

**Table 2.2 Service-Learning, Practicum, Independent Study**

<table>
<thead>
<tr>
<th>Service-Learning</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>LIS 545SL</strong></td>
<td>Sources of Information for a Multicultural Society</td>
<td>3 hrs. Overview of diversity of information resources available in print and other media for a multicultural society and diversity of information utilization by that society.</td>
</tr>
<tr>
<td>Practicum</td>
<td><strong>LIS 589</strong></td>
<td>School Library Practicum</td>
<td>1-3 hrs. Prerequisite: LIS 508 and LIS 516 or consent of the advisor. Provides opportunity for supervised practice in school libraries.</td>
</tr>
<tr>
<td>Service-Learning</td>
<td><strong>LIS 641SL</strong></td>
<td>Public Libraries</td>
<td>3 hrs. The development and administration of the public library. Problems in public library services.</td>
</tr>
<tr>
<td>Practicum</td>
<td><strong>LIS 648</strong></td>
<td>Archival Practicum</td>
<td>2-4 hrs. Prerequisite: LIS 647 or the consent of the advisor. Provides an opportunity for supervised practice in special collections and archival operations.</td>
</tr>
<tr>
<td>Practicum</td>
<td><strong>LIS 689</strong></td>
<td>Library Practicum</td>
<td>2-4 hrs. Prerequisite: Permission of practicum coordinator. Provides an opportunity for supervised practice in a library.</td>
</tr>
<tr>
<td>Independent Study</td>
<td><strong>LIS 691</strong></td>
<td>Research in Library Science</td>
<td>1-6 hrs. Prerequisite: Permission of the director. Independent research on an approved topic.</td>
</tr>
<tr>
<td>Independent Study</td>
<td><strong>LIS 692</strong></td>
<td>Special Problems</td>
<td>1-3 hrs. An independent problem study to be approved by the director.</td>
</tr>
<tr>
<td>Independent Study</td>
<td><strong>LIS 694</strong></td>
<td>Field Problems</td>
<td>3 hrs. Practical experiences in dealing with problem situations in the field and related institutional settings.</td>
</tr>
</tbody>
</table>
**LIS Research**

The University of Southern Mississippi, a Carnegie classified Higher Research Institution, requires all faculty and graduate students to complete the Responsible Conduct of Research Training ([www.usm.edu/research/citi-training-requirements](http://www.usm.edu/research/citi-training-requirements)) 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 ([www.usm.edu/research/institutional-review-board](http://www.usm.edu/research/institutional-review-board)).

MLIS students complete original research in several required courses as well as some electives. Below is a list of three required courses (LIS 651, 668, and 695) and two elective courses (LIS 587, 656), that require original research and examples of published student research papers from that course. A complete list of published student research is available at [http://ocean.otr.usm.edu/~w146169/mentorpubs.htm](http://ocean.otr.usm.edu/~w146169/mentorpubs.htm)

- **LIS 651: Fundamentals of Information Science** requires bibliometric research

- **LIS 668: LIS Research Methods** requires the development of a research proposal and they are required to complete the proposed research in **LIS 695: Master's Research Project**.

- **LIS 580/587: British Studies** requires a research paper on an approved topic related to British libraries, archives, or special collections.

- **LIS 656: Online Information Retrieval** requires a database comparative analysis.
II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

- Relation of SLIS Educational Goals, Course Objectives, SLOs to ALA Competencies, COA Standards (Table 1.4, [www.usm.edu/library-information-science/slis-planning-documents](http://www.usm.edu/library-information-science/slis-planning-documents))

- Relation of Archival Certificate Course Objectives, SLOs to SAA Competencies (Table 1.5, [www.usm.edu/library-information-science/slis-planning-documents](http://www.usm.edu/library-information-science/slis-planning-documents))

- Relation of Youth Services Certificate Course Objectives, SLOs to Professional Competencies (Table 1.6, [www.usm.edu/library-information-science/slis-planning-documents](http://www.usm.edu/library-information-science/slis-planning-documents))

- Relation of MLIS with Licensure Emphasis Course Objectives, SLOs to AASL Standards (Table 1.7, [www.usm.edu/library-information-science/slis-planning-documents](http://www.usm.edu/library-information-science/slis-planning-documents))

**Specializations**

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

- Students who wish to work in school libraries follow a specified curriculum that follows the standards articulated by the American Association of School Librarians (AASL) and approved by CAEP.

- Students have the option to earn a dual master's degree in LIS/history, LIS/anthropology, LIS/political science, or LIS/instructional technology.

- 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 pursue a Graduate Certificate in Youth Services and Literature that is based on YALSA (Young Adult Library Services Association) competencies.

- Students may choose to study abroad in British Studies LIS 580/587: British Libraries, Archives, and Special Collections.

- Students may complete a practicum in their chosen type of library or archive; while a practicum is not required, it is strongly recommended for those with little or no practical library experience.

- Students may propose individual specialized studies, carried out under the supervision of a faculty member.
Student Assessment

- Course assignments are related to course objectives and SLOs, and they are assessed with grading rubrics.
- MLIS program assessment includes completion of an original research project and passing a comprehensive examination.
- MLIS students are required to take one of the three technology-focused courses, LIS 516, 557, or 558, and the common technology assessment shared by all three is an e-Portfolio.
- Graduate Certificate in Archives and Special Collections – in addition to completing the required coursework and 150 practicum hours in an archive or special collection, the capstone requirement is an archival research paper.
- Graduate Certificate in Youth Services and Literature - in addition to completing the required coursework, students are required to create a youth-services e-portfolio.

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.

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, alumni, and employers;
- feedback from practicum supervisors;
- sessions and interactions at Mississippi Library Association conferences and other professional conferences, and
- informal interactions with employers.

Examples of curriculum changes over time can be found in the student achievement data in WEAVE annual assessment reports posted on the SLIS webpage “About” at the bottom of the page (www.usm.edu/library-information-science/about) and in faculty minutes (available in hardcopy format in a binder in SLIS Conference Room).
II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

The decision-making process is documented in faculty meeting minutes and program planning documents. Two examples of the ongoing curricular decision-making process include review and revision of the MLIS with School Licensure Emphasis and Graduate Certificate in Archives and Special Collections.

**Review and Revision of the MLIS with School Licensure Emphasis**

After several focus groups, a five-question survey was distributed to the student and alumni listserv and the MLA listserv to gather feedback on the MLIS with Licensure degree program in October 2015. Participants were asked to give “feedback on the required electives for School Library Licensure: “There are 15 hours of required electives in addition to the core courses for the MLIS. Please provide us with your honest, anonymous feedback so we can adjust, improve, update, etc.” The 165 respondents indicated the five courses they found relevant to school libraries and based on their feedback the following revisions were made:

- LIS 589: School Library Practicum – a new course that may substitute for LIS 511: Collection Development since collection development activities related to school libraries are part of the practicum requirements

- May choose two of three electives
  - LIS 517: Children’s Literature and Related Media
  - LIS 518: Young Adult Literature and Related Media
  - LIS 590: Library Instruction (a new course offering).

**Review and Revision of the Archival Certificate Courses**

In 2017, Dr. Griffis led a review of archival courses along with Dr. Yu and Dr. Welsh. He conducted a systematic review of other archival programs, course titles, descriptions, and requirements. Dr. Griffis mapped the SLOs in the archival certificate courses to the SAA archival education recommendations in a table of Core Archival Knowledge. After the review, he proposed the course modifications in the table 2.3, which went through the curriculum process and were approved.
Table 2.3 Archival Courses Title Revisions

<table>
<thead>
<tr>
<th>Previous Titles</th>
<th>Revised Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 506: Advanced Cataloging</td>
<td>LIS 506: Cataloging Multimedia Objects</td>
</tr>
<tr>
<td>LIS 645: Digital Libraries</td>
<td>LIS 645: Digital Preservation</td>
</tr>
<tr>
<td>LIS 646: Special Collections &amp;</td>
<td>LIS 646: Intro to Archival Theory and Practice</td>
</tr>
<tr>
<td>Archives</td>
<td></td>
</tr>
<tr>
<td>LIS 652: Metadata</td>
<td>LIS 652: Metadata for Digital Collections</td>
</tr>
</tbody>
</table>

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.

One area of increasing importance over time in various LIS professional competencies, including ALA Competencies, is an increase in technical proficiency. Some strategies that SLIS employs or plans to employ to plan for identifying and incorporating emergent technologies into the curriculum and improve the program are:

- A survey of technology coverage in the curriculum in spring 2018 indicated what technologies had multiple coverages and what technologies had sparse coverage.
- At the 2018 MLA focus group, alums indicated a need for more technology in course content so we requested feedback about what specific technologies would be useful.
- Annual review of the *Horizon Report for Higher Education* (2018) is useful and inspirational for future planning and one example of a key trend identified by the report is open-educational resources:
  - *SLIS Connecting* open-access e-journal publishes original student research that is disseminated worldwide and adds to the body of LIS research.
  - SLIS plans to submit at least one proposal for USM University Libraries Open Textbook Initiative.
Selected Evidence

SLIS Educational Goals and Objectives (2016, reaffirmed 2018)
www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/slis_educational_goals.pdf

SLIS Curriculum Committee meeting minutes, SLIS faculty meeting minutes, relevant College Curriculum Committee minutes, relevant Graduate Council minutes, curriculum approval forms from Provost (will be available in SLIS Conference Room)

Survey: Technology Coverage in the Curriculum, Spring 09, Spring 18
www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/tech_survey_09_18.pdf

www.usm.edu/library-information-science/student-resources-0
  Notable Student Internships and Practica
  Student Scholarships and Awards
  Student Publications, Presentations

Examples of unpublished student work will be available in the SLIS Conference Room.
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.

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. Full-time instructors, part-time adjunct faculty, and graduate teaching assistants balance and complement the teaching competencies of the full-time faculty and enrich the quality and diversity of the program.

SLIS Faculty

As of fall 2018, there are eight (8) faculty including six (6) full-time tenured or tenure-track faculty who cover three courses each per semester, two (2) full-time instructors, who cover four undergraduate courses per semester, three (3) part-time adjunct faculty who cover one course each per semester, and two (2) graduate teaching assistants who teach an undergraduate class each under faculty supervision. The six active tenured or tenure-track faculty members primarily teach graduate-level courses and 25 percent of the undergraduate courses. The sum total of the personnel is the equivalent of nine and one-half (9.50) full-time faculty.

SLIS received permission to advertise for one tenure-track faculty position for the academic year 2019-20 to fill an empty line so the net faculty in fall 2019 will be seven (7) full-time tenured or tenure-track faculty, two (2) full-time instructors, three (3) part-time adjunct faculty and two (2) graduate teaching assistants who are qualified to teach (minimum 18 graduate hours of LIS coursework is required to teach undergraduates), so there will be the net equivalent of ten and one-half (10.5) full-time faculty in 2019-20. With the continuing growth of both the undergraduate and graduate programs, SLIS and the College Dean have agreed to apply for Provost approval for a new tenure-track faculty position for 2020-21, which would be the equivalent of eleven and one-half (11.5) full-time faculty in the academic year 2020-21.
SLIS faculty includes one full professor, four associate professors, one assistant professor, two instructors, and three adjunct faculty. Since 2012, one associate professor retired, one visiting professor and two assistant professors resigned to accept other positions (Table 3.1).

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Appointment to SLIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie J. Norton</td>
<td>Associate Professor</td>
<td>August 1993</td>
</tr>
<tr>
<td>Teresa Welsh</td>
<td>Professor and Director</td>
<td>June 2003</td>
</tr>
<tr>
<td>Catharine Bomhold</td>
<td>Associate Professor</td>
<td>June 2003</td>
</tr>
<tr>
<td>Xinyu Yu</td>
<td>Associate Professor</td>
<td>August 2007</td>
</tr>
<tr>
<td>Stacy Creel</td>
<td>Associate Professor</td>
<td>August 2010</td>
</tr>
<tr>
<td>Matthew Griffis</td>
<td>Assistant Professor</td>
<td>August 2013</td>
</tr>
<tr>
<td>J. Edmand Pace</td>
<td>Instructor</td>
<td>August 2011</td>
</tr>
<tr>
<td>Jessica Whipple</td>
<td>Instructor</td>
<td>January 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Faculty</th>
<th>Rank</th>
<th>Appointment to SLIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy Elizabeth Haynes</td>
<td>Associate Professor Emeritus</td>
<td>1998-2015 Retired</td>
</tr>
<tr>
<td>Yan Wu</td>
<td>Visiting Assistant Professor</td>
<td>2011-2013 Resigned</td>
</tr>
<tr>
<td>J. Brenton Stewart</td>
<td>Assistant Professor</td>
<td>2012-2014 Resigned</td>
</tr>
<tr>
<td>Christopher Cunningham</td>
<td>Assistant Professor</td>
<td>2016-2018 Resigned</td>
</tr>
</tbody>
</table>

**Tenure-Track Faculty**

The nine tenure-track faculty since 2012 earned doctoral degrees from seven different universities (Table 3.2). The faculty since 2012 until the present have been diverse, with two international faculty, one from China and one from Canada, and two minorities, one Chinese and one African-American. Tenure-track faculty teach a 3/3 load in fall and spring (summer is optional); 4/4 is considered a full-time teaching load but tenure-track faculty have one course-release for research.

<table>
<thead>
<tr>
<th>Current Faculty</th>
<th>Terminal Degree</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catharine Bomhold</td>
<td>Ph.D., Library Science</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>Stacy Creel</td>
<td>Ph.D., Library &amp; Information Science</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>Matthew Griffis</td>
<td>Ph.D., Information &amp; Media Studies</td>
<td>University of Western Ontario</td>
</tr>
<tr>
<td>Melanie J. Norton</td>
<td>Ph.D., Information Science</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>Teresa Welsh</td>
<td>Ph.D., Information Sciences</td>
<td>University of Tennessee</td>
</tr>
</tbody>
</table>
Xinyu Yu  Ph.D., Information Science  University of North Texas

Past Faculty

Chris Cunningham  Ph.D., Library & Information Science  University of South Carolina
D. Elizabeth Haynes  Ph.D., Library & Information Science  University of Texas, Austin
J. Brenton Stewart  Ph.D., Library & Information Studies  University of Wisconsin-Madison

Adjunct Faculty

Part-time adjunct faculty assist with the teaching of undergraduate and 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 include well-educated professionals steeped in library education and working in a variety of professional settings, including academic and special libraries (Table 3.3).

Table 3.3 Adjunct Faculty Name, Degrees, and Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree, Position and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Stephen Parks, J.D., MLIS</td>
<td>State Librarian, Law Library of Mississippi</td>
</tr>
<tr>
<td>Suellen Adams, MLIS, Ph.D.</td>
<td>Adjunct Professor, University of Alabama, University of Southern Mississippi</td>
</tr>
<tr>
<td>Ellen Ruffin, MLIS</td>
<td>Associate Professor and Curator de Grummond Children's Literature Collection, Southern Miss University Libraries</td>
</tr>
</tbody>
</table>

Faculty Credentials

Full-time and part-time faculty, as well as graduate teaching assistants, must be credentialed by the University to teach courses for which they are qualified (teaching credential forms for faculty and GTAs will be available in the SLIS Conference Room).

Faculty who teach graduate courses must also be credentialed by the Graduate School. The requirements for Regular Graduate Faculty and Associate Graduate Faculty are available online (www.usm.edu/graduate-school/graduate-faculty-appointment-criteria) and listings of credentialed Regular Graduate Faculty and Associate Graduate Faculty are available online (www.usm.edu/graduate-school/graduate-faculty-listings).
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.

**Faculty Promotion and Tenure**

Five of the current six tenure-track faculty members are tenured and one has applied and submitted his dossiers in fall 2018 for promotion and tenure; four faculty were promoted to associate professor and one promoted to full professor. One instructor will apply for lecturer status in fall 2019.

**Faculty Support and Training**

Southern Miss is a Carnegie classified Higher Research institution. Faculty instruction and research are supported by the School, the College, and the University:

- Faculty members have access to five graduate assistants and two to four work-study students in fall and spring semesters for support with research and instructional activities.
- Social media sites and LIS listservs are maintained to promote communication and networking among faculty, staff, alumni, and students. USM Student Success website maintains a useful page of Quick Links for faculty.
- Southern Miss subscribes to Digital Measures web-based faculty activity reporting system that allows faculty to input scholarly activities and accomplishments once then it automatically produces updated CVs and productivity reports at the individual, department, college, and university levels ([www.usm.edu/center-faculty-development/campus-development-opportunities-hub](http://www.usm.edu/center-faculty-development/campus-development-opportunities-hub)).
- Faculty are located in and supported by the resources of University Libraries, particularly Cook Library and McCain Special Collections, which includes the de Grummond Children’s Literature Collection, a leading research resource in the field of children’s literature.
- Each faculty member has a private office and computer with high-speed network connectivity; Microsoft Office 365 is provided for free to USM faculty, staff, and students, to install on computers at work and at home on up to five different devices. Southern Miss i-Tech offers technical support ([www.usm.edu/itech/faculty-and-staff-hot-sheet](http://www.usm.edu/itech/faculty-and-staff-hot-sheet)).
Support for Teaching

- The new Center for Faculty Development (established 2016) provides faculty members with collaborative and individual opportunities to advance teaching and learning (www.usm.edu/center-faculty-development).
  - ACUE Faculty Development Institute is an intensive faculty development program to enhance teaching practices; faculty who complete the three-semester training earn a Certificate in Effective Teaching Instruction and the designation ACUE Distinguished Teaching Scholar. Dr. Bomhold is currently in this program.

- Student Success at Southern Miss publishes online Faculty Advising Resources.

- Southern Miss Office of Online Learning offers support and training for Canvas, which is used as a platform for online course sites and SOAR (https://online-learning.usm.edu/services/)
  - Office of Online Learning provides training in Quality Matters to ensure online course quality. All graduate faculty have completed the basic course on Rubrics and Standards and Dr. Bomhold has completed the training to become a QM Peer Reviewer (https://online-learning.usm.edu/quality-matters/).

- SLIS provides faculty access to Adobe Connect virtual classrooms for live class sessions each week; the Adobe Connect subscription includes a 24/7 helpdesk.

Support for Research and Grant-Writing

- Office of Research Administration (ORA) assists faculty members in seeking external support for their research and scholarly activities by offering workshops, hands-on training sessions, and individual counseling (www.usm.edu/research/office-research-administration).

- ORA offers access and registration to the Pivot software, which allows faculty members to develop a research profile and be sent updates of relevant grant information, and Cayuse software for completion and e-submission of grant proposals (www.usm.edu/research/ora-frequently-asked-questions).

- ORA supports the post-grant award administration and maintains contact with all granting agencies.

- The College of Education and Human Sciences is in the process of hiring a new staff member to assist and mentor faculty members in grant-writing and reporting.

- Faculty are encouraged to participate in workshops and conferences through the provision of travel assistance and registration. While University travel funds are limited, these are supplemented with USM Foundation funding.
**Faculty Excellence Awards**

The **Provost’s Office** sponsors a variety of faculty **awards and endowments** awarded annually (amount of award may vary depending on endowment):

- Center for Community Engagement (CCE) Convolve Service Learning $2,000 Award for graduates of USM’s Faculty Fellow Seminar on Service Learning to pursue new service-learning initiatives. Dr. Creel is the **2018-19 CCE Award** winner to develop a project that explores how public library systems can support underserved populations such as the homeless and economically disadvantaged.
- **HEADWA**E (Higher Education Appreciation Day – Working for Academic Excellence) Award sponsored by the Mississippi Legislature recognized one faculty who has exhibited excellence in teaching, research, and service as well as one student from each public university in Mississippi.
- **IHL Award for Excellence in Diversity and Inclusion** is awarded to faculty or staff who has demonstrated positive advancement toward diversity on campus. Each public university nominates one person and IHL chooses a state-wide honoree and also recognizes the nominee from each university.
- **Summer Grants for the Improvement of Instruction** (SGII) provide faculty 3-6 credit hours of unassigned time to create or revise one or more courses.
- **Lucas Endowment for Faculty Excellence Awards** – up to $5,000 for travel, laboratory expenses, wages, books, audiovisuals, or other sources to support and reward faculty excellence in instruction and research.
- Excellence in University Service Award, Excellence in University Teaching Award, Excellence in University Librarianship Award.
- **Faculty Senate Junior Faculty Awards** for Outstanding Teaching, Creative Activity, Outstanding Research.
- **Nina Bell Suggs Endowed Professorship** for an outstanding junior faculty member.

The **Vice President for Research** sponsors annual University **Research Innovation Awards**:

- Lifetime Achievement Award, Basic Research Award, Applied Research Award, Creative Activities Award, Academic Partnership Research Award, Multidisciplinary Research Award, Graduate Student Research Award, and Research Advocate Award.

The USM Office of Online Learning

- **Innovation in Online Teaching Award** recognizes a Southern Miss faculty member who uses online learning technology effectively and designs innovative and engaging online coursework that incorporates best practices.

The College of Education and Health Sciences offers faculty excellence awards

- **Excellence in Teaching Award** (three SLIS faculty, Dr. Creel, Dr. Griffis, Dr. Welsh, have been recipients of this award)
- **Excellence in Service Award** (one SLIS faculty, Dr. Bomhold, was the recipient of this award).
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.

Faculty Recruitment and Retention

According to Policies and Bylaws of the Mississippi Institutions of Higher Learning (IHL), which is the Southern Miss governing board, faculty appointments must 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, the Climate for Academic Success, 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.

Diversity Recruitment

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

According to the Southern Miss Fact Book, 2017-2018, the total number of faculty was 628 (322 male and 306 female). Of the 628 full-time faculty, 25 identified themselves as African-American, 10 as Hispanic, 58 as Asian, and 3 as Native American. The faculty at Southern Miss SLIS consists of one Asian and seven Caucasians; staff consists of one African-American and one Caucasian.

Diversity recruitment resources are available online (www.usm.edu/aa-eeo/recruitment-resources) and training is offered in a variety of related settings.
Statistics on faculty diversity are available in the Southern Miss Fact Book available online (www.usm.edu/sites/default/files/groups/office-institutional-research/pdf/usm_fact_book_2017-2018_3-6-18.pdf) and on file.

Governance policies and procedures are available in the Southern Miss Faculty Handbook online (www.usm.edu/provost/faculty-handbook) and on file. The Handbook is currently being revised to reflect the new organizational structure of the University.

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.

Faculty Qualifications

Full-time and part-time faculty, as well as graduate teaching assistants, must be credentialed by the University to teach courses for which they are qualified (teaching credential forms for faculty and GTAs will be available along with their CVs in the SLIS Conference Room).

Faculty who teach graduate courses must also be credentialed by the Graduate School; the requirements for Regular Graduate Faculty and Associate Graduate Faculty are available online (www.usm.edu/graduate-school/graduate-faculty-appointment-criteria) and listings of credentialed Regular Graduate Faculty and Associate Graduate Faculty are available online (www.usm.edu/graduate-school/graduate-faculty-listings).

Technical Skills Support

- The University offers a variety of workshops for faculty and staff through the Office of Online Learning (https://online-learning.usm.edu/). The Office of the Provost also sponsors specialized workshops for academic administrators.

- Office of Research Administration (ORA) offers workshops, hands-on training sessions, and individual counseling (www.usm.edu/research/university-southern-mississippi-research), as well as access and registration for the Pivot and Cayuse software.

- University Libraries offers a variety of workshops on technical resources and services such as citation management application training http://lib.usm.edu/services/instruction_and_workshops/.
Table 3.4 Faculty Professional Memberships

<table>
<thead>
<tr>
<th>Name</th>
<th>Memberships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bomhold</td>
<td>American Library Association; American Association for School Librarians; Association for Libraries Services to Children; Ethnic and Multicultural Information Exchange Round Table of the ALA; Zero to Three; Mississippi Libraries Association</td>
</tr>
<tr>
<td>Creel</td>
<td>Mississippi Libraries Association</td>
</tr>
<tr>
<td>Griffis</td>
<td>Oral History Association; Louisiana Historical Association; Louisiana Historical Society; Society for the History of Authorship, Reading, &amp; Publishing; Association for Library &amp; Information Science Education (ALISE); American Library Association; Southern History of Education Society; Mississippi Library Association; Mississippi Historical Society, Mississippi Department of Archives and History; Hattiesburg Historical Society; Society of Mississippi Archivists; Canadian Association of Information Science</td>
</tr>
<tr>
<td>Norton</td>
<td>American Library Association; Association of College and Research Librarians; American Association of School Librarians; American Society for Information Science: Library Leadership &amp; Management Association; Mississippi Library Association</td>
</tr>
<tr>
<td>Welsh</td>
<td>American Library Association; Association for Library and Information Science Education; Mississippi Library Association; Special Libraries Association; Society of MS Archivists; Southeastern Library Association</td>
</tr>
<tr>
<td>Yu</td>
<td>American Library Association; American Society for Information Science and Technology; Medical Library Association; Mississippi Library Association; Special Library Association; Mississippi Public Health Association</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 (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Faculty members are active in research and in publishing and have published or presented scholarly journal articles, research papers, and posters in a variety of refereed and professional journals and conferences. Five faculty members have authored or edited books and book chapters. Table 3.5 is a summary of SLIS faculty productivity from 2012-2018 (see vitae for detailed lists of publications and presentations).
Table 3.5 Summary of SLIS Faculty Scholarly Productivity (2012-2018)

<table>
<thead>
<tr>
<th>Scholarly Publications, Presentations, Grants</th>
<th>Full Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Instructors</th>
<th>SLIS Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Books</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Peer-Reviewed/ Refereed Journal Articles</td>
<td>6</td>
<td>11</td>
<td>11</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Professional Journal Articles</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Columns, Essays, Reviews</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Juried Papers Published in Conference Proceedings</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Journal Editor</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Scholarly Websites</td>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Website Articles</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

| Scholarly Presentations                       |                 |                      |                      |             |             |
| Keynote Speaker                               | 1               | 0                    | 6                    | 0           | 7           |
| International Conference Presentations        | 3               | 1                    | 1                    | 0           | 5           |
| National/Regional Conference Presentations    | 2               | 6                    | 10                   | 4           | 22          |
| State/Local Conference Presentations          | 19              | 7                    | 10                   | 0           | 36          |
| Community Presentations                       | 3               |                      |                      |             | 3           |

| Grant Awards                                  |                 |                      |                      |             |             |
| Grants Awarded, Internal                      | 1               | 5                    | 0                    | 0           | 6           |
| Grants Awarded, External                      | 0               | 9                    | 3                    | 0           | 12          |
| Other                                         |                 |                      |                      |             |             |
| Totals                                        | 63              | 54                   | 52                   | 6           | 175         |

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.

Table 3.6 indicates the degrees and specializations of faculty. Table 3.8 demonstrates past library-related work experience. Internal to the School we assist one another with course review and development as well as sharing syllabi for consistent instruction for the students. 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 3.6 Faculty Course Specializations and Degrees

<table>
<thead>
<tr>
<th>Name</th>
<th>Research, Instruction &amp; Advising Specialization</th>
<th>Ph.D.</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bomhold</td>
<td>Advisor, School Library Media Program Children and Young Adult Literature; School Libraries; Service Learning in Library and Information Science; Underserved populations</td>
<td>Library and Information Science</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>Creel</td>
<td>Advisor, Youth Services Certificate Children’s and YA Services; Public Libraries; Reference &amp; Information Services; Storytelling</td>
<td>Library and Information Science</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>Griffis</td>
<td>Advisor, Archival Certificate Library History; History of the Book; Public Library Design and Planning; Digital Humanities</td>
<td>Library and Information Science</td>
<td>University of Western Ontario</td>
</tr>
<tr>
<td>Norton</td>
<td>Computer-human Interactions; Tech Impacts on Info Services; Information Ethics; Academic Collaboration &amp; Isolation; Research Methods; Bibliometrics; Resource Management; Database Construction &amp; Applications</td>
<td>Library and Information Science</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>Welsh</td>
<td>Advisor, Graduate Assistants, Dual Majors Information Literacy; Information Technology; Visualization of Information; Research Methods; Online Information Retrieval; Bibliometrics; Archival Studies</td>
<td>Communication and Information Sciences</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Yu</td>
<td>Advisor, Southern Miss Student Archivists Image Indexing and Digital Imaging, Cataloging and Classification, Metadata and Digital libraries, Consumer Health Information</td>
<td>Library and Information Science</td>
<td>University of North Texas</td>
</tr>
</tbody>
</table>

### Table 3.7 Faculty Work Specializations and Experience (non-teaching)

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Specializations and Experience (non-teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bomhold</td>
<td>School Library Consultant, Perry County (MS) School District Librarian, Youth Department, Birmingham (AL) Public Library Media Specialist, Childcare Resources, Birmingham, AL Director, Clarence B. Hanson, Jr. Library, Birmingham (AL) Museum of Art Graduate Assistant, Ricker Library of Art and Architecture, University of Illinois at Urbana-Champaign Library Assistant, Wolfram Research Company, Champaign, IL</td>
</tr>
<tr>
<td>Creel</td>
<td>Assistant Director, Children’s Services, Cy-Fair Branch Library, Cypress, Texas</td>
</tr>
</tbody>
</table>
### Faculty Assignments

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Branch Manager/Children’s Librarian</td>
<td>Kendall Branch Library, Houston Public Library, Houston, TX</td>
</tr>
<tr>
<td>System Young Adult Manager</td>
<td>Houston Public Library, Houston, TX</td>
</tr>
<tr>
<td>Young Adult Librarian</td>
<td>Roosevelt Island Branch, Sixty-Seventh Street Branch, Pelham Bay Branch, New York Public Library</td>
</tr>
<tr>
<td>Asst. Branch Librarian</td>
<td>New York Public Library</td>
</tr>
<tr>
<td>Griffis</td>
<td>Archives Assistant, Trent Valley Archives, Peterborough, Canada</td>
</tr>
<tr>
<td>Norton</td>
<td>Interim Dean, Joseph Cook Library, University of Southern Mississippi</td>
</tr>
<tr>
<td>Former Director</td>
<td>Southern Miss School of Library and Information Science</td>
</tr>
<tr>
<td>Manager</td>
<td>Physics Instructional Center, University of North Texas</td>
</tr>
<tr>
<td>Lab/LAN Manager</td>
<td>SLIS, University of North Texas</td>
</tr>
<tr>
<td>Operations Manager</td>
<td>Physics Instructional Center, University of North Texas</td>
</tr>
<tr>
<td>Welsh</td>
<td>Current Director, Southern Miss School of Library and Information Science</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Katrina Research Center, Information Clearinghouse, and Repository, University of Southern Mississippi</td>
</tr>
<tr>
<td>Evaluation Researcher</td>
<td>University of TN Medical Center, Knoxville</td>
</tr>
<tr>
<td>Database Consultant</td>
<td>Oak Ridge National Laboratory, TN</td>
</tr>
<tr>
<td>Senior Research Assistant</td>
<td>Laboratory Records, Oak Ridge National Lab, TN</td>
</tr>
<tr>
<td>Assistant Archivist</td>
<td>UTK Special Collections</td>
</tr>
<tr>
<td>Yu</td>
<td>Graduate Library Assistant, Reference Department, University of Oklahoma Libraries</td>
</tr>
<tr>
<td></td>
<td>Graduate Library Assistant, Rare Books, University of North Texas Libraries</td>
</tr>
</tbody>
</table>

### III.7 Faculty Assignments

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.

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 eight (8) full-time faculty, including the director and two (2) undergraduate instructors. Tenured faculty include one (1) full professor (15 years in rank); four (4) associate professors whose time in rank ranges from twenty-five to four years, and one assistant professor being considered for promotion and tenure in 2018-19. Two undergraduate
instructors, and three adjuncts complete the faculty. In order to fill a vacant line, SLIS has received permission to advertise for one (1) tenure-track assistant professor to be hired for fall 2019 and due to the growth of the programs, plans to seek permission for a new tenure-track assistant professor position to be hired for fall 2020.

University-wide the typical graduate faculty teaching load is three/three with release time for approved research or service activities. The typical teaching load in SLIS is also three/three with release time for approved research or service activities. Course sections are typically limited to 30 graduate students or 40 undergraduate students per class. In online teaching, we generally break groups larger than 20 students into smaller groups to better facilitate class chats and discussion. In fall 2017 there were 161 graduate students in 18 sections of 18 courses, with an average of 17.5 students per section (not including sections of practicum, special problems, and independent study coursework, which were 4 sections of 5 courses with an average of 3 students per section). In fall 2018 there were 185 graduate students in 18 sections of 18 courses, with an average of 22.7 students per section (not including sections of practicum, special problems, and independent study coursework, which were 4 sections of 4 courses with an average of 3.5 students per section.)

Online classes include discussion board postings and required real-time chats to promote topic discussions and encourage student engagement. Only faculty with earned doctorates and graduate faculty rank from the Graduate School may teach master’s students and are eligible to serve as primary or secondary reader for the students’ master’s research project. Faculty credentials are reviewed and renewed by the Graduate School every five years.

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.

According to the USM Faculty Handbook (2017:71):

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 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*, 2017:71).

Student assessments of courses are conducted each semester to monitor the quality of instruction and to allow for planning needed improvements. The University uses a standardized online form with Likert-type scales and calculates class average, department average, and college average. Evaluation results are available 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 2016, the faculty adopted a revised tenure and promotion policy effective January 2017 as a part of a University-wide initiative to revise tenure policies. This culminated a three-year process of discussion and revision. *SLIS Tenure and Promotion Guidelines* (2017) are available on the Provost’s website at [www.usm.edu/sites/default/files/groups/office-provost/pdf/cep_slis_tenure_promotion_guidelines_2017.pdf](http://www.usm.edu/sites/default/files/groups/office-provost/pdf/cep_slis_tenure_promotion_guidelines_2017.pdf).

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).

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III.9 *The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.*

SLIS administration (Director and two Assistants to the Director) archive school
documents such as admission assessment forms, faculty meeting agendas and minutes, annual faculty self-reports and evaluation forms, faculty contracts, faculty teaching credential forms, and Graduate School credential forms, course evaluation forms, and other relevant reports and documentation.

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.*

Annual faculty self-reports and evaluation forms include questions about faculty future plans and ideas for the future growth of the program as well as professional development of the faculty. These ideas, along with feedback and suggestions from alumni, employers, and students, fuel creative ideas for future growth and development that are discussed individually in the faculty evaluation process and discussed broadly as a group in monthly faculty meetings.

**Conclusion**

SLIS faculty members strive for excellence in the three main areas of academia: teaching, research and publishing, and service. These goals are supported by the College of Education and Human Sciences (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.

*Selected Evidence*

Links to faculty e-Portfolios with public vitae and selected materials are available online at [www.usm.edu/library-information-science/faculty-staff-adjunct-faculty-emeritus-faculty](http://www.usm.edu/library-information-science/faculty-staff-adjunct-faculty-emeritus-faculty)

Full faculty curriculum vitae, course syllabi, and course evaluations will be available in the SLIS Conference Room.

Faculty, adjuncts, and graduate teaching assistant’s credentials forms will be available in the SLIS Conference Room.
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.

SLIS Mission and Policies

The School’s mission is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities. The 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 personal contact, presentations, etc., as well as social media such as Facebook, Twitter, and LinkedIn. 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 the MLIS program and applying to the University Graduate 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 numerous search engines and directories. The program also attends regional recruiting opportunities when possible, and uses various social media outreach, student ambassadors, listservs, SLIS Connecting e-journal, and occasional advertising in conference programs and the SAA American Archivist Web site.

Recruitment Initiatives

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

- Personal contact with prospective students
- Communication with alumni via listserv – program alums are the best recruiters
- Facebook, Twitter, LinkedIn - program updates posted
- SLIS Web site
- Mississippi Library Association listserv, Southeastern Library Association listserv
- Faculty and student participation in the Mississippi Library Association conference and other conferences through presentation of research papers and poster sessions
- Annual activities on campus such as the Fay B. Kaigler Children’s Book Festival and USM Black and Gold Days.
SLIS annually hosts an exhibit table with informational material about the program annually at the Mississippi Library Association conference, Mississippi Library & Media Professionals (LAMP), ALA Mid-Winter Conference, and ALA Annual Conference. Additionally, SLIS occasionally sponsors exhibit tables at a variety of other conferences. Exhibit tables are set up and manned by SLIS faculty, staff, graduate students, or alumni who serve as conference ambassadors.

- Alaska Library Association Conference, March 2016
- American Association of School Librarians, Phoenix, 2017
- Arkansas Library Association, Little Rock, 2016
- Art Libraries Society of North America, New Orleans, February 2017
- Association of Rural and Small Public Libraries, Little Rock, AR, October 2015;
- Black Caucus of the American Library Association, Atlanta, 2017
- Mississippi Book Festival, Jackson, August 2017
- New England Library Association, Danvers, ME, October 2017
- New Mexico Library Association, Albuquerque, November 2017
- Southeastern Libraries Annual Conference, Atlanta, October 2016
- Society of American Archivists, Atlanta, 2016
- Society of Southwestern Archivists, New Orleans, 2014

**Minority Recruitment Initiative**

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 Mississippi minorities who wished to earn an MLIS degree. Between 2010 and 2013, ten Mississippi natives with a designated minority status were enrolled, mentored through the program, and after graduation with MLIS degree, all ten were hired for professional librarian positions in Mississippi libraries. There is a great need for more minorities in professional librarian and archivist positions in the state, so SLIS hopes to repeat the success of this initiative with another IMLS grant.

**Student Success and Retention**

Southern Miss is committed to creating an environment where students succeed so they created and maintain a Student Success Web site (www.usm.edu/success). What’s on the site for students?
• Advice on advising, what to do if you’re on probation or suspension, tips on email etiquette, avoiding plagiarism, note-taking, and more
• Who can help with personal matters like depression, anxiety, illness, disability testing, and accommodations, or what to do if you’re worried about failing a class
• Quick log-ins for SOAR, Canvas, Turnitin, and Eagle Mail
• Easy access to the academic calendar and the campus directory of all faculty, staff, and students.

Financial Aid

Financial assistance is provided based on the qualifications of the students as well as financial need. Students may apply for financial aid such as student loans and grants through the Financial Aid Office, which has counselors to assist students. A variety of scholarship funds are available to assist students accepted into the MLIS program at Southern Miss:

• The Mississippi Library Association Peggy May Scholarship ($1,000) 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 Virgia Brocks-Shedd Scholarship was established to honor Virgia-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 Scholarships ($1,800 each) were 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 two Mississippi students with outstanding academic records and financial need.

• The School of Library and Information Science Annual Scholarship ($500) is awarded to a graduate student with financial need and a minimum 3.0 GPA in the School of Library and Information Science. The recipient must have completed a minimum of 9 credit hours graduate work.

• The H.W. Wilson Annual Scholarship ($1,000 each) are given to two graduate students who maintain a good academic standing.

• Central Mississippi Library Council (CMLC) Scholarship ($500) is awarded annually to a student who has completed six (6) hours in an ALA-accredited Master’s Degree
program is currently an employee of a Mississippi library. Preference will be given to employees of CMLC member libraries.

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 and one scholarship is awarded annually.

- Beta Phi Mu Beta Psi Chapter Scholarship ($400)

Another USM Foundation Scholarship will soon be endowed, the Elizabeth Haynes LIS Scholarship, which honors a previous SLIS director. In addition, students are encouraged to apply for regional and national scholarships and honors; a list of recipients is available online at [www.usm.edu/library-information-science/student-scholarships-and-awards](http://www.usm.edu/library-information-science/student-scholarships-and-awards).

Financial support is also provided in the form of graduate assistantships and federal assistance through the Work-Study Program. The School offers five assistantships each year, which include both a tuition waiver and a stipend of $7,200 over nine months. The de Grummond Collection, Digital Lab, and various other areas of University Libraries also provide opportunities for graduate assistantships, work-study students, and wage positions.

**Career Services**

Southern Miss Career Services publishes an online [Career Guide](http://www.usm.edu/library-information-science/student-scholarships-and-awards) with useful information on how to prepare a professional resume and cover letter, dress professionally, and prepare for job interviews. Students and recent graduates who are seeking a professional position are encouraged to subscribe to the slisjobs listserv – each week, multiple library positions are sent to SLIS faculty and staff and they are posted to the listserv.

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*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.*
**SLIS Web Site**

The School of Library and Information Science has a current, maintained Web site (www.usm.edu/slis) that publishes useful information for prospective applicants, students, alumni, faculty, employers, and supporters of the programs at SLIS:

- **About** – SLIS Mission, Values, Educational Goals and Objectives, Strategic Plan with Administrative Goals and Objectives, Policies, SLIS Advisory Board, ALA Accreditation Report 2012, ALA Accreditation Plan 2019, Program Assessment Data, Student Assessment Data
- **Faculty and Staff** - Faculty, Staff, Adjunct Faculty, Emeritus Faculty
- **Achievements** – Student Achievements, Student Resources, Tuition/Financial Aid, Scholarships/Internships
- **Graduate Programs** – MLIS, MLIS with licensure emphasis, Archival Certificate, Youth Services Certificate, Plans of Study, Course Schedules, Course Rotation, Course Descriptions
- **Undergraduate Program** – LIS Major, LIS Minor, Accelerated Master's Option (AMO), Course Schedules, Course Descriptions
- **Admissions** – Graduate Admissions, Undergraduate Admissions
- **E-Publications** – SLIS Connecting e-Journal, The Roots of Community, USM Children's Book Festival Programs, Special Collection Videos, Podcasting with SLIS.

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 Director or faculty advisors to ensure uniform responses. Policies governing admission, financial aid, and plans of study are contained within the Bulletin, the University catalog, and the Web site. 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.
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.

There are general admission standards in place to enter the University Graduate School to which the School adheres and these standards are applied consistently and uniformly across the University. The Graduate School Web site includes an application guide - [www.usm.edu/graduate-school/step-step-guide-applying-graduate-study](http://www.usm.edu/graduate-school/step-step-guide-applying-graduate-study) - and applicants must first be reviewed by the Graduate School before they are considered for admission to the School of Library and Information Science. Students admitted to the dual degree programs with History, Anthropology, Political Science, or Instructional Technology must be independently admitted to both programs.

**MLIS Program Admission Process**

SLIS 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. From 2012 to 2018, about 25 percent of enrolled MLIS students were minorities (28.5% of MLIS with licensure, and 23.3% non-licensure students) (Table 4.1).

Applicants must have a GPA of at least 2.0 on the last sixty undergraduate credit hours to be accepted into the Graduate School and those with an undergraduate GPA above 2.0 but below 2.75 on the last sixty hours are considered for conditional admission. For applicants not meeting the 2.0 GPA requirement, they may opt to take courses as a non-degree student. If the student demonstrates by achieving B (3.0) or better on nine graduate hours of Library Information Science coursework, 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.
Other admission policies and standards of Southern Miss and the School do not rely upon one criterion alone. While the School requires either GRE or Miller Analogies Test scores, these are never the sole criteria for admission or denial and applicants already holding a graduate degree may request a GRE waiver. All applicants are asked to submit a purpose statement, which is an essay on 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. All aspects of the student application are considered by the Admissions Committee including GPA (Table 4.2), letters of recommendation, personal essay, paraprofessional or volunteer experience, and resume.

After receiving the completed application forms the SLIS Admissions Committee evaluates applications individually on an admissions assessment form, which they send to the Director along with their recommendation that the student is admitted, denied admission, or be admitted on a conditional basis. The Director makes a final decision and then passes the recommendations to the Graduate School. The admission process is done electronically using campus management software Hobson’s Radius and the Admission Committee members and the Director register their decisions online (admitted, conditionally admitted, denied). Once the decisions are registered, the Graduate School notifies the applicant (examples of admission assessment forms will be available in the SLIS Conference Room).
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. 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 and MAT 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.

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.

Advisement

Advising is shared among the faculty based on specialization and emphasis area (Table 4.3). Separating the advising groups to be served by specific faculty ensures uniform advising and standards of expectation for all students appropriate to their programs. New students must first take LIS 500, a one-credit hour orientation course. Students learn about degree requirements and recommended electives for various career tracks and they complete a plan of study. While there is some flexibility, first semester LIS graduate students are encouraged to take the basic 500-level courses Reference (LIS 501), Cataloging (LIS 505) and Collection Development (LIS 511) as first or second semester courses (see Advising Decision Tree).

Several higher-numbered required courses and some 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. Fundamentals of Information Science (LIS 651) and LIS Research Methods (LIS 668) are not recommended to be taken in the same semester and students must complete LIS 668: LIS Research Methods before taking the capstone course LIS 695: Master’s Research Project. 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 unless placed on the permission list by an advisor.
Table 4.3 SLIS Graduate Faculty and Advising Area

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Advising Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catharine Bomhold, Ph.D.</td>
<td>MLIS with licensure emphasis students</td>
</tr>
<tr>
<td>Stacy Creel, Ph.D.</td>
<td>Youth Services Certificate students</td>
</tr>
<tr>
<td>Matthew Griffis, Ph.D.</td>
<td>Archival Certificate students</td>
</tr>
<tr>
<td>M.J. Norton, Ph.D.</td>
<td>Academic Librarianship</td>
</tr>
<tr>
<td>Teresa Welsh, Ph.D.</td>
<td>Graduate Assistants, Dual Masters, secondary advisor as needed</td>
</tr>
<tr>
<td>Xinyu (Cindy) Yu, Ph.D.</td>
<td>Special Librarianship</td>
</tr>
</tbody>
</table>

Students have the opportunity to avail themselves of a range of elective courses, which permits construction of a plan of study that fits their individual aspirations and interests. Core course SLOs are related to SLIS educational goals and objectives, and student progress is evaluated on attainment of these SLOs annually in a WEAVE assessment report required by the USM Office of Institutional Effectiveness. WEAVE reports are publicly available on the SLIS Web site (see the bottom of webpage www.usm.edu/library-information-science/about for assessment data). These assessments are reviewed annually in August in preparation of the WEAVE reports due at the end of each September. If any of the course SLOs are not met in the WEAVE report, faculty must develop a plan of action to improve student achievement in that area.

Individually, if a student's GPA falls below a 3.0 or if they make more than one C, they are placed on academic suspension by the Graduate School. The student and their advisor are notified and they have one semester to remedy the suspension or they will be dismissed from the program. Students are allowed to replace one grade so they have the option of retaking a course and requesting a grade replacement but only once. If students made a low grade due to a serious medical or personal issue, they may request a late withdrawal from that course or a late administrative withdrawal from an entire semester. The student must provide documentation for the request and if approved, would receive a W on their transcript. Advisors work closely with students to encourage their success and to adjust their class schedule appropriately to fit their time schedule. Even if able to take only one course a semester, by completing one course each fall, spring, and summer, they can complete the program in five years.

**Student Achievement**

Many graduate students have applied for and been awarded national scholarships and internships. They have interned in the Library of Congress, Smithsonian, The Metropolitan Museum of Art, the National Archives and Records Administration, and Newberry Library.
A list of notable student practica and internships is available at [www.usm.edu/library-information-science/notable-internships-practica](http://www.usm.edu/library-information-science/notable-internships-practica).

Many graduate students have won national awards as well as national, regional, and state scholarships. A list of study scholarships and awards is available online at [www.usm.edu/library-information-science/student-scholarships-and-awards](http://www.usm.edu/library-information-science/student-scholarships-and-awards).

**Placement**

The School provides access for its students and graduates to employment listings via the SLIS listserv, slisjobs@usm.edu. SLIS faculty are sent multiple job listings each week that are posted to slisjobs and students or graduates who are looking for a position are added to the listserv so that they receive regular updates of new positions.

Students are strongly encouraged to join and 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.

The School actively keeps track of students and alumni’s job placements and achievements, which are lauded in e-journal *SLIS Connecting* (“From the GAs: Congratulations” column at [https://aquila.usm.edu/slisconnecting/](https://aquila.usm.edu/slisconnecting/)). SLIS also has an Excel file of over 1,700 MLIS graduates since 1965, their graduation year and name, and for many of them, their email address, position title, and position location. SLIS alumni have a listserv and are sent regular updates about the program and encouraged to send SLIS information about available positions for our graduates and practicum/internship opportunities for our students, which in many cases leads to a professional position.

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**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;**

SLIS graduate students are active in University governance and are represented on the Graduate School Senate ([www.usm.edu/graduate-school/graduate-student-senate](http://www.usm.edu/graduate-school/graduate-student-senate)) and have served on the Southern Miss Student Government Association ([www.southernmisssga.org/](http://www.southernmisssga.org/)), both of which actively participate in academic and student affairs.
**IV.5.2 Participate in research;**
Southern Miss MLIS students are required to conduct bibliometric research in LIS 651: Fundamentals of Information Science; in LIS 668: LIS Research Methods, they develop a research proposal and they complete the research in LIS 695: Master’s Research Project. Graduate students participate by presenting papers or posters in the USM Graduate Student Research Symposium each spring and some of their research papers have been published in a variety of refereed and professional journals ([http://ocean.otr.usm.edu/~w146169/mentorpubs.htm](http://ocean.otr.usm.edu/~w146169/mentorpubs.htm)).

**IV.5.3 Receive academic and career advisement and consultation;**
Career tracks are discussed in LIS 500 orientation class and students complete a plan of study that they may revise as they go through the program. Each semester, students consult with their advisor or the Director about courses of interest that will prepare them for a career of interest to them. In the last capstone course, LIS 695, professionalism is a topic that is addressed – what is professionalism, how should one dress professionally for a job interview, how to search and apply for a professional position.

**IV.5.4 Receive support services as needed;**
Southern Miss also maintains a site for student concerns and grievances, the Campus Action Referral and Evaluation System (CARES) [www.usm.edu/student-affairs/cares](http://www.usm.edu/student-affairs/cares), a team of campus professionals who respond to reports of concern regarding the academic progress and well-being of students.

**IV.5.5 Form student organizations;**
Southern Miss SLIS has two student organizations: LISSA and SMSA and information about the two groups may be found at [www.usm.edu/library-information-science/student-resources-0](http://www.usm.edu/library-information-science/student-resources-0):

**LISSA**
The Library and Information Science Student Association (LISSA) is an official ALA Student Chapter. LISSA faculty advisor is Instructor Jessica Whipple encourages LIS students to join and membership is free. The student officers of LISSA, president, vice-president, secretary, and webmaster, are elected each year through self-nomination and online ballots. LISSA meetings are in the SLIS Office as well as online for distance students. LISSA is not only a student chapter of ALA but also a registered student organization on the Southern Miss campus and they participate in university-wide activities, such as a Halloween face-painting booth, and volunteer
for special events such as recruiting events on campus and Fay B. Kaigler Children’s Book Festival.

LISSA participates each year in the ALA Student-to-Staff (S2S) program - from 2012-2018, the School was represented by a S2S student at the ALA annual conference in Anaheim, Chicago, Las Vegas, San Francisco, Orlando, and New Orleans. Each year LISSA works on at least one community service project. In 2016, LISSA and SMSA collected books for Baton Rouge area schools to replenish their libraries after the massive flooding. Then again in 2017, LISSA partnered with SMSA to collect books for Hurricane Harvey relief for Dallas public library’s mini library at a shelter and the Bailey Hutchinson Convention Center. In 2018, LISSA and SMSA collected book donations for two elementary schools in the St. Thomas Virgin Islands after they were devastated by two hurricanes. LISSA and SMSA also collected educational materials for an organization called Bridge to Asia. LISSA has a Facebook page at www.facebook.com/southernmissslissa/

**SMSA**
The Southern Miss Student Archivists (SMSA) student group was formed at the request of the Society of Mississippi Archivists (SMA) Educational Committee in 2010. Dr. Cindy Yu is the faculty advisor and works with SMSA officers, president, vice-president, secretary, and webmaster, which are nominated and elected by SMSA members. SMSA works in cooperation with LISSA at the Fay B. Kaigler Children’s Book Festival to man the SLIS exhibit tables and each October, to celebrate American Archives Month, SMSA organizes and promotes at least one archival-related speaking event either on campus or off. Other examples of archival educational activities include volunteering to work on projects at McCain Library and Archives, the Hattiesburg Genealogical Library, and the Southern Mississippi Historical and Genealogical Society. Student membership is free and members have grown to over 40 students. Now SMSA members include graduate and undergraduate students from SLIS and history and they maintain a Facebook page: www.facebook.com/Southern-Miss-Student-Archivists-SMSA-203760579638985/

**IV.5.6 Participate in professional organizations.**
SLIS students may volunteer at the Fay B. Kaigler Children’s Book Festival held annually by the School. At the Festival, the School hosts around 400 to 500 attendees from all over the United States. Registrants may attend a variety of workshops, general sessions, lunch sessions, and evening events. 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, which allows students to meet and get to know top-tier children’s authors and illustrators while providing services and manpower to ensure the success of the Festival. Students are compensated with complimentary tickets to programs, and meals, as well as the thrill of meeting the presenters.

Graduate students participate in recruitment activities in state, regional, and national conferences. From 2012 – 2018, SLIS had a student representative at the ALA Student to Staff program. Graduate students have made scholarly presentations at conferences such as the Mississippi Library Association Annual Conference, the Society of Mississippi Archivists, and the American Library Association Annual Conference. Each year, students are invited to present at the Qualitative and Quantitative Methods in Libraries International (QQML) Conference by the Director, who serves on the Advisory Committee and the International Scientific Committee:

- QQML 2018, Chania Cultural Center, Crete, Greece, three SLIS graduate students and two SLIS alumni presented three papers and a poster
- QQML 2016, London, four recent SLIS graduates presented their student research papers
- QQML 2015, Paris, two SLIS graduates presented research papers
- QQML 2013, Rome, two SLIS graduates, and one student presented papers
- QQML 2012, Limerick, Ireland, two SLIS alums and two SLIS students presented research papers.

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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.

Student achievement is measured in a variety of ways:

- Reports of practitioner supervisors of library and archival practicums are designed to collect information about the student’s progress
- Appropriate completion of coursework, coupled with student course evaluations after each semester; course evaluations are also a required element of faculty annual reviews and promotion and tenure dossiers
- A comprehensive exam given at the end of each semester includes questions from a collected pool of questions generated by faculty; the comp exams are retrieved
by staff from Canvas, identifying information such as names removed, then assigned a number and each one distributed to faculty to review. Staff then collect the comp exams and send to the Director along with the number code to identify each student. The exams are pass/fail and if a student fails a section, they are allowed one do-over. If the two faculty evaluations are not in agreement, then the comp exam is sent to a third faculty member to break the tie.

- WEAVE assessment data, which measures levels of student achievement of key SLOs linked to educational goals and objectives.
- Feedback from the students solicited in exit surveys
- Notes from the annual focus group held at the Mississippi Library Association annual conference
- During the annual MLA conference, the Director and other faculty members meet informally with the directors of public, academic, special collections and archives, and such discussions have yielded important feedback on changes in the field that must be addressed in the SLIS program. For example, qualitative data about school licensure emphasis requirements were collected in the MLA focus group in fall 2015, which led to further research and revision of the licensure requirements (see Standard II Curriculum).
- 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 and a list of published student papers in journals such as 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 is available at http://ocean.otr.usm.edu/~w146169/mentorpubs.htm
- Another indication of student achievement is number of graduates per year. The MLIS degree typically ranks high on the list of top 10 number of master’s degrees awarded at USM each year (Table 4.4).
- SLIS staff have a great deal to do with student success – they run queries in SOAR each semester to identify students who have a grade below B or an incomplete grade. Those students are contacted and offered options such as withdrawing from one of their classes if the course load is too much.
Table 4.4 Five-year Trend of MLIS Degrees Awarded (*USM Factbook 2017-2018*)

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<tbody>
<tr>
<td>MLIS Degrees awarded</td>
<td>49</td>
<td>65</td>
<td>77</td>
<td>59</td>
<td>77</td>
</tr>
</tbody>
</table>

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.*

- **WEAVE assessment data** include both direct and indirect measures for student achievement in required courses:
  - Direct measures include assessments of student SLOs related to SLIS educational goals and objectives
  - Indirect measures include program assessment such as retention rates and graduation rates (see WEAVE assessment reports at the bottom of [www.usm.edu/library-information-science/about](http://www.usm.edu/library-information-science/about))

- **Individual student learning assessment** includes direct and indirect measures:
  - Direct measures include student course grades and GPA
  - Indirect measures include feedback from practicum supervisors, passing the comprehensive exam, and progression of students through the program in a timely manner.

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.*

- **Annual WEAVE report assessment data** must include action plans for any SLOs that do not meet the target achievement.

- **Other sections of the annual WEAVE report include addressing:**
  - What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
  - What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
Annual Report Section Responses: Program Summary, Continuous Improvement Initiatives, Closing the Loop, Technology Use.

WEAVE reports are reviewed each August in preparation for submission at the end of September and these reports inform SLIS plans for the program including curriculum development. (see WEAVE assessment reports at the bottom of www.usm.edu/library-information-science/about)

**Selected Evidence**

Student Achievements and Resources www.usm.edu/library-information-science/student-resources-0

MLIS degree requirements, schedule of classes per semester, course rotation, and course descriptions www.usm.edu/library-information-science/mlis-certificate-programs

Career Center resources, online Career Guide www.usm.edu/career-services
Student Success webpage – www.usm.edu/success

Plans of Study Forms www.usm.edu/library-information-science/plans-study

Examples of student admission assessment forms and plans of study will be available in the SLIS Conference Room.
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.

The School of Library and Information Science is one of six schools within the College of Education and Health Sciences (Figure 5.1). According to The Plan for Academic Reorganization: Vision 2020 (2017):

For The University of Southern Mississippi, Schools are the overarching units of academic program organization within Colleges. Each School is comprised of multiple departments and/or related programs that work together for the delivery of curriculum, promotion of student retention, and support of faculty research, teaching, and service. Schools are led by faculty members in the administrative role of Directors who report to the Dean and are responsible for the academic, operational, and budgetary work of the School. (p. 6)

Schools are defined as:
Administrative units comprised of like departments and/or programs that serve operational and organizational functions. They generally command notable budgets. The administrative and academic head of a school is a Director. The responsibilities of this administrative position include oversight of departments, management of assessment, evaluation of faculty, representation of the school at the Dean’s level, and similar. School leadership should facilitate collaboration and interdisciplinary research and teaching, seek to realize economies of scale, facilitate fluid reallocation of resources, and reduce duplication in programming and administration. (p. 7)

Figure 5.1 University/College/School/Program Hierarchy

- University of Southern Mississippi
- College of Education and Health Sciences
- School of Library and Information Science
- Programs: MLIS, Archival Certificate, Youth Services Certificate, LIS Undergraduate major/minor
The Director is directly responsible to the Dean of the College. The School controls the content of its programs 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; however, the courses, objectives, and 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, staff, students, and Advisory Board. 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 first by meeting Graduate School criteria such as minimum GPA (a minimum of 2.0 on the last 60 credit hours of the undergraduate degree), then the final decision is made by the School Admissions Committee and Director. 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 or MAT scores are considered only in conjunction with all of the other criteria and if an applicant has a graduate degree, they may request a GRE/MAT waiver.

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 course fees to the online 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.

University Institutional Support, 2017 - 2019

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<th>Year</th>
<th>Amount</th>
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<tr>
<td>2019</td>
<td>$891,244</td>
</tr>
<tr>
<td>2018</td>
<td>$888,763</td>
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Course fees, 2017-18

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$24,000</td>
</tr>
</tbody>
</table>
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.

SLIS is well-represented at the University and College levels of governance. At the University level, one SLIS faculty is selected to serve as a SLIS representatives on the Faculty Senate, and faculty may vote for and be elected to the Undergraduate Council or Graduate Council. SLIS faculty currently occupy various positions of service for the University:

- Dr. Welsh serves as a University Ombudsman, and serves on the Council of Directors and the Committee on Committees
- Dr. Bomhold serves on the Undergraduate Council and on Faculty Senate
- Dr. Creel serves on the Committee on Services and Resources for Women
- Dr. Griffis serves on the New Faculty Transition Committee
- Dr. Yu serves on, Internal Review Board, and University Libraries Advisory Board.

At the College level, SLIS serve on a variety of committees:

- Dr. Bomhold serves on the Professional Education Committee
- Dr. Creel serves on the College Curriculum Council, Scholarship and Awards Committee, and as PEC Graduate Caucus Chair
- Dr. Griffis serves on the ad hoc Policies and Procedures Committee
- Dr. Norton serves on the Promotion and Tenure Committee
- Dr. Welsh serves on the Dean’s Advisory Council and Dean’s Executive Council.

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.

The director of the school has title, salary, status and authority comparable to heads of similar units. The director has experience in program coordination, served in various academic positions, and is a tenured full professor.

One of the purposes in the reorganization Vision 2020 is to have consistency in areas such as leadership roles across the University. In *The Plan for Academic Reorganization: Vision 2020* (2017), the Director’s role is defined:
The Director of a school within a College serves as the primary point of contact for the Dean and the representative of the School on the College Executive Council. The Director is a faculty member who is appointed by and serves at the pleasure of the Dean, although it is typical for a Dean to base his or her appointment on recommendations from the faculty in the School. The Director is evaluated annually by the Dean regarding his or her administrative work and by the governance committee in the school regarding his or her performance as a faculty member. The Director serves as the primary leadership for the school and has administrative, managerial, budgetary, and personnel oversight. It is expected that two administrative assistants in each school will provide professional support regarding communications, data management, student record keeping, and general administrative matters. (Appendix III).

Since the reorganization Vision 2020 began in 2017, each Southern Miss School Director has been required to undergo leadership training. The SLIS Director participated in a 3-day Academic Impressions workshop in New Orleans on “Leading and Influencing in Higher Education” and Directors are encouraged to attend a variety of online leadership webinars. The Provost initiated a new Faculty First Week for new and returning faculty the week before the fall 2018 semester began, which offered a variety of training and workshops including required leadership training and workshops for Directors.

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.

To enhance and support the mission and goals of SLIS, the Administration Team encourages and supports faculty development:

- Four SLIS tenure-track faculty have achieved tenure and promotion to Associate Professor (Bomhold, Creel, Norton, Yu) and one additional tenure-track faculty (Griffis) applied in fall 2018 for tenure and promotion to Associate Professor
- Three faculty have received College Awards for Excellence in Teaching (Creel, Griffis, and Welsh) and one received a College Award for Excellence in Service (Bomhold)
- All six graduate faculty completed Quality Matters Rubrics and Standards training to improve online instruction. One faculty, Dr. Bomhold, completed the QM peer-review training
- All faculty and staff participate in conferences and recruitment activities.

To enhance and support the mission and goals of SLIS, the Administration Team encourages and supports student group activities, student development and socialization:

- Students are encouraged to join one or both student groups (LISSA and SMSA); meeting are on campus and online so distance students can participate.
• Students are encouraged to volunteer for recruitment activities on campus and at conferences, and they are encouraged to volunteer for the Children’s Book Festival each April, in return for complimentary registration.

• Students are encouraged to apply for scholarships and internships. Information on LIS student groups, and links to lists of student accomplishments may be found online at www.usm.edu/library-information-science/student-resources-0.

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.

The school’s administrative staff are adequate to support the Director and faculty in the performance of their responsibilities. Each faculty member has access to five 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.

Each School has two Assistants to the Director. Karen Rowell, Assistant to the Director and Special Events and Outreach Coordinator, spends about half of her time as Coordinator of the Fay B. Kaigler Children’s Book Festival and about half as Assistant to the Director for outreach and recruitment initiatives. Adrienne Patterson, Assistant to the Director and Student Support Coordinator spends about half of her time on student support and success and about half as Assistant to the Director for financial, budgetary, and personnel matters. The two assistants to the Director, along with the Director, comprise the Administration or Leadership Team of the School and they provide support for faculty, adjuncts, graduate assistants, and students.

The SLIS Director, faculty, and staff are evaluated annually. The Director is evaluated by the Dean. SLIS faculty submit self-reports each spring, which are assessed using an evaluation form, with the evaluators determined according to a governance procedure voted on by the faculty themselves. Courses are evaluated each semester by students. The results of these various evaluation processes are used as criteria for merit raises as well as for tenure and promotion recommendations.

Decision-making processes affecting the School are shared among faculty and staff in regular faculty meetings where issues are discussed and voted upon. Faculty meeting minutes from 2013-18 will be available in a binder in the SLIS Conference Room.
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.

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. Online course fees go directly into a SLIS account and are used to pay for software, hardware and online student support.

New faculty are hired at the CUPA average to ensure that the program is able to attract, support and retain appropriate personnel. Compensation for the program’s Director, 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. Detailed budget information will be available in a binder in the SLIS Conference Room.

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.

During the past seven years, new faculty were hired at the CUPA (College and University Professional Association) average. The Provost is currently working on salary adjustments to address salary compression and compensation for associate professors (Inside the Academy newsletter, fall 2018).

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.

Faculty members are provided with support to attend professional conferences if they are on committees and/or present papers. A variety of sources of funds and awards are available to faculty through competitive application through the Provost’s Office (www.usm.edu/provost/awards-endowments):

- Summer Grants for the Improvement of Instruction
  - 2013, Dr. Creel awarded $6,000 SGII for “One Hour Elective Option – Creating Cohesive, Meaningful Options”
- Aubrey Keith Lucas and Ella Ginn Lucas Endowment for Faculty Excellence Awards
- Excellence in University Service Award
- Excellence in University Teaching Award
- Faculty Senate Junior Faculty Awards
- Nina Bell Suggs Endowed Professorship
- NEH Summer Stipends
- HEADWAE (Higher Education Appreciation Day - Working for Academic Excellence)
- IHL Award for Excellence in Diversity and Inclusion

Other USM funding opportunities include:
- USM Committee on Services and Resources for Women Peggy Jean Conner Grant Competition
  - 2013, Dr. Creel awarded $550 from CSRW

The University Graduate School provides funds to support five graduate assistants through tuition waivers and stipends ($7200 over nine months) and many SLIS students receive direct financial aid from the University. Graduate students also participate in graduate work-study arrangements in various departments of the University including SLIS and University Libraries. Financial aid is based on formulas applied equally to all students.

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.

The School is physically located within the Joseph Anderson Cook Memorial Library on the Hattiesburg campus, on the second floor. Other facilities available within the library building include a training room with SMART board technology and a large meeting room that may be reserved, and computer access throughout the building.

The Writing Center and Speaking Center are on the main floor of the library and both offer online resources as well as hands-on assistance. A Starbucks coffee shop has been installed on the main floor, which is a great place to meet informally with faculty or students. The library building has Wi-Fi throughout as well as small group study carrels with media equipment such as large computer monitors, SMART boards, and a television viewing area.

Technology support for teaching is provided by the Office of Online Learning, which provides support and assistance with instructional design and offers training in Quality Matters, a quality assurance program for online courses. All six graduate faculty have completed the QM Rubrics and Standards course and Dr. Bomhold has completed the course to become a QM peer-reviewer. The goal for SLIS is to have all the required MLIS courses QM certified.
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.

The Cook Library building is equipped with a number of study carrels, group study rooms, as well as photocopy, searching and catalog access areas. Library tours, demonstrations, and workshops are available for the students. SLIS Conference Room is available for presentations or consultations as needed by faculty, staff, or 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, and Gunter Library at the Gulf Coast Research Laboratory in Ocean Springs.

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.

Each SLIS faculty is provided with an office with a desktop or laptop computer and a phone. General technology support is provided by i-Tech who publishes a Faculty/Staff Hot Sheet, which contains useful links and information such as how to contact the Help Desk or request classroom technical support, or obtain wireless access.

Computers are ordered through i-Tech, which also provides technical support and administrative services such as Qualtrics survey software and SOAR (Southern’s Online Accessible Records). The i-Tech Office is located in Cook Library, which is convenient for SLIS faculty, staff, and students.

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.

The library offers a wide range of faculty services such as research help, course reserves, online subject guides, online instruction, research data management, and technology help. Student services include guides for students, research help, technology help, and services for faculty or students who are disabled. A wide variety of scholarly databases, ILLIAD e-reserves, and an increasing number of e-books and digital Special Collections are provided by University Libraries (http://lib.usm.edu/).
The Southern Miss Office of Disability Services (www.usm.edu/oda) offers a variety of services for students who require disability accommodations. USM also offers CARES: Campus Action Referral Evaluation System for raising concerns and resolving student issues related to academic progress and well-being.

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.

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. 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.

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 Graduate Council that oversee additions or revisions 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 such as Open-Access initiatives. Online tutorials and cutting-edge technology initiatives such as the Aquila institutional repository make Cook Library a leader in the state, if not the region, for services to students and faculty.

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.

SLIS has documented evidence of ongoing decision-making processes including faculty meeting minutes, focus group notes, exit survey results, and annual budget reports. Faculty minutes and annual budget reports will be provided in binders in the SLIS Conference Room.
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.

The documents listed above (faculty meeting minutes, focus group notes, exit survey results, and annual budget reports) as well as other planning documents, and the Horizon Report for Higher Education are used to review the Strategic Plan each year and revise as needed to improve the programs and plan for the future.

Selected Evidence

Southern Miss Faculty Handbook  

Southern Miss Organizational Chart  
www.usm.edu/sites/default/files/groups/office-institutional-research/pdf/usm_organizational_chart_-_web.pdf

SLIS Strategic Plan with Administrative Goals, Objectives (2016, reaffirmed 2018)  

Planning Documents: Relation of Course Objectives, SLOS, to Professional Competencies  
www.usm.edu/library-information-science/slis-planning-documents

University Libraries Web Site - www.lib.usm.edu/

University Libraries Strategic Plan
http://lib.usm.edu/assets/docs/LibrariesStrategicPlan_2015.pdf

Budget reports and faculty meeting minutes will be available in the SLIS Conference Room.
Summary and Concluding Remarks

The Southern Miss School of Library and Information Science is a relatively small but strong program that has some unique features:

- no out-of-state fees - online students pay the same tuition as residents (about $400 - $500 per credit hour depending on course fees)
- no required visits to campus (although we are happy to see students and graduates who drop by for a visit to our beautiful campus and offices)
- British Studies each summer in London, where students may earn 6 credit hours of LIS elective credit
- opportunity to volunteer to work at the Children's Book Festival at USM each April and get to know nationally recognized children’s and YA authors and illustrators and the de Grummond Children’s Literature Collection (worth a trip to Hattiesburg!); information about the festival is at www.usm.edu/childrens-book-festival/
- opportunity to earn either an archival certificate or certificate in youth services and literature along with the MLIS for only an extra class or two since 12 credit hours can count for both MLIS and certificate if earned together - www.usm.edu/library-information-science/mlis-certificate-programs
- classes meet online each week in virtual classrooms where students may see, hear, and interact with the professors
- students may apply to begin the program in spring, summer, or fall
- a SlideShare that tells applicants why and how to apply to the program is available online at www.slideshare.net/drtwelsh/interested-in-an-alaaccredited-mlis-program-online.

SLIS is fortunate to attract some wonderful applicants and the program has been steadily growing in the past few years. A SlideShare presentation at the SLIS Alumni Breakfast recently at the Mississippi Library Association Annual Conference in Meridian, on October 18, is a report on the state of SLIS including growth statistics and other useful measures. “What’s New at SLIS 2018” may be of interest to the Committee and is available online at www.slideshare.net/drtwelsh/whats-new-at-slis-2018

What SLIS produces are outstanding professional alumni and SLIS has been keeping an Excel file that lists graduates of the MLIS program back to the first class of 1965. The list of more than 1,800 alums includes graduation year, name, email, professional title/position, workplace name and location. The email information is also used for the SLIS alumni
listserv, the main means of communication with our alumni. Each semester, SLIS sends the alumni as well as the SLIS Advisory Board an update of news and useful information about the program. Our alums are our best recruiters and this communication may be a major factor in the growth of the program.

SLIS is fortunate to have wonderful, dedicated faculty and staff who love what they do, who care about the students and mentor them through the program and their early professional careers. Our students and graduates are accomplished and it is in great part due to the encouragement and mentorship of the faculty and staff.