



SCHOOL OF INFORMATION SELF-STUDY

University of South Florida

School of Information

Masters of Library of Information Science

Submitted January 15, 2024



UNIVERSITY of
SOUTH FLORIDA

College of Arts & Sciences

- School of Information
- Master of Library and Information Science
- The School of Information offers an American Library Association (ALA) accredited degree program that includes the competencies and skills which are essential for a library and information science professional to perform at a high level of proficiency. Students complete a set of six required core courses as the foundation for the degree and can choose a path through additional electives in alignment with their professional goals and interests. The [USF MLIS program](#) is taught fully online and all courses are asynchronous.

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- University of South Florida
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- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- [Accreditation reaffirmed most recently in 2021](#)

- Standards for Accreditation of Master's Programs in Library and Information Studies, 2015

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Glossary of Terminology and Abbreviations

AAU	Association of American Universities
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
ALA	American Library Association
ALACC	American Library Association Core Competencies
ALISE	Association for Library and Information Science Education
ASA	Academic Services Administrator
ASERL	Association of Southeastern Research Libraries
ASIS&T	Association for Information Science and Technology
BCALA	Black Caucus of the American Library Association
CAS	College of Arts and Sciences
CHIS	Consumer Health Information Specialization
CITL	Center for Innovative Teaching & Learning
CBA	Collective Bargaining Agreement
COA	Committee on Accreditation
CV	Curriculum Vitae
DIEO	Office of Diversity, Inclusion and Equal Opportunity
E&G	Education and General
ELSUN	Education of Librarians to Serve the Underserved
IMLS	Institute for Museums and Library Services
InEd	Innovative Education
HCPS	Hillsborough County Public School
JCLC	Joint Council of Librarians of Color
MA	Master of Arts
MLA	Medical Library Association
MLIS	Master of Arts in Library and Information Science
MSIS	Master of Science in Information Studies
ODEI	Office of Diversity, Equity, and Inclusion
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SI	School of Information

SIG	Special Interest Group
SLIS	School of Library and Information Science
SOLIS	Student Organizations of Library and Information Science
SSS	School of Social Science
TBLC	Tampa Bay Library Consortium
USF	University of South Florida

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Forward

Celebrating the LIS Graduate Program 50th Anniversary: A Brief History

In 2023-2024, the USF School of Information celebrates the 50th anniversary of its Library and Information Science graduate program. Since its inception, the LIS Program has been continually accredited by the American Library Association (seven times to date). Throughout our history we have proudly served thousands of students and built strong ties across Florida's many communities and distinguished ourselves nationally in teaching and scholarship. Below, we briefly review the evolution of the LIS program within the context of our School of Information, from its beginning as a certificate program in the College of Education, across the many years as the sole focus of the School of Library and Information Science, to its part of our growth into a multi-program, interdisciplinary School of Information.

The Beginning - 1961

What is now known as the School of Information originated with the establishment of the Library/Audiovisual Certification Program in the University of South Florida, College of Education in 1961. This was a mere five years after USF's founding (1956). At that time, the College of Education was not departmentalized. Joint upper-level undergraduate programs were arranged within the curriculum areas of the College and, when necessary, in conjunction with the discipline areas of other USF colleges. An undergraduate program consisted of two tracks, the combined dual majors of Elementary Education and Library Science/Audiovisual Education. Graduates of these programs were certified as secondary teachers of English and as K-12 librarians.

Dr. Alice G. Smith, who was appointed the first Chairperson in 1965, built upon the early certificate program and created a Department of Library Science/Audiovisual Education in the College of Education. The new department received authorization for 22 faculty members and an

undergraduate program for School Library Certification. A master's degree program in School Librarianship was eventually offered in 1965-1966.

Building a Foundation – Accreditation and Expansion

In April 1970, the Florida Board of Regents (now the Board of Governors) approved the establishment of a comprehensive, across-the-board Library Science graduate program at the master's level. Several years later, in 1975, the American Library Association (ALA) granted initial accreditation to the USF LIS Program, which has been continually accredited ever since.

USF has a statewide mission to serve all of Florida, and so the LIS program broadened its reach to serve Southeast Florida. In 1978, the East Coast Program was established at the request and invitation of the newly created Broward County Public Library System. In the rapidly growing Dade, Broward, and Palm Beach counties, there was a recognized need for librarians with the appropriate credentials from an ALA-accredited program. USF supported this effort, and Broward County reciprocated by providing classroom and office space. Initially, the East Coast program offered one course taught on weekends only, but soon expanded to between four and five courses per semester, distributed throughout the tri-county area.

The second ALA review for continued accreditation was in 1985, by which time the LIS program was becoming even more established. During that review, the ALA Committee on Accreditation (COA) recommended that the Program be designated as a School rather than a department, consistent with other professional programs. Thus, in 1985 the department was renamed the School of Library and Information Science (SLIS) and the chairperson's title was changed to Director.

In 1989, SLIS memorialized the visionary work of Dr. Smith, its founding faculty member and first Director, by establishing the Alice G. Smith Lectureship Fund. The lecture series is one of the oldest continuing lectures in Library and Information Science.

Move to the College of Arts & Sciences and Increased Focus on East Coast and Latino Communities

Dr. John McCrossan became Director after Dr. Smith's retirement, followed by Dr. Robert J. Grover (1987 – 1990). Dr. Fred Pfister was then designated as Director in 1991. Despite earning continued ALA accreditation for a third time that year, the College of Education recommended closing the school due to broader budgetary challenges. Fortunately, the School had a robust alumni association who protested this recommendation. A campaign was initiated, and the university set up an external review of the LIS program. The resulting assessment found the program to be cost effective yet poorly funded in comparison to other accredited programs in the Southeast; that the need for professional librarians in the state was significant; and, with some changes, that the school could expand its scope and curricular offering to strengthen the program. In response, the School moved to the College of Arts & Sciences as a Division in the School of Mass Communication later that year.

A key external hire for Director came in 1993 with the acquisition of Dr. Kathleen de la Peña McCook. Dr. McCook worked to make the school an independent academic unit, creating the School of Library and Information Science in the College of Arts and Science. Dr. McCook also further expanded the SLIS commitment to Miami, Broward, and Palm Beach counties by appointing Mrs. Maria Almaguer Treadwell as Assistant Director and establishing an East Coast Program Office at the Broward County Public Library. Mrs. Almaguer was critical to program growth and success, and helped in advising students, securing classroom space,

recruiting adjunct faculty, marketing the library science program to new students, planning events (e.g., new student orientations and graduation receptions) and representing USF/SLIS at various tri-county committees and events.

Throughout its existence, particularly as the LIS program expanded to the Southeast coast, USF SLIS focused on serving the Latino communities that form a major part of Florida's identity and population. Beyond making the program accessible to diverse students, we led activities in LIS education focused on these communities. In 1998 the School held the Trejo Institute on Hispanic Library Education, the proceedings of which were published as *Library Services to Youth of Hispanic Heritage*. In 1999 SLIS hosted an Institute on Library Services to Migrant and Seasonal Farmworkers in Florida funded by the U.S. Department of Education.

Increased Reach and Innovations in LIS Education

In 1999 Dr. Vicki Gregory was named as Director. She was able to leverage the School's growth to bring in new faculty, as well as begin exploring new models for instruction and delivery. SLIS had always been an early adopter of distance and online learning. Dr. Gregory built on this, developing more extensive web-based and "blended" distance education offerings. The school would eventually move to a fully web-based distance program, which has enabled asynchronous access to our LIS program by geographically dispersed students.

To expand our reach outside Florida, in 2005-2007 the school partnered with the College of the Bahamas (now the University of The Bahamas) to offer the Master of Arts degree to students in the Bahamas. This partnership with the College of The Bahamas resulted in nine Bahamian students graduating in 2007 and spending their final semester on the Tampa campus during their final semester of their programs.

SLIS faculty have long explored other innovations in LIS education and outreach. In the early 2000s, we received a large grant from the Institute for Museums and Library Services (IMLS) supporting the project, “Education of Librarians to Serve the Underserved (ELSUN).” In 2005 the School was awarded another large grant from IMLS to recruit and prepare academic librarians (the ALSTARS project). Drs. Jim Carey, Anna Perrault, and Vicki Gregory were part of a USF Harvard Challenge Grant responsible for developing models for distance education that allowed for holistic evaluation of a program, as opposed to the evaluation of individual faculty members. These projects were in addition to the various presentations and papers faculty wrote at the time about LIS education and digital innovations within the curriculum.

Realignment and Increasing Visibility

Dr. John Gathegi was named as Director in 2007 during a time when the school sought to expand its involvement and visibility in the field internationally. Dr. Gathegi co-sponsored the International Conference on Information Capital, Property and Ethics (ICPE) with the Department of Information & Communications at Shih Hsin University of Taipei on October 20-22, 2010. In 2011, the Association of Caribbean, University, Research, and Institutional Libraries (ACURIL) held its annual conference in Tampa. USF SI was a sponsor and obtained a grant for translation and publication of proceedings in three languages. Since this period, our faculty have continually presented and been active in a range of conferences representing USF and our program proudly on the international stage.

In 2009 Dr. James E. Andrews was named Director. As Director, Dr. Andrews collaborated with USF administration and faculty governance bodies to expand the mission of the school and facilitated its renaming as the School of Information in October 2010. The name change reflected our alignment with the changing focus in the information scholarship nationally

and internationally. One impetus for this was when the school accepted responsibility for the BS in Information Technology following the dissolution of USF Lakeland. This STEM-based program was one indication that the school was becoming more intellectually diverse, and the new name better reflected our evolving mission and strategic aims.

In 2012, Dr. Randy Borum joined the faculty and ever since has helped the school move in new directions that have distinguished USF among other information schools. With his leadership, we created a new Master of Science in Information Studies (MSIS), a STEM-based program built on the theoretical foundations of information science. The program's two concentrations, Strategic Intelligence and Cyber Intelligence, articulated with the broader USF MS in Cybersecurity degree supported by the Florida Center for Cybersecurity housed at USF. The goal of this program is to enable students to become proficient in finding and evaluating information, generating knowledge, and applying it effectively to improve decision-making for individuals and organizations.

In 2016, USF's School of Information was accepted as an associate member of the [iSchools group](#). This reflected a major shift in the direction and international reputation of our School and its impact on the field.

Looking Forward

Since the last (seventh) accreditation visit, USF's School of Information has continued to strengthen its core mission while expanding in new directions. Dr. Borum was appointed Director following the end of Dr. Andrews's 12-year tenure. This is the first time the School of Information has been led by a scholar outside of LIS, but Dr. Borum's shared core values and commitment to our strategic vision have made the transition seamless. Our programs are

growing, and as they strengthen so does our influence in the university ecology and the disciplines associated with information scholarship.

The MS in Intelligence Studies has continued to draw students from many areas, and we have expanded this area to include a new STEM-based Master of Science in Cybersecurity Intelligence and Information Security, as well as related graduate certificates and a leadership role in USF's new National Security Initiative. The BS in IT has evolved to better reflect the School of Information's mission and values. Since its arrival in our School, it has evolved to a unique BS in Information Science with five concentrations that map to high demand career pathways: Data Science and Analytics, Health Informatics, Intelligence Analysis, Web Development, and Information Security. The program has grown rapidly to over 800 students.

The LIS graduate program, now led by Dr. Natalie Taylor as the LIS Program Director, is the longest running and most prominent program in our School. We maintain an enrollment of nearly 400 graduate students who represent every region of Florida and many other states nationally. Our graduates become leaders in the profession, working to serve communities in every county in public libraries, schools, universities, and a range of other information agencies. The faculty and staff are honored to know we have played a positive role in improving the lives of people in our communities. We [celebrate the 50th Anniversary of our LIS program](#) and hope the following document demonstrates our continued commitment to the LIS profession.

Chapter One: Standard I: Strategic Planning

The Master of Arts (MA) in Library and Information Science (LIS) offered through the University of South Florida (USF) School of Information (SI) has been a highly valued, high quality, and accessible program at USF since 1974. The MLIS remains the standard bearer in SI (and, in many ways, across USF) for exceptional professional graduate degree programs.

Continual planning and assessment processes are in place in SI at various levels to ensure the MLIS program continues to achieve its objectives and goals, is in alignment with University requirements and standards, and in compliance with institutional accreditation standards. The effectiveness of these processes is manifest through the achievements of SI during this review period. As SI grows, and its mission, goals, and objectives evolve given new programs, needs, and other factors, these will continue to be critical to realizing continual and meaningful improvements.

Before we begin, it is important to note that throughout this self-study, we refer to Box folders as the location of supplementary material. USF uses the [Box cloud service](#) as its official cloud repository and SI has adopted this service for departmental file organization. The supplementary materials for this self-study are contained in a specialized folder, [2023-2024 LIS Accreditation](#), which will be maintained for viewing by the Committee on Accreditation (COA) and other interested stakeholders. Select documents have also been included as [Appendices](#) for ease of review.

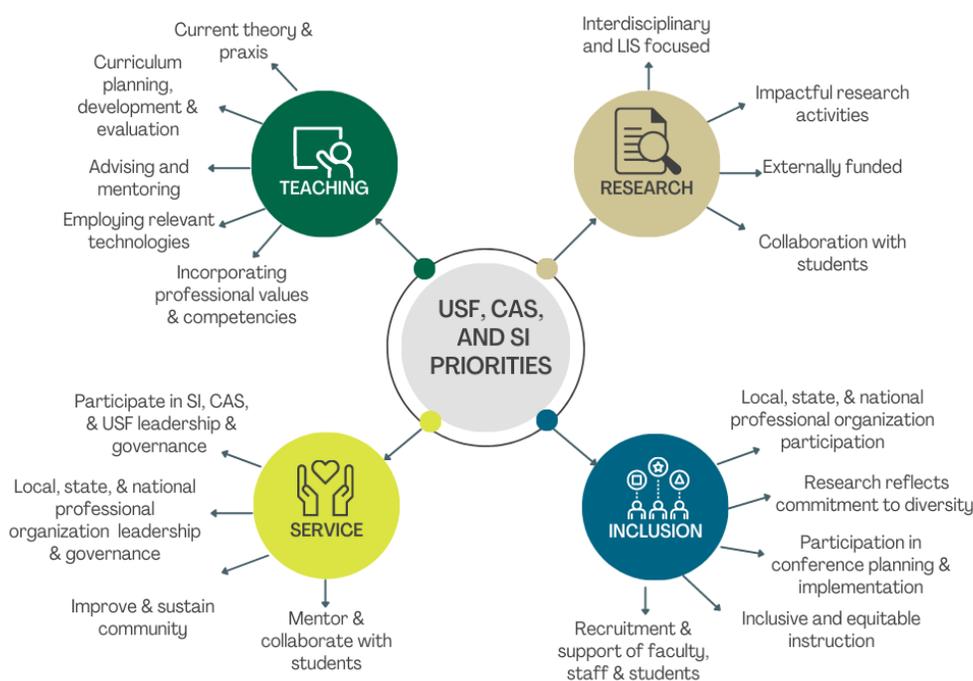
This chapter presents the MLIS program's strategic planning process as accomplished through its mission, goals, objectives, and program level learning outcomes, as well as related information reflecting progress and activities noted under Standard I. These are presented in the context of the USF and College of Arts and Sciences missions and include an update on our

strategic initiatives. We also outline our planning processes, provide a summary of ongoing planning and assessment activities, and a description of activities being conducted currently.

At this broad level, the values and missions of the MLIS program (shared with the School of Information), are aligned with USF and the College of Arts and Sciences. [Figure I.1](#) shows a high-level overview of the shared goals and objectives for the three entities.

Figure I.1.

University, College, and School of Information Priorities



STANDARD I.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.

The MLIS program practices continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes (Standard I.1.1). As shown in the

systematic planning process model ([Figure 1.2](#)), implementation occurs through a continuous cycle of activities, data collection, analysis, interactions, and decisions.

Figure 1.2

Systematic Planning Process



Work in each stage of this cycle is documented in strategic and long-range plans (discussed throughout this self-study), meeting minutes (available [in the LIS Meeting Minutes Box folder](#)), and assessment measures (available [in the Program Surveys Box folder](#) and discussed throughout this document). Accomplishments will be discussed throughout this chapter.

The MLIS program considers its position in preparing graduate students for careers in Library and Information Science in the context of other key entities. In the following section, the alignment of the MLIS program's Mission, Vision, Goals and Objectives (shared with the School of Information) with those of USF and the USF College of Arts and

Sciences (CAS) will be discussed, as will how those same concepts align with the 2015 Standards for Accreditation of Master's Programs in Library and Information Studies, while considering the 2023 ALA Core Competences (ALACCs).

University and College Mission, Values, Goals, and Objectives

The University of South Florida's priorities emphasize teaching, research, and service - the cornerstones of major universities. These priorities are communicated through the mission and goals' statements below.

USF Mission.

Led by outstanding faculty and professional staff, the University of South Florida conducts innovative scholarship, creative activity, and basic and translational research, and delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students. As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future—regionally, nationally, and globally.

USF Goals.

- Goal 1: Student Success at USF and beyond: To promote the success of well-educated, highly skilled, and adaptable alums who, as lifelong learners, lead enriched lives, contribute to the democratic process, function as engaged community citizens, and thus thrive in a dynamic global market.
- Goal 2: Faculty excellence in research and innovation: To conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems, and improve lives.
- Goal 3: Partnerships and engagement with local, national, and global impact: To be a major social and economic engine creating robust global, national, and regional partnerships to build a prosperous and sustainable future for our regional communities and the state of Florida.

- Goal 4: A diverse and inclusive community for learning and discovery: To provide a safe, inclusive, and vibrant community for learning, discovery, creative activities, and transformative experiences enabled through adaptive design of physical, social, and digital environments.
- Goal 5: A strong, sustainable, and adaptable financial base: To practice continuous visionary planning and sound stewardship throughout USF to ensure a strong and sustainable financial base and adapt proactively to emerging opportunities in a dynamic environment.

College of Arts and Sciences Mission.

The mission and vision of the College of Arts and Sciences (CAS) are also presented here. Similar to those of SI and USF as a whole, CAS emphasizes teaching, research, and service in an environment that supports and nurtures inclusivity.

The College of Arts and Sciences is the intellectual heart of the University of South Florida. We are a community of teachers and scholars united in the belief that broadly educated people are the basis of a just, free, and prosperous society. By focusing on the big questions facing all of humanity, we prepare students for successful, socially responsible personal and professional lives. By conducting innovative, interdisciplinary research and scholarship, we advance knowledge in ways that prepare us to address complex social and scientific problems and enhance the quality of life for people and communities.

USF College of Arts and Sciences Vision.

The College of Arts and Sciences aspires to be a national model for integrating the humanities, social sciences, and natural sciences into a dynamic, trans-disciplinary entity focused on knowledge generation, global problem solving, skills development, and real-world applications. We will nurture academic success for a diverse population by creating engaged, inclusive learning environments that prepare students for productive personal and professional lives as global citizens. Through innovative, interdisciplinary research, creative activities, and mutually beneficial

community partnerships, the college seeks to become a global leader in scholarship that addresses vexing social and environmental challenges and consequently enhances quality of life for all.

Additionally, the College of Arts and Sciences Deans' Office [Points of Pride \(listed in Table I.1\)](#) outlines the College's goals related to diversity, research, teaching, retention and performance, and community engagement to prepare students for their professional futures.

School of Information's Mission, Core Values, Vision, and Goals and Objectives

Mission of the MLIS program and the School of Information.

The Mission, Core Values, and Vision of the MLIS program are shared with the School of Information. SI is concerned with interdisciplinary approaches to better understand the complexities, innovations, and challenges of a global and technologically complex information society. We are interested in impacting how people interact with information and technology, and the knowledge, tools, and processes that empower people in a variety of contexts at micro and macro levels.

Core Values.

The core values of the School of Information are:

- Advocacy and promotion of intellectual freedom, literacy, and information access;
- High-quality, accessible educational programs that prepare leaders in the discipline;
- Bridging the gap between research and practice by generating new knowledge, processes, and tools geared toward understanding and improving the role of information in people's lives;
- Meaningful collaborations with community partners.

Vision.

The School of Information envisions becoming nationally recognized as a leading in the delivery of innovative programs and applied research that impacts people's lives and contributes to the

body of knowledge in the field.

Goals and Objectives.

Consistent with the priorities of a major university, SI's goals and objectives are organized around the three academic anchors of teaching, research, and service. The three academic anchors are considered in an atmosphere of diversity and inclusiveness, and are in alignment with the goals and objectives of USF and CAS as shown in [Figure I.3](#). These goals are primarily statements of expectations for the faculty in SI. Expectations for students in SI are largely covered in the listing of Program Level Learning Outcomes ([Figure I.4](#)), and programmatic expectations are described in the strategic initiatives.

School of Information's Alignment with USF and College of Arts and Sciences Missions

The above are consistent with the values and mission of the university. They were designed and are annually reviewed to ensure SI provides quality education. [USF's Strategic Plan for 2022-2027](#) includes the [mission and goals](#) presented below. Table I.1 shows the alignment of USF Values, CAS Points of Pride, and the School's goals and objectives through the categorical groupings of teaching, research, service, and inclusion.

Figure I.3

School of Information Program Goals and Objectives

<p>Goal I. Teaching Students master knowledge and skills essential to being information professionals and leaders.</p>
<p>Objectives</p> <ul style="list-style-type: none"> A. Faculty are effective teachers and engage in continuous professional development to maintain subject expertise and pedagogy in their own and related subject areas. B. Faculty are productive participants in the School's curriculum planning, development, and evaluation responsibilities. C. Faculty are actively engaged in advising and mentoring students. D. Faculty use relevant technologies in their teaching and include content on technologies appropriate for subject areas and specializations covered in their courses. E. Faculty incorporate the core professional values and competencies appropriate for subject areas, specializations, and user populations covered in their courses. F. Faculty integrate current theoretical and applied knowledge of the discipline into course content and assess course outcomes and use assessment information for continuous course improvement.
<p>Goal II. Research Faculty create, analyze, describe, synthesize, and disseminate new knowledge to enable further understanding of and relationships among information, people, and technology.</p>
<p>Objectives</p> <ul style="list-style-type: none"> A. Faculty develop and carry out an individual and/or collaborative agenda of interdisciplinary research and development within the context of LIS scholarship. B. Faculty disseminate the products of research and development activities through accepted scholarly communication channels and demonstrate impact on the field. C. Faculty seek external funding for supporting research and development. D. Faculty mentor and collaborate with students in the evaluation and production of research and development activities.
<p>Goal III. Service Faculty and students provide service to the School, the College, the University, and the profession; as well as to local, state, national, and international communities.</p>
<p>Objectives</p> <ul style="list-style-type: none"> A. Faculty share their expertise and participate in academic leadership and governance in the School, the College, and the University. B. Faculty share their expertise and participate in leadership and governance in local, state, national, and international professional organizations. C. As engaged members of local and global societies, faculty use their professional expertise to help improve and sustain the community's quality of life. D. Faculty mentor and collaborate with students in serving the University, the profession, and the community.
<p>Goal IV. Diversity and Inclusion The School of Information works to ensure diversity, equity, inclusion, and accessibility in teaching, research, and service.</p>
<p>Objectives</p> <ul style="list-style-type: none"> A. Faculty are members and active participants in regional, state, and national organizations promoting and supporting diversity and inclusion. B. Faculty research reflects commitment to diversity, equity, inclusion, and accessibility. C. Faculty support organizations holding conferences (especially ones in line with diversity and inclusion goals) in region through participation in planning and logistics, and supporting opportunities for students to participate. D. Faculty incorporate inclusive and equitable pedagogies in their courses, especially related to online education. E. SI Recruits and supports diversity in faculty, staff, and students.

Table I.1

Alignment of USF, CAS and SI Goals and Objectives

	USF Values	CAS Points of Pride	SI Goals	SI Objectives
Teaching	<p>Inquiry through</p> <ul style="list-style-type: none"> • High-quality, multidisciplinary education and excellence in teaching and learning. • Collegiality, collaboration, academic freedom, viewpoint diversity, and an institutional commitment to the open exchange of ideas, divergent opinions and philosophies, rigorous debate, grounded in the principles of civil discourse, and professional responsibility. 	<p>Provide an education that</p> <ul style="list-style-type: none"> • Increases the capacity of the mind to think critically and analyze information effectively. In an effort to serve an individual over a lifetime, a liberal arts education also develops and strengthens the brain to think within and across all disciplines. • Allows students to become critical thinkers who have the confidence and flexibility to continually learn new skills and material. 	<p>Goal I. Teaching Students master knowledge and skills essential to being information professionals and leaders.</p>	<p>Objectives for Teaching</p> <ol style="list-style-type: none"> 1. Faculty are effective teachers and engage in continuous professional development to maintain subject expertise and pedagogy in their own and related subject areas. 2. Faculty are productive participants in the School's curriculum planning, development, and evaluation responsibilities. 3. Faculty are actively engaged in advising and mentoring students. 4. Faculty use relevant technologies in their teaching and include content on technologies appropriate for subject areas and specializations covered in their courses. 5. Faculty incorporate the core professional values and competencies appropriate for subject areas, specializations, and user populations covered in their courses. 6. Faculty integrate current theoretical and applied knowledge of the discipline into course content and assess course outcomes and use assessment information for continuous course improvement.
Research	<ul style="list-style-type: none"> • High-impact scholarship, research, and creative pursuits. • Success and achievement of its students, faculty, staff, and alumni. 	<p>Research is at the center of the student and faculty experience at the University of South Florida.</p>	<p>Goal II. Research Faculty create, analyze, describe, synthesize, and disseminate new knowledge to further understanding of and relationships among information, people, and technology.</p>	<p>Objectives for Research</p> <ol style="list-style-type: none"> 1. Faculty develop and carry out an individual and/or collaborative agenda of interdisciplinary research and development within the context of LIS scholarship. 2. Faculty disseminate the products of research and development activities through accepted scholarly communication channels and demonstrate impact on the field. 3. Faculty seek external funding for supporting research and development. 4. Faculty mentor and collaborate with students in the evaluation and production of research and development activities.

<p>Service</p>	<p>Integrity through</p> <ul style="list-style-type: none"> • Shared governance within all components of the institution. • Transparency and accountability of the university's operations. • Affordable and accessible education for all. • Social, economic, and environmental sustainability at the local and global levels. 		<p>Goal III. Service Faculty and students provide service to the School, the College, the University, and the profession; as well as to local, state, national, and international communities.</p>	<p>Objectives for Service</p> <ol style="list-style-type: none"> 1. Faculty share their expertise and participate in academic leadership and governance in the School, the College, and the University. 2. Faculty share their expertise and participate in leadership and governance in local, state, national, and international professional organizations. 3. As engaged members of local and global societies, faculty use their professional expertise to help improve and sustain the community's quality of life. 4. Faculty mentor and collaborate with students in serving the University, the profession, and the community.
<p>Inclusion</p>	<p>Inclusion through</p> <ul style="list-style-type: none"> • Diversity of students, faculty, and staff in safe campus environments. • Respect and recognition of each individual through a commitment to justice, equity, and anti-racism. • Community engagement and public service. • A welcoming campus life with broad academic, cultural, and athletic opportunities. 	<p>To make academic excellence inclusive by sustaining a community of free inquiry in which people of diverse race, ethnicity, veteran status, marital status, socio-economic level, national origin, religious belief, physical ability, sexual orientation, age, class, political ideology, gender identity and expression participate in, contribute to, and benefit equally, from the academic community.</p>	<p>Goal IV: Diversity and Inclusion Faculty work to ensure diversity, equity, inclusion, and accessibility in all aspects of teaching, research, and service.</p>	<p>Objectives for Diversity and Inclusion</p> <ol style="list-style-type: none"> 1. Faculty are members and active participants in regional, state, and national organizations promoting and supporting diversity and inclusion. 2. Faculty research reflects commitment to diversity, equity, inclusion, and accessibility. 3. Faculty support organizations holding conferences (especially ones in line with diversity and inclusion goals) in region through participation in planning and logistics, and supporting opportunities for students to participate. 4. Faculty incorporate inclusive and equitable pedagogies in their courses, especially related to online education. 5. Recruit and support diversity in faculty, staff, and students.

Assessment of SI/Program Goals and Objectives

The SI Goals and Objectives, which – as mentioned - also serve as the MLIS program goals and objectives, described in [Table I.1](#) are assessed through the faculty annual review process. In this process, faculty prepare a self-study narrative and submit supporting documentation using [the Archivum system](#) (<https://www.usf.edu/it/archivum>). The self-study narrative is part of the confidential faculty review, accessible only to the School Director (Dr. Randy Borum) and the individual faculty member. Supporting documentation, however, typically includes such items as [course syllabi](#), [student course evaluations](#), and [faculty CVs](#), all of which are available in the relevant Box folder or, in the case of the course evaluations, [USF's EvaluationMart](#) - searchable by faculty name, course number, and semester. While the degree of focus for the program goals may differ depending on the faculty appointment, general characteristics regarding how each program goal is assessed are described below. For a detailed description of the faculty annual review process, see Chapter Three, [Standard III.8](#). Chapter Three, [Standard III.10](#) further discusses the way that faculty course loads and research expectations are set.

Goal I. Teaching.

SI promotes a record of effectiveness in teaching, so that students master the body of theory, knowledge, and skills held essential to function as effective information professionals. Faculty are expected to demonstrate exemplary quality, through indicators like student evaluation ratings (recorded in USF's [EvaluationMart](#)), results of peer review (e.g. [the USF InEd Quality Review process, discussed in Chapter Two](#)), and development of new curricula (see Appendix II.5 or Box for the [full list of core and elective courses](#) offered from Fall 2016 through Spring 2023).

Other review factors include student advising, availability to students, participation in the School's curricular activities, implementation of innovative teaching methods, continuous improvement of existing courses, student engagement, teaching load and credit hour productivity, engaged scholarship with teaching and learning components, training grants, and professional development in subject area and pedagogic methods. The SI Director evaluates these factors as part of the annual review process with

confidential faculty self-assessments of teaching, [an example of which](#) is included in the [Box folder Sample Faculty Annual Review Self-Assessment Narratives](#) (provided with the permission of the faculty member). Supplementary materials submitted with the self-assessment also include [course syllabi](#) and [faculty CVs](#) (both found in the relevant Box folders). The School Director uses these narratives and supplementary materials to evaluate faculty performance as relating to the SI/MLIS program goals and objectives.

Goal II. Research.

SI research faculty are expected to demonstrate excellence in research that shows their independence as researchers and maintaining an active program of scholarship, both while tenure-earning and following tenure. Excellence in research demonstrates both quality and quantity.

Assessments of quality are evaluated in SI through a standardized process of professional judgment outlined in the School of Information Governance Documents (see Appendix I.1 or [the Box folder for Faculty Governance](#)). A more detailed description of faculty expectations for research is outlined in Chapter Three, particularly [Standard III.8](#) and [Standard III.9](#). Chapter Three also includes discussion of the [Evaluation Matrix](#), a rubric for evaluating faculty research, found in Appendix III.5.

Goal III. Service.

Faculty provide service to the School, the College, the University, the profession, and to local, state, national, and international communities. To perform substantive service, faculty are expected to share their expertise by participating in School, College, and University committees and to contribute to the profession or local or international community. The general expectation of faculty is to maintain at least two service activities each year, with at least one of those service activities generally being School/College/University related. Faculty service expectations are described more fully in Chapter Three, [Standard III.8](#).

Goal IV. Diversity and Inclusion.

In an effort to recognize our interest in advancing diversity in the profession, as well as the increased importance of diversity featured in the [2023 ALA COA Standards](#), faculty approved a new Diversity and Inclusion goal for strategic planning during the May 2023 LIS Faculty Meeting ([Minutes for the meeting](#) are available in the [LIS Meeting Minutes Box folder](#).) This goal states that faculty work to ensure inclusiveness and accessibility in all aspects of teaching, research, and service. To perform substantive service, faculty are encouraged to participate in regional, state, and national organizations promoting and supporting diversity and inclusion. Research faculty are encouraged to conduct research reflecting commitment to diversity, equity, inclusion and accessibility. It is expected that faculty incorporate inclusive and equitable pedagogies in their courses, especially related to online education. At present, we are gathering baseline data through the [SI Diversity Canvas site](#) (viewable at the site visit with a guest account) regarding faculty accomplishment of these goals. We hope to encourage additional faculty reporting on DEI efforts in annual review self-assessments, though it remains unclear whether this will be allowed by state regulations.

STANDARD 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.

USF LIS Graduate Program-level Student Learning Outcomes

As described in the [2016 COA Program Presentation](#) (pp. 27-29), the Program Level Learning Outcomes (PLLOs) ([Figure I.4](#)) were revised significantly in 2015 and continue to be used to provide a guide for the knowledge and skills that are taught and assessed across the LIS curriculum, with the ultimate goal being that graduates of our LIS program can demonstrate

proficiency in these areas.

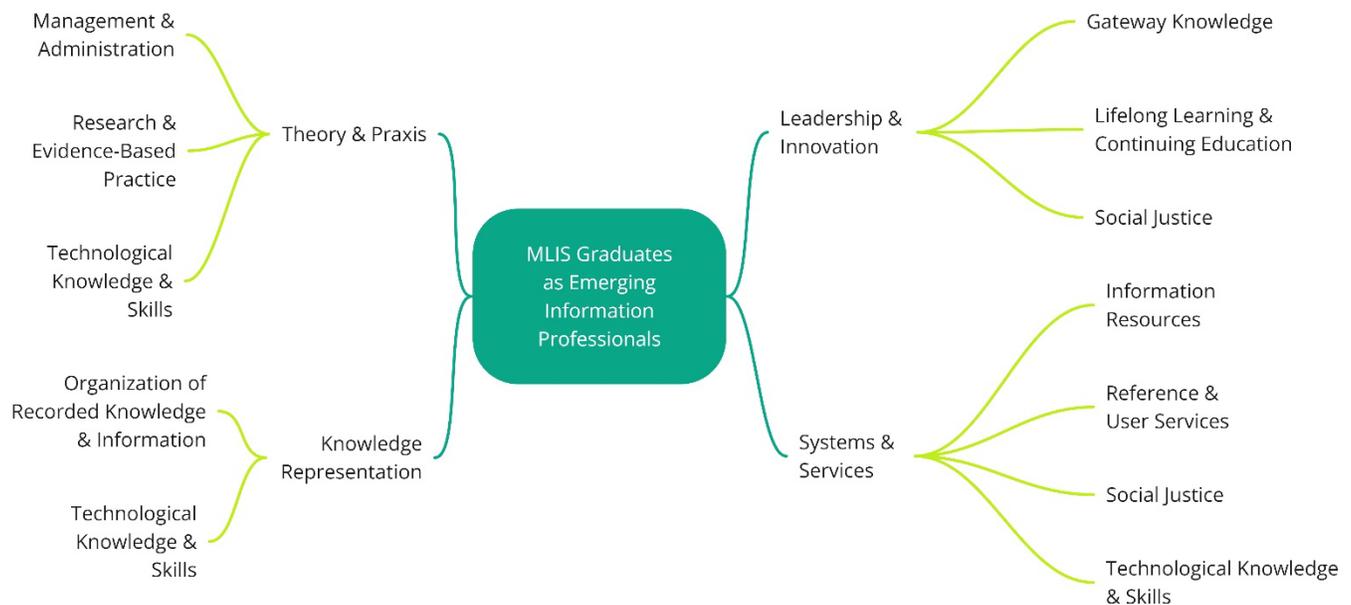
Figure I.4

MLIS Program Level Learning Outcomes and Curriculum Framework

OUTCOMES	OBJECTIVE AREAS	ACCEPTED PRACTICES	EMERGING PRACTICES, TRENDS, AND ISSUES	TECHNOLOGY AND SYSTEMS			
Goal I: Leadership and Innovation Students are innovative, ethical problem-- solvers who are able to lead and manage through communication, collaboration, and reflection.	I.a. Students are able to evaluate critically, reflect, and problem-- solve individually as well as collaboratively.				→→→→	→→→→	→→→→
	I.b. Students demonstrate effective communication skills.				→→→→	→→→→	→→→→
	I.c. Students participate in professional and community engagement activities in the field.				→→→→	→→→→	→→→→
	I.d. Students demonstrate leadership skills and innovation in a diverse and global environment.				→→→→	→→→→	→→→→
Goal II: Systems and Services Students understand the systems and technologies that facilitate the management and use of information resources to serve the diverse needs of users.	II.a. Students identify and analyze diverse information needs of individuals and communities.				→→→→	→→→→	→→→→
	II.b. Students identify and analyze diverse information needs of individuals and communities.				→→→→	→→→→	→→→→
	II.c. Students evaluate and select print and digital information resources and systems to meet needs of users.				→→→→	→→→→	→→→→
	II.d. Students understand and use appropriate information technology for information services.				→→→→	→→→→	→→→→
Goal III: Knowledge Representation Students are proficient in the theory and application of skills essential for knowledge representation in evolving technology environments, in any chosen area of specialization.	III.a. Students analyze, organize, and describe various formats of information objects.				←←←←	←←←←	←←←←
	III.b. Students identify and apply best practices in the use of different technologies for knowledge representation.				←←←←	←←←←	←←←←
Goal IV: Theory and Praxis Students have a critical grounding in theoretical perspectives that draw on research in LIS as well as other fields of knowledge that inform their professional practices including research, organization, management, and access to information.	IV.a. Students will describe applications of quantitative and qualitative research methodologies in library and information science.				←←←←	←←←←	←←←←
	IV.b. Students will identify opportunities for research and develop plans for applied research in library and information science contexts.	←←←←	←←←←	←←←←			

The PLLOs were informed by the [2009 ALA Core Competences](#) (ALACCs). The [2023 ALACCs](#) were approved during the preparation of this self-study, and [Figure I.5](#) shows a high-level overview of the conceptual alignment, with the competences overlapping the current PLLOs in terms of foundational knowledge, administration and leadership, organization of information, technological knowledge, reference and user services, and research and continuing education.

Figure 1.5

Alignment of SI Program Level Student Learning Outcomes to 2023 ALA Core Competences

These outcomes reflect the overall learning activities students engage in throughout their programs in preparation for becoming engaged leaders in library and information science.

Each of the four outcomes is expressed as a foundational goal to be achieved by all students completing the LIS graduate program. Below each goal, specific objectives address corresponding skills that demonstrate successful achievement of each outcome or goal. These objectives are covered across the core courses and through elective courses. Collectively, the PLLOs are representative of the knowledge and skills all MLIS graduates should demonstrate upon completion of the program, through course work, experience in the field, participation in the community, and related learning activities.

The Program Level Learning Outcomes are shown in the first two columns of [Figure I.4](#). This figure is meant to be a reflection of our master's degree curriculum framework, which is viable as a high-level representation of the program. It serves the equally important purpose of guiding thinking about the overall learning goals of the program and ensuring student mastery and success

as they prepare to become effective information professionals. As noted, the content of the outcomes, goals, and objectives outline the knowledge and skills every student in the SI program should master, with vertical threads of “Accepted Practices,” “Emerging Practices, Trends, and Issues,” and “Technology and Systems,” illustrating that these factors infuse into all content areas. A more detailed discussion will follow in [Chapter Two](#), which discusses Standard II: Curriculum. An overview of the coverage of the Program Level Learning Outcomes across a sample of the School’s courses is illustrated below, in [Table I.2](#). This table demonstrates how our curricular framework guides thinking on course development and offerings, helping to ensure students are able to achieve the learning outcomes of the MLIS.

A graduate program curriculum is more than the sum of its constituent parts. Particularly in professional programs, there must be an overall guiding framework informing and leading to the successful achievement of learning outcomes. Thus, the USF MLIS program seeks to help students to achieve these goals through an integrated program, which allows for enough flexibility and scope for students to work with faculty to direct a meaningful course of study.

As discussed above, the outcomes and framework ([Figure I.4](#)), as well as the ways in which these are operationalized in our curriculum ([Table I.2](#)), manifest this. Entries in each table cell associate with certain courses that address particular objectives, it should be noted that objectives are also spread across the curriculum, as they are applied to a variety of courses/contexts. As a simple example, a student may learn about core concepts of knowledge representation in the Organization of Knowledge I, a core course; however, they can gain further, and in some cases more explicit, knowledge and skills in a knowledge management course or even in a health information course where standard terminologies are discussed.

Table I.2

USF-SI MLIS Program Outcomes mapped to MLIS Core Courses

Program Level Learning Outcomes	LIS 5020 Foundations	LIS 6271 Research Methods	LIS 6409 Library Administration	LIS 6511 Collection Development	LIS 6603 Information Sources & Services	LIS 6711 Organization of Knowledge
A. Leadership & Innovation	X		X			
B. Systems & Services	X	X		X	X	X
C. Knowledge & Representation	X	X		X		
D. Theory & Praxis	X	X		X		

STANDARD 1.3 Program goals and objectives incorporate the value of teaching and service to the field.

The MLIS program's commitment to the value of teaching and service to the field is evident in the [SI Goals and Objectives](#). For students, this commitment is also demonstrated in exposure to service-learning experiences throughout the program, and especially in the practicum ([LIS 6946 Supervised Fieldwork, the syllabus for which](#) is available in [the Course Syllabi Box folder](#) and Appendix I.2).

Individual courses promote participation as student members of professional organizations (e.g. [LIS 5020 Foundations of Library and Information Science](#), [LIS 5631 Health Information Sources](#), [LIS 6472 Seminar in Special Libraries](#), [LIS 6475 Health Science Librarianship](#), all available in Box and as Appendices I.3-I.6). In fall 2023, Denise Shereff submitted courses [LIS 5631 Health Information Sources](#) and [LIS 6475 Health Science Librarianship](#) for inclusion in the Medical Library Associations Consumer Health Information Specialization (CHIS) (<https://www.mlanet.org/page/chis>) program so students can begin earning the CHIS credential while they are students. Individual courses provide opportunities for students to conduct service-learning ([LIS 6603 Basic Information Sources and](#)

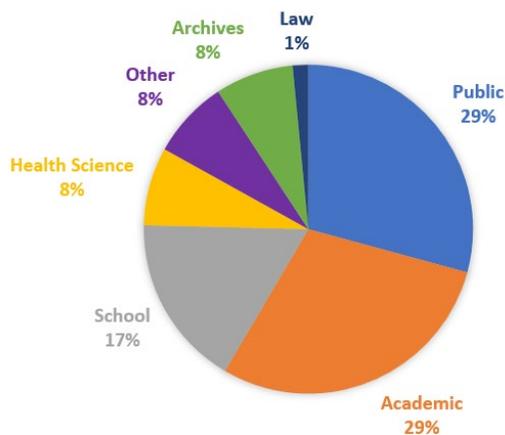
[Services](#), Appendic I.7) through service-based projects.

In the [New Student Survey](#) (Appendix I.8) administered at the beginning of each semester, between August of 2017 and August of 2023, [48% of students reported](#) that they already work in the LIS field. With this in mind, faculty attempt to meet students where they are, using strategies that encourage students to build on their individual skillsets. In [LIS 5020](#) (syllabus available in the [Box Course Syllabi folder](#) and Appendix I.3), Dr. Shereff designed the course for students to engage in social learning. After developing a supportive and inclusive course culture, all assignments are submitted for peer feedback, with participants sharing their emerging professional perspectives. Students are encouraged to visit libraries in-person or conduct analysis of libraries' websites to link what they experience to values of the profession. Additionally, through job posting analysis, students begin to consider transferable skills that they possess that they can apply to their future LIS careers. Student feedback indicates that the course culture and structure bolsters their confidence and identities as emerging information professionals.

Experiential learning is a critical component of students' preparation for a professional program. [LIS 6946 Supervised Fieldwork](#) (Appendix I.2) is an elective that is strongly encouraged for students who do not have work experience in LIS or for those who wish to explore new facets of the profession. Through LIS 6946, students participate in placements in a variety of settings, as shown in [Figure I.6](#).

Figure I.6

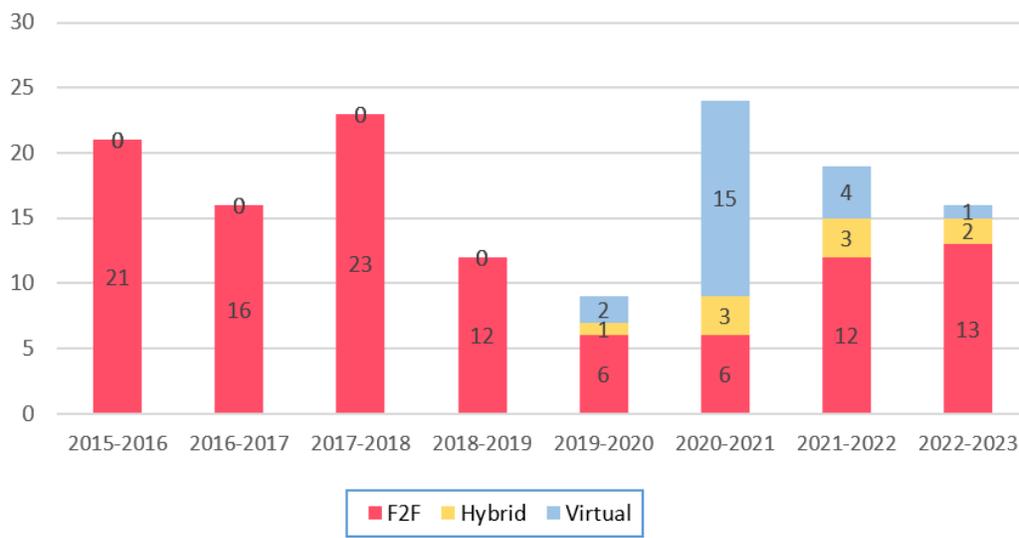
Supervised Fieldwork Settings



As shown in [Figure I.7](#), student participation in Supervised Fieldwork has remained constant during this review period, even during the COVID-19 pandemic. As a response to social distancing guidelines due to the COVID-19 pandemic, the Supervised Fieldwork Coordinator (Shereff) worked with partner libraries to develop remote-friendly placements, including with the following organizations: Library of Congress, Sarasota Memorial Hospital, University of West Florida Library, Mote Marine Library (hybrid), and TBLC (hybrid) (to name a few examples).

Figure I.7

Supervised Fieldwork Placements over Time



Although face-to-face placements have begun resuming as COVID restrictions have lessened, the flexibility of remote internships remains of interest to both students and sites. Both student and site supervisors have described the benefit of being able to participate in experiential learning, especially with remote placements.

Student feedback.

“While I was unfortunately never able to get on campus because of the school's safety precautions I feel I learned a lot this semester under the virtual guidance of the school's librarian.”

“I'm grateful for the chance to of [sic] worked in a Remote Library field study position.

Hopefully it will lead to a job opportunity with the university.”

Site Supervisor Feedback.

“I don't think social distancing procedures affected our project much. It doesn't require interacting with the public, and [student name removed] was able to work on it either remotely or from an empty desk in our office, where she was able to maintain social distance.”

“I was initially concerned that there would not be enough time for the intern to reach 120 hours in the short summer semester, but [student name removed] has found multiple tasks to complete remotely, such as transcribing and metadata work on our project.

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

The faculty of SI are convinced of the School's success in attaining its objectives. As in any external audit process, program reviewers will reach conclusions based on a myriad of sources, ranging from formal documents and structured interviews, to casual conversations, observations, and impressions. The School's demonstrated commitment to systematic planning is itself evidence of our value for the concept of continuous improvement; that is, recognizing that achievement of programmatic goals and objectives rarely occurs as a single event in time, but rather as a sequence of successive approximations over a period of time.

The School's attainment of its goals, objectives, Program Level Learning Outcomes and strategic initiatives is addressed in this chapter, above. The attainment of program learning outcomes is also addressed in the sections on Standards II and IV (Chapters [Two](#) and [Four](#)). The attainment of teaching, research, and service goals and objectives is addressed in the section on Standard III ([Chapter Three](#)). Attainment of the strategic initiatives is also addressed in other relevant sections of the Self-Study.

*Definition, Publication, Review, and Evaluation of Goals and Objectives***Clearly Defined.**

In all cases, the School's goals and objectives have been carefully worded by faculty, edited and revised by faculty and student representatives, and reviewed for focus, fidelity to the mission, and clarity of expression by students, professional practitioners, alumni, employers, and members of the School's Advisory Council.

Publicly Stated.

The School's mission, goals, and objectives are routinely included in promotional and informational literature and in the official publications of the University. The current mission is on the School's home page at: <http://si.usf.edu>. The mission with goals, objectives, and student learning outcomes is available on the School's website at: <http://si.usf.edu/about/mission/>

The USF Graduate Catalog is an online document that contains the School's mission, but refers readers to the School's web page for a listing of goals and objectives. The USF Graduate Catalog can be found at: <http://www.grad.usf.edu/catalog.php>

Reviewed.

The School's planning process solicits review of the mission, goals, objectives, student learning outcomes, and strategic initiatives from its faculty, adjunct faculty, Advisory Council, students, and alumni, and from fellow professionals and employers. The substance of such reviews is addressed openly, without prejudice or preconceptions, for use in continuous improvement of the MLIS degree program. Changes have been made because of evidence gathered (e.g. stakeholder surveys, student ePortfolios, faculty and advisory council meetings, informal feedback, and peer review of faculty). While specific examples of these changes are discussed more fully in the following chapters, two brief examples include: 1) the addition of [SI Goal IV. Diversity and Inclusion](#) (based on faculty feedback, an effort to align with the field, and student interest as evidenced by informal feedback and student group efforts to engage in this area) and 2) a change in the process of registering for core courses (discussed in

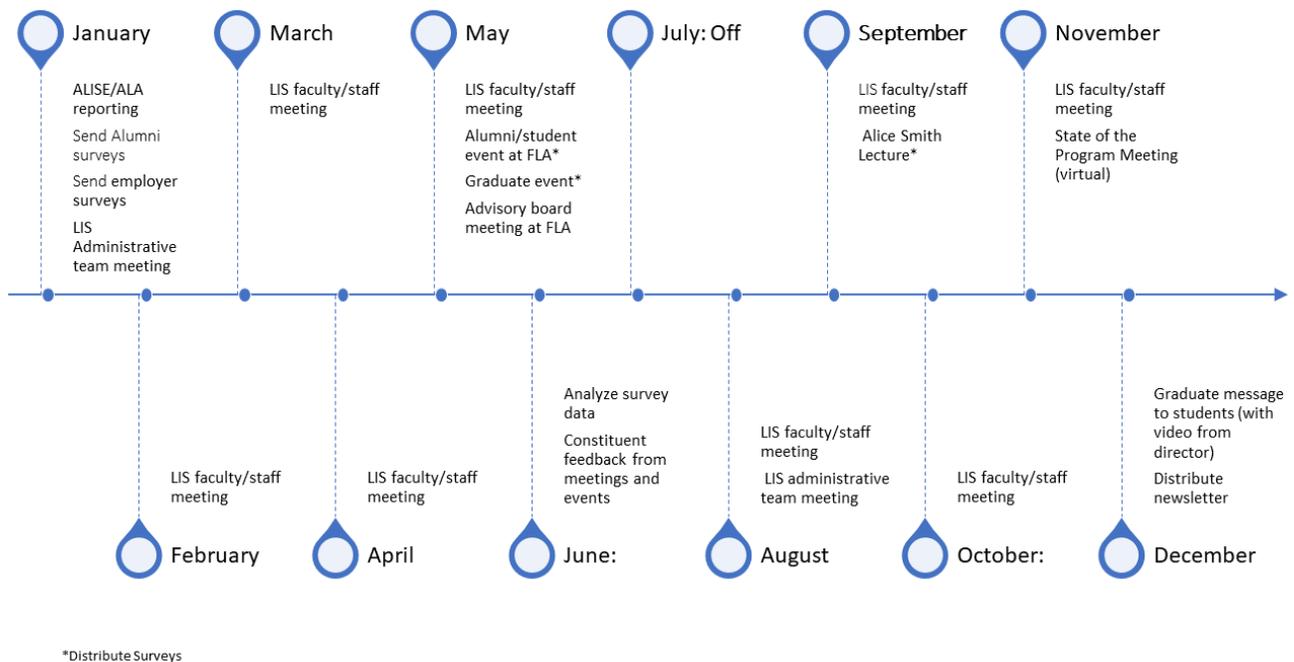
[Standard II.7](#)).

External and Internal Evaluation by Those Served

Previous planning cycles, ongoing planning, and the current planning cycle are clear evidence of the opportunities for meaningful external and internal evaluation afforded by the School to all of its constituencies. [Figure 1.8](#) illustrates key points of constituent participation in the School's annual evaluation cycle.

Figure 1.8

Annual Planning Timeline



Portfolio Evaluation as Assessment of Program Level Student Learning Outcomes and Feedback about Program Goals and Objectives

As indicated previously ([Figure 1.2 Systematic Planning Process](#)), SI is committed to an ongoing, broad-based, systematic planning process for the program's vision, mission, goals, objectives, and student learning outcomes. The School of Information considers such constituents as students, faculty, employers, and alumni, in the evaluation of program goals and objectives. An

example of how this occurs is the annual assessment of the ePortfolio program. This program, which began in 2015, provides the mechanism both for assessment of attainment program level student learning outcomes, and the context for evaluation of program goals and objectives.

USF Academic Assessment of Program Goals

Assessment of program goals is a requirement by both USF, and our accrediting body, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC Requirement 8.2 mandates all member institutions to assess their academic programs. Student success in the Master of Arts in Library and Information Science, is evaluated through the ePortfolio. Assessment of Program Level Learning Outcomes through the ePortfolio, has been underway since 2015. In fall 2015, a test group of students led by two faculty members, D. Austin and K. McCook, was conducted to refine the structure, content, and evaluation processes related to this new overall assessment tool. This evaluation process was carried out in spring and summer of 2016. The pilot was successful, and the faculty voted to use the ePortfolio as the School's culminating assessment going forward. Students who had entered the program under requirement of a comprehensive examination had a choice of either the comprehensive examination or the ePortfolio until 2016 when the ePortfolio officially replaced the comprehensive examination as the culminating assessment.

The ePortfolio represents a culminating assessment of learning and preparation for the field of Library and Information Science by students in our program. In general, to create an ePortfolio a student coordinates with a faculty advisor, although the student takes responsibility for the planning, design, creation, and presentation of the project. The advisor assists with reviewing content and mentoring the student toward professional self-reflective assessment. The ePortfolio includes representative artifacts from the six core classes, specialty electives, and co-curricular activities that have helped prepare students to become information professionals. It is the student's responsibility to determine and gather appropriate artifacts and write a focused narrative which best represents

their synthesis of program outcomes. The artifacts and narrative should be presented in a way that clearly indicates their knowledge and application of program outcomes.

For both the 2018-2021 and 2021-2024 cycles of the MLIS Program Assessment plans reported to the USF Office of Decision Support through annual USF Academic Assessment (all cycle reports are available in the [USF Program Assessment Plans Box folder](#)), the outcome for assessing student attainment of program goals has related to performance on a written assessment (via the ePortfolio) to demonstrate “practical, professional application of the core competencies of the profession to their personal course of learning and emergence as information professionals.” The MLIS Program Assessment Plan has been identified as an Exemplary Report by the USF Institutional Effectiveness Team. In the MLIS program assessment plan, individual student ePortfolios are evaluated by faculty advisors as a requirement for graduation using the [Portfolio Evaluation Form](#) (see Appendix I.9, also available in [the ePortfolio Documentation Box folder](#)). At the end of each academic year a sample of 20% of eligible student ePortfolios are reviewed by faculty using [an internally developed and revised, multi-criterion rubric](#) (see Appendix I.10, also available in [the ePortfolio Documentation Box folder](#)). The rubric rates students’ ability to analyze how course assignments and student learning outcomes have prepared them for the information profession (i.e., the [Program Level Learning Outcomes](#), discussed earlier in this chapter).

In the process of evaluating ePortfolios for this report, faculty reviewers identify potential improvements to the program through open-ended questions provided on the evaluation rubric. These are correlated with stakeholder feedback through analysis of program surveys and through feedback collected from Advisory Council, alumni and employers through interactions such as focus groups at state and regional conference events.

Communication with Stakeholders

Communication of planning policies and processes to program constituents is conducted through interaction with program constituents, both through formal and informal means. Planned

communication events include the annual State of the Program address, [the Alice Smith Lecture](#), and [the School of Information newsletter](#). *Ad hoc* communication occurs through the LIS faculty listserv (slisfac), the Adjunct faculty listserv, announcements through the MLIS Canvas site, and social media outlets, as well as through representation at professional organization meetings, and through collaboration with Student Organizations of Library and Information Science (SOLIS) leadership ([represented on Bulls Connect, the USF student organization communication system](#)). For every instance of outward communication to program constituents, stakeholders are requested to share reactions and responses with SI. The general workflow for communication with constituents is illustrated in [Table I.3](#) (Stakeholder Communication).

Table I.3

Stakeholder Communication

Stakeholder	Communication from SI	Communication to SI	Processed Through
Students	<ul style="list-style-type: none"> • Canvas Announcements • Social Media • Faculty Advisor Emails 	<ul style="list-style-type: none"> • Emails to SI@usf.edu distribution list • Emails to faculty advisors • Program Surveys (New Student, Mid-Program, Graduating Student) 	<ul style="list-style-type: none"> • Student Organizations of Library and Information Science (SOLIS) • Planning and Assessment Committee, who determines effective method for escalating to relevant stakeholders
Advisory Board	<ul style="list-style-type: none"> • Newsletter • Email • State of the Program 	<ul style="list-style-type: none"> • Meetings 	<ul style="list-style-type: none"> • Program Director • Planning and Assessment Committee
Faculty	<ul style="list-style-type: none"> • LIS Faculty (slisfac listserv) • Adjunct faculty listserv • State of the Program annual presentation 	<ul style="list-style-type: none"> • Slisfac listserv • Adjunct faculty listserv 	<ul style="list-style-type: none"> • Program Director • Planning and Assessment Committee
Alumni	<ul style="list-style-type: none"> • Newsletter • Alumni LinkedIn • State of the Program • Professional Organization Meetings • Alice Smith Lecture 	<ul style="list-style-type: none"> • Email • Professional Organization Meetings • Alumni Surveys 	<ul style="list-style-type: none"> • SOLIS student organization • Planning and Assessment Committee
Employers	<ul style="list-style-type: none"> • Newsletter • State of the Program • Alice Smith Lecture 	<ul style="list-style-type: none"> • Email • Professional Organization Meetings • Employer Surveys 	<ul style="list-style-type: none"> • Planning and Assessment Committee

Stakeholder feedback impacts program goals and objectives

Evaluation of program goals and objectives is an ongoing process that incorporates input from those

served, including: students, faculty, employers, alumni, and other constituents.

Students, Alumni, and Employers.

Program Surveys (See [Box](#) and Appendices I.8, I.11-14) provide opportunities for students, alumni, and employers to provide input on program goals and objectives. Appendix I.15 shows the Annual Planning and Activities Calendar, also available [in the Planning and Assessment Committee Box folder](#). Surveys are reviewed annually by the Planning and Assessment Committee (as described in [Standard I.5](#)).

Faculty.

Shared governance ensures that faculty have ample opportunities to provide feedback on program goals and objectives. One way this is accomplished is through regularly scheduled meetings, both for the LIS program, and the School. Minutes from the monthly MLIS faculty meetings can be found [in the Box folder LIS Meeting Minutes](#). Goals and objectives inform decisions related to curriculum and instruction in scheduled meetings, and formal review is conducted in preparation for the annual State of the Program presentation, a virtual presentation for the Advisory Council and other external and internal stakeholders, presented in November during which MLIS Program Director Taylor highlights the year's accomplishments, offers updates on the program, and presents student and alumni annual awards. The first State of the Program was held in 2021 and a video of the November 2022 program can be viewed [on the School of Information YouTube Channel](#). The November 2023 program was held in person as part of a [celebration of the MLIS program's 50th anniversary](#).

MLIS Advisory Council.

The MLIS Advisory Council is an advisory group representative of the various positions LIS graduates have assumed as alumni. Revived in 2021, the Council is made up of members that are identified by School of Information faculty as dynamic members of the Florida LIS community and are invited for membership by the Director for a four-year term. The most recent Council membership was invited in early 2021; a new Council will be nominated and invited to join in early 2025. The full Advisory Council list of members, with bios, [is available on the SI website](#).

Advisory Council members act as SI partners and assist the LIS program with meeting the American Library Association's (ALA) Committee on Accreditation (COA) standards, while addressing the challenges for library and information science education posed by a rapidly changing information and technology environment. Members provide input and feedback on programmatic policies and decisions, and have guided the LIS program through continued accreditation, outcomes and assessment review, and strategic planning initiatives. The Advisory Council typically meets annually in May or June (in 2022, the meeting was held in October due to MLIS Program Director, Dr. Natalie Taylor's parental leave in Spring 2022).

An example of how input from stakeholders influenced Program Goals and Objectives relates to the way feedback informed the development of the Career Pathways resource. In June 2021, the Advisory Council worked with Dr. Taylor to conduct a curriculum review for the purpose of determining whether to revise the number of core courses ([notes related to this project](#) are available in the [Advisory Council Box folder](#)). In discussions related to this exercise, Advisory Council members recommended tools for providing specialized advising for career pathways, which led to the development of Career Pathways presentations. These videos are located in the MLIS Canvas folder, viewable at the site visit with a guest account. Career pathways documents for a variety of information science professions were also developed (available in the [Career Pathways Box folder](#)).

Career pathways information enriches the program in a variety of ways. Faculty are able to use career pathways documents for advising. Students can use the pathway documents to select electives. Working with constituents such as alumni and employers to update existing information and to develop new pathways documents and presentations fosters increased communication with stakeholders and opportunities for informal feedback about programmatic activity. Career pathway presentations also offer opportunities for all students to benefit from professional connections, as the presenters usually share their contact information and are ready and willing to communicate with current students. For many of our Advisory Council members, this is a highlight of their role.

STANDARD I.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.

USF Academic Assessment

The active participation of faculty, students, alumni, employers, members of the Advisory Council and other practicing professionals in the current strategic planning cycle ensure the School's relevance and affirm the School's leadership in USF's vision of a university that is committed to its recognized role in the local community and as an emerging international presence.

Ongoing decision-making processes within SI are facilitated by the work of several key committees and the SI administrative staff. MLIS standing committees include the Planning and Assessment Committee, the LIS Advisory Council, and Student Organizations of Library and Information Science (SOLIS). SI administrative staff are discussed in more detail in Chapter Five. Team members work diligently to ensure the program's success in achieving its mission, goals and objectives.

In 2019, the Planning and Assessment Committee was established to oversee review and revision of the program's vision, mission, goals, objectives and student learning outcomes. This committee, chaired by Denise Shereff, meets monthly to ensure that programmatic data collection informs decisions and actions taken by the LIS program. (Meeting notes and agendas are available [in the Planning and Assessment Committee Box folder](#)). The Committee reviews the results of each of the program surveys and develops methods for presenting results to the stakeholders (faculty, students, alumni, employers, LIS Advisory Council) for actionable decisions.

An example of the coordinated efforts has been the redesign of the MLIS Canvas site, the main resource in the School's Learning Management System for information about the program. In 2020, through program survey feedback and faculty advisor feedback, as well as early ePortfolio reviews, the Planning and Assessment Committee identified a need for centralizing advising information for both students and faculty advisors. The Committee developed a design for a new Canvas site with modules

for students' activities at key times in their program. This new Canvas site was launched in 2021 and will be available to view at the site visit with a faculty member or student to log in to the site.

Annual Planning Activities

[Table I.4](#) highlights annual, recurring activities that inform planning initiatives.

Table 1.4

Annual Planning Activities

January	Administer Alumni, and Employer Surveys Administer New Student Surveys														
February	Conduct Faculty Evaluations of ePortfolios (20% Review)														
February/March	Annual faculty review Administer Mid-Program Surveys														
Spring	Administer Graduate Exit Survey														
April	Spring semester exit survey of graduating students														
May	Florida Library Association Conference Employer feedback														
May	Spring Faculty Retreat for reviewing survey and focus group results														
	<table border="1"> <thead> <tr> <th>Reviews</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>results of fall and spring exit surveys and mid- program surveys of current students</td> <td>refer student perception issues on exit survey to appropriate committees</td> </tr> <tr> <td>results of ePortfolio 20% Review</td> <td>reported to ODS for USF Academic Assessment refer student performance issues on ePortfolios to Planning and Assessment Committee</td> </tr> <tr> <td>status of USF/SACSCOC reporting obligations</td> <td>track and update as needed; ensure alignment with USF mission and goals</td> </tr> <tr> <td>status of committee actions from previous planning and assessment cycle</td> <td>follow up as dictated by circumstances to ensure responsive application of assessment data for program improvement</td> </tr> <tr> <td>status of teaching, research, service outcomes, assessment activities, and methodologies</td> <td>plan changes/course corrections as needed in planning and assessment activities/methodology/schedule</td> </tr> <tr> <td>assess student learning outcomes (core---course audit, elective---course audit, self---report narratives)</td> <td></td> </tr> </tbody> </table>	Reviews	Actions	results of fall and spring exit surveys and mid- program surveys of current students	refer student perception issues on exit survey to appropriate committees	results of ePortfolio 20% Review	reported to ODS for USF Academic Assessment refer student performance issues on ePortfolios to Planning and Assessment Committee	status of USF/SACSCOC reporting obligations	track and update as needed; ensure alignment with USF mission and goals	status of committee actions from previous planning and assessment cycle	follow up as dictated by circumstances to ensure responsive application of assessment data for program improvement	status of teaching, research, service outcomes, assessment activities, and methodologies	plan changes/course corrections as needed in planning and assessment activities/methodology/schedule	assess student learning outcomes (core---course audit, elective---course audit, self---report narratives)	
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assess student learning outcomes (core---course audit, elective---course audit, self---report narratives)															
May	Administer Summer Mid-Program Survey														
June / July	Administer Summer Exit Survey														
July---December	Review and revisions of Student Learning Outcomes by course														
August	Summer semester exit survey of graduating students														

	Fall Faculty Retreat for reviewing survey and focus group results												
August	<table border="1"> <thead> <tr> <th>Reviews</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>results of summer exit surveys, alumni and employer surveys, including site supervisor surveys from supervised fieldwork</td> <td>refer student perception issues on exit survey to appropriate committees</td> </tr> <tr> <td>status of USF/SACSCOC reporting obligations</td> <td>track and update as needed; ensure alignment with USF mission and goals</td> </tr> <tr> <td>status of committee actions from previous planning and assessment cycle</td> <td>follow up as dictated by circumstances to ensure responsive application of assessment data for program improvement</td> </tr> <tr> <td>status of teaching, research, service outcomes, assessment activities, and methodologies</td> <td>plan changes/course corrections as needed in planning and assessment activities/methodology/schedule</td> </tr> <tr> <td>assess student learning outcomes (core---course audit, elective---course audit, self---report narratives)</td> <td></td> </tr> </tbody> </table>	Reviews	Actions	results of summer exit surveys, alumni and employer surveys, including site supervisor surveys from supervised fieldwork	refer student perception issues on exit survey to appropriate committees	status of USF/SACSCOC reporting obligations	track and update as needed; ensure alignment with USF mission and goals	status of committee actions from previous planning and assessment cycle	follow up as dictated by circumstances to ensure responsive application of assessment data for program improvement	status of teaching, research, service outcomes, assessment activities, and methodologies	plan changes/course corrections as needed in planning and assessment activities/methodology/schedule	assess student learning outcomes (core---course audit, elective---course audit, self---report narratives)	
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assess student learning outcomes (core---course audit, elective---course audit, self---report narratives)													
August / September	New Student Survey Administered												
September – December	ALISE Statistical Survey Preparation												
October	Advisory Board Meeting												
November	State of the Program Presentation												
November	Florida Association for Media in Education Conference Employer feedback												
November	ALA Statistical Report Preparation												
December	Prepare ePortfolio 20% Review for calendar year.												
	Fall semester exit survey of graduating students												

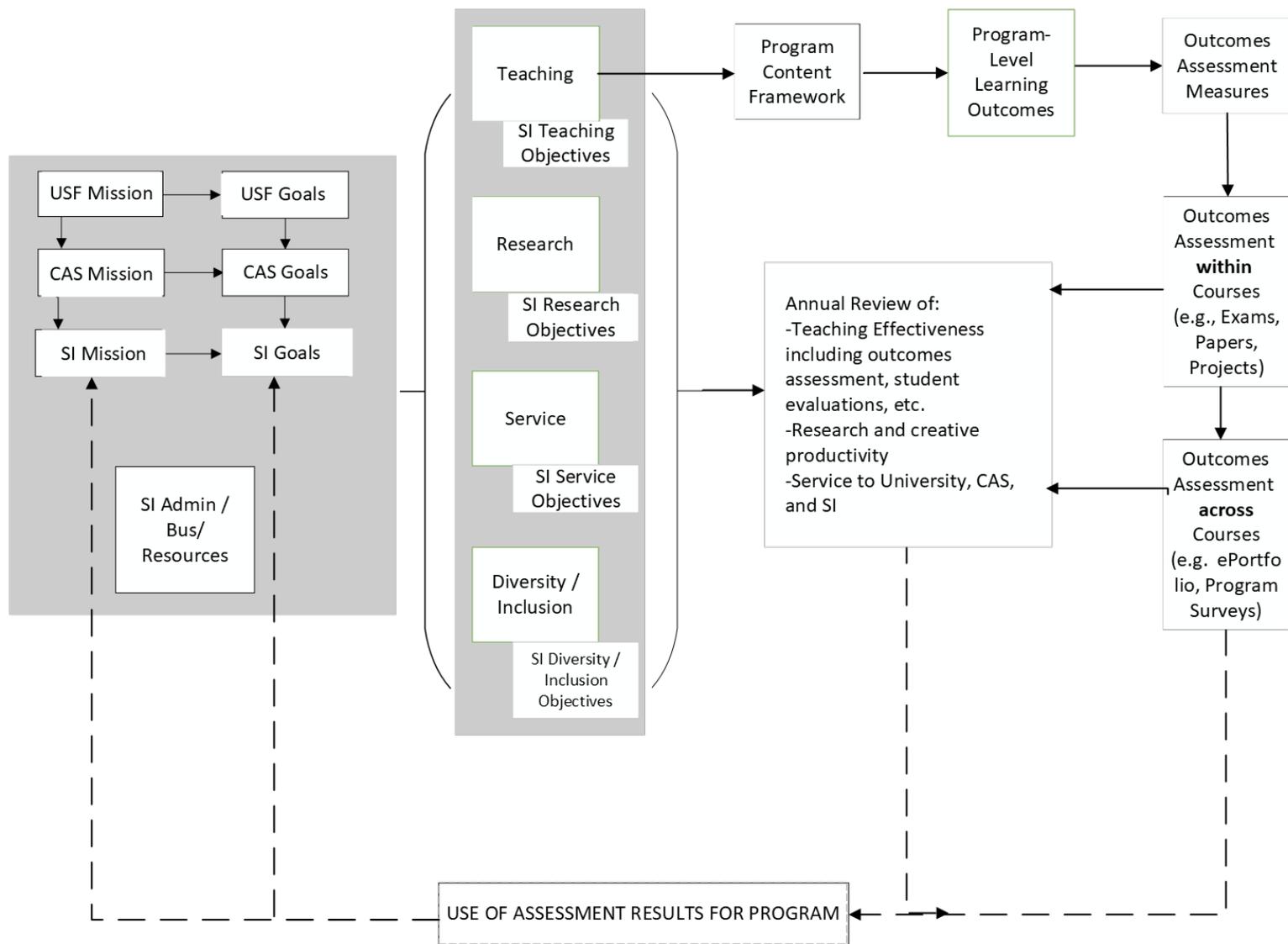
The School's Process for Planning, Development, and Improvement

The MLIS program in SI, in accordance with ALA accreditation standards as well as University-level requirements, has continually engaged in its planning and assessment at both macro- and micro- levels. This process occurs on a regular cycle to ensure that our program is continually achieving our goals and objectives. Regular reports, as well as special reports, have been submitted and accepted by the ALA Committee on Accreditation (COA) during this period. These reports detail our program assessment measures and processes and can be found in the following Box folders: [ALISE Statistical Reports](#); [ALA Statistical Reports](#); [COA Biennial Reports](#); [USF Academic Assessment Reports](#).

Planning and assessment processes, activities, and results are conducted and reviewed on a continuous schedule. From a broad perspective, [Figure I.9](#) depicts the feedback cycle reflected by the dotted lines in the model, emphasizing the central role of iterative cycles in a continuous-improvement approach to planning.

Figure I.9

Model of Department-level Outcomes Assessment Plan for Programmatic Goals in Teaching, Research, and Service



Ongoing Activities.

Ongoing planning, as well as periodic, prescribed planning and review processes, are required if a professional school is to be responsive to the needs of its constituency and the university of which it is a part. The School has used the curriculum framework and the mission, goals, objectives, and Program Level Learning Outcomes for curriculum planning, new student orientation, adjunct faculty briefing, and revision of the master's degree summative assessment (i.e., the ePortfolio).

Strategic Planning.

SI is engaged in focused strategic planning efforts in addition to its ongoing planning activities. The purpose for this type of planning is to review existing strategic assumptions, assess outcomes, make course corrections, and decide on future directions. Our previous strategic planning initiative was conducted in the fall semester of 2015 and completed in the fall semester of 2016, with updates being conducted for the 2022-2027 period. [Table I.5](#) provides a summary of the strategic planning and outcomes assessment components of the current planning cycle.

Results from the program surveys referenced in the preceding table are used to drive programmatic direction. The faculty committees and student representatives responsible for setting priorities for future programmatic change use survey responses in decision-making processes. As indicated previously, the Planning and Assessment Committee was formed to coordinate the data collection and review processes with all relevant stakeholders. Documents related to the Planning and Assessment Committee's process can be found in the [Planning and Assessment Committee Box folder](#).

[Table I.6](#) demonstrates alignment of the School's objectives and MLIS Program Level

Learning Outcomes with content guides found in Standards [I.2](#) and [I.3](#). Each section of the content guides is listed separately so parallel objectives and outcomes can be referenced.

Table I.5

Strategic Planning Activities

Planning Activities	Participants	Methods	Status
Review mission, goals, objectives, and strategic initiatives Propose edits, deletions, and additions	Faculty (including adjunct faculty) with student representation	LIS monthly meetings Planning and Assessment meetings <i>(Meeting minutes can be referenced in the LIS Meeting Minutes and the Planning and Assessment Committee Box folders)</i>	Spring 2023
Assess needs for programmatic change Propose changes in direction and new directions	Faculty (including adjunct faculty) with student representation	LIS monthly meetings Planning and Assessment meetings	Fall 2023
Review curriculum and program	Faculty (including adjunct faculty) with student representation	LIS monthly meetings Planning and Assessment meetings	Spring 2023 and Summer 2023
Review Program Surveys <i>(Complete surveys can be viewed in the Program Surveys Box folder)</i>	Faculty (including adjunct faculty) with student representation	LIS monthly meetings Planning and Assessment meetings	Spring 2023, Summer 2023, and Fall 2023
Set priorities for programmatic change	Faculty committees at spring faculty retreat with student representation	Small-group process	Spring 2024
Consensus and confirmation of priorities	Faculty Council and Advisory Council	Small---group process	Fall 2024
Edit/rewrite mission, goals, objectives, student learning outcomes, and strategic initiatives	Faculty committees with student representation	Small---group process	Spring 2025

Consensus and confirmation of program planning decisions	Faculty Council and Advisory Council	Small---group process	Spring 2025
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Table I.6

Alignment of School's Objectives with Standard I

<i>Program objectives are stated in terms of educational results to be achieved and reflect . . .</i>	Referenced in SI Objective Number:	Referenced in Program--Level Student Learning Outcome:
<ul style="list-style-type: none"> <i>The essential character of the field of library and information studies;</i> 	I-1	I, II, III, and IV
<ul style="list-style-type: none"> <i>The philosophy, principles, and ethics of the field</i> 	I-5	I, IV
<ul style="list-style-type: none"> <i>Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;</i> 	I-1, I-5 (See Note ¹ below this table.)	I, IV
<ul style="list-style-type: none"> <i>the importance of research to the advancement of the field's knowledge base;</i> 	I-6 II-1, 2, 3, 4	IV
<ul style="list-style-type: none"> <i>The symbiotic relationship of library and information studies with other fields;</i> 	III-1, 2, 3	IV
<ul style="list-style-type: none"> <i>The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;</i> 	III-4 IV-1, 2, 3, 4, 5	I
<ul style="list-style-type: none"> <i>the role of library and information services in a rapidly changing technological and global society</i> 	I-4	I, II, III
<ul style="list-style-type: none"> <i>the needs of the constituencies that a program seeks to serve</i> 	IV-1, 2, 3, 4, 5	II (See Note below this table.)
<ul style="list-style-type: none"> <i>the value of teaching and service to the advancement of the field</i> 	I-1, 2, 3,4,5,6 III--1, 2, 3, 4	I, III, IV

Note: All program--level learning outcomes in the core curriculum were developed through a consensus process that included students, alumni, employers, the Advisory Board, and other practicing professionals; thus ensuring that the School's program learning outcomes reflect the needs of its constituencies for well--prepared professional practitioners. This process was discussed more our previous [ALA COA Program Presentation in 2016](#), which can be [found in the Box folder 2016 ALA COA Program Presentation](#).

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

Outcomes Assessment Activities

Core course reviews were conducted during the summer of 2023 and are summarized in [Table I.7](#), which illustrates where the Program Level Learning Outcomes are taught and assessed, both formatively (during the course) and summatively (at the end of courses) across the students' programs of study. A blank copy of the review form is viewable in Appendix I.16, as well as the [Core Course Review Forms Box folder](#), along with the completed core course forms. These faculty self-report narratives are descriptions of outcomes assessment in action at the course level; that is, individual faculty members' use of audit information for making decisions to improve their teaching and subsequently, students' learning.

Table I.7

Core Course Learning Outcomes Assessment for SI Program Level Student Learning Outcomes for Leadership and Innovation

Course number	Assignment Description	Assessment Type	PLLO Alignment
5020	Discussion: The Evolution of the Diversity of Ideas in Library and Information Science	Formative	II.a
5020	Job Posting Analysis	Formative	I
5020	Roles of Information Professional Poster	Formative	I
5020	Connecting Services to Values	Formative	I
5020	Policy Working Group	Summative	I.a.
5020	Professional Ethics Reflection	Formative	I.b.
6271	Article Critiques	Formative	IV and IV.a
6271	Survey Design	Formative	IV (a and b)
6271	Quizzes	Formative	IV

6271	Research Project Proposal	Formative	IV (a and b)
6271	Presentation	Summative	IV (a and b)
6409	Strategic Plan Evaluation	Formative	I.d.
6409	Project Proposal & Budget	Summative	I.a.
6409	Annotated Bibliography	Formative	I; IV.
6409	Interview Questions	Formative	I.b.; I.d.
6511	Discussion Boards (Modules 1/2/6)	Formative	I and II
6511	Community Profile (aka Community Needs Assessment)	Summative	II; II.a.
6511	Collection Development Policy	Summative	II; II.b
6511	Copyright Professional Development	Formative	I; I.d.
6511	Course Reflection	Formative	I and II
6603	Librarian Interview	Formative	II.a, I.b, I.c
6603	LibGuide project	Formative	II.a, II.b, II.c
6603	Reference Database search demo	Formative	II.c
6603	Reference source evaluation	Formative	II.b
6603	Reference search practice	Summative	II.b, II.c, I.b
6711	Lecture 1-7 questions	Formative	III.
6711	Create a metadata application profile	Formative	III. b
6711	Create a metadata record	Formative	III. a
6711	Assign FAST and LCSH subject headings for a book	Formative	III.
6711	Assignment a DDC code for a book, explain the components of a LCC based call number	Formative	III.
6711	Design a simple taxonomy for organizing personal/family information collections	Formative	III. a
6711	Creating a mini online catalog using LibraryThing	Formative	III.
6711	Research paper	Summative	III.

Program Survey Review

Another way that results of the evaluation are systematically used to improve the program and to plan for the future is through program survey reviews. While in previous years, faculty reviewed program surveys on a rotation prior to monthly LIS faculty meetings and discussed general observations in the meetings, in 2022-2023, the Planning and Assessment Committee piloted a new method for reviewing program survey responses in a more systematic way to communicate key findings to faculty for decision-making. The Committee first reviewed results reports of the Program Surveys. With the assistance of a graduate student, they developed rubrics of each report in which related results were grouped and presented in a questionnaire format for faculty to respond to “Surveys of Surveys”. The Mid-program survey served as the first case.

The Mid-Program Survey Review Rubric, which can be found in the [Program Surveys Box folder](#) under [Internal Survey Reviews](#) and in Appendix I.17, was developed in Qualtrics, with images of the original survey and descriptions of the context of each question. Free-text spaces were provided for each question group and a field for reflection on the process and on the instrument. The draft was completed in April 5, 2022. The Mid Program Survey Review Rubric was distributed to faculty in September 2022, with results reviewed at the October 2022 planning and assessment committee meeting. Summary of faculty responses and decisions were presented at the [March 2023 LIS meeting](#). From this review, action items were identified related to curriculum, particularly the technology course requirement. Although more will be discussed in [Chapter Two](#), the base level technology course offered ([LIS 5268](#), links to a legacy syllabus of the course, also available in Appendix I.18) was revamped partially as a result of feedback gathered through the survey process.

Benefits of using this new strategy include:

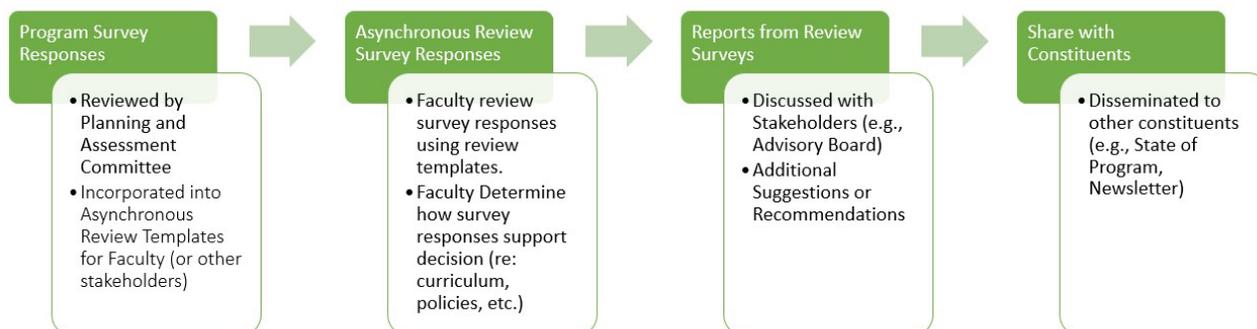
- Aggregation and comparison of stakeholder responses to issues identified in the responses;
- Increased stakeholder participation through survey-completion reminders;
- Opportunities for stakeholders who might not speak out in a synchronous meeting to provide their feedback; and
- Reporting evidence for and transparency about decision-making.

As a result of the successful pilot, the same process will be used with all other Program Surveys. The goal for review and reporting is as follows:

- February 2024: Program Director disseminates employer/alum surveys of surveys to faculty
- March 2024: Planning and Assessment committee reviews surveys of surveys results
- April 2024: Discuss employer/alum surveys at the monthly LIS meeting, with goal of reporting to Advisory Council at May/June 2024 meeting
- August 2024: Program Director disseminates graduating student survey of surveys to faculty
- September 2024: Planning and Assessment committee reviews survey of surveys results.
- October 2024: Discuss graduating student survey at the monthly LIS meeting, with goal of reporting for the State of the Program meeting in November
- November 2024: Program Director disseminates new student survey of surveys to faculty
- December 2024: Planning and Assessment committee reviews surveys of surveys results, with goal of reporting for first faculty meeting in January 2025

The workflow for the review process is further detailed in [Figure I.10](#).

Figure I.10

Program Surveys for Decision-making**Future Directions**

As indicated previously and shown in [Figure I.5](#), the current PLLOs were informed by the 2009 ALA Core Competences of Librarianship. Future work for the School of Information will include reviewing the program-level student learning outcomes to ensure their continued alignment with the updated ALA Core Competences of Librarianship. The SI Planning and Assessment Committee have begun the process of mapping PLLOs to the 2023 ALSCCs for the purpose of updating the PLLOs. The goal for implementation would be the next USF Program Assessment cycle (2024-2027). This process will include the following steps:

1. Initial curriculum review by the Planning and Assessment Committee
2. Faculty response to curriculum review
3. Advisory council response to curriculum review
4. Student survey using the exit survey with new questions about how courses prepare them for core competencies.
5. Employer and alumni surveys would include similar questions about how the program has prepared students for the profession in terms of the competencies.

It is expected that this process will likely lead to changes in the required core courses, more

details of which are included in [Chapter Two](#). It is also expected that the new outcomes will have more of an explicit emphasis on diversity and inclusion in the Program Level Student Learning Outcomes to align goals described by ALA, USF, the College of Arts and Sciences, and the School of Information.

Chapter Two: Standard II: Curriculum

The curriculum of the MA in Library and Information Science is designed to prepare students to work in the information profession, both now and for the future. In addition to the MA in Library and Information Science, the School of Information offers an undergraduate degree in Information Science, an undergraduate minor in Intelligence Studies, an M.S. in Intelligence Studies (STEM) with a concentration in Strategic or Cyber Intelligence and an M.S. in Cybersecurity Intelligence and Information Security. SI also offers three certificate programs in Strategic Intelligence, Cyber Intelligence, and National Security. While the curricula and faculty expertise from the STEM-based MS in Intelligence Studies and BS in Information Studies broaden opportunities for LIS students from interdisciplinary perspectives, this chapter will focus on the curriculum of MLIS program.

The MLIS curriculum is based on a core set of six courses, augmented by students' choice of electives, that is designed to explicitly meet the student Program Level Learning Outcomes, discussed in [Chapter One \(Figure I.4\)](#). Based on feedback from stakeholders, courses are regularly reviewed to ensure content and delivery are meeting students' needs and the demands of a workforce concerned with information resources and the services and technologies to facilitate their management and use. The curriculum is designed to be flexible, transparent, and logical, as well as clearly supportive of relevant professional organizations. Curricular evaluations are designed to be acted upon and incorporated into the larger programmatic structure. The following chapter will begin with an overview of the basic elements of the USF MLIS curriculum and then will discuss how the curriculum relates to standards and evaluation.

Standard 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.

As outlined in Chapter One, the USF MLIS program is coordinated around a clear set of Program Level Learning Outcomes. Table II.1 outlines these outcomes and shows their alignment (through relevant course objectives) with the program’s six core courses that are required of all students:

- LIS 5020 Foundations of Library and Information Science (Appendix I.3)
- LIS 6603 Basic Information Sources and Services (Appendix I.7)
- LIS 6271 Research Methods in Library and Information Science (Appendix II.1)
- LIS 6409 Introduction to Library Administration (Appendix II.2)
- LIS 6511 Collection Development and Maintenance (Appendix II.3)
- LIS 6711 Organization of Knowledge I (Appendix II.4)

Table II.1

Alignment of Program Level Learning Outcomes with Core Course Objectives

Program-Level Learning Outcome	Relevant Core Courses	Relevant Course Objectives
Goal I: Leadership and Innovation Students are innovative, ethical, problem--solvers able to lead and manage through communication, collaboration, and reflection <ul style="list-style-type: none"> • I.a. Students are able to evaluate critically, reflect, and problem- 	LIS 6511 Collection Development	By the end of this course, students will be able to: <ul style="list-style-type: none"> • Prepare a written selection policy for a particular type of library (academic, public, school, or special) • Apply the principles of intellectual freedom and the freedom to read to the development of library collections

<p>solve individually as well as collaboratively.</p> <ul style="list-style-type: none"> • I.b. Students demonstrate effective communication skills. • I.c. Students participate in professional and community engagement activities in the field. • I.d. Students demonstrate leadership skills and innovation in a diverse and global environment 	<p>LIS 6409 Introduction to Library Administration</p>	<ul style="list-style-type: none"> • Upon completion of this course, the student will be able to: <ul style="list-style-type: none"> ○ Demonstrate knowledge of the history and development of leadership and management theories, principles, and practices. ○ Identify elements of various planning processes, documents (e.g., strategic, marketing, facility, project plans) and assessments. ○ Evaluate viable budget solutions. ○ Understand the connection between organizational culture, climate, and the success of change initiatives. ○ Analyze an organization's structure. ○ Identify the functions of human resources management in an organization. ○ Understand legal issues involved in library administration, including employee selection and management. ○ Demonstrate ethical awareness and the apply ethical principles in decision-making. ○ Demonstrate knowledge of organizational communication strategies.
	<p>LIS 5020 Foundations of Library and Information Science</p>	<ul style="list-style-type: none"> • By the end of the semester, students should be able to describe and analyze issues related to information in our society, and the implications of these for information professionals (e.g. librarians), including: <ul style="list-style-type: none"> ○ the information environment and its impact on libraries; ○ the importance of advocacy for libraries, librarians and their services; ○ the role of LIS professionals in promoting democratic principles and intellectual freedom
<p>Goal II: Systems and Services Students understand the systems and technologies that facilitate the management and use of information resources to serve the diverse needs of users.</p> <ul style="list-style-type: none"> • II.a Students identify and analyze diverse information needs of individuals and communities. 	<p>LIS 6511 Collection Development</p>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Apply skills, knowledge, and understanding of the principles involved in the selection and acquisition of book and non-book materials to all types of libraries • Evaluate library collections on the basis of standard and specialized bibliographies and selection aids

<ul style="list-style-type: none"> • II.b. Students evaluate and select print and digital information resources and systems to meet needs of users. • II.c. Students understand and use appropriate information technology for information services 		<ul style="list-style-type: none"> • Conduct a community survey to identify the types of users and non-users in a library's community • Identify the strengths and weaknesses of existing bibliographic tools and reviewing media that can be used for the selection of library materials • Evaluate the place of resource sharing and cooperative library networks in the development of library collections.
	<p>LIS6603 Basic Information Resources</p>	<ul style="list-style-type: none"> • By the end of this course, students should: <ul style="list-style-type: none"> ○ Have a fundamental understanding of the principles of reference services. ○ Learn about the delivery modes of reference service. ○ Efficiently locate and use reference sources in a variety of formats. ○ Evaluate reference resources according to user's needs.
<p>Goal III: Knowledge Representation Students are proficient in the theory and application of skills essential for knowledge representation in evolving technology environments, in any chosen area of specialization.</p> <ul style="list-style-type: none"> • II.a. Students analyze, organize and describe various formats of information objects. • II.b. Students identify and apply best practices in the use of different technologies for knowledge representation. 	<p>LIS 5020 Foundations of Library and Information Science</p>	<ul style="list-style-type: none"> • By the end of the semester, students should be able to describe and analyze issues related to information in our society, and the implications of these for information professionals (e.g. librarians), including: <ul style="list-style-type: none"> ○ the information environment and its impact on libraries; ○ the impact of information technology on the profession
	<p>LIS6603 Basic Information Resources</p>	<ul style="list-style-type: none"> • By the end of this course, students should: <ul style="list-style-type: none"> ○ Understand the basic concepts of information structure, bibliographic controls, and access.
	<p>LIS 6711 Organization of Knowledge</p>	<ul style="list-style-type: none"> • Students will become familiar with various knowledge organization systems and tools, such as metadata schemas, classification schemes, controlled vocabularies, taxonomies, folksonomies and ontologies. • Students will be able to use existing knowledge organization tools to organize and describe information resources, such as creating metadata records, assigning subject headings and classification codes. • Students will be able to create some basic knowledge organization tools, such as taxonomies and metadata application profiles.

<p>Goal IV: Theory and Praxis Students have a critical grounding in theoretical perspectives that draw on research in LIS as well as other fields of knowledge, that inform their professional practices including research, organization, management, and access to information.</p> <ul style="list-style-type: none"> • IV.a. Students will describe applications of quantitative and qualitative research methodologies in library and information science. • IV.b. Students will identify opportunities for research and develop plans for research in applied settings in library and information science. 	<p>LIS 6271 Research Methods</p>	<ul style="list-style-type: none"> • Upon completion of this course, the learner will: <ul style="list-style-type: none"> ○ Appreciate the need for research in the library and information science professions ○ Understand basic social science research methodologies and their application to library and information science research ○ Evaluate reports of research and relate them to other research efforts
	<p>LIS 5020 Foundations of Library and Information Science</p>	<ul style="list-style-type: none"> • By the end of the semester, students should be able to describe and analyze issues related to information in our society, and the implications of these for information professionals (e.g. librarians), including: <ul style="list-style-type: none"> ○ the information environment and its impact on libraries; ○ the ethics, values and foundational principles of the profession; ○ the legal framework within which libraries operate (e.g., laws respecting copyright, intellectual property, privacy, etc.); and ○ social, economic and cultural trends and policies of significance to the profession.

Beyond the six core courses, the USF MLIS requires one technology-focused elective and six additional electives approved in coordination with the student's advisor. Degree-seeking students are permitted to enroll in courses, usually limited to six semester hours, outside the School of Information when, in the context of the development of a purposeful program, an interdisciplinary approach seems appropriate. Students must obtain the prior approval of their faculty advisor. In total, the degree requires 39 credit hours to complete. In addition, each student completes an ePortfolio at the conclusion of their program, in lieu of a comprehensive examination. (For more on how the ePortfolio was developed, see [Chapter One, Standard I.6](#)). Students choose artifacts from core courses to each of the Program Level Learning Outcomes

listed above and explain the connection in their portfolio narratives, thus demonstrating how they gained knowledge of each goal throughout their program.

The curriculum is revised on a regular basis with input from a variety of stakeholders.

[Table II.2](#) summarizes the different sources of course reviews, as well as the general timeline/frequency of these reviews. Further specifics on evaluation processes can be found later in this chapter in [Standard II.5](#), [Standard II.6](#), and [Standard II.7](#).

Table II.2

Curricular Evaluation Process

Level of Evaluation	Source of Evaluations	Timeline
Instructors	Personal teaching self-assessment	All faculty complete annual evaluations, which include a teaching statement reflecting on the prior year <i>These narratives may be provided at the site visit at the discretion of individual faculty members; see sample in Box.</i>
	Collaboration with USF's Innovative Education office to ensure courses are designated High Quality	Review of first departmental courses occurred in Spring and Fall 2023; moving forward all courses will be reviewed at the rate of two/semester, starting with cores <i>See Standard II.5 for the process of revising these courses</i>
Students	Course Evaluations	Occur at the conclusion of every course Available online through the USF Evaluation Mart
	Mid-program Survey (Appendix I.11)	Distributed each semester to students in LIS 6271 (a course usually taken approximately halfway through the program; Appendix II.1) <i>All surveys and reported results are located in the Program Surveys Box folder</i>
	Graduating Student Survey (Appendix I.12)	Distributed to graduating students each semester <i>All surveys and reported results are located in the Program Surveys Box folder</i>
MLIS Program	Departmental approval of new permanent courses	Faculty submit syllabi from 5937 (temporary) courses to be approved by the department for submission to the College for conversion to permanent course number <i>Evidence of these approvals are found in minutes from monthly LIS meetings; see the LIS Meeting Minutes Box folder</i>

	<p>Core course evaluation forms (Template available in Appendix I.16)</p>	<p>First iteration May 2023 – planned for every two years (Next review - May 2025); Completed by all faculty who teach core courses</p> <p><i>All completed evaluation forms are available in the Core Course Review Forms Box folder</i></p>
	<p>Curriculum Committee Reviews</p>	<p>Formed on an ad hoc basis, the curriculum committee advises the department on relevant curriculum issues as they come up (e.g. decisions about certificates and/or revisions to the core)</p> <p><i>The Curriculum Committee was formed from 2017-2019 – notes from meetings can be found in the Curriculum Committee (2017-2019) Notes Box folder. The Planning and Assessment Committee has taken much of the curriculum review process over since 2020. Notes from that committee are found in the Planning and Assessment Committee Box folder.</i></p>
Stakeholders	<p>Advisory Council</p>	<p>Meets online once per year to review MLIS achievements and concerns; The Director of the MLIS program requests specific feedback to ongoing curricular changes, such as core course requirements and advising for pathways.</p> <p><i>See evidence of the special meeting on curriculum in the Advisory Council Box folder.</i></p>
	<p>Employer Survey</p>	<p>Distributed to contacts via the Advisory Council, field work placements, and other prominent local professional organizations (e.g. the Tampa Bay Library Consortium); the survey asks questions related to the performance of USF MLIS graduates currently employed at the survey taker’s institution.</p> <p><i>All surveys and reported results are located in the Program Surveys Box folder</i></p>
	<p>Informal feedback at conferences</p>	<p>USF MLIS faculty and staff members frequently attend local professional conferences, such as the Florida Library Association’s annual conference, the Tampa Bay Library Consortium’s VIP conference, and the Florida Association of Media Educators (FAME) annual conference; At alumni events and presentations, staff and faculty solicit feedback on the program and alumni and student curricular experiences.</p>
	<p>Alumni Survey (Appendix I.14)</p>	<p>Distributed to alumni contacts via email addresses provided upon completion of the Exit Survey and through LinkedIn.</p>

Standard 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.

According to ALA accreditation standards, effective MLIS curriculum should be concerned with information resources and the services and technologies to facilitate their management and use. [Table II.3](#) links USF MLIS courses with the ten subcategories of this overall curricular definition. [Table II.4](#) presents the six curricular goals identified in this standard (Standard II.2) and pairs them with the associated USF MLIS Program Level Learning Outcome.

Table II.3

Curricular Content Coverage across Selective LIS Courses

LIS Curricular Content Components	Selective Representative Courses
Information and Knowledge Creation	5020 Foundations of LIS, 6271 Research Methods, 6432 Seminar in Acad. Lib., 6475 Health Sci. Lib., 6564 Materials for Children, 6603 Basic Ref.
Communication	5020 Foundations of LIS, 6260 Information Science in Librarianship, 6271 Research Methods, 6409 Library Administration, 6475 Health Sci. Lib., 6511 Collection Development, 6603 Information Sources & Svcs, 6946 Supervised Fieldwork
Identification, Selection, Acquisition	6511 Collection Development, 6564 Materials for Children, 6565 Books & Materials for Young Adults, 5937 Graphic Novels
Organization and Description	5020 Foundations of LIS, 5937 Medical Informatics, 6455 SLM Management, 6475 Health Sci. Lib., 6603 Information Sources & Svc., 6711 Organization of Knowledge
Storage and Retrieval	5020 Foundations of LIS, 6260 Information Science in Librarianship, 6475 Health Sciences Librarianship, 6733 Digital Curation
Preservation and Curation	6026 Introduction to Archives/Records Management, 6511 Collection Development, 6773 Digital Curation

Analysis, Interpretation, Evaluation, Synthesis	5020 Foundations of LIS, 6271 Research Methods, 6409 Library Administration, 6432 Academic Lib., 6475 Health Sci. Lib., 6511 Collection Development, 6603 Information Sources/Services
Dissemination	5020 Foundations of LIS, 5268 Microcomputer Applications in Library/Information Centers, 6271 Research Methods, 6432 Academic Lib, 6511 Collection Development, 6603 Information Sources & Svc
Use and Users	6511 Collection Development, 6603 Information Sources & Svc, 5937 Community Engagement, 6564 Materials for Children, 6565 Books & Materials for Young Adults
Management	6026 Introduction to Archives/Records Management, 6110 History of Libraries, 6271 Research Methods, 6409 Library Administration, 6455 Org/Admin of the SLM Center, 6475 Health Science Librarianship

Note: Content was determined through [Core Course Review Forms](#), as well as analysis completed for the previous [ALA COA Program Presentation in 2016](#), which can be [found in the Box folder 2016 ALA COA Program Presentation](#). All [syllabi available in Box](#).

Table II.4

Alignment of Standard II.2 Curricular Goals with Program Level Learning Outcomes

Curricular Goal	Program Level Learning Outcome
<i>II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served</i>	Goal I: Leadership and Innovation Students are innovative, ethical, problem--solvers able to lead and manage through communication, collaboration, and reflection <ul style="list-style-type: none"> • I.b. Students demonstrate effective communication skills. • I.c. Students participate in professional and community engagement activities in the field. • I.d. Students demonstrate leadership skills and innovation in a diverse and global environment.
	Goal II: Systems and Services Students understand the systems and technologies that facilitate the management and use of information resources to serve the diverse needs of users. <ul style="list-style-type: none"> • II.a Students identify and analyze diverse information needs of individuals and communities. • II.b. Students evaluate and select print and digital information resources and systems to meet needs of users.
<i>II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</i>	Goal IV: Theory and Praxis Students have a critical grounding in theoretical perspectives that draw on research in LIS as well as other fields of knowledge, that inform their professional practices including research, organization, management, and access to information. <ul style="list-style-type: none"> • IV.a. Students use appropriate qualitative and quantitative research and statistical research methods and analysis. • IV.b. Students are skilled in quantitative techniques in practical applications used in library and information center management.
<i>II.2.3 Integrates technology and the theories that underpin its design, application, and use</i>	Goal II: Systems and Services Students understand the systems and technologies that facilitate the management and use of information resources to serve the diverse needs of users.

	<ul style="list-style-type: none"> • II.c Students understand and use appropriate information technology for information services.
	<p>Goal III: Knowledge Representation Students are proficient in the theory and application of skills essential for knowledge representation in evolving technology environments, in any chosen area of specialization.</p> <ul style="list-style-type: none"> • II.b. Students identify and apply best practices in the use of different technologies for knowledge representation.
	<p>Goal IV: Theory and Praxis Students have a critical grounding in theoretical perspectives that draw on research in LIS as well as other fields of knowledge, that inform their professional practices including research, organization, management, and access to information.</p>
<p><i>II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups</i></p>	<p>Goal I: Leadership and Innovation Students are innovative, ethical, problem---solvers able to lead and manage through communication, collaboration, and reflection</p> <ul style="list-style-type: none"> • I.d. Students demonstrate leadership skills and innovation in a diverse and global environment.
	<p>Goal II: Systems and Services Students understand the systems and technologies that facilitate the management and use of information resources to serve the diverse needs of users.</p> <ul style="list-style-type: none"> • II.a Students identify and analyze diverse information needs of individuals and communities. • II.b. Students evaluate and select print and digital information resources and systems to meet needs of users.
<p><i>II.2.5 Provides direction for future development of a rapidly changing field</i></p>	<p>Goal I: Leadership and Innovation Students are innovative, ethical, problem---solvers able to lead and manage through communication, collaboration, and reflection</p> <ul style="list-style-type: none"> • I.a. Students are able to evaluate critically, reflect, and problem---solve individually as well as collaboratively. • I.d Students demonstrate leadership skills and innovation in a diverse and global environment.
	<p>Goal II: Systems and Services Students understand the systems and technologies that facilitate the management and use of information resources to serve the diverse needs of users.</p> <ul style="list-style-type: none"> • II.c Students understand and use appropriate information technology for information services
	<p>Goal III: Knowledge Representation Students are proficient in the theory and application of skills essential for knowledge representation in evolving technology environments, in any chosen area of specialization.</p> <ul style="list-style-type: none"> • III.b. Students identify and apply best practices in the use of different technologies for knowledge representation.
<p><i>II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.</i></p>	<p>Goal I: Leadership and Innovation Students are innovative, ethical, problem---solvers able to lead and manage through communication, collaboration, and reflection</p> <ul style="list-style-type: none"> • I.c. Students participate in professional and community engagement activities in the field.

A [full list of core and elective courses](#) offered from Fall 2016 through Spring 2023, along with their official course descriptions, is available [in the 2023-2024 LIS Accreditation Box folder](#), as well as in Appendix II.5. Syllabi can be accessed in the [Course Syllabi MLIS Box folder](#). Within the course notes column [in this full list](#), evidence of the changes in the coursework over time is reflected by, for example, conversion of temporary courses to permanent course numbers and elimination of electives.

Standard 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.

Upon acceptance to the program, students are advised to start with [LIS 5020](#) Foundations of Library and Information Science (Appendix I.3) and [LIS 6603](#) Basic Information Sources and Services (Appendix I.7) and then to explore both electives and complete core courses in the following semesters, based on advice from their faculty advisors. Additional information on student advising is outlined in Chapter Four, [Standard IV.4](#). The USF MLIS offers a range of pathways for students to pursue as they complete their programs. Currently, suggested electives are offered for school libraries, public libraries, youth librarianship, academic libraries, archives, and health information specialists. All pathway documents are located in [the Box folder Career](#)

[Pathways](#), Appendix II.6, and (for students) in the MLIS Canvas (viewable at the site visit with a guest account).

Pathways were developed by faculty members with research and professional experience within each type of information institution and reviewed by advisory council members from each relevant institution. While no official certification is offered based on these pathways, they do provide a clear outline of relevant electives for students to take based upon the type of information institution in which they are interested in working. For the health librarianship pathway, select individual courses have been approved for the [Medical Library Association's \(MLA\) Level I and II Consumer Health Information Specialization \(CHIS\)](#). The majority of the courses recommended in the School Library pathway are those that are also [required by the Hillsborough County Public School \(HCPS\) system for their librarians](#) (who don't already hold an MLIS degree).

Students are encouraged to sample electives if they are unsure of their future career paths. All students are encouraged to complete a [program plan form](#) (Appendix II.7) early in their program. Both [the blank form](#) and sample student programs of study are available in [the Box folder Sample Student Program Plans](#). To ensure that students can graduate with all required core courses in their preferred semester, students are advised to complete a priority registration survey before registration begins if they are planning to finish within the following two semesters. This survey, emailed to students approximately one month prior to registration by the SI Academic Program Specialist, allows students to sign up indicating that they intend to graduate in the next two semesters. They are then issued a permit to register first for core courses.

Typically, courses are capped at 32 during Fall/Spring and 35 during Summer (a requirement from the College), although occasionally with the permission of the instructor,

students are allowed in the course over cap if they need a course to graduate in a timely manner. This usually occurs because the student has missed the messages about the priority registration process but is thankfully a relatively rare occurrence.

While we don't have one particular course required to fulfill the technology requirement of the degree, we have compiled a list of options for students to take. For many students, this is LIS 5268 Microcomputer Applications Library and Information Centers, which is our intro level technology course (Appendix I.18). In 2021, we also developed a new "bridge" technology course, [LIS 5937 Data Analytics and Programming for Librarians](#) (Appendix II.8) The intention of the course is to provide the necessary background knowledge for students to go on to take more advanced programming courses (which are often offered by other degree programs within the school of information, such as the MSIS.) The development followed a discussion with the MLIS Advisory Council for requests for more technical knowledge from new library employees (see the [Advisory Council Box folder](#) for overviews of meetings).

A full list of courses that emphasize technology and count as the required technology elective is listed here:

- LIS 5341 Data Management and Practice
- LIS 5937 Data Analytics/Programming for Libraries
- LIS 5937 Digital Storytelling
- LIS 5937 Drones for Info Prof
- LIS 5937 GIS for Info Prof
- LIS 5937 Intro to Python
- LIS 5937 Web Design for Libraries
- LIS 6303 Preparing Instructional Media
- LIS 6371 Open Source R for Data and Information Analysis
- LIS 6515 Web Archiving

- LIS 6773 Digital Curation

Syllabi for these courses can be found in the [Course Syllabi Box folder](#) and [course descriptions](#) are available in both Box and Appendix II.5.

Core courses are offered every semester, while electives are typically offered at least once per year. We use demand and faculty availability to guide the addition or removal of elective and core sections, as well as instruction from the SI Director should faculty annual reviews indicate a need to shift course loads for individual faculty members. (This process is discussed more in Chapter Three, [Standard III.7](#) and [Standard III.10](#).) Below is the planned schedule of course rotation to demonstrate availability and sequencing to meet student needs, with the caveat that minor changes do occur based on faculty availability. The course rotation for Fall 2016-Summer 2023 is available in Appendix II.5 and [in the 2023-2024 LIS Accreditation Box folder](#).

Table II.5

2024-2026 Proposed Schedule of Classes

Course Name	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026
LIS 5020 Foundations	X	X	X	X	X	X	X
LIS 5120 Cultural Heritage		X			X		
LIS 5268 IT Concepts	X	X	X	X	X	X	X
LIS 5526 Teaching Information Literacy				X			X
LIS 5631 Health Information Sources, cross-listed with LIS 4930	X			X			X
LIS 5937 Community Engagement	X			X			X
LIS 5937 Drones	X			X			X
LIS 5341 Data Management & Practice				X			

LIS 5937 Genealogy					X				X
LIS 5937 GIS				X				X	
LIS 5937 Graphic Novels	X				X				X
LIS 5937 History of Libraries				X				X	
LIS 5937 Knowledge Management	X				X				X
LIS 5937 Makerspaces and Making				X				X	
LIS 5937 The Politics of Information				X				X	
LIS 5937 Rare Books and Special Collections				X				X	
LIS 5937 Scholarly Communication	X								X
LIS 5937 World Libraries			X				X		
LIS 6026 Introduction to Archives and Records Management				X					
LIS 6260 Information Science in Librarianship	X	X		X	X	X	X	X	X
LIS 6271 Research Methods	X	X		X	X	X	X	X	X
LIS 6303 Preparing Instructional Media	X	X		X	X	X	X	X	X
LIS 6371 Open Source R, cross-listed with 4370				X				X	
LIS 6409 Library Admin	X	X		X	X	X	X	X	X
LIS 6432 Seminar in Academic Libraries	X				X				X
LIS 6445 Seminar in Public Libraries			X	X		X	X	X	
LIS 6455 Org/Admin of the SL				X				X	
LIS 6472 Seminar in Special Libraries	X				X				X
LIS 6475 Health Sciences Librarianship	X				X				X
LIS 6511 Collection Development	X	X		X	X	X	X	X	X
LIS 6514 Digital Libraries	X	X			X				X
LIS 6515 Web Archiving				X				X	

LIS 6523 Adult Services in Libraries		X				X				X
LIS 6528 Storytelling		X				X				X
LIS 6564 Materials for Children			X					X		
LIS 6565 YA Lit		X	X			X		X		X
LIS 6566 Multicultural Lit		X	X			X		X		X
LIS 6603 Basic Information Sources		X	X	X		X		X	X	X
LIS 6711 Organization of Knowledge I		X	X	X		X		X	X	X
LIS 6726 Metadata						X				X
LIS 6773 Digital Curation			X					X		
LIS 6946 Supervised Fieldwork		X	X	X		X		X	X	X

Beyond the electives offered by the MLIS program, students are encouraged to explore curricular enhancements such as interdisciplinary work or experiential activities. If there is interest, students are encouraged to find a willing faculty member to sponsor an independent study, which counts as one elective. Examples of proposed projects can be found in the [Independent Studies USF MLIS Box folder](#). One particularly notable independent study project was completed by alumna Janet Chan, under the tutelage of Dr. James Andrews, who published the results of [her work](#) in the *Journal of the Medical Library Association*. We also offer a robust field study/internship program led by Dr. Denise Shereff, previously discussed in [Chapter One, Standard I.3. LIS 6946 Supervised Fieldwork](#) (Appendix I.2) allows students to participate in placements in a variety of settings. [Figure I.6](#) in Chapter One demonstrates the range of information institutions students work with. Below is a list of just a few organizations that have hosted students from 2016-2023:

- Alachua County Schools
- Arthrex, Inc

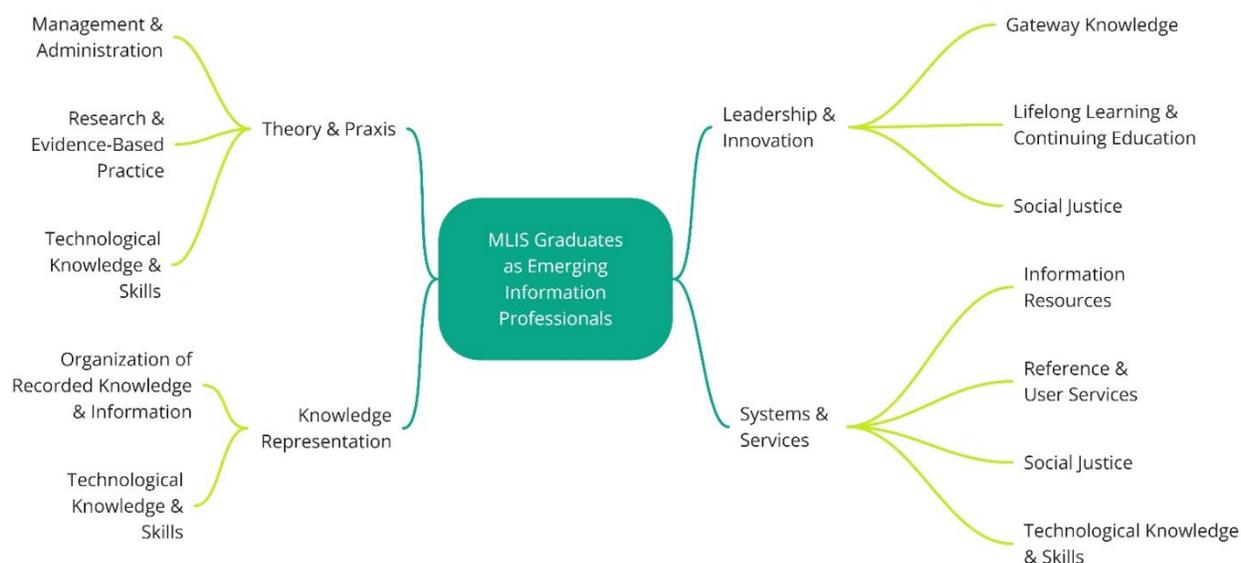
- Bok Tower Library and Archives
- Broward County Library
- Florida International University Law Library
- Florida Holocaust Museum
- Hillsborough County Public Schools
- Hillsborough County Public Library Cooperative
- James A Haley VA Hospital
- Library of Congress
- Orlando Philharmonic
- Smithsonian Institute
- The Ringling Archives

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

The faculty is focused on ensuring that the curriculum reflects the needs of current information professionals. This is accomplished in a variety of ways including:

- Consultations with the Advisory Council, who are all active professionals in the field;
- Faculty professional development (e.g. attendance at professional conferences, such as FAME);
- Representation by faculty on the boards of professional associations, such as the Florida Library Association and the state's Public Library Directors' Day conference; and
- Alignment of SI Program Level Student Learning Outcomes to 2023 ALA Core Competences ([Figure I.5](#), copied again below)

Figure I.5

Alignment of SI Program Level Student Learning Outcomes to 2023 ALA Core Competences

In 2022-2023, one of our graduate students began work [on mapping the PLLOs to the professional competencies of organizations](#) relevant for the career pathways, including the American Library Association Core Competencies of Librarianship (2022-2023); as well as ALA Divisions: ACRL Competencies for Special Collections Professionals; ACRL Roles and Strengths of Teaching Librarians; ALA/AASL/CAEP School Librarian Preparation Standards; Public Library Professional Roles Aligned with PLA Vision and Field-Level Goals; RUSA: Professional Competencies for Reference and User Services Librarians; the Society of American Archivists (SAA) Core Values Statement and Code of Ethics; and the Medical Library Association Competencies for Lifelong Learning and Professional Success. The [current draft](#) is available [in the Career Pathways Box folder](#). The MLIS Program Director is currently working on mapping individual classes to the existing PLLO and standards. We anticipate completion of this stage of the mapping process in Summer 2024.

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.

[Table II.3](#), discussed above provides a summary of the process for curriculum review.

This table is copied below for ease of review.

Table II.3

Curricular Evaluation Process

Level of Evaluation	Source of Evaluations	Timeline
Instructors	Personal teaching reflection	All faculty complete annual evaluations, which include a teaching statement reflecting on the prior year <i>These narratives may be provided at the site visit at the discretion of individual faculty members</i>
	Collaboration with USF's Innovative Education office to ensure courses are designated High Quality	Review of first departmental course occurred in Spring 2023; moving forward all courses will be reviewed at the rate of two/semester, starting with cores
Students	Course Evaluations	Occur at the conclusion of every course <i>Available online through the USF Evaluation Mart</i>
	Mid-program Survey (Appendix I.11)	Distributed each semester to students in LIS 6271 (a course usually taken approximately halfway through the program) <i>All surveys and results are in the Program Surveys Box folder</i>
	Graduating Student Survey (Appendix I.12)	Distributed to graduating students each semester <i>All surveys and results are in the Program Surveys Box folder</i>

MLIS Program	Departmental approval of new permanent courses	Faculty submit syllabi from 5937 (temporary) courses to be approved by the department for submission to the College for conversion to permanent course number <i>Evidence of these approvals are found in minutes from monthly LIS meetings; see the LIS Meeting Minutes Box folder</i>
	Core course evaluation forms (Template in Appendix I.16)	First iteration May 2023 – planned for every two years (Next review - May 2025); Completed by all faculty who teach core courses <i>All completed evaluation forms are available in the Core Course Review Forms Box folder</i>
	Curriculum Committee Reviews	Formed on an ad hoc basis, the curriculum committee advises the department on relevant curriculum issues as they come up (e.g. decisions about certificates and/or revisions to the core) <i>The Curriculum Committee was formed from 2017-2019 – notes from meetings are in the Curriculum Committee (2017-2019) Notes Box folder. The Planning and Assessment Committee has taken much of the curriculum review process over since 2020. Notes from that committee are in the Planning and Assessment Committee Box folder.</i>
Stakeholders	Advisory Council	Meets online once per year to review MLIS achievements and concerns; The Director of the MLIS program requests specific feedback to ongoing curricular changes, such as core course requirements and advising for pathways. <i>See evidence of the special meeting on curriculum in the Advisory Council Box folder.</i>
	Employer Survey (Appendix I.13)	Distributed to contacts via the Advisory Council, field work placements, and prominent local prof. organizations (e.g. the Tampa Bay Library Consortium), the survey asks questions related to the performance of USF MLIS grads employed at the survey taker's institution. <i>All surveys and reported results are located in the Program Surveys Box folder</i>
	Informal feedback at conferences	USF MLIS faculty and staff members frequently attend local professional conferences, such as the Florida Library Association's annual conference, the Tampa Bay Library Consortium's VIP conference, and the Florida Association of Media Educators (FAME) annual conference; At alumni events and presentations, staff and faculty solicit feedback on the program and alumni and student curricular experiences.
	Alumni Survey (Appendix I.14)	Distributed to contacts via email addresses provided upon completion of the Exit Survey and through LinkedIn

Furthermore, faculty carefully assess students' completion of the portfolio to ensure overall understanding of the Program Level Learning Outcomes. As part of the requirements of the portfolio, students choose one assignment artifact from each core course to include as a representation of their understanding of the [Program Level Learning Outcomes](#). Core course instructors ensure that there are representative assignments included in each course (assignments have been documented in the [core course forms, available in the Box folder](#)). Example ePortfolios are archived in [the USF MLIS Box folder Sample Portfolios](#). More on the portfolio process is also discussed in [Chapter One, Standard I.6](#) and Chapter Four, [Standard IV.4](#).

Outside of the program, our courses are also currently in the process of being reviewed by the USF Innovative Education (InEd) office for its Digital Learning quality review initiative. InEd describes the quality review process as a way to “align with the statewide quality initiative set by the [Florida Board of Governors 2025 SUS Strategic Plan for Online Education](#).” Innovative Education offers this [overview of the process](#):

Faculty partner with our Learning Designers to develop high-quality online courses that meet all design standards set by the Florida Online Quality Review guidelines, which USF considers “Green” standards. In 2022, [InEd] released additional "Gold" standards that promote further opportunities for engagement, real-world application and diversity through content.

With the cooperation of and coordination by the College of Arts and Sciences, InEd reviews and extends instructional design and technical and learning support services toward improving the design, re-design, or enhancement of online courses. The LIS program started active quality review of LIS classes in Fall 2023. The first course to go through the process in Spring 2023 was LIS 5268 IT Concepts taught by faculty member Diane Austin, an early adopter of technology with a background in instructional design. This initial quality review and enhancement of one of

our existing, high enrollment online courses allowed the program to preview the process first-hand through Ms. Austin's observing and reviewing of course strategies, choosing appropriate learning materials, developing appropriate media, and addressing course organization, communications, assessments, real-world application, diversity and inclusion, and other instructional design best practices. The results of the spring review and redevelopment of LIS 5268 and the formative testing of the course during summer 2023 semester yielded a "Gold Quality" designation during its final evaluation in August 2023. It provides a strong test case for both the LIS program and the InEd design team to create course models for the rest of the LIS program courses. As a result of the process, LIS 5268 has updated course content and will have a new course name once it has gone through the university approval process (to be completed in 2024).

Subsequently, two of the programs core courses were quality reviewed in Fall 2023. Dr. Niu participated in the collaborative review process for LIS 6711 Organization of Knowledge I and, in her words, "made substantial revisions to the course based on the suggestions of the course designers and reviewers. [She] restructured the syllabus and modules, broke down lecture recordings into shorter videos based on topics and beautified the user interface." Additionally, though it was not required, Dr. Niu took the initiative to make the same revisions to her other (elective) courses. After completing the evaluation process, the InEd team determined that her course meets USF gold standards. One designer made the following comment about the redesigned course:

This course leverages readings and lectures with slides to provide foundational information. Assignments align with the weekly modular activities that encourage students to apply what they have learned to real-world problems. Students are able to expand on the skillsets and knowledge they have gained from the detailed weekly lectures with accompanying slides, preparing them to be successful information and services

technologist in the field of library sciences. The course presents effective and consistent organization, an attractive layout, and simple navigation. Learners with diverse needs are accommodated throughout multimedia content and the instructor's presence is available through the skillfully crafted lectures with PowerPoint presentations.

Dr. Huang also worked with the InEd team during the Fall semester for the course LIS 6603

Basic Information Sources and Services. Huang described the process thusly:

Throughout this journey, the unwavering support and collaboration from the Digital Learning team were instrumental. We dedicated significant time to meticulously discuss and strategize various innovative methods for delivering course content. This included enhancing interactive elements to foster greater student engagement, updating our course materials to mirror the most recent trends, and expanding accessibility features to cater to a diverse range of learners effectively.

I am delighted to report that the final evaluation of our course was exceptionally positive. The review committee commended our efforts, highlighting that the course not only meets but also exemplifies the USF gold standards. They particularly noted our achievements in promoting increased engagement and interaction among learners, as well as the incorporation of diversity in our course content.

The following core courses have been scheduled for future review:

- LIS 5020 Foundations of Library and Information Science (Spring 2024)
- LIS 6271 Research Methods (Spring 2024)
- LIS 6409 Introduction to Library Administration (Fall 2024)
- LIS 6511 Collection Development (Fall 2024)

Elective courses will then be assigned for review beginning in Spring 2025.

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 documented evidence of the ongoing decision-making processes as discussed above include:

- Faculty Annual Review scores, as evidenced by Annual Teaching Self-Narrative and Supplementary Evidence (Reviewed by the SI Director as to effectiveness of faculty during the annual review process – [see Chapter Three, Standard III.8](#));
- [Mid-program Survey](#) results (links to Box) (Reviewed by the Planning and Assessment Committee and the full MLIS faculty according to the Annual Planning Activities schedule ([see Table I.4](#)). Evidence of discussion of this and other surveys can be found in the [P&A Committee’s notes](#));
- [Graduating Student Survey](#) results (Reviewed by the Planning and Assessment Committee and the full MLIS faculty according to the Annual Planning Activities schedule ([see Table I.4](#));
- [Employer Survey](#) results (Reviewed by the Planning and Assessment Committee and the full MLIS faculty according to the Annual Planning Activities schedule ([see Table I.4](#));
- [Alumni Survey](#) results (Reviewed by the Planning and Assessment Committee and the full MLIS faculty according to the Annual Planning Activities schedule ([see Table I.4](#));
- [Core course evaluation forms](#) (See additional discussion in [Chapter One, Standard I.6](#));
- Portfolio review process (see [Chapter One, Standard I.6](#) and Chapter Four, [Standard IV.4](#)) Example ePortfolios are archived in [the USF MLIS Box folder Sample Portfolios](#); and
- External reviews of core courses by the Innovative Education office (see [Standard II.5](#)).

Standard 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.

[Table II.6](#) adds specific evidence of the evaluation processes discussed in [Standards II.5](#) and [II.6](#) above, including actions that were taken as a result of consultation with various constituent groups, a summary of recommendations, and a summary of actions taken as a result of these recommendations.

Table II.6

Curricular Focus Areas and Feedback

Curricular Focus Area	Source of Feedback (Links directed to Box documents)	Actions Taken/Planned
Ensure students can register for the core courses to complete requirements for graduation in a timely manner	<ul style="list-style-type: none"> • Mid-Program and Graduating Student surveys • Informal feedback to staff, director, and faculty advisors 	<ul style="list-style-type: none"> • Priority registration • Requested College for additional adjuncts and new faculty lines in order to offer additional sections of cores and new electives • Removal of pre-requisites for electives • Shift in advising to take electives earlier (freeing demand for cores)
Refine 5937 offerings to make course planning easier	<ul style="list-style-type: none"> • Informal feedback to staff, director, and faculty advisors 	<ul style="list-style-type: none"> • Permanent Course Numbers Developed 2016-2023 <ul style="list-style-type: none"> ○ LIS5120 Cultural Heritage Institutions ○ LIS5345 Scholarly Communication ○ LIS5341 Data Management and Practice ○ LIS5526 Teaching Information Literacy ○ LIS6026 Intro to Archives and Records Management ○ LIS6514 Digital Libraries

		<ul style="list-style-type: none"> • 2023-2025 Planned Course Conversions <ul style="list-style-type: none"> ○ Community Engagement for Libraries ○ Data Analytics and Prog for Lib ○ ST: Digital Storytelling ○ Genealogical Research ○ Makerspaces & Making ○ ST: Seminar in Youth Services ○ GIS for Info Professionals ○ Graphic Novels in Libraries ○ Makerspaces and Making ○ World Libraries
Ensure that core courses are aligned with professional needs	<ul style="list-style-type: none"> • Faculty review of 6711 course upon request of director (2016) • Meeting with advisory council (2019) • Core course review forms (2023) • Innovative Education review of courses (2023) 	<ul style="list-style-type: none"> • Redevelopment of 6711 Organization of Knowledge • Redevelopment of 5268
Evaluate certificates	<ul style="list-style-type: none"> • Curriculum committee (2017-2018) • Stakeholder feedback (2022-2023) <ul style="list-style-type: none"> ○ Email request from Hillsborough County Public School library media supervisor (on Advisory Council) ○ Input from USF library personnel (emails and in-person meeting with both the Dean of Libraries and the Co-Director of the Center for Digital Heritage and Geospatial Information) 	<ul style="list-style-type: none"> • Elimination of certificates in order to re-establish new requirements, topics, and evaluations, e.g. fewer required courses (from 6 to 4)

<p>Create new electives in response to faculty and adjunct expertise, as well as identification of professional needs</p>	<ul style="list-style-type: none"> • Faculty meetings and faculty communication 	<ul style="list-style-type: none"> • LIS 5318 Visual Analytics, cross-listed with 4317 • ST: STEM Youth Lrn in the Lib • LIS 5937 Community Engagement • LIS 5937 Data Analytics and Programming for Libraries • LIS 5937 Makerspaces and Making • LIS 5937 Personal Information Management • LIS 5937 Genealogy • LIS 5937 GIS • LIS 5937 Graphic Novels in Libraries • LIS 5937 Knowledge Management • LIS 5937 Politics of Information • LIS 5937 Rare Books and Special Collections • LIS 5937 Youth Services • LIS 6371 Open Source R, cross-listed with 4370 • LIS 6773 Digital Curation
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Additional details of some of the above actions include:

- Priority registration: Prior to adding faculty and adjuncts (see the next point below), in coordination with the SI Academic Services Administrator, we began offering a priority registration survey for students who intended on graduating within two semesters of the survey. About one month before registration for the following semester, students fill out a survey requesting priority registration and are then sent a code that enables them to register for requested core courses two weeks before other students. This ensures graduating students complete the courses they need for graduation.
- Requested College for additional adjuncts and new faculty lines in order to offer additional sections of cores and new electives: Since 2021, we have tried to offer two sections of every

core course during most semesters during the regular academic year (Fall or Spring). Prior to that time, we typically offered only one section, which created long waitlists for the classes. The addition of adjuncts and faculty ([see Chapter Three, Standard III.1 for more details](#)) has enabled the offerings of the cores to be more sufficient for the current student body.

- Removal of pre-requisites for electives: Beginning in 2021, the MLIS faculty began individually evaluating the pre-requisites that were placed on their courses. After submitting findings (whether the pre-reqs were still necessary or not) to Program Director Taylor, the SI Director submitted courses for review by the College to have the pre-reqs officially removed from the registration system. This has enabled students to register earlier for many electives without unnecessary permit requirements because of multiple pre-requisites. As pre-requisites were determined to be unnecessary, advisors have been able to encourage students to take electives earlier in their program since they no longer need to have certain core courses to take these classes.
- Redevelopment of 6711 Organization of Knowledge: In 2016-2017, former-SI faculty member Yoon, along with current faculty member Niu, [evaluated the content of the course LIS 6711](#) with an eye toward aligning the course with the updates in the profession, consolidating other related courses, and ensuring our course covered what was available in other LIS programs. Their course revision went into effect in 2017.
- Redevelopment of 5268 Microcom Appl Lib/Info Centers: [See description of the Innovative Education Quality Review process above.](#)
- Elimination of certificates: The [2017-2019 ad hoc curriculum committee](#) determined that existing certificates (e.g. Health Information, Library Information Technology, Post-Master's

of Library and Information Science) should be eliminated for three reasons: 1) numbers showing low student enrollment/interest, 2) results of a comparison of certificate requirements across university programs (our certificates required more courses than most others), and 3) demonstrated misinformation about required certificate courses between university websites (Innovative Education was in charge of granting the certificates, so departmental data had to be continually aligned with what InEd had on file – a difficult process with no dedicated staff member in charge of certificates in our program at the time).

- Establishment of newly developed certificates with fewer required courses (from 6 to 4): See extended plan in [Future Directions](#).

Future Directions

We have several plans for future curricular improvement based on areas the faculty and advisory council have identified as community and professional needs. We have identified three major goals for the next few years.

Re-development of Certificates, including Digital GIS and School Library

The USF MLIS has long enjoyed a collaboration with the Hillsborough County Public School system, working directly with the School Library Media Supervisors to ensure our curriculum is relevant to their needs for training future school media specialists. As requested, we are working to develop a formal certificate in school media based on the existing recommended classes for this specialization. The development is in early stages, though the following courses will likely be required, along with an abbreviated portfolio requirement:

- LIS 6303 Preparing Instructional Media
- LIS 6455 Organization and Administration of the School Media Center
- LIS 6511 Collection Development

- One of: LIS 6564 Materials for Children; LIS 6565 Books/Related Material for Young Adults; LIS 5566 Multicultural Literature

Based on expertise available at the USF library's Digital Heritage & Humanities Collections (DHHC), we have just begun to explore the possibility of developing a certificate in Digital Archiving and Cultural Heritage. This would leverage faculty expertise in existing subjects (e.g. LIS 5120 Cultural Heritage Institutions, LIS 5937 GIS, LIS 5937 Rare Books and Special Collections, LIS 6514 Digital Libraries, LIS 6515 Web Archiving, and LIS 6773 Digital Curation), as well as internship opportunities with the USF library's team of academic librarians.

We believe that the reduced course requirements of six to four courses, as well as certificates focused on our current programmatic and university strengths will ensure these certificates are more successful than the previous iterations.

Submission of a [Library Services and Technology Act \(LSTA\) grant funded through the State Library of Florida](#) to Establish Spanish-language Cohort

Based on Florida population data (see [Figure IV.3](#)), the MLIS program has recognized a need for recruitment of students who can better serve Spanish-language speakers. This goal also fits in with the overall focus on diversity called for in preliminary documents related to the 2024 ALA accreditation standards. We intend to write a grant proposal for the upcoming 2024 Florida Division of Library and Information Services LSTA grant cycle to fund students interested in learning Spanish and learning more about how to serve native Spanish speakers and the larger Latino/a population. We intend to leverage our connections with Reforma de Florida to ensure the curriculum produced for the grant is developed with input from the communities in question. It is anticipated that at least two new electives will be developed should this project be funded.

Ongoing Plan for Core Redevelopment

While feedback from the Advisory Council indicated that the Core curriculum is fulfilling the requirements of the profession, data from many other MLIS programs indicates that our requirement of six core courses is more than the norm. To free up faculty to teach additional electives, to allow students to take a broader range of classes to either specialize in an area or explore different types of librarianship more fully, and to align our program with our peer institutions, the Planning and Assessment committee will be working on revising the Core to four required courses. Because this will coincide with our work to align the curriculum with the 2024 accreditation standards, as well as updated standards from professional organizations, this will likely be a three-year process, beginning in Fall 2024. Students, alumni, employers, and the advisory council will all be consulted as we complete this revision.

We look forward to sharing the results of these plans in future correspondence, along with the results from the ongoing evaluation methods outlined in this chapter.

Chapter Three: Standard III: Faculty

SI's MLIS program places great value on the innovative research, teaching, and service reflected in our faculty, which fosters a stimulating academic environment. During this period of review, we have continued to build a faculty with diverse backgrounds and specializations to serve its mission and the programs offered through the School in support of student success, enhancing scholarship, and ultimately, contributing to the profession. The MLIS program has both senior and junior faculty who have been nationally and internationally recognized for their contributions to the field and who have been important to the professional and academic growth of our students. The program and School are well-regarded in the College of Arts and Sciences and the greater university for our record of excellence in research, innovation in teaching, and sustained commitment to community and professional engagement. The School's reputation is largely a reflection of the stature and accomplishments of the faculty, and by extension, the graduates who are educated and mentored by that faculty in a technologically and globally dynamic field.

STANDARD 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.

Current Faculty Profile

For the 2023-2024 academic year, the overall number of full-time SI faculty members is 23, including 13 tenured/tenure-track and 10 non-tenure-track faculty members. A curriculum

vitae (CV) for each faculty member can be found [in the Faculty CVs Box folder](#). Many of the 23 members of the faculty teach across degree programs in the school, including the Master of Arts (MA) in Library and Information Science (MLIS); Bachelor of Science (BS) in Information Science; Master of Science (MS) in Intelligence Studies, a Master of Science in Cyber Intelligence and Information Security, as well as minor in Intelligence Studies. Eight faculty members (six tenured/tenure-track and two non-tenure-track), or approximately one-third of the total SI faculty, primarily teach in the MLIS program, with more than half of their assigned course load being taught in courses with primarily MLIS students. Five additional faculty members teach MLIS courses occasionally (e.g. Dr. Richard Austin typically teaches one course in the LIS program each semester). Faculty members who teach one or more MLIS courses are bolded in [Tables III.1](#) and [III.2](#).

Table III.1

Tenured/Tenure-track Faculty Members (as of Fall 2023)

Rank	Name	Degree	Institution/Year	Appointment	Gender/race
Professor and Department Director	Borum, R.	Psy.D. Clinical Psychology	Florida Institute of Technology, 1992	Aug. 1999	Male/White
Professor and Associate Department Director	Andrews, J.	Ph.D. Information Science	University of Missouri - Columbia, 2000	Aug. 2004	Male/White
Distinguished University Professor	McCook, K.	Ph.D. Library and Information Studies	University of Wisconsin at Madison, 1980	Aug. 1993	Female/Latin American
Professor	Gathegi, J.	Ph.D. Library and Information Studies J.D. Law	University of California, Berkeley, 1990 Boalt Hall School of Law, University of California, Berkeley, 1996	Aug. 2007	Male/African American
Professor	Lersch, K.	Ph.D. Sociology	University of Florida, 1995	Aug. 1997	Female/White
Professor	Walczak, S.	Ph.D. Computer and Information Sciences	University of Florida, 1990	Aug. 2015	Male/White
Associate Professor	Friedman, A.	Ph.D. Information Studies	Long Island University, 2007	Aug. 2013	Male/White
Associate Professor	Huang, H.	Ph.D. Information Studies	Florida State University, 2010	Aug. 2010	Male/Asian
Associate Professor	Niu, J.	Ph.D. Library and Information Studies	University of Michigan, 2009	Aug. 2010	Female/Asian
Associate Professor and LIS Program Director	Taylor, N.	Ph.D. Information Studies	University of Maryland, 2015	Aug. 2016	Female/White
Associate Professor	Hagen, L.	Ph.D. Information Science	State University of New York, Albany, 2016	Aug. 2016	Female/Asian
Assistant Professor	Dinh, L.	Ph.D. Information Sciences	University of Illinois at Urbana-Champaign, 2022	Aug. 2022	Female/Asian
Assistant Professor	Anderson, A.	Ph.D. Information Studies	Florida State University, 2016	Aug. 2023	Female/White

**Bolded names represent faculty who teach courses in the MLIS program*

The tenured/tenure track faculty is composed of five full professors (with McCook appointed as a Distinguished University Professor), five associate professors and two assistant professors. The majority of our faculty members are already tenured. This allows for a greater level of

involvement in key School functions, as well as across the College and University and allows for greater junior faculty mentoring.

Non-tenure-track faculty members include two professors of instruction, three associate professors of instruction, three assistant professors of instruction, and two senior instructors. Professors of Instruction are non-tenure-track faculty members who have a PhD or equivalent terminal degrees. Instructors are faculty members who do not have a terminal degree. USF provides a promotional career path for non-tenure track faculty members. Initial appointments of non-tenure-track faculty members with a terminal degree are designated as Assistant Professors of Instruction and can be promoted to Associate Professor of Instruction or Professor of Instruction in accordance with School and College guidelines. Initial appointments of non-tenure-track faculty members without a terminal degree are designated as level 1 Instructor and can be promoted to level 2 and level 3 Instructors.

Table III.2

Non-Tenure-track Faculty Members (as of Fall 2023)

Rank	Name	Degree	Institution/Year	Appointment	Gender/Race
Professor of Instruction	Austin, R.	Ph.D. Information Studies	Florida State University, 2012	Aug. 2004	Male/White
Senior Instructor (Instructor III)	Austin, D.	M.Ed. Instructional Systems: Training Design & Development	The Pennsylvania State University, 1998	Aug. 1999	Female/White
Senior Instructor (Instructor III)	Cox, K.	M.A. Library and Information Sciences M.A. International Affairs with a concentration in Southeast Asia	University of Hawaii, 1995 Ohio University, 1992	Aug. 1998	Female/White
Associate Professor of Instruction (Instructor II)	Eldredge, C.	M.D. Ph.D. Biomedical and Health Informatics	University of Miami Miller School of Medicine, 1996 University of Wisconsin, Milwaukee, 2020	Jan. 2017	Female/White
Associate Professor of Instruction (Instructor II)	Gary, S.	Ph.D. Curriculum and Instruction	University of South Florida, 2021	Aug. 2014	Male/White
Associate Professor of Instruction (Instructor II)	Shereff, D.	Ph.D. Curriculum and Instruction	University of South Florida, 2023	Aug. 2015	Female/White
Professor of Instruction and Undergraduate Director	Sullivan, J.	Ph.D. Management of Information Systems	University of Bradford, 2007	Aug. 2010	Male/White
Assistant Professor of Instruction	Kaufmann, K.	Ph.D. Information Science Ph.D. Information Ecology	Queensland University of Technology, 2018 San Jose State University, 2018	Aug. 2023	Female/White
Assistant Professor of Instruction	Beckett, T.	Ed.D. Educational Leadership	Delaware State University, 2021	Aug. 2023	Female/African American
Assistant Professor of Instruction	Ajani, T.	D.Sc. Information Systems and Communications	Robert Morris University, 2011	Aug. 2022	Male/African American

**Bolded names represent faculty who teach courses in the MLIS program*

As mentioned, 13 faculty members currently teach MLIS courses. Appendix III.1 shows all courses taught by these thirteen faculty members during the review period, with MLIS

courses bolded. Course loads are assigned by the SI Director according to the criteria set forth in the faculty governance documents, [discussed more in Standard III.7](#). Appendix III.2 shows the same information for adjunct faculty (who are discussed later in this Standard).

The expertise of MLIS faculty covers various subfields in LIS, including public librarianship, academic librarians, special librarianship, youth services and school media, archives and records management, and health informatics. Integrated teaching allows faculty from non-LIS degree programs to contribute their highly demanded expertise in data science, data management, web design and general IT skills to MLIS education. Faculty are strategically hired and retained to meet the demands for teaching in the school and also reflect the trends in the LIS field. Integrated teaching supports the success of our students and broaden the intellectual landscape of SI with interdisciplinarity, while continuing to work together as a unified faculty. [Table III.3](#) offers evidence of the expertise of the 13 faculty members who teach MLIS courses, aligned with the courses they most routinely teach within the program.

Table III.3

Faculty Expertise

Name	Expertise	Examples of Courses Taught
Anderson, A. (Ph.D.) Asst. Prof.	Intersection of Neurodiversity and Libraries/Information Professions; Public and academic libraries; Makerspaces	LIS 5937 Makerspaces and Making
Andrews, J. (Ph.D.) Prof./ Assoc. Director	Health Science Libraries/Informatics; Foundations LIS; Sci/Tech Information	LIS 6260 Foundations of Info Science & Technology LIS 6271 Research Meth Lib/Info Science LIS 6906 Independent Study LIS 6946 Supervised Field Work
Austin, D. (M.Ed.) Senior Instructor	Web Design; Curriculum and Instruction; Educational Media	LIS 5268 Applications of Library & Info Sci IT Concepts for Information Professionals LIS 5937 Makerspaces & Making LIS 5937 Web Design for Libraries LIS 5937 Digital Storytelling LIS 6303 Preparing Instructional Media

Austin, R. (Ph.D.) Professor of Instruction	IT Concepts; Information Behaviors; Tech Integration	LIS 6514 Digital Libraries LIS 6603 Basic Info Sources/Services LIS 6906 Independent Study
Dinh, L. (Ph.D.) Assis. Prof.	Network Science, Computational Social Science, Organizational Communication, Crisis Informatics, Social Network Analysis	LIS 5937 Social Network Analysis
Friedman, A. (Ph.D.) Assoc. Prof.	Visualization Education Development; Info Analytics; IR; Big Data	LIS 5318 Visual Analytics LIS 5937 Intro to Python LIS 6371 Open-Source R for Data & Info
Huang, H. (Ph.D.) Assoc. Prof.	Basic Ref; Info Management Systems; Health IT; Data, AI, and Machine Learning Applications	LIS 5341 Data Analytics/Prog for Lib LIS 5345 Scholarly Communication LIS 6603 Basic Info Sources/Services LIS 6711 Organization of Knowledge I LIS 6906 Independent Study
Lersch, K. (Ph.D.) Prof.	Criminology; Police Misconduct; GIS; Drones and Autonomous Systems	LIS 5937 GIS for Information Professionals LIS 5937 Drones for Information Professionals
McCook, K. (Ph.D.) Prof./DUP	Public Lib.; Cultural Heritage; Human Rights; Wikipedia Studies	LIS 5120 Cultural Heritage Inst & Lib LIS 5937 Human Rights and Libraries LIS 5937 Rare Books/ Special Collections LIS 5937 World Libraries LIS 6110 History of Libraries LIS 6445 Seminar in Public Libraries LIS 6906 Independent Study
Nui, J. (Ph.D.) Assoc. Prof.	Archives Management, Digital Curation, Knowledge Organization	LIS 6026 Archives & Records Management LIS 6515 Web Archiving LIS 6711 Organization of Knowledge I LIS 6773 Digital Curation
Shereff, D. (Ph.D.) Assoc. Prof. of Instruction	Health Libraries; Health Sources and Services; Foundations of LIS; Supervised Fieldwork	LIS 5020 Foundations of Library and Information Science LIS 5631 Health Information Sources LIS 5937 Graphic Novels LIS 6475 Health Science Librarianship LIS 6946 Supervised Field Work
Sullivan, J. (Ph.D.) Professor of Instruction/ UG Director	Information Systems (Business Informatics) and Operational Reliability	LIS 6404 Project Management for Information Professionals
Taylor, N. (Ph.D.) Assoc. Prof.	Youth Information Access, School and public libraries, Information Literacy, the Politics of Information	LIS 5526 Teaching Information Literacy LIS 5937 Politics of Information LIS 5937 STEM Learning in the Library LIS 5937 Youth Services LIS 6455 Org/Admin School Media Ctr LIS 6511 Collection Develop/Maint LIS 6906 Independent Study

Faculty Hires and Departures

Since the 2016 accreditation, eight new faculty members have been added to the School, including four non-tenure-track and three tenured/tenure-track faculty members. [Table III.4](#) lists these faculty members, with the names of those faculty who teach MLIS courses bolded.

Table III.4

Faculty Hires since 2016

Faculty Name	Tenure-track or Non-tenure-track	Degree	Appointment	Gender/Race
Ajani, T.	Non-tenure-track	D.Sc. Information Systems and Communications	Aug. 2022	Male/African American
Anderson, A.	Tenure-track	Ph.D. Information Studies	Aug. 2023	Female/White
Beckett, T.	Non-tenure-track	Ed.D. Educational Leadership	Aug. 2023	Female/African American
Dinh, L.	Tenure-track	Ph.D. Information Studies	Aug. 2022	Female/Asian
Hagen, L.	Tenure-track (now tenured)	Ph.D. Information Science	Aug. 2016	Female/Asian
Kaufmann, K.	Non-tenure-track	Ph.D. Information Science Ph.D. Information Ecology	Aug. 2023	Female/White
Reyes, V.	Non-tenure-track	Ph.D. Library and Information Studies	Aug. 2019	Female/Hispanic
Taylor, N	Tenure-track (now tenured)	Ph.D. Information Studies	Aug. 2016	Female/White

During the review period, three faculty members who taught MLIS courses left the university (one for retirement, one to take a job outside of the country, and one to switch to a tenure-track job at another university). [Table III.5](#) lists these faculty members.

Table III.5

Faculty Departures since 2016

Faculty Name	Rank at Time of Departure	Departure Date	Gender/Race
Gregory, V.	Tenured	Spring 2020	Female/White
Reyes, V.	Assistant Professor of Instruction	Summer 2023	Female/Hispanic
Yoon, J.	Tenured	Summer 2020	Female/Asian

Gregory had an expertise in academic libraries and primarily taught LIS 6511 Collection Development, as well as electives focused on academic libraries and digital libraries. Reyes, with an expertise in personal information management and archives, taught most of her courses within the undergraduate program, but frequently taught LIS 5020 Foundations of Library and Information Science within the MLIS program. She also developed the course LIS 5937 Personal Information Management and taught LIS 6726 Metadata and the supervised fieldwork course. Yoon taught many core courses, including LIS 6281 Research Methods, 6409 Library Administration, and LIS 6711 Organization of Knowledge I. She had an expertise in digital search, visualization, and organization and taught electives related to these subjects. With the exception of a few specialized electives, these courses are all being covered by existing or new faculty members. Additional details can be found in Appendix III.3.

STANDARD III.1: (continued) 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.

Adjunct or part-time faculty are selected based on professional reputation, educational credentials, and expertise in course content. Adjunct faculty members complement the core graduate faculty by representing extensive professional achievement in various types of libraries and information agencies. Current and past adjunct faculty include notable individuals with strong records of administrative and professional service and publication. In addition, they provide professional role models for students and are often key links to practice. For instance, many professionals hired as adjuncts are very supportive in fieldwork placements, development and realization of independent studies, advising in special areas, and employment of graduates. See [Table III.6](#) for a list of adjunct faculty teaching MLIS courses with the LIS graduate courses they teach (or have taught) Information for adjuncts who are currently teaching in the department is also available by semester in Appendix III.2. Full vitae for adjunct faculty are [in the Faculty CVs Box folder](#).

Table III.6

Adjuncts Teaching MLIS Courses (2017 – present)

Name	Professional Title	Courses (LIS graduate)
Baker, R.	Director, Miami-Dade Public Library System	LIS 5020 Foundations of Library and Information Science LIS 6445 Seminar in Public Libraries
Beman-Cavallaro, A.	Assistant Librarian, Research and Instruction, Social Sciences Liaison, USF Libraries Tampa Campus	LIS 5020 Foundations of Library and Information Science
Edgar, B.	Consultant, Knowledge Management (KM); Associate Adjunct Professor, St. John's University; Instructor, Kent State University	LIS 5937 Knowledge Management LIS 6271 Research Methods Lib/Info Science
Fogel, J.	Library & Archives Director, Arthur Vining Davis Library & Archives, Mote Marine Laboratory and Aquarium	LIS 6472 Seminar in Special Libraries
Fredericks, N.	Libraries Administrator, Pasco County Library Cooperative, Hudson, FL	LIS 6523 Adult Services in Libraries LIS 5937 Community Engagement in Libraries
Hansen, J.	Adjunct Professor, College of Library and Information Science, University of South Carolina Instructor, Continuing Education Classes on Historical Children's Literature for Children's Librarians, Richland County Public Library	LIS 6565 Books/Rel Mat Young Adults
Long, A.	Access Services Supervisor, State College of Florida, Manatee-Sarasota: SCF Libraries	LIS 5566 Multicultural Lit for Children
Mi, X*	Assistant Librarian, Collections and Discovery USF Libraries Tampa Campus (Since moved to another university)	LIS6726 Metadata
Morgan, L.*	Library Division Manager at Pasco County Libraries	LIS6523 Adult Services in Libraries
Race, S.*	Head of Research & Outreach, Thomas G. Carpenter Library University of North Florida	LIS 5020 Foundations of Library and Information Science
Smith, D.	Former Associate Librarian, Research and Instruction, USF Libraries Tampa Campus (Retired Spring 2023)	LIS 5937 Genealogical Librarianship
Stites, B.	2019 recipient of the Florida Library Associations (FLA) Lifetime Achievement Award; Former FLA President; Barbara J. Stites Consulting, Cape Coral, FL	LIS 6409 Intro to Library Admin

*Does not currently serve as an adjunct for the department.

[Table III.7](#) shows the distribution of MLIS courses taught by full-time vs. adjunct faculty, divided by cores and electives.

Table III.7

Percentage of Courses Taught by Full-Time vs Adjunct Faculty

	Percentage of Required Courses taught by full-time faculty	Percentage of Required Courses taught by adjunct faculty	Percentage of Elective Courses taught by full-time faculty	Percentage of Elective Courses Taught by adjunct faculty
2015-2016	27%	4%	66%	3%
2016-2017	25%	2%	67%	5%
2017-2018	28%	5%	60%	7%
2018-2019	18%	5%	66%	11%
2019-2020	26%	0%	63%	11%
2020-2021	31%	4%	52%	14%
2021-2022	16%	9%	63%	12%
2022-2023	27%	9%	46%	18%

In cases where a course is primarily taught by a regular faculty member, adjunct instructors are required to use the same syllabus and textbook previously provided for the course, or that which closely matches these. In cases of specializations where courses are primarily developed by the adjunct faculty member, a member of the regular faculty is still expected to provide oversight to ensure quality and consistency with the School's mission, goals and objectives. Each adjunct's teaching is evaluated through the university's student course evaluations system. Adjuncts are offered training in Canvas and other teaching practice and access to supporting resources through the [USF Center for Innovative Teaching & Learning \(CITL\)](#). Additional one-on-one training and support is provided by the department faculty and graduate assistants.

Communication and interactions with adjunct faculty is ongoing and ranges from close collaboration (e.g., to help a new adjunct transition) to more regular communication (e.g., with seasoned adjuncts). For example, Drs. Vanessa Reyes (a former faculty member) and Denise Shereff mentored two adjuncts (Ray Baker and Andrew Beman-Cavallaro) in teaching LIS 5020 in Fall 2022, working with these new adjuncts throughout the entire semester. The LIS program and the School of Information hold regular meetings and virtual communications, where all adjunct faculty members are able to interact and receive updates about the School, the graduate program, and the University. Each current adjunct is subscribed to the School listserv and receives mailings, in addition to frequent communication by e-mail and telephone as needed. The overall goal of these efforts is to help adjunct instructors stay abreast of current policy and proposed changes in the program, as well as to answer questions and concerns that may arise.

Appendix III.3 shows all MLIS courses taught during the review period with faculty members who taught the courses listed. Adjunct faculty members are listed in blue. (An asterisk is marked next to full-time faculty members who have left during the review period and no longer teach in the program.)

STANDARD 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.

Academic Environment

Consistent with the university wide policies, SI and the MLIS program highly value excellence in teaching, research and services. General standards for recommending tenure and

promotion are a record of excellence in research and teaching, and a record of substantive contribution of service to the University, profession and/or public. A full description of tenure and promotion requirements are found [in the Faculty Governance Box folder](#) and Appendix I.1 but are summarized here.

Excellence in research must demonstrate both quality and quantity. The normal expectation of candidates for tenure is an average of at least two research/scholarship outputs per year, with at least half of these being in high quality outlets. The expectation for promotion to Professor is an international reputation and continued scholarly output production averaging two outputs per year, with at least half of these appearing in high quality outlets. To achieve “excellence” in teaching, candidates for tenure and promotion are expected to demonstrate exemplary quality, through indicators like student evaluation ratings, results of peer review, implementation of innovative teaching methods, and development of new curricula. To perform substantive service, candidates for tenure and promotion are expected to share their expertise by participating in School, College, and University committee service and to contribute to the profession or local or international community. The general expectation of candidates is to maintain at least two service activities each year, with at least one of those service activities generally being School/College/University related. Expectations about the level of meaningful service contributions for candidates for Professor are significantly higher than those for attaining the Associate rank.

Promotion of non-tenure track full time faculty to Associate Professor of Instruction/Associate Instructor, and Professor of Instruction/Senior Instructor requires outstanding in teaching and substantial contribution to the Department, College, or University

mission or to the profession. Please refer to [the Box folder for Faculty Governance](#) and Appendix I.1 for more details.

Capacity and experiences in teaching, research and services are also important criteria for recruiting new faculty in the School. Candidates for tenure-track faculty positions in the School are expected to provide evidence of their ability to conduct independent and collaborative research and their ability to teach and advise graduate and/or undergraduate students. A sample faculty search description, as well as recent posted job descriptions/ads, can be found [in the Faculty Recruitment Box folder](#).

University, College, and School Support for Excellence

Various kinds of resources and support from the University, the College of Arts and Science and the School are available to help faculty achieve excellence in research, teaching and service. Both the College of Arts and Sciences and USF offer several internal awards to support new research to better poise projects for external funding. They also provide numerous grant-writing workshops, research integrity training, and will help research potential funding sources for investigators. SI has continually supported faculty travel to national, international, state, and local meetings and conferences that align with our mission. Our increase in research productivity has meant a repatriation of research funds that we have used to support our scholarly activities, such as paying for publication costs, some support for surveys and other studies, server space, specialized software, etc. Detailed discussion of funding is found in [Chapter Five](#).

Administrative support is available at all levels. [USF Research & Innovation](#) promotes and supports the research and scholarship activities of faculty, staff and students, and strives to make USF a leading national research university. [USF Sponsored Research](#) provides resources and information for grant and contract proposal development and project management, proposal

submission, training, and assistance with identifying research collaborators. [USF's Research Integrity & Compliance](#) partners with researchers to promote safe and ethical research practices at USF, and ensure the university is compliant with federal regulations, state statutes, and university policies.

The University's [Center for Innovative Teaching & Learning \(CITL\)](#) is “focused on strengthening classroom practices, providing pedagogy and technology training, and enriching the learning and teaching environment for all faculty” and provides ample support for teaching through regular workshops, individual consultations, and semester-long working groups. [USF's Innovative Education](#) “is an academic support unit that partners with USF's colleges to produce innovative, high-quality, non-traditional for-credit and non-credit programs designed to meet the needs of today's learners” and is currently actively supporting the School through collaborative enhancements of our online courses (see Chapter Two, Standard II.5 for additional information).

The [USF Libraries](#) provide access to abundant books, journals and special collections in physical and digital formats. In addition, [they offer a wide range of services](#), such as institutional repository, on-demand purchase, and inter-library loan and research data services to support faculty research, teaching and service activities. Additional support is outlined in [Chapter Five, Standard V.12](#).

At the College level, the [Office of Research and Scholarship](#)

provides support for the development of research proposals and fellowships by assisting researchers in identifying funding sources that align with their research areas, designing and facilitating proposal development workshops, demonstrating applicable strategic tools and resources, performing comprehensive proposal narrative reviews, offering internal awards, and providing solid research infrastructure.

The School of Information also has a dedicated administrative staff discussed in more detail in [Chapter Five, Standard V.5](#) who provide individualized support for faculty on grants, teaching, and service responsibilities.

STANDARD 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.

[Table III.10](#) highlights the gender, ethnicity, and race demographics of full-time faculty teaching within the MLIS program.

Table III.10

USF SI Faculty Demographics as of Fall 2023

	White	African American/Black	Asian	Hispanic or Latino	Total
Men	4	0	1	0	5 (38%)
Women	5	0	2	1	8 (62%)
Total	9 (77%)	0	3 (23%)	1 (<1%)	13

The [USF Office of Diversity, Equity, and Inclusion \(ODEI\)](#) provides general oversight on the development, implementation, and monitoring of the University's affirmative action programs. In the recruitment and hiring process, ODEI analyzes workforce recruitment activities to determine whether impediments to equal employment opportunity exist and whether there are any significant selection disparities by race/ethnicity or gender. ODEI also helps in efforts to identify and eliminate barriers to equal employment, with procedures outlined formally in [the DIEO Role in Recruitment & Hiring document](#). USF SI has a long history of pursuing a diverse faculty. Every search conducted by the School is guided by a search plan that is approved by the College of Arts and Sciences as well as by the University's Office of Diversity, Equity, and

Inclusion (ODEI). The [College's search plan document](#) is included in the [Faculty Recruitment Box folder](#). The section on page three of the document, titled: "Advertising to Target minorities and Females" details steps taken to ensure a diverse pool of candidates.

At the College level, the CAS Diversity Committee provides [guidelines for best practice on hiring with diversity](#) in mind. Faculty in SI have served on the CAS Diversity Committee (McCook, Fall 2022) and as departmental liaisons to the Committee (Taylor, 2020-2021 and Fall 2022-Present; Walczak, Spring 2022). The School of Information, under the guidance of faculty members Walczak (who teaches outside of the MLIS program), Taylor and McCook, has also created its own central repository for tracking diversity-related teaching and research activities and highlighting diversity-related news that is relevant to the interests of staff and faculty. This repository is housed in Canvas and will be available to view at the site visit with a guest account.

Our adjunct and full-time faculty have been recognized as diverse leaders in the field. SI adjunct faculty member Alicia K. Long was named [2022 Dr. Arnulfo D. Trejo Librarian of the Year by REFORMA](#). McCook has received several diversity-related awards, including the [REFORMA \(Library Services to Latinos\) Elizabeth Martinez Lifetime Achievement Award](#) in 2016. SI faculty continue to actively participate in nation-wide activities supporting diversity. For example, Long was the 2021-2022 president of [REFORMA de Florida](#) and McCook and Shereff are members of the national REFORMA organization. All three were instrumental in advising SI leadership of the importance of our monetary sponsorship of the virtual 50th anniversary REFORMA conference in 2021. Continuing in this recognition of the importance of financial support for national professional organizations championing diversity, the School also contributed to the 50th anniversary celebration of the [Black Caucus of the American Library Association \(BCALA\)](#) in 2021. Furthermore, several faculty members (full-time and adjunct)

served on committees for the [2022/2023 Joint Council of Librarians of Color \(JCLC\)](#), which was held in St. Petersburg, FL, including Taylor (Awards and Scholarships), Shereff and Long (Planning Logistics & Logical Arrangement Committee), and former SI-instructor, Vanessa Reyes (Concurrent Programs, Poster Sessions and Proceedings Committee).

Recognizing both our own interest in advancing diversity in the field, as well as the increased importance of diversity featured in the proposed 2024 ALA COA Standards, in the [May 2023 LIS Faculty Meeting](#), faculty approved a new Diversity and Inclusion goal (Goal IV, see [Figure I.3](#)) for strategic planning. (Minutes for the meeting are available [in the LIS Meeting Minutes Box folder](#).) This goal underscores the School's commitment to diversity, equity, inclusion and accessibility in teaching, research and service. Objectives relate to faculty membership and participation in organizations promoting and supporting the goal, research that reflects this commitment, and teaching that represents inclusive and equitable pedagogies. At present, we are gathering baseline data regarding current faculty accomplishment of these goals, which documented in the Canvas Diversity folder.

STANDARD 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 demonstrate their excellence in teaching in a variety of ways. During the faculty annual review process, described in [Standard III.8](#), the SI Director reviews faculty self-narratives and supplementary evidence (including course evaluations, syllabi, and course loads) to identify areas of strength and weakness. Faculty annual reviews are confidential, but the SI Director works with individual faculty members to develop an improvement plan should any of the areas of review (teaching, research, or service) be less than satisfactory.

Faculty have also demonstrated an interest and expertise in teaching through their involvement with ALISE, the Association for Library and Information Science Education. Faculty members Taylor and Anderson, for example, have experience serving as leaders in the Association:

- Anderson Co-Chair, *ALISE Academy Committee*, 2023-2024
- Anderson Co-Chair, *Works in Progress Poster Session*. ALISE 2020 Conference, 2019-20
- Taylor Co-Chair, Council of Deans, Directors, and Chairs, Assoc. for Library and Information Science Educators, 2022-2024
- Taylor Co-Chair, Assoc. for Library and Information Science Educators Youth Services SIG, 2019-2021

The program has an ongoing process of external course review through the USF Innovative Education (InEd) Digital Learning quality initiative. InEd describes the quality review process as a way to “align with the statewide quality initiative set by the [Florida Board of Governors 2025 SUS Strategic Plan for Online Education](#)” and offers this [overview of the process](#). More on our experience with this process is discussed in [Chapter Two, Standard II.5](#). The three faculty members who have already gone through this process have all had their courses certified as “gold standard” courses, a laudable achievement.

STANDARD 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.

MLIS faculty are productive scholars with numerous publications. While complete listings for each faculty member can be found in their individual CVs, available [in the Faculty CVs Box folder](#), selected publications have been highlighted in [Table III.11](#) below.

Table III.11

Select Faculty Publications 2016-2023

Name	Two Select Publications, 2016-2023
Anderson, A. (Ph.D.) Asst. Prof.	<ul style="list-style-type: none"> • Manwiller, K. Q., Anderson, A., Peter, S. C., & Crozier, H. (2023). Hidden barriers: The experience of academic librarians and archivists with invisible illnesses and/or disabilities. <i>College & Research Libraries</i>, 84(5), 645-677. https://doi.org/10.5860/crl.84.5.645 • Anderson, A., & Layden, S. (2023). Autism and disability sessions at state conferences for school librarians. <i>Journal of Librarianship & Information Science</i>. https://doi.org/10.1177/09610006221142
Andrews, J. (Ph.D.) Prof./ Assoc. Director	<ul style="list-style-type: none"> • Andrews JE, Applequist J, Ward HL, Fuzzell LN, Vadaparampil ST. Cancer-related information behavior among Black and Hispanics in an NCI-designated comprehensive cancer center catchment. <i>Patient Educ Counseling</i>. 26 May 2023. https://doi.org/10.1016/j.pec.2023.107812 • Andrews JE, Yoon J, Ward H. UTAUT as a model for understanding intention to adopt AI and related technologies among librarians. <i>J of Acad Libr</i>. 2021; 47(6). https://doi.org/10.1016/j.acalib.2021.102437
Austin, D. (M.Ed.) Senior Instructor	<ul style="list-style-type: none"> • Coker, J. M., Haraf, S., Valcarlos, M., Basham, S., Austin, D., Davis, D., Gonzalez, A., & Wolgemuth, J. R. (2022). Kinning and composting: mentorship/t in post-qualitative research. In K. W. Guyotte & J. R. Wolgemuth (Eds.), <i>Philosophical Mentoring in Qualitative Research</i>. Taylor & Francis Group. • Jordan, B., Smith, G. & Austin, D. (2018). Being chatty is allowed: Design implications of an innovative online reading experience. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen, G. Davidson-Shivers, K. DePryck, M. Ebner, M. Fominykh, C. Fulford, S. Hatzipanagos, G. Knezek, K. Kreijns, G. Marks, E. Sointu, E. Korsgaard Sorensen, J. Viteli, J. Voogt, P. Weber, E. Weippl & O. Zawacki-Richter (Eds.), <i>Proceedings of EdMedia: World Conference on Educational Media and Technology</i> (pp. 238-243). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE). Retrieved from https://www.learntechlib.org/primary/p/184203/.
Austin, R. (Ph.D.) Professor of Instruction	<ul style="list-style-type: none"> • "Technology in Public Libraries: An Overview of the Past, Present, and Future" (with Diane Austin) in <i>Introduction to Public Libraries (3rd Edition)</i> edited by: Kathleen de la Pena McCook and Jenny S. Bossaller. ALA Neal-Schuman (2018).
Dinh, L. (Ph.D.) Assis. Prof.	<ul style="list-style-type: none"> • Dinh, L., Sarol, J., Jeoung, S., & Diesner, J. (2023). Are we projecting gender biases to ungendered things? Differences in referring to female versus male named hurricanes in 33 years of news coverage. <i>Computational Communication Research</i>. doi: 10.5117/CCR2023.1.006.DINH • Dinh, L.*, Rezapour, R. *, Jiang, L., & Diesner, J. (2022). Enhancing structural balance to analyze signed digraphs of real-world organizational networks. <i>Front. Hum. Dyn</i>. 4:1028393. doi: 10.3389/fhumd.2022.1028393.
Friedman, A. (Ph.D.) Assoc. Prof.	<ul style="list-style-type: none"> • Friedman, A., Thellefsen, M. (2022). Big data visualization through the lens of Peirce's visual sign theory. <i>Punctum – International Journal of Semiotics</i> 8, 115-136.

	<ul style="list-style-type: none"> • Beasley, Z. J., Friedman, A., & Rosen, P. (2021). Through the looking glass: insights into visualization pedagogy through sentiment analysis of peer review text. <i>IEEE Computer Graphics and Applications</i>, 41(6), 59-70.
Huang, H. (Ph.D.) Assoc. Prof.	<ul style="list-style-type: none"> • Huang H., Li Y. (2021). Exploring the motivation of livestreamed users in learning computer programming and coding. <i>The Electronic Journal of e-Learning</i>, 19(5), 363-375. • Huang, H., Chu, S. K. W., Liu, L. Y., & Zheng, P. Y. (2017). Understanding user-librarian interaction types in academic library microblogging: A comparison study in Twitter and Weibo. <i>The journal of academic librarianship</i>, 43(4), 329-336.
Lersch, K. (Ph.D.) Prof.	<ul style="list-style-type: none"> • Fogel, S. J., Lersch, K. M., Ringhoff, D., & Grosholz, J. M. (2021). Returning Citizens and Point of Entry: Is There a Match?. <i>Families in Society</i>, 102(2), 167-181. • Lersch, K. M. (2020). COVID-19 and mental health: An examination of 911 calls for service. <i>Policing: A Journal of Policy and Practice</i>, 14(4), 1112-1126.
McCook, K. (Ph.D.) Prof./DUP	<ul style="list-style-type: none"> • Kathleen de la Peña McCook, & Harger, E. (2019). Sticking with the Union After Janus: Union Library Workers 2017-2018. <i>Progressive Librarian</i>, 47, 139-162. • JungWon Yoon, & de la Peña McCook, K. (2021). Diversity of LIS School Students: Trends Over the Past 30 Years. <i>Journal of Education for Library & Information Science</i>, 62(2), 109-118.
Nui, J. (Ph.D.) Assoc. Prof.	<ul style="list-style-type: none"> • Jinfang Niu (2021). The need for shared Personal/family archivists. <i>Archival science</i>. https://rdu.be/cdeHzDOI: 10.1007/s10502-020-09356-7 • Jinfang Niu (2016). Linked data for archives, <i>Archivaria</i>, 82.
Shereff, D. (Ph.D.) Assoc. Prof. of Instruction	<ul style="list-style-type: none"> • Shereff, D. & Lou, Y. (Accepted). Librarian and social work identity in an online interprofessional community of practice for Responsive Librarianship training. <i>Journal of the Australian Library and Information Association</i>. • Taylor, N.G., Cannon, P., Shereff, D., Chan, J., & Baum, B. (2022). Moving beyond the book list: Building a pediatric responsive library program. <i>Journal of Hospital Librarianship</i>, 22(1), 40-53.
Sullivan, J. (Ph.D.) Professor of Instruction/ UG Director	<ul style="list-style-type: none"> • N/A
Taylor, N. (Ph.D.) Assoc. Prof.	<ul style="list-style-type: none"> • Taylor, N.G., Cannon, P., Shereff, D., Chan, J., & Baum, B. (2022). Moving beyond the book list: Building a pediatric responsive library program. <i>Journal of Hospital Librarianship</i>, 22(1), 40-53. • Taylor, N.G. & Jaeger, P.T. (2021). <i>Foundations of information literacy</i>. Chicago, IL: American Library Association.

Many of the publications and grants of SI faculty are collaborative work with other researchers, often those from other disciplines. For example, Huang has collaborated with researchers from the [Anthropology department](#) and [College of Public Health](#). McCook is an Affiliate Member of the [Women's Gender and Sexuality Studies at USF](#). Andrews has worked with the [Moffitt](#)

[Cancer Center's Office of Community Outreach, Engagement and Equity](#), the [USF Health Informatics Institute](#), the [Zimmerman School of Mass Communication and Advertising](#), and [Cyber Florida](#). Taylor and Shereff have worked with [College of Education's Instructional Technology](#) students on research-related design projects and the [School of Social Work](#) to host interns as part of a grant.

In addition to these publications, MLIS faculty have been recipients of numerous honors, grants, and awards from professional associations, journal publishers and other organizations.

Examples include:

- Andrews received the [Association for Library and Information Science Education \(ALISE\) Research Grant](#) in 2020.
- Andrews was designated a Fellow of AMIA (American Medical Informatics Association) in 2022.
- McCook received the [Joseph W. Lippincott Award](#) presented by the American Library Association for distinguished service to the profession of librarianship in 2019.
 - McCook also wrote an unpublished article detailing the history of the award from its inception in 1938: "[Reflections on the Heritage of Librarianship: Carleton B. Joeckel, Frontpiece](#)"
- McCook was invited to participate in the American Library Association President's Program in Denver, 2018.
- McCook received the [REFORMA \(Library Services to Latinos\) Elizabeth Martinez Lifetime Achievement Award](#) in 2016.
- Niu received the [Emerald Literati Outstanding Paper Award](#) in 2021.
- Niu received the Research award from Qatar Foundation in 2018.
- Taylor was an ALA and Google Libraries Ready to Code Phase II Teaching Fellow in 2017.

- Shereff was awarded Distinguished Level Professional by the [Academy of Health Information](#) in 2019 for a five-year renewable term.
- Taylor was awarded a grant by the Southeastern/Atlantic Region, National Network of Libraries of Medicine for the project “Pediatric Mental Health Literacy: Improving Library Service Delivery and Integration of Resources” in 2019.
- Taylor was awarded a \$160,233 grant by the Florida State Library Council Division of Library and Information Services in 2020 for the project “Creating a Responsive Librarianship Scheme,” co-led by fellow faculty member Shereff.

STANDARD 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.

Subject Expertise

MLIS faculty members hold advanced degrees in various disciplines from fourteen different institutions (see [Tables III.1](#) and [Table III.2](#)). Some MLIS faculty worked as practitioners before their faculty positions. For example, Niu was an academic librarian who worked on cataloging, metadata design, digitization and digital libraries before pursuing her PhD. Denise Shereff worked as a school librarian, academic librarian, and a health information specialist. The diverse expertise of SI full-time faculty covers most of the education needs of MLIS students. When certain topics are needed but no full-time faculty have expertise, adjunct

faculty are hired to fill the gap. [Tables III.4](#) and [III.7](#) detail full-time faculty and adjunct expertise, as well as courses offered by each faculty member.

Professional Service

MLIS faculty members maintain close relationships with their fields of scholarship or practices through services in professional associations. In the [Faculty CVs Box folder](#) and Appendix III.4, a table of the [professional organization and editorial board activity of all SI faculty](#) is provided. For many of these activities, faculty serve in leadership roles. Table III.12 details MLIS faculty members who held leadership positions during the review period.

Table III.12

LIS Faculty Select Leadership in Professional Organizations 2016-2023

Name	Professional Organizations Leadership Roles, 2016-2023
Anderson, A.	<ul style="list-style-type: none"> • Co-Chair, <i>ALISE Academy Committee</i>, 2023-2024 • Co-Chair, <i>Works in Progress Poster Session</i>. ALISE 2020 Conference, 2019-20 • Chair, <i>Strategic Planning Committee</i>, Florida Library Association, 2017-2018 • Vice President, <i>Literacy Volunteers of Leon County</i>, Tallahassee, FL, 2017-18 • Vice-Chair, <i>Strategic Planning Committee</i>, Florida Library Association, 2016-2017
Andrews, J.	<ul style="list-style-type: none"> • ASIS&T Board of Directors, SIG Cabinet Director 2018-2020 • ASIS&T SIG-Health, Chair 2016-2017
Huang, H.	<ul style="list-style-type: none"> • Associate Editor, <i>Information and Learning Sciences</i> (Emerald), 2016- • Chair, Scholarship and Study Grants Committee, American Library Association, 2018- 2020
McCook, K.	<ul style="list-style-type: none"> • Chair, John Sessions Recommending Committee for American Library Association, Alaska Labor Archives, RUSA, 2020
Taylor, N.	<ul style="list-style-type: none"> • Co-Chair, Council of Deans, Directors, and Chairs, Assoc. for Library and Information Science Educators, 2022-2024 • Co-Chair, Assoc. for Library and Information Science Educators Youth Services SIG, 2019-2021 • Editor, <i>Library Quarterly</i>, 2018-present

STANDARD III.7: Faculty assignments relate to the needs of a 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.

The SI Director is responsible for setting faculty assignments each year and does so in coordination with each faculty member and with input from program directors. The faculty will make recommendations to the Director for faculty assignments based on approved guidelines found in Appendix I.1 and [in the Box folder for Faculty Governance](#). Assignments will be recommended for the next academic year as a component of the faculty annual reviews in the spring, and commonly are impacted by programmatic need (e.g. student demand/need for courses) as well as faculty goals in teaching, research, and service. Not every faculty member will have the same percentages of assignment for contact hour teaching load, research, and service. The percentage assignments may vary from one semester to another for each faculty member. The Florida Board of Governor (BoG) guidelines mandate that a faculty member be evaluated on every category for which there is an assigned percentage. If there is no percentage assigned, the faculty member cannot be evaluated on that component. On an annual basis, typical assignments are as follows, but variation occurs with approval from the SI Director:

Research

All tenured and tenure track faculty members should have some research assignment, with rare exceptions. The percentage assigned to research tends to range from 25% to 60%, but should not be less than 25% for tenured and tenure-track faculty, unless approved by the SI Director.

Instructional faculty members (faculty with primarily instruction-related duties) generally do not have a research appointment; however, this varies on a case-by-case basis where individuals have a clearly articulated research plan and with approval by the Director.

Teaching and Instruction-related

Instructional faculty (e.g. non-tenured/tenure-track) members have roughly an 85-95% instructional assignment. This translates roughly to a 4/4 teaching load with a percentage reserved for service. This teaching load is a rough guideline, and mitigating factors such as class size, student need, difficulty of the course, other instructional effort, etc. should be considered.

Tenured faculty generally have an assignment of five courses (3/2 load or equivalent) and tenure-track faculty usually have no more than four courses (2/2) per 9-month academic year. Assignments for instruction should normally range from 40-75% taking into consideration the faculty member's other instructional contributions, contributions to the School's mission and governance, research productivity, and extent of service activities.

The following has been used only as a guideline (for instance, to help with filling out external reporting forms required by BoG) for allowable percentages for instructional activities as applicable to the instructional mission of the School:

- 25% --teaching a course requiring new preparation; teaching a course with larger than median enrollment
- 20% -- teaching a course offered on a regular repeat basis
- 15% -- teaching multiple sections of a course
- 5% for development or major revision of a course
- 5% for curriculum revision
- 1.5% for chairing a Master's or Ph.D. exam committee
- 1% for serving on a Master's or Ph.D. exam committee

- 1-3% per student per three-hour course in directing Master thesis
- 3-5% per student per three-hour course in directing Ph.D. dissertation
- 0.5% Directed Study per student not to exceed 7.5%

In addition to the listed instructional activities, other instructional activities (guest lectures /seminars / workshops for faculty and/or students in the School) and advising and mentoring will be considered instructional-related assignments.

Service

Service category assignments include school, college and university governance and professional and other public service, and usually are no more than 10%. For school, college or university governance, maximum percentage is given only for chairing major committees (e.g. CAS Tenure and Promotion Committee, Graduate Council, etc.). School committees tend to be between 0.5-2% for membership, 2-4% for chairing committees. Maximum percentage can be given for preparing self- studies / reports for accreditation or program reviews (BoG, ALA/COA, SACSCOC, etc.).

Service to the profession is an important aspect of education in library and information science. Normally, from 0.5 - 4% can be assigned for membership / chairing committees of professional organizations, reviewer of scholarly journals, and public service to local, state, national or international communities. The service percentage might be larger if the faculty member is engaged in service that brings national recognition to them and the department, e.g. editor of a refereed journal or service on leading editorial boards, holding major elective office in a state or national professional association or prominent national committees.

STANDARD 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.

As a public, state-funded university, USF emphasizes community-engaged scholarship and service as part of its overall mission. This is reflected in the School's policies and procedures for faculty assignments and regular evaluation, including promotions and tenure. According to the [USF / United Faculty of Florida, Collective Bargaining Agreement \(CBA\)](#), "the purpose of the annual evaluation is to assess and communicate the nature and extent of an employee's performance of assigned duties." During this accreditation review period, the School has continued to refine these policies to revisit criteria for faculty annual reviews. The goal has been to further clarify expectations for faculty members, and to facilitate transparency and a shared understanding of annual evaluation methods by faculty members. An [Evaluation Matrix](#) was approved by the faculty in October of 2022 and can be found in Appendix III.5 and the [Faculty Governance Box folder](#). This matrix, required by the USF administration for all departments, acts a rubric for evaluation in each area of effort. Faculty performance of their annual assignments is evaluated by the SI Director. The SI Director is evaluated on his/her teaching, service and research by the College Dean. A survey instrument disseminated by CAS is used to gather faculty input on the SI Director's overall performance regarding administrative duties.

Given the School of Information's collegial and collaborative climate and its ongoing commitment to supporting professional development, we designed a streamlined, faculty-centered annual review process that the faculty has endorsed. In that process, faculty submit a self-assessment to the SI Director, rather than using a standing Faculty Evaluation Committee.

Each faculty member retains the right, however, to request an *ad hoc* faculty committee review if they believe the SI Director's assessment does not accurately reflect their performance.

The streamlined process is intended to reduce the burden of documentation on faculty and to emphasize the faculty member's own constructive narrative about research/scholarship, teaching and service for the year. As such, they are able to emphasize what was important to them about what they accomplished and why, and reflect on anything that didn't go as planned (and any adjustments they hope to make based on their experience or feedback from others).

At the time for annual evaluations, each faculty submits to the annual evaluation system a brief self-evaluation narrative and their self-ratings in each of the three major areas - research, teaching, and service. Faculty may outline their narrative in prose or use bulleted lists to highlight accomplishments. Fundamentally, in their self-assessment narratives faculty outline:

- what they did in the three domains in the pertinent calendar year
- how it went (progress, products, performance, impact, etc. - including challenges), and,
- briefly, what they are planning to do in the next year, including any specific goals and plans to improve if there was something they wished to improve upon.

The [Evaluation Matrix](#) (see also Appendix III.5) provides criteria for each rating level in each area assessed—Research, Teaching, & Service. These are the criteria that faculty should use for their self-ratings and that the Director should use for the formal annual evaluation ratings. The following is a summary of the evaluation criteria for each area of research, teaching, and service. It is important that we recognize that our evaluation of these scholarly areas are inclusive of the various research orientations, methodological approaches, and types of impact that reflect our faculty members' experience and output.

Research

The School of Information recognizes that a faculty member can contribute to the University's research mission through multiple forms of scholarship, including:

- Scholarship of Discovery (Investigation) encompasses scholarly activities that contribute to the stock of human knowledge through systematic and disciplined methods of inquiry, such as through basic research.
- Scholarship of Integration (Synthesis) encompasses scholarly activities that make connections across the disciplines, placing specialties in larger context (perhaps even educating nonspecialists), or through serious, disciplined inquiry, seeks to interpret, draw together, and bring new insight to bear on original research.
- The Scholarship of Application (Engagement) encompasses scholarly activities that seek to responsibly apply existing knowledge to consequential problems to benefit people and institutions.
- The Scholarship of Teaching encompasses scholarly activities that are directly related to pedagogy – not just transmitting knowledge, but transforming and extending knowledge as well. Such scholarship seeks to improve pedagogy and mentorship by discovering, evaluating or transmitting information about teaching methodologies, models, and outcomes.

As stated in the USF SLIS Mission, Goals, and Objectives, the objectives for research are as followings:

- Faculty develop and carry out an individual and/or collaborative agenda of interdisciplinary research and development within the context of LIS scholarship.

- Faculty disseminate the products of research and development activities through accepted scholarly communication channels, and demonstrate impact on the field.
- Faculty seek external funding for supporting research and development.
- Faculty mentor students and collaborate with students in the evaluation and production of research and development activities.

For annual evaluation purposes, the previous year of research and publication activities will be examined. For annual evaluation purposes, the following research and scholarly activities/evidence will be considered:

- Books, chapters in books, monographs
- Articles in refereed professional journals
- Grants and contracts solicited; grants and contracts obtained
- Papers, symposia, and posters at professional meetings/colloquia, invited addresses
- Other contributions, such as
- Technical reports
- Un-refereed articles, book reviews, commentaries etc.
- Instructional computer programs, videotapes, and the like
- Web sites
- Submissions of scholarly manuscripts
- Research plan/program
- Other activities/evidence the faculty members wishes to have considered

The evaluation shall include consideration of the employee's productivity and of the employee's research and other creative programs and contributions; and recognition by the academic or professional community of what is done.

Teaching

The School of Information expects faculty to establish a record of effectiveness in teaching, so that students master the body of theory knowledge, and skills held essential to function as effective library and information professionals. As stated in the USF SI Mission, Goals, and Objectives (see Chapter One), the objectives of a faculty member's teaching role are:

- Faculty are effective teachers and engage in continuous professional development to maintain subject expertise and pedagogy in their own and related subject areas.
- Faculty are productive participants in the School's curriculum planning, development, and evaluation responsibilities.
- Faculty are actively engaged in advising and mentoring students.
- Faculty use relevant technologies in their teaching and include content on technologies appropriate for subject areas and specializations covered in their courses.
- Faculty incorporate the core professional values and competencies appropriate for subject areas, specializations, and user populations covered in their courses.
- Faculty integrate current theoretical and applied knowledge of the discipline into course content.
- Faculty assess course outcomes and use assessments for continuous course improvement.

The School considers the teaching role to be a multi-faceted responsibility that includes more than students' quantitative and narrative evaluations of the instructor. The School looks closely at those evaluations but also considers such factors as student advising, office hours and availability to students, participation in the School's curriculum activities, development of new

courses and continuous improvement of existing courses, and teaching load and credit hour productivity. For annual evaluation purposes, the following evidence is examined for teaching:

- Teaching courses: syllabi, course productivity, including course loads, student evaluations, including quantitative and qualitative, developing new courses or substantially revising existing courses, adaptation to new formats and media through incorporation of emerging technologies, and using outcomes assessment data to improve teaching and student learning (examples of faculty self-report narratives addressing outcomes assessment are available in the [Core Course Review Forms Box folder](#)).
- Instruction-Related: advising and mentoring, other teaching (guest lectures, seminars/workshops), engaged scholarship with teaching/learning components, and continuing education for improving teaching.

Service

Faculty provide service to the School, the College, the University, and the profession; and to local, state, national, and international communities. The objectives for service are as follows:

- Faculty share their expertise and participate in academic leadership and governance in the School, the College, and the University.
- Faculty share their expertise and participate in leadership and governance in local, state, national, and international professional constituencies.
- As engaged members of local and global societies, faculty use their professional expertise to help improve and sustain the community's quality of life.
- Faculty mentor and collaborate with students in serving the University, the profession, and the community.

For annual evaluation purposes, the following activities/evidence are considered:

- Departmental Service: departmental committees, student organizations (ASIST-USF, ALA-USF, SLA-USF), Beta Phi Mu, departmental administrative activities, activities in student recruitment and outreach, collection development liaison to USF Library, oversight of Henrietta Smith Library, oversight of technology and facilities, management of SI electronic mailing lists and webpage, and other communication tools.
- University Service Outside of Department: collaborative programs with other disciplines, college-wide and university-wide committees, other organizations such as faculty governance groups
- Professional Organizations: Professional offices and committees, Regional offices and committees, State and local offices and committees
- General Academic: Participation in grant review boards, national policy making, journal editing, program evaluation and similar activities; Officer or committee work such as AAUP, Beta Phi Mu, at national, regional, state, and local levels.
- Community: public lectures relevant to discipline, media coverage, activities on behalf of local, state, and federal agencies

The requisite degree for tenure earning faculty in the School of Information (SI), and by national standards, is an earned doctorate in Information Science or a related field from an appropriately accredited program or school. Candidates for tenure and/or promotion are evaluated based on their contribution to the School of Information's mission through performance in teaching, research, and service. The expectations for performance in teaching, research, and service are explicitly listed in the School's Tenure and Promotion (T&P)

Guidelines document as approved by faculty vote on October 7, 2015. General standards for recommending tenure are a record of excellence in research/creative/scholarly work, a record of excellence in teaching or other comparable activity, and a record of substantive contribution of service to the University, profession and/or public. Expectations for what constitutes excellence in each of research/scholarly work, teaching, and service, as well as the material examined for this process are detailed in the T&P Guidelines (available in Appendix I.1 and [in the Box folder for Faculty Governance](#)).

For tenure and promotion to associate professor, a departmental T&P committee composed of at least 3 full-time tenured faculty members is recommended by the Faculty Affairs Committee and approved by the SI Director. The T&P Committee is responsible for reviewing the candidate's package; recommending external reviewers; and making a written recommendation (including a minority opinion) supporting or opposing tenure and promotion for the candidate. Promotion to associate professor is considered at the same time as tenure and is evaluated using the same expectations for tenure. For this process:

- A meeting of all tenured faculty is organized by the SI Director at which the T&P Committee presents their recommendation for the candidate. After discussion, all tenured faculty physically present at the meeting, or remotely present if the T&P package has been fully reviewed, then vote via a secret ballot to accept or reject the recommendation of the T&P Committee. The full tenured faculty vote and minority opinion (if needed) is included with the T&P Committee recommendation.
- The SI Director performs an independent assessment of the candidate's package and makes a written recommendation supporting or opposing tenure and promotion.

- The recommendations of the department (SI) T&P committee and the SI Director, accompanied by a clear, substantive summary of reasons for both positive and negative votes, will be forwarded to the School of Social Sciences T&P Committee. A copy of the Department's (SI) criteria for tenure and promotion should be included.

The procedures for promotion to Professor are similar to those used for tenure and promotion to Associate Professor, however the promotion Committee recommended by the School of Information (SI) Faculty Affairs Committee may only be composed of full-time tenured faculty who hold the rank of Professor and may be smaller than three people. This Promotion Committee helps select external reviewers and itself reviews the promotion package of the candidate, finally making a recommendation supporting or opposing promotion, including a minority opinion if needed. For this process:

- The SI Director organizes a meeting of all tenured faculty at the rank of Professor. After discussion, all tenured faculty at the rank of Professor physically present at the meeting or remotely present if the Promotion package has been checked out previously, then vote via a secret ballot to accept or reject the recommendation of the T&P Committee. The full tenured Professor rank faculty vote and minority opinion (if needed) is included with the Promotion Committee recommendation.
- If appropriate, meaning that the SI Director is of Professor rank, the SI Director will perform an independent analysis of the candidate's package and make a recommendation supporting or opposing promotion.
- The recommendation of the department (SI) Promotion Committee, along with the recommendation of the SI Director if appropriate, accompanied by a clear,

substantive summary of reasons for both positive and negative votes, will be forwarded to the School of Social Sciences Tenure and Promotion Committee. A copy of the Department's (SI) criteria for promotion to Professor should be included.

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

The clearest evidence of the faculty annual review process is in the results of the promotion and tenure record during the review period. Table [III.13](#) lists all faculty members who were reviewed by the university for promotion and/or promotion and tenure since 2016, as well as the rank to which they were promoted. The names of faculty who teach in the MLIS program are bolded. All eligible faculty members were successful in achieving promotion or promotion and tenure during the period and no faculty left prior to their T&P decision (two faculty members who left during the review period had received tenure and one was on a non-tenure-track line).

Table III.13

Promotion and Tenure Results 2016-2023

Year Promoted	Name	Rank Promoted	Tenure and Promotion
2017	Jinfang Niu	Associate Professor	Yes
2019	Denise Shereff	Associate Professor of Instruction	
2019	Alon Friedman	Associate Professor	Yes
2019	John Sullivan	Professor of Instruction	
2019	Kiersty Cox	Senior Instructor	
2020	Richard Austin	Professor of Instruction	
2021	Natalie Taylor	Associate Professor	Yes
2021	Steven Walczak	Professor	
2022	Loni Hagen	Associate Professor	Yes
2022	Stephen Gary	Associate Professor of Instruction	
2023	Christina Eldredge	Associate Professor of Instruction	
2023	James Andrews	Professor	

Faculty are also reviewed annually by the SI Director according to the criteria discussed in [Standard III.8](#). Although faculty annual reviews are confidential, the university keeps record of all decisions. The SI Director, who evaluates each faculty member every year, will also be available during the site visit to answer questions about the review process with committee members.

Finally, several faculty have recently undergone review through the USF Innovative Education (InEd) Digital Learning quality initiative. InEd describes the quality review process as a way to “align with the statewide quality initiative set by the [Florida Board of Governors 2025 SUS Strategic Plan for Online Education](#)” and offers this [overview of the process](#). More on our experience with this process is discussed in [Chapter Two, Standard II.5](#).

STANDARD 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.

Faculty descriptions in their annual reviews of what they did throughout the year provide a broad view of research, teaching and service activity. By completing each faculty member’s annual review, the SI Director is able to align course loads with individuals’ proposed and existing research records. Prior to future semester schedule planning, the SI Director informs the MLIS Program Director how many courses each faculty member should be assigned. An example of the way that feedback through annual reviews has induced change includes a new strategy intended to better align research output and teaching loads; beginning with the 2024-2025 academic year, tenured faculty who intend on submitting full grant proposals are entitled to a reduced teaching load (2:2 as opposed to 3:2). The SI Director will then use the annual review

process to see that the grant was submitted. If not, the faculty member is not entitled to load reductions within the next two years and resumes the higher teaching load.

In the teaching domain, faculty narratives and student assessments of instruction—including quantitative and qualitative comments—are used to identify any student concerns and specific areas or issues where faculty may need additional support, so that those issues can be addressed and future evolutions of the courses can be improved. The SI Director brings those type of concerns to the MLIS Program Director.

Finally, faculty descriptions of what they are planning to do in the next year give the SI Director a way to plan for any needed resources, such as travel funding, and a way to assess their alignment with the strategic objectives of the School, the College and the University. Typically, the SI Director communicates planned conference attendance with the SI staff to ensure the needs are accommodated for in the next year's budget.

Future Directions

Given USF's recent membership in the Association of American Universities (AAU), and consistent with its strategic priorities as a major research university, the School is cognizant of our requirement to contribute to USF's scholarly goals and to the growth of the discipline. Our faculty will continue to improve on their already robust research agendas and output of scholarship. Part of this will include an emphasis on seeking external funding to support our work and help build a foundation where other opportunities for interdisciplinary faculty and student collaborations, which should be community-focused and engaged. A strong, sustained research foundation will enable exploration of a doctoral program led by the School but involve other interdisciplinary faculty and students, as well.

Our School has done well in ensuring successful promotion of faculty. This is due, in part, to the fact that we have been fortunate to hire exceptional faculty. However, it also speaks to the success of our annual review process and other feedback and mentoring. These are designed to be collegial, individualized, and geared toward professional and scholarly growth. We anticipate continued improvements in the area of faculty development by offering faculty incentives to apply for grants (e.g. course release), and supporting research collaborations with other units. Also, we are assisting faculty in working with Innovative Education to redesign and revise their courses to ensure they meet the highest quality standards and are exemplars of online course delivery.

Chapter Four: Standard IV – Students

The University of South Florida School of Information provides a learning environment and opportunities for Master of Library and Information Science students consistent with our record of educating LIS professionals for 50 years. We recruit and retain a diverse student body, and provide supportive services, financial aid, and advisement for students in accordance with the School of Information’s mission. The faculty’s goal in teaching is to help students master “the body of theory, knowledge, and skills held essential to function as effective library and information professionals.”

Students develop a program of study that supports their professional goals through a curriculum that balances theory and practice, grounded in a supportive and accessible learning environment, that encourages professional development through fieldwork opportunities and participation in professional organizations. In this chapter, we discuss the various components of Standard IV related to students and how the faculty supports their development as library and information science professionals.

Standard 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 missions and program goals and objectives.

The School of Information envisions becoming nationally recognized as a leading institution in the delivery of innovative programs and applied research that impacts people’s lives and

contributes to the body of knowledge in the field. As such, we recruit and grant admission to candidates with strong academic credentials who also possess an awareness of the individual, social, and economic needs of user communities in the context of evolving technologies.

Recruitment

Decisions about MLIS recruitment activity are made through a combination of professional judgment and budget allowances. Typically most recruitment is done through professional conferences, both local and nationwide. We endeavor to use a mix of strategies, including sponsorship (to ensure name recognition for prospective students) and presence at alumni events and informational sessions (to answer questions and provide a space for potential students to meet those who have already been through the program).

Several conferences have been identified by the Program Director as annual required targets (e.g. the [Tampa Bay Library Consortium's VIP Day](#) – a local one-day conference for library paraprofessionals, the Florida Library Association's and the Florida Association for Media in Education's annual conferences, and informational sessions held twice a year for Hillsborough County Public School District's prospective school media specialists.) As additional opportunities come up that align with SI's goals and objectives, the Program Director makes a case to the SI Director and requests funds be devoted to one of the types of recruitment described above. Examples of recent opportunities include sponsorship of the 2022/2023 JCLC conference, the Black Caucus of the American Library Association's 50th anniversary conference, and the virtual 50th anniversary conference of REFORMA. These three events all offered a way to show our program's commitment to diversity in the field of librarianship (meeting [SI Goal IV](#)) and to ensure attendees are aware of our school.

Admission Policies

The School's standards for admission are clearly stated and published annually in the [USF Graduate School catalog](#). The [School's admission standards](#) are applied in alignment with University standards for admission to graduate study. Each applicant to a graduate degree program at the University of South Florida is required to meet the following minimum requirements. An applicant must have **one** of the following:

1. A bachelor's degree satisfying at least one of the following criteria:
 - a) "B" average (3.00 on a 4.00 scale) or better in all work attempted while registered as an undergraduate student working toward a baccalaureate degree, **or**
 - b) "B" average (3.00 on a 4.00 scale) or better in all work attempted while registered as a graduate student working for a graduate degree.
2. A bachelor's degree with a "B" average or better and a previous graduate degree with a "B" average or better. In cases where an applicant has a bachelor's and a graduate degree at the time of admission, the credentials and GPA of the graduate degree will be the determining factor for admission.
3. The equivalent bachelors and/or graduate degrees from a foreign institution as indicated by the [International Graduate Academic Requirements](#). Bachelor's degrees from institutions in the European Higher Education Area (EHEA) are considered equivalent based on the Bologna Accord. For applicants with a 3-year Bachelor's Degree with less than 120 hours, from Non-Bologna Accord Institutions, a transcript evaluation from a NACES member is required to confirm equivalency.

Applicants from countries where English is not the official language must also demonstrate proficiency in English. Further information on admissions for international students is available through the USF graduate school: <https://www.usf.edu/admissions/international/admission-information/graduate/academic-requirements.aspx>

The School's faculty establishes policies regarding regular admissions and exceptions to admission criteria. For admission to the MLIS program, students must also meet the following department-specific requirements:

- GRE is required with preferred minimum scores of 73rd percentile (156V), 10th percentile (141Q). However, the LIS program will waive the GRE requirement if the student meets one of the following criteria:
 1. A 3.50 or higher GPA in a completed master's degree program from an accredited institution
 2. A 3.25 or higher GPA in upper division undergraduate work from an accredited institution.
 3. Doctoral degree (including professional degrees such as the JD and MD) from an accredited institution.

All students not meeting one of the above criteria will be considered for conditional admission based on all of the following criteria:

- GRE - preferred minimum score of 156 (73rd percentile) Verbal; 141 (10th percentile) Quantitative;
- An academic writing sample;
- Three written letters of recommendation;
- Resume; and
- Statement of Purpose

Conditional admission status is converted to regular status upon completion of the first three LIS courses with a GPA of 3.50 or above. LIS 5020 must be included as one of these courses.

At USF, the application is processed online through the Graduate School. Instructions for the application process are provided through [USF Admissions](#). Students must:

1. Complete the Graduate Application online and upload all supporting documents;

2. List post-secondary institutions attended and any other higher degree including graduate-level coursework or certificates on the application;
3. Pay the non-refundable application fee;
4. Upload through the online application a copy of transcripts of all bachelor's and/or master's transcripts and any other transcript with graduate work (including translations and evaluations for international transcripts) and, if admitted, ALSO have official and final transcripts sent to the Office of Admissions;
5. Upload through the online application a copy of test score reports and have official Test Scores sent to USF;
6. Review and respond to Conduct Clearance Policy (Legal Disclosure Statement);
7. Review Florida Residency Policy for Tuition Purposes and provide documents, if needed; and
8. Sign-in to OASIS to monitor admission status.

The Graduate School receives and processes all application packets, then forwards them to SI.

Once the department receives the applications, the academic program specialist checks the materials for minimum requirements. For students meeting the listed requirements, applicant recommendations are made to the Dean of the Graduate School. Applicants who do not meet the stated requirements, but demonstrate strong promise for success in the program (usually demonstrated through the statement of purpose), are referred to the Program Director who then reviews the application according to the standards set forth in the admissions policy above. For promising candidates, the applicant is typically recommended for conditional admission.

Financial Aid

The School of Information offers students Graduate Studies and University financial resources used to support full-time, degree-seeking graduate students. These include several scholarships, applications for which are submitted through [the Office of Financial Aid website](#).

LIS-specific awards are available to both full-time and part-time students and are given on an annual basis. The awards are described below:

- The H. W. Wilson Scholarship: Provides a minimum of \$500 for students preparing to serve in any type of library. Students in graduate degree and certificate programs are eligible to apply;
- The Blackwell/Perrault Scholarship: Provides a minimum of \$500 for students preparing to serve in academic libraries (especially collection development or acquisitions);
- The Johnie Key Thomson Scholarship: Provides a minimum of \$500 for degree seeking USF/LIS students who are preparing for library careers with youth services (including K-12 media). Students in graduate degree and certificate programs are eligible to apply.
- The Patricia Andrew Cone Endowed Scholarship: A scholarship in memory of USF alumna, Patricia Cone, who worked at as a school media specialist in Gulfport, Florida. The scholarship is intended for non-traditional students who like Mrs. Cone attended graduate school later in life and have a commitment to serving children and young adults. Additionally, applicants must be graduate of a Florida public high school, a Florida public university, and a Florida resident.

Scholarship applications are reviewed on an annual basis, typically in May or June by two rotating members of the MLIS faculty. These faculty members [use a rubric to evaluate](#) the applications, available in the [Box folder for Student Scholarships](#) and in Appendix IV.1.

In addition to these awards, the School also offers several opportunities for graduate students to serve as graduate assistants (GAs) with faculty. With support from the College, SI provides 10 FTE graduate assistantships (each GA received 0.25 to 0.50 FTE) every semester. Currently, graduate assistantships are awarded to both new and existing students in the school. Graduate assistants receive tuition waivers and a bi-weekly stipend. To receive an assistantship, the graduate student must meet the following eligibility requirements:

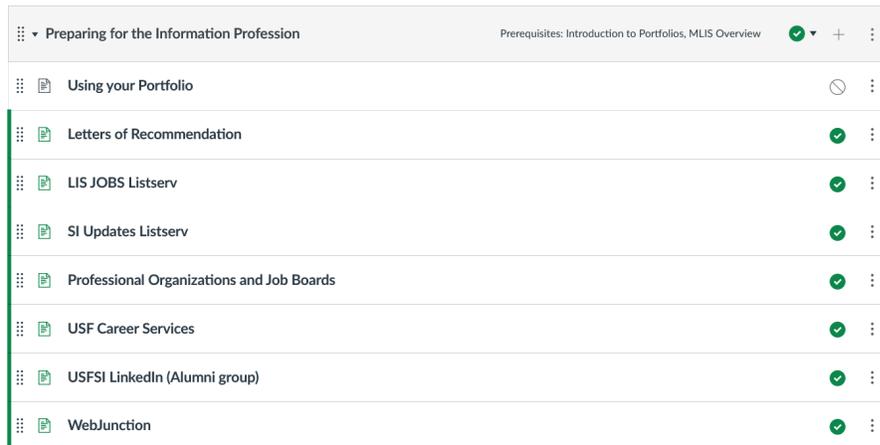
- Accepted into a graduate degree program and meet the qualifications as specified by the graduate program.
- Meet the academic qualifications as specified by the GA job code.
- Meet appropriate verbal test scores if English is not the primary language.
- Maintain an overall minimum grade point average (GPA) and degree program GPA of 3.00.
- Enroll full-time during the semester(s) appointed as a graduate assistant. Full-time enrollment is considered 9 graduate credit hours in the fall semester, 9 graduate credit hours in the spring semester, and 6 graduate credit hours in the summer semester. If a graduate assistant is enrolled in the last semester of his/her program of study, the number of registered semester hours may be less than the full-time requirement.

When current graduate assistants graduate, SI staff invite students to submit their resume to be considered for an open position. SI staff sometimes make recommendations to faculty if they see an applicant that aligns with a faculty member's research or teaching expertise. In other cases, faculty members review all the applications themselves to make an offer to a student. SI staff retain the resumes for students who are not selected in case a position opens up during the semester or to consult for future semesters.

Career Services

The MLIS program approaches the provision of career services with a combination of general and personalized student support. A series of modules at the MLIS-Canvas site, *Preparing for the Information Professions*, provides guidance and job opportunities, which will be viewable at the site visit with a guest account. A screenshot of the module can be seen in [Figure IV.1](#).

Figure IV.1

Canvas Module: Preparing for the Information Professions

MLIS staff post-employment and post-graduate opportunities for library and information professionals throughout the United States through announcements to the MLIS Canvas site and through the LISJobs listserv. At the university level, the [USF Center for Career and Professional Development](#) is available to provide services and resources for students and graduates by providing resume development support, career resources, individual job counseling and advising.

Additionally, faculty work closely with students during their entire enrollment, including as they prepare to graduate and seek employment. Faculty serve as advisors and guide advisees through the process of networking with library and information science specialties (e.g., public libraries, academic libraries, health science libraries, school libraries, and special libraries), and assist them with references for employment. This is often done on an informal basis –by monitoring electronic discussion lists, attending professional meetings, and networking with library professionals to identify potential jobs for graduating students. Faculty advise students regarding placements, write letters of reference, fill out reference forms, and talk with potential

employers regarding placement of graduating students. The School’s culminating assessment, the ePortfolio, discussed further in this chapter ([Standard IV.4](#) and [Chapter One, Standard I.6](#)) is an opportunity for students to work with advisors in career advice and mentoring. Faculty review resumes and communicate with students about career goals as students complete their website.

The composition of the student body is such that it fosters a learning environment consistent with the program’s missions and program goals and objectives.

Admissions data from USF’s Office of Decision Support demonstrate that the students admitted to the program are of high caliber, having higher than a B average (3.0) in upper division undergraduate coursework (often much higher). In Fall 2023, the mean undergraduate GPA for the MLIS student entrants was 3.49. [Table IV.1](#) shows statistics recorded from 2019 to 2023 for the number of applications, and student acceptance rates. Data on conditional acceptances will be available at the site visit.

Table IV.1

Graduate Applications, Admissions, Enrollments

Applicants to MLIS	Fall 2019	Spr. 2020	Sum. 2020	Fall 2020	Spr. 2021	Sum. 2021	Fall 2021	Spr. 2022	Sum. 2022	Fall 2022	Spr. 2023	Sum. 2023	Fall 2023
Applied	147	97	59	152	114	73	162	130	81	140	80	55	122
Accepted	125	85	47	118	99	41	114	88	57	102	52	41	98
% Admitted	85%	88%	82%	78%	87%	56%	70%	68%	70%	72%	65%	75%	80%
Enrolled	77	55	29	64	58	27	68	63	34	70	36	22	66
% Yield	62%	65%	62%	54%	59%	66%	60%	72%	60%	69%	69%	54%	67%

The program’s focus on thorough application reviews results in a high student retention rate (see [Table IV.2](#)), demonstrating “sufficient interest, aptitude, and qualifications to enable successful completion of a program...” The retention data for 2022-23 is currently being

evaluated by the USF Office of Decision Support and will be available for review by the time of the site visit.

Table IV.2

MLIS Student Retention and Graduation Statistics

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fall cohort within the AY	68	75	54	77	64	69	TBA
Retained at year 1	52	61	44	52	55	56	TBA
Retention Rate*	76.47%	81.33%	81.48%	67.53%	85.94%	81.16%	TBA

* Data sourced from the USF Office of Decision Support

As reported in our [2021 ALA biennial special report](#), submitted on September 24, 2021, which can be viewed in the [ALA Biennial Reports Box folder](#) and Appendix IV.2, we believe the brief drop in retention rates in 2019-2020 was due to the COVID-19 Pandemic. As the following two years of statistics reveal, the retention rate quickly rebounded to the pre-pandemic numbers.

In support of [SI Goal IV](#) (see [Chapter One, Figure I.3](#)), we aim to recruit and enroll a student body that is diverse in race/ethnicity, sex, geographic location, and type of enrollment (part-time vs. full-time). [Table IV.3](#) demonstrates the USF MLIS degree-seeking student ethnicity/race by year. Over the review period, approximately 28.7% of USF MLIS enrolled students were non-white. [Table IV.4](#) demonstrates that from 2017 to 2023, USF graduated 603 MLIS students including 145 non-white students (24%) (15 students did not report their race/ethnicity), with the average of 2.46 years to complete the program. [Table IV.5](#) demonstrates that, on average, 18.6% MLIS students are male and 81.4% are female from 2016 to 2023.

Table IV.3

USF LIS Degree-Seeking Student Ethnicity/Race

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Non-resident Alien	2	1	0	0	0	0	0
Hispanic Ethnicity	36	42	46	56	52	53	59
Black	27	23	25	26	20	25	24
American Indian	0	0	0	0	0	0	0
Asian	7	5	9	10	9	12	10
White	199	217	221	256	276	298	269
Native Hawaiian or Other Pacific Islander	1	0	0	1	1	1	0
Two or more	8	4	3	3	7	6	9
Race Not Reported	6	7	7	7	14	18	16
<i>Total</i>	<i>286</i>	<i>299</i>	<i>311</i>	<i>359</i>	<i>379</i>	<i>413</i>	<i>387</i>
<i>Total Non-White</i>	<i>87</i>	<i>82</i>	<i>90</i>	<i>103</i>	<i>103</i>	<i>115</i>	<i>118</i>
<i>Total Non-White %</i>	<i>30.4%</i>	<i>27.4%</i>	<i>28.9%</i>	<i>28.7%</i>	<i>27.1%</i>	<i>27.8%</i>	<i>30.5%</i>
<i>Total Hispanic Ethnicity %</i>	<i>12.6%</i>	<i>14%</i>	<i>14.8%</i>	<i>15.6%</i>	<i>13.7%</i>	<i>14%</i>	<i>15.2%</i>

Table IV.4

Number of MLIS Degrees Awarded by Race/Ethnicity and Average Years to Complete Program

Academic Years	Hispanic	Black	American Indian	Asian	White	Two or more race	Race not reported	Total Degrees awarded	Mean years to complete
2017-2018	7	5	0	1	72	1	1	87	2.18
2018 – 2019	16	8	0	2	63	2	3	94	3.75
2019-2020	12	6	0	3	60	0	2	83	2.33
2020-2021	18	4	0	2	72	2	0	98	2.18
2021-2022	16	8	0	3	95	2	4	129	2.18
2022-2023	11	8	0	4	81	3	5	112	2.15
<i>Total</i>	<i>80</i> <i>(13%)</i>	<i>39</i> <i>(.06%)</i>	<i>0</i> <i>(0%)</i>	<i>16</i> <i>(.02%)</i>	<i>443</i> <i>(73%)</i>	<i>10</i> <i>(.02%)</i>	<i>15</i> <i>(.02%)</i>	<i>603</i>	<i>2.46</i>

Table IV.5

USF LIS Degree-Seeking Student Sex

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Male	60	60	61	60	63	73	75
Female	226	239	250	299	316	340	312
Not Reported	0	0	0	0	0	0	0
<i>Total</i>	<i>286</i>	<i>299</i>	<i>311</i>	<i>359</i>	<i>379</i>	<i>413</i>	<i>387</i>

Geographic diversity of students is represented in the student body statistics. Although the Program’s mission is based in Florida, and the vast majority of our students are residents of the state, the reach of the program does extend into other states within the U.S. as well as other countries, such as from Central America, to Asia, to Europe. In spring 2023, for instance, we had

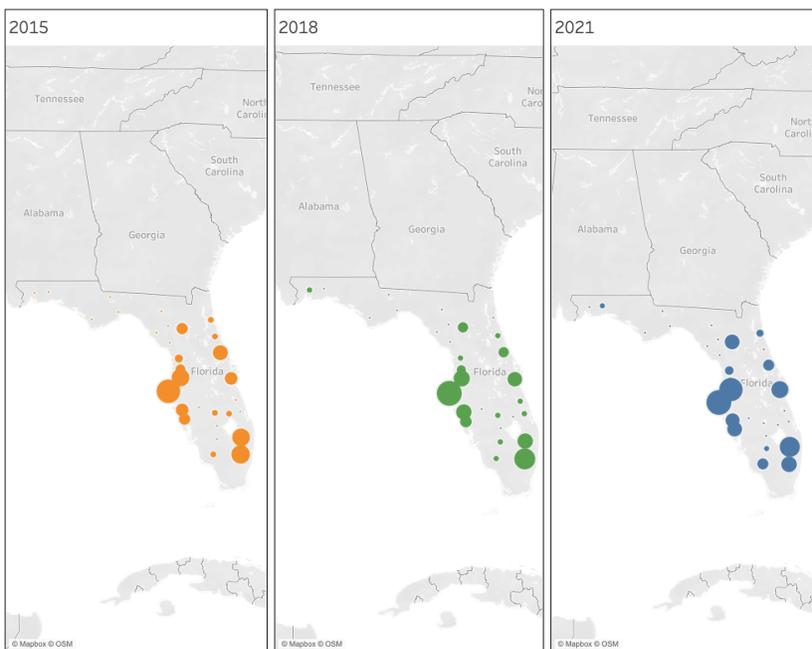
5 international students, and 17 from out-of-state. This is typical for a given semester. Figure IV.1 shows the distribution of MLIS students by Florida county in 2015, 2018, and 2021.

Although the larger counties obviously have more students (e.g. the largest dot covers Hillsborough County where the campus is located), the maps show the popularity of our program in the southern part of the state. We used this data to inform adjunct recruitment and selection in the southern part of the state. We used this data to inform adjunct recruitment and selection when we identified Ray Baker, Director of the Miami-Dade Public Library System, as someone who would represent our students' interests well (particularly those residing in the southeastern corner of the state). (This was certainly just an added bonus to the fact that he has the expertise to lead our public library and foundations courses as discussed in [Chapter Three, Standard III.1](#)).

Additional [county-level data on our students](#) is available in Box.

Figure IV.2

MLIS by Florida County 2015, 2018, 2021



[Table IV.6](#) reflects the distribution of full and part-time students during the review period, reflecting the diversity of choice of programmatic length among our students.

Table IV.6

USF LIS Full- and Part-time Enrollment by Term and Year

Term/Year	Total Students	FT	% FT	PT	% PT
Fall 2016	264	79	30%	185	70%
Spring 2017	251	84	33%	167	67%
Summer 2017	226	13	6%	213	94%
Fall 2017	295	87	29%	208	71%
Spring 2018	262	79	30%	183	70%
Summer 2018	241	21	9%	220	91%
Fall 2018	289	78	27%	211	73%
Spring 2019	272	75	28%	197	72%
Summer 2019	285	20	7%	265	93%
Fall 2019	305	73	24%	232	76%
Spring 2020	344	82	24%	262	76%
Summer 2020	309	24	8%	285	92%
Fall 2020	317	132	42%	185	58%
Spring 2021	317	125	39%	192	61%
Summer 2021	319	37	12%	282	88%
Fall 2021	385	121	31%	264	69%
Spring 2022	333	106	32%	227	68%
Summer 2022	322	36	11%	286	89%
Fall 2022	358	102	28%	256	72%
Spring 2023	330	89	27%	241	73%
Summer 2023	320	28	9%	292	91%
Fall 2023	342	97	28%	245	72%

The [Future Directions](#) section at the end of this document contains additional information about our response to these statistics.

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

SI disseminates information about its programs and activities using a variety of outlets and technologies, including department, college, and university websites, listservs, web-based learning management system (Canvas), social media tools, and print. The [SI website](#) is the central source of comprehensive and up-to-date information about the MLIS program. The website provides information about:

- [the School's mission, goals and objectives](#);
- [news updates](#);
- [faculty names with links to individual faculty websites showcasing professional credentials, teaching, scholarly, research, and professional community activities](#);
- [the MLIS program's admission policies and degree requirements](#);
- [MLIS program level learning outcomes](#);
- [program assessment data, criteria for evaluating student performance, and information on accreditation](#);
- [financial aid information](#);
- [career information](#);
- [methods of getting into contact with SI staff](#); and

- [link to the USF graduate catalog which contains information on MLIS courses.](#)

To raise visibility and awareness of the MLIS program and recruit potential students, USF SI employs strategies beyond the website through a variety of communications venues, including:

- A social media presence through [Facebook](#), [X/Twitter](#), [Instagram](#), and [LinkedIn](#);
- A [digital School newsletter](#) providing information; announcements; faculty, student, and alumni news; program initiatives; feature stories of interest;
- Print and electronic materials in the form of brochures, flyers, announcements, and resources (available to view at the site visit); and
- Electronic communications for faculty, adjuncts, employers, students, venues including several electronic lists related to happenings in the field, employment opportunities, and program related and general information.

These communication methods are kept up-to-date by SI staff whose responsibilities are discussed in more detail in [Chapter Five, Standard V.5.](#)

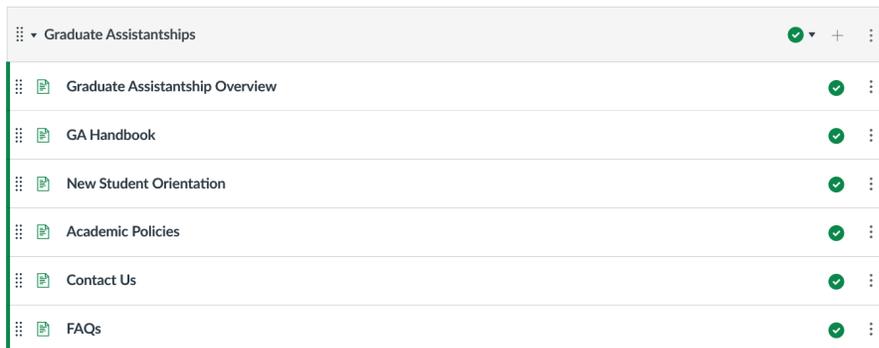
Information designed exclusively for current LIS students is provided at the Canvas group, MLIS-ORG. It is open to admitted students and faculty (and will be available to be viewed at the site visit with a guest account). This Canvas site is the key mechanism for student information about degree requirements, portfolio development, and Career Pathways, among other types of program-related information. A self-directed orientation is accessible via the MLIS Canvas site and includes links to relevant websites, resources, and other information. ([A screenshot of the MLIS Canvas modules for students](#) is available in the [Student Orientation Box folder](#). The Canvas site itself will be viewable at the site visit with a guest account).

Information and resources are sent via Canvas Announcements regarding financial aid, scholarships, the process and administrative details of field experience, job placement, active professional organizations, distance learning assistance, tutorials, conferences, forms, and advising and the ePortfolio process.

The School also provides a Canvas site for Graduate Assistants (see [Figure IV.2](#)) with information about requirements, policies and procedures. Faculty supervisors are included at the Canvas site. (This will be available to be viewed at the site visit with a guest account).

Figure IV.2

Screenshot of GA Canvas Site



Standard 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.

The [discussion of admission policies](#) in Standard IV.1 describe the requirements for students to enroll in the program. These include (among other requirements) an earned bachelor's degree from an accredited institution and clearly state the procedures for waiving any admission standard or academic prerequisite. For example, the GRE is required with preferred minimum scores of 73rd percentile (156V), 10th percentile (141Q). However, the LIS program will waive the GRE requirement if the student meets one of the following criteria:

1. A 3.50 or higher GPA in a completed master's degree program from an accredited institution
2. A 3.25 or higher GPA in upper division undergraduate work from an accredited institution.
3. Doctoral degree (including professional degrees such as the JD and MD) from an accredited institution.

Additionally, a student who does not meet admission requirements will be considered for conditional admission based on all of the following criteria:

- GRE - preferred minimum score of 156 (73rd percentile) Verbal; 141 (10th percentile) Quantitative;
- An academic writing sample;
- Three written letters of recommendation;
- Resume; and
- Statement of Purpose

The Program Director makes the decision on whether conditional admission is appropriate. In particularly challenging cases, the faculty is consulted, though it is rare that this is needed. Conditional admission status will be converted to regular status upon completion of the first three LIS courses with a GPA of 3.50 or above. LIS 5020 must be included as one of these courses.

Both retention and employment data serve as evidence that students admitted are successful in the program and in the field, though we would like to improve our data collection of employment outcomes as discussed in [Future Directions](#). Retention data was discussed in [Standard IV.1](#) and shown in [Table IV.2](#). [Table IV.3](#) displays a summary of data from the Florida State Dept. of Education reported for LIS graduates in the state. Other informal means we have of gathering employment data is discussed in the next Standard, [IV.4](#).

Table IV.3

LIS Graduate Employment Outcomes

	Grads	Employed	Employed %	Employed Full Time	Employed FT %	Employed Average Quarterly Earnings	Continuing Ed.	Continuing Ed. %
2020-2021	98	69	70%	63	64%	\$12,614	***	
2019-2020	82	58	71%	55	67%	\$11,636	***	***
2018-2019	94	72	77%	64	68%	\$11,396	***	***
2017-2018	86	61	71	54	63%	\$11,620	***	***
2016-2017	81	61	75%	58	72%	\$11,452	***	***
2015-2016	57	39	68%	31	54%	\$9,693	***	***

Source: [FL Department of Education, State University Reports, Florida Public Universities by Program](#)

Standard 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.

Students receive continuous feedback on their academic progress at three levels:

- General guidance from School staff;
- individual guidance in collaboration with faculty advisors; and
- ePortfolio development and review.

The coherent curriculum and the advising structure of the LIS program encourages students to articulate their individual professional needs, goals, and aspirations from their entrance into the program.

General Student Advising

Upon admission each student receives a [“Next Steps” letter](#) from the Academic Program Specialist, which includes information on registration and advising (the text is available in the [Student Orientation Box folder](#)). A self-directed orientation is accessible via the MLIS Canvas site and includes links to relevant websites, resources, and other information. ([A screenshot of the MLIS Canvas modules for students](#) is available in the [Student Orientation Box folder](#). The Canvas site itself will be viewable at the site visit with a guest log-in account). Additionally, the [general USF Graduate Studies Orientation](#) takes prior to the beginning of each semester. The MLIS program has incorporated information about program requirements into the introductory course, [LIS 5020](#) (Appendix I.3). The synchronous student orientation is delivered electronically through all sections of [LIS 5020 Foundations](#) (the required introductory course) and is recorded for students to view at their convenience. For students who do not take [LIS 5020](#) as their first course (very few) the orientation is available via a Teams partition outside the class.

Faculty Advising

After the first two weeks of classes, each student is assigned to an advising group led by an SI faculty member who teaches in the MLIS program. At the beginning of every semester, faculty reach out to advisees to assist them with course registration. Students and advisors use [the program plan form](#) (available in the [Sample Program Plans Box folder](#) and Appendix II.7) to track progress through the program and as a tool to determine what courses should be taken next. The program plan form is a tool for the student and advisor to determine progress and provides documentation for graduation certification. Degree requirements are listed in the [USF Graduate Catalog](#) and outlined at the Canvas MLIS site for students to review. Students submit an updated program plan form to advisors when requesting assistance.

Students are not always assigned to a faculty advisor who shares the student's particular LIS-related interest (e.g. a student interested in becoming a school media specialist might be assigned to a faculty member who specializes in archives), as often students unsure of their career interest when entering the program. That said, the program has addressed this discrepancy by developing Career Pathways resources, a process discussed in [Chapter One, Standard I.4](#). These resource guides and presentations are available at the MLIS-ORG Canvas website to assist students selecting courses that reflect their career goals and are also available in the [Career Pathways Box folder](#) and Appendix II.6. Students are also welcome to request an advisor change if they find a faculty member who better aligns with their career interest (or personality). They simply submit [the advisor change form](#), available in Box and Appendix IV.3, to SI staff after making the request to the proposed faculty advisor.

The results of career advising can be seen in alumni feedback. USF SI alumni employment data is collected continuously in the following ways:

- [MLIS program exit survey](#) (Appendix I.12) at the end of students' last semester;
- Online search and follow-up emails after MLIS students' graduation;
- Alumni feedback via the [alumni surveys](#) Appendix 1.14);
- Employment information sent directly from the employers via the [employer surveys](#);
- USF SOLIS networking activities;
- Social media tools such as [LinkedIn](#), [Twitter](#), and [Instagram](#);
- Alumni gatherings during conferences and other professional meetings; and
- Faculty individual contacts for alumni employment status update.

[Chapter One, Standard I.5](#) and [Standard 1.6](#) describe the ways these data streams inform program improvement. The Planning and Assessment Committee has been instrumental in synthesizing the data and presenting it to stakeholders for decision-making. That said, we believe

tracking our students' career outcomes is one area that we can improve, discussed more in [Future Directions](#).

The advisors are aware of any difficulties that students may be facing in their coursework or research experiences and work with students in resolving these issues. It is recommended that the advisor and student understand each other's expectations and that effective means of communication are established. The advisor and student are encouraged to meet at appropriate intervals to critically evaluate the student's progress. These meetings may be requested by the student or the advisor. The advisor also has the obligation to express to the student any concerns he/she may have regarding the student's performance, to stipulate the level and quality of work expected, and to offer suggestions leading to student success. As such, the advisor neither gives the student excessive guidance nor allows the student to struggle needlessly. The goal of this relationship is to foster student independence, which results in successful completion of the program of study. Most [students report in the Mid-program surveys](#) (links to survey responses) that their faculty advisors are responsive to their needs and that they communicate several times per semester ([Program Survey 2017-2023](#)).

ePortfolio Review

Faculty advisors also work with assigned students to construct and review their ePortfolios. The ePortfolio includes representative artifacts from the 6 core classes, specialty electives, and co-curricular activities which have helped prepare students for the information profession. It is the student's responsibility to determine and gather appropriate artifacts and write a focused narrative to represent their synthesis of program outcomes. The artifacts and narrative are to be presented in a way which clearly indicates the students' knowledge and application of [Program Level Learning Outcomes](#).

The MLIS Canvas website provides instructions for the ePortfolio. A presentation on ePortfolio preparation is provided live each semester as part of program orientation and then recorded and available for anytime viewing at the MLIS Canvas website. We have put the recording for the most recent workshop (Fall 2023) in [the Box folder ePortfolio Documentation](#) and the MLIS Canvas website will be available at the site visit through a guest account. The components of ePortfolio Development are delineated in a series of modules at this Canvas website. Major topics are:

- Accessibility
- Selecting Your Platform
- Table of Contents
- Statement of Integrity
- Selecting Artifacts
- Considering Co-Curricular Activities
- Narrative

The timeline of progress for the ePortfolio is integrated with regular advising.

- Upon completion of 16-21 credits of study the student is expected to demonstrate understanding of the Student Learning Outcomes (SLOs); ensure connections are made between artifacts and SLOs; make connections to each SLO and program outcomes; incorporate co-curricular activities and the relationship to SLOs; document any professional experiences gained during program including field experience and how these demonstrate understanding of SLOs.
- Between 22-39 credits of study students should complete the [ePortfolio checklist](#) and submit a draft to faculty for review and evaluation. The final version of the ePortfolio is due during the student's graduating semester. At that time an [ePortfolio evaluation form](#)

(Appendix I.9) is submitted and used with the student program plan for graduation certification. Both the [checklist](#) and the [evaluation form](#) are available [in the ePortfolio Documentation Box folder](#).

Exemplary ePortfolios as evaluated by the faculty are available on the Canvas website for students to review (and [in the Box folder Sample Portfolios](#)). Faculty evaluate ePortfolios using the [Portfolio Assessment Rubric for MLIS Graduation 2021-2024](#), which can be found [in the Box folder ePortfolio Documentation](#).

Standard IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience.

Participation in the Formulation, Modification, and Implementation of Policies affecting Academic and Student Affairs

All School of Information students are welcome at departmental faculty meetings. This is an opportunity for students to learn what is happening in the program but also learn more about program outcomes, faculty research, and program goals. Since 2022, we have also invited the student serving as the Student Organizations of Library & Information Science (SOLIS) president to join the advisory council, both for their input on issues discussed in the meetings and for them to have an opportunity to network with our distinguished alumni. Graduate assistants have been integral collaborators on the [2017-2019 ad hoc Curriculum committee](#), as well as on the [Planning and Assessment committee](#) (evidence of their work can be found in the respective Box folders). As examples, in 2022-2023, GAs worked with faculty to produce the Rubric (Appendix I.17) for the Survey of Surveys (discussed in [Chapter One, Standard I.6](#)) to assess faculty observations about survey data.

Student Participation in Research

The faculty in the School of Information have active research programs that involve collaborations with our students. Taylor and Shereff, for example, published an article and presented at several conferences with MLIS students (students' names are bolded):

- Taylor, N.G., Cannon, P., Shereff, D., **Chan, J.**, & **Baum, B.** (2022). Moving beyond the book list: Building a pediatric responsive library program. *Journal of Hospital Librarianship*, 22(1), 40-53.
- Taylor, N.G., Cannon, P., Shereff, D., **Baum, B.**, **Chan, J.**, **Jacobs, E.**, Pettus, K., & **Scanlon, K.** (2021). "New ways to foster public library-social work collaborations." Presentation at the virtual Florida Library Association annual conference in May 2021.
- Shereff, D., Schellhaus, N., **Baum, B.**, **Pettus, K.**, Taylor, N.G., & Cannon, P. (2021). Story strong book club. Presentation at the ALA Graphic Novels Roundtable LibComix in May 2021, virtual.
- Taylor, N.G., Cannon, P., Shereff, D., **Baum, B.**, & **Chan, J.** (2020). "Incorporating responsive librarianship in youth programming." Workshop presented at the virtual Florida Library Association annual conference in October 2020.

Andrews published three papers and presented a poster with student and GA, Heather Ward:

- Andrews, J.E., Applequist, J., **Ward, H.L.**, Fuzzell, L.N., & Vadaparampil, S.T. (2023). Cancer-related information behavior among Black and Hispanics in an NCI-designated comprehensive cancer center catchment. *Patient Educ Counseling*.
<https://doi.org/10.1016/j.pec.2023.107812>
- Yoon, J., Andrews, J.E., & **Ward, H.L.** (2021). Perceptions on adopting AI into libraries: public and academic librarians. *Library Hi Tech*. <https://doi.org/10.1108/LHT-07-2021-0229>
- Andrews, J.E., Yoon, J., & **Ward, H.** (2021). UTAUT as a model for understanding intention to adopt AI and related technologies among librarians. *J of Acad Libr*, 47(6).
<https://doi.org/10.1016/j.acalib.2021.102437>

- Andrews, J.E., Applequist, J., **Ward, H.L.**, & Eldredge, C. (2022). *i-GENIS: a proposed framework for developing individualized genetic information seeking skills interventions*. Poster presented at the 2022 *AMIA* Annual Symposium, Washington D.C., Nov. 5-9.

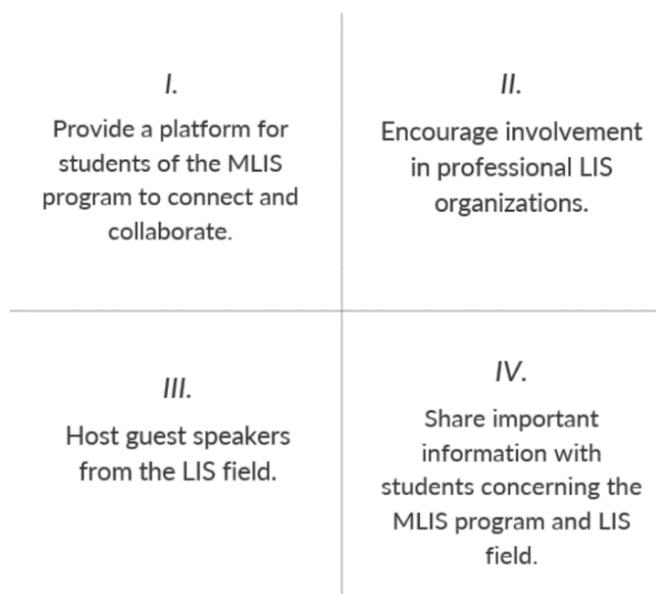
Student Janet Chan published [an article in the *Journal of the Medical Library Association*](#) and Tiffany Conner was featured in a [2021 edition of *Florida Libraries* in the student voices section – “Cannabis Education at Florida Libraries.”](#)

Student Organizations

The Student Organizations of Library & Information Science (SOLIS) is the umbrella organization for the student chapters of the American Library Association and the Special Libraries Association. The goal of SOLIS is to facilitate networking and to allow students to interact and exchange ideas about library and information science without regard to geographical boundaries. The SOLIS Mission is summed up in [Figure IV.3](#):

Figure IV.3

SOLIS Mission



As the primary LIS student organization, SOLIS holds regular informational sessions for current students and has hosted graduation celebrations in the past. SOLIS provides workshops or visits to libraries; in 2021, SOLIS held a virtual program with the Black Caucus of the American Library Association (BCALA) President, Shauntee Burns Simpson, to recruit students to BCALA. Inspired by this event a student in the School’s Cultural Heritage class wrote the article, “African American Museum: A Community Anchor and Voice Amplifier in South St. Petersburg” (*Florida Libraries* 64 (1): 23–26). Below ([Figure IV.4](#)) is a flyer that was used to promote a meeting held by SOLIS in spring 2023 about the Florida Library Association 2023 Library Day activities. The Director of the Miami Public Library, Ray Baker, and Matt Selby, Florida Library Association Advocacy and Legislation Committee were speakers.

Figure IV.4

Florida Library Day 2023 Event Flyer



The SOLIS group uses BullsConnect, a student organization management platform that also serves as organization homepage, for [the ALA student chapter](#) and [the SLA student chapter](#). They also use Canvas to send notices to students. The SOLIS student group has created the following officer positions descriptions:

- President: shall preside over meetings, oversee organizational functions, and act as a primary University liaison.
- Vice President: shall assist the President with his/her/their duties and preside over the organization in the President's absence.
- Treasurer: shall receive, dispatch, and keep accurate records of all financial matters regarding the organization and submit the organization's annual budget to Student Government for A&S allocation.
- Secretary: shall record, keep, and make available copies of the meeting minutes, and dispatch correspondence related to the student organization.
- Webmaster: shall create and maintain as necessary the ALA at USF Student Chapter online platforms, including the BullsConnect and Canvas platforms.
- Archivist: shall document the events and activities of the ALA at USF Student Chapter and preserve and organize existing historical documents and information regarding the history of the organization as related to the Student Chapter.
- Marketing & Outreach Chair: shall communicate information about the ALA at USF Student Chapter, its mission, and upcoming events. Makes flyers and other promotional materials for events, programs, and posts these on the social media platforms of the organization.

Currently, Dr. Taylor serves as the faculty supervisor for the SOLIS group. In past years, SI has also had an active student chapter of the Association for Information Science and Technology (ASIS&T). Faculty member Dr. Ly Dinh is currently organizing students to reform the group.

Participation in Professional Organizations

Students have also taken an active role in professional organizations outside SI, such as the Florida Library Association, Suncoast Information Specialists, Florida Health Sciences Library Association and REFORMA de Florida. As an example, a recent alumna of the program, Maria Feliciano, is currently the [Vice-President/President-elect of REFORMA de Florida](#) and got her start with the organization while she was a student. In 2020, the Florida Library Association (FLA) established a [Diversity, Equity, Inclusion & Accessibility Task Force](#). The faculty nominated four students who were appointed to the Task Force and provided membership to the Florida Library Association to support student participation. The purpose of this Task Force is to support the FLA mission, vision, values, and strategic plan in terms of diversity, equity, inclusion, and accessibility. SI has funded and/or helped facilitate students to attend conferences of the American Library Association, Medical Library Association, Florida Library Association, Florida Association for Media in Education, the Florida Library Day (a day for librarians to meet and interact with legislators at the capital) and most recently the Joint Conference of Librarians of Color IV in 2023.

LIS faculty members integrate experiential learning about LIS careers as a part of course curriculum. Most courses include discussions relating to library and information science careers. Several of the School's courses include library site visits, field trips, and guest speakers from local libraries. Comprehensive fieldwork/practicum programs are available to all students through [LIS6946 Supervised Fieldwork](#) (Appendix I.2). Engaged reflection on the experience is an important part of the supervised fieldwork. In the spirit of service learning the fieldwork is intended to help students gain: (1) further understanding of the profession as practiced; (2) an expanded appreciation of the contextual and social significance of librarianship; (3) an enhanced sense of civic responsibility that demonstrates an understanding of the institution and its

constituency. Students are encouraged to enroll in LIS 6946 to round out their programs of study, after they have a sense of the type of library or information environment in which they would like to gain valuable career preparation experiences. These work experiences often lead to full employment. Additional information about the fieldwork and independent study options is available in [Chapter One, Standard I.3](#). Additionally, some students gain valuable experience by library internships, volunteering in libraries, or literacy programs in a non-credit environment.

Student Awards and Recognition

Every year, the faculty of the School of Information recognizes an outstanding student whose work, involvement with the community, and contributions to the field stand out among their peers. Nominated and voted on by MLIS faculty, this award is given at the annual [State of the Program event](#) that typically occurs virtually in November.

National awards and recognitions, such as the [ALA Spectrum Scholarship program](#), complement SI's focus on recruiting and retaining diverse student populations. During the review period, the School has had four students awarded Spectrum scholarships:

1. Brittney Davis
2. Jose Cruz
3. Aparna Ghosh
4. Kyairla Davis

As an incentive for this honor, SI ensures that these students receive additional financial assistance in the form of guaranteed graduate assistantships. A panel is currently being planned for January 2024 in which two recent Spectrum scholars (Ghosh and Davis) will present their experiences to our current students as an encouragement for additional applications.

Whole Student Experience

Staff at the School encourage students to contact them via email or phone should they need anything. The School responds promptly to students' requests for information or for personal issues. During the COVID lockdown MLIS faculty and SI staff made many special efforts to support students, including a special Canvas Discussion Board for students to share the trials of both working in libraries during the pandemic and their general life challenges. At the university level, funds were raised among faculty with grants given to students in need of money for daily expenses. MLIS faculty raised funds to give American Library Association memberships to students with the thought that membership in the American Library Association would provide a sense of community with the field. The USF-SI effort was noted by then American Library Association President, Wanda K. Brown in her final editorial for *American Libraries*, "[A Year of Change, Loss, Hope.](#)" *American Libraries*, June 1, 2020.

In general, USF offers many resources for graduate students at the university. The [Office of Graduate Studies](#) serves as the central hub of leadership for all graduate programs at USF. They offer [guides for new students](#), services from the [Office of Graduate Student Services \(GSS\)](#), [events and workshops relevant to graduate students](#), and [information on funding opportunities](#). The [Dean of Students at USF](#) oversees all kinds of issues related to student welfare. On campus, the [Marshall Student Center](#) serves as a central physical location for meetings, student group activities, and other events. The [Counseling Center](#) offers both remote and in-person support for students needing mental health care. The [USF Student Health & Wellness Center](#) provides care for physical needs.

Standard 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.

The Program Director, in conjunction with the Planning and Assessment Committee (further described in [Chapter One](#)), regularly reviews policies and procedures to ensure they are serving our students. The following is an overview of the metrics applied; this evaluation is part of the overall systematic evaluation of the program described in [Chapter One](#).

Recruitment

The program tracks enrollment numbers to ensure consistency in service. The MLIS Program Director receives an update from SI staff on enrollment and applications at every monthly LIS meeting ([minutes located in Box](#)). When there are rapid increases in the number of students served, often adjustments to the curriculum need to be made. (Changes would occur with a drop in enrollment as well, but this has not come up during this review period). An example of this is described in [Chapter Two, Standard II.3](#).

Additionally, around the time that the State of the Program talk is held by the MLIS Program Director (typically annually in November), statistics regarding the demographic breakdown of students in the program are reviewed. These are shared with stakeholders via the State of the Program (discussed in [Chapter One, Standard I.4](#)) and, when appropriate, strategic directions are revised through a process of discussion with the faculty, the Planning and Assessment Committee, and the SI administration. An example of this is seen in the development of the [fourth goal for SI for diversity](#), a process discussed in [Chapter One, Standard I.1](#).

Admissions

To ensure we are admitting students who can be successful in the program and the field, we review retention and employment data annually. When there have been inconsistencies, such as a drop in retention rates, as noted in our [2021 ALA biennial special report](#) (Appendix IV.2) submitted on September 24, 2021, we have paid more careful attention to these numbers in subsequent years to ensure this is not an ongoing trend. In this case, the following two years of statistics revealed a rebound to earlier numbers.

Our current strategy to ensure students are able to find gainful employment is to track employment figures from the state of Florida ([see Table IV.3](#)). However, as noted in our [Future Directions](#) section below and earlier in this chapter, we aren't satisfied that this is giving us a complete picture of our students' employment outcomes, so we have made it a priority to strategize ways to improve the collection of this type of data from our alumni and the employers of our students.

Financial Aid

SI staff regularly monitor the amount of money in each scholarship account to ensure there are adequate funds to grant to students. When these funds are deemed too low, they consult with the Program Director to develop strategies to ensure a greater reserve of funds to support our students. For example, we recently connected with the CAS Office of Development and requested assistance in improving our relationships with current and potential donors. A representative of the office has worked with us to improve our list of potential donors, attended two of our recent alumni events (at the 2023 Florida Library Association Annual Conference and at our recent 50th Anniversary Celebration) to encourage attendees to stay connected, and suggested that student recipients reach out to donors with thank you notes to help them see the

impact of their giving. We have now made that a requirement of receiving the funds.

Advising

Typically we get the best feedback on advising practices through the administration of our [mid-program and graduating student surveys](#). The review of surveys is part of the annual planning cycle ([Figure 1.8](#) and Appendix I.15). As discussed in [Chapter Two, II.7](#), the responses to this survey (in conjunction with informal feedback) provided the impetus to shift our advising to encourage students to take electives earlier, thus freeing the demand for core courses and creating less stress for students trying to register. Overall though, as we note earlier in this chapter ([Standard IV.4](#)), most students indicate they are satisfied with their advising experience.

Beyond current students, we don't currently have a good metric to assess whether advising is looked upon as a benefit of the whole, complete degree. We are adding a question to the Alumni Survey to address this gap (see [Future Directions](#)).

Standard 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.

As indicated in [Chapter One](#), the School of Information is committed to an ongoing, broad-based, systematic planning process for decision-making processes. Data regarding the evaluation of student learning outcomes, collected through direct and indirect measures is used to inform decisions. Ongoing decision-making processes within SI are facilitated by the work of the Planning and Assessment Committee. In 2019, the Planning and Assessment Committee was established to oversee review and revision of the program's vision, mission, goals,

objectives and student learning outcomes. This committee (chaired by Denise Shereff and comprised of faculty, staff, and students) meets monthly to ensure that data collection informs decisions and actions taken by the LIS program. (Meeting notes and agendas are available [in the Planning and Assessment Committee Box folder](#)). The Committee reviews the results of each of the program surveys and develops methods for presenting results to the stakeholders (faculty, students, alumni, employers, LIS Advisory Council) for actionable decisions including those related to the attainment of learning outcomes.

The [Program Level Learning Outcomes](#) provide a guide for the knowledge and skills that are taught and assessed across the MLIS graduate curriculum, with the ultimate goal being that each graduate of the MLIS program can demonstrate proficiency in these areas. The PLOOs are determined by the School of Information and represent what the student has learned in the MLIS program. These outcomes are in accordance with the American Library Association core competencies.

As described in [Standard IV.4](#), the ePortfolio is the primary method for students to demonstrate their mastery of the student learning outcomes. Portfolio evaluation is the primary method of assessment of how the program level student learning outcomes prepare students for the field of Library and Information Science by students in our program. In consultation with their faculty advisor, students take responsibility for the planning, design, creation, and presentation of the project. The ePortfolio includes representative artifacts from the six core classes, specialty electives, and co-curricular activities that have helped prepare students to become information professionals, and is presented in a way that clearly indicates their knowledge and application of program outcomes. Performance on the ePortfolio is reported annually for USF Academic Assessment. [Table IV.7](#) shows the student performance

for the review period. Note that the evaluation rubric was revised for the 2021-2024 cycle.

Table IV.7

Annual Assessment Reporting for ePortfolios 2018-2022

Year	Assessment Results
<i>Using an internally developed and revised, multi-criterion rubric on a 3-point scale</i>	
2018	In this assessment period, 93 out of 93 (100%) of portfolios reviewed received a score of passing. (2 or above)
2019	A sample of 20% of the portfolios submitted for the year were reviewed by a panel of 7 instructors using the approved rubric. Of the 16 portfolios reviewed, the average rating was 2.55, with 59% of those portfolios rated 3. The intraclass coefficient for the 7 reviewers was calculated to be .599.
2020	A sample of 20% of the portfolios submitted for the year were reviewed by a panel of 8 instructors using the approved rubric. Of the 19 portfolios reviewed, the average rating was 2.59, with 42% of those portfolios rated 3. The intraclass coefficient for the 8 reviewers was calculated to be .589.
<i>Using an internally developed and revised, multi-criterion rubric on a 4-point scale</i>	
2021	A sample of 20% of the portfolios submitted for the year were reviewed by a panel of 6 instructors using the approved rubric. Of the 22 portfolios reviewed, the average rating was 3.4, with 92% of those portfolios rated 3 or above. 49% of the portfolios reviewed received the rating of “4”. The intraclass coefficient for the 6 reviewers was calculated to be .360, using the consistency definition .
2022	A sample of 20% of the portfolios submitted for the year were reviewed by a panel of 9 instructors using the approved rubric. Of the 26 portfolios reviewed, the average rating was 3.1, with 90.1% of those portfolios rated 3 or above. 22% of the portfolios reviewed received the rating of “4”. The intraclass coefficient for the 9 reviewers was calculated to be .715, using the consistency definition .

Standard 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.

The ePortfolio is a critical resource for applying the results of evaluation of student

achievement to program development. For both the 2018-2021 and 2021-2024 cycles of the MLIS Program Assessment plans reported to the USF Office of Decision Support through annual USF Academic Assessment (all cycle reports are available in the [USF Program Assessment Plans Box folder](#)), the outcome for assessing student attainment of program goals has related to performance on a written assessment (via the ePortfolio) to demonstrate “practical, professional application of the core competencies of the profession to their personal course of learning and emergence as information professionals.” The MLIS Program Assessment Plan has been identified as an Exemplary Report by the USF Institutional Effectiveness Team. In the MLIS program assessment plan, individual student portfolios are evaluated by faculty advisors as a requirement for graduation using the [Portfolio Evaluation Form](#) (available in Appendix I.9 and [the ePortfolio Documentation Box folder](#)). At the end of each academic year a sample of 20% of student portfolios from students who have graduated from the program are re-reviewed by faculty using [an internally developed and revised, multi-criterion rubric](#) (available in Appendix I.3 and [the ePortfolio Documentation Box folder](#)), which is delivered to faculty via the Qualtrics survey system. The rubric rates students’ ability to analyze how course assignments and student learning outcomes have prepared them for the information profession (i.e., the Program Level Student Learning Outcomes). The Qualtrics form additionally provides open-ended questions for faculty reviewers to note potential programmatic or curricular issues to be addressed based on student performance. These open-ended responses are reviewed by the Planning and Assessment Committee and correlated with stakeholder feedback through analysis of program surveys and through feedback collected from Advisory Council, alumni and employers through interactions such as focus groups at state and regional conference

events.

The results of this review are reported annually for USF Academic Assessment reporting. Results indicate that students graduating from this program demonstrate the ability to critically analyze issues related to Library and Information Science, and to relate those issues to Program Level Student Learning Outcomes. [Table IV.8](#) shows how the results reported each year in [Table IV.7](#) (Annual Assessment Reporting) are used to inform planning for each subsequent year.

Table IV.8

Use of Annual Assessment Results

2018-2020 Review Cycle	Year	Use of Assessment Results: Observations and Action Items
	2018	<p>Since this was the first cycle of using the portfolio as the culminating assessment, we have been making adjustments to the assessment process. The LIS faculty approved an initial rubric for portfolio assessment prior to beginning the evaluation process. Faculty identified exemplary portfolios from student portfolio submissions for each semester to obtain a baseline of submitted portfolios for review. After identifying those exemplars, we decided to delay the second phase of review in order to update the rubric. We will be discussing the edits to the process at the first faculty meeting of the new year, scheduled for February 7, 2019. We expect to incorporate edits to the workflow for the 2019 review and plan to continue to strengthen our curriculum by encouraging faculty to include more critical thinking and inquiry based assignments in their courses.</p>
	2019	<p>Inter rater reliability statistics suggest a need for developing training materials for both faculty and students to improve portfolio quality and consistent analysis.</p> <p>Item-by-item analysis indicate students need more support in demonstrating their mastery of one of the outcomes (Knowledge Representation). The Planning and Assessment Committee will communicate this information to faculty and the Curriculum Committee will integrate the information into courses and training materials. Since this was the first time using the revised rubric with the sample of portfolios, the committee noted improvements for the portfolio review process in its administration and to its communication to students. Changes to the process will be communicated to students at a portfolio workshop in January of 2020. The Curriculum Committee is considering incorporating the portfolio as an in-course assignment for one of the core courses. This will be discussed in more detail in 2020.</p>
	2020	<p>For this final year of the three-year assessment cycle, all LIS faculty members were asked to participate, not only the Planning and Assessment Committee members. Inter rater reliability statistics suggest a need for developing training materials for both faculty and students to improve portfolio quality and consistent analysis.</p> <p>One key change to the process is the need for at least a 4-point scale on the rubric, rather</p>

		than the current 3. Feedback from reviewers indicated there needs to be more granularity in the ratings between acceptable (what the reviewers deem “average” and exemplary since many of the portfolios are above average). This will be integrated into the rubric for use in the next assessment cycle.
2021-2024 Review Cycle	2021	As indicated in the final report of our last 3-year cycle, it was determined that there was a need for a 4-point scale rubric, rather than the previous 3-point one. A 4-point rubric was developed by the Planning and Assessment Committee and approved by faculty. This was the first year using the new rubric. Faculty feedback indicated that the new rubric was easier to use and allowed for identification of exemplary portfolios. Interrater reliability statistics suggest a need for improving consistency among reviews. This can be accomplished in two ways: 1) having more faculty participation through new faculty hires for the upcoming year and 2) developing faculty training materials for more consistent analysis.
	2022	Second year that faculty reviewers used the new 4-point rubric, with no problems or issues noted by reviewers. Interrater reliability statistics show an increase in consistency from the previous year’s reporting cycle. This is attributed to: 1) having more faculty participation and 2) increased visibility of faculty and student portfolio training materials for more consistent analysis.

Future Directions

Moving forward, the MLIS program has four areas that we would particularly like to focus on with regards to our students: 1) Diversity in recruitment and enrollment; 2) Improvement of tracking student employment; 3) Shift in advising practices as the composition of the faculty changes; and 4) edits to the MLIS section of the SI website. These are detailed below.

Diversity in Recruitment and Enrollment

In 2022-2023, the percentage of students who identify as non-white was 30.5%, with 15.2% of students indicating they identify as Hispanic (see [Table IV.3](#)). While these numbers are comparable to programs nation-wide (see the [2023 ALISE Statistical Report](#), p. 12), they are not indicative of the demographics of Florida. According to 2023 population estimates from the U.S. Census Bureau, the percentage of Floridians identifying as Hispanic of Latino is 27.1% (see [Figure IV.5](#)).

Figure IV.5

U.S. Census Data, Florida, Race and Hispanic Origin, 2023

Race and Hispanic Origin		Florida
Population estimates, July 1, 2023, (V2023)		22,610,726
PEOPLE		
Race and Hispanic Origin		
White alone, percent		76.8%
Black or African American alone, percent (a)		17.0%
American Indian and Alaska Native alone, percent (a)		0.5%
Asian alone, percent (a)		3.1%
Native Hawaiian and Other Pacific Islander alone, percent (a)		0.1%
Two or More Races, percent		2.4%
Hispanic or Latino, percent (b)		27.1%
White alone, not Hispanic or Latino, percent		52.3%

How to recruit and retain a more racially and ethnically diverse student body is a question we will be attempting to address throughout the next review period (while working within the confines of the requirements of our state legislative regulations). One of the strategies we have identified ([discussed more in Chapter Two, Future Directions](#)) is the development of a (ideally) grant-funded cohort of students in a Spanish-language program of study, intended to graduate students prepared to serve the Spanish-speaking population of our state. We hope that this will attract students with Hispanic or Latino heritage (or students interested in serving this demographic).

Employment Data

One area that we have historically had a difficult time gathering data about is the specific employment outcomes for our students. In the absence of an office at USF dedicated to tracking alumni for our graduate program, we have struggled to systematically develop a means of identifying where students end up beyond general employment statistics discussed earlier in this chapter. This ties to difficulties we have faced in low response rates to our

[Employer Survey](#) and a lack of a strong central alumni organization. While at times, alumni have gathered under the auspices of an Alumni Council, this has been developed at the whims of individuals interested in organizing the group. Faculty retain strong individual networks of former students and we have an active [LinkedIn account](#) that is popular with alumni, but neither of these methods is as robust as we would like. We have discussed this issue at meetings with the Advisory Council (the [agenda for the August 2021 meeting](#) in which the primary discussion took place can be found in [the Advisory Council Box folder](#)), which produced some ideas to try, including more in person events. The recent [50th Anniversary Celebration](#) is an example of this in application. Two additional strategies we are currently working on include the development of an SI-NEWS listserv, developed to create an email list of interested stakeholders to receive updates from the School directly, and the process of building a stronger connection with the CAS Office of Development (discussed above in [Standard IV.6](#)) in the hopes that they can assist us with maintaining better alumni relationships. We hope that we can leverage these strategies to develop a more comprehensive database of alumni to survey about their careers (and experiences in the program).

Advising Changes

As mentioned in [Standard IV.6](#) above, in the absence of current data from alumni about their advising experience, we will be adding a question to the [Alumni Survey](#) (Appendix I.14) moving forward that specifically asks about this aspect of our program. The next cycle of surveys is set to be sent in January 2024. With the addition of new MLIS faculty members (see [Chapter Three, Standard III.1](#)), we are also able to transfer students from an advising group led by an SI faculty member who no longer teaches in the program. The process for moving to

faculty members who teach primarily in the LIS program (50% of teaching load dedicated to classes with primarily MLIS students) has begun this semester (Spring 2024).

Website Edits

Prompted by feedback from our 2023 Self-Study Draft, SI staff have set a meeting to discuss possible changes to the SI website to enable easier access to the MLIS section of the site. One early suggestion that a staff member is investigating is setting up an alias URL that we can use that will direct users directly to the MLIS homepage. (The current URL is cumbersome and not easily shared).

Chapter Five: Standard V - Administration, Finance, and Resources

The [University of South Florida \(USF\)](#) operates within the [Florida State University System](#), with oversight provided by [the Florida Board of Governors](#), and is comprised of three campuses: Tampa, the largest (and home to the School of Information), and two regional campuses in St. Petersburg and Sarasota. There are 13 colleges within USF that offer more than 200 majors, minors, and concentrations across all academic disciplines. USF is ranked by [US News and World Report's 2023 Best Colleges](#) as number 42 of all public universities and 97 across all universities (both reflect a major jump in ranking over a 10-year period). USF has recently been invited for membership into [the prestigious Association of American Universities \(AAU\)](#). Befitting these accomplishments, the School of Information and the MLIS program are afforded the following administrative, financial, and space resources as called for in Standard V.

STANDARD 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 Information \(SI\) at USF](#) is an academic unit housed in [the College of Arts and Sciences \(CAS\)](#), which consists of a total of 26 departments or schools that are organized [into three larger "Schools"](#): the School of Natural Science and Mathematics, School of Social Sciences, and School of Humanities. The School of Information is a part of [the School of Social Sciences](#). There are also 16 [centers](#) and [institutes](#) covering a range of disciplines and that engage

with various community and research partners. As reflected in CAS' mission and organization (See Chapter One), the breadth and scope of educational programs, departments, and related research make CAS the intellectual heart of USF.

Key individuals in [USF's and CAS' academic leadership](#) are listed below. It is clearly a non-exhaustive, but meant to list the core chain of authority within which the School of Information operates administratively. [The USF website](#) offers a full description of the university's organizational structure.

- [Rhea Law, President University of South Florida](#) (Effective 2022): The President is the chief official overseeing the University and acts as its primary representative. She reports to the USF Board of Trustees, which is the body corporate and serves as the legal owner and governing board responsible to the Florida Board of Governors for ensuring USF's effectiveness.
- [Prasant Mohapatra, Provost and Executive Vice-President](#) (Effective 2023): Dr. Mohapatra is the chief academic officer of USF, and ranks second behind the President.
- [Magali Michael, Interim Dean of the College of Arts and Sciences](#) (effective 2022): Dr. Michael is the chief academic and administrative officer of CAS, which is the largest college at USF and its intellectual heart.
- Toru Shimizu, CAS Associate Dean for Faculty and Program Development (effective August 2012)
- Robert Potter, CAS Associate Dean for Graduate and Undergraduate Affairs (effective August 2007)
- Randy Larsen, CAS Associate Dean for Research and Scholarship (effective Fall 2015)

The School of Information is one of nine academic units (i.e. departments) within the School of Social Sciences (SSS). The use of the term "School" for certain departments (usually professional schools, such as the School of Information, School of Mass Communication and Advertising, or School of Public Affairs) can be confusing, but is synonymous to a department or

academic unit. It should be noted the three “Schools” within which all departments/schools in CAS are organized do not have formal administrative, budgetary, or other formal administrative structures or authority. Rather, they are meant to facilitate organization and collaboration among units that share some disciplinary affinity, and to further allow more balanced representation across disciplines and units on the various college committees. Thus, the Director of the School of Information, as is the case with all department heads, reports directly to the CAS Dean. All directors/chairs in CAS also are members of the Council of Chairs (advisory to the Provost) and the Council of Chairs of the College.

Authority to Create and Manage Programs

Academic units across USF operate within the framework articulated by the University’s administrative and fiscal policies. Departments have the autonomy to plan and deliver the intellectual content manifest in their respective academic programs and to select their faculty and students. The [Office of Graduate Studies](#) oversees and supports all graduate education at USF including setting university-level procedures and policies regarding admissions and management of students and other areas in support of graduate student success at USF. The [Office of Undergraduate Studies](#) serves an equivalent role for undergraduate programs and students at USF. Programs offered within the School of Information comply with the broader policies set by Graduate and Undergraduate Studies, yet we set and maintain our own program admissions criteria (ours are generally higher than the USF minimum requirements for acceptance and matriculation) and curricular requirements. These admissions requirements were outlined more extensively in [Chapter Four, Standard IV.1](#). Each academic unit at USF may propose new courses and modifications for existing courses or programs that are reviewed within the department, at the school and college levels, and ultimately at the appropriate University

committee (e.g. Graduate Council or Undergraduate Council). Certificates and degree programs must receive the final approval from the University Board of Trustees and, in the case of programs, the Florida Board of Governors.

Selection, Review and Promotion of Faculty

Authorization for new and replacement faculty lines and in the School of Information comes from the Provost through the CAS Dean, although search and selection are led by School of Information faculty. All lines are technically CAS lines, and determination on the number and type of faculty positions is done in coordination with the Dean and each department head over the course of the fiscal year. CAS balances requests based on student and departmental needs, department priorities and strategic trajectory, university goals and aims, and other factors relevant to how best to deploy limited resources.

Recruitment and selection of new faculty members are primarily handled at the unit level and strictly follow USF and state laws and procedures. The School of Information Director appoints a search committee appropriate for the position (e.g. a tenure-track committee will have different members than an instructor search committee). All search committee members are faculty, with the exception of administrative support members. The search committee membership, search plan and description, and other factors related to conducting the search over a given period of time must be approved by the College. There are usually several levels of screening, culminating in a short list of finalists who are asked to participate in a more in-depth interview process. The search committee makes a recommendation to the Director, who in turn asks the faculty for support to make an offer. If approved, then the Director submits a hiring report to the Dean and, if approved, to the Provost for ultimate approval and an official offer to the candidate.

Faculty review for annual evaluation purposes and related to promotion and tenure is initiated at the department level. Details of the process and criteria are detailed in [Chapter Three, Standard III.8](#). Departmental policies for expectations, assignments, rubrics, and options for input and further discussion with the SI Director, or review by a faculty committee, are outlined in School of Information governance materials, available in Appendix I.1 and the [Box folder Faculty Governance](#).

Tenure and promotion reviews involve a separate process based on university, college, and School of Information policies and procedures. The required documentation, timelines, and criteria are noted in those documents. Candidates go through a departmental review first, then an independent director review is completed. Next levels include review by the SSS committee, a CAS-wide committee, the Dean, and then the Provost. A recommendation is then made to the President, who presents all candidates recommended for tenure and/or promotion to the Board of Trustees for final approval. Annual Evaluation Process and Guidelines and Tenure and Promotion Guidelines are available in Appendix I.1 and [the Box folder Faculty Governance](#). Additionally, these are discussed in depth in Chapter Three, particularly [Standard III.8](#). College and University Tenure and Promotion Guidelines are available for review [on the College's website](#). The [United Faculty of Florida faculty Collective Bargaining Agreement](#) for 2021-2024, available on the USF Human Resources website, also contains language addressing tenure and promotion issues.

Institutional Support for the School of Information

The School of Information's programs, particularly the MLIS program, are among the most productive in CAS and across USF as measured by student enrollment, credit hour generation, and graduation rate ([data](#) available in Appendix V.1 and additional information in the

[Box folder Budget Information](#)). As such, the School of Information has been afforded forms of institutional support that have enabled us to achieve our objectives as well as branch out in new directions. The recent pandemic certainly posed challenges for all universities in Florida and nationally. Florida recovery was relatively quick, and so we have been able to maintain enrollments, funding from the state, and support from our communities. USF continued to meet strategic aims and achieve increases in various metrics and recognition at the national level.

Each year, CAS engages in regular procedures related to finances and budgets, working with all units and in collaboration with central administration. The dean's office supports department chairs/directors with management of budgets, in addressing unexpected expenses or issues, and planning for future needs. Each department chair/director meets annually with the CAS Dean and her leadership team to discuss current and future budgetary plans and aims, and how CAS might support these. The SI Director takes recommendations from the MLIS program Director regarding recruitment, conference support and attendance, adjunct requests, and summer course offerings, and balances these with those made by the undergraduate program Director and the other SI graduate programs. The SI Director and the MLIS Program Director have a collegial relationship that allows for informal discussion of departmental needs. Conversations regarding course demand, for example, have resulted in a larger number of faculty teaching in the summer (which is paid for beyond their nine-month salaries), a greater allocation of adjuncts for the program, and the negotiation of new MLIS faculty lines. ([Chapter Three further addresses](#) changes in the faculty makeup over the past period of review.)

In addition to supporting faculty hires, CAS has provided support for special functions, computing, graduate assistants, and in other ways that support the School. For instance, CAS provided staff and marketing support for our 50th Anniversary celebration through the [CAS](#)

[Office of Communication and Marketing](#); now cover all costs (beyond our department budget) to replace computing equipment that is over five years old or to meet faculty teaching needs; and allowed all our GA positions to be included in our base (E&G budget – [see Standard V.6](#)) rather than through auxiliary funds.

STANDARD 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.

Engagement in Governance

USF promotes involvement by faculty, staff, and students in groups that work in support of shared governance and administration. At the college level, each department or school must submit faculty nominations for standing committees and other service obligations based on a rotational basis outlined in the CAS and “Schools” governance policies. Within the department, faculty participation in administration and governance is valued and critical to the success of the school; as such, service is part of the faculty annual review criteria. Opportunities for university service at all levels and with varying levels of input and advisory representation are encouraged and widely advertised by all levels of administration.

Faculty and staff from the School of Information have been involved in a number of committees at the university, college, and school levels. [Table V.1](#) demonstrates the internal service roles for faculty who teach in the MLIS program from 2016-2023.

Table V.1

Select MLIS Faculty Internal Service Roles from 2016-2023

MLIS Faculty Member	Service and Year(s)
Anderson, A.	N/A – New hire as of Fall 2023
Andrews, J.	<ul style="list-style-type: none"> • School of Information, Endowed Professorship Search Committee member • School of Information, LIS Scholarship Committee 2022-2023 • USF Sabbatical Leave Committee, 2020 – 2024 (Chair, Fall 2023- Date) • USF Faculty Senator, 2009-2015 • USF Graduate Council, 2015-2017
Austin, D.	<ul style="list-style-type: none"> • Florida Association for Media in Education active member: scholarship committee from 2018 to present; Region 4 voting Board Member from 2019-2022; represented USF LIS at multiple Florida Association for Media in Education (FAME) and Florida Association for Supervisors of Media (FASM) meetings at FAME conferences. • Community outreach through Cuddle Up and Read Every Day (CURED) literacy initiative in support of adjunct professor (emerita) Dr. Cora P. Dunkley and youth literacy in the Tampa Bay area. • Hillsborough County Schools School Media Program Liaison & Adviser; represented USF LIS at conferences, Library Media/Tech Vendor Expo, and several Information sessions. • USF QEP Steering Committee /GCP Steering Committee for SACs reaccreditation (2015-2016) • Provost’s QEP Steering Committee Member (2015-2016) • USF iSchool and CAS Instructor Promotion Committee (Chair, member, CAS /consultant/adviser during various years/committee levels and on demand during 2016 – 2023) • Coordinated USF iSchool’s presence for the Tampa International Information Architecture Day (2015, 2016) • LIS ePortfolio designer and developer (2016 - presented to last COA during USF visit the new ePortfolio design, guidelines, and participant testing during transition and institution of LIS ePortfolio; facilitate working group and co-developed and delivered online workshops offered each semester to LIS students) • USF iSchool Communications, Planning and Assessment (for ePortfolios), Faculty Affairs, and various other graduate and undergraduate committees as a chair and/or active member
Austin, R.	<ul style="list-style-type: none"> • Director of Undergraduate Program: 2012-2016 • Member of the CAS Advisory Board of Undergraduate Directors: 2014-2016 • Chair of the Undergraduate Program Curriculum Subcommittee: 2012-2016 • Member of Departmental Faculty Affairs Committee: Fall 2017-Spring 2019 <ul style="list-style-type: none"> • Member of the COA Program Planning Group for Curriculum: 2014-2016 • Chair Departmental Search Committee: 2019 (hired Dr. Vanessa Reyes) • Member Departmental Search Committee: 2023 (hired Dr’s Tameca Beckett & Karen Kaufmann) • Member Departmental Search Committee: 2017 (hired Dr. Donna D’Ambrosio)

	<ul style="list-style-type: none"> • Member of Departmental Master's (MLIS) Program Curriculum Committee: 2019-2021 • Member of Departmental Master's (MLIS) Program Policy Subcommittee: 2019-2021
Dinh, L.	N/A – New hire as of Fall 2022
Friedman, A.	<ul style="list-style-type: none"> • School of Information, Undergraduate Curriculum Committee, 2021-22 • School of Information, Tenure & Promotion Committee, 2020-21 • School of Information, Undergraduate studies Committee, 2016-18 • School of Information, Admissions, Standards, & Honors Committee, 2015-17 • School of Information: Search committee for new faculty Committee, 2015-16 • School of Information, Undergraduate curriculum Committee, 2014-19 • USF School of Information: Faculty Affairs Committee, 2014-18 • USF Zimmerman Advertising Dept: Search Comm. for new chair, 2016-17 • USF Provost Office: Aspire Implementation Team/ Academic Integrity and AI Policy, 2021-22 • USF Provost Office: Data Science Curriculum Committee, 2015-17
Huang, H.	<ul style="list-style-type: none"> • Member, Department Tenure Track Faculty Search Committee, 2022 • Member, Department Scholarship Committee, 2021 • Chair, Department Tenure and Promotion Committee, 2020 • Reviewer, USF Internal Research Grant, 2017
Lersch, K.	<ul style="list-style-type: none"> • Chair, Faculty Council on Student Admissions, 4/2016- 8/2017 • Member, CAS Tenure and Promotion Committee, 8/2014 – 5/2016; Ad hoc Member Fall, 2017 • Member, CAS Grievance Committee, 2021 – present • Member, CAS School of Social Sciences Tenure and Promotion Committee, 8/8/2018 – 8/2021 • Chair, School of Information Promotion Committee, 5/2021 – 12/2022 • Member, School of Information Promotion Committee, 8/2022
McCook, K.	<ul style="list-style-type: none"> • Member, CAS Distinguished University Professor Recommending Committee • Chair, Graduate Curriculum Review Committee, College of Arts & Sciences, 2017-2018 • USF CAS Diversity Committee, Fall 2022 • School of Information, Scholarship committee • School of Information, Alice G. Smith Planning Committee • School of Information, Chair, P&T committee for professor promotion 2022 • School of Information Diversity Committee • School of Information E-Portfolio review committee • School of Information, 50th anniversary history (with Jim Andrews)
Niu, J.	<ul style="list-style-type: none"> • Member, College of Arts and Sciences Technology Committee, 2022-2024 • Member, College of Arts and Sciences Library Committee, 2020-2022 • Member, College of Arts and Sciences Grievance and Integrity Committee, 2018-20 • Faculty Affairs Committee, School of Information, 2015-2017, 2020-2022 • Member of search committees, School of Information, 2021-2022 • Member, LIS Planning and Assessment Committee and Policy Committee, 2019-21 • Chair, School of Information Tenure and Promotion Committee, 2021 • Member, Scholarship and Award Committee, School of Information, 2021-2023
Shereff, D.	<ul style="list-style-type: none"> • MLIS Planning & Assessment Committee Chair, School of Information, 2019-Present • MLIS Curriculum Committee Member, Fall 2017-Spring 2019 • Graduate Curriculum Committee, College of Arts and Sciences, Fall 2021-Spring 2022 • Phi Kappa Phi Honor Society Faculty Vice President, Fall 2023- • USF Task Force Updating Academic Program Assessment At USF, Fall 2023-
Taylor, N.	<ul style="list-style-type: none"> • Graduate Curriculum Committee, College of Arts and Sciences, 2023-25 • Faculty Development Committee, College of Arts and Sciences, 2021-23 • MLIS Planning & Assessment Committee Member, School of Information, 2019-Present • School of Information Diversity Liaison to the CAS Diversity Committee, 2020-2021; 2022-Present

- | | |
|--|--|
| | <ul style="list-style-type: none"> • MLIS Scholarship Reviewer, School of Information, 2017, 2018, 2019, 2020 • Faculty Advisor, School of Information LIS student organization (SOLIS), August 2017-May 2018 and August 2023-May 2024 |
|--|--|

Administrative Collaborations

As an interdisciplinary academic unit and faculty within a major university, working collaboratively at all levels and across disciplines and departments is an important component of the School of Information. These interactions have benefited our faculty's research and teaching productivity, given added dimensions to our programs, and raised the visibility of our school. There have been numerous informal and formal collaborative activities between our school and other CAS and USF departments and organizations. Collaborations range from more routine functions that are important to supporting the functioning and shared governance, particularly important given the large size of CAS and its central mission to the university. As noted above and in Chapter Three, faculty and staff participate in various standing and ad hoc committees across the college and university. We also have more practical collaborations with departments in sharing courses, collaborating on certificate programs and minors, and other curricular matters. Many faculty serve as doctoral committee members for students in various departments (e.g. College of Public Health, English, Communications, Engineering, and others). In addition, faculty have been appointed affiliate faculty members in other units and colleges. Examples of these collaborations are outlined in Chapter Three as well.

The School of Information also has several outside, affiliate faculty. The School played a central role in USF's National Security Initiative (NSI). For instance, as home of USF's federally designated [Intelligence Community Center of Academic Excellence](#) (legacy IC-CAE), faculty led development of the Graduate Certificate in National Security Studies, part of the NSI and the Strategic and Cyber Intelligence Program. The interdisciplinary curriculum provides a

foundation of study in national security policy and practice. This Certificate complements a number of existing USF graduate degree programs, including STEM Programs, Cybersecurity, Foreign Language Study, International Studies, Political Science, Government, and Intelligence Studies. Through the certificate, students learn about the theory and application of intelligence, diplomacy, military power and related tools of statecraft to national security/defense policy formulation and power projection. Although this is not a collaboration central to the MLIS program, the resources, prestige, and connections that such work brings to the School of Information influences the work that can be done in all of the degree programs.

Supporting our “[One USF](#)” mission, we have worked across the regional campuses collaboratively, as well. USF has three campuses that form a single USF under one accreditation (SACS). While CAS has many departments spread across the three campuses, SI’s administrative home is the Tampa campus. However, we have a tradition of working collaboratively with the Sarasota-Manatee administration in ways that support our program. For instance, we are currently conducting a search for an [Endowed Professorship in Library and Information Science](#) in close collaboration with administrators and faculty from USF Sarasota/Manatee, including one of their campus librarians as a representative on the search committee. This campus has also been remarkably flexible and supportive of funding additional course offerings, both undergraduate and graduate. For example, one summer 2023 MLIS course (LIS6409) was paid for by USF-SM (and in return, they received the SCH for the students enrolled). These courses are all taught by SI faculty or adjuncts (so content is consistent with Tampa campus courses), but administratively, they are “offered” by USF-SM. This is somewhat hidden from students since all classes are virtual. Students register for Tampa or SM courses in exactly the same way (and, in fact, they likely have no idea that the course is paid for by the

respective school). In this way, the two campuses work together administratively while providing a seamless experience for our students.

Resource Allocation and Funding

Earlier in this section we noted that funding and resource allocation occurs within the processes of the college based on several factors, including program/department need, strategic direction, available funding during any given year, and other considerations. Given the School of Information's growth and performance, and the concomitant increase in demand for resources, particularly instruction-related, we have received at least as much as other similar units. We have been allotted new permanent lines, most recently for the MLIS program, and have among the highest adjunct expenditures in CAS, which they have increased funding to support. (It is important to note that these adjunct costs are for all our programs, not just the MLIS program). Further discussion on the financial and related support and viability of the unit, as well as comparisons to other units, is provided later in this chapter.

STANDARD V.3: The administrative head of the program has authority to ensure that students are supported in their academic program of study. 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.

School of Information Director and Program Leadership

The School of Information is led by a Director, Dr. Randy Borum, who is the chief accountable officer and the School's representative within CAS and USF. The MLIS program is

led by Dr. Natalie Taylor, who coordinates with the School Director and faculty to ensure program continuity, support, access, and quality. Dr. Taylor is a tenured LIS faculty member with the experience and expertise necessary to lead the program and is relied upon by the Director and college administration to lead the program.

Additional discussion about both the School Director's position and LIS Program Director's role and responsibilities follows. The Director of the School has the status and authority comparable to other heads of academic units across USF and nationally. Dr. Randy Borum was selected as the School Director, by a unanimous vote of the faculty, effective August 2021. Previously, Professor Borum served for six years as the Associate Director and was a critical academic leader for the School. Among his many achievements as a senior faculty member and Associate Director, Dr. Borum led the development of the STEM-based MS in Intelligence Studies, the MS in Cybersecurity Intelligence and Information Security, three Graduate Certificate Programs, and interdisciplinary undergraduate Minor in Intelligence Studies, a newly constructed BS in Information Science and its five concentrations, and has led USF-wide efforts in education, research, and outreach in the university's strategic focus areas of global and national security and cybersecurity.

Dr. Borum received his doctoral degree in clinical psychology from the Florida Institute of Technology (FIT) before working as an Assistant Professor at Duke University School of Medicine. He came to USF's Department of Mental Health Law and Policy in 1999 and moved over to the School of Information in 2012, where he served as Associate Director since 2015. Dr. Borum's research and scholarship has focused on intelligence studies, violent extremism, violence risk assessment and threat assessment. He is board certified and fellowship-trained in forensic psychology, and author/co-author of more than 175 professional publications. He serves

as an advisor to the Federal Bureau of Investigation's (FBI) Behavioral Analysis Unit-1 (Threat Assessment & National Security), the National Center for the Analysis of Violent Crime (NCAVC), and he is listed on the United Nations' Roster of Experts in Terrorism. Dr. Borum is a Past-President of the American Academy of Forensic Psychology, and currently serves as Senior Editor of the Journal of Strategic Security and of Military Cyber Affairs.

Although each School of Information Director prior to Dr. Borum has been a faculty member teaching primarily in the MLIS program, the faculty recognizes that the diversity of programs and faculty that now makes up the School of Information means that the Director may not always find their home in the MLIS program. We have therefore reorganized the administration of the School to better support and distribute responsibilities to the most qualified faculty leaders who have the relevant expertise. As such, we developed the role of MLIS Program Director. The first faculty member to take on this role is the current Program Director, Dr. Natalie Taylor.

Taylor joined the School of Information as an Assistant Professor in 2016 and was granted tenure and promotion to Associate Professor in 2021. Beginning in 2018, then-Director of both the MLIS program and the School of Information, Dr. Jim Andrews began to shift some of the MLIS responsibilities to Taylor in anticipation of the creation of a new administrative role, MLIS Program Coordinator. Taylor had already been leading the ad hoc Curriculum Committee (2017-2019) and also led much of the administration around the school media program. More about the early process of this shift was discussed [in the 2019 ALA Biennial Report](#), available in [the ALA Biennial Reports Box folder](#) and Appendix V.2. Taylor officially became the MLIS Program Coordinator in August 2019. Much of the work of the first couple of years was creating pilot committees to distribute faculty departmental service responsibilities more efficiently, such

as establishing a regular Planning and Assessment Committee to handle year-round evaluation and assessments, and ad hoc scholarship and awards selection committees to handle one-time responsibilities. Since the program Director role was created, there have been several curriculum-related changes (e.g. elimination of certificates; updates to electives; changes in processes regarding registration), which are discussed in [Chapter Two](#). Taylor also revived the Advisory Council, implemented the now annual State of the Program event, and led the revision of the MLIS Canvas site (discussed in Chapter One, [Standards I.4](#) and [I.5](#)). In 2021, SI Director Dr. Randy Borum officially changed the title of this position to MLIS Program Director.

STANDARD 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.

Supporting an Intellectual Environment

The School of Information Director and the MLIS Program Director are in-unit faculty members (per the [UFF Collective Bargaining Agreement](#)) and so share our value of working in a rich, supportive intellectual environment that serves our diverse faculty and student body. A consistent feature of the School of Information is that we are a collegial and productive place to work. (Evidence of this would most likely be best gleaned from the site visit, but the lack of faculty grievances, positive communication at faculty meetings, and demonstration of support for fellow faculty members when on leave – through assistance with advising and other service roles – are all ways that this collegiality is regularly demonstrated.) This is made possible through interdisciplinary collaborations both within the school and with other units, and through a

supportive administrative structure. Although the programs are online, we have also sought creative ways to support student professional and academic growth.

Our faculty engage with a range of scholars and professionals, as discussed above. The School faculty have also started regular “Research Symposiums.” These presentations allow research faculty to share and receive feedback on their projects, and to potentially encourage future collaboration among faculty. In 2023, to date, four faculty members have presented their research (three of which are faculty who teach MLIS courses, listed below):

- Dr. Ly Dinh, “Hyperauthored Papers Disproportionately Amplify Important Egocentric Network Metrics,”
- Dr. Denise Shereff, “Scenario-game-based Training for an Online interpersonal Responsive Librarianship Community of Practice;” and
- Dr. Amelia Anderson, “Awareness, Acceptance, and Celebration of Autism in April at Public Libraries.”

Our governance structure contributes to the intellectual environment of the school and has been purposely designed to facilitate interactions and support faculty development. For instance, review and formal feedback of faculty progress and contributions is discussed in [Chapter Three](#), particularly [Standard III.8](#). There, we noted that the annual review and tenure and promotion processes are meant to help faculty continually improve in teaching, research, and service. The process was designed specifically for the varying needs of faculty in the School by allowing for faculty reflection and to communicate how the department might help in achieving future aims. This can be provided for in various ways. For instance, for a given semester or academic year one’s appointment can be adjusted to allow for professional development or focus on research endeavors. This can be done within the department, but also faculty can avail themselves of the benefit of sabbatical leave (either one semester at full pay, or two semesters at

half pay), or professional development leave for instructional faculty. These are important to faculty developing or sustaining robust research agendas, or otherwise providing time away from the normal faculty responsibilities to build expertise, revise courses, or other scholarly development.

Student success is central to the School and USF, even when so many live at a distance. For those students who can be more present on campus, and even those working remotely, there have been a host of activities and chances to work with faculty in various ways on research and departmental administration, as discussed throughout [Chapter Four](#), but particularly in [Standard IV.5](#). Both the MLIS Program Director and the SI Director prioritize student engagement in budget requests, such as providing the funds for select students to attend conferences to present or network (e.g. JCLC 2022/2023). Decisions on which conferences and students to support are largely made informally with discussions between the directors and faculty. Often, as was the case for JCLC 2022/2023, students are invited to apply for funds. Sometimes students are chosen specifically because they have had posters or papers accepted to present.

Standard 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.

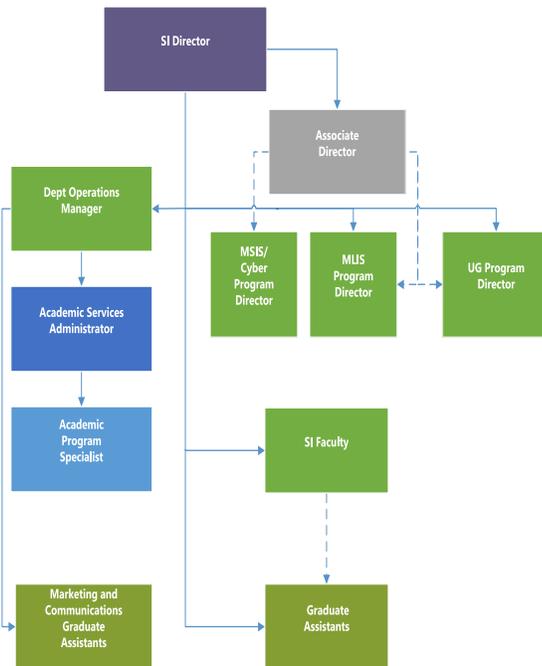
School Administration and Governance

As the School has grown, so have the various roles and responsibilities of the staff in order to meet the growing demands of our programs. The School’s administrative and support

staff provide critical support to the administrative head, faculty, and students (see [Figure V.1](#), SI Organizational Chart). As noted, the SI Director, Dr. Borum is the sole accountable officer responsible for the overall administration of the department and appointed by the Dean of CAS. Our governance policy allows Dr. Borum the authority, with consultation from faculty, to structure the administrative support team, reflected in [Figure V.1](#). He receives support with administrative and academic leadership from the Associate Director, Dr. Andrews, (who was the Director for the previous 12 years and so assists in the continuity of leadership and the School’s overall environment). The MLIS Program Director, Dr. Taylor, and the Undergraduate Program Director, Dr. Sullivan, are leaders critical to the management and oversight of those programs.

Figure V.1

School of Information Organizational Chart



Governance documents spell out the key roles and responsibilities of the Director and Associate Director, as well as how they are selected, and also other processes and roles related to shared governance, which can be viewed in Appendix I.1 and [in the Box Folder Faculty Governance](#).

The MLIS Program Director has a central role as that program's head and key coordinator of all assessment, curriculum, outreach, and related activities required to ensure a high quality, accessible LIS graduate program. She is supported by all MLIS faculty and works closely with the School Director in supporting her role. In addition, Dr. Denise Shereff has supported the MLIS Program Director by actually carrying out the evaluation and assessment activities for the program via the processes outlined in [Chapter One](#) and with approval of the Program Director and assistance of the Planning and Assessment Committee. This involves development, testing, and deployment of student, alumni, and employer surveys; required USF assessment reporting; external reporting, such as for ALISE or ALA statistics; and other related duties.

The business functions of the School are currently managed by David Chapel, the Department Operations Manager. Chapel has been with the department since 2016 and has held other staff positions such as Academic Program Specialist, supporting student admission, progress, graduation, and related program functions. As Operations Manager, he has higher level roles and responsibilities related to budget management, faculty support (appointments, benefits, leave, travel, etc.), overseeing marketing and communications, hiring graduate assistants, onboarding adjuncts, and other functions. The College is currently in the process of moving to a more centralized Human Resources model, which will expand Chapel's HR responsibilities to include other CAS departments. This will eventually involve a physical move out of the SI

offices, though the timeline for that is still uncertain. He will also shift office management responsibilities to another staff member in a new staff position of Office Manager. Hiring for this position is still being worked out, but it is anticipated that these shifts in responsibilities will take place during the Spring 2024 semester.

Chapel currently manages other staff support personnel, though this will change as the new positions are established. Since summer 2023, Chloe Hartman has served as the Academic Services Administrator (ASA) who is primarily responsible for supporting the MLIS graduate program students from matriculation to graduate certification. This position was previously held by Alexis Shinawongse prior to her relocation to North Carolina. Prior to taking on the role of ASA, Hartman served as the Academic Program Specialist. In that role, she primarily assisted with the other master's degree programs in the School. In Fall 2023, the School hired Kirsten Park to fill Hartman's old position.

Advisory Council

The MLIS program's Advisory Council, described more fully in [Chapter One, Standard I.4](#), is made up of prominent professionals and friends of the program representing a variety of library contexts from around the region and across the state. Feedback is regularly solicited from our members (formally at annual Advisory Council virtual meetings; decisions made as a result of these meetings are discussed in Chapters One ([Standard I.4](#)), Two ([Standard II.3](#)), and Three ([Future Directions](#))). Additionally, since 2021, the Program Director has offered a virtual State of the Program event for the Advisory Council, alumni, students, and the public. Recordings of the events are available on [the School's YouTube channel](#). Several Advisory Council members are also active in providing teaching as adjuncts and/or informally mentoring to our students. Current members of the Advisory Council [are listed on the SI website](#).

Standard 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.

Financial Support

The School receives financial support necessary to support the needs of faculty and students. The Director works with the senior leadership in the dean’s office throughout the year to work on current and future needs, special upcoming expenses, and other issues to help CAS provide appropriate support to our programs and faculty. [Table V.2](#), below, is a snapshot of the School’s E&G budget (Education and General; e.g. our operating budget) for the last three-year period. The categories are those commonly used across university academic unit budgeting. Salaries both faculty and permanent staff include fringe benefits. Other Personnel Services (OPS) cover the payments to adjuncts, graduate assistants and other student or non- faculty personnel. Everything else, including copying, postage, supplies, travel, etc. are taken from the Expense category.

Table V.2

School of Information Education & General (E&G) Budget Over Past Years

Budget Category	2022-2023	2021-2022	2020-2021	2019-2020
Salaries-Faculty*	\$1,794,814	\$1,351,913	\$1,316,775	\$1,649,839
Salaries-Staff	\$130,431	\$91,950	\$82,382	\$87,025
Other Personnel Services (OPS)	\$420,808	\$240,930	\$137,673	\$144,344
Expenses	\$3,017,484	\$2,164,684	\$1,981,417	\$2,423,074
Total E&G	\$2,886,955	\$2,238,648	\$2,089,852	\$2,409,019

**Does not include summer school salaries, which are always budgeted separately and vary in overall amount according to the University budget for summer.*

Funds from other sources are also part of our overall budget. Most prominently, we developed a memorandum of understanding with the administration years ago that enables a certain percentage of distance learning fees (graduate only) to be returned to the School and support graduate program development, marketing and promotion, travel, administration, and overall support and program improvement. These are put into an auxiliary account managed by the SI Director with oversight by CAS. The amount of auxiliary funds this creates varies annually (generally between 50-60 thousand), and is spent on the items noted (budgets available on request). Amounts in this fund from 2018-2023 are in [Table V.3](#). The program directors are consulted on the needs of their programs (e.g. how many adjuncts are needed each semester; which conferences the program should sponsor or attend, [see Standard IV.1](#); the requested summer schedule of classes), but the final budgetary authority lies with the SI Director and CAS.

Table V.3

USF SI Auxiliary Account

Academic Year	Beginning Cash	Revenue Amount	Carry Over	Expenses	Operating Deficit/Surplus
2018-2019		\$132,007.83		\$160,431.86	\$(28,424.03)
2019-2020	\$107,444.96	\$138,534.94		\$181,687.74	\$(43,152.80)
2020-2021	\$62,788.77	\$160,405.07		\$164,870.36	\$(4,465.29)
2021-2022	\$43,078.29	\$145,985.06		\$132,418.66	\$13,566.40
2022-2023	\$57,770.86	\$137,587.32	\$13,566.40	\$112,966.37	\$38,187.35
2023-2024 (as of 1/5/23)	\$85,240.23	\$111,844.77	\$38,187.35	\$69,189.19	\$80,842.93

Portions of grant budget F&A (Facilities and Administrative) dollars are returned to the faculty investigators to support their research and scholarship endeavors (travel, additional

equipment or software, books, memberships, etc.). The percentage of grant funding returned is dependent on the type of grant received; more information on F&A and USF research policies can be found at [the website for the Office of Sponsored Research](#).

STANDARD 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.

Faculty and Staff Salaries

[Table V.4](#) compares the faculty salaries for the three level of tenure-earning/tenure-track faculty ranks, as well as for instructional faculty with other units in the School of Social Sciences (SSS). Our faculty generally have salaries higher than the mean average across ranks in other units. According to the most recent ALISE Statistical Report (2023), we exceed the average salary across all ranks (Professor, Associate Prof., and Assistant Prof.) for faculty in other programs in the Southeast region. Staff salaries ([Table V.5](#)) likewise are generally higher than other SSS units.

Table V.4

Mean Faculty Salaries Compared to Other Units in the School of Social Sciences (SSS)

Department/School	Assistant Professor	Associate Professor	Professor	Instructor (across all ranks)
Anthropology	\$78,956	\$94,764	\$121,746	\$64,204
Economics	\$129,675	\$119,999	\$116,352	\$86,473
Information	\$83,000	\$96,335	\$150,123	\$76,757
Interdisciplinary Global Studies	\$81,623	\$94,643	\$116,075	\$64,325
Mass Communication and Advertising	\$80,000	\$89,195	\$202,070	\$61,962
Public Affairs	\$75,582	\$109,898	\$175,312	\$61,667
Sociology and Interdisciplinary Social Sciences	\$87,064	\$93,449	\$154,845	\$64,011
Women's, Gender, and Sexuality Studies		\$102,513	\$139,747	\$58,635

Table V.5

Staff Salaries Compared to Other Units in the School of Social Sciences (SSS)

Department/School	Operations Manager	Acad. Program Specialist
Anthropology	\$52,000	\$40,000
Economics	\$55,445	\$38,356
Information	\$55,000	\$36,000
Interdisciplinary Global Studies	\$55,000	\$36,000
Journalism and Digital Communication	\$47,516	
Mass Communication and Advertising	\$55,000	\$37,080
Public Affairs	\$64,489	\$40,290
Sociology and Interdisciplinary Social Sciences	\$52,748	\$38,002

STANDARD 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.

Institutional Support for Faculty and Students

School of Information faculty are provided funds supporting research and professional development, travel, and personal leave with pay on a similar basis as other units in CAS. This may be augmented with appropriate funds from research/salary savings, startup funding, or auxiliary or foundation funding as needed and appropriate. One faculty member who teaches in the MLIS program, Friedman, was awarded a full-pay, one semester sabbatical during the review period, a benefit provided by the university to tenured faculty [following certain guidelines](#). Instructors are similarly granted professional development leave, and Shereff and D. Austin each have taken half-year leaves to work on various development projects or to further their education (Shereff completed her dissertation and earned her doctorate in Curriculum and Technology during the review period).

Travel is valued in SI as it enables faculty to share research, expand their scholarship and network with others in the field. Although travel budgets and needs vary from one year to the next (budget amounts can be available at the site visit if requested), the SI Director has outlined guidelines to help fairly distribute travel funding. All travel must follow USF and state guidelines for university-related business travel, and must be approved by the SI Director and College. The guidelines help prioritize requests to help ensure decisions are fair, transparent, and consistent with the School's mission. The following four areas are considered in prioritizing funds for faculty conference travel (other business and administrative travel are handled separately).

- Faculty Priority: First priority will be given to tenure-track Assistant Professors. Second priority will be to tenured faculty. When funds permit, we will also consider requests from full-time continuing non-tenure-track Instructors. Within each category, we will try to give priority to those who have not received CAS/SI travel funds during the previous

12 months. Within and beyond those priority levels, SI will consider the faculty member's record of scholarly productivity, including peer reviewed publications and external funding, over the prior five years as well as faculty professional development needs, as noted below.

- **Scholarly Activity Priority:** Travel funding will be prioritized for the following scholarly activities: a) delivering a keynote or plenary presentation, b) serving as an invited speaker/presenter, c) serving as a contributing speaker/presenter (including presenting a paper and or coordinating workshops, symposia or panel presentations). Tertiary priority will be given to travel where the faculty member is delivering only a poster presentation. Travel support for faculty who are not presenting their work will have lower priority and will be considered on a case-by-case basis but should generally not exceed one trip per year. Special consideration may be given in circumstances where the faculty member holds a senior elected office (e.g., President, Vice President) or Chairs a major committee for a national or international organization and attendance at the conference is required or expected as a function of holding that position.
- **Significance of Presentation/Venue:** In prioritizing travel fund allocation, consideration will also be given to (a) the significance of the faculty presentation within the discipline and/or faculty member's specialty areas; and (b) the significance of the meeting or venue for that presentation within the discipline and/or the faculty member's specialty areas
- **Additional Benefit Priority:** In prioritizing travel fund allocation, consideration will also be given to the potential for the meeting/presentation to advance the faculty member's

professional/career development and whether (and the extent to which) participation at the meeting will enhance the reputation of the University, School, or Program.

Faculty in the School are encouraged to actively pursue funding from external sources for various research and scholarly activities.

Student Financial Aid

To help manage the cost of tuition and related fees for completing the MLIS degree at USF, students have different options. Many come from library systems or other state organizations that have tuition reimbursement programs. These vary depending on the organization and location. Students are also eligible to apply for financial aid through USF on the same basis as other programs across campus. There are a variety of private, organization, university, state and federally funded scholarships, grants, fellowships and other forms of student aid. Several scholarship opportunities are managed within the School and available to LIS students annually. Additional information about these scholarships is available in [Chapter Four, Standard IV.1](#). The actual total amount granted to students is dependent on the amount in the fund in a given year. During the review period (2015-16 through 2022-23), the average total amount given was \$6,783 per academic year across MLIS scholarships, with a total of \$54,265 given during the review period. [Additional details for each scholarship](#) can be found in [Box folder Student Scholarships](#).

STANDARD 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 housed in the Communication and Information Sciences Building (CIS). It is centrally located on campus, close to the USF Library and CAS and USF administrative offices. Other units occupying the three-story building include two CAS departments, the Department of Communication and The Zimmerman School of Advertising and Mass Communication, and Information Sciences and Decision Sciences, part of the Muma College of Business. The physical and technological infrastructures are well maintained and current. The CIS Building is part of the USF high speed Wireless network accessible by all faculty, students, and staff. LAN and WiFi connections are also available in each office and classroom. The School's offices, meeting rooms, and graduate assistant work/study areas are part of the campus-wide network.

The School occupies approximately 7,150 square feet of space on the second floor of the CIS building. The facility includes offices for the Director (2015), Operations Manager (2013), An academic Program Specialist (2012 and 2011a), and Receptionist (2011 lobby). The Undergraduate Advisor is located in the Cooper Hall building, where the college administration is housed. She supports multiple programs for the College. There is a total of eighteen faculty offices (2017, 2019, 2021- 2023, 2025-2027, 2029, 2031- 2033, 2037-2040); the Henrietta Smith Library for Children's Literature (2018); 2 teaching labs/classrooms (2028, 2030); a seminar room (2020), a graduate assistants office, for several GAs or visiting faculty (2035); a mail/copy room (2011); a lounge/kitchen (2024), and storage rooms (2011A, 2020A). [A floor plan](#)

(Appendix V.3) for the space occupied by the School in the CIS building is available in the [2023-2024 LIS Accreditation Box folder](#). While we do not have data on faculty ratios as compared to space, or how this aligns with other departments, all faculty do currently have office space, despite the fact that many prefer to work at home. With the addition of new faculty in the past two years, some faculty members have given up their private office and now have workspace in a shared office (see more in [Future Directions](#)). Typically GAs prefer to work virtually, but there is space in the Smith Library should a GA want to work on site. Likewise, most students do not regularly come to campus, but they are able to take advantage of the teaching labs or the campus library.

Each faculty and administrative/staff member is equipped with a computer configured to meet their individual teaching and research needs and connected to the CIS building's local area network (LAN) and/or the university's wireless network, which provides access to email, other campus computing resources, and high speed and secure internet. Computing and technology is supported by [USF's Information Technology](#) services. All faculty/staff offices have access to a networked laser printer/copy machine.

STANDARD 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 School has two classrooms located in its office suite, CIS 2028 and CIS 2030. Both are for exclusive use by our faculty and students; they are not on the campus-wide classroom scheduling, so are not used by other departments without our approval. CIS 2028 is equipped

with two, 90-inch screens for students to view content, one PC for instructor use, one microphone and one remote controlled camera attached to the ceiling. There are plans to redesign the space entirely to bring it up to date with a new camera and microphone so that students online can synchronously interact with other students in the course. This classroom is also equipped with an Elmo document projector, and a new “smart” board. These technology improvements enable instructors to use recording software (i.e. Panopto, Big Blue Button) to record and/or broadcast lectures to students off site. Students, regardless of location, can review these recordings as often as needed to facilitate optimal student learning outcomes. CIS 2030 – The SAIL (Strategy, Analytics, and Information Lab) lab is equipped with 5 computers with plans to add 5 more, a projector, smartboard, and collaborative spaces for students and faculty. The space includes comfortable furniture and movable tables and equipment, and can be organized to meet specific group needs. Various faculty have regular research team meetings, and it has been utilized for our teams competing in various hackathons and other cyber competitions. Small classes or group meetings are often held in the School’s conference/seminar room, CIS 2020. This has a large conference table that can seat up to 15 or more attendees, a recently updated 90-inch monitor with integrated PC, and new 360-degree, multimedia "OWL" teleconference system.

STANDARD 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.

University and School Support for Online Learning

Over the past few years, USF has revised its support for online learning and related technologies through the formation of [Innovative Education \(InEd\)](#). InEd meets the needs of learners any time and any place through innovative distance learning, continuing education, degree completion, certificate, workforce development, lifelong learning, and pre-college programs. InEd contributes to student success by collaborating with faculty, teaching assistants and academic administrators to strengthen the quality and breadth of USF's educational offerings, and by providing a variety of academic services, including online teaching workshops, consultations, and instructional technology support.

The eLearning Design and Development team in InEd has extended and improved our School's ability to deliver online education, using state-of-the-art technologies. InEd works collaboratively with the instructor/faculty to work through a systematic approach (Collaborative eLearning Workflow Model) to online course design that is based on pedagogical best practices and enables quality course development at an accelerated rate of conversion. Members of the eLearning Team are sensitized to respect the autonomy, status, and role of the professor, and are able to make suggestions or ask questions in ways that lead the instructor to align her/his content delivery with best practices. In this way, the SI faculty can rapidly deploy high quality, online learning experiences for our students. The MLIS faculty is currently participating in Quality Review of our courses, a process described in [Chapter Two, Standard II.5](#).

The School of Information provides support to its distance learning faculty and students through departmental resources, which includes staff, print and online information, and relationships with other campuses and external resources. Faculty and support staff provide ongoing support of technical, educational, academic, and administrative issues with regard to the School's distance-learning faculty and students. Printed and online resources provide the

School's distance learning students with information regarding courses, procedures, course and program-specific information, distance learning student help and success strategies, and university and outside support resources through the School's website.

STANDARD 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.

Library Resources

The [USF Libraries](#) are the heart of the University's research and teaching endeavors. The collective mission is to inspire research, creativity, and learning by connecting the USF community to relevant and high-quality information. According to the Carnegie Classification of Institutions of Higher Education, the University of South Florida is classified as having very high research activity and the Libraries provide collections and instruction that support that classification. The USF Libraries develops and maintains a research collection that satisfies the resource needs of the graduate curriculums in the USF School of Information in the College of Arts and Sciences and meets the specialized needs of the faculty and graduate students in the USF MLIS degree program, housed on the USF Tampa Campus and available online.

The USF Libraries includes facilities for USF students on all 3 campuses: Tampa campus library, St. Petersburg campus library (Nelson Poynter Memorial Library), the Sarasota-Manatee campus Library Services & Information Commons unit. Expansive services, resources, tools, and digital spaces are available through the online environment in advancement of program curricula,

students, faculty, and staff. Additional information about the physical library facilities is available via [the library website](#).

The USF Libraries is led by the [Dean of the USF Libraries](#), who reports directly to the Provost and Executive Vice President for Academic Affairs. The [website of the Office of the Dean](#) provides details about the Libraries' vision, mission, values, and strategic goals. The Dean and his leadership team are officially advised by three groups:

1. the USF Libraries Faculty, as part of the formal shared governance process within the USF Libraries;
2. the USF Faculty Senate Library Council, representing faculty from all USF colleges and campuses, as part of the formal shared governance process within USF; and the
3. Dean's Advisory Board, representing USF faculty, students and members of the Tampa Bay community. These stakeholders engage with the Dean on such matters as goals/objectives, policies, and performance levels.

The libraries have memberships in several outside organizations, including:

- American Library Association and Research Center (ALA);
- Association of Southeastern Research Libraries (ASERL);
- Tampa Bay Library Consortium, Inc. (TBLC);
- Lyris;
- OCLC Research Library; and
- Digital Humanities Summer Institute.

The USF Libraries staff endeavors to develop and maintain a collection that will satisfy the needs for resources that support the undergraduate and graduate curriculum in the USF

College of Arts and Sciences, as well as provide specialized research materials for the USF MLIS Program. The Libraries contain resources that include print books, eBooks, print journals, ejournals, special collections, videos, and other materials that support instruction and research. Together, the USF Libraries provides access to more than 2.5 million volumes with an extensive collection of electronic resources including approximately 65,000 e-journal subscriptions, 865,000 eBooks, and 940 databases. In addition, students have access to over 89,000 audio/visual materials including streaming videos, DVDs, and CDs. The USF Libraries Special Collections offers unique access to primary research materials with particular strengths in Florida Studies, Florida Natural and Environmental History, Young Adult Literature, and LGBTQ Studies. For items not in the USF Libraries collection, our Interlibrary Loan (ILL) and document delivery services are available to all USF faculty and students.

Several electronic journal titles and specialized and general databases that provide access to indexes, handbooks, reference works, book chapters, journal articles, data and monographs support the creative, scholarly, research and instructional activities of the USF MLIS program.

- Electronic journal titles in the USF Libraries discoverable through the library catalog utilizing the terms library and information science total 464 items.
- [Electronic databases](#) in the USF Libraries catalog discoverable through the subject terms “library and information science” total 24. They include databases such as:
 - Library and Information Science Abstracts [LISA]
 - Library Literature & Information Science Full Text [EBSCO]
 - Library Literature & Information Science Retrospective: 1905-1983 [EBSCO]
 - Library Science Database
 - Libweb: Library Servers via WWW
 - Encyclopedia of Library and Information Sciences, Fourth Edition
 - Digital Libraries

- Directory of Special Libraries and Information Centers
- Education Full Text [EBSCO]
- ERIC (Educational Resources Information Center)
- Multi-disciplinary databases with USF MLIS coverage include:
 - Academic Search Complete
 - JSTOR
 - Alexander Street Press
 - Associated Press Image Collection
 - Business Source Premier
 - Gale Academic OneFile
 - Gale Primary Sources
 - HathiTrust Digital Library

A liaison librarian is assigned to the USF MLIS degree program, with specialized expertise that advances faculty and student innovation and learning. The liaison's responsibilities include:

- Conducting instructional and orientations sessions, both in-person and virtually
- Providing research consultation services, both in-person and virtually
- Collaborating to advance faculty and student research
- Sharing best practices regarding impact factors affiliated with fellow faculty promotion
- Advancing collections to curricula
- Creating digital instructional resources in cooperation with departmental faculty

The liaison librarian will meet with faculty at department meetings, in new faculty orientations, and via F2F or virtual meetings. They can also serve as embedded librarians in courses. The current liaison librarian to the MLIS program, Andrew Beman-Cavallaro, also serves as an adjunct faculty member. The School of Information is fortunate to have a strong, collaborative

relationship with the library and several librarians have served as adjunct faculty members and mentors to our students over the years

USF Librarians teach course-based research skills aligned to the Association of College and Research Libraries (ACRL)'s [Framework for Information and Data Literacy](#) in face-to-face and virtual format. Twenty interactive online [Info + Data Literacy modules](#) are available to faculty to add to their courses and [a virtual research workshop series](#) provides instruction on research methods, analytical tools, publication and impact management. Expert instructors teach topics encompassing the research cycle, from research design, data analysis techniques and tools, scholarly communication and publishing, to the benefits of research credentials for career development. All workshops are provide synchronous, virtual instruction, and are thus conveniently available to faculty and students on all campuses. This program supports both faculty and student success, particularly graduate students, which represent the largest population of workshop attendees. Specific workshops particularly relevant to the MLIS program include:

- Hispanic History and Heritage Month Wikipedia Edit-a-thon
- Systematic Review for Absolute Beginners in the Social Sciences
- Creating Researcher Profiles
- EndNote: Intro to Citation Management

Librarians also provide in-depth research consultations and quick reference assistance to USF faculty, staff, and students. The USF Libraries have also created subject guides to link our students and faculty to the many research tools available for the USF MLIS program and related fields of study. Specific relevant guides include:

- [Library & Information Science](#)
- [Impact and Metrics: Library Tools and Services](#)
- [Library Resources](#)

- [Library Administration - Office of the Dean](#)
- [Mobile Apps for Library Resources](#)
- [USF St. Petersburg Library Guide](#)

Librarians in all subject areas also create course-specific guides on request.

The library also provides such services as textbook affordability, equipment rental, and technology help desks at the USF Tampa and St. Petersburg campus libraries. Additionally, the following software packages are available for use in the USF libraries (see [USF Software Catalog](#)):

- Adobe Illustrator
- Adobe Photoshop
- Adobe Premier Pro
- ArcGIS
- LinkedIn Learning

All USF faculty and students have access to the [USF Application Gateway](#) that provides virtual access to software that supports learning, teaching, training, and research.

USF Provisions and Services for Persons with Disabilities

It is the policy of the University of South Florida to comply fully with the requirements of the Americans with Disabilities Act of 1990, 42 U.S.C. 12101, and all other Federal and State laws and regulations prohibiting discrimination on the basis of disability or handicap. Details are available [on the Human Resources website](#). [Student Accessibility Services](#), a department of [USF Student Affairs](#), provides accommodations and adaptive equipment and furniture for students with disabilities. Services and accommodations include, but are not limited to, permission to audio-record lectures, note-taking services, services of ASL interpreters, transcription of lectures, announcements in auditory format, extra time or reduced-stimulus examination environment, use

of computers for examinations, services of scribes or readers for examinations. The USF [Office of Diversity, Equity, and Inclusion](#) is responsible for the development, implementation and coordination of programs, activities and services that support the USF system's commitment to have an academic setting and workplace accessible to individuals with disabilities consistent with the requirements of the Americans with Disabilities Act (ADA). This office is responsible for coordinating reasonable accommodation for students, faculty, staff, and university visitors, along with community outreach and education within the University and within the Tampa Bay area. The USF Tampa Library readily assists patrons with disabilities in using the resources and services available. The Library Services Desk and the IT Help Desk are the primary contact points in the USF Tampa Library. Patrons are encouraged to make arrangements in advance if they anticipate the need for lengthy assistance, and a staff member will be assigned for this purpose. The USF Tampa Library provides the following services and facilities for patrons with disabilities:

- **Building Facilities:** The USF Tampa Library building and restrooms meet existing accessibility standards, and elevators reach all floors of the building. All library departments have automatic doors for wheelchair access. Handrails are provided on stairways. Braille numbering and lettering are used to designate bathrooms, elevators, and rooms.
- **Parking:** Safe and accessible parking spaces are available adjacent to the USF Tampa Library entrance with level walkways and gradually sloping ramps.
- **Computers and Software:** The Learning Commons computer lab located on the USF Tampa Library's 1st floor is supported by the IT Help Desk, and provides a Braille

printer and two wheelchair-accessible machines. A magnifying workstation is available for display of printer materials. IT Help Desk staff can assist with ADA-related computer software installed on the dedicated workstations.

- Audio: Audio books are located on the USF Tampa Library's 6th Floor in cassette and CD format and are available for check-out. In addition, many audio book titles may be downloaded from one of the Library's e- book providers.
- Physical Accessibility: The staff of the USF Tampa Library Services Desk assists patrons with disabilities by retrieving materials as needed. Staff handles requests for assistance as soon as possible. A portion of the USF Tampa Library Services Desk is wheelchair accessible.

STANDARD 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.

Administrative and Fiscal Planning and Improvement

Administrative and fiscal activities, policies, and related matters are required for the overall effective management of the School and reflect our fiduciary responsibility to the university. Results and information gained from the broader continual planning and improvement processes in service of our mission are used to inform decision making in several ways, from setting budgetary priorities, to supporting strategic academic goals, to updating personnel and

administrative policies. These processes are undertaken through shared governance but with guidance and leadership of the SI Director. Among the common evidence for this is faculty meeting minutes, reporting from committees or the SI Director, and other forms of communication related to SI administration. The SI Director solicits input from faculty and staff on various fiscal issues impacting the school. Mr. Chapel, as the Operations Manager for the School and on behalf of the SI Director, regularly updates MLIS faculty members on budgetary matters at monthly MLIS faculty meetings as part of the staff update. Minutes of meetings are in the [LIS Meeting Minutes Box folder](#). These often include a review of university-wide issues impacting the unit, whether or not there will be any pay raises, criteria and processes for any discretionary merit-based increases, challenges or normal reporting on our department's budget, and new initiatives that impact the unit's operating budget. During the MLIS meetings, Mr. Chapel receives feedback from faculty and informs the SI Director, who uses this feedback to assist in making business decisions and for plans presented at the annual School budget meeting with the Dean's Office.

Many changes to institutional policies or budget decisions are made through an informal process of faculty feedback that result in proposals made by the Program Director to the SI Director. Subsequently, the SI Director make decisions to alter policies or to direct the budget in different ways. Examples include:

- Increased adjunct funding to accommodate reduced course loads for faculty members going through the [InEd Quality Review process](#): The Program Director typically makes requests for adjuncts when schedule planning (January for Fall semesters; August for Spring and Summer semesters). Although adjuncts have not been needed to cover core courses during the review process to this point, the Program Director has asked about this

possibility for future planning and the SI Director has indicated that the department is prepared to request any additional funds needed in future semesters.

- Requests to the College for additional faculty lines: Discussions about programmatic needs (e.g. additional coverage for sections of core courses [as discussed in Chapter Two](#)) often happen during MLIS meetings and then are conveyed back to the SI Director (and then the College). The faculty line in 2022-2023 that resulted in the hire of MLIS faculty member Anderson is one such example of the culmination of this process.
- Requests for conference travel for recruitment: The Program Director determines conferences that are must attend/sponsor for the program based on faculty feedback and professional judgment (see [Chapter Four, Standard IV.1](#)). Discussions at faculty meetings about upcoming professional conferences help ensure they are not missed. The SI Director grants funds for these as the School's budget permits. The decisions to sponsor the 50th anniversary conferences of BCALA, REFORMA, and the 2022-2023 JCLC conference (see [Chapter Four, Standard IV.1](#)) were made through this process.

Additionally, the SI faculty regularly review its governance document (Appendix I.1) and related policies (e.g. annual review process, tenure and promotion policy, and instruction promotion policy, see [Chapter Three](#)) to ensure they meet the shared governance goals of our department and are in alignment with CAS and USF policies. This is often the result (albeit, sometimes indirectly) of information derived from our planning and assessment activities related to mission, goals, and objectives, noted in [Chapter One, Standard I.1](#). Again, much of the background to these changes is made through informal planning conversations between administrators, staff, and faculty, reflecting the collegiality of the department.

One example of a major collaborative change to departmental policy is in regards to T&P guidelines. Over the past two years, USF has engaged in a revision to its tenure and promotion guidelines. This was a broad-based process involving administrators, individual faculty, the Faculty Senate, and the Faculty Union. This has led to required changes in college and department policy revisions, a process that is now in its final stages. SI recently voted to approve the changes to its tenure and promotion policy, and final approval of this and the CAS policy are forthcoming. (Because this is still in process, documents related to the changes will be available at the site visit.) Additionally, the university is implementing the first round of the [new post-tenure reviews](#) as required by the Florida Board of Governors.

A change less significant, but also evidence of the collaborative nature of the department's administrative decision-making is the new policy of reduced course loads for faculty submitting full grant applications, for which more details are discussed in [Chapter Three, Standard III.10](#). Like other decisions discussed here, this was made by the SI Director based on informal feedback from faculty in the department.

STANDARD 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.

Evaluation of Administration

The college conducts formalized reviews of director/chair performance utilizing a survey of faculty and staff in each unit. Collection of the survey data is annual, coinciding with annual performance reviews (again, part of our overall assessment of program goals and objectives), and confidential. Results are shared with each chair and part of his or her annual review materials. All staff are reviewed annually regarding their performance. Discussions on achievements and

challenges of the past year are used to inform goals for the coming year, as discussed in [Chapter Three, Standard III.10](#). These reviews provide tangible evidence in how the administration is serving the faculty and how faculty are responding to institutional policies. Plans to survey faculty about the effectiveness of the Program Director are being made, which is discussed more in [Future Directions](#).

Evaluation of Finances and Resources

For some decisions, explicit policies make the reasons behind fiscal decision-making clear. An example is the documented policy for determining how travel funds should be spent, explained in [Standard V.8](#). Other evaluations of fiscal decisions are more informal. At every monthly MLIS meeting, SI staff report on current budgetary, space, and resource issues. This also provides a concrete time for faculty to add suggestions or critiques of existing decisions. These updates are all included in the minutes from these meetings, available in [LIS Meeting Minutes Box folder](#). The SI Director also often asks for feedback on policies and for voting on formal changes through email. These will be available to view at the site visit upon request. Reporting on the budget at a higher level is done through the CAS budgetary process, about which the SI Director will be available at the site visit to answer questions if needed.

STANDARD 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 School's faculty and administration are responsible for assessment of physical resources and needs as they relate to ensuring the aims of the School are met. Many of the results based on evaluation, both formal and informal, are discussed in Standards [V.13](#) and [V.14](#).

Another example of evaluation results involves the computing hardware, equipment, and software needs of faculty and students. These are assessed continually as course delivery and faculty research needs evolve. The SI Director must weigh these in the context of budgetary parameters and help prioritize decisions and support. Our faculty also are part of the CAS committee on computing, which helps set college-level policy and processes that in turn impact technology decisions at the faculty and classroom levels. Recently, based on expressed needs of faculty teaching specialized courses (e.g. digital curation, big data analytics, etc.) new server space was purchased for the School. This allows for remote access to special software and datasets by students. Faculty research needs have been evolving, however, such as in the area of machine learning and AI. Thus, other equipment and resources (e.g. Amazon Web Services) are being requested and utilized by faculty. The addition of new technology to the physical School space discussed earlier in this chapter and the creation of the aforementioned Strategy, Analytics, and Information Lab (SAIL) are other examples of the needs of faculty and students influencing budgetary and space decisions.

In the coming months, the faculty will further need to assess current use of physical space, explore both short and long-term options, and derive a plan for moving forward. This is discussed further in the [Future Directions](#) section at the end of this chapter.

Space, access, and technology are integral to our mission and impact the outcomes of our LIS graduate program. Continual input and feedback is necessary, particularly in tight financial times, so that resources are used strategically and in support of SI's aims. Such feedback, including direct input and specific requests, are also reflected in student evaluation of instruction, faculty annual reviews of themselves, and via group discussions and committee work.

Future Directions

While we are pleased with the trajectory of the administrative and financial changes over the past seven years, we do have a few items we intend to focus on improving and/or addressing in the next accreditation cycle. These include:

Formal Faculty Review of the MLIS Program Director

Just as the College implemented a revised process for evaluating the directors of schools and departments, we see value in having the MLIS faculty assess the work of the MLIS Program Director. This will likely involve an annual, anonymous survey sent by the SI Director asking about the Program Director's performance in the following areas (as aligned with the mission and goals of the program):

- Provision of services to students;
- Provision of leadership for faculty;
- Advancement and representation of the Program in the field; and
- Fulfillment of required reporting and documentation for the College, university, and external professional bodies.

We anticipate the first survey will be sent in Fall 2024.

Faculty Physical Space

Limited space is a perennial issue for almost any university, particularly during times when capital budgets and projects are cut or on hold. Thus, it is no surprise that space is a continual challenge in SI since we are growing in terms of programs and faculty and staff. In the short term, we are considering a couple of ways to ameliorate space challenges stemming from future growth:

- Shared offices - Several faculty come to campus far less frequently than others (for committee meetings, to meet with students, or for faculty meetings, for example). It seems reasonable to work out a plan with these individuals that might include sharing an office. Early stages of this have already been implemented.
- Repurposing of GA space – Because the program is online, most students prefer to work remotely. Those students who are on campus could be flexible in terms of using other spaces in SI (e.g. CIS 2020, if not in use).

More long term, SI will need to work in conjunction with CAS in articulating its needs so that we can agree on a plan for future physical resource support. Any long-term plans will necessarily need to take into account our primary focus on delivering accessible, high-quality programs.

Evolution of Online Education

Future online course development demands will be continually evaluated as faculty find new or innovative ways to deliver quality courses online. Additionally, the InEd online course metrics [described in Chapter Two](#) may require additional training and/or equipment to maintain our current high-quality online course delivery. Faculty and staff must remain fully competent and up-to-date on using the full range of resources available for distance learning, including the use of course management tools and multi-media presentation creation software, such as Adobe Captivate and Camtasia Studio. Likewise, it is essential to be able to teach students how to use and incorporate these applications into their professional roles, requiring either access to the resources through other units at the University (InEd, for example) or acquiring it for use in the School's own computer labs. These changes may necessitate increased technology budgets and more professional development training opportunities for faculty and staff.

Synthesis and Overview

The USF School of Information is invested in interdisciplinary approaches to better understand the complexities, innovations, and challenges of a global and technologically complex information society. We are interested in impacting how people interact with information and technology, and the knowledge, tools, and processes that empower people in a variety of contexts at micro and macro levels. Our core values include:

- Advocacy and promotion of intellectual freedom, literacy, and information access;
- High-quality, accessible educational programs that prepare leaders in the discipline;
- Bridging the gap between research and practice by generating new knowledge, processes, and tools geared toward understanding and improving the role of information in people's lives; and
- Meaningful collaborations with community partners.

The MLIS program is an essential part of the School of Information. Through our [Program Level Learning Outcomes](#) and the teaching, research, and service of the faculty and staff, we work to fulfill the vision and mission of SI, CAS, and USF. The very core of the program is our students and how we can help them to make an impact in the field of library and information science.

Overview of Accomplishments

This self-study has hopefully demonstrated our dedication and successes in meeting the standards set out by the ALA Committee on Accreditation, but we want to reiterate a few of the achievements for which we are most proud. In the portfolio assessment process, we ask our students to construct a narrative around the Program Level Learning Outcomes, demonstrating how the curriculum of the MLIS program has helped them achieve these goals. As such, we found it fitting to structure what we see as our own accomplishments around these Outcomes:

Goal I: Leadership and Innovation

We ask that our students become innovative, ethical, problem-solvers able to lead and manage through communication, collaboration, and reflection. Likewise, we feel like the evidence of our faculty and student involvement in professional organizations demonstrates how we work with our colleagues and communicate knowledge that can advance the field. Chapters [Three](#) and [Four](#) in particular highlight the numerous service roles taken on by our faculty and students. Additionally, we find that reflection is one of the keys to ensuring our curriculum continues to meet the needs of a changing profession. The direct actions taken as a result of feedback from our students and our Advisory Council, such as the addition of electives, the revision of technology courses, and the commitment to adding faculty who are experts in their areas of interest, show how well this reflection can impact the program.

Goal II: Systems and Services

Our second goal – that students understand the systems and technologies that facilitate the management and use of information resources to serve the diverse needs of users is directly demonstrated by our own programmatic strategic planning processes. The willingness of our faculty to try new ways of analyzing data (e.g. the core course reviews and the surveys on surveys discussed in [Chapter Two](#)), as well as the commitment to a regular cycle of evaluation and assessment at multiple levels, outlined in [Chapter One](#), show that we not only teach how information resources can impact actions, but also readily apply this knowledge in our management of the program.

Goal III: Knowledge Representation

We aim to prepare students in such a way that they are proficient in the theory and application of skills essential for knowledge representation in evolving technology environments,

in any chosen area of specialization. [Chapter Two's](#) discussion of our curriculum and how much we emphasize the revision of courses, creation of new electives, and alignment of content with professional standards, demonstrates our commitment to ensuring our students can succeed in their chosen areas of specialization. Our enhancements to the advising process, including the addition of the Pathways for different information careers (discussed in [Chapters Two](#) and [Four](#)) show that we are willing to invest time and planning in aligning our goals with those of our professional colleagues.

Goal IV: Theory and Praxis

The critical grounding in theoretical perspectives that draw on research in LIS as well as other fields of knowledge, to inform our students' professional practices is also something we prize for our own faculty and staff. This includes the research, organization, management, and access to information of our program. The success that our faculty have in achieving grant funding and publications (detailed in [Chapter Three](#)) shows the positive influence this work is having on the field. Demonstrating how this research and work can directly impact professional practice is a highlight of our program.

Future Work

Just as we expect our students in their portfolios to explain how they will continue their professional education post-graduation, the MLIS staff and faculty aim to never rest on our laurels. Even while celebrating successes, we can recognize limitations and see areas of growth in the program. We have discussed several future directions in each chapter, but we also wanted to highlight two particular areas we want to prioritize in the coming years: alumni relations and employment data.

Alumni

While we have multiple means of contact with our alumni – many outlined in this document, such as the Advisory Council, meet-ups at professional conferences, virtual events, and informal communication – we also recognize that we could use a more regular way of interacting and tracking our alumni. Many schools have active alumni groups. We have had these in the past, but interest seems to have fallen in recent years. We hope to dedicate resources to encouraging graduating students and those already in the workforce to reform such a community. We also see this as a way to get better data from our alumni surveys.

Employment Data

One of the missing pieces of data we continually lament is the exact fate of our students upon graduation. While we have very general data on employment outcomes, we don't have specific information about what types of information institutions our students end up in and we have a hard time getting feedback from employers through the employer survey. We hope to explore different ways of accessing this information over the next several years.

Additional Challenges

We also recognize that our program and School do not exist in a vacuum. As the readers of this self-study are undoubtedly aware, the state of Florida is in the process of instituting several policies that may have an adverse impact on higher education, as well as the very field of libraries and information science. While we have little control over these laws, within the limitations presented to us, we hope to continue to emphasize the need for diverse viewpoints, freedom of information, and access, both within information institutions and beyond. Additionally, in today's world, one cannot escape news about the potentially seismic changes that technology may bring to our society: the artificial intelligence revolution and limitations of

work; threats to democratic rule that foretell increased limits on access; the dangers of surveillance and intrusion on privacy. Once again, these external events are mostly beyond the scope of our power to control, but we are not without the ability to plan for them.

Regardless of what comes, our program will continue to devote our time and resources to our students. Librarians and information professionals change the world every day by providing education, access, and empowerment to their communities. The changes in the world that are coming make this mission perhaps more important than it ever has been before.