

2009

Program Presentation Committee on Accreditation American Library Association



School of Library and Information Science
4202 E. Fowler Ave
Tampa, FL 33620
<http://slis.usf.edu>
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This Report Includes
University of South Florida
School of Library and Information Science
Program Activities from
2002 to the Present
Submitted:
January 12, 2009



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Name of Unit: School of Library and Information Science
Program Director: John N. Gathegi Ph.D.
Name of the Parent Institution: University of South Florida
Chief Executive Officer of the University: Judy Genshaft Ph.D., President
Chief Administrative Officer of the University: Judy Genshaft Ph.D., President
Chief Academic Officer of the University: Ralph Wilcox Ph.D., Provost
Program Director Reports to Dean of the College of Arts and Sciences: Eric Eisenberg Ph.D., Interim Dean
Institutional Accrediting Agency: Southern Association of Colleges and Schools
Program Seeking Accreditation: Master of Arts degree in Library and Information Science

Brief Description of the Program

The Master of Arts degree program in Library and Information Science at the University of South Florida is a 39-hour program of study. The program currently has 449 degree-seeking students. The program accommodates considerable flexibility for its students, who may, in conjunction with their program advisors, develop significantly individualized courses of study intended to meet the students' respective specific needs. With a required core curriculum of six basic courses, students are empowered to make knowledgeable decisions regarding other coursework based on their own particular interests.

Courses have been taught in various locations other than the Tampa campus, although the number of locations has been reduced in recent years due to the availability of online instruction. The program's goal is to offer both face-to-face and web-based courses that allow students to complete their degree program in approximately two years.

Summary of the Review Process

Preparation of the Program Presentation has involved an ongoing collaboration among the School's entire faculty and staff, its students and adjuncts, as well as the School's Advisory Council and selected alumni and employers in the library profession who have graciously given of their time to participate. The School has been continuously planning for the 2009 review in conjunction with a number of activities at the University level, such as the budgetary program review conducted in 2008, and the ongoing Compact Planning and Graduate Assessment Plans.

In fall 2007, a steering committee was formed to guide the accreditation efforts and produce the Program Presentation, with subcommittees appointed for each section of the Program Presentation. The steering committee is composed of the director and the chairs of each standard committee. The membership of these committees is described in the Organization of the Document (below).

Organization of the Document

This document generally follows the traditional organization for Program Presentations with a section covering each standard. The major sections are listed below, along with the subcommittees of the steering committee responsible for each.

- **Introduction:** Steering Committee – John Gathegi (Chair), Anna Perrault, Jim Carey, Cora Dunkley, James Andrews, Nahyun Kwon, Stephanie Maatta
- **Institutional Setting:** Anna Perrault, John Gathegi, Derrie Perez, Students: John F. Russell, Diana Loper, David Davisson
- **Mission, Goals, and Objectives:** James Carey, Anna Perrault (Co-Chairs), Linda Alexander
- **Curriculum:** Cora Dunkley (Chair), Diane Austin, Anna Perrault, Sonia Wohlmuth
- **Faculty:** James Andrews (Chair), Kathleen de la Peña McCook, Nahyun Kwon, Jungwon Yoon, Scott Simon, Kiersty Cox
- **Students:** Nahyun Kwon (Chair), Sonia Wohlmuth, Diane Austin, Maria Treadwell, Jungwon Yoon, Debra Slone, Andrea LaRochelle--Communications and Marketing Officer, Students: James Spring, Karen Murk, Elizabeth Williams
- **Administration and Financial Support:** John Gathegi (Chair), Vicki Gregory, Andrea LaRochelle, Dina Castellon
- **Physical Resources and Facilities:** Stephanie Maatta (Chair), Kiersty Cox, Maria Treadwell, Student: William Connolly; Alumni: Barbara Lewis
- **Synthesis and Conclusion:** Steering Committee

The Program Presentation consists of a print volume and a supplementary CD-ROM. The print volume comprises the text of the Presentation document. The supplementary CD-ROM contains the appendices to the various sections of the Presentation and includes documents or other information referred to therein. The CD-ROM also contains the curriculum vitae of regular and adjunct faculty members, along with a listing of the courses they have taught since the last accreditation visit. Thus, the text of the Presentation can be read from the print volume, with the supplementary CD-ROM opened to the accompanying data and documents. Duplication between sections has thereby been kept to a minimum, with the core documents, which appear only once in the supplementary materials, available to be referenced from any relevant section of the Program Presentation.

Another component to the organization of the Program Presentation is a list of websites and their accompanying URL's, containing further information or documentation relevant to the Program Presentation. This list can be accessed at <https://my.usf.edu/> (panel members will be provided with log-in information). In the case of web documents directly germane to a particular section, the URL is given within the section, as well as in the list. While the most important documents are contained in full-text format, either as a part of the narrative or in the appendices, those of a more peripheral nature are usually provided simply as web links or in on-site paper copies. Such documentation may be found also at <https://my.usf.edu/>.

In addition to the Program Presentation volume and the supplementary documents CD-ROM, collateral, but still germane materials, not printed in the volumes will be available on site. These include class syllabi, Faculty Council minutes, committee documentation, focus group transcripts, fieldwork reports, student papers and independent study reports.

Institutional Setting

Parent Institution

The University of South Florida (USF) is one of the nation's top 63 public research universities and one of 30 community-engaged public universities as designated by the Carnegie Foundation for the Advancement of Teaching. USF is the 9th largest public university in the nation and one of only three Florida public universities classified by Carnegie in the top research universities.

During the academic year of 2006/2007, USF was awarded more than \$300 million in research contracts and grants, offered 219 degree programs at the undergraduate, graduate, specialist and doctoral levels, including the doctor of medicine, and awarded over 9,200 degrees. The University has a \$1.6 billion annual budget, an annual economic impact of \$3.2 billion, and serves more than 45,000 students on its combined campuses located in Tampa, St. Petersburg, Sarasota, and Lakeland. It is a member of the Big East Athletic Conference and was recently ranked by the *Princeton Review* as 17th among all schools for diversity.

In fall 2008, USF launched our institutional *College Portrait*[™], intended to provide prospective students, parents, guidance counselors, and other stakeholders with access to basic, comparable information about student characteristics, costs, student experience and learning outcomes. USF's portrait is now available at: <http://www.acad.usf.edu/Accountability/VSA/University-of-South-Florida-VSA.pdf>.

In its Mission Statement, USF dedicates itself to excellence in:

- Student access and success in an engaged and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities,
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

USF's strategic priorities include:

- 1) *Community Engagement*, which focuses on service learning, strategic partnerships, research, healthy communities, and economic development;
- 2) *Global Literacy and Impact*, which focuses on global understanding and solutions, foreign language proficiency, study abroad, and a globally competitive environment;
- 3) *Integrated and Interdisciplinary Inquiry*, which focuses on multi-disciplinary partnerships, collaboration, relevance of research, problem solving, and transforming learning;

4) *Research and Innovation*, which focuses on new knowledge, basic, applied, and translational research, competitive awards, and an undergraduate research experience; and

5) *Student Success*, which focuses on increased retention, learner-centered environment, demonstrated acquisition of knowledge, communication and critical thinking skills, and competency to synthesize and apply new knowledge.

One of USF's strategic priorities is community engagement and USF has attained Carnegie Classification as a Community Engaged and Research Intensive University. A Faculty Senate Ad Hoc Task Force (2005-2007) examined community engagement and produced reports on community engaged scholarship, community engaged curricular activities, and community partnerships. This task force is now charged with:

- The development of a university-wide commitment to engagement;
- The identification of necessary policies, strategies, priorities, procedures and structures needed to create the institutionalization of Community Engagement activities throughout USF.

Another strategic priority is *Integrated and Interdisciplinary Inquiry*. In fall 2008, three signature interdisciplinary research programs were announced by President Genshaft – Sustainable, Healthy Communities; Integrated Neurosciences; and Diabetes and Autoimmune Disorders – all built upon USF's strengths and promise to assist with the USF goal of becoming one of the nation's leading research institutions. For full information on the University's Strategic Planning Process, visit <http://www.ods.usf.edu/Plans/Strategic/>.

The School's alignment with the University's goals and strategic priorities is discussed in the Standard I section below.

Brief History of the School

The School is currently administratively located in the College of Arts and Sciences and physically located in the Communication and Information Sciences Building, but there has been a long path of physical and administrative moves and modifications to get to where the School is today.

The USF Library and Information Science Program had its beginnings in academic year 1961-1962 in the School Library/Audiovisual Certification Program in the University's College of Education. (At that time all Florida universities were allowed to have such a certification program without specific state authorization.) At that time, the USF College of Education was not departmentalized and joint upper-level undergraduate programs were arranged within the curriculum areas of the College, and, if necessary, in conjunction with various discipline areas of other USF colleges. An undergraduate program composed of two tracks, 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. In 1964, the library science courses were taught by Mrs. Florence Cleary, who was the former Chairman of

the Library Science Department at Wayne State University, and by a number of adjuncts. In 1965, Dr. Alice G. Smith was appointed as the first Chairman of the Library Science Program and the Library Science/Audiovisual Education program became a department within the College of Education with an authorization for offering an undergraduate program for school library certification. A master's program in school librarianship only was first offered in 1965-1966, with 17 students enrolled.

When first organized in 1965-66, the Department was housed in a windowless former storeroom (with only one door and a single electrical outlet) on the fourth floor of the Physics Building. In the fall of 1966, the Department was moved to the new Physical Education classroom building where it enjoyed its first faculty offices, a small switchboard, and a reception area for students. By 1968, the Department had five full-time faculty members and was moved yet again to a suite of offices located on the top floor of the Business building.

In April 1970, the Florida Board of Regents approved the establishment of a comprehensive, across-the-board graduate library science program at the master's level. In 1975, the Program was first accredited by the American Library Association and has enjoyed continuous ALA accreditation since then.

In 1981, the program underwent a successful re-accreditation by the American Library Association. The site team recommended that the program be designated as a School rather than a department – a recommendation that was implemented in 1985. At that time, the program was designated as the School of Library and Information Science and the chairperson's title was changed to Director.

In September 1991, the College of Education submitted a budget reduction plan, which recommended replacing the School of Library and Information Science with a program in instructional technology. The Dean of Education noted that, in his reduction plan, that resources available to the reconfigured program would be minimal and accreditation would most likely be lost. It was the Dean's perception that the School would have difficulty meeting recommendations by the American Library Association Committee on Accreditation and that funds would be better spent elsewhere in the College. The Faculty of the School met and initiated a campaign amongst alumni that led to the administration's reconsideration of these decisions. The campaign was successful in that the University solicited an external review of the LIS program.

On December 10, 1991 the external review team, consisting of three Deans of Library and Information Science programs and the Director of a major urban Florida library, submitted their evaluation. Their finding included:

- The program was cost effective;
- Although the most poorly funded of accredited programs in the Southeast, the School was among the top four in production of credit hours and graduates;
- Statewide needs through 2000 were for twice the graduates being produced by Florida library and information science programs;
- Organizational and curricular changes would permit the School an expanded scope.

During the spring of 1992, the USF administration reviewed the consultants' reports and the faculty of the School developed a plan to address problems identified, including hiring a prominent new director, which was accomplished in 1993 with the hiring of Kathleen de la Peña McCook.

On April 1, 1993, the School became the Division of Library and Information Science in the College of Arts and Sciences and was attached to the Department of Mass Communication for the first year. In 1994, it obtained independence from Mass Communication and became, once again, the School of Library and Information Science, a department in the College of Arts and Sciences.

In 1995, the School underwent its fourth re-accreditation review. That report specifically mentioned the need for an additional staff position. During the course of the summer and fall semesters of 1999, the School was awarded four new faculty positions, the position of associate director was created, and a program assistant was added to the office staff. One of the faculty positions was allocated to an instructor who would assist the faculty in developing web-based distance education.

During academic year 2000-2001, discussion began concerning the creation of a new college of professional studies. S. David Stamps, then Dean of the College of Arts and Sciences and later Provost and Executive Vice-President of the University of South Florida, initiated discussions with the Directors and Chairs of the professional programs during the summer of 2000 about the possibility of such a college. Then, throughout the year, more meetings were held both with the Directors and Chairs only, and with administrators such as the Dean and Associate Deans of the College of Arts and Sciences and the Provost of the University. More specific details about the programs to be included and plans for the creation of such a college took place at these meetings. Provost Stamps came to a faculty meeting at the School on May 3, 2001 to discuss plans for the new college with the faculty. Due to statewide budget problems, the Provost, in October 2001, reluctantly dropped the proposal as being not financially feasible at that time.

Since the 2002 re-accreditation, there have been three deans and one acting dean of the College of Arts and Sciences. The most recent dean resigned in May 2008 after two and a half years in the position. An Interim Dean, who is from the Department of Communications in CAS, has been appointed through 2009/2010.

The fiscal situation of the state of Florida began to deteriorate in 2007 due to the housing bubble, a change in the state property tax laws, and other factors in the U.S. and global economies. Faced with a \$35 million budget shortfall for the University in 2008-2009, the administration began to plan for re-alignment and reductions necessary to operate with such a drastic reduction in funding. In fall 2007, the Provost appointed a task force charged with examining all academic programs and making recommendations that could be used for re-alignment. The Provost left USF to become President of another university in January 2008 and an interim Senior Vice-President and Provost was appointed. A plan was put forth in late spring to transfer and/or merge several departments in the College of Arts and Sciences by fall 2008. Only parts of the plan were

put into effect by fall 2008. At present, SLIS is still a department in the College of Arts and Sciences and placed within the School of Liberal Arts and Social Sciences (SLASS). More information on the School's budget is contained in Standard IV.

One of the pieces of the university reorganization has been with regard to distance education. In 2008, a new University unit for Distance Learning was created within the existing Division of Educational Outreach. All web-based distance education is now under the Distance Learning unit and the Administration imposed, for the first time, a University distance-learning fee. The new unit has resulted in greater support for technological assistance for both faculty and students. So far, the School's receipt of distance education fees has remained the same. The Director of Distance Learning has no role in the curriculum or decisions on which courses are scheduled for distance learning. Distance Education is discussed below and in several sections of the Program Presentation including Curriculum and Students.

Distance Education

Until the advent of web-based course delivery, USF SLIS conducted distance education mainly through faculty travel to distance sites. Courses were offered at USF branch campuses in Lakeland, Sarasota and Fort Myers. Courses for the East Coast were offered in different locations in Dade, Broward, and Palm Beach Counties. During the latter half of the 1990s and through 2005, the School expanded its distance education offerings throughout Florida. The School offered courses in Southwest Florida (Collier and Lee Counties) from 1989 to 2004 (The USF campus in Fort Meyers became a separate university, Florida Gulf Coast University in 1997. Courses have been offered in several Central Florida sites including Orlando, Gainesville, Cocoa Beach, and Satellite Beach, in addition to the USF campus in Lakeland (the Lakeland Campus was designated as "USF Polytechnic" in 2008). Classes were also offered in Jacksonville, the northernmost location.

The sites were usually begun because libraries in an area requested that the School offer courses and support was provided for the program with classroom space and recruitment initiatives. As the need for new librarians in an area began to subside, the enrollment would begin to drop off--a typical pattern. Recently, the number of off-site locations has been reduced from 26 in 2006 and 2007 to 19 in 2008 because faculty resources have gone into developing and delivering web-based courses and enrollment was not supporting many of the sites. At the same time, web or blended courses have increased from 58% in 2006 to 71% in 2008.

East Coast Classes

Miami-Dade, Broward, and Palm Beach counties contain almost 30% of Florida's population and geographically distant from the two ALA accredited schools in Florida. USF realized the opportunities that taking the SLIS program to those underserved areas presented for growth of the program. The School has provided the Master's program continuously on the East Coast of Florida since 1978, with students being able to take the courses required for their Master's degree through classes delivered at East Coast locations. All courses were offered at sites on the East Coast until, in recent years, many students began taking web only or blended elective courses in

Tampa. However, East Coast students have never been restricted to taking courses only on the East Coast.

The first East Coast classes were held in the fall of 1978 on the campus of Florida Atlantic University (FAU) in Boca Raton. Initially, to ensure a quality program, all courses were taught by regular USF faculty without any adjuncts.

From 1985 to 1993, Dr. Henrietta M. Smith, a full-time regular USF faculty member, was designated as the Coordinator of USF's East Coast classes and both advised students and taught classes in Broward County, Ft. Myers, Tampa, Sarasota, and St. Petersburg. She retired as Professor Emerita in 1993, but has continued to teach on a regular basis on the East Coast. Maria Treadwell was hired in fall of 1993 as the part-time assistant director for the East Coast. Maria Treadwell has been responsible for advising students, assisting them in the admissions process, assisting the School in the scheduling of classes in that area, and assisting the adjuncts hired for East Coast classes. Maria Treadwell's position was upgraded to full-time in 2006.

Pasco and Pinellas Counties

In academic year 1998-1999, the University of South Florida began a Pasco County initiative, based initially at Pasco-Hernando Community College, and later at another site in North Pinellas County at Palm Harbor University High School. The School received financial assistance from the university to participate in the Pasco program, which included money for adjuncts, graduate assistants, and expenses of approximately \$100,000 per year. After several years, courses at these sites were not continued. In summer 2008, SLIS began offering courses in Pinellas County again in cooperation with The University Partnership Center (UPC) of St. Petersburg College. The UPC is the first of its kind in Florida and one of only a handful nationwide. The University Partnership Center provides partnerships, educational programs, an interactive "hub" for delivering instruction, and student learning resource support services. Many universities and colleges in Florida deliver courses through the UPC (<http://www.upcspc.com/about.htm>).

The School's International Collaboration and Program Expansion

In keeping with the global vision of the University, the School has worked toward expanding the Master's degree program internationally. In 2005, the School (University) entered into an agreement with the College of the Bahamas to provide the master's program in Nassau. Two courses a semester were offered either on-site or blended. In summer 2007, all but one of the nine students was in residence in Tampa with fieldworks in libraries in the Tampa Bay region. A graduation party was held in Tampa for the eight students. (An additional student had a summer internship in a medical library and also graduated in summer 2007).

In 2007, the School signed a collaborative agreement with the Graduate School of Information and Communications at Shih Hsin University in Taiwan. This agreement was later upgraded to a university-to-university level agreement between the University of South Florida and Shih Hsin University (See Appendix GA.0). In November 2008 the School's director visited Shi Hsin University, where he met with various university officials, including the President of the University. In China, he met with faculty and administrators of the Faculty of Information Management at Sun Yat-Sen University in Guangzhou. In December 2008, he also met with the Director of International Affairs and the Dean of the Faculty of Library and Information Science at the University of Social Sciences and Humanities, which is a part of the Vietnam National University in Ho Chi Minh City. Also, the School plans to continue initiatives in the Caribbean and sends a representative to meetings of the Association of Caribbean University, Research and Institutional Libraries (ACURIL) annually.

The School continues to be involved in the University's global initiative. The School's director, Dr. John Gathegi and another faculty member, Dr. Derrie Perez, have been asked to join the USF World Initiative Task Force that will report directly to the President on USF's global initiatives.

The School's director chairs the Africa Initiatives Group, a meeting of faculty with research interests in Africa. As part of this group's efforts, USF and the University of the Cape Coast (UCC) in Ghana entered into a collaborative agreement for faculty and student exchanges. The USF University Library has already designed a portal that allows faculty and students from UCC to access open access resources at USF. The Africa Initiatives Group has strong support from both the Provost and the President.

Current Status

The Master's degree in Library and Information Science is currently a 39 hour program, having been expanded from 36 hours effective summer semester 1999. Effective summer semester 2000, two additional core courses were added to make a total of 6 required courses: Foundations of Library and Information Science, Basic Information Sources and Services, Technical Services or Information of Knowledge I, Research Methods in Library and Information Science, Collection Development and Maintenance, and either Introduction to Library Administration or

Organization and Supervision of the School Media Center. Information Science for Librarians was made an alternate to the Foundations course in 2008. All students are required to pass the School's comprehensive examination prior to graduation. More information about the curriculum can be found in Curriculum Standard II.

Admissions policies were revised in 2006. The minimum GPA for admission changed from 3.00 to 3.25 on upper division undergraduate courses and the GRE is now required only for those not meeting the GPA minimum. More information on admissions policies and enrollment is in Student Standard IV.

The School currently has a faculty of 17, which includes 2 professors, 4 associate professors, 5 assistant professors, and 5 instructors with one assistant professor position currently being advertised. In addition there are two faculty members on phased retirement (half-time). In 2008/2009 there is a visiting assistant professor. Additional information about the faculty can be found in Faculty Standard III.

The administrative staff includes a director, a communications/marketing officer, an office manager, an academic program specialist, a receptionist, and an assistant director on the East Coast. Additional information about the administrative structure of the School is included in the Administrative and Financial section Standard V.

Standard I - Mission, Goals, and Objectives

The first few pages of this section will provide a listing of the School's mission, goals, objectives, and student learning outcomes, followed by an overview of the School's planning processes, including a review of the previous planning cycle, a summary of ongoing planning activities, and a description of activities being conducted in the current planning cycle.

The School's Mission, Goals, Objectives, and Student Learning Outcomes

STANDARD: *A School's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve.*

Mission

The mission of the School of Library and Information Science is to educate students for careers and leadership roles in library and information professions that serve the needs of a culturally diverse, technological society; to contribute to the body of theoretical and applied knowledge in the discipline; and to serve current and emerging needs in the University, the community, and the profession.

Goals and Objectives

The goals and objectives are broken into the three academic anchors of teaching, research, and service. These three goals are primarily statements of expectations for the faculty in SLIS. Expectations for students in SLIS are largely covered in the listing of student learning outcomes that follows the goals and objectives. Programmatic expectations are described in the strategic initiatives that follow the student learning outcomes.

Goal I. Teaching Students master the body of theory, knowledge, and skills held essential to function as effective library and information professionals.
Objectives
A. Faculty are effective in teaching and are productive in the School's curriculum and student advisement responsibilities.
B. Faculty use current technologies in their teaching and include technological content appropriate for subject areas and specializations covered in their courses.
C. Faculty incorporate the core professional values and competencies appropriate for subject areas, specializations, and user populations covered in their courses.
D. Faculty integrate current theoretical and applied knowledge of the discipline into course content.

E. Faculty assess course outcomes and use assessment information for continuous course improvement.

Goal II. Research Faculty and students work within their University, community, and profession to describe, synthesize, create, and disseminate knowledge about the creation, management, structure, and use of information in our society.

Objectives

A. Faculty develop and carry out an individual and/or collaborative agenda of research and creative activities in the foundations and practices of the discipline.

B. Faculty disseminate the products of research and creative activities through publication and presentation in local, state, national, and international forums.

C. Faculty seek external funding for supporting programs in teaching, research, and service.

D. Faculty mentor students and/or collaborate with students in the evaluation and production of research and creative activities.

Goal III. Service Faculty and students provide service to the School, the College, the University, and the profession; and to local, state, national, and international communities.

Objectives

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 constituencies.

C. As engaged members of society, faculty apply professional expertise to improve community life.

D. Faculty mentor and/or collaborate with students in serving the University, the profession, and the community.

E. Students participate in appropriate service activities in the University, the profession, and the community.

Student Learning Outcomes

The student learning outcomes provide a guide for the knowledge and skills that are taught and assessed in the core curriculum. Each of the six outcome areas is parallel to one of the six core courses, but most of the outcomes are also covered in other core courses as well as elective courses. (See Tables I-1 and I-2 following the list of student learning outcomes.) These student learning outcomes are considered to be a necessary foundation of knowledge and skills, but are not sufficient content for a robust master's degree program. All students acquire a multitude of

additional knowledge and skills in their core courses, in their selection of elective courses, in their experiences in the field, and through their participation in the community of faculty and peer scholars.

Student Learning Outcomes

A. Professionalism

1. Students will describe the roles of professional organizations in librarianship and become active members of professional organizations.
2. Students will describe and apply standards developed by professional organizations.
3. Students will describe the disciplines with which library and information science shares its core theoretical foundations.
4. Students will locate and use professional literature appropriate for the field of library and information science.

B. Information Services

1. Students will analyze the information needs of all clients.
2. Students will identify appropriate information resources to meet specific requirements and will be able to make resources accessible for all clients, including those with special needs.
3. Students will use theories of information organization and access and apply effective search techniques to retrieve specific items of information from print and electronic sources.
4. Students will describe the current and future impact of developing information technology on Information/Reference services.
5. Students will evaluate information-retrieval systems in relation to user needs and information-seeking behaviors and cooperative library networks.

C. Information Systems

1. Students will describe theories of information organization and intellectual access, including relevant national and international standards.
2. Students will use theories and demonstrate methods of data analysis, including thesaurus creation, indexing, classification, and subject analysis.
3. Students will use cataloging tools and bibliographic utilities to create bibliographic records.

D. Collection Management

1. Students will describe the need for and impact of collection management policies in relation to collection development and technical services.

2. Students will identify and assess the specific information needs of user groups in the community and use that information to write a collection development policy.

3. Students will identify, select, evaluate and plan for acquisition of resources in all formats to meet information needs of users.

4. Students will describe economic and technological trends in the information industries for the acquisition, licensing, and access to resources in all formats, including resource sharing

5. Students will describe basic preservation activities for ensuring continued access to information in the most appropriate format.

E. Leadership and Management

1. Students will use strategic planning processes to guide the direction and progress of an organization.

2. Students will develop plans for organizing personnel and resources for accomplishing organizational goals and objectives.

3. Students will develop plans for funding and marketing programs and services.

4. Students will develop plans for evaluating and monitoring progress on organizational processes, programs, and products.

F. Research

1. Students will describe the difference between research literature and professional literature.

2. Students will describe applications of quantitative and qualitative research methodologies in library and information science.

3. Students will evaluate research literature on the critical factors of reliability, validity, scholarly authority, and relevance to issues in library and information science.

4. Students will identify opportunities for research and develop plans for research in applied settings in library and information science.

Coverage of the student learning outcomes in the School's core courses is illustrated in Table I-1, and coverage is illustrated in Table I-2 of student learning outcomes in selected elective courses that are currently being taught or have been taught recently.

**Table I-1
Coverage of Student Learning Outcomes in Core Courses**

Student Learning Outcomes	LIS 5020 Foundations	LIS 6260 Info. Science in Librarianship	LIS 6271 Research	LIS 6409 Management	LIS 6455 SLM Management	LIS 6511 Collection Development	LIS 6603 Information Sources & Svcs.	LIS 6711 Organization of Knowledge I	LIS 6735 Technical Services
A. Professionalism									
A.1	X	X	X	X	X		X		
A.2	X	X			X	X	X	X	X
A.3	X	X	X						X
A.4	X	X	X	X	X	X	X	X	X
B. Information Services									
B.1	X		X	X	X	X	X		
B.2				X	X	X	X	X	
B.3	X	X	X	X	X		X	X	X
B.4	X	X			X		X		
B.5			X		X		X	X	X
C. Information Systems									
C.1	X	X						X	X
C.2								X	X
C.3								X	X
D. Collection Management									
D.1	X				X	X			X
D.2					X	X			X
D.3					X	X			
D.4	X				X	X			X
D.5	X				X	X			
E. Leadership and Management									
E.1				X	X	X			
E.2				X	X	X			
E.3			X	X	X	X			
E.4			X	X	X	X			
F. Research									
F.1	X	X	X		X		X		
F.2	X		X					X	
F.3	X		X					X	X
F.4	X		X		X				

**Table I-2
Coverage of Student Learning Outcomes in Selected Elective Courses**

Student Learning Outcomes	LIS 5315 Instructional Graphics	LIS 5333 TV in Schools and Libraries	LIS 5937 Information Srcs. in Business & Law	LIS 6110 History of Libraries	LIS 6206 Adult Services in Libraries	LIS 6303 Preparing Instructional Media	LIS 6445 Seminar in Public Libraries	LIS 6463 Library Networks and Systems	LIS 6464 Library Sys. Analysis & Planning	LIS 6472 Seminar in Special Libraries	LIS 6475 Health Sciences Librarianship	LIS 6542 Curriculum and Instr. Technology	LIS 6564 Materials for Children	LIS 6565 Books & Mat. for Young Adults	LIS 6609 Online Information Sys. and Sources	LIS 6610 Information Sources Humanities	LIS 6620 Information Sources Soc. Sciences	LIS 6630 Information Sources Sci. Tech.	LIS 6661 Government Documents	LIS 6724 Class. & Catalog of Non-Book	LIS 6745 Organization of Knowledge II	LIS 6946 Supervised Fieldwork	LIS 6946 Supervised Fieldwork SLM	
A. Professionalism																								
A.1							X	X	X		X	X	X	X	X						X			X
A.2	X	X					X	X	X		X	X	X	X					X	X	X	X	X	X
A.3	X					X	X	X	X	X	X	X												
A.4	X	X			X	X	X	X	X	X	X	X	X	X	X			X	X	X	X			
B. Information Services																								
B.1	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B.2	X	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X			X	X	
B.3	X	X	X	X	X		X	X		X	X			X	X	X	X	X	X	X	X			X
B.4	X	X	X					X	X	X	X			X	X	X	X	X	X					
B.5	X	X	X	X				X	X	X				X	X	X	X	X	X	X	X			
C. Information Systems																								
C.1	X	X						X	X	X	X								X	X	X			
C.2											X				X			X		X	X			
C.3																				X	X		X	
D. Collection Management																								
D.1			X	X	X		X			X	X			X	X	X	X	X	X					X
D.2			X		X					X	X		X					X						
D.3					X		X			X	X		X	X	X									X
D.4				X			X	X	X	X	X	X		X	X	X	X	X	X					
D.5		X		X					X					X		X	X	X	X					
E. Leadership and Management																								
E.1					X		X		X	X	X							X						
E.2					X		X		X	X	X	X			X			X				X	X	X
E.3							X		X	X	X				X			X						X
E.4							X		X	X	X	X			X			X				X		
F. Research																								
F.1	X	X		X						X						X	X							
F.2									X															
F.3	X	X	X	X	X				X															
F.4	X	X	X	X					X	X	X		X	X		X	X							

Strategic Initiatives

In addition to its goals, objectives, and student learning outcomes, the School has identified six strategic directions for maintaining its long-term viability and vitality as an academic program and ensuring its relevance in a discipline as dynamic as library and information science. The six strategic initiatives are diversity, international linkages, planned growth, distance learning, community engagement, and the undergraduate program. These initiatives are mature efforts with a history of results. An overview of the six initiatives is included in this part of the program presentation while details are found in other relevant sections of the Program Presentation.

Diversity: Increase diversity of the faculty and student population.

In 1995, the Committee on Accreditation asked the School to address the area of minority recruitment. This area was addressed to the Committee's satisfaction in the 1996 and 1998 Biennial Reports with an additional follow up in the 2000 Biennial Report. The focus on diversity engendered by that 1995 request brought recognition to the School in the form of the 2000 REFORMA Library School Excellence Award and the commitment to diversity pervades the life of the school to this day. Recent highlights of the School's accomplishments in increasing the diversity of the faculty and student populations include:

- The hiring of two African-American female tenure-track faculty members in 2002 (Dunkley) and 2005 (Slone).
- The hiring of two Asian female tenure-track faculty members in 2002 (Kwon) and 2006 (Yoon).
- The hiring of an African-American male Director (Gathegi) in 2007.
- Promotion to Associate Professor and awarding of tenure for Dunkley and Kwon in 2008.
- The IMLS "EL SUN" grant recruited three African-American and ten Hispanic students into the master's degree program.
- The IMLS "AL STARS" grant recruited six diverse students into the master's degree program.
- The SLIS cooperative program with the College of the Bahamas resulted in award of the master's degree to 8 diverse students.
- High levels of faculty participation and conference presentation in REFORMA, JCLC, RNC I and II, APALA, and BCALA.
- Sustained record of active faculty research and publication on diversity issues.

Additional details of the School's efforts in this strategic initiative are described in Standards II, III, and IV.

International Linkages: Provide access by international students to the SLIS master's degree and encourage faculty participation in international scholarship and service.

Recognizing that the telecommunications revolution has enabled a global information society, the School would indeed be short sighted to ignore the possibilities for collaboration with institutions in the Caribbean, Central, and South American neighborhoods, as well as

opportunities for global collaboration. The School's international linkages initiatives are detailed in the sections on Institutional Setting and Standards III and IV.

Planned Growth: Promote growth in student enrollment to secure new programmatic resources and support new programmatic opportunities, while maintaining the quality of the master's degree program.

In the face of current funding realities and state-level priorities in Florida's university system, one key to maintaining current levels of programmatic resources is growth of student credit hour productivity; and increasing resources is simply not possible without such growth. Uncontrolled growth, however, places burdens on faculty and staff and brings programmatic quality into question. The School was able to maintain a controlled pattern of growth in both productivity and accompanying resources until the 2006 academic year when economic conditions in Florida caused growth in most graduate academic programs to level off, but efforts in program promotion and recruiting have been redoubled and are continuing. Details of programmatic growth in productivity and resources are provided in the sections on Standards III, IV, V, and VI.

Community Engagement: Seek opportunities for engagement in theoretical, practical, professional, and ethical problems within the University's regional sphere.

The School and the University are members of an urban region encompassing about 3,000,000 inhabitants. Universities have traditionally been "learning laboratories" for the community, but, to be a relevant community partner, the university must assess opportunities for learning from the community. Working and conducting research in the community to solve practical, professional, and ethical problems brings an element of authenticity to the academic programs that cannot otherwise be achieved. As a professional school, SLIS, since its inception, has valued community engagement, and now USF is officially recognizing that value by placing greater weight on service and community engagement in promotion and tenure criteria. Faculty members routinely blend community and professional service in responding to requests from community library agencies for consultation and in-service workshops. Additional details of community engagement are included in the section on Standard III of this presentation.

Distance Learning: Use telecommunications technologies to enhance the student learning experience and facilitate access to the master's degree program.

The School continues its efforts to integrate distance learning into all aspects of program delivery and has capitalized on the advantages of distance education to enable outreach to students through course offerings in web-based and off-site venues. Resulting opportunities have included:

- Increased participation by distance learners in new-student orientations,
- Increased participation by distance learners in the community of faculty and peer scholars,
- Increased enrollment in web-based instruction,
- Increased state-wide presence in library education,
- Increased access to the master's program for non-traditional, underserved and unserved student populations,

- Increased access to the master's program for minority students, and
- Increased access to the master's program for international students.

The current distance learning plan includes coordinated efforts to (a) maintain strong programs in the School's branch campuses, on the East Coast, and off-campus teaching sites, (b) solidify infrastructure for continued growth targeting web-based delivery, and (c) continue to research and develop opportunities for expanding distance learning through new and advanced delivery technologies. Additional information on the distance learning initiative is provided in the sections on Institutional Setting and Standards II through VI.

Undergraduate Program: Assess and respond to the University's needs for undergraduate instruction in information studies.

Although it is not under review in the present re-accreditation process, the SLIS undergraduate program has had a positive impact on the SLIS and its masters program in several ways. First, it has significantly increased visibility of the School within the College and the University. Students from a variety of undergraduate majors take SLIS undergraduate courses, and advisors in other departments are quick to recommend these courses to their students. Second, the technology needs of the SLIS undergraduate courses have helped SLIS to justify periodic computer laboratory updates. Third, as the SLIS continues to expand its recruitment efforts, especially toward minority students, the SLIS undergraduate program is beginning to provide a good source for reaching students who would not otherwise have considered librarianship as a career. The undergraduate program began this review period in 2002 with five instructors, but lost one in 2006 (Ariew) and another in 2007 (Smith), neither of whom was replaced. The decrease in staff for undergraduate instruction has curtailed, but not halted, progress on outreach and curriculum development. Additional information on the undergraduate program is presented in the Faculty WIKI that can be accessed through the SLIS ACCREDITATION Organization in Blackboard.

The School's Planning Process

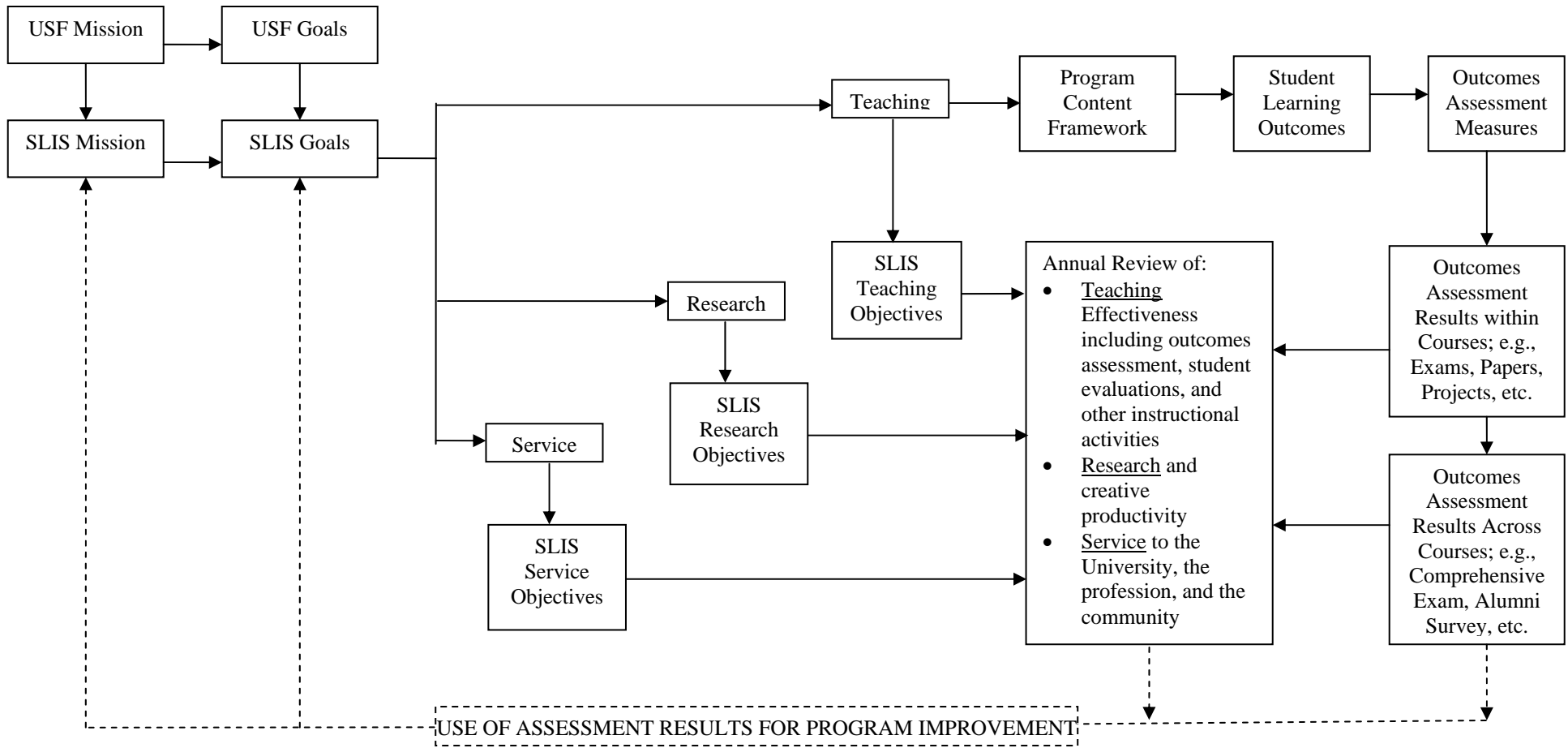
The previous planning cycle: 1998-2002

In 1997, the Provost at USF appointed a cross-disciplinary task force (the Committee on the Importance of Teaching) to consider the evaluation of teaching. The Committee identified four principles that would help to guide the assessment of quality teaching, and all four of the principles related directly to the concept of outcomes assessment; that is, an assessment system that includes defining programmatic outcomes, measuring programmatic effects, and applying results for programmatic guidance and improvement.

In 1998, USF was selected to participate in the Harvard Challenge Grant project on "Innovations in Faculty Work Life." The University decided to use the Harvard Grant to build on the efforts and recommendations of the Committee on the Importance of Teaching, and the School was selected to participate in the Challenge Grant through a pilot study process on alternate measures of teaching effectiveness. The School used the pilot study opportunity to go beyond the narrow

charge to the participants and develop and implement an outcomes assessment model for revising the School's mission and graduate program goals and objectives. The outcomes assessment model developed by the School is displayed in Figure I-1. The feedback cycle depicted by the dotted lines in the model emphasizes the central role of iterative cycles in a continuous-improvement approach to planning.

Figure I-1
Model of Department-Level Outcomes Assessment Plan for Programmatic Goals in Teaching, Research, and Service



The main work in the School's previous planning cycle began in spring 1999 with the review of the existing mission, goals, and objectives. A new master's degree curriculum framework, included here as Figure I-2, was prepared at the same time to guide thinking about the core curriculum and how new student learning outcomes would be developed. The framework outlined six content areas with several topics for each and was viewed as outlining the knowledge and skills every student should master in the SLIS program. On the right hand side of the curriculum framework, the vertical threads of "Accepted Practices," "Emerging Practices, Trends, and Issues," and "Networks, Systems, and Technology," were to be viewed as infusing all six content areas.

**Figure I-2
Master's Degree Program Curriculum Framework**

GOAL I: TEACHING

To educate students to master the body of knowledge held essential for functioning as library and information professionals

GOAL AREA	OBJECTIVE AREAS			
A. Professionalism	1. Professional organizations	← ACCEPTED PRACTICES →	← EMERGING PRACTICES, TRENDS, AND ISSUES →	← NETWORKS, SYSTEMS, AND TECHNOLOGY →
	2. Professional standards and ethics			
	3. Core theoretical disciplines			
	4. Professional literature			
B. Information Services	1. Information needs			
	2. Information resources			
	3. Information search, retrieval, access			
	4. Impact of technology			
	5. Evaluating systems and networks			
C. Information Systems	1. Theories of organization and access			
	2. Theories of analysis and classification			
	3. Cataloging and bibliographic tools			
D. Collection Management	1. Policies			
	2. Needs assessment and user groups			
	3. Selection criteria and tools			
	4. Acquisitions and licensing			
	5. Preservation			
E. Leadership and Management	1. Strategic planning			
	2. Organizing personnel and resources			
	3. Funding and marketing			
	4. Evaluating and monitoring			
F. Research	1. Research and professional literature			
	2. Quantitative and qualitative methods			
	3. Evaluating research literature			
	4. Planning research			

A broadly based faculty and student participation and consensus process was begun in fall 1999 and goals, objectives, and student learning outcomes for the teaching mission were completed in spring 2000. Work on goals and objectives for the research and service missions was begun in fall 2000 and completed in spring 2001. A draft version of the School's new mission, with programmatic goals and objectives, was then prepared for review by students, practitioners, alumni, employers, and the School's Advisory Council in spring 2001. The result of the planning cycle was a completely revised programmatic mission, and new goals, objectives, strategic initiatives, and student learning outcomes. The planning documents were published on the Schools web site, in the USF Graduate Catalog, and in the Program Presentation for the last COA re-accreditation.

The School has used the Curriculum Framework and the mission, goals, objectives, and student learning outcomes for curriculum planning, new student orientation, adjunct faculty briefing, and revision of the master's degree comprehensive examination.

Ongoing Planning Activities: 2002-2006

Planning must be an ongoing process as well as a periodic, prescribed process if a professional school is to be responsive to the needs of its constituency and the university of which it is a part.

Curriculum planning is always an ongoing process and the descriptions of new course proposals are included in the section that follows on Standard II of this program presentation; however, three of the curriculum planning efforts that are described in Standard II are mentioned here as examples of ongoing planning because they involved ad hoc committees formed to consider multiple-course specializations or course sequences. The two specializations are information science and school libraries/children's services. The course sequence is reference services. Details of committee membership, time frames, processes, and results are in the narrative for section II.

Another major planning activity worthy of note during this time period was the development of a proposal for a Ph.D. degree in library and information science. This multi-year effort is tangential to the master's degree program described in this presentation, but it was a substantial undertaking that involved the faculty and its professional constituency in needs assessment and an extensive rationale; mission, goals, and objectives; curriculum design; delivery strategies; long-range projections for budget and staffing; and analysis of return on investment. The proposal has been approved by the Graduate School Council and is currently awaiting action in the CAS Dean's Office.

The Current Planning Cycle: 2007-2009

In addition to ongoing planning activities, most organizations undertake a focused strategic planning cycle every five to seven years. The purpose for this type of planning is to review existing strategic assumptions, assess outcomes, make course corrections, and decide on future directions. This type of planning initiative was begun at the school in the fall semester of 2007 and will be completed in the fall semester of 2009. The tables that follow provide a summary of the strategic planning and outcomes assessment components of the current planning cycle.

Strategic Planning Activities

Planning Activities	Participants	Methods	Status
<ul style="list-style-type: none"> • Review mission, goals, objectives, and strategic initiatives • Propose edits, deletions, and additions 	Faculty, adjunct faculty, Advisory Council, alumni (including employers), and students	Online Survey I with selected and constructed response options	Completed
<ul style="list-style-type: none"> • Review student learning outcomes • Propose edits, deletions, and additions 	Faculty, adjunct faculty, Advisory Council, alumni (including employers), and students	Online Survey II with selected and constructed response options	Completed
<ul style="list-style-type: none"> • Assess needs for programmatic change • Propose changes in direction and new directions 	Faculty, adjunct faculty, Advisory Council, alumni (including employers), and students	Online Survey III with selected and constructed response options	Completed
Review curriculum and program	Alumni	Focus groups	Completed
Set priorities for programmatic change	Faculty committees with student representation	Small-group process	Spring, 2009
Consensus and confirmation of priorities	Faculty Council and Advisory Council	Small-group process	Spring, 2009
Edit/rewrite mission, goals, objectives, student learning outcomes, and strategic initiatives	Faculty committees with student representation	Small-group process	Spring and summer, 2009
Consensus and confirmation of program planning decisions	Faculty Council and Advisory Council	Small-group process	Fall, 2009

Strategic Planning Documents

A summary of results from Online Surveys I, II, and III referenced in the preceding table is available in the document titled “Strategic Planning” in Appendix IV.8 of Standard IV. The summary along with data excerpted from the surveys will be used by faculty committees and student representatives for setting priorities for future programmatic change. The survey

instruments were constructed and administered online through SurveyMonkey, and are available through the following web links.

Web page for students: <http://shell.cas.usf.edu/~carey/planning3>

Web Page for alumni: <http://shell.cas.usf.edu/~carey/planning2>

Web page for faculty, adjuncts, and Advisory Council: <http://shell.cas.usf.edu/~carey/planning1>

Each web page has directions and links to each of the three surveys. Data collection has ceased and a link has been inserted for survey participants to view preliminary results, but the surveys have been reopened in SurveyMonkey for a guest audience so interested Committee members may review all three surveys.

The alumni focus group activity was conducted at the Annual Meeting of the Florida Library Association in April, 2008 and outcomes are described briefly in Standard IV in the section on “Evaluation Measures,” and summarized in Appendix IV.9.

Outcomes Assessment Activities

Assessment Activities	Participants	Methods	Status
Assess teaching, research, and service outcomes (Goals 1, 2, and 3)	Faculty, faculty personnel committee, and faculty promotion/tenure committee	Annual review, mid-tenure review, and promotion/tenure review	Completed (See Standard III)
Assess student learning outcomes	1. Faculty 2. Faculty 3. Faculty 4. Students 5. Students	1. Core-course audit 2. Elective-course audit 3. Self report narratives 4. Online graduation exit survey 5. Comprehensive examinations	1. Completed 2. Completed 3. Completed 4. Completed (see Standard IV) 5. Completed (see Standard IV)
Review progress on strategic initiatives	Faculty	Interactive WIKI	Ongoing through spring, 2009

Outcomes Assessment Documents

The core course and elective course audits were included earlier in this section of the Program Presentation as Tables I-1 and I-2. They illustrate where the student learning outcomes are taught and assessed in core courses and selected elective courses in students' programs of study.

The faculty self report narratives are descriptions of outcomes assessment in action at the course level; that is, the use by individual faculty members of information for making decisions to improve their teaching and students' learning. A sample of narratives for Student Learning Outcomes for Professionalism (A-1 through A-4) is included in Table I-3 that begins on the following page. More complete narratives for other student learning outcomes are in Appendix I.1. The self report narratives represent examples of faculty members' outcomes assessment activities, and should not be viewed as exhaustive inventories of such activities.

The faculty WIKI provides a chronology of highlights of the School's progress on its strategic initiatives. The WIKI data will afford a useful perspective on initiative outcomes that faculty will use in the current planning cycle along with the results from the online surveys, the focus groups, and other information sources to evaluate the relevance of each initiative and make decisions about how the initiatives fit into future directions for the School. The WIKI may be viewed by entering Blackboard at <https://my.usf.edu> and clicking on the "Organizations" tab, selecting "SLIS ACCREDITATION" and then selecting "Faculty WIKI" in the menu on the left side of the page.

Table I-3
Sample of Course-Level Outcomes Assessment for Professionalism

Student Learning Outcomes	1. Faculty member	2. Course number(s) in which you teach an outcome.	3. Problem or problems students have encountered with mastering learning outcomes. (Student performance was not up to my standards for the student learning outcome.)	4. Assessments or observations that alerted me to the student learning problem(s).	5. Changes I made in my syllabus, course structure, course delivery, teaching or assessment to improve student learning.	6. The result of the changes I made in my course or my teaching?
A. PROFESSIONALISM						
1. Students will describe the roles of professional organizations in librarianship and become active members of professional organizations.	Andrews	5020, 6475	Lack of membership in professional organizations; lack of knowledge of current activities.	Faculty advisor to ASIST; generally low numbers of active students	Additional discussion about the importance of professional organizations in LIS, with more examples of roles they play in high profile areas	Increased number of postings on discussion boards.
	Simon	5020	Many students had deficient knowledge of library and information science professional organizations	Discussion board postings, question and answer	Posted links to a number of general and specialized LIS professional organizations, required students to review and critique the sites and consider enrolling in relevant organizations.	Students gained knowledge of the many professional organizations in our field; many became active participants in those related to their specialization and/or career goals. Related assignment scores improved.
2. Students will describe and apply standards developed by professional organizations.	Andrews	5020, 6475	Confusing responses on the "ethics" assignment (5020) and "issues" assignment (6475)	Apparent misinterpretation of ALA code of ethics; lack of reference to MLA standards in assignments	Additional readings added to both courses. For instance, in 6475 only suggested, now we discuss during first in-class meeting the standards for health sci. librarians. For 5020, students must state more explicitly the standard that supports their argument (was part of the assignment before, but made clearer in instructions).	Unknown. First semester implementing changes.
	Simon	5020, 5937, 6271	Students lacked knowledge of ethical standards, human subjects research standards, information architecture standards, accessibility standards	Discussion board postings, research papers	Posted links and discussion of relevant standards. Required reading and application in related ethics, research, and information architecture assignments	Students gained knowledge and skills in the application of professional standards to related topic areas. Research paper quality improved.

Table I-3 (continued)

3. Students will describe the disciplines with which library and information science shares its core theoretical foundations.	Andrews	5020, 6475, 5937	Confusing responses when attempting to describe core similarities and differences between LS and IS, and med. Libraries and informatics.	Discussion board postings and article summaries lacked depth and understanding	More theory-based readings on LS and IS differences, and called attention to discussions on professional listserv; for med libs, had dean of grad med education at USF as guest who helped articulate the differences, plus additional readings	More consistent postings on discussion board for 5020; better feedback from students in 5937 (they liked the guest speaker and his understanding of medical libraries and ability to communicate their contributions to informatics)
	Simon	5020	Students found it difficult to distinguish between LS and IS and their shared disciplines	Discussion board postings, question and answer	Assigned readings on theoretical foundations, increased attention and focus on topic, developed PowerPoint presentations on topic to help clarify how the disciplines contributed to the theoretical foundations of LIS	Students gained knowledge and insight into the theoretical foundations and shared disciplines in LIS. Discussion board posting became more substantive, assignments reflected the newfound knowledge.
	Gregory	6260 (focus on IS)	Not always a good understanding of what information science really is.	Weekly discussion and chat sessions	More material has been added to the course website.	Improvement has been in the weekly discussion and chats about this area.
4. Students will locate and use professional literature appropriate for the field of library and information science.	Andrews	5020, 6630, 6475, 5937	Some students did quite poorly on the literature reviews and summaries	Inappropriate article selection (i.e. from inappropriate sources that lacked scholarly rigor); poor critique of articles	Changed the assignment this semester. Rather than two separate assignments, one article each, one larger assignment that involves 4-5 articles on similar subject. Clearer instructions as to what is expected for assignment (critical review, ability to summarize)	TBD. First semester changing assignment.
	Simon	5020, 5937, 6271	Students did not know where to look for relevant research literature and did not know how to apply the literature to a research paper.	Discussion board postings, question and answer, research papers	Posted links to relevant search engines and library resources. Assigned research paper assignments requiring the use of said search engines and resources in support of research topic	Increased knowledge, skills, and confidence in the location and use of LIS research literature. Improved quality of course journals and research papers.

Table I-3 (continued)

	Maatta Smith	6603, 6609, 6624	Not understanding the difference between professional literature and scholarly literature	Research papers that rely too heavily upon professional magazines and general web resources rather than using a range of scholarly resources, both within the discipline and from related	Created more in-depth lecture notes that discuss scholarly versus professional and journals versus magazine Add in-class activity that allows students opportunities to use and compare resources Add more hands-on experiences with databases and electronic resources	Improved research papers with broader range of appropriate resources – improved grades on written assignments Less reliance upon Google and Wikipedia
	Gregory	6260 (focus on IS)	Too much dependence upon Google and results attained from search engines without identifying works by leaders in the field.	Student papers	Added a link in the assignments section of Blackboard which discusses analyzing sources found on the Web. Also stress this point in online chats.	The problem is not solved but more students seem to “get it” than before.

Alignment of the School's Mission, Goals, and Objectives with the Values of the Parent Institution

STANDARD: Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

The University of South Florida mission and goals are on the web at:

<http://www.ods.usf.edu/Plans/Strategic/>

The USF Strategic Plan 2007-2012 lists 16 values, the first of which is: “Excellence in teaching and learning; scholarship and research (both basic and applied/translational); together with community engagement and public service based on the highest standards of discovery, creativity and intellectual attainment.”

This statement of values is based on the same three academic anchors of teaching, research, and service expressed in the School’s mission and goals and also found in the University's current mission statement.

USF Mission

As Florida's leading metropolitan research university, USF is dedicated to excellence in:

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines to strengthen the economy; to promote civic culture and the arts; and, to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university- community partnerships and collaborations.

This alignment of values and missions between USF and the School is also found in comparing USF’s goals with the School’s goals, wherein teaching, research, and service are the three primary anchors. The fourth goal in USF’s list is aimed at the business side of the university and would have parallel outcomes to the School’s management-related considerations in the section of this presentation on Standard V Administration and Financial Support.

USF Goals

Goal I: Expanding world-class interdisciplinary research, creative, and scholarly endeavors.

Goal II: Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment.

Goal III: Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

Goal IV: Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

Table I-4 is a more graphical depiction of the alignment between the School's mission and goals and USF's values, mission, and goals.

Table I-4

Alignment of the School's Mission, Goals, and Objectives with the Values of the Parent Institution

ACADEMIC ANCHORS	SLIS Mission The mission of the School of Library and Information Science is:	SLIS GOALS	USF VALUES Excellence in:	USF MISSION As Florida's leading metropolitan research university, USF is dedicated to excellence in:	USF GOALS
Teaching	to educate students for careers and leadership roles in library and information professions that serve the needs of a culturally diverse, technological society;	Students master the body of theory, knowledge, and skills held essential to function as effective library and information professionals.	teaching and learning;	Student access and success in an engaged, and interdisciplinary, learner-centered environment.	Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment.
Research	to contribute to the body of theoretical and applied knowledge in the discipline, and	Faculty and students work within their University, community, and profession to describe, synthesize, create, and disseminate knowledge about the creation, management, structure, and use of information in our society.	scholarship and research (both basic and applied/translational);	Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines to strengthen the economy; to promote civic culture and the arts, and to design and build sustainable, healthy communities, and	Expanding world-class interdisciplinary research, creative, and scholarly endeavors.
Service	to serve current and emerging needs in the University, the community, and the profession.	Faculty and students provide service to the School, the College, the University, and the profession; and to local, state, national, and international communities.	together with community engagement and public service based on the highest standards of discovery, creativity and intellectual attainment.	embrace innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university- community partnerships and collaborations.	Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

Alignment of the School's Objectives with the Content Guidelines Found in Standard I

STANDARD: *Content guidelines from Standards, pp. 8-9, as listed in the table that follows.*

The table that follows demonstrates the alignment of the School's objectives and student learning outcomes with the content guidelines found on pp. 8-9 of the *Standards*. Each section of the content guidelines is listed separately so parallel objectives and student learning outcomes can be referenced.

<i>Program objectives are stated in terms of educational results to be achieved and reflect . . .</i>	Referenced in SLIS Objective Number:	Referenced in Student Learning Outcome Number:
<ul style="list-style-type: none"> <i>the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management</i> 		A, B, C, D, E, F
<ul style="list-style-type: none"> <i>the philosophy, principles, and ethics of the field</i> 	I-C	A-1, 2
<ul style="list-style-type: none"> <i>appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations</i> 	I-C, D (See Note ¹ below this table.)	A-1, 2, 4
<ul style="list-style-type: none"> <i>the value of teaching and service to the advancement of the field</i> 	I-A, B, C, D, E III-A, B, C, D, E	A-1
<ul style="list-style-type: none"> <i>the importance of research to the advancement of the field's knowledge base</i> 	I-D II-A, B, C, D	A-4 F-1, 2, 3, 4
<ul style="list-style-type: none"> <i>the importance of contributions of library and information studies to other fields of knowledge</i> 	II-B III-A, C	A-3

<ul style="list-style-type: none"> • <i>the importance of contributions of other fields of knowledge to library and information studies</i> 		A-3
<ul style="list-style-type: none"> • <i>the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups</i> 	I-C	A-2 B-1, 2 D-2, 3
<ul style="list-style-type: none"> • <i>the role of library and information services in a rapidly changing technological and global society</i> 	I-B (See Figure I-2)	B-4 D-4 (See Figure I-2)
<ul style="list-style-type: none"> • <i>the needs of the constituencies that a program seeks to serve</i> 	III-B, C, D, E	A-2 B-1, 2, 5 D-2, 3 E-1, 3 (See Note ² below this table.)

Note¹: The School's only currently accredited specialization is the Educational Media Specialist Program. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) through its recognition of the School's "parallel professional accreditation" status with ALA.

Note²: All 25 student learning outcomes in the core curriculum were developed through a consensus process that included students, alumni, employers, the Advisory Council, and other practicing professionals; thus ensuring that the School's student learning outcomes reflect the needs of its constituencies for well prepared professional practitioners.

Attainment of Objectives

STANDARD: *Within the context of these Standards each program is judged on the degree to which it attains its objectives.*

The faculty of SLIS 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 buying into 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, student learning outcomes, and strategic initiatives is addressed previously in this section of the Program Presentation under the

subheading “Current Planning Cycle: 2007-2009.” The “Outcomes Assessment” table summarizes methods used within the School to track its program and the subheading “Outcomes Assessment Documents” lists and describes evidence of the School’s efforts. The attainment of student learning outcomes is also addressed in the sections on Standards II and IV, and the attainment of teaching, research, and service goals and objectives is also addressed in the section on Standard III. Attainment of the strategic initiatives is also addressed in other relevant sections of the Program Presentation.

Definition, Publication, Review, and Evaluation of Goals and Objectives

STANDARD: In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

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://slis.usf.edu/>

The mission with goals, objectives, and student learning outcomes is available on the School's website at:

<http://slis.usf.edu/about/mission/>

The 2008-09 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/newsite/catalog/main.asp>

Reviewed

The School’s planning process solicits review of 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 master's degree program. Substantial changes have resulted from previous reviews and are anticipated as a result of the current planning cycle. The annual peer review of faculty also serves as a review of the relevance and validity of the goals and objectives for teaching, research, and service. Faculty members' willing participation in strategic planning activities is an indicator of support for continuous improvement that will ensure routine iterations of the planning process in the future.

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. The following table illustrates constituent participation in the School's most recent evaluation cycle.

Constituent Group	Time Frame	Evaluation Activity	Participation
Students	May, 2008	Graduation Exit Survey (online survey)	38
	Spring/Summer 2008	Strategic Plan Review of mission, goals, objectives, and strategic initiatives (online survey)	76
	Spring/Summer 2008	Student Learning Outcomes Review (online survey)	45
Faculty, Adjunct Faculty, and Advisory Council	Spring/Summer 2008	Strategic Plan Review of mission, goals, objectives, and strategic initiatives (online survey)	35
	Spring/Summer 2008	Student Learning Outcomes Review (online survey)	26
Alumni and Employers	Spring/Summer 2008	Strategic Plan Review of mission, goals, objectives, and strategic initiatives (online survey)	74
	Spring/Summer 2008	Student Learning Outcomes Review (online survey)	35
	April, 2008	Curriculum and Program Review (focus group)	15

Looking to the Future

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

Standard II - Curriculum

The curriculum of the School is subject to ongoing evaluation and revision. The primary mechanism for this review is an outcomes-based needs assessment and instructional evaluation, which considers the needs of the field and how these needs are reflected in the coursework of the program. Student exit interviews, alumni and business focus groups and input from the SLIS program advisory council inform the revision of the curriculum.

STANDARD: The curriculum is based on goals and objectives and evolves in response to a systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, the study of theory, principles, practice, and values necessary for the provision of services in libraries and information agencies and in other contexts. The curriculum is concerned with recordable information and knowledge and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

Synopsis of the School's Curriculum as of fall 2008

- Semester hours required for M.A. degree: 39
- Required courses:
 - LIS 5020 - Foundations of Library and Information Sciences *or*
LIS 6260 - Information Science in Librarianship
 - LIS 6603 - Basic Information Sources and Services
 - LIS 6711 - Organization of Knowledge I *or*
LIS 6735 - Technical Services in Small Libraries
 - LIS 6511 - Collection Development and Maintenance
 - LIS 6409 - Introduction to Library Administration *or*
LIS 6455 - Organization and Administration of the School Media Center
 - LIS6271 - Research Methods in Library and Information Science
- Courses in catalog: 41 Descriptions of all current LIS courses are provided in Appendix II.1
- Semester course schedules for spring 2008 through spring 2009 and a list of courses that have been taught on the East Coast are in Appendix II.2
- A three-year projected course schedule is in Appendix II.3
- A list of LIS 5937 course descriptions is in Appendix II.4
- The ALSTARS curriculum is in Appendix II.5

The School's curriculum is driven by the overall goals and objectives of the master's program as outlined in *Standard I*. At present, there are six required courses in the master's program, which guarantee that every student who graduates from the master's program has had exposure to the

core principles and issues of librarianship and the information professions. Course content in the required courses addresses each of the overarching goals.

The required course sequence of six core courses addresses the societal role of libraries, the need for libraries to respond to their constituencies, the changing and diverse nature of these constituencies, as well as the delivery of information through traditional and innovative technologies. Furthermore, students develop an understanding of the need to provide multiple and intuitive access points to information in order to facilitate queries of the end user. They also comprehend the structure of library and information communities, including their professional organizations and research agenda. Theoretical and applied research is studied to acquire methodologies with which to assess services and improve practice. Table II-1 shows the relationship between courses and the principles outlined in Standard II.

Table II-1 USF School of Library and Information Science: Content Coverage across Course Offerings

COA Standard	Content of SLIS Curriculum	* Course Number in Which Content is Taught
The curriculum of library and information studies encompasses information and knowledge:	Creation	5020, 5937 Medical Informatics, 6271, 6432, 6475, 6564, 6603, 6609, 6630,
	Communication	5020, 5937 Medical Informatics, 5937 Universal Access for Library Patrons with Disabilities, 5937 Visualization of Knowledge, 6271,6409, 6432, 6455, 6475, 6511, 6542,6603 6609, 6610, 6624, 6630
	Identification, Selection, Acquisition	5937 Medical Informatics, 6475, 6511,6564, 6565, 6603, 6609, 6610, 6624,6630,
	Organization and Description	5020, 5937 Medical Informatics, 5937 Visualization of Knowledge, 6455, 6475, 6603, 6609, 6624, 6630, 6711, 6726
	Storage and Retrieval	5020, 5937 Medical Informatics, 5937 Visualization of Knowledge, 6475,6603, 6609, 6624, 6630
	Preservation	6432, 6511, 6610
	Analysis, Interpretation, Evaluation, Synthesis	5020, 5937 Medical Informatics, 6271, 6409, 6432, 6475, 6511, 6542, 6603, 6609, 6610, 6624, 6630
	Dissemination	5020, 5937 Medical Informatics, 6271, 6432, 6474, 6511, 6542, 6603, 6609, 6610, 6624, 6630
	Management	6271, 6409, 6432, 6455, 6475, 6542, 6609, 6624, 6630

* Course titles are included for courses with number 5937.

Developments since the Last Accreditation

Several significant developments in the area of curriculum have occurred since the last accreditation review.

- Substitution of LIS 6260 Information Science in Librarianship for LIS 5020 Foundations of Library and Information Science with advisor's approval
- Changes in comprehensive examination process
- Revisions in guidelines for Supervised Fieldwork
- Submission of new courses for approval that reflect trends and issues in the field
- Development of a proposal for a Ph.D. in Library and Information Science

Each of these developments is addressed in the section relating to the appropriate standards section.

STANDARD: Fosters development of library and information professionals who will assume an assertive role in providing services.

The service concepts of librarianship are integrated throughout the curriculum. For example, in LIS 5020, Foundations of Library and Information Science, the societal role of libraries is discussed and advocacy for library services is promoted. Refer to student learning outcomes D-2, E-3, in Table I-1 and I-2.

STANDARD: Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.

The required research methods course aims to provide students with the tools to read and interpret research, as well as to design and develop research projects of their own. One of the assignments in the research methods course is to develop a grant proposal for funding a library project, and is typically a team assignment. Another assignment is to develop a proposal for research that can be for basic or applied research with quantitative, qualitative, or mixed methods. Throughout the course, students critique research reports and study the application of various research methodologies to library assessment and administrative problems.

Other courses integrate findings from applied research into readings and assignments. In Collection Development, there is an assignment in evaluating library collections using the OCLC Collection Assessment Module. In the Academic Libraries class there are assignments to write library profiles using statistical series published by ARL and ACRL.

STANDARD: Integrates the theory, application, and use of technology.

To prepare students for success in the Master's program, professional competencies and responsibilities, and their future contributions to the field and to meet societal needs, the School makes every effort to integrate technology into the curriculum through preparatory courses and the ubiquitous inclusion of technology in every course.

All courses in the program, whether delivered in face-to-face, blended or fully online modes use the myUSF/Blackboard content management system, which incorporates a variety of tools that faculty select as instructional strategies and support of their courses. Some of the most widely used tools include:

- electronic discussion boards
- mailing lists
- electronic grade books
- group collaboration tools
- synchronous chat (such as Elluminate Live!)
- blogs
- wikis
- podcasts

Some courses incorporate outside web-based resources, software, public/private social networking tools (Second Life, Facebook, MySpace, etc.) communications and information tools (YouTube, iTunes U, various blogs, wikis, etc.) proprietary software, digital video, and e-portfolios).

Although all of the program courses integrate technology through a minimum of electronic communications and the myUSF/Blackboard system, examples of some of the courses in which the above-listed current and emerging technologies constitute a significant amount of the course content or teaching strategies are found below. LIS 5937 Special Topics are relatively recent or have been updated recently with respect to emerging technologies. Some are in the process of being reviewed and/or being converted to permanent courses.

- LIS 5315 Instructional Graphics
- LIS 5937 Teaching Information Literacy
- LIS 5937 Visualization of Knowledge
- LIS 5937 Information Architecture
- LIS 5937 Digital Libraries
- LIS 5937 Human Computer Interaction
- LIS 5937 Design of User Interfaces
- LIS 5937 Archival Management
- LIS 5937 Music Information Sources
- LIS 5937 Medical Informatics
- LIS 6260 Information Science in Librarianship
- LIS 6303 Preparing Instructional Media
- LIS 6511 Collection Development and Maintenance

STANDARD: Responds to the needs of a diverse society including the needs of underserved groups.

The School is proud of its record and reputation for supporting diversity within the profession and for encouraging sensitivity to traditionally underserved patron populations.

The School was awarded a \$324,008 Institute of Museum and Library Services grant in October 2004 to “Educate Librarians to Serve the Underserved” (ELSUN). A diverse group of twenty-eight scholars, three African Americans, nine Caucasians and ten Hispanics were selected from the ninety-four applications submitted. Twenty-two scholars completed the masters program in 2006. The majority of the graduates are now employed as professional librarians in the southeastern part of Florida, where a large numbers of underserved populations reside.

The curriculum for the ELSUN grant recipients reflected the School’s emphasis on diversity. In addition to the core curriculum, three courses with an emphasis on multiculturalism were included in the educational program of the group; LIS 5937 Multicultural Literature for Children and Young Adults, LIS 4937 Latin American Information Sources, and LIS 6206 Adult Services in Libraries.

Diversity was one of the objectives of another IMLS grant. In July 2005, the USF SLIS received an IMLS grant of \$758,736 for the “Academic Librarians for Tomorrow’s Academic Researchers” (ALSTARS) program. While the primary objectives of the grant were to educate students to become well-qualified for academic library jobs, we also sought to recruit a diverse cohort of students interested in becoming academic librarians. We had a goal of enhancing the diversity of the profession by recruiting minority students in particular. Out of twenty students in the original cohort, six were diversity students. It is hoped that the minority students who graduate from this program will enhance the pool of diverse librarians to create a ripple effect within the profession as their contributions continue over the course of their careers and they serve as role models and recruiters to the profession.

Courses that integrate consideration of diversity issues into general course content include:

- LIS 5937 Teaching Information Literacy
- LIS 5937 Visualization of Knowledge
- LIS 6206 Adult Services in Libraries
- LIS 6271 Research Methods in Library and Information Science
- LIS 6409 Introduction to Library Administration
- LIS 6445 Seminar in Public Libraries
- LIS 6455 Organization and Administration of the School Media Center
- LIS 6511 Collection Development and Maintenance
- LIS 6565 Books and Related Materials for Young Adults
- LIS 6564 Materials for Children
- LIS 6603, Basic Information Sources and Services
- LIS 6735 Technical Services in Small Libraries.

STANDARD: *Responds to the needs of a rapidly changing technological and global society.*

As part of the challenges of a rapidly changing technological world and the shift toward globalization, the School has become involved in several initiatives and encourages the recognition and incorporation of these cultural changes into the program and curriculum, such as:

- Inclusion of global concepts and perspectives in current courses (i.e., LIS 4937: Latin American Information Sources, LIS 5566: Multicultural Literature for Children and Young Adults, LIS 5591: Libraries as Cultural Heritage Institutions, LIS 6564: Materials for Children, LIS 5315: Instructional Graphics. (covers web design for multinational audiences and global performance.) Participation in global practices and projects-- The School actively recruits students nationally and worldwide. Recently, the School graduated students from a cohort program in collaboration with the College of the Bahamas.
- Adoption of technological themes, practices, and communications supporting a global environment (outreach to students locally, nationally, and internationally through distance practices and communications: accessible web sites, course content managers (Blackboard), electronic lists, distribution of newsletters, ongoing communications with Bahamas graduates; availability of university personnel, equipment and technologies for global telecommunications, teleconferencing, and teaching through internet and video resources).
- Participation in the Africa Initiatives Group, a university-wide group of faculty interested in Africa-US higher education collaboration, that the director chairs.
- Participation in the university-wide USF World Initiatives Task Force that is advisory to the Provost (Gathegi and Perez).

STANDARD: *Provides direction for future development of the field.*

The Master's Degree Program Curriculum Framework, figure I-2 in Standard 1, shows the interrelationship among the content areas of the curriculum and the encompassing nature of accepted practices, trends and issues, networks, systems, and technology. The core courses provide a strong historical perspective, stressing that the field evolves and so must the librarian.

In individual courses throughout the curriculum, future development of the field in various specialties is incorporated into discussion and assignments. As an example, in the Academic Libraries class, there is a group assignment to develop a new service in a library and demonstrate or present the service using new software or technological developments. A similar assignment is incorporated into the newly revised course in Advanced Reference Services.

STANDARD: *Promotes commitment to continuous professional growth.*

To further promote professional growth among students, the School sponsors three student organizations that model major professional organizations: ALA (American Library Association), ASIST (American Society for Information Science & Technology) and SLA (Special Libraries Association). The organizations meet and work together to coordinate student events and share ideas and information about the profession. The collaborative efforts of the groups also provide students opportunities to work with future professional colleagues outside the classroom. The necessity of continuing education is emphasized through programs and activities sponsored by the organizations.

Librarians are encouraged to take SLIS courses as part of their continuing professional development. Non-degree seeking students are welcomed by the University and face a

streamlined application process. Such students register at the end of the registration period, so that they cannot displace degree-seeking students. Although most core courses and web-delivered courses are closed before non-degree registration begins, there is often space in specialized courses, site-based classes away from the main campus, and web-delivered courses that offer more than one section. Courses that have been taken recently by post-Masters librarians include LIS 6725, Organization of Knowledge I, LIS 6745, Organization of Knowledge II, LIS 6724, Cataloging and Classification of Non-Book Materials, LIS 6212, Reading Guidance in Schools and Classrooms, LIS 6463, Library Networks and Systems, LIS 6640, Information Sources in Business and Law, LIS 5937, Visualization of Knowledge, and LIS 5937, Indexing and Abstracting.

The exponential growth of recorded knowledge and the advent of digital technology have combined to transform librarianship. This transformation means an entirely new skill set is required of librarians today. Many librarians and other information professionals in the University's service area have expressed the need for expanded opportunities for continuing professional development. A Post-Masters Certificate Program of eighteen credits was begun in March 2003 to meet these expressed needs. Librarians enrolled in this certificate can update their skills and renew their knowledge in light of the new technological changes in the profession. Students may choose any graduate level course from the Master's program course listing that they have not previously taken. The program also provides various foundational, advanced, and emerging technology courses at the 4000 undergraduate level that students are eligible to take as electives with their advisor's approval.

To better prepare those who wish to be School Media Specialists in the State of Florida, the School began a Graduate Certificate in School Media in March 2003. This certificate is designed to enhance the knowledge and capabilities of those persons who wish to take the Florida Teacher Certification Examination (FTCE) in the subject area for school media specialist K-12. Alternatively, the certificate would also be valuable for those persons who have already taken and passed the FTCE subject area test and are eligible for certification as school library media specialist, but wish to become more aware of the roles and responsibilities of the media specialist. A total of 18 credits are required. The student's individualized certificate program will be comprised of six courses chosen from the list below. These choices will be made in consultation with an advisor from the School of Library and Information Science.

- LIS 6303 Basic Information Sources and Services - 3 credits
- LIS 6735 Technical Services in Small Libraries - 3 credits
- LIS 6271 Research Method - 3 credits
- LIS 6303 Preparing Instructional Media - 3 credits
- LIS 6455 Organization & Administration of the School Media Center - 3 credits
- LIS 6542 Curriculum and Instructional Technology - 3 credits
- LIS 6511 Collection Development - 3 credits
- LIS 6565 Books and Related Material for Young Adults - 3 credits
- LIS 6585 Books and Related Material for Children - 3 credits
- LIS 6946 Supervised Fieldwork - 3 credits
- LIS 5020 Foundations of Library and Information Science - 3 credits

- LIS 5937 Materials for Multicultural and Special Populations for Children and YAs - credits

The School has developed a proposal for a Ph. D. program, which was submitted to the Graduate Council for approval in 2007. The Council approved the preliminary proposal, indicating that the School needed to secure support from other departments and colleges at USF with courses or majors in information systems, sciences, and technology. Administrative turnover in spring/summer of 2008 at the College, Graduate School and University level has prevented advancement of the proposal, although SLIS did secure the endorsement of the proposal by all but one of the interested parties within USF. In January 2008, the Dean of the College of Information at Florida State University wrote a letter of support for the USF Ph.D. proposal.

In addition to the formal certificate and course offerings and student organizations, SLIS faculty also publicize the continuing education workshops and short courses offered by the Florida regional multi-type networks and library associations for continuing education opportunities.

STANDARD: The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes, as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

A three year schedule is projected so that students may plan their course of study and is displayed on the School's website. (The current schedule is in Appendix II-3 to this Standard). Changes are necessitated in any long-range schedule. The curriculum committee integrates new courses and monitors courses being scheduled to reflect new course offerings and changes in student needs.

In addition to the six core courses that assure that students are cognizant of the fundamental tenets of librarianship, students have an opportunity to meet guidelines of other professional organizations such as SLA and MLA. A variety of courses are scheduled each semester in order to cover interests in youth services, medical/health, public, academic, and special libraries, information science, reference and technical services. With 18 hours of core courses, students still have 21 hours remaining for electives of their choice and can concentrate on their own area of interest.

During advising, students are urged to take the core courses, particularly LIS 5020, Foundations of Library and Information Sciences and LIS 6603 Basic Information Sources and Services, as close to the beginning of their coursework as possible. The School offers LIS 5020 via the web every semester so that students always have the opportunity to begin with this course. A "Suggested Sequence of Courses" lists recommended courses by semester, taking into account the courses that are prerequisites for other core courses. The fact that several core courses are pre-requisite to other courses provides another mechanism through which students can be motivated to take the core courses early in their programs of study.

In addition to the suggested course sequences, faculty also advise students on an individual basis as to the sequence that best fits their skills, knowledge, schedule, and personal timetable.

STANDARD: The curriculum includes, as appropriate, cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.

A student may apply courses taken outside the School toward the M. A. degree with the approval of the student's faculty advisor. Such approvals are granted when, in the judgment of the advisor, an interdisciplinary approach contributes to the development of a purposeful program for that particular student. Recent examples of coursework outside the School include a course in literacy education for a student interested in public libraries, a course in instructional technology for a student planning to work in a school library media center, and coursework in international relations for a student who will manage an academic library that serves international students. Quite a few SLIS students have also earned a certificate in museum studies while in the SLIS master's program and museum studies is a possibility for future cooperation. SLIS students also take courses in Instructional Technology in the College of Education. As several SLIS faculty worked on the Ph. D. proposal, possibilities have arisen for cooperative degree programs with Public Health and Bio-informatics, and Information Systems and Decision Sciences in the College of Business. Students with the knowledge and interest are urged to take courses in ISDS and Computer Science in Engineering. With developing specialties in information policy and law, dual degrees are possible with the Department of Government and International Affairs.

Dual degrees are possible, although SLIS faculty have found that students are able to schedule the courses they need for SLIS much easier than getting courses in many other academic areas. This impedes the dual degree in that both degrees have to be awarded in the same semester, but there have been students who have pursued dual degrees in humanities and social sciences academic areas.

The current guidelines for supervised fieldwork reflect the School's commitment to providing a realistic and informative learning experience for the student. These guidelines also reflect the integration of the concept of service into all aspects of the library professions and, therefore, in the specialized learning experiences available to the student. Supervised fieldwork provides an opportunity for students to integrate theory and practice from courses to an organizational context. This opportunity to observe, participate, and perform independently in a supportive environment is especially useful for students without previous experience in the field. It also benefits those who desire to make a change to a new area of specialization.

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 the student gain (1) further understanding of the profession as practiced, (2) an expanded appreciation of the contextual and social significance of librarianship, and (3) an enhanced sense of civic responsibility that demonstrates an understanding of the institution and its constituency. Further explanations on supervised fieldwork can be found at the following URL:

<http://slis.usf.edu/graduate/fieldwork/general/>.

STANDARD: When a program includes a study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

The IMLS grant ALSTARS (Academic Librarians for Tomorrow's Academic Researchers) program is an example of a specialized learning experience. The objectives of the program are:

- To recruit a diverse cohort of students interested in becoming academic librarians
- To ensure that these students either have advanced subject degrees or possess other qualifications needed in academic libraries
- To offer the dual opportunity of earning both a master's in library and information science and in a subject discipline
- To educate the cohort students in a program of study that emphasizes academic and research libraries in all courses in the curriculum
- To provide program participants with research opportunities and acculturation to the research ethos of higher education
- To provide program participants with a professional mentor and opportunities to work with practitioners through an internship in one of three partner institutions

The grant included a curriculum designed for the academic library program. The curriculum for these students is largely based on existing SLIS courses, but with an emphasis within courses on the Association for Southeastern Research Libraries (ASERL) Competencies for Research Librarians ("Shaping the Future" <http://aserl.org>). The program includes an internship component in which students work in one of the grant partner libraries during the entire course of study with 50% of that work directly related to the current course work. The intent is that the curriculum developed for this cohort of students will serve as a model academic library track for future LIS students. The basic curriculum as outlined in the grant is provided as Appendix, II-5.

Another example of specialized learning experiences in which competencies developed by organizations are used in the courses are the health sciences and special library courses.

STANDARD: The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

The Curriculum Committee has stressed that all instructors teaching core courses need to include standard and similar content. The questions for the comprehensive examination are cast around the content of the core courses as the common body of knowledge that all graduates should possess. As 80% of courses are online or blended, a smaller number of instructors are able to deliver, with confidence, a program that follows a standard curriculum.

STANDARD: The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent

accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

The curriculum of the School is part of an ongoing program of evaluation and revision. The mechanism for this review is an outcomes-based needs assessment and instructional evaluation, which considers the needs of the field and how these needs are reflected in the coursework of the program. Student exit interviews, alumni and business focus groups and input from the SLIS program advisory council have provided feedback and information used in the revision of the curriculum. The Missions and Goals Section (*Standard I*) and the Student Section (*Standard IV*) of this report cover the various data gathering and input processes that have been utilized and findings from those processes.

The School has a standing Curriculum Committee, which is charged with implementing changes to curriculum. Members of the Committee identify areas for discussion or reconsideration, provide information to other faculty, and help to implement changes adopted by the faculty. The Curriculum Committee is also involved in course scheduling and the hiring of adjuncts. In some instances, the scheduling points out needs for curriculum revision. After approval by the Curriculum Committee, proposals for new courses, substantive changes to existing courses, and deletion of courses from the catalog are brought to the Faculty Council.

Recent reviews of curriculum include revisions and updates to technology courses and submission of new course proposals for Digital Libraries, Visualization of Knowledge, Libraries as Cultural Heritage Institutions, Multicultural Literature for Children and Young Adults, and Medical Informatics.

Two particular curriculum planning initiatives in this time period involved multi-course specializations in the master's degree program. The first initiative was in response to needs voiced by students, employers, and faculty for a comprehensive review of the school library media specialization and youth services coursework. An ad hoc committee was formed in September, 2006 that included James Carey (chair), Linda Alexander, Diane Austin, Cora Dunkley, Mel Pace, Barbara Rooks representing school media Services for Hillsborough County (FL) District Schools and Jonnie Sprimont representing youth services for Hernando County (FL) Public Libraries. The planning process included: (1) identifying characteristics of an ideal school libraries and youth services program by consulting and synthesizing professional standards from AASL, YALSA, ALSC, Florida Association for Media in Education (FAME), Florida DOE, Texas DOE, Washington Educational Media Association, NCATE, and others; (2) comparing the ideal program with the current course structure and content in the SLIS program of studies; and (3) identifying changes needed to bring the current program of studies closer to the ideal. The committee completed an inventory of student learning outcomes representing an ideal school libraries and youth services program in December, 2007, but the committee chair and a key committee member left the School in 2007 and further planning was suspended. The committee will be reconstituted in January 2009 and begin analysis of the current course structure and then recommend appropriate changes.

The second curriculum planning initiative was a response to needs voiced by students, alumni, employers, and faculty for a specialization in information science. An ad hoc committee chaired

by Jim Andrews, with committee members JungWon Yoon, Debra Slone, Nahyun Kwon, Vicki Gregory, Scott Simon, and Diane Austin, was formed to address these concerns. Initial recommendations from the committee were reported to the curriculum committee and Faculty Council. These included an initial survey of the existing courses, overlap in conceptual content among them, and possible recommendations for a likely course of study for students interested in this area. The ad hoc committee's draft proposal was well-received; most agreed that the impact on the MLS program would only be positive (e.g. greater enrollment). One recommendation that has been accepted is that Introduction to Information Science can be substituted for the core Foundations of LIS with the approval of the student's advisor. The ad hoc committee began meeting in fall 2007 and continues to work on refining the recommended curriculum.

New courses are proposed by full-time faculty. Considerations include: centrality to the SLIS mission and goals, need for updating or new courses according to changing technology and professional needs, possibility that more than one faculty member can teach a course, and overlap with similar courses already approved for other academic areas. A prime consideration is whether the curriculum would be better served by re-vamping and/or re-titling existing courses to accommodate new technologies and trends, rather than going through the process of approval for new courses. Many new courses originate as LIS 5937 Special Topics courses. The Special Topics number allows for courses to be taught that are not approved courses in the Catalog. This allows fuller development of syllabi and feedback from students who take the special topics courses.

STANDARD: Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments.

The comprehensive exam serves as an assessment of student academic achievement. All faculty participate in reading the comprehensive exams. Faculty is made aware of student accomplishments through announcements in the Blackboard community and other media announcements. Other information on student assessment and achievements is in *Standard IV*. Students' academic achievement and accomplishments are affirmation of the admissions policies and curriculum of SLIS. All of these are incorporated into considerations of curriculum planning and revision.

STANDARD: Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

The various evaluative measures utilized by SLIS to assess the suitability of the curriculum to ongoing changes in the profession and the technological infrastructure of libraries and information delivery are covered in *Standard I* and *Standard IV*. Course assessment by students, exit surveys of graduates, alumni and employer focus groups, the SLIS Advisory Council, and informal feedback have all been taken into account in curriculum planning and scheduling of classes. The use of all of these has been covered in detail in the Student Standard and examples from the latest focus group conducted at the Florida Library Association Conference in spring 2008 are included throughout the Program Presentation. At that meeting, it was suggested that a course be offered for teaching information literacy. The Curriculum committee has worked throughout 2007/2008 to shape LIS Preparing Instructional Materials to incorporate the

technological knowledge and skills necessary to construct instructional sessions in libraries of all types. In fall 2008 a visiting assistant professor was hired with one of the course assignments for spring 2009 to be Teaching Information Literacy, a course in the theory and design of content for library instruction sessions.

Input from alumni and employers also indicate a desire for the inclusion of more practical instruction in new social software and web design. The committee has been working with instructors and, in addition to the Preparing Instruction Materials course, there are several more web design courses including: Instructional Graphics, Information Architecture, Digital Libraries, and Visualization of Knowledge.

In response to student interests, an adjunct has been teaching Organization of Knowledge II and Non-Book Cataloging. A full-time faculty member has begun teaching Indexing & Abstracting.

With the hiring of John Gathegi in 2007, the offerings in law and information policy will contribute to those areas of interest. Contacts with the health side of campus are making possible a new direction in the health sciences specialty.

Feedback from the exit surveys and other data gathering, including informal input, has run in favor of more courses being offered entirely online. Web only classes fill up very quickly when registration opens. Yet, many students say that they like blended courses because they get to meet faculty and other students and they get to come to the School to take classes. Over the years since the last accreditation, the School has added more and more web courses so that 80% of the courses are completely online or blended, with just a few meetings. (The USF Distance Learning Division considers a course that has less than 50% FTF meetings to be a distance course).

While the curriculum planning in recent years appears to be aligned with many of the interests expressed in the last focus group and feedback over several years, the challenge is to make the practicing professionals and employers aware of the curriculum changes and course revisions. The School has many loyal alumni and supporters among librarians across Florida, but they naturally tend to think of the curriculum they experienced when they were in the program. Oftentimes, many of the new ideas they are advocating have been incorporated when existing courses are revised, yet it is difficult to make a large number of dispersed individuals aware of the updating.

Standard III – Faculty

Overview

The USF SLIS places great value on the quality, depth and diversity of scholarship and commitment of its faculty. The School's reputation is largely a reflection of the stature and accomplishments of the faculty, and by extension of the graduates who are educated and mentored by that faculty. The USF SLIS has achieved recognition in the College of Arts and Sciences and has been rewarded within the College and the University for the School's record of excellence in research, innovation in teaching, and sustained commitment to community and professional engagement. As an overall trend over the past decade, the faculty has grown to meet the needs of our students and the profession, adding additional expertise, diversity, and experience. We continue to adapt to a challenging fiscal environment in a technologically and globally dynamic field.

Faculty Profile

STANDARD: The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.

Current Status

For the 2008/09 academic year, the number of graduate faculty members is twelve, as well as an additional two who are on “phased retirement” (Perrault and Carey) but remain active in the School. According to the 2004 ALISE Statistical Report, the mean number of full-time faculty positions for ALA-accredited schools of library and information science (or equivalent) was fourteen. The variation is wide, yet the most common faculty sizes range from 8-13, putting USF at the higher end of the scale, particularly if one includes the faculty on phased retirement.

Three graduate faculty members (Andrews, Dunkley, and Kwon) received tenure and were promoted to Associate Professor as of the fall 2008 semester, which increases our tenured faculty to four associates, and two full professors (with Dr. McCook appointed as a Distinguished University Professor). Five of the School’s assistant professors are on track for tenure and promotion (one of whom, Dr. Perez, returned to the faculty January 2009, after nine years as Dean of Libraries at USF). One instructor, Dr. Alexander, is also listed on the graduate faculty. In addition to the graduate faculty, there are four non-tenure earning instructor positions, which are generally assigned to undergraduate courses and administrative or instructional support.

A list of current faculty, including degrees, institutions, gender/ethnicity, rank and appointment date, is in Table III.1 below (Tables III.3 and III.4, later, show primary research areas, additional degrees and training, and other information). Current faculty members are listed on the School’s web site, and each faculty member has his or her own web page. Biographical summaries of

faculty currently teaching in the program are provided within this section. Full curriculum vitae are provided in the supplementary material on the CD-ROM.

Table III.1: Current Faculty, 2008-Present

Full Time Graduate Faculty					
Name	Degree/Specialty	Institution/Year	Gender/Race	Appointment	Rank
Alexander, Linda	Ed.D., Educational Administration	University of Louisville, 2001	Female/White	August 2001	Instructor
Andrews, James	Ph.D., Information Science	University of Missouri-Columbia, 2000	Male/White	August 2004	Associate Professor
Dunkley, Cora	Ph.D., Library and Information Science	Florida State Univ., 1994	Female/African-American	August 2002	Associate Professor
Gathegi, John	Ph.D., Library and Information Studies; J.D., Law	University of California-Berkeley, 1990	Male/African-American	August 2007	Associate Professor, Director
Gregory, Vicki	Ph.D., Communication, Information & Library Studies	Rutgers Univ., 1987	Female/White	August 1988	Professor
Kwon, Nahyun	Ph.D., Library and Information Studies	University of Wisconsin-Madison, 2002	Female/Asian	August 2002	Associate Professor
Maatta-Smith, Stephanie	Ph.D., Library and Information Studies	Florida State University., 2003	Female/White	August 2003	Assistant Professor
McCook, Kathleen de la Peña	Ph.D., Library and Information Studies	University of Wisconsin-Madison, 1980	Female/Hispanic	July 1993	Distinguished University Professor
Perez, Derric	Ed.D., Higher Education Administration	Florida State University, 1988	Female/White	August 1997	Assistant Professor (9 yr. leave as Dean of Libraries)
Simon, Scott	Ph.D., Information Science	University of North Texas, 2005	Male/White	August 2006	Assistant Professor
Slone, Debra	Ph.D., Information and Library Science	University of North Carolina, Chapel Hill, 2001	Female/African-American	May 2005	Assistant Professor
Yoon, JungWon	Ph.D., Information Science	University of North Texas, 2006	Female/Asian	August 2006	Assistant Professor
Part-time Graduate Faculty					
Carey, James	Ph.D., Instructional Systems	Florida State University, 1976	Male/White		Phased Retiree, Emeritus)
Perrault, Anna	Ph.D. Library and Information Studies	Florida State University, 1994	Female/White		Phased Retiree, Emerita)
Smith, Henrietta	Ph.D., Curriculum and Supervision	University of Miami, 1975	Female/African-American		Emerita
Undergraduate Faculty/Instructors					
Austin, Diane	ABD, Instructional Technology	University of South Florida	Female/White		Instructor
Cox, Kiersten	MLS	University of Hawaii, 1995	Female/White		Instructor
Treadwell, Maria	MLS	Western Michigan University, 1970	Female/Hispanic		Instructor
Ramirez-Wohlmuth, Sonia	Ph.D. Romance Languages	University of Florida, 2008	Female/Hispanic		Instructor

Table III.2 Faculty Positions 2001-Present

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
V. Gregory	V. Gregory	V. Gregory	V. Gregory	V. Gregory	V. Gregory	J. Gathegi	J. Gathegi
K. McCook	K. McCook	K. McCook	K. McCook	K. McCook	K. McCook	K. McCook	K. McCook
A. Perrault	A. Perrault	A. Perrault	A. Perrault	A. Perrault	A. Perrault	V. Gregory	V. Gregory
J. Carey	J. Carey	J. Carey	J. Carey	J. Carey	*D. Perez	A. Perrault	J. Andrews
*D. Perez	*D. Perez	*D. Perez	*D. Perez	*D. Perez	C. Dee	J. Andrews	C. Dunkley
L. Brakeall	L. Brakeall	C. Dee	C. Dee	C. Dee	C. Dunkley	C. Dee	N. Kwon
C. Dee	C. Dee	C. Dunkley	C. Dunkley	C. Dunkley	N. Kwon	C. Dunkley	S. Maatta
K. Bishop	C. Dunkley	T. Terrell	T. Terrell	T. Terrell	S. Maatta	N. Kwon	D. Perez
T. Terrell	T. Terrell	L. Alexander	L. Alexander	L. Alexander	J. Andrews	S. Maatta	S. Simon
L. Alexander	L. Alexander	N. Kwon	N. Kwon	N. Kwon	D. Slone	*D. Perez	D. Slone
	N. Kwon	S. Maatta	S. Maatta	S. Maatta	S. Simon	S. Simon	J. Yoon
			J. Andrews	J. Andrews	J. Yoon	D. Slone	
				D. Slone		J. Yoon	
*D. Perez served as Dean of Libraries, USF until Summer 2007. Returns to SLIS faculty Jan. 2009 following professional leave.							
Instructors							
D. Austin	D. Austin	D. Austin	S. Ariew	S. Ariew	L. Alexander	L. Alexander	L. Alexander
D. Smith	M. Pace	M. Pace	D. Austin	D. Austin	D. Austin	D. Austin	D. Austin
D. Whisenant	D. Smith	D. Smith	M. Pace	K. Cox	K. Cox	K. Cox	K. Cox
S. Wohlmuth	D. Whisenant	D. Whisenant	D. Smith	M. Pace	M. Pace	M. Treadwell	M. Treadwell
	S. Wohlmuth	S. Wohlmuth	S. Wohlmuth	D. Smith	D. Smith	S. Wohlmuth	S. Wohlmuth
				S. Wohlmuth	M. Treadwell		
					S. Wohlmuth		
Visiting or Phased Retirement							
P. Bauer	P. Bauer	K. Cox	K. Cox	R. Blazek	R. Blazek	R. Blazek	J. Carey (ret)
K. Rioux	S. Maatta	R. Blazek	R. Blazek		D. D'Ambrosio	J. Carey	A. Perrault (ret)
B. Ju		P. Bauer			J. Carey		A. Riedling
M. Pace							

Review of Faculty Since the Last Accreditation

The overall trend in number/type of faculty positions within SLIS is reflected in Table III.2, which covers the approximate seven-year time frame since the last accreditation. The table illustrates that there has been, by and large, consistent growth and change in the faculty, reflecting both evolving personnel issues and support from the College and University that has further enabled us to achieve our mission. In recent years, the reality of current and expected budgetary crises, and resulting university-wide changes, have required additional planning and adaptation and is further described below. Although Table III.2 shows only teaching positions, significant complementary staff additions have also been made, as discussed elsewhere in this document.

The most significant changes that have occurred within the graduate faculty since the time of the last accreditation have been the first change of director in eight years, and an increase in the number of tenured and tenure-track faculty. Regarding the former, Dr. Vicki Gregory served as Director of SLIS for eight years, during which time she led the School through significant growth periods and was key in expanding our distance learning efforts. As of summer 2008, following a year of professional leave, Dr. Gregory has rejoined the faculty where she has been able to continue her research agenda as well as teach in critical areas of the curriculum. Dr. John Gathegi was hired to replace Dr. Gregory as of fall 2007. His research areas in law librarianship, information policy, and international studies will enhance course offerings, and he is continuing previous efforts to maintain enrollment, enhance the program's availability across the state and region, and support faculty in their ability to continue outstanding research and teaching.

During the past seven years, there have been a variety of changes in the make-up of the SLIS faculty. From the fall of 2001 to spring of 2006, there was notable growth in the number of graduate faculty in traditional tenure/tenure-earning lines with responsibilities to the MLS program of SLIS. Essentially one new or refilled line was added each of these years. Each position filled moved the School in positive directions as well; for instance, we have significantly increased the diversity of our faculty through the hires during this (and subsequent) periods, as well as a rich mixture of teaching, research and professional expertise that has enhanced the program we are able to offer students.

We have essentially maintained our faculty numbers to this point (2009), with some notable exceptions. First, Mel Pace, who was Associate Director from 2002-2007, completed his Ph.D. and decided to accept a job in the Osceola County school system as an education technology director. He held an instructor line, teaching in the program, but was primarily administrative support. To date, this position has not been refilled, and current budgetary issues at the state level have, in effect, postponed the filling of this position. Rather, Ms. Andrea LaRochelle's position as Communication and Marketing Officer has been upgraded to include a number of duties previously done by the associate director, such as marketing, recruitment and initial advising. Other associate director tasks have been delegated to a senior faculty member (now in phased retirement) and the grants coordinator.

The evolution of the faculty, beyond absolute numbers, is evident in other ways as well. Most clear is that there have been several successful tenure and promotion cases in the School in the

past several years. Dr. Carey (now on phased retirement) was tenured in 2003, Dr. Perrault (now on phased retirement) was promoted to full Professor in 2003, and Drs. Andrews, Dunkley, and Kwon all earned tenure and were promoted to Associate Professor in 2008. This has been critical to the faculty, which was once considered to have a large majority of non-tenured or instructors in comparison to the number of tenured senior graduate faculty members. Having more tenured faculty members allows for a greater level of involvement in key School functions and across the College and University, allows for more junior faculty mentoring. Having more tenured faculty also helps strengthen the possibility of a future doctoral program.

There were a few unsuccessful cases as well. One tenure-track faculty member chose not to submit an application for tenure and promotion, and departed in 2006. The following year, a successful search was carried out to fill this position. Another tenure-track candidate, Dr. Linda Alexander, also chose not to submit a tenure and promotion package; rather, her position was restructured into an Instructor/Coordinator that does not involve research, but has allowed her to continue significant teaching and service contributions. Lastly, a tenure candidate was denied tenure in the spring of 2007 and has since left the faculty. The School has a visiting position and has advertised to fill this position.

Other changes have primarily occurred in the Instructor or Visiting Professor lines. Instructors are full faculty members with full voting and other rights in SLIS. For the most part, instructors carry a full teaching load, with a few engaged in administrative support activities as requested by the Director. Although there have been a number of notable exceptions, instructors primarily teach in the undergraduate program. Changes in the complement of instructors have occurred in various ways. As noted, the former associate director left to take a leading role in a public school system. Two former faculty members are now both full-time librarians at the USF Tampa Library, where they maintain collaborative ties with our School and students. Lastly, Sonia Ramirez Wohlmuth has successfully defended her doctoral dissertation at the University of Florida and now holds a Ph.D. in Romance Languages. Diane Austin is currently working toward completing a doctoral program in Instructional Technology here at USF.

As can be seen from the year-by-year table of Faculty Teaching Load (Appendix III.2), the number of full-time faculty responsible for courses has steadily increased. As more full-time faculty members have been available to interact and work with adjunct faculty, the unity of the program has also been strengthened. It should be noted that the adjunct faculty include notable individuals with strong records of administration, professional service and publication. They have been selected because they have added field-based expertise and knowledge (CVs of adjunct faculty can be found in the supplemental materials in the Vitae folder).

Areas of emphasis, meeting the needs of our distance learning students, and strengthening research and teaching have guided planning for faculty vacancies and new positions. The number of students seeking an MLS degree to work as a School Library Media Specialist is significant. As such, we have continually sought additional faculty with expertise in this area, in obvious competition with many other ALA-accredited programs across the country. Other areas of emphasis within the program have been under review. For instance, now that many of the newer faculty have expertise in various areas within Information Science (e.g. Information

Architecture, HCI, Visualization of Knowledge, and Informatics), a special ad hoc committee has been formed to articulate a proposed emphasis track in this area.

Regarding meeting the distance learning needs of our students, we have a strong record of both online teaching and offering courses at remote sites. Maria Treadwell's position was upgraded to help fulfill the needs of students on the East Coast of Florida, where there is an increasing demand for trained librarians and students wishing to have ready access to an ALA-accredited program. Andrea LaRochelle has been critical in strengthening our recruiting efforts throughout the state. In addition, the relative success of the Bahamas Program is encouraging in terms of offering LIS training throughout Caribbean and Latin American countries.

Faculty Preparation, Expertise, Interests, and Experience

STANDARD: The faculty holds advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

The School has a diverse, well-qualified faculty. All tenure-earning faculty have doctorates in disciplines and fields appropriate to the master's program. The current faculty hold master's degrees from eighteen different institutions and doctorates from eleven different institutions. Table III.3 demonstrates diversity in their research and experience. Faculty specializations, which have been gained through professional experience, education, and research, are reflected in the program content as follows:

- Information resources and services with subject specialties in arts/humanities, science/technology, government information, health sciences, law, music information, multicultural, children's and young adult literature, and adult service
- Management and administration of information resources and services
- Qualitative and quantitative research methodologies
- Assessment of information resources and services
- Organization of information resources
- Integration of technologies in delivering information services, such as digital libraries, information systems, human computer interaction, information architecture, information visualization, web technologies, and instructional systems design
- Libraries as cultural heritage institutions, human rights and libraries, and ethics in librarianship
- Community engagement, social systems integration, and adult lifelong learning
- Information behaviors and information literacy

Table III.3: Faculty Specialty Areas

Faculty Specialty

Faculty	Specialty
John Gathegi (Director)	<ul style="list-style-type: none"> • Information law and policy, including intellectual property rights and emerging information technologies; First Amendment issues • Access to legal information for justice and government transparency
James Andrews (Tenured)	<ul style="list-style-type: none"> • Medical informatics, Medical librarianship • Information behaviors in health contexts • Information retrieval and data standards
Cora Dunkley (Tenured)	<ul style="list-style-type: none"> • Multicultural literature for children and young adults, School media • Diversity in library education
Vicki Gregory (Tenured)	<ul style="list-style-type: none"> • Collection development • Copyright and intellectual property • Digital libraries • Information science • Library networks and Library management
Nahyun Kwon (Tenured)	<ul style="list-style-type: none"> • Information behavior • Community information service and technology use • Reference service assessment • Consumer health informatics
Kathleen de la Peña McCook (Tenured)	<ul style="list-style-type: none"> • Human rights and libraries, Social justice and librarianship, Poverty and library services • Libraries building communities • Adult lifelong learning literacy • Theories of reading • Libraries as cultural heritage institutions • Public librarianship
Stephanie Maatta (Tenure-track)	<ul style="list-style-type: none"> • Books and reading as a social and cultural phenomenon • Career and professional development
Derrie Perez (Tenure-track)	<ul style="list-style-type: none"> • Library management • Academic libraries
Scott Simon (Tenure-track)	<ul style="list-style-type: none"> • Music librarianship, Music information retrieval, Jazz collections • Digital libraries, Information architecture, Web design • Philosophy of information
Debra Slone (Tenure-track)	<ul style="list-style-type: none"> • Public library users and uses • Usability of information systems • End-user/community information seeking and use

JungWon Yoon (Tenure-track)	<ul style="list-style-type: none"> • Visual analysis tools for qualitative research • Image representation and retrieval • Information visualization and browsing • Information organization, metadata, and semantic interoperability
Jim Carey (Phased retiree, Emeritus)	<ul style="list-style-type: none"> • School media management • Educational technology, instructional systems • Program evaluation • Communications technology
Anna Perrault (Phased retiree, Emerita)	<ul style="list-style-type: none"> • Bibliometrics of academic library resources • Collection analysis and assessment • Assessment of library resources and services
Henrietta Smith (Emerita)	<ul style="list-style-type: none"> • Children’s materials, young adult materials • Storytelling
Linda Alexander (Instructor)	<ul style="list-style-type: none"> • Young adult literature, Children’s materials • Information literacy • Multicultural Materials for children and YAs
Diane Austin (Instructor)	<ul style="list-style-type: none"> • Information Technology • Information architecture
Kiersty Cox (Instructor)	<ul style="list-style-type: none"> • Information literacy
Maria Treadwell (Instructor)	<ul style="list-style-type: none"> • Librarianship
Sonia Wohlmuth (Instructor)	<ul style="list-style-type: none"> • Information literacy • Information resources for Latin America

SLIS faculty members have been recognized in the LIS field as recipients of several awards from professional associations and as grant winning researchers. In addition, the School’s Distinguished University Professor, Kathleen de la Pena McCook, was identified as a “Prominent Leader in the Field of Libraries and Librarianship” in George S. Bobinski’s *Libraries and Librarianship: Sixty Years of Challenge and Change, 1945-2005* (2007) and was also identified as one of the 17 Library leaders in a book edited by Horrocks titled, *Perspectives, Insights, & Priorities: 17 Leaders Speak Freely of Librarianship* (2005). A glimpse of impacts and accomplishments of the faculty can be seen in the following selected awards and grants:

Dr. Kathleen de la Peña McCook, a Distinguished University Professor, received FLA’s Lifetime Achievement Award in 2007 and ALA’s Achievement in Library Diversity Research in 2004. In

summer 2008, she was selected by the ALA Emerging leader team for an interview on their website and served as a visiting scholar at the Valdosta State University.

Dr. Henrietta M. Smith was the 2008 recipient of the Association for Library Service to Children's (ALSC) Distinguished Service Award.

Dr. John Gathegi is a Fulbright Senior Specialist and in 2004 visited Santiago, Chile to consult for the Justice Studies Center of the Americas.

Dr. Vicki Gregory and Dr. Anna Perrault were awarded an Institute Museum and Library Services Grant in the amount of \$758,736 for "Academic Librarians for Tomorrow's Academic Researchers (ALSTARS)" from 2005-2008.

Dr. Cora Dunkley and Sonia Wohlmuth were awarded a grant by the Institute of Museum and Library Service (\$324,008) for the project "Education of Librarians to Serve the Underserved" from 2004-2006.

Dr. James Andrews was a recipient of grants supporting medical informatics and health communication research from the Agency for Healthcare Research and Quality and the Center for Disease Control and Prevention. He has been funded during the past several years by the USF College of Medicine, Department of Pediatrics, Division of Bioinformatics and Biostatistics.

Dr. Nahyun Kwon was awarded several grants from external and internal agents, including the National Network of Libraries of Medicine, the Ministry of Education of Korea, the USF College of Arts & Sciences and the USF Center for 21st Century Teaching Excellence.

Dr. Stephanie Maatta was a recipient of the USF CAS Faculty Research and Development Grant (2006) and the USF New Research Grant (2004), and Dr. JungWon Yoon also was awarded the USF New Researcher Grant in 2008.

SLIS faculty leadership in academic planning and evaluation, their interaction with faculty of other disciplines and close liaisons with the field are shown in faculty vita. The following are some highlights:

Faculty members have taken on leadership roles in developing curriculum at school and college levels. Dr. Andrews has chaired the committee for Information Science Emphasis for future students who wish to focus their MLS degree in this broad interdisciplinary area. Dr. Maatta served as the chair of the College of Arts & Sciences Graduate Research Symposium and was responsible for planning and conducting a research symposium for graduate students.

LIS is interdisciplinary in nature and our faculty members have actively pursued research with colleagues in other disciplines. Dr. Andrews collaborates with the USF College of Medicine, as well as research from informatics departments across the country. Dr. Kwon has been involved in a cooperative research project with the Human Resource Department of Sunggyunkwan University in Korea.

Faculty service also shows close and continuous liaisons with the field. Please refer to the “Service” section.

Academic Environment

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

An academic environment is created by the senior scholars and teachers who are promoted and tenured in the School, and also by faculty who are chosen for appointment to new positions. The annual review criteria that lead to promotion emphasize quality teaching, research, and service, and are described in this section under the heading "Faculty Evaluation." The same criteria are emphasized in reviewing applicants for faculty appointment in the School. Appendix III.1 is a sample faculty search plan. Note, that in addition to criteria on professional preparation and the desired specialization, criteria are also included for research, teaching, and professional experience. Candidates for faculty positions in the School are expected to provide evidence that would predict success in the three traditional categories in which they would be evaluated as faculty members.

Collaboration is a critical indicator pointing to a productive academic environment within a school, particularly when the collaboration is among senior and junior faculty members. Over the past five years, members of the faculty have collaborated within the School on over 20 scholarly publications and presentations, and more than half of those included a junior faculty member.

The same spirit of collegiality that leads to collaborative scholarship also fosters cooperative work in teaching. Senior faculty routinely share syllabi with new faculty and mentor junior faculty through their first offering of a class and afterwards. Innovative faculty also share their enthusiasm and insights into new technologies and pedagogical methods for instruction. For instance, Diane Austin has provided much support to various faculty members regarding web-based course delivery options and technologies, and has served on campus-wide committees focused on exploring such tools as the Elluminate Live! system. More formally, instructional design support is available to all faculty at USF. In particular, faculty may obtain instructional support from the C21TE (Center for 21st Century Teaching Excellence) Media Innovation Team (<http://www.c21te.usf.edu/mit/>), which is comprised of instructional designers, multimedia specialists, web developers, audiovisual and video production experts. Together with faculty, university-wide and community-based clients, C21TE Media Innovation Team staff design and implement instructional technology solutions.

As noted in previous sections, the USF Tampa Library provides a host of research services and collections for faculty, graduate students and advanced undergraduates.

Research services are available from the librarians in the Research Services Collections Unit at the USF Tampa Library. As research topics become more specific and complex, librarians at the Tampa library assist faculty and students in constructing advanced search strategies to help them

save time and effort in identifying the most useful and credible research resources. Research librarians also help users keep abreast with the latest resources and research tools to make their work easier. Some of the services to advanced researchers offered by the library include:

- Research topic development for theses and dissertations.
- Individual or group instruction in advanced search strategies, selecting appropriate databases, accessing print or electronic journals, reference resources, citation management systems and other research materials.
- Support for personalized E-Alerts to help researchers keep up to date with the journal literature in selected research areas.
- Location of government information, statistics, maps, technical reports, or numeric datasets.
- Assistance with library resources related to tenure and promotion
- On-demand purchase of items central to faculty research.

Part-Time Faculty

STANDARD: Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

Adjunct and part-time faculty are selected on the basis of 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 library and information centers, and have been important to the School's distance learning efforts. In addition, they provide professional role models for students and 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.

In cases where a course is the primary area of 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 still is expected to perform oversight to ensure quality and consistency with the School's mission.

Communication and interactions with adjunct faculty is ongoing. Each current adjunct is subscribed to the School listserv and receives all mailings, in addition to frequent communication by e-mail and telephone. The School has also held annual meetings, where all adjunct faculty members are able to interact, receive updates about the School, the graduate program, and the

University. The overall goal of these is to help keep adjunct instructors abreast of current policy and proposed changes in the program, as well as to answer questions and concerns that may arise. A sample agenda from one of these meetings is included as appendix III.3

A list of adjunct faculty with degrees, gender and ethnicity, including a listing of courses taught, is included as Appendix III.5. Full vitae for adjunct faculty are in the Faculty Vitae section of the CD-ROM supplementary material, and also available on site.

Diversity

STANDARD: The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds.

The USF SLIS has successfully pursued and achieved an increasingly diverse faculty during the course of the past several years. The School's commitment to diversity in all aspects of its operations was described in the strategic initiatives discussion in Standard I of this presentation, and will be elaborated further in Standard IV. 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 Diversity and Equal Opportunity Office. Appendix III.1 is a copy of a typical search plan used by the School, and the section on page five of the appendix titled: "EAP Data and Supplementary Advertizing" details steps taken to ensure a diverse pool of candidates.

The diversity of current faculty is summarized in Table III-1, which shows a faculty that is representative of the students served by USF SLIS (detailed discussions of student diversity are presented in Standard IV).

Teaching

STANDARD: The qualifications of each faculty member include competence in designated teaching areas, technological awareness, [and] effectiveness in teaching.

Teaching has historically been a high priority at the University of South Florida and at the state level under the Florida Board of Regents. Since the last SLIS accreditation there has been a number of efforts at USF to ensure the maintenance of exceptional teaching and procedures for evaluation of teaching. In 1997, to ensure the adequacy of student evaluations to fully measure teaching effectiveness, the USF Provost appointed a task force from across disciplines to consider the evaluation of teaching. The Committee on the Importance of Teaching did not believe it was possible, nor desirable, to articulate uniform definitions or practices of effective teaching that would be applicable across all disciplines. They did, however, identify several principles to guide the assessment of quality teaching:

Teaching is a multifaceted process that cannot be measured by a single instrument. Effective teaching practice varies between fields and individuals. As a result, a wider range of data should be considered in the assessment of teaching than student evaluations of teaching.

Student learning outcomes should be a primary criterion of teaching effectiveness. Departments and faculty should identify their learning goals and demonstrate that those objectives are being met in teaching practice.

Student learning is more than the sum of its parts. Students' learning experiences transcend individual courses and reflect the cumulative experience of their major and general education courses. As a result, the assessment of teaching effectiveness should include departmental and programmatic units, as well as individual courses. Measures of teaching effectiveness should include the extent to which faculty and departments contribute to the larger units' goals, as well as fulfilling the objectives of individual courses.

The results of teaching assessment have multiple purposes: enhancement of individual faculty teaching, improvement of program development and delivery, and the provision of a broader base of material on which to base tenure and promotion decisions.

In 1998, USF began participation in "Innovations in Faculty Work Life," a Pew Trust Challenge Grant project administered by the Harvard University School of Education. When USF was selected to participate in the Harvard Challenge Grant project, it was decided that the Pilot Study on alternate measures for effective teaching would become one of the foci of the project and it would build upon the efforts and recommendations of the Committee on the Importance of Teaching. SLIS' participation in the Pilot Study has been described in the chapter on Mission and Goals. The results of this participation can be seen in the School's unit-level and course-level utilization of assessments of student learning outcomes for improvement of teaching. A collection of outcomes assessment forms that are currently being used for unit-level and course-level improvement are available on site.

The Florida Board of Regents (now the Board of Governors, or BOG) had mandated student evaluation of courses using an eight question five scale rating form. Both the School and individual faculty have consistently ranked near the mean or higher in comparison to across college scores on the BOR form. On a five-point scale the faculty average for graduate courses has consistently ranged above 4. Since the SLIS has the largest graduate enrollment in the College of Arts and Sciences, the SLIS scores to a great extent, set the mean.

In keeping with the philosophy of the USF Committee of the Importance of Teaching the only quantitative evaluation measure utilized by SLIS is the statewide student evaluation form. Other aspects of the teaching evaluation include syllabi, the willingness of faculty to teach at a distance and in a variety of formats, advising of students, ongoing efforts at improvement of teaching, and impact of teaching on the profession (publication with students, student class work utilized in the real world, community engagement by students, grants obtained by students, etc.)

The SLIS is a department of excellent teachers as assessed by multiple measures.

Research and Scholarship

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

In 1994 the University of South Florida achieved Carnegie Research II status. In 1999 the Board of Regents (now the BOG) designated USF a Florida Research I university along with the University of Florida and Florida State University. In 2000, USF became a Carnegie Research I university. When Judy Genshaft became President of USF in July 2000, she set goals to achieve status as a Research I University. These goals emphasize increasing the number of graduate students enrolled at USF; increasing the number and amount of compensation for graduate fellowships; and, enhancement of academic programs that contribute to the research mission. SLIS is able to directly contribute to these goals. With Research I status, criteria for tenure and promotion are being implemented at the Research I level. The expectation is that all tenured faculty members will maintain superior performance records in teaching, research, and service. The annual review process ensures this expectation.

The School's Statement on Governance (Appendix GA.3) covers expectations for faculty members' research and scholarship within the section on Criteria for Tenure and Promotion: "For the promotion to associate professor/tenure, there should be evidence of a body of work of sufficient quality and quantity that has produced at least the beginning of a national reputation for significant and creative contributions to the candidate's field of research . . ." For promotion to professor, " . . . the candidate must offer conclusive evidence of a reputation beyond the University, among peers on a national or international level." Both the University and the School have set high standards for research and scholarship.

The SLIS faculty has a distinguished record in funded research and scholarly publications. During the years 2002 – 2008, twelve research grants totaling nearly \$2.2 million were awarded. As shown in Tables III.4 and III.5, SLIS faculty members have published in a variety of academic and professional journals within and outside of the discipline, scholarly proceedings, and books; they have presented their research results at international, national and local conferences. According to "Scholarly Productivity of U.S. LIS Faculty" (by Adkins & Budd. in *Library and Information Science Research* 28 (2006)), Dr. Kathleen de la Peña McCook has ranked 12th in the nation in Library and Information Science productivity and the School has ranked 17th in programs with the most journal articles. The most complete picture of faculty member's records of research and scholarship is presented in their curriculum vitae. For a more substantive review of the breadth and depth of research productivity exemplified by SLIS faculty, ERP members are invited to browse the collection of recent papers and publications available on site.

Table III.4: Scholarly Output (2002 – 2008)

Faculty	Books	Book Chapters	Journal Articles	Conference Papers	Presentations
John Gathegi (Director; Assoc. Prof.)	1 (+2 under contract)	1	8	2	14
James Andrews (Associate Professor)	1 (under contract)		17	2	15
Cora Dunkley (Associate Professor)		2	5	2	20
Vicki Gregory (Professor)	1	4	7	8	21
Nahyun Kwon (Associate Professor)	1 (under contract)	1	13	4	13
Kathleen de la Peña McCook (Distinguished University Professor)	2	10	20		29
Stephanie Maatta (Assistant Professor)	1 (under contract)		8	6	12
Derrie Perez (Assistant Professor)		2	2		7
Scott Simon (Assistant Professor)		1	3	1	3
Debra Slone (Assistant Professor)			7		
JungWon Yoon (Assistant Professor)		1	1	2	9
Jim Carey (Phased retiree, Emeritus)	2	3	5	5	2
Anna Perrault (Phased retiree, Emerita)	1	5	9		6
Herrietta Smith (Emerita)	1		2		1
Linda Alexander (Instructor)	1 (under contract)	2	9	6	15
Diane Austin (Instructor)				2	10
Kiersten Cox (Instructor)			1		5
Maria Treadwell (Instructor)					
Sonia Wohlmuth (Instructor)		1	2	1	5
Total	12	32	117	39	185

Table III.5: Research Grant (2002 – 2008)

Title	Improving Medication-related Outcomes
Source	Center for Disease Control (CDC)
Role	Co-I, Scope Project: James Andrews
Amount	\$980,000
Date	2002 - 2004
Title	Informatics to Enhance the Kentucky Ambulatory Network: IEKAN
Source	Agency for Healthcare Research and Quality (AHRQ)
Role	Co-PI: James Andrews
Amount	\$100,000
Date	2002 - 2005
Title	Tampa Bay Multicultural Outreach: Egypt Lake Elementary School.
Source	USF Collaborative for Children, Families, & Communities
Role	PI: Linda B. Alexander
Amount	\$8,126
Date	2003 - 2004
Title	Tampa Bay Multicultural Outreach: Exploring Diversity through Stories and Hands-on Activities for Egypt Lake Elementary School
Source	Southern Poverty Law Center Teaching Tolerance Grant.
Role	PI: Linda B. Alexander
Amount	\$1,000
Date	2004 - 2005
Title	Academic Librarians for Tomorrow's Academic Researchers (ALSTARS)
Source	Institute Museum and Library Services (IMLS) Grant
Role	PI & Co-PI: Vicki Gregory, Anna Perrault
Amount	\$758,736
Date	2005-2008
Title	Education of Librarians to Serve the Underserved
Source	Institute Museum and Library Services (IMLS) Grant
Role	PI & Co-PI: Cora Dunkley, Sonia Wohlmuth
Amount	\$324,008
Date	2004-2006
Title	Teaching and assessing senior citizens' health information retrieval: with emphasis on low vision seniors
Source	The National Network of Libraries of Medicine (NN/LM)
Role	Co-PI: Nahyun Kwon
Amount	\$5,655
Date	2007 - 2008
Title	College students' memory and motivation during information search and learning process
Source	Human Resource Department, Ministry of Education, Korea
Role	PI: Nahyun Kwon
Amount	\$2,500
Date	2007 - 2008

Title	An Examination of the Relationship between Job Placement and Job Seekers in the Library Profession
Source	USF New Researcher Grant.
Role	PI: Stephanie Maatta
Amount	\$4,990 plus GA tuition subsidy/total \$8,886.00
Date	2004-2005
Source	University of South Florida, Division of Bioinformatics and Biostatistics, Department of Pediatrics, College of Medicine
Role	Research Associate: James Andrews
Amount	25% effort funded during academic year (August 2005 to Date), 100% summer effort 2007-2008
Date	2005 - present
Title	The Book as an Object of Obsession in American Fiction: An Annotated Bibliography & Research Guide
Source	CAS Faculty Research & Development Grant.
Role	PI: Stephanie Maatta
Amount	\$715
Date	2006
Title	2006 Workshop for Overseas Korean Studies Librarians, October 30-November 5, 2006, Seoul, South Korea.
Source	2006 CAS Matching International Travel Award, College of Arts & Sciences. University of South Florida
Role	PI: Nahyun Kwon
Amount	\$1,401
Date	2006
Title	Understanding the Meaning of "Library Use" among Health Information Consumers in the eHealth Environment
Source	USF Internal Established Researcher Grant, University of South Florida
Role	PI: Nahyun Kwon
Amount	\$4,349
Date	2007-2008
Title	Utilizing Quantitative Users' Reactions to Represent Connotative Meanings of an Image
Source	USF New Researcher Grant.
Role	PI: JungWon Yoon
Amount	\$5,950
Date	2008-2009

Service

STANDARD: *The qualifications of each faculty member include . . . active participation in appropriate organizations.*

Faculty members, in general, start out as committee members at local and state levels and work up to chairmanships, elected offices and board appointments at higher levels. The criteria for

evaluation of service are in the tenure and promotion document and are briefly summarized below.

- Outstanding: A combined and sustained record of service at the highest levels.
- Strong: Service at various levels including community service and participation at the national level in elected positions or chairmanships.
- Satisfactory: Membership on committees at local, school, and state level.

For promotion to Associate Professor/Tenure, faculty members must sustain a record of "satisfactory" service, while candidates for Professor must demonstrate at least a "strong" record of service. The faculty members' curriculum vitae provide chronological accounts of service records. The examples that follow highlight some of the faculty members' recent service engagement on the community, state, and national levels.

Dr. James Andrews is a Delegate and Standing Committee Member (2007-2011) on IFLA's Science and Technology Libraries Section (representing Medical Libraries Association). He has chaired Sections and SIGs within the Medical Library Association and ASIST, and has been an active member of the American Medical Informatics Association for over a decade. Dr. Andrews is an invited reviewer on several key journals and served on the editorial board for *JMLA*, served three times on IMLS grant review panels and also for the National Science Foundation, and has reviewed papers and been part of program planning committees for several national and international conferences. He is a Faculty Advisor of the ASIST Student Chapter of SLIS-USF.

Dr. Linda Alexander serves on the Intellectual Freedom Committee of YALSA. She serves as the USF-CAS Professional Development Leave Ad Hoc Committee. She chairs the Comprehensive Exams Committee, and serves on School Media Curriculum Committee, Admissions Committee, and Undergraduate Curriculum Committee.

Dr. Cora Dunkley serves on the Distinguished School Administrator Award Committee of the American Association of School Libraries. She chairs the Coretta Scott King Diversity Fair Committee of the ALA. She is a member of Notable Children's Videos Committee, the Association of Library Services to Children, a Member-at-Large of the Friends of the New Tampa Regional Library. She serves on several committees on the USF campus, including the Faculty Senate Nominee and Faculty research Group on Black Women. She has served as a member of the College of Arts Dean Search Committee, as well as the CAS Diversity Committee. She chairs the SLIS Curriculum Committee.

Dr. John Gathegi serves on the Nominating Committee of the ALISE. He serves on the Board of Directors of Tampa Bay Library Consortium, the Executive Board of the Florida Library Association, and the Advisory Board Member of Kiran C. Patel Center for Global Solutions at USF. He is also an evaluator for the National Research Foundation of South Africa, and a doctoral external examiner at the University of Pretoria. He is on the editorial board of *Open Government: A Journal on Freedom of Information*, and is a reviewer for *Information Security Journal*, *Information Systems Security*, *International Journal of Internet and Enterprise Management*. He also co-chairs the Infrastructures Committee of the USF World Initiatives Task Force.

Dr. Vicki Gregory serves as the Treasurer and SIG Cabinet Director of ASIST and as a member of the RFP Assessment Task Force. For the ALA, she serves as a Florida Representative of ALA Council, a member of the ALA Committee. She has served as ALA Councilor on Florida Library Association Board and the Chair of ALISE Nominating Committee. She is a member of Faculty Discipline Committee on Library & Information Studies for Florida Department of Education, member of the Advisory Board for Hillsborough Community College, Library Technical Assistants program. She was honored as Outstanding Alumni from the SLIS, University of Alabama, 2007. She served as a USF Faculty Senator until 2008.

Dr. Nahyun Kwon serves as a mentor of ALA-LRRT Research Program, a co-convenor of SIG-Multicultural, Ethnic and Humanistic Concerns for the ALISE, a member of the Scholarship Committee of the Florida Library Association. She serves as a reviewer for the *Library & Information Science Research*, *Information Research*, *Journal of Education for Library and Information Science*, and *JASIST*. She is a chair of the Asian Alliance of Faculty & Staff Scholarship Committee of USF, a reviewer and panelist of the USF Internal Awards Program of the USF Research Council, a member of the CAS Diversity Committee, and a Faculty Advisor of the ALA Student Chapter of SLIS-USF.

Dr. Stephanie Maatta serves on the BRASS Committee of Reference & User Services Association, a RSS Liaison to the RUSA Publications Committee. At USF, she serves on the USF Library Council and the CAS Graduate Council. She chairs the Beta Phi Mu Chapter of the USF-SLIS and is a faculty advisor of the SLA Student Chapter. On the community level service, she volunteers for the Radio Reading Service for the WUSF, the Project Gutenberg distributed proofreader, and the Internet Public Library Reference Service.

Dr. Kathleen de la Peña McCook has received several notable awards from various professional organizations, including “Lifetime Achievement Award” from the Florida Library Association (2007), Beta Phi Mu Award from the ALA (2003), Latino Librarian of the Year from the REFORMA (2002), John Brubaker from Catholic Library Association (2003). She serves on the editorial boards and as column editors for major LIS professional journals, including *Reference & User Services Quarterly*, *Public Libraries*, *Library Quarterly*, *Progressive Librarian*, *Catholic Library World*, and *Journal of Information Ethics*. Dr. McCook has been invited to many lecture series, including “McCusker Memorial Lecture” (Dominican University, 2003), “Beta Phi Mu Distinguished Lecture” (Simmons College, 2002). She is appointed as a jury of the Florida Book Awards (FLA) and the Notable Book Council (ALA). Recognizing her notable services in all levels, the USF has appointed her as a Distinguished University Professor in 2002.

Dr. Derrie Perez served as director/dean of USF Libraries from February 1999 to February 2008. During that time she served as president of FLA (2004-05) and president of the Association of South East Research Libraries (ASERL) (2003-04) where she also chaired the “Competencies for Research Libraries Task Force” (1999-2002) and coordinated a Summit on Competencies in 2001. She also served as National Secretary to REFORMA (1999-2002) and was a founding member of the Florida Chapter; served on the ALA better Salaries Task Force (2001-03); and served on the ACRL Budget & Finance Committee (2005-07). She was recognized in Fall 2007

as an 75th Anniversary Distinguished Alumni of the LSU SLIS. She currently serves on the USF World Initiatives Committee.

Dr. Anna Perrault is the immediate Past President of the Beta Phi Mu International. She received the Outstanding Alumni Award from the LSU-SLIS (2004), and Distinguished Alumni Award from the FSU School of Information Studies (2003), and USF President's Award of Excellence. She consults for the Florida College Center for Library Automation (CCLA), the Florida Center for Library Automation (FCLA), and the USF Tampa library.

Dr. Scott Simon serves on the USF CAS Computing Steering Committee, USF Libraries Strategic Planning Technology Subcommittee, and the USF Libraries Multimedia Committee. He also serves on the SLIS Personnel Committee.

Dr. Debra Slone serves on the USF CAS Faculty Development, the SLIS Comprehensive Exams Committee and Admissions Committee.

Dr. JungWon Yoon serves as a Secretary of SIG-VIS of the ASIST. She serves as the reviewer of the Proceedings of the Annual Meeting of the American Society for Information Science and Technology, and as a judge of the Doctoral Poster Session of the ALISE conference. She serves on the USF-SLIS Personnel Committee, Comprehensive Exams Committee, and Information Science Track Curriculum Committee.

Personnel Policies

STANDARD: Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

In 2001, the governance structure for higher education in Florida was changed from one statewide board for all of the universities in the state, the Board of Regents (now the BOG), to a de-centralized system of governance. There is still one state board, but it is for all of education in the state of Florida at all levels. Each university now has its own governing board, now referred to as the University Board of Trustees (UBOT), which will set policy. When the statewide system of universities was under the governance structure of a state Board of Regents, the universities were governed under policies set by the BOR. There were policy documents for tenure and promotion, annual review, work assignments, and the grievance process. These documents were arrived at with the participation of the United Faculty of Florida. Faculty salary increases were bargained with the BOR and the state legislature. Workload, salary increase, equity, etc. were determined according to the bargaining agreement. Most of the policies from this earlier agreement remain intact and the UFF continues to represent the faculty in bargaining with the USF Administration.

In addition to the promotion and tenure policies, USF has a number of policy documents for EEO and affirmative action, sexual harassment and other personnel issues. A wealth of information on these and related issues can be found at the Diversity & Equal Opportunity Office

website (<http://usfweb2.usf.edu/EOA/>), also listed in the master list of websites provided at the front of the program plan.

The SLIS has a governance document, which was adopted in 1999 and was approved by the College of Arts and Sciences (See Appendix GA.3). The governance document includes criteria for annual reviews, tenure and promotion written in accordance with USF and CAS policies and procedures, and the UFF Collective Bargaining Agreement. A review of the governance has been conducted periodically, and most recently during the fall of 2008. Copies of the University and SLIS documents are in the CD-ROM supplementary documentation.

Each full-time faculty member receives an annual review. Mid-tenure reviews at USF are conducted at the department/school level and then forwarded to the College Tenure and Promotion committee. The faculty member under review may request that the dossier also be reviewed at the university administrative level. Currently, all tenured members of the faculty, excluding the Director (who plays a separate role in the process) conduct both mid-tenure reviews and tenure and promotion packages for our faculty.

Personnel Assignments

STANDARD: Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

On an annual basis, a typical assignment might be 65% instructional, 25% research, 10% service, though this may vary among individual faculty members depending on the needs of the department and activities of faculty members. The typical graduate teaching load is 3/2 with a maximum of 25% effort assigned per class. Additional percentages may be claimed for travel to a distance class and preparation or revision of a course. There is not a separate percentage assignment for advising, which is an activity included in the percentage instructional assignment. The current advising load per faculty member is shown in Table III.6, below; advising assignments are generally done by Ms. Andrea LaRochelle. Serving on School committees and related departmental work is also considered part of one's instructional assignment, per the governance document. Higher research assignments can be given for grant-funded research or other significant scholarly work. Service assignments are typically less than 10%. The ratings according to percentage of assignment by category of teaching, research, service, or administrative assignment from the annual reviews are used in a formula for determining annual salary increases.

Table III.6: Advising Assignments per Faculty Member as of Fall 2008

Faculty	Number Advisees
Alexander, Linda	52
Andrews, James	58
Dunkley, Cora	66
Gathegi, John	9
Gregory, Vicki	0 (she starts with the 09 students)
Kwon, Nahyun	28
Maatta, Stephanie	40
McCook, Kathleen de la Pena	67
Perez, Derrie	39 (she starts with the 09 students)
Perrault, Anna	60
Simon, Scott	33
Slone, Debra	31
Treadwell, Maria	24
Yoon, JungWon	35

Faculty Evaluation

STANDARD: *Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.*

Since 1999/2000, the School’s Personnel committee has consisted of at least four members, one from each academic rank, and has conducted annual reviews of personnel. Efforts have been made to provide documentation in written narrative for the three major areas of teaching, research, and service, or equivalent areas in the case of instructors.

Within SLIS, efforts have also been made to establish criteria for evaluation. The goals of the School are framed around the three traditional activities of *teaching, research, and service*. USF has been one of the leading universities in the country in incorporating engaged scholarship and community service into the instructional and research practices of the University and this philosophy is evident in the evaluation, promotion and tenure process.

The participation by three SLIS faculty in a 1997 campus-wide task force to develop “alternate measures of teaching effectiveness” resulted in a statement of criteria for the evaluation of teaching. For research, the organization of the CAS tenure and promotion dossiers has been followed, and the School follows the established criteria for ratings of service.

Brief Faculty Biographies

Appendix III.4 contains brief biographies of faculty and does not include research and publication activities that are in the full vitae in the supplementary materials.

Standard IV: Students

The School's efforts to recruit and retain a diverse student body, together with appropriate services, financial aid, and policies for students reflect the School's mission to educate professionals who will serve the information needs of a culturally diverse, technological society. Students have opportunities to balance theory and practice in a supportive learning environment through practical and theory-based assignments, internships and fieldwork placements, and participation in student and professional organizations.

STANDARD: The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

Recruitment

The manifest mission of the School is “to educate students for careers and leadership roles in library and information professions that serve the needs of a culturally diverse, technological society; to contribute to the body of theoretical and applied knowledge in the discipline; and to serve current and emerging needs in the University, the community, and the profession.” Accordingly, the School seeks a diverse student body with strong academic credentials and an awareness of the personal, social and economic needs of individuals and organizations in meeting the challenges of the information age and meeting the needs of the various constituencies. The School administrators, professional staff, and faculty members are particularly active in recruiting students for the USF-SLIS program by attending district school supervisors' meetings, conferences, career fairs, paraprofessional workshops, and other special meetings. Recruiting meetings are held in numerous geographic locations in and out of the state of Florida, with special emphasis in Florida East Coast where no LIS program exists. The school is also active in writing grants to recruit the leaders of the next generation of the profession. These efforts resulted in an increase of student enrollment in Web-based courses, the establishment of new off-campus teaching sites, and in the formation of formal cohort groups (where the entire program is offered during a two-year period: e.g., ELSUN scholarship students, Bahamas students, ALSTAR scholarship). All regular full-time faculty members participate in teaching students through Web-based classes or off-campus sites.

Recruitment through Partnership Effort

The School developed recruiting efforts in collaboration with several library consortia throughout the state including, The Tampa Bay Library Consortium, the Northeast Florida Library Information Network, The Southeast Florida Library Information Network, The Southwest Florida Library Information Network, and The Panhandle Library Access Network. The School facilitates recruiting workshops twice a year through these organizations in locations

such as Estero, Orlando, Miami, St. Augustine, Jacksonville, Gainesville, Miami-Dade County, Broward County, and Palm Beach County.

In the summer of 2007, the School started providing graduate courses in Library and Information Science through the University Partnership Center (UPC) with St. Petersburg College (SPC). The UPC at SPC assists with our recruiting efforts in Pinellas County by distributing print materials on their Seminole Campus, mailing materials to recent graduates of Education programs, as well as advertising throughout the community through different media.

Recruitment from the Undergraduate Population

The School offers several undergraduate courses. These courses sparked the interest of students, particularly in the area of Web-based technologies, and have been a valuable tool for recruitment of students into the graduate master’s program. The undergraduate courses contributed greatly to the visibility of the School in the College of Arts and Sciences and in the University. Additionally, the Assistant Director for the site-based off campus program in southeast Florida attends Graduate School Fairs that are held annually at two of the Florida Atlantic University branch campuses, University of Miami, and Florida Memorial University. Recruiting in southeast Florida has recently been extended to high school students through participation in a Career Day at a local high school, in April 2007, where students were given general information about library careers and specific information about opportunities for study through USF’s off-campus and distance education initiatives.

Evidence of Successful Recruiting: Enrollment

Table IV.1 shows the School maintained high enrollments over the past five years. It attracted over 200 new students to the master’s program every year. In the 2004-2005 year the School experienced unprecedented growth. Although succeeding years show a modest drop, the intake of new students is still above the level at the beginning of the five-year period.

TABLE IV.1 ENROLLMENT OF NEW DEGREE SEEKING LIS MASTER’S STUDENTS: ACADEMIC YEARS 2003-2004 TO 2007-2008					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
LIS Master’s	217	316	277	241	229
%Change from Previous Year	+0.5%*	+45.6%	-12.3%	-13.0%	-5.0%
*Based on 216 the previous year.					

Recruitment and Retention of a Diverse Student Population

The School recognizes the need for information professionals to reflect the diversity of the population they serve; therefore, the School recruits, retains, and graduates an ethnically diverse student body. In fall 2003 through Spring 2008 the School enrolled 307 new degree-seeking

students from underrepresented ethnicities: 169 Hispanics, 105 African Americans, and 33 Asian Americans. Figure IV.1 shows the enrollment of students from historically underrepresented populations during this time ranged from a low of 14.6% of new master’s degree students to a high of 27.6%.

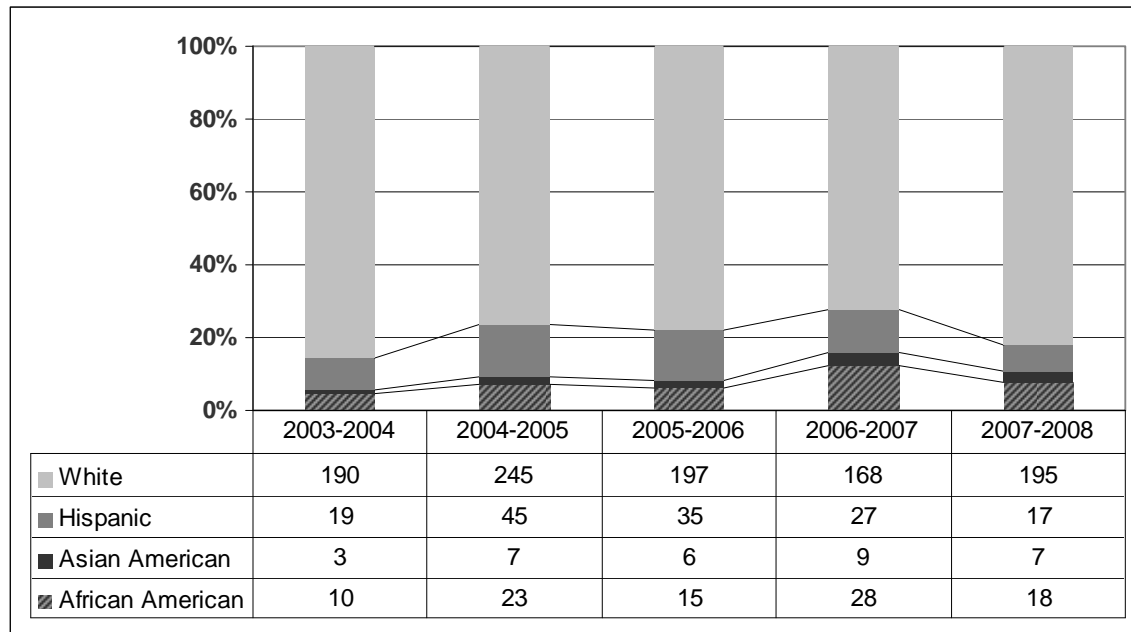


Figure IV.1. Enrollment of new degree-seeking students by ethnicity: Fall 2003 to Spring 2008.*

* The discrepancies in the annual total number of students between Figure IV.1 and Table IV.1 are due to the exclusion of international students or non-responses.

The two grant awards from the Institute of Museum and Library Services (IMLS) highlight the School’s success recruiting diverse student populations. ELSUN (Education of Librarians to Serve the Underserved) is an IMLS awarded program that two faculty members received from the Recruiting and Educating Librarians for the 21st Century Initiative Program in 2003. This grant resulted in the recruitment of 28 new students. In 2005, another two faculty members received an IMLS grant funding students in a special cohort to obtain a master’s in library science designed to prepare them for work in academic libraries, ALSTARS (Academic Librarians for Tomorrow’s Academic Researchers). This resulted in the recruitment of 23 new students. Both grants had a diversity component that required active recruitment of students from underrepresented segments of the community. While the efforts of the School to recruit diverse student populations have increased the number of non-white students who enter the master’s program (32 in 2003-2004 compared with 42 in 2007-2008), the School also recognizes that retaining a diverse student population must be a continuous, high priority.

Other national initiatives complement the School’s focus on recruiting and retaining diverse student populations. For example, since the beginning of the Spectrum Scholarship program of the American Library Association in academic years 1989-1999, twenty Spectrum scholars have chosen to study in the USF-SLIS program. (A listing of those students can be found in Appendix

IV.1) The School has provided additional financial assistance in the form of graduate assistantships to Spectrum Scholars.

The diversity of graduates from the School is greater than that of most ALA-accredited programs. Comparative data for all ALA accredited programs and USF (excluding international students and unreported race/ethnicity) are displayed in TABLE IV.2.

	Native American	Asian American	African American	Hispanic	White	Total
All ALA programs	20	144	237	195	4,324	4,920
	0.4%	2.9%	4.8%	4.0%	87.9%	100.0%
USF	0	3	10	19	190	222
	0.0%	1.4%	4.5%	8.6%	85.6%	100.0%

USF-SLIS exceeds the percentage of graduates of all LIS programs for Hispanic students. The 2002-2007 entering class of master's students seen in Figure IV.1 demonstrates that USF is taking steps to address recruitment of African American students. Three faculty members of the School are African American and can serve in an advisory capacity for future recruitment efforts. The School continues to graduate Hispanic students at a high rate.

Although the School takes an active role in aiding all of its students in their job search and initial placement, there are special initiatives for students from populations underrepresented in library and information professions. The School has been collaborating with the USF Library in the creation of the Henrietta M. Smith Residency program, a one-year career development program with a full-time assignment in the Reference Department of the University of South Florida Tampa Library. The residency increases the diversity of professional staff at the Library and encourages the involvement of underrepresented racial and ethnic minorities in academic librarianship.

In addition to the recruitment tools discussed above, informal conversations are important in students' decisions to enroll in the USF School of Library and Information Science. Many librarians and information professionals in Florida recommend the School to prospective students and often make inquiries on their behalf as to the availability of assistantships or other forms of financial aid.

Geographical Diversity: Availability of Program throughout the State and Beyond

Distance education has been a part of the University of South Florida's School of Library and Information Science since 1978. With Florida State University (FSU) located in the Northwest area of the state and the University of South Florida (USF) located in the West Central part of the state, the residents of the most populous counties (Miami-Dade, Broward, and Palm Beach) were left underserved.

The 2006 Statistical Abstract of Florida states that Miami-Dade County is the largest populated county in the state having a population of 2,422,075. That is 13.52 % of the state's population. Broward County ranks second with a population of 1,740,987 and Palm Beach County, with a population of 1,265,900, places third. In the population rankings, Hillsborough County, home to USF, ranks 4th largest with a population of 1,131,546. In contrast, Leon County, the home of FSU, ranks 19th in the state with a population of 271,111.

In that Miami-Dade, Broward, and Palm Beach counties contain almost 30% of Florida's population and noting that they are hundreds of miles from the two American Library Association (ALA) accredited schools in the state, USF realized the opportunities presented by taking the SLIS program to those underserved areas.

The East Coast program is designed to meet the needs of the working individual who wishes to return to school by offering evening and Saturday classes within the tri-county area of Palm Beach, Broward, and Dade counties. The East Coast Office is located in the Broward County Main Library. The Assistant Director for the East Coast Program is full time administrative staff and is available to advise students and to answer their questions. This move increased the USF's enrollment, provided a presence in South Florida and other areas in the state, provided accessibility to non-traditional, underserved student populations, and brought diversity to the School by increasing the enrollment of minority students. It should be noted that the recruitment in these regions has been serving the School's dedication not only to educate future librarians in geographical areas that lack ALA accredited LIS programs but also to meet the needs of those mature adults pursuing careers in librarianship in a diverse information society.

Furthermore, the School reaches out to increase enrollment from areas outside the state of Florida, as evidenced in the Academic Common Market Program. The University of South Florida is a member of the Southern Regional Education Board (SREB), which provides access to unique academic degree programs to residents of member states. Residents of SREB member states (e.g., Delaware, Georgia, Virginia, and West Virginia) can enroll in an ALA accredited academic program that is not available in their home state at in-state tuition rates. The Director and other Administration have visited these areas to recruit potential students for 2004-6.

Local county library directors, school system administrators, and state higher education commission administrations have been supportive of SLIS's efforts to bring the library science program to their respective areas. The various administrators provide classroom meeting space and computer labs whenever possible and in some cases have forged a partnership with SLIS.

Admission

The current standards for admission, as they appear in official School documents, have been revised and implemented from the June 1, 2007 deadline for fall admission and are given below:

Regular admission to the School of Library and Information Science may be granted to students who meet one of the following criteria:

1. Undergraduate GPA of 3.25 or above in upper-division coursework from a regionally-accredited institution

2. Graduate GPA of 3.5 or above in a completed master's degree program from a regionally-accredited institution
3. Doctoral degree (including professional degrees such as the JD and MD) from a regionally-accredited institution

The admission standards of the SLIS largely conform to the USF Graduate School. While the Graduate School requires GRE minimum scores of 500 for Verbal and 500 for Quantitative for admission, SLIS has received a waiver of this requirement while increasing the Graduate School's minimum GPA requirement of 3.0 (equivalent to B) to 3.25 in the undergraduate upper-division coursework and 3.5 in a completed master's degree program. A GRE waiver has been granted to other academic units across the USF campus.

Students not meeting one of the above criteria may be considered for conditional admission based on all of the following criteria:

1. A minimum score of 550 on the Verbal section and 450 on the Quantitative section of the General GRE test. An EXADEP score equivalent to a score of 550 Verbal and 450 Quantitative on the GRE General test may be substituted for the GRE scores.
2. A writing sample
3. Written letters of recommendation from three references

Conditional admission status will be converted to regular status upon completion of the first three LIS courses with a GPA of 3.5 or above. LIS 5020 must be included as one of the three courses. A satisfactory score on the TOEFL may be required for natives of non English-speaking countries. All students considered for a conditional admission are required to write a statement describing their purpose and goals in LIS program. The proportion of students conditionally accepted to the program and their current status are presented in Table IV.3.

	2005-2006	2006-2007	2007-2008
# of Students Accepted	431	392	378
# of Students Conditionally Accepted	35	18	19
% of Conditional Acceptance	8.1%	4.6%	5.0%
GPA of Students Conditionally Accepted	3.55	3.79	3.59
Current Status			
Graduated	12	6	
Active	6	5	13
Inactive	11	5	2
Never attended	6	2	4

Financial Aid

The School has formulated policies and procedures on graduate assistantships. Currently, the graduate assistantships are awarded to new and existing students in two areas: the School and USF campus libraries, including Tampa Campus Main Library, the College of Public Health, the Shimberg Health Sciences Library, and the de la Parte (FMHI) Institute. Graduate assistants on campus also receive tuition waivers and a biweekly stipend. Application procedures and forms are available on the school's Website. The School provides students with the information about other graduate assistantships and financial aids available on campus. The financial aids awarded to LIS students are presented in Table IV.4 in comparisons with two similar other academic units - Mass Communications and Social Work in the college. The information demonstrates that the School supports a greater number of students and greater amounts of aids compared to other equivalent programs on campus.

	LIS		Mass Communications		Social Work	
Academic Year	Total \$ Value (Stipend + Waiver)	# of Master's Recipients	Total \$ Value:	# of Master's Recipients	Total \$ Value	# of Master's Recipients
2002/03	80848.44	32	72265.06	21	47851.74	20
2003/04	224719.46	40	58087.42	11	101962.73	20
2004/05	305312.27	45	20620.11	4	88387.56	18
2005/06	263840.04	46	6313.95	1	123947.98	20
2006/07	261257.38	41	38888.16	6	111163.77	18
2007/08	269999.89	43	73019.12	10	123460.62	19
2008/09	100566.88	16	64215.37	9	37746.18	9

As a subcommittee of Student Affairs, the School established a Scholarship Committee served by three faculty members to award scholarships to current students. Each year, the committee reviews applications and selects two students to award scholarships, one from the General Track and the other from the School Media Track.

More details on policies and procedures are available in the Financial Aids and Scholarships sections in the School's Website.

Efforts to Recruit and Retain Distance Learning Students

The methods for delivering instruction in distance learning include the use of web-based online course and the traditional mode of face-to-face meetings with Tampa based faculty, along with

some adjuncts. Since 1998, when the university adopted the web-based course-management system Blackboard, faculty and instructors teach courses on-line. Most of these courses are asynchronous (which means they do not require face-to-face meetings). The on-line hybrid, or blended, classes are primarily asynchronous but do require some face-to-face meetings. Some faculty members have incorporated synchronous course software such as *Elluminate Live!* to enhance real-time interactions with students.

Students in the distance-learning program are often limited in the campus activities in which they can participate. To provide inclusion, students are invited to participate in student organization meetings through on-line attendance in real time. Students are made aware of, and kept informed of, major newsworthy items through the ALIS discussion list and through the official announcements area of the on-line course management system, Blackboard.

On the east coast, students have organized a support group comprised of current students as well as alumni. The group meets on an irregular basis (<http://www.usfslis.org/>). Students connect to each other through a Web site created by a current student. Membership is not restricted to students and alumni living on the east coast but includes any student in the program. The group mission is to interact and exchange ideas in spite of geographical boundaries. Some features on this Web site include a book exchange and the availability of local resources. In the future the group expects to provide incoming students with mentors. They also participate in new student orientations held on the east coast.

Adjunct faculty participating in the distance education program receive support in their teaching activities from both the School and the University. With all USF courses automatically having access to Blackboard, the adjunct faculty receive training and are kept informed of new updates. The annual summer meeting provides an opportunity for this training. The meeting brings the adjunct faculty up to date on new policies and procedural changes as well as introducing new technology upgrades. Adjunct faculty also have access to campus-wide teaching resources via two specific services for teaching support: Academic Computing and the 21st Century Center for Teaching Excellence (C21TE). The former meets the needs for technology and courseware support while the latter covers the needs for broader topics of teaching, including teaching pedagogy, strategies, and software tool applications. In particular, the C21TE provides supports for course design and redesign and for production work using electronic tools and multimedia applications (audio, video, web based, TV studio, and other electronic tools) via individual consultations, teaching effectiveness seminars, workshops and conferences.

Career Information and Job Placement

The School routinely receives and posts employment and post-graduate opportunities for library and information professionals throughout the United States on ALIS-JOBS, an electronic discussion list maintained by the School. The School regularly posts all job notices received via mail, telephone, e-mail, or through electronic discussion lists on ALIS-JOBS. In addition, the SLIS administration and SLIS alumni also post employment and post-graduate opportunities for students. Students make heavy uses of the ALIS-JOBS discussion list during their last two semesters in the program. Students also utilize the placement and salary survey results tabulated by Dr. Stephanie Maatta, SLIS Assistant Professor, and published annually in the October 15

issue of *Library Journal*. Currently, the School does not appoint a designated career counselor. All regular faculty who are assigned as academic advisors provide assistance with career counseling and job searching for their advisees, upon request. As a campus-wide service, USF Career Center offers services and resources for students and graduates by providing career resources, individual job counseling and advising (<http://www.career.usf.edu>).

The student chapter of ALA/SLA/ASIST provides workshops or visits to libraries as a means of obtaining more career-related information. In addition, 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. Additionally, information about career opportunities is provided on the School's Website at <http://slis.usf.edu/communication/careers/>.

STANDARD: 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.

Information about the School

To raise visibility and awareness of the School and better recruit potential students into the program, the USF-SLIS employs diverse strategies and a variety of communications venues, including:

- An Internet presence through the School's Website at <http://slis.usf.edu/>
- Individual faculty pages showcasing their professional credentials, teaching, scholarly, research, and community activities
- Student designed and administered Web pages as resources and support for peers and the program
- A print and electronic version of the School's 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.
- Electronic communications for faculty, adjuncts, employers, students, venues including several electronic lists and blogs related to happenings in the field, employment opportunities, and program related and general information.
- myUSF Blackboard providing access to (1) courses and resources taught on the Web, in face-to-face and blended formats; and (2) a secured "intranet" to support the program, faculty, students, the advising process, the administration of comprehensive exams, communications, and program information and announcements.

Websites

The School's Website conveys pertinent and valuable information to current and prospective students, visitors, professionals in the field, employers, the community, and other interested parties. The site describes the School's mission, goals and objectives, its faculty, programs of study, course offerings, admission policies, grading standards, communications, and other general information. It also serves as a resource for prospective and current students, faculty and other interested parties regarding financial aid and scholarships, the process and administrative details of the comprehensive exams, field experience, job placement, active professional organizations, distance learning assistance, tutorials, conferences, forms, and advising.

Queries about the School receive a prompt response outlining admissions requirements and procedures and an application packet that contains much of the information available on the School's Web page. The USF Graduate School Catalog is also available online (<http://www.grad.usf.edu/newsite/catalog/archives.asp>).

Faculty and graduate student assistants design and maintain websites and other electronic communications venues to display their professional and research interests and accomplishments.

Newsletter

The School publishes "The Link" a semi-annual newsletter, that is distributed to students, alumni, friends, other LIS programs in North America in both print and digital formats (<http://slis.usf.edu/communication/link/>). The newsletter includes highlighted news and major achievements of faculty, student, alumni, and the School.

Electronic Lists

The School maintains several electronic mailing lists for specific audiences and on specific topics of interests to keep current students, alumni, employers, other SLIS professionals and programs, and the community informed and to provide a mode of interaction between list members and the program.

myUSF SLIS Community

In alignment with the University's goals to create an academic environment that links students, faculty, and staff to the courses, organizations, and Web-based services that are relevant to their academic lives, the USF-LIS has opened a program community in the myUSF portal at <https://my.usf.edu>. The community is designed to communicate program-related announcements, provide access to information and forms, and invigorate a sense of community atmosphere among the SLIS students, faculty and staff. The SLIS portal community also provides a "look into" the program for guests and prospective students.

ALIS and ALISJOBS

SLIS sponsors two electronic mailing lists, known as ALIS and ALISJOBS, for announcements, discussion, and question-and-answers of interest to students and alumni of the USF SLIS. Academic Computing at the University of South Florida administers ALIS and ALISJOBS using Lyris software.

Electronic Advising

With the many SLIS distance learning students that require support and advising, SLIS faculty take advantage of a number of advising options that fit their advisees' schedules and communications needs. All of the faculty use e-mail and the School's electronic lists and other telecommunications tools to interact with students. To enhance communications with their advisees, faculty could also set up their own virtual advising group via myUSF SLIS Community to utilize document sharing, discussion boards, or group e-mail functions. Some faculty hold office hours in synchronous environments, such as *Elluminate Live!*

Recruiting Information

The Graduate School at USF provides funding for a program brochure to be printed and used as a recruiting tool. The brochure describes the School's mission and lists the School's admission requirements, contact information, financial aid resources and application information. A sample of this brochure can be found in Appendix IV.2.

Orientation to the Program

Newly accepted students are mailed a welcome packet with their acceptance letter, a "New Student Checklist," their advisor's name and contact information, and a link to the online orientation. The checklist helps guide the new graduate students through the initial activities and tasks required to prepare them for their first semester and beyond. The packet includes registration and advising information, suggestions about preparing for classes, and required program forms. A copy of the "New Student Checklist" can be found in Appendix IV.3.

Before a new academic semester begins, newly admitted students receive information about administrative services, placement, subscribing to the School's electronic discussion list, student organizations, and other helpful material. Faculty members and staff participate in the student orientation held at the main campus.

The SLIS East Coast Assistant Director, resource librarian, and at least one representative from the SLIS faculty conduct a face-to-face orientation for students residing and taking classes on the east coast.

An online orientation is available for distance learning students and for students who cannot attend the live orientation (<http://slis.usf.edu/graduate/orientation>). A self-directed orientation is accessible on the Internet, and includes links to relevant websites, resources, and other information. The live student orientation is Netcast through all sections of LIS5020 Foundations (the required introductory course).

Opportunity for Professional Experiences and Engaged Reflection

Comprehensive fieldwork programs are available for students to round out their programs of study. These fieldwork courses provide opportunities for students to try particular areas of library science and gain valuable career preparation experiences. These work experiences are often linked to actual employment. The SLIS website describes the supervised fieldwork opportunities:

"Supervised Fieldwork" at the School of Library and Information Science requires 120 hours on-site under the guidance of a supervisor who is a recognized information professional. It is a 3 credit graduate course."

Specifically, supervised fieldwork provides an opportunity for students to integrate theory and practice from courses to an organization context. This opportunity to observe, participate, and perform independently in a supportive environment is especially useful for students without previous experience in the field. It also benefits those who desire to make a change to a new area of specialization.

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. [A sample of Supervised Fieldwork Report submitted by a student is available upon request].

School media fieldwork experience is available for students who wish to obtain school media certification. The school media fieldwork experience is a 3-credit course under the supervision of a qualified, trained school media specialist. Additionally, some students gain valuable experience by volunteering in libraries or literacy programs.

Currently, two full time faculty members, Dr. Linda Alexander and Ms. Maria Treadwell, are designated as fieldwork coordinators in order to assist fieldwork students with advising, planning, placement, progress reports through site visits, and grading.

Assistance with Career Information and Job Placement

Professional Opportunities

Faculty members actively help identify potential job openings for students by monitoring electronic discussion lists, attending professional meetings, and networking with library professionals. They meet individually with students regarding placements, write letters of reference, fill out reference forms, and talk via telephone with potential employers regarding placement of graduating students.

Potential employers are invited to campus and conduct interviews in the department and in the USF Job Fair. The SLIS administrators and faculty members facilitate arrangements for such

interviews. Most recently requests have come from public library systems in Houston, TX and Los Angeles, CA to interview prospective graduates.

The student chapters of ALA/SLA/ASIST provide workshops and visits to libraries as a means of obtaining more career-related information. For example, the SLA Student Organization hosted a workshop by Gene Coppola, Director of Palm Harbor Library, on "All the things they never teach you in Library School" Tuesday, March 18, 2008. Coppola spoke to a packed classroom and shared valuable tips for preparing for job interviews. In addition, most courses include discussions relating to library and information science careers. Several of the School's courses also include library site visits, field trips, and guest speakers from local libraries.

Career Opportunities

The School maintains an electronic discussion list, ALIS-JOBS, and routinely posts employment and post-graduate opportunities for library and information professionals throughout the United States. Graduate assistants regularly post all job notices received via mail, telephone, e-mail, or through electronic discussion lists on the ALIS-JOBS listserv. Students make heavy use of the ALIS-JOBS electronic list before, during, and after graduating from the SLIS program. The job list serves as a venue to exhibit job opportunities by employers. It allows alumni and faculty to alert SLIS students and graduates to be informed about available jobs, needed professional skills, potential career paths, and the variety of organizations hiring in the field. Some of the employment opportunity notices are posted on bulletin boards in the SLIS hallway. Students utilize the placement and salary survey results tabulated by SLIS faculty member, Dr. Stephanie Maatta, and published annually in the October issue of the *Library Journal*.

Updates of Policies and Procedures

School policies and procedures are in writing and made available to students. Any major changes in policies and procedures are addressed, discussed, and voted upon within responsible committees and/or Faculty Council Meetings. Such changes are promptly announced through the myUSF Blackboard community, on the ALIS electronic discussion list and the School's Web page.

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

The School's standards for admission are clearly stated and published annually in the USF Graduate School catalog, on the School's Web site, and in a Graduate School marketing brochure. The School's admission standards are applied in alignment with University standards

for admission to graduate study. The current standards for admission appear in official School documents and are stated above under the first section of Section IV.

The latest revision of the admission requirements has recently been approved by the SLIS Faculty Council and implemented starting with the June 1, 2007 admission deadline. Under the current policy, the required minimum GPA for regular admission was raised from a 3.0 to a 3.25. Second, the GRE requirement was changed from a combined score of 1,000 or more to a minimum score of 550 in the verbal section and a 450 in either quantitative or analytical section. The GRE is required only for those who do not meet the minimum GPA requirement. In such cases, the School uses the Verbal score and either the Quantitative or Analytical score, whichever is highest in combination to meet the GRE total score requirement for acceptance. In Fall 2008, the mean undergraduate GPA for the current students enrolled in the SLIS program is 3.29 and the mean GRE score is 1039.12 (537.35 in verbal and 501.76 in quantitative). These data demonstrate that the students admitted to the SLIS program are of high caliber, having higher than a B average (3.0) in upper division undergraduate coursework.

TABLE IV.5 GRADUATE APPLICATIONS, ADMISSIONS AND ENROLLMENTS					
Applicants to M.A. Program	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Applied	397	547	500	486	444
Accepted	317	465	431	392	378
% Admitted	79.8%	85.0%	86.2%	80.7%	85.1%
Enrolled	217	316	277	241	229
% Yield*	68.5%	68.0%	64.3%	61.5%	60.6%

*Ratio of new students enrolled to students admitted.

The School has an Admissions Committee made up of 3-4 faculty members as a subset of the Student Affairs Committee. The Admissions Committee establishes policies regarding regular admissions and exceptions to admission criteria. At present the Director approves admissions on an exceptional basis for individual students who do not meet the minimum admission standards. Such admissions are used sparingly, with no more than 10% of the admitted students. Decisions for exceptional admission are based on letters of reference or work experience in a library, as well as performance in any graduate level courses in Library and Information Science taken as a non-degree seeking student. Students who are admitted on a conditional basis achieve regular status upon completion of the first three LIS courses with a GPA of 3.5 or above, and the foundation course (LIS 5020) must be included as one of the three courses.

At USF, the application is now processed online through the Graduate School. However, students are encouraged to contact the School via e-mail or phone for an application packet and further information. The School responds promptly to prospective students' requests for information or for personal interviews. Prospective students are referred to the School's Admissions Recruiter/Advisor and/or other faculty members who are available to discuss career options, program choices, and admission requirements.

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

Designing Program of Study

At USF-SLIS, two M.A programs of study are offered: a general master's program and a program for preparation for school media specialization. Information on these two programs can be accessed on the USF-SLIS Website:

Masters of Library and Information Science
<http://slis.usf.edu/graduate/programs/>

School Media preparation program
<http://slis.usf.edu/graduate/programs/media/>

These programs enable students to frame their career path in a general sense and pursue it in accordance with their individual needs, career goals, and background within the established requirements of the School. More individualized guidance and academic counseling are provided through faculty advising described below.

Advising

When filling out an application form to the program, students are requested to include a statement of purpose and return it to the Program Assistant in the SLIS office. In the statement of purpose, prospective students are asked to indicate their preference for an advisor depending on their particular area of interest, if known. This statement of purpose is used to help assign students to advisors who can meet their particular needs and goals upon acceptance to the program (a copy of a statement is available upon request).

When students are accepted into the program, they are asked to contact their assigned adviser to set up a tentative program of study, and to select classes for their first semester. Meetings can be arranged to take place on campus, via e-mail, or by telephone. During the course of their study students may change advisers to suit their particular professional needs. Advisers counsel students about coursework, career aspirations, and other needs. Additional counseling beyond the expertise of the student's adviser is referred to other faculty members or to the counseling offices (e.g., career, personal, and academic) available on the USF campus. Faculty members who travel to distant teaching sites advise students at those sites, regardless of whether the students are assigned to them as advisees. Students have access to career advising and placement assistance via various venues established by the School, including ALISJobs list. More detailed information is provided in Section IV.2.

Formative and Summative Evaluation

Along with the School's mission and program goals and objectives, the School has established the Student Learning Outcomes. The outcomes are the competencies that the faculty has identified as being a necessary core of theory, knowledge, and skills for functioning as an effective library and information professional. A detailed explanation of student outcomes relating to student accomplishments is contained in Standard I: Mission, Goals, and Objectives.

Students are regularly provided with written and oral assessments of their accomplishments in class from the faculty teaching the courses, and more informal feedback from their advisers. Faculty keep regular posted office hours (9 hours per week) to make it possible for students to discuss matters relating to their progress in the program.

Comprehensive Examinations

The School implemented a comprehensive examination to be taken during the last semester of the student's program of study as a method of evaluating their performance. USF-SLIS requires a comprehensive examination of all students in their graduating semester, including summer semesters. The comprehensive exam is also used to provide evidence of their achievements. A Comprehensive Exam Committee oversees the administration of the exam, which is administered online. Faculty members submit exam questions covering topics from the six core courses. Committee members make the final decision on the three questions to be used each semester. Students are asked to write an approximately 2,000-word research paper on one of three questions during a period of one week. Examples of recent comprehensive exam questions and instructions can be found in Appendix IV.4 and Appendix IV.5. Each student's paper is evaluated through double blind review based on the five criteria: 1) Content, 2) Research Skills, 3) Critical Thinking, 4) Technical Accuracy, and 5) Style. Papers that receive a "pass" on the first three criteria pass the comprehensive examination. Students who fail the examination in the first round are given a re-take opportunity during the same semester. The re-takes are prepared in the same manner as the first round of the exam. If the student fails re-take exams, the student must take at least two credit hours in the following semester and attempt to pass the exams one final time. More information about the exams, including some samples of students' exam papers, can be found at:

Plan Ahead for Comps

<http://slis.usf.edu/graduate/compexam/>

Students receive preparation for the comprehensive exams in their courses and Comprehensive Exam Prep Sessions are available through Netcast (video streaming), VHS tapes, and an online Microsoft PowerPoint presentation on the SLIS Web page:

Comprehensive Exam Prep Session

<http://slis.usf.edu/graduate/compexam/>

Professional Accomplishments

In addition to accomplishments in coursework, many SLIS students and recent graduates have continuously demonstrated various professional accomplishments. A large number of students in the program become actively involved in professional organizations, and many have published in journals. A listing of some of the accomplishments of the current students and recent graduates can be found in Appendix IV.6.

STANDARD: The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

The School encourages students to participate in student organization activities. All students are either active or potential members of the three student organizations, representing the American Library Association (ALA), the Special Libraries Association (SLA), and the American Society for Information Science and Technology (ASIST) respectively. Faculty members serve as liaisons to the student organizations.

Student Organizations

Recruitment

The student organizations recruit students through various forms of publicity and interaction. Recruiting methods include electronic communications (electronic mailing lists, website listings, and direct communication via e-mail), written forms of communication (the LIS newsletter and student organizations recruitment brochure), visual forms of communication (student organization bulletin boards and signs posted in the Communication and Information Science building), announcements in classes, and presentations at new student orientations. In addition, programs and workshops are open to non-members as a service and a recruitment opportunity. In particular, the bi-annual book sale is an event that, due to its high profile location and size, recruits not only LIS students into active participation in student organizations but also introduces the LIS Program to the student body at large.

Online Presence

The SLIS student organizations have fully embraced the Internet, taking advantage of its potential as a tool for education and communication. ALIS, the School's discussion list, is a major communication tool within the School. Students and alumni discuss issues of importance to them; also the SLIS program and student organizations post official opportunities for jobs and upcoming events. The student organizations are now fully integrated into the Blackboard Academic Suite, providing easy access to documents, announcements, chat rooms and logs, and an archive of meeting minutes. Distance students can participate in live meetings and workshops using Blackboard chat rooms or, when audio is required, the *Illuminate Live!* chat system. The meeting minutes, chat logs, and past program presentations are archived in Blackboard. The online archive allows for greater transparency of the student organization, time-shifting of

meetings, programs and workshops for those distance and local learners who could not attend in person or participate in the chat rooms at the time of the meeting, and an introduction to the Web as a platform for record keeping. The officer position of "Webmaster" has been added to maintain the online presence. Various online venues, including Blackboard pages, the student organizations' main website, and most recently, a blog site and Facebook group, function as online social networks. These Internet tools help keep the members and students informed of what is happening in the student organizations and the SLIS program.

Workshops & Social Programs

Programming for the LIS student body is an active part of the organizations' effort to supplement the base education of the growing field of undergraduate majors enrolling in USF-SLIS. The student organizations offer educational workshops and invite guest speakers in library science and related fields. Student members are encouraged to attend and learn skills that will be invaluable in their pursuit of the LIS degree. Those events have included APA style workshops and Second Life workshops. Social programs have been a vital part of the programming. In the spring of 2008 the student organizations went bowling, to karaoke and to a teahouse on a few occasions. These programs help relieve stress of graduate students and foster an environment of free exchange. The student group also supports graduation receptions and student orientation sessions. In addition, the student organization hosts ongoing programs of social networking through its Facebook group. From programs both social and educational, students frequently get information about courses they have yet to take, changes in school policy, and other information that may be relevant to their academic lives (See Appendix IV.7)

Academic Affairs

The School-Student organization relationship is a two-way street; the SLIS Director or faculty advisors occasionally attend the student organizations' officer meetings. This leads the professors and School staff to be aware of who participates in the student organizations and to more openly approach them for input or academic discussion. The School's Director and the SLIS faculty also inform new students of opportunities to participate in the School governance. Student representatives attend and convey student concerns at Faculty Council Meetings and serve on some of the School's committees: the Faculty Search Committee and ALA-COA Committee. The members of student organizations have been actively involved in the recruitment process of new faculty and administration. Recently, members of the organizations sat on the search committee for a new director of the SLIS program. Representatives from the student organizations are present at student orientations to discuss the forthcoming activities of the organizations. The student organizations and the faculty work together on a website and tutorial dedicated to the SLIS Comprehensive Examinations, leading to a rich exchange of information that benefits both students and faculty. Over the years, planning and participation in various activities of student organizations have helped students take on leadership roles in professional and alumni organizations.

Opportunities for Input

Member participation drives the SLIS student organizations. There are many avenues for input from student to organization, and from organization to program. Monthly all-member meetings allow students to voice their opinions, have a say in student organization planning, and to bring committee reports to the officers. These meetings are open to all LIS students. Bi-monthly officer meetings are open to faculty who want to present something to the student organizations. In order to assure the best workshops and programming possible the student organizations give a thorough yearly survey, as well as short evaluations at the end of workshops. One outcome of those surveys was that in 2007 a bi-annual elections policy was instituted to better serve the LIS students' needs.

Bridges to Professional Life

Professional conferences play a significant role in shaping the way students understand library and information science. Conferences help students gain a point of reference in what they should expect and demand from the USF-SLIS graduate program. Accordingly, the student organizations participate in conferences every year. Student organizations have coordinated social events and chapter meetings at FLA (Florida Library Association) and ALA annual meetings and encouraged USF-SLIS graduate students throughout the state to participate. In 2004, when the ALA Annual Conference was held in Orlando, FL, the student organizations booked a hotel space to serve as a meeting and organizing location for USF attendees and presenters. In summer 2006, the student organizations helped sponsor student trips to the ALA Conference in New Orleans. Every summer, a member of the student organization is chosen to intern at the ALA Annual Conference.

School Electronic Discussion List

ALIS, the School's discussion list, is a major tool for developing a sense of community within the School. Students discuss issues of importance to them and post newsworthy items. Graduates also participate in ALIS, contributing perspectives on various employment and professional issues. It is also used to keep students informed of various events, such as conferences and student meetings.

Student Participation in Professional Organizations

The School also encourages students to join professional organizations and provides the addresses and applications for professional organizations on the School website. The School has a student organization that combines a student chapter of each of three professional organizations, including the American Library Association, the Special Libraries Association, and the American Society for Information Science and Technology. Information on student chapters is available on the SLIS website at <http://slis.usf.edu/people/studentorg/>.

STANDARD: The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are

accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Evaluation Measures

The School has developed and implemented procedures and mechanisms to evaluate the program. Both evaluation of student performance by the faculty and feedback about the curriculum and program by students are crucial components of assessment and revision of the existing program.

The School's success in reaching its goals and objectives with respect to the fulfillment of students' individual career aspirations is measured in several ways. Listed below are formal and informal evaluation methods the School employs in order to assess, revise, and implement new procedures and policies.

Student Performance in Course Work

Students are expected to maintain a B average in graduate course work, and to make reasonable progress toward the degree. University rules require students to complete the program within five calendar years from the date of admission for graduate study..

Comprehensive Examinations

Comprehensive examinations are partial requirements for graduation. The students should receive passing grades by demonstrating extensive content knowledge of current trends and issues in the field, appropriate research skills, and critical thinking skills to access, evaluate, organize, and synthesize information that is relevant to the topic.

Faculty Input

The faculty provides input through standing and ad-hoc committee work. The Curriculum Committee and the Student Affairs Committee are instrumental in program development. The Curriculum Committee is composed of several Ad Hoc Curriculum Committees, including School Media/Youth Services and Information Science. The Student Affairs Committee is composed of sub-committees, including Admissions, Comprehensive Examinations, and Student Organizations Advisors.

The School also solicits faculty feedback about the general program and future directions of the School on a much broader scale. In Spring 2008, all faculty members, as well as alumni and current students, participated in three-part surveys that reviewed the School's Strategic Plan, reassessed the mission, goals and objects of the School, examined student learning outcomes, and considered future planning. The findings of these surveys were shared and discussed at a Faculty Retreat. The summary of the findings is in Appendix IV.8.

Course Evaluations

At the end of each semester, students evaluate individual courses and the effectiveness of faculty teaching. The evaluation is made in both quantitative scales and qualitative written comments. These ratings and comments have been particularly helpful not only in improving pedagogies of individual faculty but also in making decisions about rehiring adjunct faculty and continuing to offer courses that have been tried on an experimental basis.

Program Exit Surveys

Exit surveys are administered to graduating students. The faculty use the results from the surveys for general information, as well as for decision-making related to the program. While the information obtained from the students is invaluable, the surveys suffered relatively low response rates that did not exceed 30% of all graduating students. The School changed its policy to incorporate the exit survey into the Comprehensive Examinations starting Fall 2008.

Feedback from Alumni

The School's Director and the faculty members communicate with graduates informally at regional and national professional conferences, and the annual Beta Phi Mu International Honor Society ceremony. These venues are useful for obtaining recommendations about the program. Alumni are invited to offer their feedback and suggestions for the program. All SLIS alumni were invited to participate in a focus-group study during the Florida Library Association Annual Conference in April 2008.

The focus group study in April 2008 gathered alumni opinions in the topics of curriculum, preparation for the workplace, outreach, communication and continuing education of the program. These results suggest that, though at times difficult, online classes are useful in preparing graduates for their jobs. Courses that offer hands-on experience and opportunities to meet librarians in the workplace provide similar benefits. Alumni suggested providing more creative ways to involve practicing librarians in the program. They also encouraged Blackboard orientation, and expressed concern over the lack of information literacy and reader's advisory courses. In addition, they suggested that the USF-SLIS further explore law and medical librarianships as other important areas of concentration. The group supported recruitment of people who already work in library and information service environments, and people seeking a second master's degree. Participants expressed a strong desire to be involved in the SLIS's efforts to orchestrate a sustained and active focus on keeping connections among alumni, students, faculty and administrators. Insights revealed by the group provide a sense of direction for future improvement and enhancement of the program that include opportunities for SLIS to reconnect to alumni. The summary of the study was reported to the faculty for future program review and assessment [See Appendix IV.9].

Feedback from Library Professionals

The SLIS Advisory Council is made up of alumni, employers, adjunct faculty, and other information professionals. The Council meets with faculty to learn about the program and to

offer their advice and feedback. Advisory Council Meetings were held in 2006 and 2008, and were attended by Council members and the entire SLIS faculty. The 2006 meeting involved several focus groups, and Council members (some of whom are former graduates of the program) were encouraged to provide input to the faculty on the SLIS program. (See Appendix IV.10 for meeting agendas and Advisory Council member lists). At the 2008 meeting, the School presented the progress of COA preparation and solicited feedback from the Council members.

Faculty supervising fieldworks solicit advice and feedback from librarians who supervise student fieldwork on site. Faculty members frequently attend in-service and staff meetings of local librarians, meetings sponsored by the Florida State Library and the Florida State Department of Education, as well as meetings of local, state, and national information organizations. At these meetings faculty members obtain information to improve the program.

Focus group responses from the SLIS Advisory Council and comments from library professionals are used to evaluate student performance and the overall success of the School program.

Informal feedback

Student feedback is provided directly to the School's administration, to faculty members in committee and Faculty Council meetings, and on the ALIS electronic discussion list.

Student members of committees are encouraged to provide their ideas and input. Student comments on the ALIS electronic discussion list also provide an additional way for the faculty to learn what students think about the program. This feedback helps the faculty be accountable to the students.

Future Planning

Goals for future Student Standards:

- Continue to review and devise recruitment procedures and guidelines. The School has been successful in enhancing the diversity of the student body over the past six years and needs to keep this momentum by formulating clearly written recruitment guidelines. The guidelines should promote the diversity consistent with the School's mission, program goals, and objectives.
- Continue the review and implementation of the admission policies that assist the School to maintain the high standard and quality of the SLIS program.

Standard V: Administrative and Financial Support

Administration

In order to better understand the placement of the School of Library and Information Science in the overall University organizational structure, a brief description of the University management structure is presented here, and Appendix GA-1 is the organizational structure chart of the University. The University of South Florida is a state-assisted system of higher education that is comprised of four campuses at present: The University of South Florida at St. Petersburg (independently accredited by SACS; the Southern Association of Colleges and Schools), The University of South Florida at Sarasota/Manatee, The University of South Florida Polytechnic at Lakeland, and The University of South Florida main campus in Tampa.

Current key administrative officers include (appointment dates are included in parenthesis):

- Judy Lynn Genshaft, President, University of South Florida (effective July 2000)
- Ralph Wilcox, Provost and Executive Vice-President for Academic Affairs (effective December 2007)
- Karen Liller, Interim Dean of the Graduate Studies and Associate Vice President for Research and Innovation (search underway)
- Eric Eisenberg, Interim Dean of the College of Arts and Sciences (a national search is being prepared).
- John Cochran, CAS Associate Dean for Faculty and Program Development (effective August 2007)
- Robert Potter, CAS Associate Dean for Graduate and Undergraduate Affairs (effective August 2007)
- Cheryl Kirstein, CAS Associate Dean for Research and Scholarship (effective 2006).

Academic programs at USF are currently housed in one of 10 colleges or under the Graduate School. Colleges include:

- College of Arts and Sciences
- College of Behavioral and Community Sciences
- College of Business Administration
- College of Education
- College of Engineering
- College of Marine Science
- College of Medicine
- College of Nursing
- College of Public Health
- College of Visual and Performing Arts

It is expected that there will be some realignment of the programs in several of the colleges as the University responds to fiscal challenges in the State University System.

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

The Director of the School of Library and Information Science reports to the Dean of the College of Arts and Sciences (CAS). The College of Arts and Sciences consists of two schools and twenty-nine academic and professional departments/programs. The Director of the School of Library and Information Science is a member of the Council of Directors of Graduate Programs and the Council of Chairs of the College.

All units of the University operate within the framework of the University's administrative and fiscal policies. They have the autonomy to plan the intellectual content of their respective curriculum program, and select their faculty and students. Within the policies set by the Graduate School, the School selects the students that are admitted and sets the curriculum. Although there are state and university base requirements for admission, the School is also able to, and has, set higher criteria when deemed appropriate.

Authorization for new faculty lines and replacement lines in the School comes from the Provost through the CAS Dean. Recruitment and selection of new faculty members are handled at the School level and the Director appoints the search committees. All members are generally faculty members in LIS.

Faculty review for annual evaluation purposes, promotion and tenure is initiated at the School level. The annual review is done first by a committee of LIS faculty representing all ranks of the current faculty and then passed to the Director for an independent review. These review materials are then forwarded to the Dean's Office. Promotion and tenure follows the same pattern in the School, but there is the addition of a College-wide Faculty Review Committee for cases of tenure and/or promotion. Promotion and Tenure cases are then forwarded to the Dean, and finally, to the Provost.

Following the recruitment, tenure, and promotion guidelines of the University and College, the School selects its faculty and makes tenure and promotion decisions that are forwarded to the College and to the University. See Appendix GA.3 for a copy of the School's Governance Document, which includes Tenure and Promotion Guidelines. College and University Tenure and Promotion Guidelines can be found at <http://www.cas.usf.edu/tenurePromo/index.htm> and in Appendix GA.2. The United Faculty of Florida faculty Collective Bargaining Agreement document also contains language addressing tenure and promotion issues (see <http://www.acad.usf.edu/Office/Facilities-Academic-Staff/>).

Each academic unit of the University may propose new courses and modifications for existing courses that are reviewed by both a college-level and university-level committee. New certificates and degree programs must receive the final approval from the University Board of Trustees.

The College provides adequate funds and administrative support needed to attain program objectives. Although there is a significant economic crisis in Florida at this time, the School does not expect the State budget cuts to have a major impact on students. There may be some inconveniences in that a particular format of a course may not be available, but all students should be able to get the courses that they need to graduate in a timely manner.

STANDARD: The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.

The School's faculty takes advantage of opportunities to serve on many college and university-level committees and councils. Recent appointments include:

John Gathegi – Member of the Faculty Advisory Board of the Patel Center for Global Solutions; Co-Chair of the USF World Initiatives Task Force Infrastructure Committee; member of the College of Arts and Sciences Council of Chairs; member of the Library Council.

Vicki L. Gregory – Faculty Senate, Advisory Committee for the Certificate in Museum Studies, and CAS Promotion and Tenure Committee).

Kathleen de la Peña McCook – As a Distinguished University Professor, Dr. McCook serves on a special advisory status of women committee to the USF President. She recently was on the Union Bargaining Committee and is active in Union activities. She was also active on the 2008 Campus Diversity Summit.

Anna H. Perrault – Has served on the CAS Tenure and Promotion Committee and Liaison to Graduate Council.

Nahyun Kwon – Has served on the CAS Diversity Committee.

James Andrews—Member of the Faculty Senate Publications Committee.

Stephanie Maatta – Member of the Library Council; Member Internal Awards Proposal Reviewer; CAS Graduate Council.

Scott Simon—Member of the USF Libraries: Multimedia Committee; iTunes U Committee; Strategic Plan Technology Subcommittee; CAS Computer Steering Committee.

Derrie Perez – Member of the USF World Initiatives Task Force.

Linda Alexander – Serves on the CAS Professional Development Leave ad hoc Committee; USF Faculty Representative for the Women's Status Committee (Presidential Advisory Committee).

Sonia Wohlmuth – Treasurer and Senator, USF-United Faculty of Florida; CAS Undergraduate Committee.

LIS students are automatically members of the USF Graduate Student Association and are eligible to serve on all University, College, and School committees open to student participation.

STANDARD: The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The Director of the School has the status and authority comparable to other heads of academic units within the College. The current Director is Dr. John N. Gathegi. The appointment is at 12 month, faculty rank (Associate Professor) with tenure and a supplemental stipend for administration comparable to other departmental heads. Previously, he was an associate professor at the College of Information, Florida State University. His research and teaching interests are mainly in the areas of information law and policy, and include intellectual property rights and emerging information technologies, First Amendment issues, and access to legal information for justice and government transparency. Dr. Gathegi attended the University of California at Berkeley where he obtained several graduate degrees, including a master of library and information studies, a master of arts in political science, the doctor of philosophy degree from the University of California at Berkeley, and the juris doctor from Boalt Hall School of Law, also at Berkeley. He is a member of the California Bar and also admitted to practice before the U.S. Court of Appeals for the 9th Circuit. Following the practice of law in California, he was Dean of the Humanities, Arts and Social Sciences Division at Merritt College in California. Dr. Gathegi is a Fulbright Senior Specialist and in 2004 visited Santiago, Chile to consult for the Justice Studies Center of the Americas. He is the immediate past chair of the Information Policy Special Interest Group of the American Society for Information Science and Technology, and is on the Editorial Board of *Open Government: A Journal on Freedom of Information*. Dr. Gathegi is also on the Board of Directors of several organizations: the Patel Center for Global Solutions; the Tampa Bay Area Library Consortium, and the Florida Library Association.

STANDARD: The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

The director makes a point of recognizing faculty members for their research and service, as well as those who have been honored by the profession and the community in these activities. Examples of this recognition include congratulatory messages and recommendations for merit increases. The director has proposed to sponsor faculty and student colloquia as a way of encouraging interactivity while pursuing intellectual goals.

The school also sponsors students to participate in professional and community activities. For example, the school has paid for students to attend “Library Days” in Tallahassee, where they helped to lobby legislators on increasing library funding. The School also recently sponsored a student to attend the 2008 annual conference of the American Library Association.

The director continues to have discussions with both the chair of the Mass Communications department and the chair of the Information Systems and Decision Sciences department about the possibility of course cross-listing. The SLIS curriculum committee is now reviewing offerings in those two departments to determine if any such cross listing is beneficial. The director has also been able to interact with leaders and faculty of other departments on campus, thus bringing visibility to the School. For example, the director chairs the Africa Initiatives Group, a university-wide group of faculty interested in Africa-US higher education collaboration, a group that has the support of both the university President and the Provost. The director has also been asked to serve on the university-wide USF World Initiatives Task Force that is advisory to the Provost. He co-chairs the infrastructures committee of the Task Force.

Several faculty members have served on doctoral committees for other departments in CAS or in other colleges. The School also has faculty members who are involved in collaborative research with faculty members from other disciplines. Jim Andrews, for example, has strong collaborative ties with USF Health: co-editing a text with a medical informatics researcher, co-authoring papers, having the Dean of Graduate Medical Education to guest lecture in his class, and collaborating on projects related to global diabetes studies.

An exceptionally close relationship exists between the School and the USF Tampa Library. Although this has always been true, the level of collaboration and cooperation increased as the result of a faculty member (Derrie Perez) being appointed as interim Dean and later Dean of the Library for 8 years. Dr. Perez has returned to the SLIS faculty and begins teaching in January 2009. SLIS also hires several of the professional librarians as adjunct instructors on both the undergraduate and graduate levels on a regular basis. The ALSTARS grant from IMLS placed 12 students in the Tampa Campus Library as part of their learning experience toward becoming academic librarians.

STANDARD: The school's administrative and other staffs are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework, the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The School's administrative and support staff is adequate to support the executive officer and the faculty (see Table V-0 below). In addition to the Director, the School has an Associate Director (position currently vacant), and an Assistant Director (Instructor) for coordinating course offerings on the East Coast. For the office staff, the School has a Communications and Marketing Officer, who has taken on many of the duties of the former Associate Director, an Office Manager, who deals with budgeting and office administrative issues, an Academic Program Specialist, who deals with admission and enrollment issues, and a Receptionist. In 2003, a distance education and communication specialist was hired to relieve the Tampa staff of so many of the off-campus duties. This position finally evolved through several incumbents to the current Communications and Marketing Officer described above. The staff numbers reflect two additional positions since the last external review panel visit. The School also has three student assistants through the federal work-study program. The following positions are described below: Director, Associate Director, Assistant Director-East Coast, and Communications and Marketing Officer.

**Table V.0
Administrative Support Staff**

Title	Name
Director	John Gathegi
Assistant Director-East Coast	Maria Treadwell
Communications and Marketing Officer/Pre-Admissions Advisor	Andrea LaRochelle
Office Manager	Dina Castellón
Academic Program Specialist	Wendy Steiger
Receptionist	Linda Browning

Director

The Director is the chief administrative officer of the School and is responsible to the Dean and faculty of the School for the conduct of School affairs. Specific responsibilities include the following:

1. To administer the operation of the School through management of the School office and by implementing the policies established by the University, the College, and the School faculty.
2. To function as the official representative of the faculty, both within the University and externally, including the Alumni Society, plus development and fund raising activities, as appropriate. The Director forwards the decisions made by the faculty to higher administrative officers.
3. To report to the faculty regularly on the affairs and business of the School, and to make such recommendations to the faculty as the Director shall deem appropriate to the efficient operation of the School.
4. To facilitate the effective operation of the School and its activities.
5. To assign faculty duties in collaboration with the faculty member in accordance with University, College and School policies.

6. To be responsible for the preparation of required reports to the ALA Committee on Accreditation.

Associate Director (position currently vacant)

The School was given permission by the College of Arts and Sciences to hire an Associate Director in 1999. The Associate Director may act for the Director in his or her absence. The Associate Director will assist the Director in carrying out the duties enumerated above. Specific duties may vary with the occupant of this position. General charges include:

1. Assist the Director in the scheduling of classes.
2. Serve as liaison with Standing Committees of the School.
3. Assist the Director in work with the SLIS Alumni Society.
4. Take responsibility for recruitment activities.
5. Take responsibility for promotional materials for the School and classes.
6. Take responsibility for overseeing the admissions process.

Currently, the duties of the Associate Director are parsed out between a senior member of the faculty and the communications and marketing officer.

Assistant Director for Coordinating East Coast Classes

The Assistant Director for coordinating classes on the East Coast, first hired on a part-time basis in the fall of 1993, assists the students on the East Coast in planning individual schedules and acts as a local representative for the School. This position was made a full-time faculty position (Instructor) with administrative duties in fall 2006. The incumbent has been teaching one class of Foundations, overseeing fieldwork on the East Coast and advising students taking classes on the East Coast.

The East Coast Assistant Director advises students with admission questions, problems, and program direction. She visits the first class sessions of each new semester to meet the new and returning students and to provide essential information normally dispensed at the orientation sessions on the home campus. Additionally, the Assistant Director takes this time to meet with the instructors to exchange or provide needed information on policies and/or procedures relating to the School and University.

Some other activities performed by the East Coast Assistant Director include:

1. Creating class distribution lists to allow for easier student contact in case of emergency class cancellation or other information.
2. Locating and arranging class sites within the East Coast Service area.
3. Finding and contracting qualified adjunct faculty.
4. Working with the professional community to promote the students and the School of Library and Information Science program.
5. Co-operating with the Southeast Florida Library Information Network (SEFLIN) mentor program to encourage students to participate.
6. Maintaining a working relationship with the local alumni group.

7. Arranging and co-hosting the annual holiday/graduation reception to recognize graduating students and professional colleagues.
8. Recommending course offerings for the East Coast course offerings.
9. Representing the School of Library and Information Science at events such as local graduate school expositions, professional conference meetings, and staff development days.

Communications and Marketing Officer

The Communications and Marketing Officer (CMO), also carries the title of Pre-Admissions Advisor, reports directly to the Program Director. The CMO is a complex administrative position that maintains extensive knowledge of university admission requirements, policies and procedures in order to interpret those regarding admissions. This position supervises the Academic Program Specialist.

Examples of Duties

1. Communicate with prospective students, the University community and public through appointment, telephone, email and other means.
2. Assist with the development of enrollment marketing publications and communications including: letters, the semi-annual department newsletter, brochures, website postings, electronic mail and other mediums.
3. Present information about the benefits of an education from the department, college or area being represented at onsite locations and to on-campus visitors.
4. Foster and develop relationships with schools and other areas.
5. Compile student and program data from Banner/OASIS and other academic records for recruitment, as well as internal reports.
6. Audit student records and notify students/potential students of problems with their academic records including transcripts, registration, prerequisites, etc.
7. Audit student data and conduct statistical research to target populations for recruitment and judge recruitment effectiveness.
8. Coordinate recruitment programs, such as scholarship awarding programs, summer admissions programs, or national student exchange programs.
9. Work with the SLIS Alumni Society and Development Office.
10. Process admission applications that meet regular admission requirements.
11. Research, write and edit the School's marketing plan.
12. Plan several SLIS activities throughout the year. (Fall orientation, Alumni Events, Lecture Series, Faculty Retreat, COA visit.)
13. Serve as content Manager for SLIS Web pages.

Faculty Governance

All of the faculty members meet regularly (generally once a month) as a Faculty Council. Voting members are all faculty on permanent lines who are at least 50% employed in the School (see governance document in Appendix GA-3). The Faculty Council is the main decision-

making body for the School. In addition to all faculty members, the Council also has a student representative, usually the president of one of the student professional chapters. All committee recommendations come to this body for approval.

Planning activities and proposals to the Council are carried out through the committees established in the SLIS Governance Document. The members of these committees for 2008-2009 are:

Personnel Committee:

Nahyun Kwon, Chair
Anna Perrault
Scott Simon
Kiersty Cox
Vicki Gregory

Curriculum Committee:

Cora Dunkley, Chair
Anna Perrault
Sonia Wohlmuth
Jung Won Yoon
Derrie Perez
Diane Austin

Student Affairs:

Stephanie Maatta, Chair
Maria Almaguer Treadwell
Kathleen de la Peña McCook
Andrea LaRochelle

Admissions Subcommittee of Student Affairs:

Sonia Wohlmuth
Derrie Perez
Andrea LaRochelle

Comps Subcommittee of Student Affairs:

Linda Alexander, Chair
Debra Slone
Kathleen de la Peña McCook
Linda Browning

Scholarship Subcommittee of Student Affairs:

Sonia Wohlmuth
Derrie Perez

Student Association Liaisons:

ASIST–Jim Andrews
ALA–Nahyun Kwon
SLA– Stephanie Maatta

Advisory Council

SLIS also has an Advisory Council made up of prominent professionals in the State and across the country. The current membership of the Advisory Council met on September 23, 2008 to advise the School concerning its response to the re-accreditation process. SLIS received suggestions for revisions and input into the program presentation document that was submitted to COA in October 2008. Members of the Advisory Council include:

Anne Ellis – Director - Library Relations, West Publishing

William Miller – Director, S.E. Wimberly Library, Florida Atlantic University

Catherine (Kate) F. Nevins – Executive Director, SOLINET

Charlie Parker – Executive Director, Tampa Bay Library Consortium

Bernadette Storck – Retired Director, Pinellas Public Library Cooperative

Jacqueline Rose – Senior Coordinator, Media Services, Polk County Schools

Nancy Tejer – Office of Library Media Services, Florida Dept. of Education

Nancy Pike -- Retired Director, Sarasota County Library System

Janeen Pelsler—Manager K-12 Instructional Material, Library Media, School District of West Palm Beach, FL

Sol Hirsch—Director, Alachua County Library District, Gainesville, FL

Sue H. Felber- Coordinator Biomedical Library, H. Lee Moffitt Cancer & Research Institute

Financial Support

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

The School receives financial support equal to, or greater than other departments within the College of Arts and Sciences. The State of Florida is in a serious financial slump. The State has

cut the USF budget by \$35.6 million. USF is thus experiencing University-wide budget cuts at a time when enrollment is generally increasing. There is constant pressure for departments to do more with less, but this is a University-wide problem, not just a SLIS problem.

The table below is a snapshot of the School’s budget for the last three-year period. The categories are those of the University budget. **Salaries** are for all faculty and permanent staff. **Other Personnel Services** (OPS) cover the payments to adjuncts, graduate assistants and other student personnel. Everything else, including copying, postage, supplies, travel, etc. are taken from the **Expense** category of the budget.

Table V.1
BUDGET COMPARISON

Budget Categories	2006-2007	2005-2006	2004-2005
Salaries-Faculty*	1,231,609	1,169,516.49	1,078,274
Other Personnel Services	281,331	245,102.42	132,405
Expense	152,651.00	130,068.00	56,611.81
Equipment	3,778.00	7,580.00	688.00
Total	1,669,369	1,552,266.91	1,267,978.81

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

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

As shown in Table V.2, salaries for the three levels of SLIS faculty are within the norm of similar positions in other Schools/Departments within the College of Arts and Sciences. The department of Secondary Education in the College of Education is included for the purposes of comparing a department of similar mission outside of the College of Arts and Sciences.

TABLE V.2
COMPARISON OF SALARIES ACROSS SCHOOLS/DEPARTMENTS

Department/School	Assistant Professor	Associate Professor	Professor
Anthropology	54,127	67,578	85,431
Comm. Sci. & Disor.	53,600	61,837	83,522
English	52,458	65,047	88,414
Humanities	51,923	64,749	84,143
Languages	54,068	60,915	81,091
Library & Info. Sci.	57,019	77,766	111,272
Mass Communication	53,110	67,444	109,831
Philosophy	50,858	67,412	101,439
Secondary Education	56,392	68,769	91,123

As noted in Table V.2, the School is considerably above the average at all ranks. Although the compensation of the School's faculty is equitable within the College, it is below market equity at the assistant and associate professor ranks when compared to other LIS programs. The comparable figures are \$65,779 for an assistant professor, \$78,367 for an associate professor, and \$100,320 for a full professor (source: OSU CIP25 2007-2008 AY). The School has, since 2002, worked on a phased program process to get the average graduate faculty salaries at all ranks to the average salary reported in the ALISE statistics.

STANDARD: 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.

SLIS faculty members receive funds for research projects, professional development, travel, and leaves with pay on the same basis as other units in the College.

Internal Funding

JungWong Yoon received \$5,950 grant from the University of South Florida in 2008 to carry out a study on Utilizing Quantitative Users' Reactions to Represent Connotative Meanings of an Image.

External Funding

In addition to internal funding, the School also has made an effort to get outside funding for various projects. In recent years several faculty have been successful in obtaining additional funding for research from external grants. The following is a brief summary of some those grants.

- Vicki L. Gregory (PI) and Anna H. Perrault (Co-PI) received over \$750,000 from IMLS for the Academic Librarians for Tomorrows Academic Researchers (ALSTARS) to educate 22 graduate students with a special curriculum and internships for a career in academic librarianship, for the period 2005-2009.
- Cora Dunkley (PI) and Sonia Wohlmuth (Co-PI) received \$324,000 from IMLS for the Education of Librarians to Serve the Underserved (ELSUN), for the period 2004-2006.

Student Financial Aid

Students in SLIS receive financial aid from USF on the same basis as other programs at the University and apply for a variety of private, organization, university, state and federally funded scholarships, grants, fellowships and other forms of student aid. Historically, SLIS has provided several departmentally-administered scholarships. The Jonnie Key Thompson and H.W. Wilson scholarship funds are the two primary scholarships currently administered by the School. During the period from 2004 academic year to the 2007 academic year, the average level of disbursement from these scholarship funds has been \$7,400 per academic year.

In addition to the scholarship funds administered by SLIS, a number of SLIS students have been awarded other scholarships and fellowships. In the past four years, 7 students have been awarded Spectrum Scholarships from ALA. Several students have been awarded university fellowships for as much as \$21,000.00 per student. In 2008, the School recommended one student for a \$30,000 fellowship from the College of Arts and Sciences, and another student from St. Kitts for a \$30,000 fellowship from the Organization of American States.

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

The School's Faculty approved the revision of its governance document in 2006 and is currently under review. The Faculty Council initiates reviews of administrative and fiscal policies. A review of the minutes from the Faculty Council meetings (available on-site) demonstrates the planning and evaluation process within the School.

In addition, for the past several years, the faculty has held full-day retreats before the beginning of the fall semester and sometimes an additional day-retreat at the end of the fall semester. This year, the faculty held a day-long retreat at the end of the spring 2008 semester. These sessions are used for further planning or are aimed at solving problems in communication or working relationships. The Students' input in the evaluation process in terms of course evaluations, program exit surveys, and feedback from Alumni is described in Standard IV above.

Standard VI - Physical Resources and Facilities

Introduction

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

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

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

The School of Library and Information Science facilities remain among the finest on the campus. The School is housed in the Communication and Information Sciences Building (CIS), which is centrally located on campus. Both physical and technological infrastructures are well maintained and current. The CIS Building is part of the USF Wireless network, which is free to faculty, students and staff, provided they have a wireless card in their computers (802.11b and g standards are supported) and have a valid USF email account. The School's offices, labs and graduate assistant work/study areas are part of the campus-wide network that is Internet2 compliant.

In summer 2007, the School updated both of the two computer labs. In lab 2028, convertible computer tables were installed that allow the lab to function with traditional classroom seating, as well as providing computer access with pop-up flat screens and keyboards for use with individual activities. In lab 2030, movable tables were installed, which will allow for a more flexible use of that lab space. Future plans have been made for the purchase of laptops and a docking station cabinet so that the desk top computers can be removed and that lab can be used for multiple teaching formats. Teaching stations were updated in both labs in summer 2007 to facilitate classroom interaction. The updates included overhead Proxima projectors in both labs, and an Elmo in CIS 2028. Both of the School's labs have a wide array of up-to-date application and classroom management software.

To support the extended geographic outreach of this program, the School uses a variety of resources and facilities, including St. Petersburg College, Broward County Library System, and Florida Atlantic University, in support of distance learning. Resources and facilities include USF satellite campuses, other public universities, community colleges, public libraries and K-12 schools.

Space Utilization

The School's facility contains approximately 7,150 square feet of space on the second floor of the Communication and Information Sciences building. The facility includes offices for the Director (2015), Associate Director (2014), Office Manager (2013), Communications and Marketing Officer (2016), Academic Program Specialist (2012), and Receptionist (2011); seventeen faculty and adjunct faculty offices (2017, 2019, 2021-2023, 2025-2027, 2029, 2031-2033, 2037-2040); one graduate assistant office (2018); 2 teaching lab/classrooms (2028, 2030); a seminar room (2020), a conference room (2035); a mail/copy room (2011); a lounge/kitchen (2024), and storage rooms (2011A, 2020A, 2036). Floor plans for the second floor of the CIS building and the actual space occupied by the School are included as Appendix VI-1.

Each faculty and administrative/staff office 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 the university's wireless network, which provides access to electronic mail, other campus computing resources, and the internet. Computing and technology is maintained by the College of Arts and Sciences and USF's Academic Computing. All faculty/staff offices have access to a laser printer via the LAN. Many offices also have individual inkjet or laser printers.

The School has two laboratory/classrooms located in its office suite, CIS 2028 and CIS 2030. Both are used for instruction in teaching the basic information course, online searching, cataloging, and the internet research information literacy course. Both labs are equipped with a separate instructor lectern with a computer, a Proxima-style projector, a powered projection screen, a flatbed scanner, and printer. CIS 2028 is additionally equipped with 32 recent Dell desktop computers with flat screen LCD monitors. All are housed in individual "Smart Deck" flip top work-stations which facilitate flexible use of the space for classes not requiring computer access. This lab is also equipped with an Elmo document projector. CIS 2030 is equipped with 28 recent Dell desktop computers with flat screen LCD monitors. These units are placed on new computer-training tables. Both of the School's labs have a wide array of up-to-date application and classroom management software. An additional room, CIS 2020 is used as both a large conference room and classroom. It is not equipped with individual computer stations, but does have an overhead projector setup. The furniture is modular, allowing for various configurations according to the function needed.

The School's computer laboratories provide students with access at each workstation to Windows XP and Microsoft Office 2003, which includes word processor, presentation software, spreadsheet, and database functions. Internet Explorer, Mozilla and Firefox are installed on all machines. The teaching laboratory workstations are also equipped with standalone, library-oriented utility programs including materials from OCLC.

Small classes are sometimes taught in the School's conference room. The School also uses other classrooms within the CIS building and other surrounding buildings on the Tampa Campus and has access to USF facilities for distance education. There are 140 technology-enhanced classrooms across the USF Tampa campus available for instruction.

The USF Classroom Technology Services unit within USF Educational Outreach provides support to the faculty and academic community through access to distance learning, AV services and resources, including media-rich classrooms, and portable AV equipment, such as laptops, data projectors, and digital camcorders/cameras. (See Classroom Technology Services website <http://www.outreach.usf.edu/cts/> for complete descriptions.)

All other USF campuses have adequate classroom and computer laboratory facilities that are used by the LIS faculty in teaching courses at these sites. To support the extended geographic outreach of this program, the School uses a variety of resources and facilities in support of distance learning to include USF satellite campuses, other public universities, community colleges, public libraries and K-12 schools.

Other Physical Facilities Used for Instruction by the School

The School of Library and Information Science uniformly selects off-site locations of course delivery with careful regard for the adequacy of technological and research support.

St. Petersburg College University Partnership Center

Through the University Partnership Center (UPC) at St. Petersburg College, Seminole Campus, the School of Library and Information Science began offering a limited selection of courses in summer 2008. The UPC provides a traditional classroom/laboratory setting, offering computers, internet access, and teaching facilities. Faculty teaching at the UPC are provided with a USF shared administrative office and a shared faculty office for holding office hours and meeting with students.

USF Tampa Library Facilities

LIS classes have been taught in the USF Library (LIB) on the USF Tampa campus. LIS 6603 Basic Information Sources and Services and LIS 6624 Business/Legal Information Sources and Services have used Room 209 and 309. These rooms contain seating for thirty students with individual computers and instructor's technology-enhanced lecterns. The rooms have wireless connections to the internet through the USF Wireless network to accommodate students who prefer to use their own laptops.

USF Sarasota/Manatee Facilities

Classes in Sarasota have been taught in classrooms located in the library building of the Jane Bancroft Cook Library and in computer labs on the campus of USF Sarasota/Manatee. Each classroom on the USF Sarasota/Manatee campus is equipped with a "Teaching Station" that includes a DVD/VCR player, Document Camera, Multimedia PC and a special Symposium Monitor. All of this equipment is integrated via a touch screen control panel, providing seamless switching capabilities and integration with a ceiling mounted LCD projector. Instructional Technology Services, which is part of USF Sarasota/Manatee Campus Computing, supports faculty and students in classroom instruction and research.

USF Polytechnic Facilities

USF Polytechnic (USFP) is the state's only polytechnic campus. USFP emphasizes applied learning and research. LIS classes taught at the USF Polytechnic Campus in Lakeland have used the recently renovated teaching lab facility in LAC 1173. This facility provides 36 computer stations for students with convertible desktops and access to a range of software applications and to the internet. Each classroom at USFP is equipped with a separate instructional “smart podium,” featuring seamless switching capabilities among a variety of components.

East Coast Facilities

Classes on the East Coast are held at various sites within Miami-Dade, Broward, and Palm Beach counties. The School has been fortunate to have forged cooperative relationships with Florida Atlantic University (FAU) and Nova Southeastern University (NSU) in Ft. Lauderdale, Florida International University (FIU) in Miami, the school systems of Miami-Dade, Broward, and Palm Beach counties, and the public library systems of Miami-Dade, Broward, and Palm Beach counties. Most of the locations have computer laboratories with internet connectivity. The number of computers available for classroom use will vary by site and type of institution.

Broward County Facilities

SLIS has had a partnership with the Broward County Library (BCL) System from the onset of the School's distance learning program. Since 1978, BCL has provided classroom space at various branches. One of the primary sites has been the architecture award winning Main Library in downtown Ft. Lauderdale. This facility has a classroom that comfortably accommodates 25 students and a computer technology laboratory equipped with 20 computers. Other branches, where classes have been held, include the African-American Research Library & Cultural Center, West Regional Library, and the South Regional/Broward Community College (BCC) Library, which is the first county-constructed building using the principles of sustainable design.

NSU's Alvin Sherman Library Research and IT Center is a joint use facility with the Broward County Library System. This five-story high tech building is wireless accessible, with 5 conference rooms located in the 2nd through 4th floors and a library computer instructional lab on the 2nd floor that seats 25.

The FAU Ft. Lauderdale Campus has two multi-story buildings that are wireless-accessible, with up-to-date electronic classrooms and instructional computer labs that seat from 25 to 31 people.

Miami-Dade County Facilities

Over the years, several facilities in Miami-Dade County have been made available to SLIS for classroom instruction. However, in the last three-to-five years, classes have primarily been held at FIU's two campus sites: Biscayne Bay Campus Library and University Park Campus Green

Library. The facilities on these sites have wireless accessibility and are equipped with instructional computer labs which hold 25 computer stations.

Classes have also been held in the conference rooms at various Miami-Dade County Public Library System branch libraries. These have included the West Dade Regional, North Dade Regional, and the Northeast Aventura Branch Library.

Palm Beach County Facilities

FAU is a distributed university with seven branch campus sites. SLIS has been fortunate to be able to conduct classes at the FAU Boca Raton Campus Wimberly Library (the flagship campus) and at its MacArthur Campus in Jupiter.

At Wimberly Library, SLIS has been permitted the use of the electronic classroom that comfortably seats 25 students and the use of the instructional computer lab. The instructional computer lab has an instructor's station, 35 computers, wireless access, and has 3 tables in the back of the room for additional seating. The MacArthur Campus Library's instructional computer lab has an instructor's station, 25 computers, and wireless access.

The Palm Beach County School Board's Instructional Support Center in West Palm Beach and the Boynton Beach Branch Library of the Palm Beach County Public Library System have provided their conference /meeting rooms for the use of SLIS instruction.

Orlando/Central Florida Facilities

Numerous sites have been used throughout the Orlando/Central Florida area, including the Orlando Public Library, Celebration High School, and Valencia Community College. Sites are selected for their convenience to students and appropriateness of teaching facilities. Sites can typically accommodate 25-35 students. Each of the sites provides access to current technology and adequately equipped computer labs with a range of instructional stations, current software applications, and access to the internet and library facilities. During class meetings, instructors and students have access to media resource and technology personnel for assistance.

Jacksonville Facilities

Classes in the Jacksonville area have been taught at the Fleming Island High School Media Center and Teacher Training Center in Green Cove Springs, near the City of Jacksonville. Both of these are new facilities, built within the last seven years, and are equipped with the most current computing and software applications available. Class sizes of approximately 25 students can be easily and comfortably accommodated.

Other USF Computer Laboratories and Remote Facilities

The School's students have access to other campus computer laboratories as needed, including two PC-based laboratories and one Macintosh-based laboratory located on the first floor of the CIS building. The CIS building provides student, faculty, and staff with wireless access to USF mainframe-based applications, such as student records and the USF Libraries catalog and

Metalib, along with the State University System (SUS) union catalog. A list of open-use computer labs at the USF Tampa Campus is attached as Appendix VI-2, which includes information about open-use computer labs at USF St. Petersburg, USF Sarasota/Manatee, and USF Polytechnic campuses.

University Support for Distance Education - Educational Outreach

The University of South Florida, through the Office of Educational Outreach, provides institution-wide support for distance learning faculty, students, courses, and classrooms. With USF's more than 60,000 enrollments annually in over 1,200 courses, Educational Outreach helps USF use "anytime, anyplace learning" to extend educational opportunities to faculty and students in various formats including: online and computer-based instruction, interactive videoconferencing, TV broadcast, videotapes and audiotapes, studio classroom, and off-campus instruction. The Educational Outreach departments provide distance learning faculty and student support for facilities, equipment, materials distribution, course production and support, design, production, and distribution of educational, informational, and promotional materials.

At USF, web-based and enhanced courses are delivered through Blackboard @ USF, supported by Academic Computing. Blackboard is a password-protected resource that allows access to course content, communication, library resources, and student services.

The School has access to USF facilities for Distance Education through USF's Educational Outreach and The Center for 21st Century Teaching Excellence. Together, these two departments provide access to numerous resources and technologies to support distance education, including course content delivery and development and training for faculty and staff. (See <http://www.outreach.usf.edu/catalog/> for a list of available options for delivering distance education courses.) The School has a continuing record of successful utilization of these resources in its instructional program.

In spring 2007, the Center for 21st Century Teaching Excellence established an installed model for Elluminate Live!, "a real-time synchronous classroom environment for distance education and collaboration in academic institutions." The Center negotiated an initial agreement for 200 simultaneous users; beginning in late 2008, students, faculty, and staff will have access to unlimited users along with embedded Elluminate Live! in Blackboard course websites.

In addition to faculty and student support for technology-enhanced education, the Center for 21st Century Teaching Excellence offers multiple opportunities for workshops and continuing education focusing on the use of instructional technologies and techniques in the classroom. Each semester the Center offers approximately 80 workshops, ranging from such topics as inquiry-based learning to handling plagiarism to integrating technology and pedagogy. This series of workshops is free to all instructors and teaching assistants. The Center also sponsors annual Innovative Teaching Grants ranging from \$1,500 to \$4,000 and an annual institute for faculty titled "Increments and Transformations: Using Technology to Enhance Teaching and Learning," in which several LIS instructors have participated.

School of Library and Information Science – Departmental Support

The School of Library and Information Science 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 staffs 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 at <http://slis.usf.edu/>.

Library Resources

The University of South Florida Library System consists of the Tampa Library, the Louis de la Parte Florida Mental Health Institute Research Library (FMHI), and the Shimberg Health Sciences Center Library, each of which is located in a separate facility on the Tampa Campus; the Nelson Poynter Library on the St. Petersburg Campus; the Jane Bancroft Cook Library on the New College/Sarasota Campus; and the USF Polytechnic Library in Lakeland.

Library Collections

The USF Libraries endeavor to develop and maintain a collection that will support the curriculum in Library and Information Science and that will meet the research needs of graduate students and faculty. Collection emphasis is on broad historical, state-of-art, and theoretical and practical works on all aspects of library and information science. This includes publications on many types of libraries: school, public, academic, and special, including governmental, business, legal, health sciences, information centers, and networks. All aspects of library service, including administration, technical services, public services, information science, and children and youth services are included.

As the main research library in the USF system, the Tampa Library holds the majority of volumes with providing access to more than 2 million volumes and an extensive collection of electronic resources including approximately 6,500 e-journal subscriptions and 500 aggregator databases containing another 13,000 unique e-journal titles, 48,000 e-books, and 150,000 digital images. In addition, students have access to over 65,000 audio/visual materials including videos, CDs, and DVDs. There are over 16,000 titles in the specific area of Library and Information Science at the Tampa Library. Tampa's curriculum collection, containing fiction and non-fiction young adult and children's materials contains over 33,000 titles. The Tampa Library also has extensive collections supporting all levels of study, including the doctoral level in related fields such as education, instructional technology, computer science, and management.

The majority of print monographs are purchased through the Yankee Book Peddler (vendor) approval plan, with a profile regularly updated to reflect the existing and proposed campus curriculum. In addition to materials received automatically through our profile, the School of Library and Information Science has traditionally received a substantial allocation that is used to purchase items not received through the approval plan and other items requested by faculty

members. The Tampa Library has also been providing additional resources in the form of an enhancement program, which is used to purchase books, media and journals to support new programs or research areas.

The Research Services & Collections unit of the USF Tampa Library, in accordance with the research, teaching, and service missions of the University of South Florida, is committed to the enhancement of graduate and faculty level research and scholarship through the provision of discipline-specific information technologies, instruction and consultation, and the sustained development of Tampa Library resources and collections. To facilitate user access to research materials not locally owned, the USF Libraries maintain a variety of interlibrary loan agreements to assure rapid and cost-effective access to research materials not owned by the USF Library System.

Access to the library's online resources and services is available in the library and remotely. Resources include the library catalog, research databases, electronic journals, reference resources, government resources, and subject classified internet sites. Students and faculty may request specific reference assistance via e-mail through the Ask-a-Librarian service or by phone and they have access to web versions of annotated bibliographies, subject guides, tip sheets, and course web pages. Library services such as electronic reserves, interlibrary loan, and online renewal are also available. By obtaining a USFCard, available by mail, distance learners have access to all of these same resources and services from off-campus locations. They may also have USF Library books sent to them, may borrow books from over 70 other public university and community college libraries within the state, and may use a toll-free telephone number for reference assistance.

The Tampa Library subscribes to more than 20,700 serial and periodical titles. Some of the significant databases for library and information science research include: Library and Information Science Full Text, LISA: Library and Information Science Abstracts, Library Information Science and Technology Abstracts, the ISI citation indexes, Encyclopedia of Library and Information Science, Education Full Text and ERIC.

The number of print journal subscriptions held by the Tampa Library in the field of Library and Information Science is approximately 347. All of the relevant journals indexed in the ISI Social Sciences Index are under subscription. Some of those titles are also available electronically and over 300 additional electronic journal titles on this subject are accessible through the library's catalog. Appendix VI-3a provides listings both of databases and full-text electronic journals that support the School's program. Appendix VI-3b provides a listing of other electronic resources available to LIS students and faculty via the USF Libraries.

In addition to commercially available resources, the USF Libraries are rapidly digitizing significant historical and rare materials. In an effort to improve graduate education, the USF Libraries have joined the Networked Digital Library of Theses and Dissertations in order to migrate from print to electronic publication. Thousands of links to freely available internet resources, including government documents and reference tools, serve to build on content.

Remote Access to Resources

The need for library services typically begins with the acquisition of a USFCard, which is available on campus, via postal mail. Connection to the USF Libraries is possible through a Blackboard NetID account. A proxy server enables any valid USF user to access USF Libraries resources regardless of where they are located or their means of connection.

The School's students enrolled, either in courses offered at remote locations or in web-based courses, may also use local libraries, both public and academic, in their geographic area. A comprehensive listing of all Florida libraries and library councils and associations is available through the Florida Department of State, State Library and Archives web site at http://dliis.dos.state.fl.us/bld/research_office/2007LibraryDirectory/index.cfm.

Reference Assistance

For reference assistance, there are a number of choices. Reference inquiries can be made in person, using the telephone, email, online chat or Ask-A-Librarian services at the individual USF Library level or through the USF Libraries website. Library users may also schedule appointments for one-to-one consultations with research librarians for in-depth research and reference needs. Librarians assist students in choosing research databases, selecting terms to use in creating effective searches, and evaluating results and providing information on obtaining interlibrary loan and document delivery services from both the home and host institution libraries.

In January 2005, USF Libraries designated a University Librarian as the subject librarian for Library and Information Science and Education. The primary responsibilities include: assisting students and faculty with research strategies, providing library instruction through a variety of modes, collection development, and liaison between the School of Library and Information Science and the USF Libraries. As part of the subject specialization, a subject guide specific to library and information science was created and made available on the USF Libraries website, including access to key resources, article databases, books and theses, and collections. (See Appendix VI-4 for illustration and web address.)

Library Instruction

In addition to traditional reference services, library instruction is available to all students. The USF Tampa Library offers lectures for on-campus classes on specific aspects of library research as requested by faculty members from all subject areas, as well as general classes, in using the USF Libraries resources. Additionally, library instruction in the use of specific catalogs and databases is offered remotely through Elluminate Live! to all students. Graduate assistants from the School of Library and Information Science help with these classes and work in all areas of the Library. Many of these classes are sponsored and promoted by the School of Library and Information Science Student Chapters Organization. The Reference Department provides extensive print documentation for users of indexes and other bibliographic tools and makes available bibliographies, help sheets, style guides, and tutorials online at

<http://www.lib.usf.edu/public/index.cfm?Pg=HowToGuidesMore>. Instructional materials in the form of research handbooks, online pathfinders, and tutorials are also created and made available on the USF Libraries website.

In 2007, USF entered into an agreement with iTunes University to provide access to educational materials, including downloadable lectures and presentations. The USF Libraries developed and uploaded a number of podcast episodes and videos related to library services, including Rare & Special Collections, Tips & Techniques for using library resources, Oral Histories, and Arts & Culture in the Library. These are freely available to all students, faculty, and staff at USF.

Obtaining Library Materials

Additional online services include ILLiad, a web-based interlibrary form for the delivery of USF owned monographs and articles. ILLiad further enhances document delivery for distance learners by offering students online tracking of requested books and articles and choices for delivery. ILLiad also reduces the amount of time that elapses from request to receipt of an item. Books are mailed to students, with the exception of items that are in limited circulation such as reference books or materials from Special Collections.

Through State University System (SUS) and Community College agreements, USF students can make interlibrary loan requests at any SUS library and borrow materials from any SUS or Community College library. Books can also be borrowed from interlibrary loan requests made at any of the over 400 public libraries within Florida. A statewide courier service is available to deliver materials to students engaged in distance education courses. Distance learners can also obtain photocopies of items held by the USF Libraries either electronically or by mail. A comprehensive listing of all Florida libraries by county is available through the State Library and Archives of Florida web site at

http://dlis.dos.state.fl.us/bld/research_office/2007LibraryDirectory/index.cfm

The Tampa Bay Library Consortium (TBLC), a nonprofit organization headquartered in Tampa, provides additional services to library users in Citrus County, Hernando County, Pasco County, Pinellas County, Hillsborough County, Manatee County, Sarasota County, Hardee County, DeSoto County, Highlands County, and Okeechobee County. The TBLC Reciprocal Borrowing Program allows holders of a valid public library card from a participating library to check out materials from other participating libraries and provides access at no charge to 6 million items in 84 libraries across West Central Florida. In summer 2006, TLBC migrated from AlleyCat to iBorrow, a regional system allowing users to simultaneously search all member library catalogs and to request books from any participating branch.

Electronic Reserves

Faculty may place books and articles on reserve for classes through the USF Libraries, and the materials are checked out to students for limited time periods. Articles will be accepted for e-reserves, either in paper or electronic format. Electronic and print reserves are processed locally at each campus library. The Tampa Library places e-reserve materials inside the Content

Collection of MyUSF (Blackboard). The reason for this is to protect copyrighted materials placed on e-reserve and continue to be in compliance with the United States Copyright Laws.

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. The *University of South Florida Policies and Procedures Manual*, Policy 0-008A, "USF ADA Policy," revised 02/29/99, provides detailed application of this policy (http://usfweb.usf.edu/usfgc/gc_pp/genadm/gc008a.htm).

The USF Office of Equal Opportunity Affairs overview of USF Resources for Veterans and People with Disabilities, including students, faculty, staff, and public, can be found at <http://usfweb2.usf.edu/eoa/disability.asp>.

Student Disability Offices at the USF Tampa Campus (<http://www.sa.usf.edu/>) provide accommodations and adaptive equipment and furniture for students with disabilities. Services and accommodations include, but are not limited to, permission to tape record lectures (audio), services of note-takers, 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 University Diversity and Equal Opportunity Office (<http://usfweb2.usf.edu/eoa/#>) has appointed an ADA Coordinator who 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 individual 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. A full description of the responsibilities of the ADA Coordinator can be found on the Diversity and Equal Opportunity Office's website at <http://usfweb2.usf.edu/eoa/team.asp>.

USF Libraries Provisions and Services for Patrons with Disabilities

The USF Tampa Library readily assists patrons with disabilities in using the resources and services available. The Information Commons and Media Resources are primary contact points in the 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 library provides the following services and facilities:

Library ADA Coordinator

In efforts to support the needs of students and faculty with disabilities and to promote outreach within the academic community, the USF Tampa Campus Library has a designated librarian who

serves as the ADA Coordinator for library services. Individuals with disabilities are encouraged to contact the Library ADA Coordinator for assistance in identifying and using adaptive technologies in the library and arranging for other accessibility services.

Building Facilities

The 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, doors leading to stacks area, and teaching labs. Braille numbering and lettering are used to designate bathrooms, elevators, and rooms.

Parking

Safe and accessible parking spaces are available adjacent to the library entrance with level walkways and gradually sloping ramps.

Computers and Software

Through joint efforts by the library, the Equal Opportunity Office, and Student Services, the library provides several PCs equipped for priority use by patrons with disabilities and/or impairments. These PCs are located in the following library departments: Reference, Periodicals, and Media Resources. Some of these computers have either 17" or 21" monitors for easier viewing, some have special software installed to aid in accessibility, and some are located in carrels designed for wheelchair access. Audio headsets are freely available at the Reference and Media Resources service desks.

Two PCs in the Information Commons have document scanners attached and are capable of scanning in text, books, periodicals, and other documents. The Library also has two computers with CapturePerfect scanning/printing software that are connected to microform readers so that microform materials can be scanned. The scanned text can be saved and then displayed on-screen in magnifications up to 64x or can be listened to as it is read aloud using *ZoomText* or *JAWS* software.

Two PCs in the Information Commons lab have *ZoomText* and *JAWS* magnification and reader software. Both of these PCs are connected to a Braille printer. Another PC in the Information Commons lab has *Read and Write Gold* literacy support software for patrons with reading and learning disabilities. One PC in Media Resources has *ZoomText* software. All of these PCs provide access to the internet and the Library's online catalog, databases, and electronic resources. In addition, the three PCs in the Information Commons lab are installed with the standard software suite for all USF lab computers. (see IT services provided at <http://www.acomp.usf.edu/services>).

Braille

A Braille reader is available in the Periodicals area and a Braille printer is connected to the *ZoomText* and *JAWS* PCs in the Information Commons lab. The Library also has a small collection of Braille resources in Government Documents.

Magnification

In addition to the magnification software available on some Information Commons and Media Resources computers, a Visualtek machine, which magnifies print, whether from a single page or another print source such as a book or magazine, is available in the Periodicals area.

Audio

Audio books are located in Media Resources 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 (e.g., NetLibrary).

Physical Accessibility

The staff of Access Services (Circulation/Reserve/Media) assists patrons with disabilities by retrieving materials as needed. Requests for assistance are handled by staff as soon as possible. Each service desk in the Library is wheelchair accessible and there are wheelchair accessible carrels in each service area of the Library.

TDD

A TDD is available for contacting the library (813-974-9874) and for making outgoing calls while a patron is in the library. It is located at the reference desk on the first floor.

For further information, consult the following website: USF Tampa Campus Library "ADA Access" <http://www.lib.usf.edu/public/index.cfm?Pg=ADAAccess>.

Future Plans

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

The School's committees, among their other duties, are responsible for assessment of needs. Particularly important for physical resources and facilities are the Communications and Technology Committee and the Collection Development faculty liaison. The Communications and Technology Committee analyzes the needs of the School and evaluates the hardware, software, and staff requirements necessary for the functioning of the computer laboratories and

local area network. The Committee also recommends to the faculty and the Director policies for the use of LIS laboratory and resources and oversees the School LAN server and workstations. It keeps the faculty and staff informed about the technological resources available. The Collection Development faculty liaison suggests materials for acquisition by the Tampa Library in the area of Library and Information Science, often based on requests and suggestions of faculty and students, and informs faculty members about current collection development matters.

In addition to internal committees, the School is also represented on the College of Arts and Sciences Computing Committee, the University Instructional Technology and Distance Education Council, and the USF Libraries Council and has input in decisions concerning development and access to computing facilities and library resources.

Because of the School's continuing commitments to students, needs assessment in the areas of equipment, software, laboratory space modification, and staff support is ongoing. At present, all faculty, staff, and graduate assistant office space is occupied, and there is a significant shortage of space. In order to accommodate future growth of the faculty and the proposed Ph.D. program, additional office space will need to be located along with obtaining current computers, technology and furnishings. Specifically, there will be an immediate need for faculty office space and a future demand for teaching assistant facilities and offices for Ph.D. students. Due to ongoing upgrades in academic computing, the School must ensure that current operating systems and software applications on faculty and staff computers are compatible with other units within the College of Arts and Sciences.

Future demands on computer laboratories will include the need for equipment and software to accommodate digitizing and editing of electronic materials. Additionally, with the increased number of web-based or web-enhanced courses, faculty and staff must remain fully competent 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 (Educational Outreach, for example) or acquiring it for use in the School's own computer labs.

Synthesis and Conclusions

Overview

The faculty of the School of Library and Information Science at the University of South Florida has worked in a sustained and interactive fashion to develop our Program Plan. The Program Plan has given us an opportunity to redefine mission, goals and objectives in the context of an outcomes assessment planning process. This planning process has informed our curricular planning and, when combined with parallel analysis of innovations in faculty work-life, has enabled us to develop future goals in a period of great change. The faculty of the School is well prepared to create new courses in response to developments in the profession based on our ongoing analyses of student input and stakeholder focus groups. As our graduates assume professional positions in a variety of library and information organizations, we are confident that they do so prepared by a faculty and curriculum that have been thoroughly and continually evaluated.

Mission, Goals, and Objectives

The School developed and implemented a planning process that has resulted in scrutiny of the mission, goals, objectives, student learning outcomes, and strategic initiatives for the Master of Arts degree program. The planning process will continue through the spring and fall semesters of 2009 as faculty subcommittees and the Faculty Council weigh information to set priorities and chart a course for the future. Careful course-by-course review indicates that all student learning outcomes are assessed in the core curriculum, and that most student learning outcomes are assessed broadly throughout multiple elective courses as well. In exit interviews, students indicate overwhelmingly that they have had an overall positive experience in the program and that the program prepared them for their intended careers. The School continues to incorporate its graduates and its professional constituencies into its planning process and continues to gather and weigh evidence of outcomes to affirm programmatic strengths, inform programmatic improvements, and guide long-range strategic initiatives.

Curriculum

The School continues to balance its curriculum with a mix of traditional coursework while enhancing current courses to meet the growing technology skills requirements of our students and their future employers. In addition, the School has a commitment to the development of new courses that reflect the changing needs of the Information Age.

Students

The School continues to find new and innovative ways to meet the needs of our students. The School's flexible scheduling, continuous course refinement, and expansive distance learning program are all evidence of this effort. The use of the Student Exit Surveys as a tool for monitoring and revising of the curriculum and other program components assures the School's continued success in meeting student needs.

Faculty

Governance of the School is by consensus of the entire faculty and staff with the leadership of the Director and senior faculty. The faculty of the School share a common commitment to service learning and engaged scholarship, following models set forth by the leadership of the university. Indeed, the school has been in the forefront of the development of these models, both locally and nationally. Building upon a core of nationally known faculty, the size and quality of the School's faculty have increased in recent years with the addition of new positions that allowed the hiring of faculty with additional specialties and provided further diversity in personnel. The faculty looks forward to the future with a cadre of personnel poised to expand the curricular offerings and enhance national visibility of the School through research, professional and community service.

Physical Facilities and Resources

The School has been provided with consistent support for expanding needs for instructional space. Both the on-campus facilities and those used off campus provide students with state of the art technology experiences, and pleasant, modern facilities for teaching of non-technology based courses. If the current rate of growth is maintained, there will be a critical shortage of on-campus space in the near future. Specifically, office faculty space has now reached maximum capacity. Since the School is still expanding and plans to hire more faculty members, we will need to address this problem fairly quickly. The university continues to work with the School in planning for these future needs.

Administration and Financial

The university-level financial support for the School continues to be equal to, or better than, that offered to other schools in the university. As mentioned in the Curriculum section above, despite the dire financial situation at the moment, the School was allocated an additional visiting faculty position to assist in the school media and youth services areas, and is also currently searching for a tenure-track position in these areas. Although some college-level organizational structures may need to be modified in order to deal with the current financial crisis, the School can expect to continue getting the highest level of financial support available from the university.

Future Opportunities

This accreditation self study has confirmed thinking among the faculty that the School's choices in the past have positioned it well for the future. Consider, first, the substance of the parent institution's goals in USF's 2007-2012 Strategic Plan—it makes clear the priorities for community engagement, globalization, and interdisciplinary collaboration. In 2002 the School established strategic initiatives for community engagement and international initiatives, and the School's substantial record of activity and achievement in these initiatives is documented throughout this document and in the Faculty WIKI in the SLIS ACCREDITATION organization in Blackboard. This convergence of priorities bodes well for the School because its record of past achievements along with its continuing activities are evidence of a shared vision of the

future. Interdisciplinary collaboration has not been a stated goal or initiative for the School, but collaboration with the College of Education and the USF Health has been fruitful and rewarding. The School has also been exploring the possibility of a joint faculty hire with the College of Business' Department of Information Systems and Decision Sciences.

What emerges from this self-study is a vision of a future wherein the School may be able to leverage its established, internal priorities for a broader base of support within a like-minded parent institution. As the School completes its current planning cycle in the coming semesters, great consideration will be given to the continuous improvement of the master's degree program, including curriculum, faculty, facilities, and the student experience, but new awareness of opportunities in community engagement, globalization, and interdisciplinary collaboration will also shape the future of the School.