SELF-STUDY

FOR THE COMMITTEE ON ACCREDITATION OF

THE AMERICAN LIBRARY ASSOCIATION

THE UNIVERSITY OF ALABAMA

COLLEGE OF COMMUNICATION AND INFORMATION SCIENCES

SCHOOL OF LIBRARY AND INFORMATION STUDIES

Master of Library and Information Studies

January 24, 2017
REQUIRED INFORMATION

Declaration
   To accompany the final document

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

Degree Program Being Presented for Accreditation by the COA
   Master of Library and Information Studies (MLIS)

Parent Institution
   The University of Alabama

Chief Executive Officer, The University of Alabama
   Stuart Bell, President

Chief Academic Officer, The University of Alabama
   Kevin Whitaker, Provost

Principle Administrator, College of Communication and Information Sciences
   Mark Nelson, Dean

Principle Administrator, Master of Library and Information Studies
   Ann Prentice, Professor and Interim Director

Regional Accrediting Agency and Status
   Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
   Reaffirmed: 2015; Next Reaffirmation: 2025

Title and Version of the Standards Addressed In the Program Presentation
   Standards for Accreditation of Master’s Programs in Library and Information Studies, 2015
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GLOSSARY OF TERMINOLOGY AND ABBREVIATIONS

Terminology

Banner. The digital administrative suite of student, financial aid, finance, human resources, and advancement systems used across the UA campus.

Blackboard Collaborate. The UA online “classroom” for distance education courses.

Blackboard Learn. The UA online learning management system. Allows faculty to share content, develop and grade assignments, and provide student feedback.

Book Arts. Used to describe the classes, the students, and the program leading to the Master’s degree in Fine Arts in the Book Arts. The Book Arts is a program in and an integral part of the School of Library and Information Studies.

The Capstone. The University of Alabama is often referred to as “The Capstone” by alumni and friends of the University. “The Capstone” is a nickname for The University of Alabama coined by former UA President G. H. Denny when he referred to the University as the “capstone of the public school system of the state” in 1913.

Cohort. A distinct group of students pursuing the MLIS partly or completely online, all starting their studies at the same time; as in:

Regional blended online cohort: the group of students that begins the program in January of each year, taking core classes online and electives in Gadsden and Tuscaloosa, Alabama; and the

National online cohort: the group of students that begins the program in August of each year by attending a three-day orientation class in Tuscaloosa, and completes the program online from home bases

The Crimson White. The student news organization and Paper of Record for UA. Published in print every Monday and Thursday during fall and spring semesters, excluding campus holidays and breaks, and every Wednesday during summer semesters.

DE/Distance Education. Any SLIS class or program offered online.
**Ferguson or the Ferg.** The Ferguson Center. One of two student services buildings adjacent to each other, housing student offices, a post office, a cafeteria, credit union, Starbucks, and the Supe Store.

**The Fishbowl.** The outer room (Room 508) that encloses six SLIS faculty offices and houses networked printers, fax and copy machine, and faculty and doctoral student mailboxes.

**Gorgas.** The Amelia Gayle Gorgas Library building, which houses humanities, social sciences, and government collections, central library services and administration, and the School of Library and Information Studies. Gorgas is the main library on campus.

**MLIS.** The Master’s degree in Library and Information Studies offered by SLIS at The University of Alabama.

**The Quad.** The Quadrangle or Quad is the heart of the UA campus. Its central location allows students, faculty and visitors to enjoy it on a daily basis. Buried beneath the Quad are the ruins of several buildings that were burned during the Civil War. The Mound on the northwest side of the Quad is the site of the old Franklin Hall dorm.

**Reese Phifer (Hall).** The central building housing the College of Communication and Information Sciences.

**Rose.** The Rose Administration Building is across the Quad from Gorgas Library. It houses the offices of the President, the Provost, the Vice Presidents, and the Graduate School, among others.

**Supe Store.** The University of Alabama’s official supply store with locations in the Ferguson Center and on Bryant Drive.

**UA News Center.** Features news channels specifically for students, faculty, and staff, media, and research. Also provides information on campus resources and calendars.
### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AASL</td>
<td>American Association of School Librarians</td>
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<tr>
<td>ABD</td>
<td>“All But Dissertation”</td>
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<tr>
<td>ACHE</td>
<td>Alabama Commission on Higher Education</td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>ADHC</td>
<td>Alabama Digital Humanities Center</td>
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<tr>
<td>AEJMC</td>
<td>Association for Education in Journalism and Mass Communication</td>
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<td>ALA</td>
<td>American Library Association</td>
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<td>ALISE</td>
<td>Association for Library and Information Science Education</td>
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<td>ALLA</td>
<td>Alabama Library Association</td>
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<td>ALSC</td>
<td>Association for Library Service to Children</td>
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<td>ALSDE</td>
<td>Alabama State Department of Education</td>
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<td>APC</td>
<td>Administrative Policy Council</td>
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<td>APLS</td>
<td>Alabama Public Library Service</td>
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<tr>
<td>A+PR</td>
<td>[Department of] Advertising and Public Relations</td>
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<tr>
<td>ARL</td>
<td>Association of Research Libraries</td>
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<td>A&amp;S</td>
<td>[College of] Arts and Sciences</td>
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<td>ASERL</td>
<td>Association of Southeastern Research Libraries</td>
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ASIS&T  Association for Information Science and Technology
AVL  Alabama Virtual Library
BA  Book Arts
CAEP  Council for the Accreditation of Educator Preparation
CIC  Capstone International Center
CIS  [College of] Communication and Information Sciences
CCS  College of Continuing Studies
CDC  Centers for Disease Control and Prevention
COA  Committee on Accreditation
CV  Curriculum vitae
DE  Distance Education
DMC  Digital Media Center
EMIERT  [ALA] Ethnic and Multicultural Information Exchange Round Table
ERP  External Review Panel
FAR  Faculty Activity Report [System]
FERPA  Families Educational Rights and Privacy Act
FOPS  Foundations of Professional Studies
FRC  Faculty Resource Center
<table>
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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>GRE</td>
<td>Graduate Record Examination</td>
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<td>GSA</td>
<td>Graduate School Association</td>
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<td>HBCU</td>
<td>Historically Black Colleges and Universities</td>
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<td>HVAC</td>
<td>Heating, Ventilation, and Air Conditioning</td>
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<td>IBBY</td>
<td>International Board on Books for Young People</td>
</tr>
<tr>
<td>ICIR</td>
<td>Institute for Communication and Information Research</td>
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<tr>
<td>IITS</td>
<td>Intercampus Interactive Telepresence System</td>
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<td>ILL</td>
<td>Interlibrary Loan [Service]</td>
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<td>IMLS</td>
<td>Institute for Museum and Library Services</td>
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<td>IRB</td>
<td>Institutional Review Board</td>
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<td>JCM</td>
<td>[Department of] Journalism and Creative Media</td>
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<td>JN</td>
<td>[Department of] Journalism</td>
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<tr>
<td>JSTOR</td>
<td>Journal Storage</td>
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<td>LIS</td>
<td>Library and Information Studies</td>
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<td>LS</td>
<td>Library Science</td>
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<td>LSA</td>
<td>Library School Association</td>
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<td>LSTA</td>
<td>Library Services and Technology Act</td>
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<td>MAT</td>
<td>Miller Analogies Test</td>
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MC  Mass Communication
MFA  Master of Fine Arts
MLIS  Master of Library and Information Studies
NAAL  Network of Alabama Academic Libraries
NASAD  National Association of Schools of Art and Design
NCATE  National Council for Accreditation of Teacher Education
NSF  National Science Foundation
OAA  Office of Academic Affairs
ODS  Office of Disability Services
OIRA  Office of Research and Assessment
OIT  Office of Information Technology
OSP  Office for Sponsored Programs
PI  Primary Investigator
PLO  Program Learning Outcome
PSA  Professional Staff Assembly
SAA  Society of American Archivists
SAC  Student Advisory Committee
SACS  Southern Association of Colleges and Schools
SFC  Strategic Funding Committee
SLA  Special Libraries Association
SLIS  School of Library and Information Studies
SLIS-L  SLIS Listserv (for all)
SLIS-S  SLIS Listserv (for students)
SLO  Student Learning Outcomes
SOI  Student Opinion of Instruction [Survey]
SOLINET  Southeastern Library Network
STAPLE  Sustainable Training for Alabama Public Library Employees [Project]
SWOT  Strengths, Weaknesses, Opportunities, and Threats [Analysis]
TCF  [Department of] Telecommunication and Film
TOEFL  Test of English as a Foreign Language
UA  [The] University of Alabama
YALSA  Young Adult Library Services Association
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The program being considered for continuing accreditation is a 36-semester-hour graduate program that leads to the master’s degree in library and information studies. Instruction is delivered on campus, online, and at a regional University center. The MLIS program will begin its 47th year in 2017 and has been continuously accredited by the American Library Association since 1972. The program resides in the School of Library and Information Studies, one of four academic units within the College of Communication and Information Sciences. The College is one of 13 college units within The University of Alabama.
INTRODUCTION

The School of Library and Information Studies (SLIS) at The University of Alabama (UA) as part of the College of Communication and Information Sciences (C&IS) functions within a community of faculty and students and is recognized for leadership in teaching, research and service. At the same time, it is part of a university that nearly doubled the size of its undergraduate student body over the past decade and currently looks to enlarge the number of graduate students substantially. The School benefits from the opportunities available in a growing institution and from the positive forward thinking attitudes of its administration. (See Standard I.1.)

Participating as one of four teaching units in the College, including departments of Journalism and Creative Media, Advertising and Public Relations, and Communication Studies, SLIS is part of a distinct tradition whose strategic priorities are to provide a learning environment that promotes diversity, equity, leadership and service; to improve the internal and external communities of the College; to cultivate high quality academic and research-based programs; and to strengthen the College’s national and international profiles.

Since the previous program presentation in 2009, there have been numerous changes in leadership at all levels, and it has been an opportune time for SLIS to coordinate its Self-Study as it has given faculty, staff, students, alumni, and stakeholders an opportunity to celebrate successes, identify concerns, and move forward in a thoughtful and purposeful manner. In 2013, SLIS was led by a director and two internal interim directors, and, in January 2014, the current interim director was hired. She has been at SLIS since then and will continue to serve through the completion of this academic review. James Elmborg, currently at the University of Iowa, was recently hired to serve as director of SLIS beginning August 16, 2017. A permanent College dean assumed his role in July 2014 and, in fall 2015, a new University president took office. Within that period, strategic planning at each level took place, and we now have complementary strategic plans that guide our future. The University, College, and SLIS are in an excellent position in terms of leadership and resources to move forward.

SLIS welcomes the Committee on Accreditation (COA) of the American Library Association (ALA) and the External Review Panel (ERP). We are proud of the work done to prepare the School to move forward in concert with the College and University with expanding dynamic graduate programs. We welcome your review as it will continue to strengthen our program.
In this introduction, we will describe the School environment, within which the MLIS and MFA programs are thriving, and the College environment, within which the interdisciplinary PhD program functions. We will also position the School and its current leadership within the College, the University, and the rapidly changing field of library and information studies.

A .pdf version of the printed Self-Study and appendices are presented in a data storage device (flash drive) that accompanies the printed Self-Study. Additional information is available on the SLIS website (slis.ua.edu). Links to websites internal and external to the School are embedded in the text of the Self-Study.

On-site evidence will include examples of student work, annual diversity reports, meeting minutes, faculty publications, recruiting brochures, and similar materials that provide detailed information about various aspects of the Self-Study.

**Academic Programs at SLIS**

The School, functioning as a faculty of one, offers two graduate degree programs: the Master of Library and Information Studies (MLIS) and the Master of Fine Arts (MFA) in the Book Arts and participates in the College-wide interdisciplinary PhD program. Both the MLIS and MFA in the Book Arts are under the umbrella of the same strategic plan. Three full-time faculty (Steve Miller, Anna Embree, and Sarah Bryant) and selected adjuncts are responsible for the MFA curriculum. The remaining faculty are responsible for the MLIS curriculum and for offering selected electives that are part of the MFA curriculum and can also be taken by MLIS students (e.g., CIS 653 Descriptive Bibliography, CIS 654 History of the Book Print Culture and Society, CIS 655 History of the Book: Book as Artifact, and BA 522 and 523, both Printing and Publishing).

**Master of Library and Information Studies**

Upon completion of the program, graduates should be prepared to be contributors, leaders, and change agents in libraries, archives, information centers, and related environments. They should be forward thinking while, at the same time, being aware of the values and traditions of the information professions.
The MLIS program goals are to:

- Be able to anticipate trends and play a leadership role in effecting positive change in the information professional’s role in society
- Demonstrate an understanding of the principal contemporary issues associated with librarianship, information science, access to information and the role of information in society
- Develop critical, creative and analytical thinkers capable of developing evidence based solutions
- Promote a user-centered approach to information programs and services to meet the needs of diverse populations
- Develop programs and activities consistent with the heritage, principles, responsibilities, trends and standards of the information professions
- Safeguard and make available the cultural, intellectual, and technological records of humankind
- Act at all times in an ethical manner
- Continue professional development by staying current with research and practice in the information fields as they evolve

These goals are reflected in the core courses and are communicated to students through career advising and exposure to practicing professionals (e.g., guest speakers in class), assignments, and internships.

The SLIS Program Learning Objectives (PLO) committee, co-chaired by Drs. Miriam Sweeney and Laurie Bonnici, is meeting the first week of classes in spring 2017 to continue to flesh out the relationship among program goals, program learning objectives, and student learning objectives (SLOs). They will be prepared to make a presentation the External Review Panel (ERP) to discuss process and progress. (See Standard I.1.2.)

The MLIS program is fully accredited by the American Library Association (ALA). The course of study is 12 courses (36 credit hours), six of which are required of all students. There are thesis and non-thesis options, six areas of emphasis, and two specializations (archival studies and school library media studies. (See Standard II.3.)

The MLIS program is offered face to face on campus, fully online through the national online cohort, and as a blended program at the University of Alabama Center in Gadsden, AL. Students in the national and Gadsden cohorts take the core courses online within their cohort and then
take electives as they fit into their schedules. Face-to-face students may take electives online or face to face depending on interest and availability. All online courses are taught synchronously using Blackboard Collaborate technology.

Master of Fine Arts in the Book Arts

The book arts program develops artists with technical knowledge of the various facets of contemporary bookmaking and an understanding of the historical evolution of the book, its materiality, and its role in society. This 60-credit-hour, studio-based, degree program utilizes a holistic approach to address four basic areas of study: printing and publishing, hand bookbinding, papermaking, and the history of the book. Upon successful completion, students receive the MFA degree. This program is fully accredited by the National Association of Schools of Art and Design (NASAD) and is scheduled for review in 2017.

The general goal for the MFA program is to develop professional artisans who are technically proficient in the book arts and cognizant of the historical background in which these various crafts evolved and the professional environment in which our graduates will work. Further information is available on the MFA website: https://slis.ua.edu/mfa-in-book-arts/.

In 2011, SLIS received an Institute of Museum and Library Studies (IMLS) grant to study the relationship between the MLIS and MFA in the Book Arts programs. After relevant data was collected, the faculty determined that the current relationship status of separate except for elective course offerings (e.g., CIS 653 Descriptive Bibliography, CIS 654 History of the Book: Print Culture and Society, and CIS 655 History of the Book: Book as Artifact) would be continued for the time being.

Doctoral Program

Doctoral students in the PhD in Communication and Information Sciences pursue a multidisciplinary degree in the communication and information sciences with concentrations available in mass communication, information sciences, and cultural, critical, rhetorical studies. The program promotes scholarly achievement and advancement of knowledge in the field through basic and applied research. Chaired by the associate dean for graduate studies, the C&IS Graduate Studies Council is composed of all chairs, directors, and academic graduate coordinators. This council has oversight for policy and planning as well as review of doctoral students. Additional information is available on the College website: https://cis.ua.edu/cis-doctoral-program/.
Undergraduate Program

Selected undergraduate courses have been taught by SLIS faculty in the past but were discontinued in 2012. Discussions regarding the development of an undergraduate program have been intermittent. An action step identified in our current Strategic Plan and selected as one of three to receive special attention in 2016–2017 is “to work with leaders across the College, University, and profession to examine the possibility, need, and feasibility for envisioning and formalizing courses and degree options in information at the undergraduate level.” Work will begin on this task during the spring 2017 semester. Currently, SLIS is represented on the College-wide Undergraduate Curriculum Committee.

Leadership in the University

SLIS strategic planning goals complement those of the University and the College. (See Standard I.)

The School is actively involved in faculty governance campus wide. The past president of the Faculty Senate is a member of the SLIS faculty, and the current secretary of the Faculty Senate is also a SLIS faculty member. Faculty members serve on the executive board of the Center for Community-Based Partnerships, as chair of the Information Technology Committee, as co-director of the Center for Cuba Collaboration and Scholarship, and in numerous other capacities campus wide.

Diversity Initiative

The School is an active participant in the College diversity initiative, and faculty members serve as members on the C&IS Diversity Forum, which presents the Discerning Diverse Voices: Symposium on Diversity, an annual two-day event introduced in 2010, and on the C&IS Human Resources Committee, which is charged with oversight of the College Diversity Plan. The Discerning Diverse Voices Symposium promotes and presents collaborative research projects on diversity developed by community members, scholars, and students and encourages conversations on topics relevant to diversity. The Human Resources Committee fosters a diverse cultural environment and annually assesses and reviews College diversity efforts.
Academic Initiatives

Discussions with EBSCO, a diversified conglomerate located in Birmingham, AL, about ways in which media producers, media providers, and those who organize, store, retrieve, and make information available to end users resulted in a $750,000 challenge grant to the College, which was matched with $250,000 by the University. The purpose of the grant is to develop a College-wide online master’s degree program that focuses on big data and digital media that will prepare students to manage digital media, analyze big data, spot trends, and make findings available to their communities. The goal is to prepare graduates who are “work ready.”

The first phase of this two-step process is to select a planning group of faculty from the College and representatives from the world of practice who will work together to outline the content of a graduate program that meets the high standards of both groups. They will then craft a master’s degree in information and digital media informed by the increasing number of programs that include both classroom learning and on-the-job experience.

A College-wide task force has been appointed by the dean to begin planning for this degree. It is anticipated that the process will take two years. SLIS has been actively involved in this College-wide initiative from the beginning.

Leadership in the Profession

The School provides leadership for the library and information science professions locally, regionally, and nationally. From 2010-2016, SLIS faculty members received 52 major awards, held 14 offices in national organizations, received 19 external grants. (See Appendices III.A and III.B and individual curriculum vitaes for details.)

Selected examples follow, including awards, offices held in regional and national organizations, grants received, and positions of leadership held by our faculty.

○ Jamie Naidoo was named the 2016 Achievement in Library Diversity Research honoree by ALA for his promotion of diversity in the profession.

○ Steven Yates was elected president-elect of the American Association of School Librarians (AASL). He will become president in 2017. He has also served as president of the Alabama Library Association, 2011–2012.
In 2013, the School received an IMLS grant for “Sustainability Training for Alabama Public Library Employees (STAPLE),” a program that offered marketing, programming, strategic planning, and management training to non-degreed public librarians in Alabama through interactive conferences and monthly webinars.

An earlier IMLS grant, “Accessible Libraries for All: A Recruitment Project to Prepare 21st-Century Librarians to Bridge the Physical Access Divide (ALFA Project),” in 2010 supported recruitment and education of students focused on technology and improving universal information access to extra-legally challenged library users who might need special services.

Alumni in the Profession

The majority of librarians in Alabama matriculated from SLIS, and the School values this dynamic external force. While a portion of alumni serve on the board of the Library School Association (LSA), a larger number interact directly with the school by attending special events, making contributions to scholarships, supervising student interns, and serving as adjunct instructors. Further, they are encouraged to contact the School informally with suggestions and questions and to come to the fifth floor of Gorgas for a visit. The outstanding loyalty of our graduates exemplifies their sense of belonging and ownership in the program, and SLIS values their deep understanding of library and information professions regionally, statewide, and beyond.

Our alumni are contributing to the information professions in numerous ways. Following are selected examples of noteworthy accomplishments by SLIS alumni:

- Josh Burford (MLIS, 2006)
  - Currently holds a split appointment as both assistant director for sexual and gender diversity in the Multicultural Resource Center and as faculty affiliate in the women’s and gender studies program at the University of North Carolina, Charlotte
  - In 2016, received Allan Berube Prize honorable mention for curation of *Publicly Identified: Coming Out Activist in the Queen City* at the Levine Museum of the New South
  - Compiled “LGBTQ Perspectives on Equality,” the first-ever museum exhibit of LGBTQ+ history in the South, which showcased at Charlotte’s Levine Museum and chronicled the history of Charlotte’s LGBTQ+ community
  - Serves on the planning committee for the Charlotte Queer Oral History Project, which is focused on historic events in Charlotte through the lens of visible leaders in the LGBTQ+ community
Makiba Foster (MLIS, 2007)
  - Currently employed as the assistant chief librarian for the Jean Blackwell Hutson Research and Reference Division at the Schomburg Center for Research in Black Culture, New York Public Library
  - Formerly curator of oral history and subject librarian for American History and women and gender librarian at St. Louis University
  - Named an IMLS Fellow and an Association of Research Libraries (ARL) Diversity Scholar
  - Nominated as SLIS Outstanding Alumna for 2017
  - Holds a master’s degree in American Studies with a concentration in African American popular culture

Sylvia Garcia (MLIS, 2011)
  - Currently serves as Outreach Librarian at Poudre River Public Library District, Fort Collins, Colorado
  - Offers recognized bilingual outreach programs to a range of constituencies both in public libraries and other accessible community settings:
    - coordinating programs for differently abled seniors with emphasis on aging well
    - collaborating with Colorado Access to Justice’s Virtual Pro Se Clinics to make free access to legal services available
    - partnering with partnering the Northern Colorado Equality to initiate a LGBTQ book club

Toby Graham (MLIS, 1993; PhD, 1998)
  - Currently employed as university librarian and associate provost at the University of Georgia
  - Received SLIS Distinguished Alumni Award, 2014
  - Received Alabama Author Award for Non-Fiction for his book *A Right to Read: Segregation and Civil Rights in Alabama’s Public Libraries, 1900-1965* and the ALISE/Eugene Garfield Award and Phyllis Dain Library History Dissertation Award for his doctoral research

Deborah Lilton (MLIS, 2006)
  - Currently serves as academic librarian at Jean and Alexander Heard Library at Vanderbilt University
- With Sibyl Moses, received the 2013 ALA Carnegie Whitney Award for her project “African American Parades: A Bibliographic Guide”

  - Audrey Mickle (MLIS, 2012)
    - Currently employed at Woods Hole Oceanographic Institution, Woods Hold, MA, as a data/systems librarian
    - Collaborated with investigators of National Science Foundation (NFS) grant to publish findings for EarthCube, a “new NSF initiative to develop a geoscience knowledge and data management system for the 21st century” (Award Abstract #1354693)

  - David Nolen (MLIS, 2007)
    - Currently works as assistant editor/reference librarian at the Ulysses S. Grant Presidential Library and Congressional and Political Research Center at Mississippi State University
    - Collaborates with other editors to research and write annotations for the scholarly edition of *The Personal Memoirs of Ulysses S. Grant*
    - Supervises undergraduate and graduate students in the transcription and annotation of Grant family letters and documents

  - Lindsey Reynolds (MLIS, 2012)
    - Currently serves as a faculty member at the University of Georgia School of Art, where she is responsible for developing the new Dodd Art Library, an outpost of UGA Libraries
    - Formerly employed at the Birmingham Museum of Art, where she directed the museum’s library and archive
    - After receiving the 2011 ARLIS/NA internship award, completed internships with the New York Art Resources Consortium, including MoMA, the Frick, and the Brooklyn Museum libraries
    - Served continuously since 2012 as a member of the planning committee for the Contemporary Artist’s Book Conference, held in conjunction with the New York Art Book Fair at MoMA PS1

This introduction is intended to provide a sense of who we are at SLIS and how we relate to our various constituencies. In the following chapters, we will discuss the Standards and, in doing so, will show in detail how the MLIS program contributes to and benefits from its role in a future-oriented institution.
STANDARD I

SYSTEMATIC PLANNING

Introduction

The Master of Library and Information Studies (MLIS) is one of two graduate degree programs in the School of Library and Information Studies (SLIS), the second being the Master of Fine Arts (MFA) in the Book Arts. While each degree program has its own accreditation process, course of study, and learning outcomes, the two degrees are complementary in that students from one program benefit from having the opportunity to take electives in the other program. Both programs function as a “Faculty of One” in that faculty, staff, and budget belong to the School as a whole. In this environment, we move forward under common vision, mission, and goals.

Since 2013, there have been changes in leadership at the School, College, and University levels. In 2013, the SLIS director left that position, which was then filled consecutively by two internal interim directors. In January 2014, Ann Prentice, former dean and professor emerita at the University of Maryland College of Information Studies was named interim director. She will continue in this position at SLIS through the accreditation review process. Concurrently, the College deanship became vacant and Jennifer Greer, chair of the Journalism department, was named as interim dean. She served in this role until Mark Nelson became dean in July 2014, following a national search.

A priority goal for Dean Nelson was to begin the strategic planning process for the College and have a structure in place by the end of the 2014–2015 academic year. During 2014, the School of Library and Information Studies (SLIS) faculty reviewed the existing SLIS strategic plan spanning 2011–2015 and agreed that a new strategic plan was needed.

SLIS faculty, students, alumni, and stakeholders developed the current SLIS strategic plan that was unanimously approved by SLIS faculty in November 2015 and went into effect in January 2016. The SLIS strategic plan focuses on the Master of Library and Information Studies (MLIS) and the Master of Fine Arts (MFA) in the Book Arts programs and recognizes the symbiotic relationship between the College and SLIS plans. In this chapter, we will describe the College strategic plan and show its continuous relationship to the SLIS strategic plan. We will also discuss the SLIS strategic plan and how it is being implemented.
The University welcomed a new president at the beginning of the 2015-16 academic year and, shortly after his arrival, a University-wide strategic planning process was begun. As the University strategic planning process moves forward, and as the College strategic plan is implemented, SLIS will be alert to ways in which planning at these levels may refine our strategic plan.

1.1

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

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**Planning Process**

**University Context**

Since 1984, The University of Alabama (UA) has mandated systematic program review and continuous improvement based on an eight-year review cycle. This complements the ten-year review cycle of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In December 2015, SACSCOC reaffirmed the University of Alabama’s accreditation. UA will be due for reaffirmation in 2025. Documents supporting this action are available on site.

Within the first semester of his appointment in August 2015 as president of the University, Stuart Bell named a Strategic Planning Council to guide the University-wide strategic planning process. In April 2016, a _Tuscaloosa News_ article contained a description of their actions: “The Council, aided by a consultant and working as subcommittees, assessed the state of the university and identified goals and strategies through listening sessions with campus constituents, institutional data, and online surveys.” Then at the spring 2016 UA faculty and staff meeting, President Bell announced the four pillars of the University’s next strategic plan:

1. To provide a premier undergraduate and graduate education that offers a global perspective and is characterized by outstanding teaching, high quality scholarship and distinctive curricular and co-curricular programs
2. To increase the University’s productivity and innovation in research, scholarship and creative activities that impact socio-economic development
3. To enrich the learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body
4. To provide opportunities and resources that promote work-life balance and enhance recruitment and retention of outstanding faculty and staff

He stated that, while the University’s mission will remain the same, “how we achieve that mission and vision will change as it [sic] is captured through the goals of our faculty, students and staff,” and he elaborated that “these goals will move us in the direction of where we aspire to be.” In a news release at the end of the spring semester, President Bell indicated that the Strategic Planning Council would discuss objectives for each pillar. The full strategic plan for the University was rolled out in fall 2016 and reinforces the four pillars previously announced (https://www.ua.edu/strategicplan/files/strategic-plan-final.pdf).

The second objective under the first pillar introduces a projected focus on increasing graduate enrollment: “Increase the quality and number of graduate students to develop the next generation of scholars and to support the University’s research, scholarship and creative activity. Enhancing the academic experience of graduate students at UA includes developing a comprehensive enrollment management plan, supplying support services, and expanding community service, global outreach, and study abroad experiences.

College Context

College-wide strategic planning for the current cycle began in July 2014, shortly after Mark Nelson’s appointment as the dean of the College of Communication & Information Sciences (C&IS). He appointed a Strategic Planning Task Force to identify strategic directions for the College and move the process forward. Invitations were extended to and confirmed for presentations by three internationally known futurists in areas of communication and information to give faculty, staff, students, alumni, and friends—including the College Board of Visitors on which SLIS is represented—from all areas of the College glimpses of how the respective disciplines within the College can continue to meet related challenges in their fields. College stakeholder responses to the futurists’ presentations provided a rich resource of commentary and interpretation. Documentation from the strategic planning process will be available on site.
The College Executive Council—unit heads and associate and assistant deans—held a two-day retreat in late April 2015. Employing a document summarizing observations from both futurists and stakeholders, participants focused on the following topics: the ideal College, the ideal College of Communication and Information Sciences (C&IS) graduate, the contributions each unit can make, and concrete actions the College can take to move forward. Shortly thereafter, each College Executive Council member received an overview of the retreat discussions plus a listing of “Eight Key Result Areas” to which faculty members in the respective units were asked to offer feedback. Their collective responses resulted in the identification of the four strategic priorities that now serve as the foundation for the C&IS Strategic Plan, 2015–2020.

Discussion and refinements of the College of Communication and Information Science (C&IS) Strategic Plan continued throughout the 2015–2016 academic year at meetings held by the College Board of Visitors, College faculty, and the College Executive Council. On July 26 at the 2016 annual retreat of the Executive Council, members reviewed the College strategic plan and identified action steps to support the goals established for the upcoming year, and a summary of the discussion was shared with each unit for review and response.

At the annual SLIS faculty/staff retreat held one month later on August 26, faculty members reviewed and discussed the C&IS Strategic Plan and action steps specific to SLIS as proposed by the interim director at the Executive Council Retreat. Changes were made where appropriate. This document combined with similar documents from all College units provides a guide for advancing College strategic action planning. Throughout the year, progress will be noted and adjustments made as appropriate to sustain momentum. At the 2017 College Executive Council retreat, progress will be assessed again and further action steps will be identified. This is a continuous and deliberate process of improvement. Documents charting the development of the plan are available on site.


School of Library and Information Studies Context

In accordance with the 1984 University mandate requiring systematic program review and continuous program improvement based on a five-year cycle, the School of Library and Information Studies (SLIS) has regularly reviewed its mission, goals, and objectives. As reported
in the 2009 Program Presentation for ALA Accreditation, a new vision statement was adopted in 2007.

The School’s Integrated Working Plan, a document reviewed and updated regularly by the faculty, served to guide the School’s activities. Change in School leadership in fall 2011 brought about development of a strategic plan to replace the earlier working plan. As reported in the 2011–2012 School of Library and Information Studies (SLIS) Annual Report, this new strategic plan for SLIS was grounded in a new vision, mission, and goals and presented five stated strategic directions.

In 2013, SLIS again experienced a change in leadership, service by two internal interim directors and the arrival of an external interim director in January 2014. As at the same time, a search was underway for a permanent Dean of the College, the faculty saw fit, and the Interim Dean agreed, to follow the existing Strategic Plan until its expiration in 2015 and to develop, in concert with development of the College strategic plan, a new plan for SLIS.

The School began its formal strategic planning process with a request that faculty respond to the following overarching question: “Where do you see SLIS in the next five years in relation to [program] strengths, collaboration within the College, and student recruitment?” Faculty had participated in the College-wide presentations by futurists early in 2015 and had the opportunity to participate in the discussions that followed. On April 10, SLIS faculty members were asked to consider SLIS strengths, strategic direction, and potential collaboration. The interim director then contributed these responses to the discussion at the 2015 College Executive Council retreat held April 27-28.

Directly following the 2015 College Executive Council retreat, all SLIS faculty and staff received a report summarizing inputs from the planning retreat and a copy of the Strategic Planning Report Summary that had been given to retreat. In response to a request by Dean Nelson, SLIS faculty held a special meeting on May 13, 2015, the last working day of the 2014–2015 academic year, to discuss and prioritize the eight key result areas identified at the earlier planning retreat. This important opportunity allowed faculty to discuss internal strategic issues and how they relate to College priorities, a conversation that would continue at the SLIS faculty strategic planning meeting held September 4, 2015.

Over the summer and into the fall of 2015, SLIS stakeholders were asked to offer feedback concerning how SLIS can most effectively serve its students, future employers, and the wider community. Discussions were held with academic librarians, public librarians, school media
librarians, archivists, and special librarians. SLIS sponsored town hall meetings with currently enrolled online and face-to-face students to solicit input. In both formal and informal settings, the Library School Association (LSA) board members discussed future directions for the School. These wide-ranging observations were carefully considered by SLIS faculty members as they crafted a new vision and mission for the SLIS Strategic Plan. The following table presents established opportunities for SLIS constituencies to participate in positioning the School for ongoing success.

While faculty, students, and alumni were most actively involved in the planning process, numerous groups were involved in regular discussion of SLIS goals and objectives. (See Table I.1.)
Table I.1. Established opportunities for communication, including planning and evaluation, with and among SLIS constituencies

<table>
<thead>
<tr>
<th>Constituency Group</th>
<th>Setting</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>C&amp;IS Executive Council meetings</td>
<td>monthly</td>
</tr>
<tr>
<td></td>
<td>C&amp;IS Executive Council retreat</td>
<td>annually</td>
</tr>
<tr>
<td></td>
<td>SLIS Faculty/Staff retreat</td>
<td>annually</td>
</tr>
<tr>
<td>Faculty</td>
<td>C&amp;IS Faculty meetings</td>
<td>two/semester</td>
</tr>
<tr>
<td></td>
<td>SLIS Faculty/Staff meetings</td>
<td>monthly</td>
</tr>
<tr>
<td></td>
<td>SLIS Faculty/Staff retreat</td>
<td>annually</td>
</tr>
<tr>
<td></td>
<td>SLIS Faculty Standing and Ad Hoc Committee meetings</td>
<td>three to six/semester</td>
</tr>
<tr>
<td>Students</td>
<td>Course evaluations (Student Opinions of Instruction [SOI])</td>
<td>three/annually</td>
</tr>
<tr>
<td></td>
<td>Exit surveys</td>
<td>three/annually</td>
</tr>
<tr>
<td></td>
<td>SLIS student organization meetings (e.g., ALA, ASIS&amp;T, SAA, SLIS Student Activity Council [SAC], and SLA)</td>
<td>ongoing</td>
</tr>
<tr>
<td></td>
<td>Town Hall meetings</td>
<td>one/semester</td>
</tr>
<tr>
<td>Alumni</td>
<td>C&amp;IS Capstone Communication Society</td>
<td>ongoing</td>
</tr>
<tr>
<td></td>
<td>Library School Association (LSA) listserv</td>
<td>ongoing</td>
</tr>
<tr>
<td></td>
<td>LSA board of directors meetings</td>
<td>one/semester</td>
</tr>
<tr>
<td></td>
<td>LSA-sponsored mentoring panel presentations</td>
<td>annually</td>
</tr>
<tr>
<td></td>
<td>SLIS Alumni Day</td>
<td>annually</td>
</tr>
<tr>
<td></td>
<td>SLIS alumni reunions at ALA, ALISE, and Alabama Library Association (ALLA) conferences</td>
<td>annually</td>
</tr>
<tr>
<td></td>
<td>SLIS Summer Socials</td>
<td>two-three/annually</td>
</tr>
<tr>
<td>Employers</td>
<td>Academic conferences</td>
<td>ongoing</td>
</tr>
<tr>
<td></td>
<td>C&amp;IS Board of Visitors meetings</td>
<td>semi-annually</td>
</tr>
<tr>
<td></td>
<td>C&amp;IS Career Fair</td>
<td>annually</td>
</tr>
<tr>
<td></td>
<td>Internship positions and evaluations</td>
<td>ongoing</td>
</tr>
<tr>
<td></td>
<td>SLIS Honors Day</td>
<td>annually</td>
</tr>
<tr>
<td></td>
<td>SLIS-S listserv</td>
<td>annually</td>
</tr>
</tbody>
</table>
Faculty discussions continued throughout the fall 2015 semester and culminated with the unanimous approval of the SLIS Strategic Plan, 2016–2020, at the November faculty meeting. Following are statements of the School’s vision, mission, and values:

**Vision:** Through excellence in teaching, research, and service, SLIS is committed to educating socially responsible information professionals prepared to empower diverse populations in a multitude of contexts, communities, and cultures.

**Mission:** To advance the theory, art, and practice of professions specializing in the use and creation of information in traditional and emergent forms.

Because faculty members feel strongly about their belief in the School’s unique interdisciplinary personality that offers a blend of the arts, humanities, and social sciences with a mutual belief in and respect for those SLIS serves, a values statement expressing that conviction was added to the plan:

**Values:** Since its beginnings more than forty years ago, SLIS has developed a unique interdisciplinary personality that blends the arts, humanities, and social sciences. We support a mutual belief in and respect for those we serve. This is evident in our strong support of intellectual freedom, access to all, and the tenets of social justice.

In spring 2016, the faculty again asked a number of its stakeholders to provide comments about the LIS program and the extent to which it met their needs. Their comments were reviewed at the August 26, 2016, faculty/staff retreat and changes made in the Strategic Plan’s action steps. In addition, action steps identified by the College Executive Council at their July 26 retreat were reviewed in relation to the Goals and Action Steps of the SLIS Strategic Plan. The faculty reviewed these documents and identified the following action items for the upcoming academic year.

The following action steps were identified by the SLIS faculty:

- Continue to develop program offerings that met the needs of a changing information environment
  - Organize areas of emphasis
- Explore/develop an undergraduate program in information
  - Draw comparisons with emerging undergraduate programs in peer institutions, particularly those in a communication environment
  - Build and diversity our student body through active recruitment (See Standard IV.1.)
  - Develop an actionable and sustainable recruitment strategy
  - Make social responsibility and justice a point of emphasis for the School in order to be more attractive to students from underserved communities
  - Sustain and strengthen values of pluralism, inclusivity, and respect within our community.

These action steps are reviewed and reported upon at monthly faculty meetings and appear in the minutes beginning with the August 16, 2016, faculty/staff retreat.

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

For information supporting the discussion of vision, mission, goals and objectives/strategic direction, the current SLIS Strategic Plan is available online: https://slis.ua.edu/wp-content/uploads/2016/05/SLIS-STRATEGIC-PLAN.pdf. Additionally, the previous SLIS strategic plan (“An Integrated Working Plan for the School of Library & Information Studies, 2009”) is available on site.

Vision and Mission Statements

The program vision prior to 2011 was “to advance the theory, art, and practice of professions specializing in the use of information and the creation of information in recorded form.” With the change in SLIS leadership in 2011 and a new strategic plan, the School’s vision became the following: “As a student-centered community of scholars, we engage partners to expand opportunities to create, manage, and use information effectively.” The current vision, “through excellence in teaching, research, and service, SLIS is committed to educating socially responsible information professionals prepared to empower diverse populations in a multitude of context, communities, and cultures,” emerged from SLIS strategic planning discussions in 2015 as described above. The vision was reviewed at the annual SLIS faculty/staff retreat in August 2016 and will continue to be reviewed annually.

The program mission was revised during the 2011 strategic planning discussion to the following: “The School of Library and Information Studies develops creative and critical thinkers and
leaders for the information world through a supportive teaching and learning environment, collaborative research, and community engagement.” The current mission developed through the planning process described above as stated in the 2015 Strategic Plan is “to advance the theory, art, and practice of professions specializing in the use and creation of information in traditional and emergent forms.” As with the vision statement, the mission statement was reviewed at the annual faculty/staff retreat held in August 2016 and will continue to be reviewed annually.

Goals and Objectives

Program goals and objectives included in the SLIS Strategic Plan, 2016–2020, result from extensive discussion among the faculty, informed by input from SLIS stakeholders and with attention paid to the current College Strategic Plan. Using the process developed in spring 2016 and summarized in the SLIS Stakeholder Feedback Summary (Appendix LB), current students, graduating students, members of the Library School Association (LSA) board of directors, attendees at the Alabama Library Association annual convention, and members of the Network of Alabama Academic Libraries (NAAL) were asked to identify strengths, weaknesses, opportunities and trends (SWOT analysis), information that was used to review the SLIS Strategic Plan 2016–2020 and as was done in April 2016, their comments were shared with the faculty at the annual retreat. The faculty voted to move forward with the strategic plan without changes.

Priorities for the 2016–2017 academic year were identified at the August 2016 Annual Retreat and set the direction of the School for the upcoming year. At the same time, priorities stated in the College Strategic Plan were reviewed. From these two discussions, the faculty developed a set of priorities that take into consideration both College and School goals and objectives.

Student Learning Outcomes

In reviewing student learning outcomes (SLOs) the standing committee consisting of lead instructors in each of the core courses opted to make a clear distinction between the terminology of student learning outcomes (SLOs) and program learning outcomes (PLOs). In fall 2016, the UA Office of Institutional Research and Assessment began to require that faculty include a section labeled “Student Learning Outcomes” in their course syllabi. The SLOs articulate course-level outcomes for what students are expected to achieve on completion of a course. Given that this terminology is both specific and embedded at the course level in all syllabi, the recommendation from the SLIS core course leads was to prefer the term PLO to clearly delineate
programmatic outcomes or what students are expected to achieve after completing their program of study. In this document, these are the preferred uses of these terms, and their relationship to each other will become evident as the assessment process is detailed. (See Standards I.4–I.6 for further information.)

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

Program goals and objectives for the 2011–2015 strategic plan were noted at each faculty meeting through spring 2013 and examples of progress identified. With the changes in SLIS leadership during the remainder of the calendar year and the plan to review and rebuild the SLIS Strategic Plan beginning in 2014, program objectives for the 2011–2015 Strategic Plan were not regularly reviewed thereafter because the focus was on developing a new strategic plan.

The SLIS Strategic Plan, 2016–2020, was reviewed at the annual faculty/staff retreat in August 2016 with progress in spring 2016 noted and objectives for the upcoming year identified. These goals and objectives complement College objectives outlined in the College Executive Council retreat in July 2016. Program goals, objectives, and action steps will continue to be reviewed regularly at the end of the fall semester and at the annual faculty/staff retreat in August.

Assessment is a University-wide priority, and SLIS activities reflect emphasis placed on developing and maintaining an active process of measuring student learning outcomes. The SLIS 2012 Biennial Report to the Committee on Accreditation (COA) reports “that the MLIS program objectives have not changed but that they have been codified and supported by student learning outcome assessment measures in an integrated way with a University-wide program that requires an annual assessment plan and outcomes measures.” Former faculty member Danny Wallace led the School in developing a *Detailed Assessment Report*, included as Appendix 2 of the 2012 Biennial Report. This fulfilled a University mandate for departmental assessment across the University.

The SLIS assessment reports developed in 2012 and in place for the 2013–2014 academic year were quite detailed with 130 measures that were dependent upon student grades as a primary measure. The assessment report prepared for 2014–2015 was equally complex with many measures and continued dependence on student grades as the primary measure. In February 2014, Virginia Bishop joined the University as its director of institutional effectiveness, and the focus on continuous institutional improvement shifted from quantity to quality through the creation of a meaningful, measurable, and manageable process of assessing student learning.
Shortly after her arrival at UA, Dr. Bishop met with SLIS faculty and offered to assist with the development of a more streamlined plan to track program learning outcomes. However, until that plan could be implemented and while the University was moving from WEAVE (an online outcomes assessment reporting software program) to another platform, she recommended that SLIS extend the process that was in place. This meant that SLIS would continue reporting outcomes using grades as the primary measure for one more year until a replacement outcomes assessment reporting platform became available at UA. In that way, SLIS would not fail in its reporting requirement. A second argument for maintaining the existing process for an additional year was that both the College and SLIS were in the early stages of working toward new strategic plans that would take effect in 2015 and 2016, respectively.

At the September 18, 2015, SLIS faculty meeting, Dr. Bishop led a discussion of institutional effectiveness and program learning outcomes, stressing that the focus is now on intentional planning and evaluation that assures our students are having the educational experience that we what them to have. Chris Coleman, associate director of institutional effectiveness, was assigned to SLIS as a consultant in the process, and we continue to work with Dr. Coleman to refine, implement, and review the process. Because measures were already embedded in courses and faculty had an assessment process in place, SLIS was well prepared to move forward to the next steps. Table I.2 shows the revised SLIS program learning objectives.

<table>
<thead>
<tr>
<th>PLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>Students will have the skills and knowledge to understand the role of library and information services in a rapidly changing technological society.</td>
</tr>
<tr>
<td>PLO 2</td>
<td>Students will be able to apply research to inform the advancement of the library and information science knowledge base.</td>
</tr>
<tr>
<td>PLO 3</td>
<td>Students will be able to evaluate the essential character of the field and apply the philosophy, principles, and ethics of LIS to professional practice.</td>
</tr>
<tr>
<td>PLO 4</td>
<td>Students will evaluate the role of library and information services and the needs of constituencies in a diverse global society, including issues of social and cultural justice.</td>
</tr>
</tbody>
</table>

The process continued in spring 2016 when Drs. Bishop and Coleman again met with the faculty. At that time, it was suggested that the existing SLIS learning outcomes and processes were needlessly unwieldy and that SLIS would benefit from their re-examination and revision. Drs. Sweeney and Bonnici were appointed co-chairs of a task force to work through the ALA standards and draft revised learning outcomes. In this process, it became clear that there was
need to clarify terminology around SLOs (the course-level evaluation) and PLOs (program-level evaluation). It also became clear that the lead faculty members for the core courses would need to be involved in the assessment process. Therefore, the task force transitioned into the formation of a new standing committee—the PLO committee—consisting of the lead faculty of each of the core courses. This committee is now developing a systematic assessment process. As both Drs. Sweeney and Bonnici are lead faculty for core courses, they are part of the PLO committee and have taken the lead in committee activities. They are responsible for systematically reviewing and measuring program learning outcomes for SLIS, making recommendations to the faculty based on these measures, and reporting findings annually to the Office of Institutional Effectiveness.

The effort to restructure and completely revise programmatic assessment procedures is a massive undertaking. This committee is in the beginning phases of overseeing the task, and can already glean the benefits of the process for shaping curricular decisions in the immediate future for the program. Table 1.3 below provides the projected timeline for revising the assessment process.

Table 1.3. Projected short-term timeline for PLO assessment

<table>
<thead>
<tr>
<th>Phase 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
</tr>
<tr>
<td>o Develop and approve PLOs.</td>
</tr>
<tr>
<td>o Map core course assignments to course SLOs.</td>
</tr>
<tr>
<td>o Map course SLOs to broader PLOs.</td>
</tr>
<tr>
<td>o Pilot evaluation.</td>
</tr>
<tr>
<td>Spring 2017</td>
</tr>
<tr>
<td>o Assess PLO 1 and PLO 2 (core courses).</td>
</tr>
<tr>
<td>o Explore opportunities for a capstone project that would integrate with assessment objective.</td>
</tr>
<tr>
<td>Fall 2017</td>
</tr>
<tr>
<td>o Assess PLO 3 and PLO 4 (core course).</td>
</tr>
<tr>
<td>o Explore opportunities for a capstone project that would integrate with assessment objective.</td>
</tr>
<tr>
<td>o Begin developing an action plan for assessing elective courses.</td>
</tr>
<tr>
<td>Spring 2018</td>
</tr>
<tr>
<td>o Assess PLO 1 and PLO 2 (core courses).</td>
</tr>
<tr>
<td>Fall 2018</td>
</tr>
<tr>
<td>o Assess PLO 3 and PLO 4 (core courses).</td>
</tr>
</tbody>
</table>

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

Assessment data is used in a number of ways: to determine where and when courses will be taught, to improve core course sequencing, to improve orientation programs, and to support
students in their programs. Because we are in the process of transitioning our assessment process from course based to program based, examples of ways in which improvements related to course content or assignments would reflect earlier ways of using data rather than what we are in the process of constructing. As the PLO process moves forward, we anticipate that we will have the data to feed directly into program content-based improvements. Examples of the process of program improvement follow.

○ SLIS has offered courses face to face and online both on campus and elsewhere at site around the state. It was noted that the one face-to-face course offered at Samford University in Birmingham as a convenience to students in that area had not made the required number of registrations to offer the course in recent semesters. In response to the information, the faculty voted to suspend offering core courses at the location.

○ For several years, SLIS offered the MLIS at the Gadsden Center in Gadsden, AL, as a blended program with most courses offered online. In 2013, the program was suspended. Potential students in northeast Alabama, alumni, and professionals in the area argued that it met an important need, and, after reviewing the situation, the Gadsden cohort was reinstated in January 2015. Since that date, the number of students in the program has increased steadily, and it is anticipated that it will continue to do so.

○ Core courses are offered to our national online cohort in a specific sequence so that we can teach two sections of each core course at the same time, and, thus, all 60 students in the cohort are served at the same time. For some time, LS 500 and LS 501 were identified as the first two courses the cohort would take. Discussion ensued as to whether or not LS 560 should be taught as one of the two first courses. Teaching LS 560 as a first course was tried, and student responses were not positive. Based on the outcome of this trial, SLIS returned to the earlier sequence.

○ At the close of their three-day orientation, the final task for students entering the national cohort is to complete an evaluation of their introductory experience. This feedback provides information that is useful in planning subsequent orientation sessions. For example, students have expressed a preference for having additional time allotted to become better acquainted with their advisors. In response, the Friday evening dinner became “dinner with your advisor,” with each faculty member assigned to a specific table for the evening meal. This has worked well as it is an opportunity for students to get to know their advisor and other advisees who have similar interests.
Faculty Activity Report (FARs) are used to guide annual discussions with every full-time faculty member to discuss teaching, research, and service. They are also the primary source of input for College-wide evaluations and decisions about faculty salary increase, should there be funds available for that purpose.

As the PLO committee moves through the phases of restructuring assessment of the program, we anticipate using its data to inform curricular decision in terms of course offerings, core curriculum, and course rotation.

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

SLIS communicates its planning policies and processes to program constituents in several ways. In addition to posting its vision, mission, values statements and its Strategic Plan, Priority Goals, Program Goals and Action Steps Goals on the SLIS website, meetings are held with different constituents.

For example, at the annual meeting of adjunct faculty, any changes on policy and/or process are discussed. At the fall 2016 meeting, progress in developing our Program Learning Outcomes was discussed. In addition, adjunct faculty who teach a section of a core course or a course usually taught by full-time faculty are given the name of the lead instructor for the course and instructed to discuss the syllabus and course content to ensure that students are treated equitably across course sections. The meeting which is conducted both virtually via Skype and face to face provides adjunct faculty the opportunity to connect with SLIS staff, learn the role(s) each plays, how they can help adjunct faculty in their work. The annually updated SLIS Guidelines for New and Adjunct Faculty is made available as is the link to University policies regarding adjuncts. Typically, there is a lively question-and-answer session that is mutually informative.

Because SLIS adjuncts are scattered throughout the United States, it is not possible to require attendance at the annual adjunct faculty meetings. Adjuncts can attend via Skype or in person, and the meeting is recorded for viewing later. The link to the document outlining the role and responsibilities of adjunct faculty is sent to all current adjuncts as part of the invitation to participate in the meeting. A sample agenda is available with on-site documents.
The Library School Association (LSA) Board meets twice each year, and policies and processes relevant to alumni activities are discussed. Members also discuss strategic planning and ways in which alumni can assist the School.

The director meets annually with NAAL to discuss the relationship between academic library faculty and LIS faculty in areas such as support of interns and collaborative research. The director also interacts regularly with the director of the Alabama Public Library Service (APLS) to discuss issues regarding the relationship between SLIS and APLS. SLIS has just completed a three-year IMLS grant awarded jointly with APLS to support development of training for non-degreed public library administrators from Alabama. Over this period, the two groups interacted on issues related to managing the Sustainable Training for Alabama Public Library Employees (STAPLE) project. (See Standard IV for additional information.)

Students are regularly informed of policies and processes that affect them, formally via the student listserv, the School’s website, and required orientations at the beginning of their studies. Sample orientation agendas are available on site. Informally, students are informed as part of class activities, during discussions with their advisors, and at student association meetings. Feedback during orientations, in conversations with advisors and SLIS administration, and via Student Opinions of Instruction (SOIs) completed by students at the end of each completed course. In addition, town hall meetings, both face to face and online, provide input opportunities. In spring 2016, all students were asked to respond to a questionnaire asking their views regarding SLIS and its programs, and 141 students responded. A summary of these responses is available on site.

Students are also invited to provide feedback regarding the strategic plan. One issue that emerged from meetings with several stakeholders related to the development of “areas of emphasis,” which would assist students as they plan their programs. These are now posted on the website and, in addition to courses suggested for different areas, faculty members with specialties in each area are identified, should students wish to contact them. This is discussed further in the Standard II.

Annual meetings at conferences, particularly those in Alabama (e.g., Alabama Library Association, Alabama School Library Association, Network of Alabama Academic Libraries), provide opportunities for solicitation of regular, substantive responses to SLIS surveys and for targeted conversations. Related documentation is available on site.
Stakeholders who represent our alumni or practicing professionals urged that we focus on recruitment in the state, the region, and the nation, and the request informed SLIS discussions at the annual faculty/staff retreat at which recruitment was targeted as one of our three action areas for the upcoming academic year. The SLIS Strategic Plan is discussed with stakeholders at annual meetings of library associations where alumni and practicing professionals are available. Students have the opportunity to respond in town hall meetings and exit interviews.

SLIS program goals and objectives are consistent with those of the parent institution. As is evident from the narrative in Standard I.1, the development of College and School strategic plans overlapped in terms of their time frames and moving forward in the process, one informed the other and will continue to do so as we move forward. Each is a dynamic document that is responsive to those we serve. The new University Strategic Plan provides the larger framework for College and School plans. The goals and objectives of the plans at each level are consistent and mutually supportive.

I.2

*Clearly defined student learning outcomes are a critical part of the program’s goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed.*

The SLIS mission “to advance the theory, art, and practice of professions specializing in the use and creation of information in traditional and emergent forms” is reflected in the PLOs as follows:

- PLO 1 addresses both skills and context, emphasizing the need to locate LIS services within a broader environment of ubiquitous technological change. Core courses focus on mapping the current information environment, developing mastery of existing information systems and interfaces, and encouraging creativity through the building of new systems to access and manage information.
- PLO 2 speaks to the advancement of professional practice through applied research. This is captured in core courses that teach students how to analyze and apply theoretically informed research to an ever-shifting landscape of professional tasks and challenges.
PLO 3 emphasizes the character of the field, including the specific ethical dimensions that guide professional practice, making LIS distinct from related fields.

PLO 4 focuses on instilling the professional responsibility to evaluate LIS services for diverse user populations, where services include both traditional and newer technological systems that connect people and information in culturally specific and socially responsible ways.

In addition to responding to the standards, the PLOs also map to the program goals of the SLIS Strategic Plan.

Upon completion of the MLIS program, all SLIS graduates should be prepared to be contributors, leaders, and change agents in libraries, archives, and information centers and related information environments. They should be forward thinking while at the same time aware of the values and traditions of the information professions. They should:

- Be able to anticipate trends and play a leadership role in effecting positive change in the information professional’s role in society (PLO 1)
- Demonstrate an understanding of the principle contemporary issues associated with librarianship, information science, access to information, and the role of information in society (PLO 3, 4)
- Develop critical, creative and analytical thinkers capable of developing evidence-based solutions (PLO 3)
- Promote a user-centered approach to information programs and services to meet the needs of diverse populations. (PLO 4)
- Develop programs and activities consistent with the heritage, principles, responsibilities, trends, and standards of the information professions (PLO 1, 4)
- Safeguard and make available the cultural, intellectual and technological record of humankind. (PLO 3)
- Act at all times in an ethical manner (PLO 3)
- Continue professional development by staying current with research and practice of the information fields as they evolve (PLO 1, 2)

Course Mapping

In order to prepare for a pilot evaluation in late fall 2016, in spring 2016, members of the PLO committee, consisting of core course leads Steven MacCall (LS 500), Miriam Sweeney (LS 501), John Burgess (LS 502), Jeff Weddle (LS 507), and Laurie Bonnici (LS 560), were asked to map their course SLOs to the newly identified PLOs to determine alignment of core curriculum to
program outcomes. Core leads were then asked to map their course assignment guidelines to PLOs in order to confirm the previous SLO/PLO mappings.

This process revealed numerous inconsistencies and, after discussions with Chris Coleman, the SLIS institutional effectiveness consultant, it was decided that the committee would revisit the existing four PLO statements and view them in relation to the ALA accreditation documents addressing systematic planning, specifically the outcomes listed under Standards I.2.1–I.2.8 in this standard. Using this information, the PLO committee then revised the four existing PLOs to broaden their scope, yet retain the character of each statement. This exercise provided a broader context for revising the PLOs and strengthened their alignment with the Standard I outcomes.

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As per the ERP request, the PLO committee is assembling information and will have a report available shortly. Committee members are willing to make a presentation to the ERP during the March accreditation visit as an update.

Upon completion of this exercise, the committee codified each PLO to reflect the following statements:

- Skills (PLO 1)
- Knowledge Base (PLO 2)
- Principles (PLO 3)
- Professional Responsibility (PLO 4)
The four revised PLOs (see Table I.2) were discussed and subsequently approved by the faculty at their regular meeting on September 23, 2016.

The revision of the PLOs and subsequent overhaul of the programmatic assessment process necessitates the re-mapping of the core curricula SLOs to the PLOs and a re-mapping of course assignments to both course and program outcomes. This process is still underway as a part of the first phase of restructuring assessment at SLIS. Therefore, the descriptions in the standards below reflect a general sense of how the PLOs map to Standard I outcomes but lack the detailed mapping that will emerge as part and parcel of the ongoing assessment process. The mapping process will allow us to concretely connect the elements of our courses with the PLOs and their subsequent alignments with the following set of standards. (See Table I.4.)

NOTE: In responding to Standards I.2.1–I.2.8, please note that the information provided reflects the situation prior to the work with PLOs described above. While each of these important areas of study will continue to be present in the curriculum, they may occur in a different course or assignment.

I.2.1. The essential character of the field of Library and Information Studies.

Each of the six core courses introduces students to the essential character of the field of Library and Information Studies and does so from a different perspective depending on the focus of the course. For example, LS 501 Introduction to Library and Information Studies, examines three interrelated themes: the nature of the library and information profession, issues of intellectual freedom, and access to information and the impact of technology upon society and the profession. LS 507 Information Sources and Services as well as the several specialized reference courses familiarizes students with not only information sources and services but also issues regarding access and freedom of information.

I.2.2. The philosophy, principles, and ethics of the field.

Here too, several of the core courses discuss these issues in the context of their particular course context. For example, a course objective of LS 501 is to provide “an understanding of the nature of the profession, professional ethics, and the value and role of professional organizations.” LS 505 Collection Development, an elective course, explores principles and issues involved in developing library collections while LS 583 Social Aspects of Information considers ethical dimensions of information use and practices in society. LS 502 Research Methods considers
ethical research practices in terms of design of studies and issues around privacy and research data management.

1.2.3. Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.

In addition to discussion of professional societies and their policies covered in LS 501, the archival studies concentration conforms to the policies and recommendations of the Society of American Archivists (SAA). Likewise, the school library media sequence takes into consideration the policies and documents of the American Association of School Librarians (AASL) and the Association for Library Service to Children (ALSC). Courses focusing on law librarianship, medical librarianship, and other specialized library service include discussion of the policy statements and documents relative to that specialty.

1.2.4 The importance of research to the advancement of the field’s knowledge base.

LS 502 Research Methods, a required course, introduces “research design and statistical techniques used in library, media and information science” and empowers the student “to comprehend and utilize research reports in these fields and to design and carry out basic research reports.” Students in each course are introduced to and review the research relevant to that course. Students wishing to conduct research have the opportunity to select the thesis option and to work under the direction of a faculty member or explore a semester long research project through the directed study option. Many courses, such as LS 582 Race, Gender, and Sexuality in LIS and LS 583 Social Aspects of Information, have integrated research projects that culminate in a final research paper project. LS 580 Outreach to Diverse Populations is structured to offer students the opportunity to present original research conducted for class in a poster session at the annual Discerning Diverse Voices Symposium here at The University of Alabama.

1.2.5 The symbiotic relationship of library and information studies with other fields.

In the Research Methods course (LS 502) research in other fields is reviewed. Research in areas including archival studies, school library media studies, information technology, digital media studies, human computer interaction, and cultural studies are reviewed in appropriate classes. Archival studies reading groups held at SLIS include participants from the department of history, archives managers, and other interested individuals. Specialists in fields related to LIS are regularly invited as guest presenters in relevant courses. For example, LS 501 Introduction to
Library and Information Studies has invited the editor of the University of Alabama Press to speak on issues of scholarly publishing.

I.2.6. The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.

From its mission, vision, and values statement to the classroom and the community, SLIS takes this aspect of the program very seriously. Courses including LS 580 Outreach to Diverse Populations, CIS 621 Intercultural Perspectives on Youth Literature, and LS 581 Universal Design for Information Technology that focus on designing IT to support the needs of those with disabilities demonstrate that the faculty are keenly aware of the role of libraries and information centers in this activity. LS 582 Race, Gender, and Sexuality in LIS examines how the field of LIS is shaped by power structures such as race, gender, and sexuality as a way to uncover hidden bias in the profession and encourage critical reflection and interventions into these systems.

I.2.7. The role of library and information services in a rapidly changing technological society.

All students are required to take LS 560 Information Technology in which, as they are introduced to “basic information technologies at the skill, conceptual, and analytical levels…they become acquainted with the role of technology in information organizations.” Several additional courses in digital libraries (LS 562), data management programming (LS 564), and managing network information resources (LS 568) encourage expanded exploration of rapidly changing landscapes of technology. LS 583 Social Aspects of Information examines the cultural values and social norms present in the design, use, and meaning of technology with the goal of supporting inclusion and justice in approaches to technology use and design.

LS 566 Metadata introduces students to trends in the organization and classification of digital objects with a focus on presentation in the web environment. LS 590 Digital Curation provides student with the experience needed to preserve and curate the ever-expanding amount of culturally and socially significant digital content.

I.2.8. The needs of the constituencies the program seeks to serve.

Each of the core courses focuses on a different aspect of this standard. LS 501 Introduction to Library and Information Studies includes “the ability to relate information services and products, and issues of access to them, to user needs” as one of its course objectives. LS 507 Information Sources and Services expects that, by the end of the course, students should be able to “analyze
and identify the information needs of patrons, identify appropriate sources of information to meet their patrons’ needs, and make effective use of a variety of information sources.” LS 521 Materials and Services for Children, LS 522 Materials and Services for Young Adults, LS 523 Materials and Services for Adults, and LS 580 Outreach to Diverse Populations are examples of courses focusing on a particular constituency.

I.3

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

The eight program goals listed in the SLIS Strategic Plan, 2016–2020, are prefaced by the following statements:

Upon completion of the SLIS Master of Library and Information Studies program, all graduates should be prepared to be contributors, leaders and change agents in libraries, archives, information centers and related environments. They should be forward thinking while at the same time being aware of the values and traditions of the information professions.

The goals addressed in these statements include:

○ Playing a leadership role in anticipating trends and effecting change
○ Promoting a user-centered approach to information programs and services to meet the needs of diverse populations
○ Staying current with research and practice of the information fields as they evolve

These goals are reflected in the core courses as evidenced in the mapping of program learning outcomes to the goals listed in the SLIS Strategic Plan. In addition to core courses, the value of teaching and service and service to the field are communicated to students through course electives, career advising, exposure to practicing professionals (e.g., guest speakers in classes) participation by invited presenters (Honors Day and Alumni Day), directed studies, and internships.

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

SLIS gathers data for evaluation and assessment of the MLIS program using evaluations of individual courses as well as evaluations of the program. Toward the end of each course, students are given class time to complete an online Student Opinion of Instruction (SOI) survey that gives them the opportunity to comment on course content, class management, and student satisfaction. As of fall 2016, all students will be required to complete the SOI for each course they take.

The University, College, and School promote the process through email and instructor announcements every semester. As part of annual evaluations, the director reviews SOIs with each instructor, noting strengths as well as areas in which improvement is needed. The scores received on SOIs for each course taught in the past year becomes a component of the dossier prepared annually by all tenure-track faculty. It is thus possible to track teaching success over time. Non-tenured faculty also submit the same SOI survey response information in their regular evaluations at the School and College levels. Adjunct faculty are reappointed, or not, based in part on information from SOIs on their courses.

Success in teaching from the faculty member’s perspective is noted in the Faculty Activity Report (FAR), in which the faculty member reports course development and teaching activity. The FAR and SOI documentation provides useful insight into the extent to which program goals and objectives are met.

Additional information regarding the program is gained through the use of the following surveys:

- MLIS exit questionnaire that asks recent graduates to describe their satisfaction with the program and suggestions they may have for change (resumed in 2016 after a hiatus of three to four years)
- Survey of employers, alumni, and friends of SLIS distributed at professional meetings (first conducted in spring 2016 and will be repeated in spring 2017)
- Survey of currently enrolled students conducted over a week in April 2016 with responses received from 141 students regarding courses, program, and advising (will be administered again in 2018)
- SWOT response from a meeting with the Network of Alabama Academic Librarians (membership varies little over time; they will not be questioned again in the near term)

Survey results are available on site. Information from these sources was discussed at the SLIS annual retreat in August 2016 and informed the decisions as to which priority actions to pursue during the upcoming year. Updating the evaluation process by collecting data from our various stakeholders, discussing it as a faculty, and then planning future activity strengthened our progression, and the process will be followed going forward.

I.4.1. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Input from the various stakeholders, as described above provides useful information as we evaluate our MLIS program. In this standard, the focus is on the faculty role in program evaluation.

I.5

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

The PLO committee is currently in the first phase of overhauling and refining the SLIS assessment process, an iterative and ongoing activity. Members are preparing a presentation for ERP members. The primary goals for this stage were to develop PLOs, map SLOs and course assignments to PLOs, pilot an assessment, and carry out a full cycle of assessment for each PLO. Secondary goals were to explore longer-term assessment strategies, including pursuing opportunities for a student capstone project that could integrate with assessment measures and objectives, and making an action plan for assessing how PLOs are expressed in the elective courses.

At this time in the fall 2016 semester, the PLO committee has accomplished developing and approving the PLOs and mapping the core course assignments to PLOs. The immediate next step
will be to map the core courses to the newly revised PLOs approved in September 2016. The following step in the mapping process is for each core faculty lead to explicitly codify links between core course assignments to course SLOs. Once completed, the committee will re-evaluate the analysis of mapping SLOs to PLOs through a cross-checking process for each course for evidence of ability to sufficiently measure program learning outcomes. This re-evaluation is scheduled to be completed by the end of the fall semester. At this point, a pilot evaluation of the PLO mapping process will be completed.

Following advice from the SLIS institutional effectiveness consultant, the PLO committee recommends a rotating schedule for systematically assessment of PLOs. PLO 1 and PLO 2 are scheduled to be assessed in spring 2017, and PLO3 and PLO4 will be similarly assessed in fall 2017. (See Table I.3.) The committee will meet at the beginning of each semester and, using the mapping process previously described, determine which course assignments they will sample for evaluation. One or two course assignments will be selected to measure for each PLO up for assessment. The guideline will be to randomly sample 20% of the submissions for a given course assignment, although, in cases where enrollment is fewer than ten students, all available assignments would be sampled. Each assessment period will include courses from the previous year; accordingly, in spring 2017, evidence from spring 2016 courses will be pulled and assessed. Since multiple course assignments may map to a given PLO, these will be rotated so as not to continually draw from the same course or set of course assignments each semester.

The PLO committee has set up a secure departmental repository for collecting and managing materials for the assessment process in the Blackboard learning system. The committee will meet several times each semester to go through this full process for each PLO, creating rubrics to aid in evaluation of the evidence, and generating annual reporting on assessment activities for the institution. The annual assessment plan will continue to follow this spring/fall rotation as we refine the process and make further recommendations for streamlining these activities.

SLIS students have four options for completing the management course requirement. While technically part of the core, no students take all of those courses offered; they select the one most appropriate to their career interests. Given the unique status of the management courses, they will be reviewed during the second phase of mapping. Once the core courses have been reviewed, electives (including management courses) will be reviewed using the same process as the core courses.

The second phase of mapping will likely bring about new changes to our assessment strategies as we continue to refine and shape our curriculum based on the feedback collected through this
process. For this reason, the PLO committee has developed a short-term projected timeline that spans two years. We anticipate that our assessment strategies will necessarily shift in accordance with the recommendations that come from this process, making a longer term plan hard to foresee at this time.

1.6

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

Results of the PLO pilot test evaluation will be used to review the core curriculum to determine how we can streamline and/or reduce the existing 18-credit-hour core. Streamlining the core will consolidate core knowledge, skills, and abilities, thus providing students the opportunity to select more electives and further customize their programs of study. Also, the Curriculum Committee has under discussion the possibility of developing a capstone experience that would be required of each student and data from the study of program learning objectives will be used for decision making. We recognize that moving from seeing courses as individual entities of learning to seeing them as components of a unified curriculum directed at preparing competent information professionals measurably strengthens our program.
STANDARD II

CURRICULUM

Introduction

The Master of Library and Information Studies (MLIS) curriculum is based on stated programmatic goals and a strategic plan that changes in response to an evolving, systematic planning and evaluation process as well as the emerging needs of the profession. As described in our vision statement, the School of Library and Information Studies (SLIS) strives to provide a curriculum that educates “socially responsible information professionals prepared to empower diverse populations in a multitude of contexts, communities, and cultures.” Since its beginnings more than 40 years ago, SLIS has developed a unique interdisciplinary personality that blends the arts, humanities, and social sciences. We support a mutual belief in and respect for those we serve. This is evident in our strong support of intellectual freedom, access to all, and the tenets of social justice. Both core and elective courses reflect this commitment.

This section of the Self-Study describes how the MLIS curriculum evolves from systematic planning to ensure we are meeting our programmatic goals and supporting our vision and mission statements. We provide information related to course delivery modes, rotation schedules of core and elective courses, structures of specializations, experiential learning opportunities, and targeted areas of emphasis. We also outline how representation from various constituencies is used to augment curriculum planning.

II.1

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

Programmatic Goals and Outcomes

The programmatic goals and outcomes of the MLIS program as well as the strategies for our systematic planning and assessment are presented in Standard I. (See Appendix I.A.)

Planning for curricular review, improvement, and enhancement occurs at three levels: SLIS Curriculum Committee, lead faculty of specializations/areas of emphasis, and faculty meetings.

First Planning Level—SLIS Curriculum Committee

The first tier of planning occurs within the standing SLIS Curriculum Committee, which consists of four faculty members appointed annually by the program director. A member of the Student Advisory Committee (SAC) is invited to sit on the committee. The committee meets at least once monthly, typically the week prior to the monthly faculty meeting, and handles day-to-day curricular matters such as course transfers, waivers of requirements, proposals for new courses, and regularization of special topics courses into the curriculum. The committee brings serious concerns, based on patterns of requests or problems encountered, to the faculty as a whole.

Course proposals are developed by a faculty member or members following from faculty discussions of need or the individual faculty member’s academic interest. These proposals then go to the Curriculum Committee for discussion and review as noted here.

Second Planning Level—Lead Faculty for Specializations/Areas of Emphasis/ PLO Committee

The second level of planning process focuses on specializations and areas of emphasis. In specialized areas of the curriculum such as archives, school library media, and youth services, faculty teaching in those areas meet with practitioners and other stakeholders on a frequent basis to collect feedback and ascertain applicable changes in the field. These faculty actively participate in outreach at meetings with SLIS alumni at LSA and NAAL conferences, at state and national professional conferences specific to their areas of emphasis, and virtually through listserv surveys.

Refer to Standard I.1.2 for discussion of the role of the PLO Committee in systematically reviewing and measuring program learning outcomes. Competencies from specialized
professional associations—American Association of School Librarians (AASL), Association for Library Service to Children (ALSC), and Society of American Archivists (SAA)—are also mapped to the curriculum in the relevant specialized areas to ensure that professional standards are being met. The Young Adult Library Services Association (YALSA) will be updating its standards in the coming year (http://www.ala.org/yalsa/guidelines/yacompetencies2010).

Third Planning Level—SLIS Faculty

The third planning level involves the entire faculty acting as “curriculum committee of the whole” for decision making. This level includes not only addressing concerns raised by the SLIS Curriculum Committee but also systematic challenges or significant changes in the curriculum. The following list of actions illustrates examples of curricular planning conducted by the “curriculum committee of the whole”:

2013
- Systematically evaluated six existing required core courses in an attempt to reduce their number
- Reaffirmed the strength of the core courses in collectively conveying library and information (LIS) theory, principles, practice, and professional values
- Reviewed and approved a proposal to add a thesis option to the existing curriculum

2015–2016
- Identified MLIS “Areas of Emphasis” and corresponding courses for each emphasis area for the SLIS website
- Approved a rotation for elective courses
- Advised and approved the addition of the archival specialization to the curriculum

Other Planning Opportunities with Constituencies

Input from students, faculty, alumni, employers, and other stakeholders is used to inform curricular decisions at all planning levels. Town hall meetings are held to invite current student feedback to address any immediate concerns while end-of-program exit surveys are conducted to assist in identifying holistic concerns. SAC (student government association) at SLIS solicits student concerns and feedback and relays those to SLIS administration. Regular meetings with these stakeholders and alumni, generally on a yearly basis at professional conferences, provide valuable input about changes in the profession that may need to be addressed in the curriculum.
At the same time they also provide information about the overall performance of our graduates. All of this feedback is used to inform not only larger programmatic curricular decisions but also the offering of electives to meet the evolving needs and demands of the profession. Evidence of meetings is available on site.

Information on “other planning opportunities with constituencies” and related documentation will be provided by the Program Learning Objectives (PLO) Committee, co-chaired by Drs. Laurie Bonnici and Miriam Sweeney.

**Conveyance of Theory, Principles, and Practice and Legal and Ethical Issues**

During orientation sessions, students are first introduced to the theory, principles, practices, and values of the field of library and information studies. This is accomplished through presentations on the whole curriculum and on the core courses. At the start of the fall semester, on-campus students attend a one-day orientation before classes begin, while distance learners attend a three-day orientation during which they begin building a learning community with their peers and the SLIS faculty and staff. The one-credit, face-to-face orientation for distance students (LS 509) is required before classes begin. Similarly, at the start of the spring semester, students enrolled in the regional blended face-to-face and online option attend a one-day orientation held at the University of Alabama (UA) Gadsden Center and interact with SLIS administration and faculty.

The required course LS 501 Introduction to Library and Information Studies picks up themes from the orientation sessions and continues to lay the groundwork for additional coursework and practice. Throughout the course, students become acquainted with the functions of libraries and information agencies, theoretical underpinnings for library and information science, shared values (including service and access) across the information professions, important resources for study in the field, and recurring issues faced by librarians and information professionals (including privacy, intellectual freedom, economic issues, technological issues, political and legal considerations, and ethics.) Students emerge from orientations and the LS 501 class prepared to consider the remainder of the curriculum from a common perspective. In addition, the remaining five required core courses (discussed in Standard II.2) are devoted to fundamental components of LIS such as social justice and inclusivity, user services, organization of information, assessment, and management.

A distinguishing component of our MLIS program is providing students with a variety of management viewpoints and skills in order to meet the unique needs of users and organizations
in various settings. Students can take a general management course—LS 508 Administration and Management—or select a specialized management course—LS 530 Public Libraries, LS 531 Academic Libraries, LS 532 School Media Centers, and LS 533 Special Libraries and Information Centers.

The SLIS curriculum offers both on-campus and online students a broad array of learning opportunities, including program advisement, program orientations, courses, seminars, mentoring panels, reading groups, and experiential learning. Selected examples follow:

- MLIS student Lance Simpson and SLIS faculty member Jamie Naidoo presented “Bridging Broken Borders: Library Services to Latino and Spanish-Speaking Populations in New Latino South States with Anti-Immigration Laws” at the American Library Association (ALA) Conference in 2013. Research for this collaborative presentation was funded by a 2012 Diversity Research Grant from the ALA Office of Diversity.

- MLIS student Kacey Davis and SLIS faculty member John Burgess presented their joint research project “Memory Institutions, Intangible Heritage, and the Sustainability of Rural Communities” at a poster session at the 2016 Association for Library and Information Science Education (ALISE) annual conference. Davis received the SLIS Faculty Scholar Award ($500) for his project.

- SLIS faculty member Robert Riter, coordinator of the archival studies, regularly hosts a weekly reading group where issues related to archival studies are discussed. SLIS students, students and faculty from the UA department of history, and practicing archivists regularly attend.

Students have additional learning opportunities during Alumni Day and Honors Day programs to listen to guest speakers and attend mentoring panels. (See Appendix II.A for an agenda, program, and announcement for selected special events.)
II.2

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

The School of Library and Information Studies offers two master’s degree programs: Master of Library and Information Studies or MLIS, and the Master of Fine Arts or MFA in the Book Arts. The curriculum for the MLIS degree program is designed to prepare students for professional practice and continuing study in library and information science. The Book Arts degree program develops students as artists with technical knowledge and historical understanding of the book. Students in either the MLIS or the MFA program may enroll in courses from the other program.

Core Courses

MLIS students are required to complete 36 semester-hours of graduate credit and maintain an average of B or better. Six of the 12 classes needed are required of all students and are considered core courses. These are essential to the study of library and information science regardless of the student’s career aspirations. These six required core courses include the following:

- LS 500 Organization of Information
- LS 501 Introduction to Library and Information Studies
- LS 502 Research Methods in Library and Information Studies
- LS 507 User Centered Information Services
- LS 508 Administration and Management*
- LS 560 Information Technology

*In the case of LS 508 Administration and Management, students may substitute (with the permission of their advisors) one of the following specialized management courses: LS 530 Public Libraries, LS 531 Academic Libraries, LS 532 School Media Centers, or LS 533 Special Libraries and Information Centers. Lead faculty ensure that common basic knowledge, skills, and understandings are present in each of the courses.
The MLIS core curriculum introduces students to theories and concepts that they will meet again through their elective courses, internships, and individual studies. Students are advised to complete the core classes early in their time at SLIS, but some students are unable to accomplish this due to work schedules or funding constraints. While students are not held back from taking elective courses concurrently with core classes, they are held to the requirement of finishing prerequisites before beginning advanced classes in published sequences. For instance, LS 506 Cataloging requires the prerequisite course LS 500 Organization of Information.

Mapping COA Standards to MLIS Core Courses

The essential character of the field of library and information studies is reflected in the courses that address information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. The following table maps the curriculum content identified in Standard II.2 to the MLIS core.

Table II.1. Mapping of COA standards for curriculum coverage to MLIS core courses

<table>
<thead>
<tr>
<th>COA Standards For Curriculum Coverage</th>
<th>MLIS Core Course Addressing the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and knowledge creation, communication</td>
<td>LS 501, LS 507</td>
</tr>
<tr>
<td>Identification, selection, acquisition</td>
<td>LS 501, LS 507</td>
</tr>
<tr>
<td>Organization and description</td>
<td>LS 500</td>
</tr>
<tr>
<td>Storage and retrieval</td>
<td>LS 500, LS 560</td>
</tr>
<tr>
<td>Preservation and curation</td>
<td>LS 500, LS 501, LS 560</td>
</tr>
<tr>
<td>Analysis, interpretation, evaluation, synthesis, dissemination</td>
<td>LS 500, LS 501, LS 502, LS 507</td>
</tr>
<tr>
<td>Use and users</td>
<td>LS 501, LS 507, LS 560</td>
</tr>
<tr>
<td>Management of human and information resources</td>
<td>LS 508, LS 530, LS 531, LS 532, LS 533</td>
</tr>
</tbody>
</table>
Elective Courses

In addition to the core courses listed above, students select six electives that can include directed research and internships. Offered in a variety of formats, locations, and delivery modalities, electives can be chosen to provide in-depth study in an identified MLIS area of emphasis or another emerging concentration area. (See Standard II.3.) Alternatively, students can choose the thesis option, which includes 15 hours of required core courses, a three-hour required management and administration course, and six hours of thesis credit (LS 599).

Typically, students complete six electives although they may reduce the number of elective courses to four if they receive approval to transfer in appropriate outside graduate coursework related to their programs of study. Such transfers are considered after the student has completed the course, submitted a syllabus, and produced a transcript indicating a grade of B or better. The UA Graduate School and the student’s faculty advisor must approve course transfers. Additional review by the SLIS Curriculum Committee is required in order to transfer and/or waive required SLIS courses.

The following information is available at the included websites:

- Listing of SLIS course numbers and titles (https://slis.ua.edu/page/2/?s=forms&_action=submit)
- Syllabi for all SLIS courses (http://syllabi.ua.edu/front/#/Browse)
- UA syllabus policy (http://facultyhandbook.ua.edu/iv-course-requirements-and-textbooks.html)
II.2 The Curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;
II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;
II.2.3 Integrates technology and the theories that underpin its design, application, and use;
II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;
II.2.5 Provides direction for future development of a rapidly changing field;
II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

When comparing the MLIS curriculum to Standard II.2 to identify the topics and skills covered in Standards II.2.1—II.2.6, it is evident that core courses supplemented with electives provide a rich curriculum that prepares twenty-first-century information professionals to serve the needs of a diverse and global society. The table below lists the individual standards and identifies specific core and elective courses where each standard is addressed.
Table II.2. Mapping of Standards II.2.1—II.2.6 to MLIS core and elective courses

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Courses Addressing the Standard</th>
<th>Elective Courses Addressing the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.2.1</td>
<td>LS 501, LS 508, LS 530, LS 531, LS 532, LS 533</td>
<td>LS 534, LS 541, LS 542, LS 555, LS 566</td>
</tr>
</tbody>
</table>

Evidence of Meeting Standards II.2.1—II.2.6

The following discussions include specific examples of assignments and learning experiences to provide supporting evidence that these standards are being met by the MLIS curriculum.
II.2.1. Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served.

Numerous courses throughout the curriculum provide opportunities for students to learn leadership skills and the importance of advocacy in providing services and collections. Management courses introduce students to various structures of local governance and emphasize the skills needed for leadership in the LIS field. These courses often provide case studies that provide a “real world” leadership problem that needs to be solved. Other elective courses also address topics such as participating in legislative day at the state capitol or developing advocacy speeches that can be used to garner support for a library or information center.

Selected Evidence

Following are course-specific examples of assignments and learning experiences:

- Students enrolled in LS 508 Administration and Management have an opportunity to develop and discuss solutions to case studies on library management and administration that deal with topics such as public relations and collection management in public libraries and planning processes during major institutional changes in academic libraries.

- In LS 541 Youth Programming, students learn that, as youth librarians, they are advocates for collections, services, and programs for children, tweens, and teens. The course reinforces the responsibility of these librarians to advocate for the necessity of library offerings to youth and communicate this importance to the library board, patrons, larger community, and potential funding sources. Students learn about the ALSC Everyday Advocacy Campaign and develop an "elevator speech" that succinctly captures the necessity for library offerings to youth. These speeches are shared in small groups in class along with peer feedback for improvements.

- In LS 590 Information Ethics for Information Professionals, students create an ethical dilemma case study dealing with one of the core information ethics topics covered during the semester (e.g., intellectual freedom, access, privacy). This project provides an opportunity for students to demonstrate the ability to resolve ethical dilemmas through the creation of an original case scenario, writing a statement on the ethical principles that are relevant to the case, and creating a policy to resolve dilemmas of that kind for a library, archive, or museum going forward.
II.2.2. *Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.*

A core skill of contemporary LIS professionals is the ability to relate basic and applied research from LIS and relevant fields such as education, social science, and humanities to information users and settings. Throughout the MLIS program, students have the opportunity to learn about various research methods and theories from a range of disciplines and to apply these critically to a specific LIS environment or group of users. Scholarly demonstrations can take the form of poster presentations, papers, projects, infographics, websites, and oral presentations.

**Selected Evidence**

- LS 502 Research Methods includes an assignment for producing a literature review and annotated bibliography guided by a specific research question. Through this assignment, students learn how to test their research questions against the key peer-reviewed writings related to their chosen topic, to identify and summarize the state of research on that topic, and to identify gaps in the literature for future research. The output for this assignment should generate an original contribution to the field of knowledge relating to the subject and be suitable upon revision for publication.

- Students enrolled in LS 522 Materials and Services for Young adults have an opportunity to examine research from the fields of adolescent development, education, and LIS and create an infographic that applies this research to a particular group of young adults dealing with specific issues, such as teen pregnancy, suicide, drug use, and date rape and describes how young adult librarians can assist in meeting the needs of these teens. The infographic contains annotations of the materials selected, a paragraph along with charts/graphics highlighting the pertinent points and relevancy of the topic to librarians, and information on how the library can cooperate with an outside agency to better serve the needs of young adults dealing with the issue/problem. As a result of this assignment, students must research a particular topic, synthesize the information, apply it to a library setting, and identify opportunities for collaboration and outreach.

- Students enrolled in LS 556 Intellectual Foundations of Archival Theory and Practice examine how archival ideas and concepts develop, including the identification of both internal and external influences. This examination culminates in the authoring of an “Idea and Concept Note,” where students produce a case study of an archival idea or concept, tracing its development, evolution, and application in archival contexts. This provides...
students with an opportunity to develop an understanding of how the intellectual foundations of the archival profession develop and their influence on archival practice.

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

Technology is an integral part of daily work in the LIS and archival fields. Graduates of our program encounter technology and the various theories that comprise its design, application, and use in a variety of courses. The core course LS 560 Information Technology introduces many of the key theories and design principles. These are later put into practice in other courses, such as those included in the Digital Stewardship area of emphasis and covered in individual courses, including LS 504 Media Production and Utilization, LS 543 Traditional and Digital Storytelling, LS 567 Digital Reference, and LS 581 Universal Design for Information Technologies. Technology skills are far reaching and can include strategies for integrating technology into the school library curriculum, building databases and websites, creating digital stories, learning to use online software to supplement library programs, and identifying technology to meet the needs of patrons with physical impairments—to name a few examples.

Selected Evidence

- In LS 560: Information Technology, students study theories of design, layout, and information organization to inform website design to hand tag HTML to build their own web presence in the form of a professional portfolio suited to their personal interests. Students in the course use SKYPE and FaceTime to connect to real world clients as they develop class projects.

- As part of the school library curriculum, students in LS 504 Media Production and Utilization (informally known as the Technology Integration course) learn that providing professional development for the staff of a learning community is a key competency and that school media specialists are required to stay current on emerging technologies. As such, students are required to complete an Integrating Technology Professional Development project in which they partner with a classmate and choose a curricular area, reference the American Association of School Librarians (AASL) Crosswalk with the Common Core, and read through their chosen content area standards (e.g., language arts, math, science). They then select a digital/Web 2.0 technology that they think is useful in instruction and brainstorm how the technology can be used in the school library to enhance the curriculum in that content area, such as using Glogster instead of a traditional book report, choosing VoiceThread for Literature Circles, or Popplet as a brainstorming/organizational
tool for research. Students are also asked to design a professional development multimedia presentation (15-20 minutes in length, excluding the embedded assessment) that demonstrates the use of the technology and how it could be utilized in instruction.

- While learning the theory and structure behind traditional storytelling in LS 543 Traditional and Digital Storytelling, students also learn how to use various online tools and creative software to develop a digital story that takes an important event or moment and adds sound clips, audio narration, and images (still or moving) to create a digital narrative. Students in turn apply this skill to a library setting to develop a program for young adults or adults that incorporates digital storytelling. Concurrently, students also examine case studies of public and academic libraries using digital stories to connect with their local communities.

As part of LS 534 Medical Librarianship and LS 566 Metadata, students become familiar with twitter, blogs, wikis, and RSS feed aggregators.

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

An emerging strength of the MLIS curriculum is preparing graduates to advocate for social justice and inclusivity and think critically about diversity within the library and information professions. Almost every course addresses some aspect of responding to the needs of a diverse and global society; however, the Social Justice and Inclusivity area of emphasis offers particular emphasis on critical thought and relevant practice when responding to these responsibilities. This area of emphasis provides students with an opportunity to graduate with a wide range of knowledge and practical skills related to meeting the informational, educational, and cultural needs of diverse patrons through culturally sensitive programs, services, policies, and collections. Course considerations can include selecting appropriate technologies that promote universal design and access as well as addressing digital curation challenges associated with preserving the documentary heritage of a multicultural society in tangible and intangible forms.

**Selected Evidence**

- Students enrolled in LS 530 Public Libraries learn about the importance of the public library serving the informational, recreational, and educational needs of diverse patrons. They complete a series of assignments in which they conduct a community analysis to identify the diversity within a chosen community; evaluate the local public library to determine if services, programs, and collections reflect this diversity; identify a particular need within the
library’s offerings; devise a solution to meeting this need; and apply for an Library Services and Technology Act (LSTA) grant to fund a program, collection or service which addresses this need. Throughout this entire process, students must keep in mind how the public library can best respond to the needs of underserved groups.

- All of the youth courses describe how to select developmentally appropriate materials representing cultural diversity and explore how to plan welcoming programs. Specific youth courses, such as LS 544 Cultural Diversity Programming and CIS 621 Intercultural Perspectives in Youth Literature, explore the concept of cultural literacy and focus on how to use culturally rich materials in library programming to prepare children and teens to function in a global society.

- In LS 580 Outreach to Diverse Populations, students investigate how to serve the needs of patrons from many diverse cultural groups, such as homeless individuals, differently able and handicapped patrons, immigrants, Asian Americans, African Americans, Latinos, Native Americans, and LGBTQAI++ (lesbian, gay, bisexual, transgender, queer/questioning, asexual, intersex, and more) populations. Specific outreach strategies are explored, and students design a program or service for a particular cultural group of interest to them.

- In LS 582 Race, Gender, and Sexuality in LIS, students create a Final Paper Packet as their culminating project. This 15-20 page research paper extends their engagement with a subject area presented in the course. They are asked to engage explicitly with the main themes of the course (race, gender, sexuality, and power and intersections with the information professions, institutions, and practice) in the framing of their paper to address the needs of a diverse and global society. In addition to the paper, they submit a 300-word abstract along with a preliminary bibliography of 8-12 relevant sources. Papers are then peer-reviewed by classmates to evaluate how well they have addressed their chosen theme in the paper. An example of a paper produced for this assignment is “Library Programs and Race,” in which the student examined how public library programs in a particular region of the country address racial diversity.

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

It is the responsibility of all SLIS faculty to remain current within their respective areas of expertise and to bring this currency to the courses they teach. Faculty members are engaged with the evolving roles and future of libraries, archives, and information centers through their service in professional organizations and research into various areas of the field. This service and
research informs the curriculum and keeps students abreast of recent changes and future developments. Courses are updated regularly to incorporate new content and the latest information from the field.

Selected Evidence

○ In LS 501 Introduction to Library and Information Studies, students complete a final paper that addresses “hot topics in LIS.” In the spirit of exploring the ever-changing landscape of LIS, this assignment allows students to investigate an emerging area of LIS that was not covered in the course. Students are asked to write a paper that provides a thorough overview of the hot topic, including any definitions that are needed; relevant background information; current status/landscape of the topic; and any points of controversy, differing viewpoints, and stakeholder groups. To demonstrate achievement in this assignment, they must clearly address the implications of their topic for library and information studies, why it is important, and why it might be considered a “hot topic” for the field. An example of a paper produced for this assignment is “Open Access in Scholarly Publishing,” which examines the changing landscape of scholarly publishing to include open access journals and other publishing venues.

○ In LS 520 Early Childhood Materials and Story Programs, students examine the role of digital media in the lives of young children and the changing role of children’s librarians to become media mentors. Through course readings, discussions, and a guest lectures by leading children’s librarians using digital media with young children, students are exposed to the latest research and practice in this area and gain a solid foundation for critically thinking about the integration of technology into early literacy programs. Students also evaluate digital apps and digital picture books for children and design a storytime program that incorporates both print and digital media and early literacy asides.

○ In LS 590 Curating Digital Culture, students consider how the changing nature of digital information informs preservation practices. In this course, students perform a “Digital Environment Analysis” and assess a digital environment in terms of its preservation needs and concerns.

II.2.6. Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.
Learning does not end when students graduate from the MLIS program. LIS professionals must have a foundation of skills and competencies to facilitate sustained lifelong learning in the profession. The MLIS curriculum emphasizes continuous professional development through class readings and discussions, assignments and projects, mentoring panels at Alumni Day, guest speakers, visiting lecturers, interaction with practicing LIS professionals, webinars offered by professional associations, and a strong focus on professional competencies, such as those from the Association for Library Service to Children, for example, that highlight need for continued professional growth. The curriculum also connects students to conferences and professional development opportunities when appropriate. For instance, students in LS 580 Outreach to Diverse Populations are strongly encourage to attend and present research posters at the Discerning Diverse Voices Symposium on Diversity sponsored by the College while students taking CIS 621 Intercultural Perspectives in Youth Literature are asked to present a research poster or session at the National Latino Children’s Literature Conference as part of their coursework.

Selected Evidence

○ In LS 541 Youth Programming, students become subject experts and design a professional development workshop, including handouts that they deliver in class. The rationale behind this assignment is that, as professional youth services or school librarians, students will have opportunities to share their library expertise with colleagues via staff development workshops, professional conferences, or handouts for the public. This assignment is intended as an opportunity to help students become programming subject specialists and learn how to present and share their expertise to their peers. The assignment also reinforces the necessity for continuous professional development and allows students to learn new skills and competencies for serving youth that they can use in the future.

○ In LS 544 Cultural Diversity Programming, students are asked to identify a grant to support a cultural program in their library and then complete a grant application. Specifically, they are asked to conduct a community needs analysis to demonstrate relevancy of their proposed program to their community, articulate how the program advances the library’s goals, develop a strategy for realizing programmatic goals, and include a clear plan for evaluating and reporting outcomes. After they have written their grant applications, students are put into groups to serve as grant reviewers for each other’s applications. The entire process instills grant reviewing and program planning skills needed for future practicing librarians.
Students enrolled in LS 560 Information Technology are required to learn ATLAS 3 HTML tags on their own, beyond class instruction, to foster continuous learning of technologies for LIS professional practice. By providing a foundation for learning how to use various coding skills, students are better equipped to learn new coding programs in the future.

II.3

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

Students complete the 36-credit MLIS program by taking the six required core courses and selecting six elective courses that match their interests and career plans. These electives can include directed research and internships.

Programs of Study

Students construct their programs of study with the assistance of their faculty advisors. Each degree-seeking student is assigned an academic advisor upon entry into the program. The director, who takes into account the student’s statement of purpose, work history, and professional aspiration, assigns advisors. Advisors communicate with advisees via telephone, email, Skype, Face Time, Google Hangout, or face-to-face meetings. Although advisement is not necessary for registration, it is strongly encouraged both at orientation and in admissions correspondence with newly admitted students.

In addition to advice from their assigned faculty advisor, students have a variety of aids available to assist in the construction of their programs of study, including an MLIS Program of Study Worksheet (https://slis.ua.edu/wp-content/uploads/2016/08/Program-of-Study-for-MLIS.pdf), the MLIS Core Rotation Schedule (https://slis.ua.edu/wp-content/uploads/2016/09/CoreRotation16-17.pdf), the Areas of Emphasis portion of the SLIS website (https://slis.ua.edu/mlis-recommended-areas-of-emphasis/), and the Proposed Core and Elective Rotation Schedule (see Appendix II.B).
The inventory of SLIS courses includes designations of CIS and LS prefixes. CIS courses are upper-level graduate courses that attract doctoral students and MLIS students who have permission from the instructors. LS courses include required courses for the MLIS as well as electives. The MLIS program offers, on average, approximately 30 regular courses per term. (See Appendix II.B for a complete listing of SLIS course numbers and titles. Core courses are available at the SLIS website: https://slis.ua.edu/?s=core+&_action=submit.)

The following tables illustrate typical programs of study for full- and part-time students.

**Table II.3. Typical program of study for full-time MLIS students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Course Designation</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>LS 500</td>
<td>Organization of Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 501</td>
<td>Introduction to Library and Information Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 507</td>
<td>Information Sources and Services</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>LS 502</td>
<td>Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 508</td>
<td>Administration and Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 560</td>
<td>Information Technology</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>LS 570</td>
<td>Internship in Library and Information Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 572</td>
<td>Internship in School Media Centers</td>
</tr>
<tr>
<td></td>
<td>Summer I</td>
<td>LS 5xx</td>
<td>Elective A</td>
</tr>
<tr>
<td></td>
<td>Summer II</td>
<td>LS 5xx</td>
<td>Elective B</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>LS 5xx</td>
<td>Elective C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 5xx</td>
<td>Elective D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 5xx</td>
<td>Elective E</td>
</tr>
</tbody>
</table>
Table II.4. Typical program of study for part-time MLIS students

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Course Designation</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>LS 500</td>
<td>Organization of Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 501</td>
<td>Introduction to Library and Information Studies</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>LS 507</td>
<td>Information Sources and Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 560</td>
<td>Information Sources and Services</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>LS 502</td>
<td>Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 508</td>
<td>Administration and Management</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>LS 5xx</td>
<td>Elective A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 5xx</td>
<td>Elective B</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>LS 5xx</td>
<td>Elective C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 5xx</td>
<td>Elective D</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>LS 570/572</td>
<td>Internship (six hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LS 5xx + LS 570/572</td>
<td>Elective E + Internship</td>
</tr>
</tbody>
</table>

Time to Completion of MLIS

The average number of months taken to complete the MLIS program is 24, with a few students completing the requirements in as few as six months (for unusual transfer students) and a few taking considerably longer (with extensions permitted by the UA Graduate School). The following table summarizes the time to completion for students who graduated between 2010 and 2016.

Both the MLIS and MFA programs have their own curriculum requirements. If a student in one program wishes to take a course in the other program, the course is considered an elective and must be approved by the student’s advisor.
Table II.5. Time to completion of MLIS, 2010–2016 graduates

<table>
<thead>
<tr>
<th>Months</th>
<th>Number of Students</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>01–06</td>
<td>2</td>
<td>.95</td>
<td>.95</td>
</tr>
<tr>
<td>7–12</td>
<td>17</td>
<td>8.00</td>
<td>8.95</td>
</tr>
<tr>
<td>13–18</td>
<td>58</td>
<td>27.50</td>
<td>36.45</td>
</tr>
<tr>
<td>19–24</td>
<td>69</td>
<td>32.70</td>
<td>69.15</td>
</tr>
<tr>
<td>25–30</td>
<td>27</td>
<td>12.80</td>
<td>81.95</td>
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<td>31–36</td>
<td>16</td>
<td>07.60</td>
<td>89.55</td>
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<td>37–42</td>
<td>8</td>
<td>03.80</td>
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<td>43–48</td>
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<td>49–54</td>
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<td>100.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>211</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

Delivery Modes

The MLIS program offers three options for students: to attend classes in Tuscaloosa, in Gadsden as part of a regional cohort, or online as part of a national cohort. It also provides for those who choose to study full time as well as those who prefer a part-time option. The School has a long history of offering distance education classes, face-to-face courses in diverse physical locations around the state, via an in-state interactive compressed video delivery system (Inter campus Interactive Telepresence System [IITS]), and providing real-time interactive (synchronous) courses over the Internet.

In fall 2005, SLIS partnered with the College of Continuing Studies to offer the MLIS in an online format for a national cohort. In 2009, the regional cohort option, focused on potential students in north Alabama and western Georgia, was introduced and consisted of a blended format in which cohort members take one core course together per semester online. Electives are taken online except for three courses taken face to face in a weekend format at the UA Gadsden Center in Gadsden, AL. (Students can also take one or more of those electives in Tuscaloosa and any SLIS student can take the weekend course at Gadsden.)
Currently, the options for study at SLIS include:

- **On campus**—Students may study on a full- or part-time basis and take classes offering daytime, evening, or weekend schedules. Students whose enrollment status is “on-campus” take the required core courses in face-to-face mode and have the option to take electives face to face or online.

- **Commuter**—Students may study full- or part-time and take required core courses face to face on campus in Tuscaloosa. Commuter students select electives from classes offered on campus, at the University’s Gadsden Center, or online. They may select day, evening, or weekend classes.

- **National online cohort**—Students are admitted to a cohort program that begins a sequence of core classes each fall. Following a required one-credit-hour, three-day, intensive orientation course on campus, students in this group take all classes—core and elective—online. These students may, but very rarely do, take elective classes in Tuscaloosa or Gadsden. The program is designed for students to take two classes each semester in order to complete the core in one year and the electives in the following year. It is also designed to serve part-time students who are working. All classes are offered in the evenings or on Saturday mornings. Approximately 60 students are admitted to this very competitive cohort each year.

- **Regional blended cohort**—The Gadsden cohort begins their program of study in January. Cohort members take one core course per semester and then enroll in electives on the same basis as any SLIS student. They can take an elective each semester concurrently with their core course. After being suspended for two years (2013 and 2014), this cohort resumed in 2015 and enrollment has grown from nine in 2015 to 13 in 2016 and 19 in 2017, with the expectation that it will reach approximately 25 students per cohort in the next year or two. The reason for the decision to suspend the program was stated in the faculty meeting minutes for December 2012 and dealt with a concern for potential growth. Throughout 2014, the interim director was contacted by alumni, potential students, and others at regular professional meetings, by email, and in person who stressed that the Gadsden program met an important need in the state and region and asked that it be reinstated. Responding to their requests, the program was reinstated in fall 2014 and, despite the limited opportunity to advertise given time constraints, nine students were admitted. The steady growth of the program indicates that there is a need and it is being met.
When the online program began in 2005, SLIS faculty agreed that all members would teach online and that students in the online program would receive the same content as on-campus students. Core and required elective course leads are designated by the SLIS Curriculum Committee each year. These course leads are responsible for maintaining the master syllabus to be used by all sections of the course, reviewing PLOs on a scheduled basis, and working with adjunct faculty members to ensure consistency of course content. Distance students in both the national and regional cohorts have the same opportunities as on-campus students to complete directed research, to participate in internships, to receive awards and honors, and to craft programs to meet their own educational and professional goals. (See Appendix II.B for a proposed three-year schedule of courses and delivery modes/locations.)

Following are descriptions for ways in which national, regional, and face-to-face students interact:

- **Scheduled orientations for each of these groups**
  - National cohort: Required, three-day face-to-face orientation on site. Students become acquainted with one another, their advisors, distance education support, SLIS procedures, and UA Libraries services. They have opportunities for interacting and for learning about funding opportunities.
  - Regional [Gadsden] cohort: Required, one-day orientation at the UA Gadsden Center held on the first day of classes in Gadsden, AL, where students become acquainted with one another as well as learn about support services. (See description above.)
  - Face-to-face group: Required, one-day orientation on site held the first day of fall semester classes. SLIS does not hold a spring orientation because very few students enter the program in the spring. Faculty work with these new students on an individual basis, and they receive the same introductory content as the national and regional cohorts.

- **Regular SLIS and other communication**
  - The national cohort and the regional cohort, in the weeks before their orientations receive two to three messages from SLIS (from the assistant director regarding the program, registration, opportunities available, etc., and from the DE coordinator announcing “online test drives” to acquaint students with the technology). Copies of these messages will be available on site.
  - Students in each national cohort design and develop their own Facebook page to facilitate current, informal communication. They are responsible for this activity and typically invite the assistant director to participate. Facebook messages provide a continuous flow of information and commentary and distinguish each national cohort individually.
○ Student chapters of professional associations
  - SLIS sponsors 5 student groups: ALA, ASIS&T, SAA, SAC (SLIS student association) and SLA. During fall and spring terms, Gorgas 532 is reserved from noon to 1:00 p.m. on weekdays for meetings of these groups. Meetings are face to face and student members not on campus attend via Skype. Distance education students have the same rights and responsibilities as face-to-face students and hold office, participate in planning, and interact with guest speakers. Presentations by guests are recorded for later viewing if a student is unable to participate at the stated time.

○ Scholarships, fellowships, and financial awards
  - All students, regardless of location, have equal access to the above resources. For example, recently, a distance education student had a paper accepted for presentation at a conference, applied for Graduate School support and received a $300 travel award. This was matched by the Jewell Sandoval travel fund at SLIS.

○ Honors Day awards
  - All students qualify for SLIS and College awards and, on a regular basis, are recipients of the Student Paper Award and Web Innovation Award.

○ Commencement
  - Distance education students, both in the national cohort and the regional cohort, often travel to Tuscaloosa to take part in commencement, where they are welcomed by faculty and staff from SLIS and the College.

Areas of Emphasis

As mentioned earlier, to assist students in developing a cohesive program of study, they have the option to select electives from several structured areas of emphasis that focus on various aspects of the LIS profession. Unlike specializations, which are formally recognized by the Alabama Commission on Higher Education (ACHE), areas of emphasis are degree pathways not formally recognized by ACHE but recognized by SLIS, and supported by a specific academic curriculum. These areas of emphasis do not require a separate application or declaration. Currently, the MLIS curriculum recommends six areas of emphasis. Each of these is described below along with the recommended coursework and faculty leads for the areas. As they build their area of emphasis, students from the various delivery modes have the opportunity to study with those with similar interests. For example, face-to-face, national cohort, and regional cohort students from a wide range of backgrounds and locales can share academic experiences as follows:

○ Guest lectures via recorded Skype sessions
○ Meetings of students chapters of professional associations both in person and via Skype
- Awards and recognition at School and College Honors Day programs
- Travel awards to mitigate expenses associated with presentations accepted for academic conferences

This information is also available on the SLIS website: https://slis.ua.edu/curriculum/ mlis-areas-of-emphasis/.

**Academic Librarianship**

Academic librarianship is an area of professional practice centered on serving the needs of institutions of higher learning. Students can choose this area of emphasis if they enjoy being in an educational setting, working with adult and young adult populations, researching, and managing large and often extensive collections. Examples of the kinds of academic institutions students might work in include two- and four-year colleges and universities as well as vocational and trade schools. However, this excludes serving in medical schools, law schools, business schools, and seminaries, which typically fall under the category of special libraries.

Academic librarianship tends to divide into three broad categories of professional practice: user services, technical services, and technology services. User services include but are not limited to reference work, information literacy instruction, scholarly communications, and community outreach. Technical services practice includes cataloging, series management, and collection development. Technology services practice includes but is not limited to information technology management, such as the library web site, social media platforms, facilitating data collection and analysis, and management of institutional repositories.

Many academic libraries require that librarians publish scholarship as part of their professional duties. These institutions often prefer hiring applicants with existing scholarly output, such as a thesis. With this in mind, students are advised to consult with their academic advisor about the possibility of pursuing the MLIS thesis option.

In addition to the six core courses required of all MLIS degree-seeking students, the following courses are among those recommended for those students with an interest in academic librarianship. This list is not exhaustive as special topics courses may also be of interest. The management course LS 531 Academic Libraries is recommended for students interested in academic librarianship. LS 570 Internship in Library and Information Studies is recommended for any students who do not already possess practical experience in this area.
○ User Services Electives
  - LS 512 Information Sources Sciences
  - LS 527 User Instruction
  - LS 567 Digital Reference
  - LS 580 Outreach to Diverse Populations

○ Technical Services Electives
  - LS 505 Collection Development
  - LS 506 Cataloging and Classification
  - LS 566 Metadata

○ Technology Services Electives
  - LS 524 Project Management in Information Settings
  - LS 581 Universal Design for Information Technologies

John Burgess is the faculty member most closely associated with the area of academic librarianship.

Digital Stewardship

Digital stewardship is an area of information practice that involves the care and management of digital resources over time. Digital stewards are involved in all stages of the digital resource lifecycle, including creation, appraisal, description, preservation, access, and reuse. This broad area of study incorporates digital archives, digital repositories, digital libraries, digital asset management, research data management, digital preservation, digital curation, and digital culture studies. Students best suited to this area of emphasis are those who enjoy working collaboratively to solve problems, those who seek to engage with diverse communities, and those who wish to encourage the open exchange of ideas and services.

Digital stewards work in many settings: in cultural heritage institutions such as archives, libraries, and museums; in educational, medical, scientific, and business organizations; and in academic and other research settings. New areas requiring expertise in digital stewardship are constantly emerging and evolving. In cultural heritage and organizational settings, digital stewards typically engage in activities encompassing preservation, outreach, curation, project management, infrastructure building and maintenance, and systems design. In academic and other research settings, digital stewards often manage data, create and remediate metadata, support technological advances, engage in preservation and outreach activities, work
collaboratively or in teams to answer research-based questions, and envision creative solutions for research-oriented problems. Digital stewardship necessitates creativity, innovation, and strength in collaborative work practices as projects can range from local and community partnerships to expansive global networks. All areas of professional digital stewardship require an ability to reach and serve culturally diverse populations.

In addition to the six core courses required of all MLIS degree-seeking students, the following courses are among those recommended for students with an interest in digital stewardship. This list is not exhaustive as special topics courses may also be of interest. The management course LS 508 Administration and Management is recommended for this area of emphasis.

LS 508 Administration and Management content is reviewed by the Curriculum Committee as are the “type of library” administration and management courses to ensure that content is appropriate for the student’s area of emphasis.

- Digital Stewardship
  - LS 566 Metadata
  - LS 562 Digital Libraries
  - LS 524 Project Management in Information Settings
  - LS 590 Special Topics: Foundations of Digital Curation
  - LS 590 Special Topics: Curating Digital Culture
  - CIS 660 Database Analysis and Design
  - CIS 662 Knowledge Management
  - CIS 666 Information Policy

Tonia Sutherland is the faculty member most closely associated with the area of Digital Stewardship.

Public Librarianship

Public librarianship is an area of professional practice centered on serving the needs of public libraries and their constituencies. Students choose this area of emphasis if they enjoy working with patrons of all ages and backgrounds, interacting with civic groups and public officials, and managing diverse collections.

Public librarianship tends to divide into three broad categories of professional practice: user services, technical services, and technology services. User services include but are not limited to
administration, reference work, and community outreach. Technical services practice includes but is not limited to cataloging, and collection development. Technology services practice includes but is not limited to information technology management, such as the library web site, social media platforms, and facilitating data collection and analysis.

In addition to the six core courses required of all MLIS degree-seeking students, the following courses are among those recommended for those with an interest in public librarianship. This list is not exhaustive as special topics courses may also be of interest. The management course LS 530 Public Libraries is recommended for students interested in public librarianship. LS 570 Internship in Library and Information Studies is recommended for any students who do not already possess practical experience in this area.

- **User Services Electives**
  - LS 515 Advanced Information Sources and Services
  - LS 520 Early Childhood Materials and Story Programs
  - LS 521 Materials and Services for Children
  - LS 522 Materials and Services for Young Adults
  - LS 523 Materials and Services for Adults
  - LS 541 Youth Programming
  - LS 543 Traditional and Digital Storytelling
  - LS 580 Outreach to Diverse Populations

- **Technical Services Electives**
  - LS 505 Collection Development
  - LS 506 Cataloging and Classification
  - LS 566 Metadata

- **Technology Services Electives**
  - LS 524 Project Management in Information Settings
  - LS 581 Universal Design for Information Technologies

Jeff Weddle and Jamie Naidoo are the faculty members most closely associated with the area of public librarianship.

**Special Librarianship**

Special Librarianship is an area of professional practice centered on serving the needs of institutions in settings such as corporations, medical schools, hospitals, law schools and law...
offices, business schools, research laboratories both public and private, and seminaries. Students choose this area of emphasis if they enjoy being in a business or specialized information services setting and working with adult populations who are often experts in their field and require timely access to accurate, relevant research outside of the physical library itself. Position offerings in special libraries range from solo librarian to librarian attached to a large academic/corporate organization.

While focusing on added value user services, professional practice in special librarianship also includes other areas of service, including technical services and technology services. User services include but are not limited to reference/research work, organizational communication, and outreach to decision makers throughout the enterprise. Technical services practice includes but is not limited to cataloging, series management, and collection development. Technology services practice includes but is not limited to information technology management, such as the library website, social media platforms, data collection and analysis, and management of institutional repositories.

Many special libraries require their librarians to publish professional and scholarly work as part of their professional duties. These institutions often prefer hiring applicants who have demonstrated good writing capabilities and social media use. Core competencies for successful special librarians include both professional (i.e., knowledge of subject matter and customer requirements) and personal (i.e., ability to work with experts and be able to communicate effectively both orally and in writing) skills. Many different titles are used in special libraries to denote work of the special librarian: medical librarian, law librarian, technical information specialist, bioinformatics specialist, and data manager—to name a few.

In addition to the six core courses required of all MLIS degree-seeking students, the following courses are among those recommended for students with an interest in special librarianship. This list is not exhaustive as special topics courses may also be of interest. The management course LS 533 Special Libraries and Information Centers is recommended for students interested in this area. LS 570 Internship in Library and Information Studies is recommended for any students who do not already possess practical experience in this area.

- User Services Electives
  - LS 512 Information Sources Sciences
  - LS 515 Advanced Information Sources and Services
  - LS 527 User Instruction
  - LS 567 Digital Reference
- Technical Services Electives
  - LS 505 Collection Development
  - LS 506 Cataloging and Classification
  - LS 566 Metadata

- Technology Services Electives
  - LS 524 Project Management in Information Settings
  - LS 581 Universal Design for Information Technologies

Sybil Bullock and Steven MacCall are the two faculty members most closely associated with the area of special libraries.

Social Justice and Inclusivity

Social justice and inclusivity is an area of emphasis that expands upon the ALA core values of social responsibility and diversity in professional practice. Students most suited to this area of emphasis are those who want to gain the skills necessary to respond to the needs of diverse communities in a global society. Social justice and inclusivity represent an approach to professional practice that can be applied broadly to all dimensions of library and information science as well as across institutional contexts.

Social justice refers to the view that all people deserve equal social, political, and economic rights. Inclusivity is the intent to actively incorporate people and communities who have been marginalized or otherwise excluded socially, economically, and politically. Within LIS, social justice and inclusivity as an area of emphasis signals the active recognition and incorporation of diverse perspectives and experiences into professional practice and scholarship. This requires active reflection about both historic and current practices within the field; engagement with broader systems of social, economic, and political power; and the cultivation of critical thinking and problem-solving skills.

Students specializing in this area gain facility in identifying, discussing, and intervening in structural systems of inequality, such as those shaped by race, ethnicity, class, gender expression, sexual orientation, ability, religious preferences, and age. Social justice and inclusion provide ethical orientations and practical frameworks that students can use to guide a range of professional practices including information access and organization, policy development, collection development, interpersonal interactions, reference work, information literacy, programs and services, technology design, outreach activities, and data management.
In addition to the six core courses required of all MLIS degree-seeking students, the following courses are among those recommended for students with an interest in social justice and inclusivity.

- Archives and Digital Stewardship
  - LS 558 Archival Representation, Access and Use
  - LS 590 Curating Digital Culture

- Collections
  - CIS 621 Intercultural Perspectives in Youth Literature

- Community Outreach and Services
  - LS 544 Cultural Diversity Programming
  - LS 580 Outreach to Diverse Populations

- Information Technologies
  - LS 581 Universal Design for Information Technologies
  - LS 583 Social Aspects of Information

- Issues in the Profession
  - LS 582 Race, Gender, and Sexuality in LIS

Miriam Sweeney and Jamie Naidoo are the two professors whose work is most closely associated with social justice and inclusivity.

**Youth Services**

Youth (children and/or young adult) services is an area of professional library practice centered on serving the informational, recreational, educational, and cultural needs of children, young adults, and their caregivers within a public library setting. This diverse area includes library services to youth ages birth up to 19 years. Students most suited to this area of emphasis are those who enjoy working with a wide range of youth and their caregivers, interacting with diverse clientele, engaging in creative activities (e.g., puppetry, traditional and digital storytelling, dramatic play, poetry slams, spoken word), and planning literacy-related programs. Some youth services librarians work with teens only, others work with children only, and still others work with both age groups.
Youth services librarians generally possess three broad categories of professional skills: collection development and readers’ advisory, service and program planning and management, and community outreach. Collection development and readers’ advisory skills embody a broad, working knowledge of children’s and young adult print and digital materials, an ability to use specially designed collection development and reference resources to develop a rich assemblage of these materials, and an understanding of the reading interests of contemporary youth. Service and program planning and management skills exemplify an understanding of how to manage the day-to-day operations of the youth services department in a public library, how to determine the informational needs of diverse youth and develop appropriate library services, and how to create engaging library programs that connect contemporary youth with library collections via activities such as booktalking, read-alikes, hands-on activities. Finally, community outreach skills include the ability to connect library collections, services, and programs to the larger community, local nonprofit organizations serving youth, and specific populations that may be unable to physically visit the library. Within all three categories of professional skills is an underlying ability to reach and serve culturally diverse populations.

In addition to the six core courses required of all MLIS degree-seeking students, the following courses are among those recommended for students with an interest in youth services. This list is not exhaustive as special topics courses may also be of interest. The management course LS 530 Public Libraries is recommended for students interested in youth services librarianship. LS 570 Internship in Library and Information Studies is also recommended for any students who do not already possess practical experience in this area.

○ Collection Development and Reader’s Advisory
  - LS 520 Early Childhood Materials and Story Programs
  - LS 521 Materials & Services for Children
  - LS 522 Materials & Services for Young Adults
  - CIS 621 Intercultural Perspectives in Youth Literature

○ Service and Program Planning and Management
  - LS 541 Youth Programming
  - LS 543 Traditional & Digital Storytelling

○ Community Outreach
  - LS 544 Cultural Diversity Programming
  - LS 580 Outreach to Diverse Populations
○ Other Electives Useful to Youth Librarians
  - LS 505 Collection Development
  - LS 506 Cataloging and Classification
  - LS 523 Materials & Services for Adults

Jamie Naidoo, a former school and youth services librarian, is the faculty member whose teaching, research, and service reflects the area of youth services.

Specializations and Certifications

Specializations and certifications are degree pathways equally and officially recognized by SLIS, the College of Communication and Information Studies, The University of Alabama, and ACHE. These are formal credentials for which students apply and that appear on academic transcripts. The MLIS program supports two specializations/certificate programs: archival studies and school library media.

Archival Studies

In spring 2016, archival studies was approved as a specialization. Prior to this, it was an area of emphasis in the MLIS curriculum. The specialization in archival studies prepares students for employment in archival, special collections, and records management environments. Students completing this specialization will acquire the necessary competencies for working with traditional and emerging information formats and for facilitating their appraisal, preservation, management and long-term access. Additionally, the archival curriculum places an emphasis on community engagement, pluralism and inclusivity, and professional responsibility. Graduates of the specialization will enter their communities prepared to serve the needs of an increasingly diverse community of users and records creators.

Students in this program are required to complete the MLIS core curriculum, four archival core courses, and two approved archival electives. The inclusion of space for electives permits students to individualize their curriculum to suit specific professional goals and objectives. Additionally, the curriculum is supported by an array of formal and community archival repositories that provide students with opportunities to acquire practice-based knowledge. Practice-based exercises are also embedded throughout this curriculum, ensuring that all students acquire an intellectual and material understanding of archives and archival practice. Below is a list of courses for the Archival Studies MLIS Specialization Curriculum.
Archival Studies Core Requirements (12 Credits)
- LS 555: Introduction to Archival Studies (must be taken during first fall semester of student enrollment), 3 credits
- LS 556: Intellectual Foundations of Archival Theory and Practice, 3 credits
- LS 557: Archival Representation, Access, and Use, 3 credits
- LS 558: Archival Appraisal, 3 credits

Approved Archival Studies Electives (6 credits)
- LS 535: Records Management, 3 credits
- LS 554: Conservation and Collection Management, 3 credits
- LS 562: Digital Libraries, 3 credits
- LS 564: Programming for Digital Libraries, 3 credits
- LS 566: Metadata, 3 credits
- LS 570: Internship, variable with 1-3 credits
- LS 590 courses: Applicable, advisor-approved, special topics courses may be applied to the archival studies specialization, 3 credits
- LS 598: Directed Research, variable with 1-3 credits
- CIS 653: Descriptive Bibliography, 3 credits
- CIS 654: History of the Book: Print Culture and Society, 3 credits
- CIS 655: History of the Book: Book as Artifact, 3 credits
- CIS 656: Electronic and Contemporary Publishing, 3 credits
- BA courses: Instructor-approved, book arts courses may be applied to the archival studies specialization, 3 credits

This curriculum provides a comprehensive education that addresses the core archival functions: appraisal, management, preservation, and access. Additionally, the curriculum prepares emerging professionals capable of adapting to traditional and emerging archival forms and environments.

Robert Riter, a specialist in archival studies, coordinates the MLIS specialization in archival studies. Tonia Sutherland, a specialist in digital curation contributes to this specialization as well.

School Library Media

The oldest specialization within the MLIS program is school library media. Originally school library media courses were offered by the College of Education prior to the founding of the School of Library and Information Studies and it is still closely tied to the College of Education in
terms of requirements for state certification and assessment. The school library media specialization is state approved and accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP) through the University of Alabama College of Education. Students in this program take the required MLIS core courses plus children’s and young adult literature electives in addition to their School Library Media requirements. In addition to course work, students must complete 300 clock hours, with a minimum of 100 at the elementary level and 100 at the secondary level (middle school or high school), of experiential learning for LS 572 Internship in School Media Centers.

Students who are simultaneously working toward Alabama certification as school library media specialists (Class A certification) must take the following required elective courses along with the required core courses for all students:

- LS 504 Media Production and Utilization
- LS 520 Early Childhood Materials and Story Programs
  - or
  - LS 521 Materials and Services for Children
- LS 522 Materials and Services for Young Adults
- LS 532 School Media Centers (substitutes for LS 508 Administration and Management)
- LS 542 Instructional Design and Development
- LS 572 Internship in School Media Centers

Students in the area of school library media seeking certification must also meet the College of Education’s requirements in Foundations of Professional Studies (FOPS). Additionally, they must have fulfilled the requirements for a teaching certificate at the bachelor’s level and earned two years of experience in the public schools in order to be certified. The school library media coordinator collaborates with the University’s College of Education and the Alabama State Department of Education on matters related to school library media certification. Certification may also be granted by the Alabama State Department of Education to an applicant who holds an earned MLIS degree, completes two years of successful teaching as a school library media specialist, and is recommended by the principal or superintendent who supervised the two years of work.
In addition to completing an approved program of studies, the candidate is required to earn a satisfactory score on a comprehensive examination administered by the School of Library and Information Studies. This exam requirement is currently under revision and will be changed to an online portfolio per certification requirements from the College of Education. Finally, students must also complete fingerprinting and a background check for educators and earn a passing score on the Praxis II Library Media Exam. (See Appendix II.C for the advising (checklist given to students pursuing certification via the school library media specialization.)

Students wishing to secure certification in other states are urged to check with that state’s Department of Education to determine certification requirements. Normally, those who meet the Alabama State Department of Education’s requirements may complete the approved program of study and secure the appropriate certification. Only those who meet the Alabama requirements are able to pursue this option as it does not apply to those who do not have a currently valid teaching certificate and two years of teaching experience.

Steven Yates, a former school librarian, is the faculty member who is currently the acting coordinator of the school library media specialization. Jamie Naidoo, also a former school librarian, assists in the area as do several school library practitioners who serve as adjunct faculty members and advisory members to the school library media curriculum.

**Experiential Learning**

Beyond the structured classroom courses, many students elect to participate in an internship experience. Internships provide experiential learning that allow students to develop new competencies, gain real-world experience, and put their coursework into practice.

SLIS has long history of successful internships, and the process has evolved as it has grown. In fall 2015 and summer 2016, with internship coordinator Sybil Bullock’s guidance, students in LS 524 Project Management in Information Settings focused on the SLIS internship program and captured and evaluated internship data generated over the past decade. Students identified 403 individuals who had completed internships during their master’s program at SLIS and sent them a questionnaire asking about their experiences and how these supported their career paths. The documentation shows that, almost without exception, students who participated in an internship agreed that they gained much benefit from the experience and that they would recommend it to other students (https://slis.ua.edu/?s=internship&_action=submit).
The SLIS internship coordinator, who also directs the internship research studies as noted in the Self-Study, is willing and available to discuss the internship program with the ERP.

Examples of student comments included that from a student interning in an academic library in Washington State who said, “I was very fortunate that several of my internship projects dovetailed nicely with what I was simultaneously learning in my metadata and digital library classes.” Further, an intern in a small public library commented, “I had the privilege of being a virtual intern...my host assigned me to the task of reformatting and reviving the SPFL blog...to entice patrons to read the blog and teach them about the different facets of the library.” Finally, a host’s evaluation of her SLIS intern said that “[the student] was an absolute delight to have working as part of our team this summer...and proved to be the best intern that I have ever had in the nearly ten years of my tenure at the university. Presentations of the two student project management studies, including “University of Alabama SLIS Internship Benefit Analysis,” completed in summer 2016, are available on site.

Internship Categories

Internships fall into two categories: general and school. At SLIS, the internship coordinator administers all internships other than school internships, which are handled by the school library media coordinator.

LIS General Internships

The general internship program is designed to provide opportunities for all students who are not pursuing school library media certification, both traditional and online, and includes all types of library and information settings. Students interested in school librarianship who are not completing school library media training and certification requirements can opt for a general internship in lieu of a school library media internship. Students wishing to volunteer in a particular setting may do so, but such activity does not carry course credit.

General internships (LS 570) earn either two or three credit-hours depending on hours worked as described: 100 hours for two hours of course credit and 150 hours for three hours of course credit. In identifying the appropriate internship, the student, academic advisor, and internship coordinator work together to locate the placement that meets the student’s career objectives and interests. Upon identification of a setting that meets agreed-upon criteria, the internship coordinator negotiates a plan of study with the host institution. The intern works under the guidance of a host supervisor who evaluates the intern’s performance. The intern maintains a
journal and writes a short paper. Each of these elements is factored into the student’s pass/fail grade.

School Library Media Internships

Internship requirements for those seeking Alabama school library media certification specify a total of 300 hours of field-based work with a minimum of 100 hours at the elementary level and 100 hours at the secondary level, for which the student receives three hours credit on a pass/fail basis. In order to qualify as a site supervisor of student interns, the host school library media specialist must have master’s-level library media certification and three years of post-certification experience. Although students may identify and request potential internship sites, final approval of sites and supervisors rests with the school library media coordinator to assure quality control.

Much like the general internship program, students in the school library media internship program maintain a journal that documents their hours worked, provides reflections on their experiences, and describes work performed. Students must keep a journal for each placement site.

Host supervisors at schools also complete an evaluation of the student intern and send this evaluation to the school library media coordinator. (See Appendix II.D for a listing of MLIS school library media internship placements.)

II.4

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

As is described above, the SLIS curriculum is organized around areas of emphasis that include academic librarianship, digital stewardship, public librarianship, special librarianship, social justice and inclusivity, and youth services. In addition, two specializations are offered: archival studies and school library media. This section describes how the curriculum in these three areas—archival studies, school library media, and youth services—takes into account the respective professional competencies for each area and ends with a brief description of how other professional competencies are incorporated throughout other areas of the curriculum.
Archival Education

The archival studies specialization builds on MLIS core courses plus an 18-hour focus area in archival studies and aligns with Society of American Archivist (SAA) educational guidelines. While SAA does not formally accredit or monitor archival education programs, the organization does offer recommended knowledge competencies that programs should strive to meet. The MLIS specialization in archival studies meets these recommended competencies. (See Appendix II.E for the detailed mapping of archival curriculum to SAA educational guidelines.)

School Library Media

The specialization in school library media is state approved by ACHE and accredited by NCATE and CAEP through the University of Alabama College of Education. Students in this program take the required MLIS core courses plus children’s and young adult literature electives in addition to their school library media requirements. The school library media curriculum (described in detail in Standard II.3) has been designed to meet the core professional standards identified by AASL Standards for Initial Preparation of School Librarians (2010). (See Appendix II.F for the detailed mapping of AASL standards to the school library media curriculum.)

Youth Services

The youth services area of emphasis builds upon SLIS core courses to focus specifically on meeting the informational and cultural needs of children, young adults, and their caregivers. This emphasis, described in detail in Standard II.3, offers seven courses dedicated to collection development and reader’s advisory, service and program planning and management, and community outreach. The youth services curriculum is firmly rooted within the ideals, skills, and values reflected in the competencies of ALSC and the Young Adults Library Services Association (YALSA). Courses are regularly updated to mirror changes in the field and to address updated competencies and position statements from both ALSC and YALSA. (See Appendix II.G for a mapping of the youth services curriculum to the ALSC competencies.) A YALSA taskforce is currently working on updating competencies and plans to have an updated version available soon.

In addition to the formal curriculum that aligns to the ALSC and YALSA competencies, the youth services area also offers experiential learning opportunities. Activities undertaken by
students interested in serving youth have included reading to children at public schools, assisting with children’s and teen programming in public libraries, and working with SLIS faculty member Jamie Naidoo to distribute books to impoverished schools via the Book Bonanza for the Black Belt and Beyond Program (http://blackbeltbookbonanza.weebly.com/). Students who take various youth courses also have opportunities to write and contribute professional-quality critical book reviews to the SLIS Crimson Review of Children’s and Young Adult Literature blog (http://sliscrimsonreview.blogspot.com/).

Other Curricular Areas

In addition to the specialized competencies discussed above, required management courses are designed to reflect competencies, guidelines, and position statements of the major professional association within each library type. For instance, LS 533 Special Libraries is structured to reflect the management skills in the competencies set forth by the Special Libraries Association (SLA). Other elective courses are also designed to address professional competencies from various professional associations. LS 580 Outreach to Diverse Populations thoroughly integrates information and knowledge statements from the various ethnic caucuses of ALA as well as the ALA GLBT roundtable into course design, assignments, readings, and discussions.

II.5

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

Standard I.1.2 describes in depth the assessment process SLIS has pursued since 2012 and how the process has moved forward from Outcomes Assessment to Institutional Effectiveness.

Standard I.1.4 lists stakeholders SLIS includes in its discussion of planning policies and program objectives. This same set of stakeholders also provides input to curriculum review and evaluation.
II.6

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

Information on decision-making processes and related documentation will be provided by the Program Learning Objectives (PLO) Committee, co-chaired by Drs. Laurie Bonnici and Miriam Sweeney.

II.7

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

Information on decision-making processes and related documentation will be provided by the Program Learning Objectives (PLO) Committee, co-chaired by Drs. Laurie Bonnici and Miriam Sweeney.

The University focus has moved from outcomes assessment to intentional planning and evaluation that assures our students are having the educational experience that we want them to have. Working with Chris Coleman, associate director of institutional effectiveness as a consultant, SLIS is in the midst of a detailed process of moving from a grade-based assessment process to one founded on program learning outcomes. See Standard I.2 for a description of the process and a timeline.

Future Curricular Changes

The MLIS curriculum is under continuous evaluation to ensure that we are offering the best courses and preparing future LIS professionals to succeed in our ever-changing, diverse society. The faculty have identified a few areas of opportunity that should be addressed in upcoming years.

The first of these areas is providing a culminating, capstone project to provide assessment of student success in meeting programmatic learning objectives. While the internship program
provides a unique opportunity for hands-on learning and immediate application of learned skills, not all students opt to participate in internship experiences as many are already working in a library, archive, or other information setting. The school library media curriculum will be changing to eliminate comprehensive exams and replace them with learning portfolios of student work. This aligns with current practice at the College of Education. A similar culminating portfolio for all students enrolled in the MLIS program is being considered. This portfolio would allow faculty to set benchmarks for student learning and to collect student work samples to assist with the continued assessment of Program Learning Outcomes (PLOs) that are being addressed in all courses. The structure of how a portfolio would be planned, integrated, and evaluated into the MLIS program will be up for future discussion by faculty, student representatives, and stakeholders in the field.

A second area of curriculum evaluation will be to reexamine SLIS required course offerings. A complete review of the core curriculum was conducted in 2012–2013, and the faculty continues to review content. Since then we have added a new specialization (archives) and, due to the fast changing nature of professional practice in our field, it is again time to review the core. Documentation is available on site.

Another area of opportunity is the development of a College-wide graduate degree with an emphasis on the management of digital media. A grant from EBSCO Industries of $750,000 matched by $250,000 from the Office of the Provost provides a unique opportunity to think in new directions as we move forward. This million-dollar grant provides a unique occasion to assess collaborations with our colleagues in other departments and to evaluate opportunities for use of the Digital Media Center managed by the College.

Since the Book Arts program is located within the School of Library and Information Studies, we continue to consider how we can strengthen the relationship between these two areas. In 2011, SLIS received an IMLS planning grant to investigate the possibility of a dual MFA/MLIS degree. Evidence suggested that this was not feasible. However, we continue to leverage the synergy between the programs. (See Introduction for further information.)
STANDARD III

FACULTY

III.1

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

Faculty Growth and Change

Full-time faculty positions have increased since FY2010 from 13 (11 permanently funded by the College and two funded by distance education revenue) to 14 permanently funded by the College in FY2015. In FY2017, the full-time faculty includes two positions funded by monies that are not part of the University’s state-supported base budget for a total of 16 positions. One of the positions is funded by an EBSCO endowment, and the other by funding from the Windgate Charitable Foundation. In 2016, the faculty consisted of two full professors, five associate professors, four assistant professors, and two instructors, with three vacancies. Searches are underway for two of the currently vacant positions. The third vacant position is for the EBSCO Chair of Library Service, an endowed and named full professorship. Because at the beginning of the academic year, a search was underway for a permanent director for SLIS, the decision was made by the faculty and approved by the dean to postpone the search for the vacant “named chair” position until a permanent director is in place. (See the first page of the Introduction.)

In the same time period (2009–2016), four faculty members applied for and were granted tenure and promotion to associate professor. In the current academic year, one assistant professor has applied for tenure and promotion to associate professor, and two associate professors have made
application for promotion to full professor. Decisions on these applications should be known by April 2017.

The University Office of Institutional Research and Assessment (OIRA) provides a comparison of faculty by rank, college/school, full- and part-time status, and tenure status. (See http://oira.ua.edu/factbook/reports/faculty-and-staff/faculty-by-rank-college-school-full-time-part-time-status-and-tenure-status/)

Two faculty have been appointed to non-tenured positions. John Burgess, who has been affiliated with the School as an adjunct faculty, joined the faculty in 2015 as a full-time assistant professor to replace a faculty member who resigned at the beginning of that academic year. Dr. Burgess coordinates our distance education program, teaches in the core, and conducts research in the area of professional ethics. Sarah Bryant joined the Book Arts faculty in 2016 as an instructor and type lab manager. She is a graduate of the MFA in the Book Arts program (2008) at The University of Alabama (UA), has taught courses in book arts in universities both in the United States and abroad, and has exhibited her work in numerous venues, domestic and international.

SLIS also has two regular part-time faculty members, each of whom has been at the School for more than a decade. Sybil Bullock, former director of the Redstone Arsenal Scientific and Technical Library in Huntsville, Alabama, teaches courses in science and technology resources, special libraries, and project management. She also coordinates the SLIS internship program for students not enrolled in the school library media specialization who want an internship experience. Charles Osburn, Dean Emeritus of University Libraries, an expert in administration and information theory, teaches both masters- and doctoral-level students.

Retired Faculty

Five faculty have retired since the previous accreditation process: Elizabeth Aversa, Gordon Coleman, Margaret Dalton, and Danny Wallace. Danny Wallace held the EBSCO Chair until the end of the fall 2015 semester.

Regular Faculty

The regular faculty of the School consists of 16 full-time and two part-time professors; 13 of whom teach in the MLIS program and three of whom teach in the Book Arts (MFA) program. Faculty in either program may teach students who participate in the other program. One MLIS faculty member teaches two required courses in the MFA program and additional cross-program teaching is encouraged.
The faculty have the academic qualifications and professional experience needed to fulfill the mission and accomplish the objectives of the MLIS program. A full curriculum vitae (CV) for each regular faculty member is available electronically as well as in print on site. In the process of responding to this standard, aspects of their qualifications will be discussed.

All faculty in the MLIS program have post-master’s degrees in relevant disciplines and all faculty in both the MLIS and MFA programs are members of the UA graduate faculty (http://facultyhandbook.ua.edu/appendix-p.html). This is a University requirement for those teaching graduate courses, and graduate status must be renewed every six years. Continuing membership in the graduate faculty is based on regular assessment of faculty research, creative productivity, and publication. Faculty members with fewer than three publications or fewer than three years’ experience are appointed as temporary graduate faculty. New full-time faculty receive temporary status and, as soon as they meet the publication standard, receive regular status. Temporary graduate faculty status may be held for a three-year term.

Following are Table III.1, which contains descriptive information for all regular full- and part-time SLIS faculty, and Table III.2, which lists UA graduate faculty status categories for all regular full- and part-time SLIS faculty as well as start and end dates for their appointments.
<table>
<thead>
<tr>
<th>Name</th>
<th>Subjects Taught</th>
<th>Relevant Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Bonnici</td>
<td>Information Technology, Universal Access</td>
<td>Practical experience in implementing technology (FreeNet) and as academic librarian, academic administrator, and researcher in adaptive and other technologies</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Bryant</td>
<td>Binding, Elements of Book Arts</td>
<td>Studio management and teaching at book arts facilities</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sybil Bullock</td>
<td>Special Libraries, Resources in</td>
<td>Practical experience as federal librarian, research grant writer/researcher, consultant, and administrator</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>Science and Technology, Project</td>
<td></td>
</tr>
<tr>
<td>John Burgess</td>
<td>Reference, Organization of</td>
<td>Practical experience as a digital reference librarian in academic libraries</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>Information, Research Methods</td>
<td></td>
</tr>
<tr>
<td>(2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna Embree</td>
<td>Binding, Conservation</td>
<td>Practical experience in hand book making and binding; instructor in the book arts and conservation; consultant</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2003)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven MacCall</td>
<td>Organization of Information, Medical/Health Librarianship, Digital Libraries</td>
<td>Instructor in health information and the organization and technology for health resources and libraries, metadata, information technology, and technological developments in teaching</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1997)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steve Miller</td>
<td>Printing, Typography</td>
<td>Independent printer and book maker; paper-maker; instructor in the book arts; fundraiser, networking expert; consultant</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1988)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Subjects Taught</td>
<td>Relevant Background</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jamie Naidoo</td>
<td>Children’s and YA Librarianship and Literature,</td>
<td>Practical experience as public and children’s librarian,</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Diversity, Public Libraries</td>
<td>research and activity in the area of services to Latino and other underserved library users</td>
</tr>
<tr>
<td>(2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles Osburn</td>
<td>Information Theory, Academic Libraries</td>
<td>Scholar, academician, author, teacher, researcher, academic librarian, bibliographer, and academic administrator</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1986)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann Prentice</td>
<td>No teaching load</td>
<td>Professor emerita and former dean,</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td>College of Information Studies, University of Maryland; associate vice president for information, University of South Florida; teaching, research, and practice in LIS management</td>
</tr>
<tr>
<td>(2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert Riter</td>
<td>Archival Studies</td>
<td>Teaching, consultant for archives organization and management</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tonia Sutherland</td>
<td>Archives, Digital Curation</td>
<td>Practical experience as records management coordinator, university archivist, and adult services librarian</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miriam Sweeney</td>
<td>Social Aspects of Information, User Centered Information Services, Race, Gender and Sexuality in the Information Profession</td>
<td>Public libraries, academic libraries, museum management</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2013)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table III.1 continued

<table>
<thead>
<tr>
<th>Name</th>
<th>Subjects Taught</th>
<th>Relevant Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor (2004)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven Yates</td>
<td>School Libraries, School Media, Organization of Information</td>
<td>School media, academic administration</td>
</tr>
</tbody>
</table>

### Table III.2. Graduate faculty status of full- and part-time SLIS faculty, fall 2016

<table>
<thead>
<tr>
<th>Name And Degree*</th>
<th>Graduate Faculty Status</th>
<th>Appointment Start Date</th>
<th>Appointment End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Bonnici, PhD</td>
<td>Full</td>
<td>09/15/2011</td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Sarah Bryant, MFA</td>
<td>Temporary</td>
<td>08/22/2016</td>
<td>08/15/2019</td>
</tr>
<tr>
<td>Sybil Bullock, MLIS, EdS</td>
<td>Temporary</td>
<td>2016/2017</td>
<td>07/05/2019</td>
</tr>
<tr>
<td>John Burgess, PhD</td>
<td>Temporary</td>
<td>2014/2015</td>
<td>02/03/2017</td>
</tr>
<tr>
<td>Anna Embree, MS</td>
<td>Associate</td>
<td>05/03/2013</td>
<td>09/10/2019</td>
</tr>
<tr>
<td>Steven MacCall, PhD</td>
<td>Full</td>
<td>09/11/2013</td>
<td>09/10/2019</td>
</tr>
<tr>
<td>Steve Miller, BA</td>
<td>Associate</td>
<td>05/27/2011</td>
<td>05/26/2017</td>
</tr>
<tr>
<td>Jamie Naidoo, PhD</td>
<td>Full</td>
<td>09/05/2012</td>
<td>09/04/2018</td>
</tr>
<tr>
<td>Charles Osburn, PhD</td>
<td>Temporary</td>
<td>2014/2015</td>
<td>2016/2017</td>
</tr>
<tr>
<td>Ann Prentice, DLS</td>
<td>Full</td>
<td>07/06/2015</td>
<td>07/06/2019</td>
</tr>
<tr>
<td>Robert Riter, PhD</td>
<td>Associate</td>
<td>10/23/2013</td>
<td>10/22/2019</td>
</tr>
<tr>
<td>Tonia Sutherland, PhD</td>
<td>Associate</td>
<td>07/10/2015</td>
<td>07/07/2018</td>
</tr>
<tr>
<td>Miriam Sweeney, PhD</td>
<td>Associate</td>
<td>07/06/2015</td>
<td>07/05/2021</td>
</tr>
<tr>
<td>Jeff Weddle, PhD</td>
<td>Full</td>
<td>04/16/2016</td>
<td>04/05/2022</td>
</tr>
<tr>
<td>Steven Yates, MLIS, EdS</td>
<td>Temporary</td>
<td>08/15/2014</td>
<td>07/15/2017</td>
</tr>
</tbody>
</table>

*The Ph.D. is not the terminal degree for MFA faculty members.*
Adjunct Faculty

Adjunct faculty complement the full-time faculty by providing expertise in cutting-edge areas, such as electronic resource management, user instruction, and virtual reference, where a combination of theoretical knowledge and practice is most helpful to the student. Candidates for adjunct faculty appointments are evaluated on the basis of their education, professional experience, and teaching experience or potential. SLIS adjunct faculty hold, at minimum, a master’s degree, and most have additional educational credentials as well as professional backgrounds in the areas in which they are teaching. Table III.3 contains information about our adjunct faculty.
Table III.3. Adjunct faculty, credentials, and courses taught

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Delivery Mode</th>
<th>Relevant Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suellen Adams</td>
<td>LS 502, LS 508, LS 506</td>
<td>Online</td>
<td>Experience in cataloging, children’s literature, and instruction</td>
</tr>
<tr>
<td>Frank Brannon</td>
<td>Book Arts</td>
<td>F2F</td>
<td>Experience in hand book making and binding, book arts instruction, and small press publishing</td>
</tr>
<tr>
<td>Elizabeth Campbell</td>
<td>LS 538</td>
<td>Online</td>
<td>Experience in archives and law librarianship</td>
</tr>
<tr>
<td>Delores Carlito</td>
<td>LS 501</td>
<td>Online</td>
<td>Practical experience in library management, instruction, and reference librarianship</td>
</tr>
<tr>
<td>J. Clay Davis</td>
<td>LS 560, LS 504, LS 542</td>
<td>F2F</td>
<td>Experience in computer services, data processing, and database management and development</td>
</tr>
<tr>
<td>Dusty Folds</td>
<td>LS 505 (Gadsden)</td>
<td>F2F</td>
<td>Experience in user services, library instruction, and academic libraries</td>
</tr>
<tr>
<td>Naomi Gold</td>
<td>LS 531</td>
<td>Online</td>
<td>Experiences as consultant, instructor, data management coordinator, and reference librarian</td>
</tr>
<tr>
<td>John-Bauer Graham</td>
<td>LS 505, LS 531 (Gadsden)</td>
<td>F2F</td>
<td>Experience as scholar, researcher, and academic librarian</td>
</tr>
<tr>
<td>Jill Grogg</td>
<td>LS 527</td>
<td>F2F</td>
<td>Experience in teaching and editorship of peer reviewed journals, research, and reference</td>
</tr>
<tr>
<td>Meredith Hammons</td>
<td>LS 527</td>
<td>Online</td>
<td>Experience as consultant, academic and public librarian, and instructor</td>
</tr>
<tr>
<td>Susan Herring</td>
<td>LS 501, LS 502, LS 527, LS 507, LS 506 (Gadsden)</td>
<td>Online</td>
<td>Experience in academic libraries, cataloging, and instruction</td>
</tr>
</tbody>
</table>
Table III.3 continued

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Delivery Mode</th>
<th>Relevant Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Luzius</td>
<td>LS 502, LS 508, LS 533</td>
<td>F2F</td>
<td>Experience in administration, reference, and access service.</td>
</tr>
<tr>
<td>Anne Perrault</td>
<td>LS 521</td>
<td>Online</td>
<td>Experience as school library media specialist and in public libraries</td>
</tr>
<tr>
<td>Stephanie Rollins</td>
<td>LS 567</td>
<td>Online</td>
<td>Experience in instruction, reference, electronic services, and medical libraries</td>
</tr>
<tr>
<td>Karen Scott</td>
<td>LS 522, LS 542</td>
<td>Online</td>
<td>Practical experience as technology coordinator and school media specialist</td>
</tr>
<tr>
<td>Emma Sovich</td>
<td>Book Arts</td>
<td>F2F</td>
<td>Experience as book arts and printing instructor</td>
</tr>
<tr>
<td>Annabel Stephens</td>
<td>LS 505 (Gadsden), LS 523, LS 530</td>
<td>F2F, Online</td>
<td>Experience in instruction and public library management</td>
</tr>
<tr>
<td>Emma Wilson</td>
<td>Serves on thesis committees</td>
<td>N/A</td>
<td>Practical experience as digital scholarship librarian</td>
</tr>
<tr>
<td>Michele Wilson</td>
<td>LS 504</td>
<td>Online</td>
<td>Practical experience as school media specialist</td>
</tr>
</tbody>
</table>

Some adjunct faculty members teach online while others teach face to face depending on program and scheduling needs. If they are teaching an online course, they work with the distance education coordinator to become familiar with the hardware and software. Adjunct faculty receive the same level of support in their teaching as do full-time faculty.

Once invited to teach as an adjunct, the SLIS director requests that the UA Graduate School approve a temporary appointment (three years) to the graduate faculty. And, as is the case with all full-time faculty, each is required to submit an electronic copy of their syllabus each semester the course is taught to the College, where it is then available for review. At the end of the course, students complete a Student Opinion of Instruction (SOI) survey. Their input is useful in determining whether or not to reappoint the individual to an adjunct role.
Each fall since 2014, the director has invited all current adjunct faculty to an adjunct faculty meeting at SLIS, which they may attend either face to face or virtually. Typically, at least half of the adjunct faculty members attend these meetings. SLIS also records the session to accommodate adjunct faculty who are unable attend in either format in real time.

This meeting is an opportunity for adjunct faculty to meet with regular faculty and staff at SLIS with whom they interact and to discuss issues that may be of concern to them (e.g., payroll, technology support, student services, textbook orders). It also provides an opportunity to discuss administrative changes that may affect adjunct faculty and to respond to questions they may have. At the fall 2016 meeting, there was discussion of the Self-Study, SLIS strategic planning, and the role and value of program learning objectives (PLOs). The *SLIS Guidelines for New and Adjunct Faculty* are revised annually and adjunct faculty are urged to download and review it. This document is available at https://alabama.app.box.com/files/0/f/8940675394/1/f94912778637.

### III.2

*The program 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 important component in ensuring that SLIS faculty meet the high expectations held by the institution is to follow a rigorous search process. The search process for new faculty at UA is strictly governed by University procedures, which SLIS follows. (See [http://facultyhandbook.ua.edu/v-composition-of-faculty-committees.html](http://facultyhandbook.ua.edu/v-composition-of-faculty-committees.html))

The first step in the search process is for the faculty to review the School’s program objectives and action plans and to identify the knowledge, skills, and abilities necessary in a new faculty member. Once the faculty are in agreement, a search committee is appointed and the position is advertised widely in order to attract a large and diverse pool of candidates.

Each application is reviewed and evaluated by the search committee, with each step being directed by University procedures to confirm that each candidate meets the criteria set forth in the position description. Applicants are interviewed by the dean and others in the College as appropriate. Once the search committee has a recommendation, SLIS faculty discuss that individual’s potential to meet the high teaching, research, and service standards of the School,
and the faculty as a whole vote whether to recommend an individual. That recommendation is then sent to the dean who makes the offer to the candidate. If no acceptable candidate is identified, the process is repeated.

Tenure-track faculty members are reviewed annually according to a schedule provided by the College. Their dossiers include statements of their research plans for the next year(s) and a review of their teaching, research, and service to date. Recommendations to the tenure track faculty member from the Faculty Committee within the School and from the director encourage innovation and provide the individual faculty member an opportunity to discuss personal growth. The fourth year review includes a review by the Office of the Provost and the sixth year review is the tenure and promotion review. Any time after five years of service as an associate professor, a faculty member may request that they be considered for promotion to full professor and discussions with the director is part of the process.

Non-tenure-track faculty reviews address teaching, research, and service and are first evaluated by the School’s Faculty Committee and the director before going to the College committee and the dean for review. They are reviewed annually for the first three years and, once a three-year contract has been renewed, only third year reviews are required for subsequent contracts.

All UA faculty are reviewed annually through the Faculty Activity Reporting (FAR) system, which provides individual online documents into which faculty compile their activities throughout the academic year. FAR reports are reviewed by the director prior to the end of every academic year. These reports and reviews are also available to the dean and provost. This process provides an opportunity to discuss faculty accomplishments and plans and to offer guidance and support for the upcoming year. Since the FAR records are maintained over time, it is possible to track projects and publications from inception to submission to publication and review. Information from the FAR is also used as a basis for merit increases. Additional information on FAR will be available on site.

While SLIS does not have a formal mentoring program, all of the above procedures include mentoring elements. In addition, faculty practice a high degree of collegiality and discuss with each other issues related to teaching and research and how they can collaborate.
III.3

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

The University, College, and School include diversity statements in their strategic plans and follow the spirit and the letter of those statements. Both the UA mission statement and a selected strategic goal, included below, demonstrate the very high priority placed on diversity:

The University of Alabama will advance the intellectual and social condition of the people of the state, the nation and the world through the creation, translation and dissemination of knowledge with an emphasis on quality programs in the area of teaching, research, and service.

To enrich our learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student bodies.

The College Strategic Plan includes providing “a learning environment that provides diversity, equity, leadership and service” as one of its strategic priorities. Commentary includes an emphasis on leadership and service by students, faculty and staff that supports intellectual, professional and personal development and contributes to the development of leaders, critical thinkers and problem solvers. Further, the College is committed to providing an environment that encourages and celebrates diversity, equity, leadership and service among every member of the community.

The School’s Strategic Plan supports the above statements through its vision, mission, and values statements. (See Standard 1.) A priority goal is “to recruit quality students, faculty and staff who are culturally and intellectually diverse.” (See Appendix I.A for an overview of the University, College, and School strategic plans.)

Progress in diversity activities is reported annually in our Diversity Report to the College and includes examples of conference presentations, community outreach, and classroom presentations. The 2015–2016 Diversity Report also included information on “internal processes in place that ensure diversity is addressed in faculty searches including the composition of search committees.” SLIS reported two searches during that academic year and described the care with which attention to diversity was conducted. Each search requires participation by an identified diversity advocate, who is tasked with ensuring that all required actions are taken to advertise
widely for a position and to conduct the search according to University requirements. Searches that do not adhere to University requirements are not allowed to go forward.

The College diversity officer is available to SLIS for discussion of questions regarding searches and hiring and to ensure that both the spirit and letter of the law. The College’s Human Resources Committee is currently discussing training for faculty and staff search committees on diversity. The University, through its Office of Equal Opportunity Programs, does provide a site for diverse searches and offers training. (http://eop.ua.edu/category.html)

As can be seen by the wide range of outlets in which positions are advertised and the composition of our search committees, SLIS takes diversity very seriously. Diversity is present in the faculty’s educational background, research interests, areas of expertise, and professional activities and service.

Annual diversity reports for 2014–2016 are available on site.

### III.4

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

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**Competence in Teaching Areas**

Both regular and full-time faculty members teach courses that have content closely related to their areas of scholarly interest and/or professional practice. Following are selected examples:

- Tonia Sutherland’s research interests include technology and the arts and community and cultural informatics. She teaches LS 590 Curating Digital Culture.
- Miriam Sweeney’s area of expertise includes digital media studies and critical information studies. She teaches LS 583 Social Aspects of Information. Relevant to her interests in race, gender, and information technology and social justice, she teaches LS 582 Race, Gender, and Sexuality in LIS and emphasizes social and cultural foundations of LIS in LS 501 Introduction to Library and Information Studies, which is a core course.
o Jamie Naidoo, an expert in literature for children and young adults, teaches LS 543 Traditional and Digital Storytelling, LS 520 Early Children’s Literature and Story Programming, and LS 580 Outreach to Diverse Populations.

o Laurie Bonnici, an expert in information technology, teaches LS 560 Information Technology, which is a core course, LS 569 Information Management, LS 581 Universal Design for Information Technologies, and two LS 590 special topics courses: Social Media and Informatics and Cybersecurity and Terrorism.

o Jeff Weddle, former director of the Sunflower County Library (Mississippi) and the Topsham (Maine) Public Library and reference librarian at the Concord (New Hampshire) Public Library, teaches LS 530 Public Libraries and LS 507 User Centered Information Services. Dr. Weddle, whose *Bohemian New Orleans: The Story of the Outsider and Loujon Press* (University Press of Mississippi, 2007) garnered the Welty Prize for Interpretive Scholarship in the Humanities, also teaches CIS 654 History of the Book: Print Culture and Society.

Determining what a potential faculty member can contribute to the instructional program of the School is an important component of the search process. As the search committee reviews applications and conducts interviews, this question is of major importance. It is discussed with each applicant to consider the extent to which that person’s knowledge, skills, and abilities might contribute to the instructional program. A requirement of the application process is that the candidate include a statement of teaching interest and philosophy. It, along with a discussion of their research agenda, is a required component of the first-year review of a faculty member.

**Technological Awareness**

SLIS faculty have a high level of competence in the use of technology. All regular faculty and most adjunct faculty regularly teach courses online as well as face to face. Now in their twelfth year of offering the MLIS program to national and regional cohorts, the faculty is well versed in the opportunities offered by this medium. The College of Continuing Studies provides regular workshops and assists faculty in course design and effective delivery so that they become comfortable with a wide range of tools. The SLIS distance education coordinator assists faculty on campus and virtually who wish to incorporate different tools in their course offerings.

In addition to Blackboard Learn for course management and Blackboard Collaborate for live classrooms, which are the primary vehicles for online teaching, faculty also use a wide range of technologies appropriate to the course content they are presenting. Examples for both face-to-face and online course offerings include:
○ CIS 621 Intercultural Perspectives in Youth Literature. (Courses with CIS designation are open to all UA doctoral students and all C&IS master’s students with instructor permission.) Jamie Naidoo focuses this course on critically examining the political, social, and cultural aspects involved in publishing children’s and young adult materials representing diversity. In previous semesters, Skype guest speakers included a Korean American LIS professor and an Iranian American author.

○ LS 530 Public Libraries. Jeff Weddle typically invites public library directors, managers, and staff members from around the country to engage in question-and-answer sessions with the class. He routinely invites Curtis Robinson, a 40-year veteran of print and digital community journalism, including professional experience in media outlets stretching from California to Maine, to address the class on media relations strategies for public libraries.

○ LS 533 Special Libraries and LS 524 Project Management. Sybil Bullock, former director of the Redstone Arsenal Scientific and Technical Library, uses Cisco, WebEx, Skype, and Google Hangout to present guest speakers in her classes. In the fall 2016 semester, guests from Doha, Qatar, and Germany met with her LS 533 class.

○ LS 560 Information Technologies. In this core course, Laurie Bonnici has students use Skype and FaceTime to connect with real world clients for class projects. In LS 569, Information Management, students use Lucidchart to perform entity-relationship diagramming.

○ LS 566 Metadata and LS 534 Medical Librarianship. Steven MacCall exposes students to the necessary new technologies for today’s library workplace, including the use of Twitter, blogs, wikis, and RSS feed aggregators.

○ LS 581 Universal Design for Information Technology. Taught by Laurie Bonnici, this course encourages students to use blogging, Twitter, and Instagram to share user modeling experiences reflecting understanding of technology users with physical disabilities.

**Effectiveness in Teaching**

The School and the University place high value on excellence in teaching, and SLIS faculty members are well qualified and effective instructors. Teaching competence is an important part of the interview process for faculty candidates, who are asked to present a public lecture on a topic of their choice to an audience consisting of faculty, students, and others in the University
interested in the candidate’s area of expertise. The search committee looks for evidence of prior
teaching experience on the applicant’s CV. Interview questions include asking about teaching
experience, instructional style, and preferences for courses to be taught.

New faculty members become acquainted with the School and its services as they prepare their
syllabi. They have the opportunity to learn about teaching support resources available elsewhere
on campus, including the College of Continuing Studies, which works with faculty in
instructional design of online courses. Within the University, the Faculty Resource Center (FRC)
provides faculty support in the use of instructional technology, and, within the College, the
Institute for Communication and Information Research (ICIR) provides support in the multiple
components of the research process.

As part of the review of tenure-track faculty, a senior faculty member evaluates the faculty
member’s teaching for each course through a syllabus review and a classroom visit. This report is
part of the formal documentation of the review. It occurs as part of the first and fourth year
review.

Students evaluate their instructors at the end of the semester by completing Student Opinions of
Instruction (SOI) surveys. Teaching competence is part of each annual faculty member review,
and input received on SOIs can provide an opportunity for mentoring faculty members in
methods of classroom instruction for improved learning outcomes.

Recent surveys completed by students and alumni at regional and national events offered
consistently high ratings for the quality of instruction received at SLIS. Following are sample
comments included by current students and alumni.

Current SLIS Students

By instilling me with the values and ethics of our profession, SLIS is enabling me to
make wise leadership choices based on precedent and traditional values of the
profession. It also is giving me the opportunity to make connections with other
librarians who could help by providing me with valuable information to inform my
leadership decisions. I do not know how I could be better prepared by this program.

This program effectively teaches all aspects of librarianship to prepare students to
take up leadership positions no matter where there are and no matter what their
role in the library might be. It also teaches its students how to share knowledge of the library to prepare them to teach not just patrons but other librarians.

From the beginning of this program, many class discussions focused on the diverse needs of all library patrons, stressing respect for all who seek information. One project allowed me to research a librarian who works for the betterment of underprivileged groups. Additionally, the needs of diverse groups were included in every conversation, from library hours to collection development.

SLIS Alumni

The strengths of the SLIS program are instructors who are educated and experienced in the materials they are teaching. They have had hands on experience learning what they are relaying to us. The instructors are also very accessible and supportive in student success.

Quality of instruction, and the interaction between professors and students is a strength of the program. Most learning was project-based and very hands on.

SLIS gave me the education foundation to be a great librarian. My instructors were knowledgeable, qualified, and engaged.

Faculty awards and honors for effective teaching from the College and elsewhere include the following: Anna Embree received the College Board of Visitors Teaching Excellence Award in 2015 and the Emerging Educator Award from the College Book Arts Association in 2011, and Steven MacCall received the Library Journal Teaching Award in 2010.

Participation in Appropriate Organizations

SLIS faculty have a strong tradition of service to professional associations and are active in a wide range of professional societies. They serve on committees, chair and co-chair projects, lead taskforces, and hold office. Some recent examples include the following:
- Steven MacCall served a three-year term as treasurer of the ALISE from 2012–2015.

- In 2016, Laurie Bonnici completed a three-year term as a member of the ALISE board of directors.

- In 2016, Steven Yates was elected president-elect of the American Association of School Librarians and will assume the role of president in 2017.

Appendix III.A provides a complete listing of the more than 40 professional associations in which SLIS faculty participate.

### III.5

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

The UA Faculty Handbook states that “faculty at The University of Alabama are required to demonstrate a sustained record of accomplishment in research, publication, creative activity, and scholarly achievement in order to attain tenure and promotion and to continue their pattern of accomplishments.”

Applicants for tenure-track positions are expected to have developed a research agenda and to have demonstrated progress in terms of presentations, publications, and related activities. Each annual review of tenure-track faculty requires that this agenda be updated to reflect its continuing development. This and evidence of progress are part of the dossier the tenure-track faculty member begins building in the first year and continues to build throughout the tenure-earning process. Similarly, the FAR document provides a record of progress with the research agenda. Additional information on FAR will be available on site.

The College supports faculty research interests in several ways. In their first year, new faculty receive $2,500 toward new computer equipment and are guaranteed $3,000 for research summer funding in the first year either from the University’s Research Grants program or the College. Tonia Sutherland received a grant in summer 2016 to conduct research in Trinidad and Tobago on the development of digital heritage identity and received a matching grant from the Capstone International Center. (See Standard V.8 for further information.)
In fall 2016, the College launched a new College-wide Strategic Funding Committee (SFC) whose purpose is to be responsible for allocating funds budgeted by the dean’s office to support strategic priorities and initiatives by overseeing the acceptance, review, and funding of proposals designed to enhance the College. The committee will oversee a rolling call for proposals that support the College’s strategic priorities, goals, and objectives. Steven MacCall serves as the SLIS representative on this committee.

SLIS faculty are considering instituting a research award to support faculty/faculty or student/faculty research with an annual grant or grants of $3,000 awarded by a faculty committee each year. Funding will come from research overhead. This proposal is currently under review by a faculty/student committee.

SLIS faculty have been active in applying for grants and have been successful in obtaining funding as described below. The following examples describe the ways in which research conducted by SLIS faculty and students have had an impact on our various communities. Since 2010, SLIS faculty have applied for $2,809,939.80 in grants and contracts with $1,632,767.86 awarded. Appendix III.B lists faculty grant activity for the period 2010–2016.

Faculty have received the following awards for their research activity:

- Steven Yates, representing the STAPLE project research team (Naidoo, Yates, Weddle), received the Merit Award from the Alabama Library Association in 2015 for activities in training non-degreed public library staff in Alabama. This was done through an Institute of Museum and Library Studies (IMLS) grant awarded in 2012.
- Jamie Naidoo received ALA’s Achievement in Library Diversity Research Award in 2016 in recognition of the impact of his research on this field of study.
- Laurie Bonnici’s 2015 publication of research in The Electronic Library received “highly commended” commendation in the 2015 Emerald Award for Excellence competition for outstanding papers.

As shown in Table III.4, from 2010 to 2016, current faculty (as of August 15, 2016) have published or exhibited ten books, 15 book chapters, 32 articles, 12 encyclopedia entries, 64 creative works and were included in five proceedings and the application for one patent. For example, in 2016, Jeff Weddle received a silver medal from the Florida Association of Publishers and Authors for his collection of short stories, When Giraffes Flew.
Table III.4. Scholarship, research, and creative and professional activities, 2010–2016

<table>
<thead>
<tr>
<th>Scholarship, Research, and Creative and Professional Activities</th>
<th>SLIS Totals*</th>
<th>Full Professors (2)</th>
<th>Associate Professors (6)</th>
<th>Assistant Professors (5)</th>
<th>Other Faculty** (1)</th>
<th>Individual Faculty Member Totals (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Book Chapters</td>
<td>25</td>
<td>2</td>
<td>19</td>
<td>4</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td>32</td>
<td>3</td>
<td>10</td>
<td>19</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>Encyclopedia Articles</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Essays and Reviews</td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>Interviews [Faculty as Subject]</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
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<td>2</td>
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<tr>
<td>Patents</td>
<td>1</td>
<td></td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>Proceedings</td>
<td>5</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Research Reports Published Separately</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Creative Works in Fiction and Poetry</td>
<td>22</td>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Creative Works in the Book Arts</td>
<td>37</td>
<td>24</td>
<td>14</td>
<td>4</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Awards</td>
<td>52</td>
<td>6</td>
<td>29</td>
<td>10</td>
<td>7</td>
<td>52</td>
</tr>
<tr>
<td>Offices held in National Associations</td>
<td>14</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Grants Received, Internal</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>Grants Received, External</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

*Co-authored work is counted as a single publication in the SLIS totals column. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

**Includes all full-time, non-tenure track faculty. Faculty in this category may hold teaching appointments without significant scholarship, research, or creative requirements.

See Appendix III.C: Scholarly and Creative Work by Current Faculty, 2010–2016.
The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

The SLIS faculty functions as a faculty of one. All discussions of faculty qualifications, diversity, research, professional activities, and contributions to the intellectual life of the MLIS program are made by regular faculty in its entirety. Faculty teaching primarily in the Book Arts are equal partners in the life of the School and its discussions. Developing our strategic plan, identifying and working on action items, putting in place the process of program learning outcomes (PLOs) are products of the entire faculty and reflect a strong belief in, and practice of, respect for and appreciation of, the contributions by many voices.

Diversity of Backgrounds

Regular and adjunct faculty obtained their advanced degrees from a variety of institutions. The following tables show the degrees and institutions from which these degrees were earned. If no number is present next to the name, it means that only one degree was earned from that institution. Doctoral degrees were earned at 12 different institutions, most of which are in library and information studies, and the master’s degrees in LIS were earned at 15 different institutions. The large number of MLIS degrees earned at The University of Alabama are accounted for because, for the past 40 years, much of the library leadership in the region was educated at UA, and these alumni are now one of our strongest sources of adjunct faculty. Nineteen faculty report having earned advanced degrees in ten areas in addition to the MLIS with most of these in the humanities and social sciences. Further information related to the faculty’s diverse backgrounds and their specialized knowledge in program content is available in their individual CVs.

The following tables, III.5 and III.6, also indicate the wide range of areas in which regular faculty and adjunct faculty have expertise, including information technology and universal design, project management, information ethics, metadata, digital libraries, children’s and young adult librarianship and literature, diversity, information theory archival studies, digital curation, social aspects of information, publishing, and school media.
### Table III.5. Institutions from which regular SLIS faculty received degrees

<table>
<thead>
<tr>
<th>Doctoral Degrees</th>
<th>Master’s Degrees in LIS (Degree Names Differ)</th>
<th>Master’s Degrees in Other Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>Indiana University</td>
<td>Boston University</td>
</tr>
<tr>
<td>Florida State University</td>
<td>SUNY—Albany</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>Indiana University</td>
<td>University of Alabama (4)</td>
<td>Morehead State University</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>University of Iowa</td>
<td>Penn State University</td>
</tr>
<tr>
<td>University of Alabama (2)</td>
<td>University of Kentucky</td>
<td>University of Alabama (2)</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>Carolina—Chapel Hill</td>
<td>Weston Jesuit School of Theology</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>University of North Texas</td>
<td></td>
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<tr>
<td>University of Pittsburgh (2)</td>
<td>University of North Texas</td>
<td></td>
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<tr>
<td>University of Tennessee</td>
<td>University of Pittsburgh</td>
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<td></td>
<td>University of South Florida</td>
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### Table III.6. Institutions from which adjunct SLIS faculty received degrees

<table>
<thead>
<tr>
<th>Doctoral Degrees</th>
<th>Master’s Degrees in LIS (Degree Names Differ)</th>
<th>Master’s Degrees in Other Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>Indiana University</td>
<td>Auburn University</td>
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<tr>
<td>University of Alabama (4)</td>
<td>Florida State University</td>
<td>Jacksonville State University</td>
</tr>
<tr>
<td>University of Texas</td>
<td>University of Alabama (10)</td>
<td>King’s College London</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>University of California—Berkeley</td>
<td>SUNY—Albany</td>
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<tr>
<td>University of Toronto</td>
<td>University of Denver</td>
<td>SUNY—New Paltz</td>
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<tr>
<td></td>
<td>University of Illinois at Urbana-Champaign</td>
<td>University of Alabama (2)</td>
</tr>
<tr>
<td></td>
<td>University of Tennessee</td>
<td>University of Alabama at Birmingham</td>
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<td>University of Alabama at Huntsville</td>
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<td>University of Mississippi</td>
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<td>University of Tennessee</td>
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<td>University of West Georgia</td>
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<td></td>
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<td>Wake Forest University</td>
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<td></td>
<td></td>
<td>Washington University</td>
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</table>
Interaction with Faculty within the Field and in Other Disciplines

Faculty members Steven Yates, Jamie Naidoo, and Jeff Weddle led the IMLS grant to provide a management training program designed for public library directors without a library master’s degree: Sustainable Training for Alabama Public Library Employees (STAPLE). Over the three years of this grant, a large number of practicing professionals participated in workshops, gave presentations, and worked with non-degreed leaders in public libraries in Alabama to provide them the skills necessary to be successful leaders in their small community public libraries.

The research performed by faculty members Steve Miller and Robert Riter supported by an IMLS grant considered greater collaboration between the MLIS and MFA degree programs and included participation by UA librarians as well as experts from other universities who have experience with coordinating content in these specializations.

As part of the Alabama Program in Sports Communication in the College, Steven MacCall has collaborated with the Paul W. Bryant Museum to consider state-of-the-art indexing methods for images of UA athletics (https://sportscom.ua.edu/people/steven-l-maccall/). He has also worked in program planning and participation in the annual one-day Sports Communication conference.

Laurie Bonnici is currently collaborating with Jeff Carver of the department of Computer Science in the College of Engineering at the University to continue automation of the Mobile Experimental Survey (MES) lab developed in her IMLS-funded Project ALFA grant. She is also collaborating with LIS faculty at Emporia State University to conduct research in the areas of health informatics and information technologies.

In 2014, Jeff Weddle placed second in the Prime Number magazine short fiction contest.

Several School faculty serve on the College Diversity Forum and collaborate on multiple diversity programs annually. These activities are described in the annual SLIS diversity reports, which are available on site.

There are numerous examples of interactions among SLIS and other units of the University. In April 2016, the Alabama Council on Higher Education (ACHE) approved the SLIS proposal for a certificate in archival studies as well as a concentration. In addition to course work, the program coordinator for archival education hosts reading groups focused on archival studies, which attract students and faculty not only from SLIS but also from the history department, University Libraries, and others on campus.
The University of Alabama Press, the scholarly publishing arm of UA, is located on campus and provides faculty and students with opportunities to discuss the business aspects of publishing. Dan Waterman, editor-in-chief, is a frequent and popular guest lecturer for SLIS classes and special events.

The School has strong linkages with the Center for the Study of Tobacco and Society, located in the College of Community Health Sciences at UA. Steven MacCall has served as an advisor to the Center.

The school media coordinator works closely with the College of Education to ensure that students in that specialization meet all requirements for certification as determined by the Alabama State Department of Education (ALSDE).

John Burgess is collaborating with Tonyia Tidline through the Scholars for Community Outreach, Partnership and Engagement (SCOPE) organization in the Council on Community-Based Partnerships, a subsidiary of the UA Division of Community Affairs, to develop a program for MLIS students to participate in community outreach projects as information specialists. The goal is to produce student articles for the *Journal of Community Engagement and Scholarship* and other scholarly venues.

Beyond the University, Steven Yates was a member of the statewide School Library Task Force convened by the Alabama superintendent of education in 2014-2015 and currently serves on the Alabama Virtual Library (AVL) Council, a term that runs through 2017.

Robert Riter provides consultation to the Black Radio Museum archives project in Birmingham, Alabama and other archival groups in the area.

Jeff Weddle is the SLIS representative to the Library Services and Technology Act (LSTA) advisory council for the Alabama Public Library Service (APLS), where his primary duty is to review and score public library grant applications for LSTA funding.

He is also the faculty liaison to the local Beta Phi Mu chapter.

In 2012, Jamie Naidoo was one of four consultants contacted by producers of *Sesame Street* concerning incorporation of authentic, accurate portrayals of Latin cultures into the show’s television programs, websites, books, and toys.
Practitioners are often invited as guests to meet with classes to discuss professional practice. Examples of interactions that took place in the 2015–2016 academic year include:

- Jaena Alabi, SLIS alumnae (2006) and reference librarian at Auburn University reported her on her experience as a public services librarian and her research on racial microaggressions” to LIS 502 Research Methods, taught by John Burgess. Alabi is the recipient of the 2016 ALA Ethnic and Multicultural Information Exchange Round Table (EMIERT) David Cohen/EMIERT Multicultural Award for her article entitled "Racial Microaggressions in the Academic Library Environment: Results of a Survey of Minority and Non-minority Librarians."

- Leonardo Padura, a once-exiled Cuban novelist, gave an open presentation describing his experiences as a writer and the social function of writing in Cuba. This was sponsored by MFA in the Book Arts faculty members Anna Embree and Steve Miller.

- Sara Farizan, author of If You Could Be Mine: A Novel and recipient of the 2014 Lambda Literacy Award for LGBT Children’s/Young Adult Literature, gave an online presentation of “Writing about Culturally Diverse LGBTQ Characters in Youth Literature” in Jamie Naidoo’s LS 621 Intercultural Perspectives on Youth Literature class.

- Daureen Nesdill, data curation librarian at the University of Utah, participated with Sybil Bullock’s LS 533 Special Libraries class in a web-meeting entitled “Data Curation and Big Data.”

- SLIS faculty interact with the University Libraries librarians by inviting them to visit classes to discuss trends and activities. For example, the science and engineering librarian met with students in the LS 512 Information Resources—Sciences class to discuss the use of 3D printing and other innovations. As part of the same course, students consulted with the UA health sciences librarian on a journal weeding project.

**Skill in Academic Planning**

Faculty are continuously involved in academic planning. In 2014, with the appointment of a new College dean, the School played an integral role in College-wide strategic planning and, from early 2015 forward, began the process that resulted in the approval of a formalized Strategic Plan in November 2015. (Standard I presents a discussion of this process.)
At SLIS faculty meetings during spring 2016, the plan was discussed, and, at the SLIS annual retreat in August 2016, three action items were identified for the 2016–2017 academic year and work begun on their implementation. Following, at the September 23 faculty meeting, progress in these areas was documented and will continue to be discussed and recorded throughout the academic year.

At the final faculty meeting of the academic year (April 2017), the faculty will discuss what has been accomplished and what more may need to be done and in what time frame. At the 2017 annual retreat, past accomplishments and learning experiences will be used to determine any necessary changes to the Strategic Plan, including possible action steps to be added or changed, upon, and the process will be repeated over the next academic year. The plan is to develop a means of recording progress made so that we have a continuing record that will serve our needs as we move forward, including reporting to the College and to COA.

Similar careful planning has gone into the development of program learning outcomes (PLOs). An earlier, grade-based process has been replaced by a process based on four outcomes that address the student’s ability to understand, apply, and evaluate. Courses are mapped to the PLOs to indicate where specific skills, knowledge, principles, and needs of constituencies occur. This is a first step toward closer examination of the core as well as discussion of developing a capstone experience. The faculty will follow a process of documentation of the extent to which objectives are mastered in each course so that faculty can make appropriate changes and measure effectiveness. Additional discussion of PLOs is available in Standards I, II, and IV.

In 2010, the decision was made to pursue the development of an archives education component and Robert Riter, recently hired to teach in that area, was given responsibility for that task. Through his work and with the support of the Curriculum Committee, in 2016 SLIS received approval to offer a certificate in archival studies as well as approval for a specialization.

In 2011, SLIS received funding for an IMLS Planning Grant to investigate the feasibility of establishing a dual MFA/MLIS program. While the findings indicated that a formal dual degree was not the appropriate path forward, the discoveries of the grant have informed the establishment of strategic collaborations between the two programs.

Examples of faculty review of existing programs and exploration of new approaches include the following:
An example of planning for the best use of resources includes consideration of continuing to offer a single core course face to face each semester at Samford University in Birmingham as a convenience for students in that area. A review of registration for the past three years indicated that fewer and fewer students were registering for the course. Faculty voted in September 2016 to suspend teaching face-to-face classes at Samford.

As an open faculty position becomes available, faculty discuss program needs and the kinds of knowledge, skills, and abilities that are needed to continue to strengthen the program and to move forward. In 2015, a faculty member with a specialization in digital curation was hired. In the two searches underway in the 2016–2017 academic year, one will support the school library media specialization and the other is intended to strengthen our information technology component. Before the EBSCO Chair of Library Services position is advertised, the faculty will identify the research areas that will be of most value to the program.

**Intellectual Environment**

The intellectual environment of SLIS is enriched by the diversity of our faculty, our programs, and our students. It is also enhanced by our colleagues in the other units of the College. SLIS faculty are members of College-wide standing committees, which provides junctures for interaction with sister disciplines. The College doctoral program is interdisciplinary, which provides a range of PhD students in each area to work with one another and for faculty in the several teaching departments to discuss issues of mutual interest.

The College fosters an environment of extensive diversity activities, and SLIS faculty participate in many programs, seminars, and other public fora. The University Libraries has advanced an active digital humanities program, and SLIS faculty support the digital scholarship librarian in planning programs and attending a range of lectures that explore this area of interest.

Student organizations at SLIS, discussed in Standard IV, serve as an important component of the intellectual environment. Additionally, these groups provide an opportunity for distance education students to participate in the life of the school as all programs and business meetings offer virtual as well as face-to-face attendance.
III.7

Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. The 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.

In the College, it is the responsibility of each department chair/director to make teaching load assignments. In SLIS, tenure-track faculty typically have a 2-2 teaching load. All faculty are expected to teach both face to face and online, and, during their first year, new faculty become familiar with Blackboard Collaborate and Blackboard Learn learning management software systems. If the faculty member has been awarded a grant or is assigned an important project, the faculty member may receive a course release for a semester or for the duration of the project. An exception to this pattern is that the EBSCO Chair in Library Serves teaches one course per semester. The expectation is that the chair holder will be bringing research grants to the School as well as leading and participating in research and scholarship activities.

Faculty course assignments are directly related to their academic and professional research and professional experience. While the director asks faculty their preferences as to the courses they would like to teach, faculty understand that the curricular needs of students take precedence over faculty preference. A schedule of core course rotation is available, and, therefore, faculty are aware of when they will teach in the core and when they might plan to offer electives with that schedule in mind. Faculty have the opportunity to teach in the summer or during interim sessions, which are compressed (three-week) sessions between spring and summer terms and between fall and spring terms.

Faculty are expected to pursue an active research agenda that results in papers, presentations, and other evidence of active research. They receive travel support, graduate assistant hours, and technical assistance in these endeavors.

Each faculty member is expected to meet appropriate service responsibilities to the School, the College, the University and the profession. Expectations of senior faculty are greater than expectations of junior faculty in that, while senior faculty are expected to take a leadership roles in committee work or an academic specialty, junior faculty are expected to be committee members or representatives to campus or external organizations. All faculty are expected to represent the School in professional organizations that will enhance their teaching and research.
III.8

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

University and College procedures for systematic evaluation of faculty are specified in the faculty handbook. All tenure-track faculty begin developing a dossier during their first year. Beginning with a statement describing their teaching philosophy and a statement describing their research agenda, the dossier also includes evidence of teaching ability and effectiveness, research and creative accomplishment, and service to the University, the profession, and the public.

Documents included in the review include SOIs, FAR information, and description of a classroom teaching peer review (in the first and fourth years).

A spreadsheet is prepared providing a summary of the above. This dossier is submitted each year by the tenure-track faculty member to the School’s Faculty Committee, which reviews the dossier and makes recommendations. The dossier and letter then go to the director, who prepares a letter of evaluation that is added to the dossier before it goes to the dean for review. The dean then reviews the dossier and prepares a letter to the faculty member. In the fourth and sixth year, the provost’s office reviews the material. Decisions on tenure occur in the sixth year.

Review for promotion from associate to full professor is outlined in the College faculty handbook. The review committee for an individual faculty member is composed of all school faculty at or above the rank for which the faculty member is being considered.

Non-tenure-track contract faculty are reviewed annually the first three years of employment. Once a three-year contract has been reviewed for a second contract period, only third-year reviews are required for subsequent renewals. They follow the same process of dossier building as do tenure-track faculty and are reviewed in the School by the Faculty Committee, the director, and then go to the College Faculty Committee for review.

III.9

The program has explicit, documented evidence of ongoing decision making processes and the data to substantiate the evaluation of the faculty.
For tenure-track and contract faculty, the dossier provides data for evaluation as do their FAR reports that are prepared individually by faculty members for annual review with the Faculty Committee, the director, and the dean. The SOIs completed by students provide data on the teaching/learning process. Review of tenured faculty is based largely on the FAR and the SOIs.

For several years an annual exit survey was administered to graduating SLIS students. This was suspended in 2013 and resumed in 2016. The low return on this survey limits its usefulness as an evaluation tool. As it again becomes part of the evaluation process, it is anticipated that more students will respond.

Detailed letters of review from the SLIS Faculty Committee, the SLIS director, and the dean of the College are issued annually for each tenure-track faculty member and become part of the individual faculty member’s dossier.

**III.10**

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

All faculty members receive a written annual evaluation from the SLIS director upon the director’s review of their FARs. The FAR review is also the primary source of information used in making decisions on salary increases.

The annual review of each tenure-track faculty member by the Faculty Committee, the director, and the dean provide evidence for areas of improvement. Contract faculty are reviewed each of their first three years and then every three years thereafter. If syllabi do not address program learning outcomes the lead faculty for core courses have the responsibility for ensuring that PLOs are properly addressed.

Student Opinions of Instruction (SOI) surveys are now required from all students who have taken a course during the semester. Their responses are helpful in identifying less-than-positive teaching practices and, while SOIs are not the only evidence required, a recent situation arose in which further investigation of reported issues determined removal of an individual from the adjunct list by the director.
STANDARD IV

STUDENTS

IV.1

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

The growth of the University has been a priority for more than a decade, and, since 2004, the student population has more than doubled in size. In the fall of 2016, the student body numbered 37,665—4,629 of whom are graduate students. While undergraduate enrollment increased by 1.5% for the 2016–2017 academic year, graduate enrollment remained basically flat. Named as president in 2016, Stuart Bell has indicated that the focus going forward will be for the University to increase graduate programs and strengthen research activities.

Student enrollment in the MLIS program in 2015 was 190. This figure does not include students enrolled in the MFA in the Book Arts, whose enrollment numbers average 12-15. Over the past decade, there has been a transition in the student body from primarily face to face to primarily online so that, currently, approximately two-thirds of the student body is enrolled in courses in the online mode. The 2016 national online cohort numbered 61 students from 25 states and provinces. In addition, MLIS students may choose a blended option of required classes delivered online and selected electives delivered face to face at the University’s Gadsden Center in Gadsden, AL. These students also take electives online. Students who select the blended program option begin their studies in January rather than August.

Table IV.1 provides enrollment figures for face-to-face, national cohort, and regional cohort students for 2010–2016:
Table IV.1. MLIS program enrollment (incoming students), 2010–2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Incoming F2F Fall</th>
<th>Incoming F2F Spring</th>
<th>Incoming National Online Fall</th>
<th>Incoming Regional Online Spring</th>
<th>Total MLIS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>68</td>
<td>15</td>
<td>43</td>
<td>27</td>
<td>153</td>
</tr>
<tr>
<td>2010-11</td>
<td>59</td>
<td>16</td>
<td>43</td>
<td>18</td>
<td>136</td>
</tr>
<tr>
<td>2011-12</td>
<td>48</td>
<td>8</td>
<td>43</td>
<td>19</td>
<td>118</td>
</tr>
<tr>
<td>2012-13</td>
<td>28</td>
<td>17</td>
<td>57</td>
<td>15</td>
<td>117</td>
</tr>
<tr>
<td>2013-14</td>
<td>31</td>
<td>8</td>
<td>59</td>
<td>00</td>
<td>98</td>
</tr>
<tr>
<td>2014-15</td>
<td>25</td>
<td>8</td>
<td>58</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>2015-16</td>
<td>25</td>
<td>6</td>
<td>48</td>
<td>13</td>
<td>92</td>
</tr>
</tbody>
</table>

In projecting enrollment growth, emphasis in the near term will be to expand the number of face-to-face students in order to maintain a collegial environment for students who wish to learn in this mode. With the recent approval of the archival education certificate (2016), we anticipate that this is one way for us to grow our face-to-face enrollment. We carefully monitor the national online cohort to see at what point it may be feasible to enlarge the number. The Gadsden online cohort, whose enrollment was suspended in 2013 and reinstated in 2015, is steadily growing. Thirteen new students were enrolled in January 2016 and, for 2017, 15 students have been admitted with several in process. Because this cohort serves a primarily regional market (eastern Tennessee, north Georgia, and northern Alabama), we anticipate that it has the potential to grow to approximately 30-35 new students enrolled at any one time.

The School of Library and Information Studies (SLIS) policies on recruitment, admissions, financial aid, placement, and internships reflect the goals and objectives of the School and its planning activities, which are documented in the SLIS Strategic Plan. SLIS carefully follows University and College procedures in each of the above stated areas. While marketing the program to a national audience, the School also works toward fulfilling the goals of its state constituents by recruiting and preparing students for careers in LIS in Alabama. SLIS takes note of opportunities afforded by the Academic Common Market, which encourages and assists students from participating states to pursue their higher education goals at in-state tuition rates.

SLIS faculty have actively promoted the American Library Association (ALA) Spectrum Scholarship with currently enrolled students, and several faculty have worked with the ALA Office of Diversity, Literacy, and Outreach to encourage applications for these scholarships.
Enrollment planning has received attention and action over the past six years, and recruitment issues continue to be top priorities for SLIS. The SLIS Strategic Plan includes a priority goal “to recruit quality students, faculty, and staff who are culturally and intellectually diverse” and corresponding action steps include the following:

- Build and diversify our student body through active recruitment
  - Develop an actionable and sustainable recruitment strategy targeting students from underrepresented and minority communities
  - Continue regional, national, and international distance education recruitment
  - Make social responsibility and justice a point of emphasis for the School in order to be more attractive to students from underserved communities
  - Build our reputation with local and regional colleges and universities
  - Increase efforts to attract UA undergraduates from a variety of degree programs
  - Recruit at local, regional, and national academic and professional meetings
  - Explore the feasibility of implementing a Knowledge River or similar program (see https://ischool.arizona.edu/knowledge-river-0)

At their annual retreat in August 2016, SLIS faculty selected “develop an actionable and sustainable recruitment strategy” as one of its action steps for the upcoming year. In keeping with the University’s mission and diversity statements, the College Diversity Plan and SLIS diversity commitments, the School continues its efforts to recruit members of underrepresented groups to the information professions.

Additional information from earlier diversity reports (2014, 2015, 2016) is available on site and demonstrates that diversity is of continuing importance to the program and is reflected in its teaching, scholarship and service. The College combines the reports of all its teaching units and publishes a single document that celebrates the contributions of all.

The following tables provide a snapshot of our student body over the past several years.
Table IV.2. MLIS current enrollment by age and gender, 2010–2015

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-24</td>
<td>211</td>
</tr>
<tr>
<td>25-29</td>
<td>208</td>
</tr>
<tr>
<td>30-34</td>
<td>190</td>
</tr>
<tr>
<td>35-39</td>
<td>177</td>
</tr>
<tr>
<td>40-44</td>
<td>154</td>
</tr>
<tr>
<td>45-49</td>
<td>109</td>
</tr>
<tr>
<td>50-54</td>
<td>59</td>
</tr>
<tr>
<td>&gt;54</td>
<td>36</td>
</tr>
</tbody>
</table>

Table IV.3. MLIS current enrollment by ethnic origin, 2010–2015

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>280</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>265</td>
</tr>
<tr>
<td>Asian</td>
<td>246</td>
</tr>
<tr>
<td>Black, African/American</td>
<td>219</td>
</tr>
<tr>
<td>White</td>
<td>20</td>
</tr>
<tr>
<td>Two or More</td>
<td>20</td>
</tr>
<tr>
<td>Unknown</td>
<td>20</td>
</tr>
<tr>
<td>Int’l</td>
<td>20</td>
</tr>
</tbody>
</table>

As the University places greater emphasis on recruiting graduate students, it is anticipated that the diversity of our student body will increase. Currently, we have several international students, including one Fulbright student from Palestine and one student from China, and it is expected that we will continue to recruit additional international students.

The following list includes events attended to promote recruiting by SLIS in 2015–2016:

- C&IS Student Showcase and Career Fair, Bryant-Denny Stadium, UA campus, Tuscaloosa—March 26, 2016, Ann Bourne
- Alabama School Library Association Conference, Corner High School, Dora, AL—June 6, Ann Bourne and Steven Yates
- Alabama Educational Technology Conference, BJCC, Birmingham, AL—June 7–9, 2016, Jamie Naidoo, Beth Riggs, and Steven Yates
- MLIS Fair, Oglethorpe University, Atlanta—June 18, 2016, Brandi Robertson King (SLIS alumna) and Beth Riggs
- ALA Conference, ALISE shared booth, Orlando—June 23–26, 2016, Ann Bourne, John Burgess, and Beth Riggs
- ALA Conference, LEADERS WANTED: Doctoral Student recruiting, Orlando—June 24, 2016, Ann Bourne, John Burgess, and Beth Riggs
- Graduate School Preview Day, Ferguson Center, UA campus, Tuscaloosa—September 15, 2016, Beth Riggs with Jim Bailey and Bill Evans
- Alabama Connection recruiting events, Stillman College campus, Tuscaloosa—October 4, Beth Riggs
- Georgia Library Association/SELA Conference, University of Georgia campus, Athens, GA—October 5–7, 2016, Beth Riggs
- Kentuck Festival of the Arts, Northport, AL—October 15–16, Anna Embree
- Public History Seminar, History Department, UA campus, Tuscaloosa—November 11, 2016 Robert Riter
- McNair Scholar’s Day, North Engineering Research Center, UA campus, Tuscaloosa—November 15, 2106, Beth Riggs and Robert Riter
- MFA print-making workshop with Katie Baldwin’s UAH undergraduate print-making class, MFA type lab, SLIS, UA campus, Tuscaloosa—November 15, 2016, Sarah Bryant

SLIS students have access to opportunities for financial aid both in the form of assistantships and as the result of the efforts of active alumni who have provided numerous scholarships through endowments. SLIS students are encouraged to pursue any and all assistantships, scholarships, and awards available to them. SLIS is among the top programs in North America in income from endowments and gifts for scholarships and awards. The School also keeps its students apprised of external funding for conference travel and other academic purposes, and many students, both face to face and distance education, take advantage of these opportunities. Examples of these opportunities are noted elsewhere in this Standard.

In the 2015–2016 academic year, the Library School Association (LSA) began conversations about supporting the School’s efforts to increase available funding to sustain diversity recruiting and retention. The board is considering adding monies to the existing SLIS Minority Scholarship fund (with a $10K corpus) and/or establishing a new minority scholarship endowed at the current minimum $25K level.
SLIS does not have a position that includes the duties of a placement officer. Instead, faculty advisors, area coordinators, the director, and the assistant director all participate in counseling students regarding employment. SLIS administration provides online announcements of job vacancies through SLIS-L, an open subscription listserv for alumni, faculty, students, colleagues, and others. Some SLIS courses include sessions on job seeking as well as interview strategies and techniques for face-to-face and online students, and SLIS student associations plan and schedule “brown bag” programs focusing on career skills. The Library School Association (LSA), the SLIS alumni association, sponsors Mentoring Day event every year, at which speakers from different sectors of the Library and Information Studies (LIS) working world present their advice and respond to student questions. LSA also sponsors an annual Alumni Day, which offers students the opportunity to network with potential employers. Faculty are frequently asked to serve as references and are always willing to review application documents and proffer advice. Students are encouraged to engage alumni mentors to learn more about various career options.

IV.2

Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, description 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.

SLIS makes program and general information available via a variety of communication channels. These channels include the SLIS website (slis.ua.edu), social media outlets, listservs, email, U.S. Postal Service, and print distribution. SLIS has worked successfully on its priority to improve the School’s visibility in Alabama, the region, and nationally by developing and distributing current, useful, accurate, and attractive materials. The College of Continuing Studies at UA plays a major and much appreciated role in developing and marketing information on the SLIS online study options. The College graduate studies brochure includes information about the MLIS program. Detailed descriptions of the curricula and requirements for graduate programs are found in the University’s graduate catalog (graduate.ua.edu).

In 2016, as part of a campus-wide effort to reinforce a unified graphic identity, the SLIS website underwent significant redesign. This ongoing project allows SLIS to highlight distinct features while promoting a consistent visual identity for the College and the University.
The website offers the most comprehensive source of information about SLIS and its programs for potential students and is updated daily. The website makes the following accessible:

- SLIS mission, goals, objectives, and values
- Admissions requirements
- Financial assistance, including scholarships
- Curricula and schedules
- Descriptions for all current faculty and staff and areas of expertise
- Evaluation and assessment of student and program performance
- Information on student associations
- Contact information

Printed information about the School and its programs in the form of fliers, updated as needed, are available from the SLIS administrative office and are posted on bulletin boards and distributed to various locations on and off campus. These printed materials include details concerning SLIS programs, basic admission and financial aid information, and contact information (phone, fax, email, and web addresses). SLIS has a long-standing tradition of recruiting at regional and national conferences, such as Alabama Library Association (ALLA) and ALA, where faculty and administration meet with student prospects at sponsored booths providing attractive visual SLIS-centric displays and take-away print materials.

The School is committed to the investment of time and effort needed to create and update accurate information about its programs for potential students. The SLIS website is continuously updated by a School faculty member assigned that responsibility and assisted by the School technology specialist. They update with recent information about the School and its programs as well as information on our graduates and recent events and upcoming opportunities. The SLIS website was derived from University standards and is maintained at the College level. The SLIS website is an integral part of the College website.

The SLIS director, assistant director, and distance education coordinator meet once a semester with marketing staff at the College of Continuing Studies in regard to our distance education programs to ensure that descriptive details concerning the online programs are timely and accurate and to discuss innovations in distance education.

Examples of recruiting materials are available on site.
IV.3

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

The Graduate School at The University of Alabama is the primary source for information about graduate programs at UA and the portal through which prospective students submit their application materials (graduate.ua.edu). SLIS admissions policies and procedures follow and complement those of the University, the Graduate School, and the College. Applications to SLIS programs are submitted to and reviewed first at the Graduate School, where each application is audited to ensure that the various components have been received and that the candidate meets the basic academic requirements for graduate studies. A completed application for admission to studies in the MLIS program must include the following items: application form, statement of purpose, transcripts, test scores (GRE or MAT), and the application fee. Students must request three letters of recommendation to be sent directly to SLIS and, if they wish, they may send additional materials, such as resumes or evidence of awards and honors. Applicants also indicate if they wish to attend classes face to face, study online with the national cohort, or enroll in the Gadsden cohort.

The Graduate School informs SLIS and makes available to SLIS an electronic copy of each application document as it is received. SLIS administrative staff contacts each new applicant with a welcome letter, a checklist of required items, and documents that describe admission requirements and helpful notes. A physical file is created for each applicant, color coded by SLIS program (MLIS, MFA) or preferred type of program delivery (face to face, online, or blended [Gadsden]).

Once the SLIS file is complete, the Student Affairs Committee is informed. This committee, consisting of three faculty members, the assistant director, and a student representative, is appointed annually by the director, and it has as one of its responsibilities that of reviewing all applications. Each application is reviewed by two faculty members, and their recommendation is
forwarded to the director who makes an admissions recommendation to the Graduate School to admit unconditionally, conditionally, or to reject.

The internal procedures for admission to the SLIS national online cohorts differ because of the number of applicants for a limited number of places. The national online cohort is limited to 60 students in order to maintain two sections of no more than 30 students. When all applications for the online cohort received by the deadline (April 1) have been reviewed by the Student Affairs Committee, the director, the assistant director, and the distance education coordinator meet to select 60 or more cohort members from the pool of approved applicants. A few additional candidates are initially selected to take the places of any who decline the offers. The director then sends recommendations to the Graduate School for those who have been selected for the online cohort. Those not selected for the online cohort receive a letter outlining alternative options, which include remaining in the pool for the next annual cohort, joining the Gadsden regional cohort, or attending face to face. These candidates for admission may also opt to remain in the pool of candidates to fill vacancies in the current cohort.

Occasionally, the Graduate School will forward “conditional admits,” files of applicants whose credentials come very close to the requirements, whose applications are promising but incomplete, or who appear to have compelling reasons for special consideration. These are reviewed by the SLIS Student Affairs Committee and the director, and any admission recommendations are sent to the Graduate School.

The following presents an overview of the application process for SLIS online cohort applicants.
<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
</tr>
</thead>
</table>
| Student        | o Submits the following applications materials to Graduate School  
               |   - Application data sheet  
               |   - Statement of Purpose  
               |   - Transcripts  
               |   - Admission Test Score  
               |   - Application Fee  
               |   - International students add TOEFL and additional financial information  
               |   - Application review sheet  
| Graduate School| o Notifies SLIS when all application materials received.  
               | o Emails application review notice to SLIS office where three letters of reference are added.  
| SLIS           | o Two of three admissions committee members provide independent review.  
               | o For each candidate who meets admission requirements:  
               |   - SLIS office files packet in candidate pool until deadline  
               |   - Director and distance education coordinator review and select cohort members after deadline.  
               |   - SLIS sends email and letter to selected candidates inviting them to join the online cohort.  
               | o For applicants who do not meet admission requirements, Director returns files to Graduate School immediately.  
               | o For applicants who meet admission requirements but are not selected for online cohort, face-to-face and Gadsden options are presented as alternatives for consideration. |

**Financial Aid: Scholarships and Assistantships.**

Financial aid is available to MLIS students in the following forms: paid graduate assistantships, scholarships, fellowships, and grant-funded work.

SLIS has 23 state-allocated, quarter-time (.25) graduate assistantships. The process of allocating assistantships to applicants is that the SLIS Student Affairs Committee and the SLIS director rank
applicants on the academic strength of the application, demonstrated student need, and availability of suitable work. Offers are made, and, if a student chooses not to attend SLIS or turns down the assistantship offer, an alternate student is selected. Table IV.5 illustrates a funding distribution for SLIS graduate assistantships from 2010–2016. (The “undergraduate student assistant” student stipend categories resulted from default codes automatically applied through UA e-Print Reports software. SLIS does not enter this data.

Table IV.5. Graduate assistantships history, FY 2010-2016

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| Grand Total Stipends         | $1,102,628.89 |
| Grand Total Tuition Benefits | $1,765,618.50 |

Assistantship awards for master’s degree students extend for one academic year (two semesters). However, if a student wishes to continue for an additional semester, a second application will be considered, but a third semester assistantship will not be guaranteed in advance. Award letters state clearly the semesters for which the assistantship applies. MLIS graduate assistants work ten hours per week for a SLIS faculty member, a member of the University Libraries faculty, or for Area Computing Services in the School. In each case, students learn different aspects of library and information science studies while contributing to the School’s mission.

Assistantships for doctoral students differ from those available to MLIS and MFA students. Six quarter-time assistantships are combined to make three half-time assistantships for doctoral
students concentrating in library and information studies. These assistantships are administered by the associate dean for graduate studies in the College of Communication and Information Sciences (C&IS), but the decision as to which students receive support remains with SLIS, and doctoral students with these assistantships work specifically within the School. Each of the three doctoral assistantships covers three full years with an expectation of 20 hours of work performed each week.

SLIS has been able to offer some work for MLIS students based on external funding. These opportunities rarely include tuition but may cover hourly wages. For example, one student who works on the Association of Library and Information Science (ALISE) Statistical Report receives summer hourly funding plus travel funds to attend the annual ALISE Conference. That student is supported with a graduate assistantship during the academic year.

In 2012, SLIS received IMLS grant funding for a joint project between SLIS and the Alabama Public Library Service (APLS) to provide management training to 60 of the state’s non-degreed public library administrators in two cohorts. The Sustainable Training for Alabama Public Library Employees (STAPLE) project helped provide these library managers with enhanced planning, communication, and networking skills. The educational resources developed by the project were then made available on the web. During the three years of the grant, SLIS students participated by coordinating training sessions, creating surveys to gauge the success of programs, and assisted in creating a website to share information.

SLIS alumni and friends have been generous to the School and, as a result, numerous endowed scholarships are available to students. Table IV.6 following lists the scholarships and the amount of each. They are available to both face to face and online students.
Table IV.6. Endowed scholarships history, FY 2010-2016

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Grand Totals                     $122,545.00| $140,568.00| $137,674.00| $174,807.00| $144,208.62| $114,425.49| $814,222.81

Tables IV.7 and IV.8, following, provide graduation rates at SLIS from 2010 to 2016. A degree year accounts for the spring of the given year and the fall and summer of the previous year. These data exclude 26 students for whom the MLIS was a second graduate degree.
Table IV.7. Time to degree in months for MLIS, degree years 2010–2016 (includes students who transferred into this degree after their first year of graduate school)

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<td>Maximum Months to Degree</td>
<td>Mean Months to Degree</td>
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<tr>
<td>2010</td>
<td>323</td>
<td>22</td>
<td>135</td>
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<td>2011</td>
<td>328</td>
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<tr>
<td>Total</td>
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<td>203</td>
<td>232</td>
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Summary for all Degree Years

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<th>Percent</th>
<th>Cumulative Percent</th>
<th>Frequency</th>
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Table IV.8. Time to degree in months for MLIS, degree years 2010–2016 (excludes students who transferred into this degree after their first year of graduate school)

<table>
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<tr>
<th>Degree Year</th>
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<th>qSchool</th>
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SCHOOL OF LIBRARY & INFORMATION STUDIES | SELF-STUDY 2017
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Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

The current approach to managing student admissions is based on where and how the student completes the 18-hour core.

Students can complete their 18 hours of core courses in three ways:
- Face-to-face students take courses in Tuscaloosa
- National online cohort members take two core courses per term for one year
- Regional [Gadsden] online cohort members take one core course per term for two years

If the student is a member of a cohort, the cohort remains together until the required core is completed. This builds community in that the same group of students moves through the core progression largely intact. Online elective courses are offered to all students both online and face to face, and are taken as time and schedules permit.

**Advising**

Upon admission to the MLIS program, each student is assigned an advisor and, to the extent possible, the assignment is made based on interests the incoming student has expressed. When they access the SLIS website, potential students will find a listing of several areas of emphasis one may pursue at SLIS. When preparing the Statement of Purpose as part of their application, students may express particular interest in an area that is similar to one of the areas of emphasis. In assigning advisors, the director takes into consideration evidence, including comments in the statement of purpose or discussions with the applicant that may be available. For example, students interested in children and young adult services will be assigned to Jamie Naidoo, whose teaching, research, and experience are centered in that area. Students interested in archival studies will be assigned to Robert Riter, who coordinates the archival studies program. Students interested in school library media will be assigned to the faculty member responsible for school media certification.
Orientation

Students who are part of the national online cohort spend three days in Tuscaloosa at SLIS in August the week before they begin their online studies to participate in a comprehensive orientation to the program, to SLIS, and to the resources available to them. In addition to sessions regarding use of the technology for doing their course work, introduction to library resources and services, and discussion of areas of emphasis, students meet their advisors at a “Dinner with your Advisor” event held on the second evening of orientation and then have the opportunity to meet individually and informally the following day. This orientation carries one graduate credit hour.

The one-day orientation for the Gadsden regional cohort is held at the UA Gadsden Center, and several faculty attend that meeting. While there is not an exact match between new students and assigned advisors, the advisement process is discussed in general terms. The agenda for the 2017 orientation in Gadsden is presented in Appendix IV.A.

The one-day orientation for face-to-face students is held on campus in Tuscaloosa. All faculty attend and are introduced. Informal discussions at the end of the meeting provide advisors and advisees an opportunity to meet if they have not already done so. For mutual convenience, much advising is done online.

Faculty maintain posted office hours for students who attend SLIS face to face. Occasionally, if there is a mismatch between the interests of advisor and advisee or the advisee becomes interested in a different career direction, a no-fault reassignment is made. Students who may feel that their advisor does not meet their needs in some way discuss the issue with the assistant director, and, when a solution is found, the student’s record is changed to reflect that change.

For example, a student assigned to Jeff Weddle because of a stated interest in public librarianship, once she began taking courses, found that her interests had changed to an interest in working with diverse populations. Should she wish to do so, she would be assigned to Jamie Naidoo as her advisor.

Assessment and Grading

Faculty members are expected to include information about the criteria for grading in each course syllabus. Each syllabus also includes a statement of academic integrity that explains the
possible consequences of plagiarism, cheating, and other acts of academic misconduct. In addition, the Graduate School website includes a full explanation of this policy (graduate.ua.edu). The Graduate School determines grading policy for graduate students, and these policies are available in the graduate catalog. Students may receive grades of A, B, C, D, and F. At the time of graduation, the minimum GPA for all graduate-level courses taken in the student’s degree program must be at least a 3.0.

Individual instructors are responsible for grading the work of students in their courses and in for-credit experiences, such as faculty-guided independent studies. Faculty provide written feedback for students in both face-to-face and online courses. Students pursuing the school library media specialization must take a statewide comprehensive examination in order to receive state certification. There is growing interest among the faculty to consider a capstone experience, such as an e-portfolio, that would evaluate the extent to which students throughout their programs meet expected learning outcomes. The feasibility of e-portfolios is expected to be revisited when the new SLIS director assumes his position in fall 2017.

**Internship Reviews and Evaluations**

Students provide feedback to the SLIS internship coordinator via email or meetings throughout the internship process. Each student intern compiles a log of their hours, a journal of their activities, and prepares a two- to three-page paper describing and evaluating the experience. Two project management courses (fall 2015, summer 2016) taught by the internship coordinator reviewed records of internship experiences over the past decade. Past student participants indicated that they had high regard for the experiences and found them very useful. Reports of these two projects are available for review on site.

Additionally, students in Prof. Bullock’s LS 524 course Project Management in Information Settings reviewed the SLIS internship program since its inception and those project results are available on site. (See Standard II.3 for a discussion of experiential learning.)

**IV.5**

*The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:*
IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

In addition to the activities of the Student Advisory Committee (SAC), students complete a Student Opinion of Instruction (SOI) at the end of each course they take. (See Standard IV.5.5.) While this has been a voluntary activity, student participation is relatively high. As of fall 2016, completing the SOI will be required and faculty will set aside class time for students to complete the surveys. The questions cover course content as well as information on instruction. This input is used in reviewing course content and the extent to which program learning outcomes (PLOs) are met and is also used in performing faculty evaluations. For example, during the annual review of tenure-track faculty and contract faculty, the SLIS Faculty Committee includes SOIs for courses the faculty member has taught in the past year as part of their overall review. Sample survey documents provided by the Office of Institutional Research and Assessment (OIRA) may be found in Appendix IV.B (http://oir.a.edu/soi/).

An optional exit survey was used for several years to solicit input from graduating SLIS students, discontinued in 2013, and reinstated in spring 2016. This tool provided new graduates the opportunity to communicate their views of the program, including faculty, staff, and other issues of interest and concern. The exit survey is being reviewed as a component of the overall PLO considerations for SLIS, and its content will be tied more closely to that planning process.

Other opportunities for participation include town hall meetings, both virtual and face to face, in which students can discuss any issues that concern them. SAC organizes the meeting, and the SLIS director and assistant director attend. Some students participate in real time in the discussion, and others send emails later to discuss their concerns. Similarly, at the conclusion of the three-day orientation for new students, national online cohort students, students respond to the orientation and comment on what they found most helpful. Their comments are included in the planning for subsequent orientations and have resulted in several changes in the agenda.

Student participation was also considered in fall 2016, when a SLIS faculty task force was appointed to revise a proposal that SLIS encourage the research agenda of our students and faculty by awarding grants to support research that would lead to publication, presentations, and proposals. As this proposal is intended to support both student and faculty research and collaboration, two students were invited to serve on the task force.

As an example of how an internship may lead to additional participatory opportunities, a student who had completed an internship in the University of Alabama Museums was asked to serve as a
student member of the Museum’s strategic planning committee, a task that will serve to shape the course of the organization for the next five years.

**IV.5.2 Participate in research.**

SLIS students have opportunities to participate in research as part of their coursework in a number of ways, including the following:

- Burns Kennedy served as an archival assistant during development of *The Bankheads*, a documentary produced by the UA Center for Public Television and aired on Alabama Public Television. He also provided research assistance at the Alabama Department of Archives and History in Montgomery, AL.

- John Burgess and MLIS student Robert Lancaster collaborated on research in librarianship and the mitigation of global catastrophic risks. Portions of that research will be presented in summer 2017 at the Libraries and Archives in the Anthropocene: A Colloquium at New York University.

- Robert Riter co-presented a paper titled “The Archivists Two Archives: Student Encounters with Theories and Collections” in a panel discussion with SLIS students at the 2012 Society of Alabama Archivists annual meeting.

- Along with Steven Yates, students in LS 532 School Media Centers presented their research at the Alabama School Library Association Conference in Dora, AL in June 2016.

- SLIS distance education students Winifred Lucy and Jennifer Baugh presented poster sessions at the 2016 Alabama Library Association Convention in Gadsden, AL that stemmed from a LS 501 Introduction to Library and Information Studies research assignment dealing with information policy.

- Students in LS 580 Outreach to Diverse Populations, taught by Jamie Naidoo, regularly conduct research and present their findings with poster presentation at the annual College-sponsored Discerning Diverse Voices: Symposium on Diversity.

- Jamie Naidoo and SLIS student Lance Simpson received an ALA Diversity Research Grant for their project “Beyond Broken Borders: Examining Library Services to Latino & Spanish-Speaking Populations in New Latino South States with Anti-Immigration Laws.” They
worked together on the project, completed IRB training, and developed a survey using Qualtrix.

- At SLIS, students also have the option of writing a thesis or participating in directed research, and these efforts often result in presentations and/or publications.

### IV.5.3 Receive academic and career advisement and consultation.

Each student is assigned a faculty advisor who works with that student to develop a program of study and to discuss career possibilities. Mentoring programs sponsored by LSA bring alumni from different career paths to SLIS to discuss opportunities and appropriate courses related to particular types of work.

If students are having academic difficulty, they may talk with their advisors or with the assistant director, who is responsible for student services. Students with professional, educational, or personal problems may discuss these issues with the assistant director so that issues can be resolved promptly. The UA office of the Dean of Students, a division of Student Affairs, assists students in times of need (http://dos.ua.edu/studentCare.cfm). SLIS also follows up with students whose GPA falls below 3.0. Once SLIS is notified by the Graduate School that a student is experiencing academic difficulties, advisors and the SLIS administration offer options to allow the student to remain in the program.

Faculty regularly discuss job opportunities with students and prepare letters of recommendation when asked.

### IV.5.4 Receive support services as needed.

SLIS works closely with the Office of Disability Services (ODS) to provide academic accommodations to support students whose special needs may require services such as a note taker, transcriptionist, physical accommodation, or test-taking space that allow extra time for completion. Students who seek support work with ODS to determine eligibility, and then ODS makes a written request to their professors for accommodation.

If a student requests a note taker, the assistant director will assist the faculty member and the student in finding a member of the class who would be willing to take notes. As the University now makes available cloud storage service known as UA+Box for distributed document sharing and editing among users, note sharing is easy. Over the past two years, a hearing-impaired MLIS
student had the services of an on-site transcriptionist not only for course work but also for transcribing additional events at the School, including presentations by guest speakers. ODS recently moved to new quarters in a renovated building on campus, expanding their space and physical resources. Representatives from ODS have met with the SLIS faculty so that all are aware of the ways in which students can receive support services (http://ods.ua.edu/).

The SLIS distance education coordinator is available to assist students taking courses online who may be having difficulties with the technology or who would like to become more proficient. The College of Continuing Studies also supports specific student needs in this area.

In promotion of international efforts at UA, the Capstone International Center (CIC) staff works with the SLIS director if issues arise for international students with admissions, logistics of arriving at the University and finding housing, or academic performance. CIC also promote interactions among students by sponsoring an array of social, educational, and cultural activities across campus.

The UA Writing Center supports and encourages writing instruction in all disciplines. This service provides one-on-one writing consultations to all UA students to help them find their unique voices so that they can express themselves well in their written assignments. These services are available to all students on campus and online.

**IV.5.5 Form student organizations.**

The Student Advisory Committee is the formal vehicle for student participation in SLIS decision-making. Both face-to-face and online students are members, and SAC meetings are held via Blackboard Collaborate so that all can participate. SAC officers are elected by the student body. Their role is to provide enhanced communication between students and faculty and staff. A SAC representative is invited to all SLIS faculty meetings, and a SAC representative is a member of the Student Affairs Committee and the Curriculum Committee. The president of SAC serves on the executive board of LSA and works with the SLIS alumni association to support the LSA-sponsored Mentoring Day program. SAC members participate in student orientation programs both for face-to-face and online students. SAC members also take active roles in Alumni Day in the fall and Honors Day in the spring. Policies related to SAC activities will be available on site.
IV.5.6 Participate in professional organizations.

Student chapters of the following professional LIS organizations are active at SLIS: American Library Association (ALA), Association for Information Science and Technology (ASIS&T), Society of American Archivists (SAA), and Special Library Association (SLA). Each has a faculty advisor and each has a plan of activities for the year available online and also in print posted on a SLIS bulletin board dedicated to these organizations. The course calendar reserves a classroom and the hour from noon to 1 p.m., Monday through Thursday for student association meetings. Students can attend the chapter meetings either virtually or face to face. The first meeting of the fall semester focuses on election of officers for the year and planning of events.

The student chapter of ALA is actively involved in various activities at SLIS as well as in the community. Each year the chapter works with SAC (Student Advisory Committee) and Book Arts students to host a special day in honor of the Edible Book Festival, when students gather together and create edible creations in honor of their favorite books. The chapter also hosts special events such as a resume-writing workshop and tour of the University Libraries Annex. Officers and members of the student organization have collected books to donate to local elementary schools and assisted Jamie Naidoo with the organizing books for the Book Bonanza for the Black Belt. Members have also discussed working with distressed school libraries to help them organize and consolidate collection.

An example of student chapter activity is the program developed by SAA student members for the 2016–2017 academic year. It included an archival site tour, mentoring panels, guest speakers, professional development workshops, and community building activities. Also during this academic year, the chapter hosted a panel of students who shared their experiences of working, interning, and volunteering in a rich variety of archival sites.

Students are encouraged to participate in academic conferences related to their areas of interest. Traditionally, SLIS faculty have supported student attendance at conferences and have worked with them to present poster sessions at national and regional conferences, including the Association for Library and Information Science Education (ALISE) and the Alabama Library Association (ALLA). Students who are presenting papers at conferences can apply for a Graduate School Travel Award, and, if funds are awarded, the student can apply to receive matching funds from the SLIS Sandoval Research and Travel Fund for monies to defray travel costs. Both face-to-face and online students have applied for and received support from these funds.
By serving on the board, SLIS faculty support the Alabama chapter of Beta Phi Mu, which is active in the state. Jeff Weddle is currently the SLIS representative on the board, and this group frequently holds meetings at SLIS. In April of each year, Beta Phi Mu inducts new members at two occasions: SLIS Honors Day, at which awards and recognition for student excellence are celebrated, and at the annual Alabama Library Association Conference. Elizabeth Aversa, professor emerita, received the Alabama Outstanding Beta Phi Mu Librarian of the Year award in 2012 and the national Beta Phi Mu award at ALA in Chicago in 2013. Another SLIS faculty member, Annabel Stephens, associate professor emerita, was named as the Alabama Beta Phi Mu Librarian of the Year in 2015 and received the national Beta Phi Mu award at ALA in Orlando in 2016 for her distinguished service to education for librarianship.

IV.6

The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program’s academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in evaluation processes.

Standard I.1.2 describes in depth the assessment process SLIS has pursued since 2012 and how the process has moved forward from Outcomes Assessment to Institutional Effectiveness. Standard I.1.4 lists stakeholders SLIS includes in its discussion of planning policies and program objectives. This same set of stakeholders also provides input to curriculum review and evaluation.

Students use the following tools to communicate evaluations:

○ Course evaluations (Student Opinions of Instruction [SOI])—three/annually
○ Exit surveys—three annually
○ SLIS student organization meetings (e.g., ALA, ASIS&T, SAA, SLIS Student Activity Council [SAC], and SLA)—ongoing
○ Town hall meetings—one/semester

(See Standard I.1.)
IV.7

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

(See Standard I.1.2.)

IV.8

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

The University focus has moved from outcomes assessment to intentional planning and evaluation that assures our students are having the educational experience that we want them to have. Working with Chris Coleman, associate director of institutional effectiveness as a consultant, SLIS is in the midst of a detailed process of moving from a grade based assessment process to one founded on program learning outcomes. (See Standard I.2 for a description of the process and a timeline.)

A full discussion of program learning outcomes is presented in Standard I.
STANDARD V

ADMINISTRATION, FINANCES, AND RESOURCES

V.1

The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that the goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of the program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources need for the attainment of program objectives.

The School of Library and Information Studies (SLIS) has its roots in a school librarianship program that offered classes at The University of Alabama (UA) as early as 1929. By the 1960s professional librarians in Alabama, led by Ruth Waldrop, a UA faculty member who served as president of the Alabama Library Association (ALLA) (1976–1977), and including George Stewart, director of the Birmingham Public Library, launched a campaign to establish a graduate library school in Alabama. With the expanded development of public libraries in the 1960s and 1970s, there was the need to provide graduate education for public library service in the state.

In 1969, a Joint Resolution of the state legislature requested and authorized the University of Alabama board of trustees to establish a graduate library school. Funds were appropriated and classes began in 1970. James Ramer was appointed as dean and, under his leadership, the graduate library school became a reality and was first accredited in 1974. The School’s program has been continuously accredited since that date. The 2013 U.S. News and World Report best graduate school rankings placed SLIS at #18, an improvement of four positions since the 2009 Program Presentation. The 2013 rankings of the ALA-accredited master’s degree programs in library and information studies in the United States are those most recently published by U.S. News and World Report.

Until 1997, SLIS remained an independent unit with its director reporting to the provost. On July 1, 1997, the College of Communication and the School of Library and Information Studies merged to form the College of Communication and Information Sciences (C&IS). Other academic units in the College are the departments of Advertising and Public Relations (A+PR),
Communication Studies and Journalism and Creative Media (JCM). (Journalism [JN] and Telecommunication and Film [TCF] were merged in 2016 to form the new department.) In addition, C&IS manages support units, including the Digital Media Center (DMC), which houses four professional media outlets and offers specialized experiences to over 100 students each year, and the Institute for Communication and Information Research (ICIR), which expands faculty and graduate student research in communication and information through assistance and facilities. C&IS is the only college in the state that offers communication and information science degrees at the bachelor’s, master’s, and doctoral levels.

The School of Library and Information Studies is led by a director (the equivalent of an executive officer). The director is a regular member of the graduate faculty and a full professor of library and information studies. The director reports to the dean of the College, who, in turn, reports to the provost of the University. The provost reports to the president. The relevant organization charts are available online: http://oira.ua.edu/factbook/reports/general-information/organizational-chart/.

The dean meets monthly with unit heads (APR, COM Studies, JCM, and SLIS) as a group at luncheon meetings. He also meets monthly with the Executive Council, which includes unit heads and association and assistant deans. He is readily available when needed at other times. (See Standard I and Table I.1.) He has attended ALISE conferences twice since his appointment; he attends and participates in SLIS Honors Day and Alumni Day gatherings; he is a regular participant in Library School Association (LSA) board meetings.

Within the UA Graduate School, the Graduate Council includes graduate faculty members from each college of the University and is charged to “review, evaluate, and provide recommendations to the Provost/Academic Vice President on proposals for new graduate programs, and on existing programs on a continuing basis; promote quality in graduate programs; develop University-wide policies on graduate students; develop policies on financial aid for graduate students and develop agenda for graduate faculty meetings” (http://committees.ua.edu/graduate-council.html).

As an integral part of the College, the School receives administrative support from a number of areas within the College. For example, the C&IS Office of Graduate Studies provides services including the following:
- Maintenance of the inventory for all graduate courses
- Submission of approved copy to be included in the UA Graduate Catalog
o Maintenance of records of eligibility and membership on the graduate faculty (http://facultyhandbook.ua.edu/appendix-p.html)

o Maintenance of records of faculty participation and leadership on doctoral program committees

o Administration of all aspects of the interdisciplinary doctoral program in which the School participates, including recruitment, admissions, orientation, maintenance of student records, evaluation of student performance (including administration and management of comprehensive examinations and defenses of dissertations), and management of collegiate financial aid for all doctoral students

o Provision of advice and counsel to the SLIS director regarding graduate programs

o Provision of a forum for the exchange of ideas involving administration, curriculum development, scheduling, and other aspects of graduate programs of interest to the graduate faculty regardless of discipline

ICIR provides advisory and research-related services to all academic and service units in the College. ICIR identifies and secures funding for grants and contracts, alongside the University Office for Sponsored Programs (OSP), assists divisions in complying with Institutional Review Board (IRB) guidelines, and identifies initiatives and opportunities for research. The institute has a wide range of equipment and facilities specifically designed to support media and information research, including an online research laboratory, a content analysis laboratory, an audience response theater, focus group facilities, and physiological data collection capacities (https://icir.ua.edu/).

The College interdisciplinary PhD program, in which SLIS faculty are active members, is directed by the C&IS associate dean for graduate studies. The SLIS master’s degree programs in library and information studies (MLIS) and in the book arts (MFA) are managed within SLIS.

SLIS works within guidelines established by C&IS in areas including admissions and retention of students, overall administrative and program planning, student advising, and relationships with other University units. At the same time, the College provides the services of the Office of Graduate Studies and the ICIR programs described above as well as support in the areas of finance, advancement, and communication. For example, the Office of Undergraduate Studies and External Relations prepares press releases on behalf of the School and manages the College website within which the MLIS and the MFA programs are well represented. Additionally, the College development officer provides advice in areas related to institutional and program advancement.
The SLIS Curriculum Committee is charged with oversight for everyday business, including approving waivers and vetting transfer courses presented by students seeking credit. Issues such as course content and the overall structure of the curriculum, the nature of core courses, and matters affecting the overall course inventory (e.g., numbering, naming, catalog description) are discussed in the SLIS Curriculum Committee but go before the SLIS faculty as a “committee of the whole” for discussion and decision making. (See Standard II for detailed information on procedures and processes relating to the curriculum.)

The School has developed specific standards and criteria for student admission to the MLIS program. These standards are published by the UA Graduate School (http://graduate.ua.edu/catalog/). It should be noted that the School has established admission criteria that are more demanding than the general requirements of the Graduate School; specifically, “the applicant must have a score on the appropriate entrance examination that is acceptable for regular admission, if required by the department or degree program to which the applicant is seeking admission.” The School has established a policy of requiring specific minimum scores on either the GRE or the MAT from all applicants, regardless of previous graduate school admission or degrees completed.

The faculty determines the need for recruiting and hiring faculty and staff and conducts searches with authorization of the College and the University. The faculty and staff recommend any appointments, with the dean’s approval, to the Office of Academic Affairs (OAA). The SLIS Faculty Committee reviews tenure-leading faculty members annually, makes recommendations on reappointment, and reviews progress of faculty toward tenure and/or promotion. It also reviews the progress of non-tenure-track faculty each year of their contract through the third year and every three years thereafter.

The University provides the School with both an annual state budget allocation for operations and for the majority of the salaries and benefits for SLIS faculty, staff, and occasional employees. It also provides opportunities for the program to benefit from entrepreneurial activities. A detailed discussion of financial resources is found in Standard V.6.
The program’s faculty, staff, and students have the same opportunities for representation of the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

All members of the School of Library and Information Studies—faculty, staff and students—have opportunities for participation and representation on the College and University’s advisory and policy-making bodies.

Within the College, SLIS faculty and staff currently serve as members of standing committees on Computing and Instructional Technology, Undergraduate Curriculum, Graduate Studies, Human Resources, and Tenure and Promotion. These committees include at least one representative of each academic or service unit in the College. The SLIS director serves on the College Executive Council, a group that includes the dean, selected members of the dean’s administrative staff, and chairs of the academic units. The director also serves as a member of the Graduate Council. College staff members with like responsibilities, such as financial affairs, meet regularly. In addition to these committees, several SLIS faculty serve on the College Communication and Diversity Forum and an ad hoc committee tasked with reviewing the interdisciplinary doctoral program.

Within the UA Graduate School, the Graduate Council formulates policy. It develops and recommends rules, regulations, policies, and guidelines that govern academic programs leading to advanced degrees. The Graduate Council requires and conducts regular reviews of graduate programs campus wide, and it also recommends admission, retention and graduation requirements for graduate students. The dean of the Graduate School is ex officio chairperson of the Graduate Council.

SLIS faculty members are actively engaged in the affairs of the University and have taken leadership roles in numerous areas. Steve Miller is currently a member of the Faculty Senate, having served as its president (2014–2015); Robert Riter is also a member of the Faculty Senate and is currently serving as its secretary (2016–2017). The following table lists the areas in which SLIS faculty are currently or have recently been involved in service to the University.
Table V.I. SLIS faculty representation in University standing committees and task forces, 2014–2018

<table>
<thead>
<tr>
<th>University Committee/Task Force</th>
<th>SLIS Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Master Plan Committee</td>
<td>Robert Riter, 2015–2016</td>
</tr>
<tr>
<td>E-Portfolio Committee</td>
<td>Jeff Weddle, 2014–2015</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>Steve Miller, President 2014–2015</td>
</tr>
<tr>
<td></td>
<td>Member 2015–2017</td>
</tr>
<tr>
<td></td>
<td>Robert Riter, Secretary 2016–2017</td>
</tr>
<tr>
<td></td>
<td>Steven Yates, Alternate, 2015–2016</td>
</tr>
<tr>
<td>Information Technology Standing Committee</td>
<td>Laurie Bonnici, Chair 2016–2017</td>
</tr>
<tr>
<td>Institutional Animal Care &amp; Use Committee (IACUC)</td>
<td>Robert Riter, 2016–2017</td>
</tr>
<tr>
<td>Intellectual Property Committee</td>
<td>Steven MacCall, 2016–2017</td>
</tr>
<tr>
<td>Parking and Transportation Committee</td>
<td>Jeff Weddle, 2016–2018</td>
</tr>
<tr>
<td>Technology &amp; Learning Committee</td>
<td>Steven MacCall, 2016–2017</td>
</tr>
<tr>
<td>University Libraries Committee</td>
<td>Ann Bourne, 2016–2017</td>
</tr>
</tbody>
</table>

SLIS has many positive and diverse relationships with other academic units at The University of Alabama. The following table illustrates the breadth of SLIS participation in collaborative activities across campus.
Table V.2. SLIS faculty representation in University-wide cooperative ventures

<table>
<thead>
<tr>
<th>University Committee/Task Force</th>
<th>SLIS Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Community Based Partnerships</td>
<td>Laurie Bonnici</td>
</tr>
<tr>
<td></td>
<td>John Burgess</td>
</tr>
<tr>
<td>Center for Cuba Collaboration and Scholarship</td>
<td>Steve Miller</td>
</tr>
<tr>
<td>Center for the Study of Tobacco and Society</td>
<td>Steven MacCall</td>
</tr>
<tr>
<td></td>
<td>Robert Riter</td>
</tr>
<tr>
<td>College of Education</td>
<td>Steven Yates</td>
</tr>
<tr>
<td>Assessment Committee</td>
<td></td>
</tr>
<tr>
<td>Technology, Education and Research Conference Committee</td>
<td></td>
</tr>
<tr>
<td>University Libraries Digital Trade Bindings Project</td>
<td>Anna Embree</td>
</tr>
</tbody>
</table>

V.3

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

Current interim director of the School Ann Prentice was appointed in January 2014. As the only director of an academic unit in the College of Communication and Information Sciences, she is compensated fairly. Other academic units are led by department chairs. Her salary as interim director is at 67% of the range of department chairs in the College and the second highest. As an academic year salary, it is augmented by contractual agreement to pay summer salary. The director has the same responsibilities and authority as that of the chairs of the departments in the College: Advertising and Public Relations, Communication Studies, and Journalism and Creative Media. Given the wide range of diversity found on campus among the units led by a director, it is difficult to get comparable University-wide salary information.
Other “schools” at the University take distinct forms; for example, the School of Music is similar
to the School of Library and Information Studies in that it resides within a larger college (Arts
and Sciences [A&S]) while the Schools of Law and Social work are separate entities led by deans.

With a strong record as an information professional, the executive officer of the MLIS program is
well prepared for the position that she holds. Her earned doctorate is from the School of Library
Service at Columbia University in 1972. She has both practical and academic experience, having
held the positions as certified school library media specialist, public library director, public
library trustee of both small and metropolitan public libraries, public library system trustee, and
library consultant. In library and information science education, she has served on four faculties
of ALA-accredited programs since 1972 (University at Albany [NY]) and was appointed dean or
director of three of those faculties. Since 1978, she has served as director of the University of
Tennessee Graduate School of Library and Information Sciences (GSLIS) (1978–1988), associate
vice president for information resources at the University of South Florida (1988–1993). She was
named acting director for the School of Library and Information Science (1993). She was named
dean of the College of Information Studies at the University of Maryland (1993–2001), where, in
addition, she also served concurrently as acting assistant vice president for academic computing
from 1994–1998. Upon her retirement from the University of Maryland, she was granted the
status of professor emerita and continued to teach courses online in management, information in
society, and leadership from 2006–2015. During her retirement, she also published three books
in the areas of management, public library administration, and leadership. At UA, she is a full
member of the graduate faculty.

The SLIS director has held elected and appointed leadership positions at regional, state, and
national levels and served as president of the Association for Library and Information Science
Education (ALISE) and the Association for Information Science and Technology (ASIS&T). Her
understanding of the academic environment has been enhanced by her university-wide
responsibilities at the University of South Florida, where she was responsible for leading and/or
interacting with a range of information areas, including academic computing, university press,
and libraries on five campuses and at the University of Maryland, College Park, where
concurrent with her service as dean, she served four years as acting assistant vice president for
information resources. (See Appendix V.A for SLIS faculty curriculum vitaes [CVs] and
http://facultyhandbook.ua.edu/appendix-a.html for policy and guidelines regarding evaluation of
leadership.)
V.4

The program’s administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The director of SLIS is responsible for and participates in all aspects of life of the School. She is involved in directing orientations for all students—face to face, online, and regional. She encourages and endorses student organizations and activities. Orientations, briefings, and town hall meetings initiated by the director and faculty encourage interaction and communication among the faculty, the director, the staff, and students within the School. Informal opportunities for students to communicate news as well as concerns to the director are abundant, and students take advantage of these opportunities. The director participates fully in College activities and encourages SLIS faculty, staff, and students to do the same. Standard IV provides additional information on this topic.

SLIS students, both face to face and online, have access to funding to support travel to conferences upon acceptance of research presentation proposals, including panels, posters, and papers. The UA Graduate School contributes up to $300 and SLIS matches that amount. In addition, the UA Graduate Student Association (GSA) provides up to $250 for graduate students to present their research at conferences. In 2016, MLIS student Jennifer Baugh presented her research at a poster session held at the Alabama Library Association (ALLA) in Gadsden, AL, and Kacey Davis, also an MLIS student, presented his work-in progress research, “Memory Institutions, Intangible Heritage, and the Sustainability of Rural Communities,” with faculty member John Burgess at a poster session at the ALISE conference in Boston.

See Standard II.3 for information on student socialization and identity among the program options offered at SLIS.
The program’s administrative and other staff support staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program’s mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty who regularly evaluate those processes and use the results.

The School’s professional and support staff are integral members of the administrative team at SLIS. The current staff consists of an assistant director whose responsibilities include student and alumni services, a manager of area computing, an accounting specialist who handles financial activities, and an office associate II. In addition, SLIS shares with the College the services of Ann Bourne, who served as library services and accreditation liaison, is now the assistant director of SLIS, and continues in preparing reports, including the annual diversity report, annual and biennial reports to COA, annual internal reports, and, more specifically, providing support to the preparation of this Self-Study.

Dr. Bourne is responsible for student services, alumni affairs, and recruiting. She is responsible for activities that support the director in recruiting students, managing enrollment, maintaining student records, and working with the Library School Association (LSA), the school’s alumni organization. She plays an important role in managing the orientation of distance education cohorts, both regional and national.

Reggie Perkins, the manager of area computing, has been at SLIS eight years. He supports the technological needs of the SLIS faculty and staff. He purchases and installs all hardware and software and ensures that these are in compliance with University licensing and policy. At SLIS, he maintains information on the School website, oversees local digital displays, and administers the listservs for students, faculty, staff, and alumni. Mr. Perkins also serves on the School’s technology resources committee. He is assisted by a ten-hour graduate assistant.

In May 2015, Eva Lynch joined SLIS as accounting specialist. Having held a similar position at the UA Center for Public Television and Radio in the Digital Media Center, a unit of the College, she is well acquainted with University procedures. She is responsible for maintaining all financial records, including grants and contracts, endowment income, scholarship funds, personnel information, and day-to-day expenses.
Lita Shive is an Office Associate II, who, as the receptionist, is the face and voice of the School. In addition, she assists with recruitment, admissions, and general management of the SLIS administrative office, reporting to the director. Ms. Shive joined the staff in August 2016.

SLIS staff members adhere to the values that are expressed in the SLIS Strategic Plan (2016–2020): “We support a mutual belief in and respect for those we serve...evident in our strong support of intellectual freedom, access to all and the tenets of social justice.”

The director evaluates SLIS staff members annually. The evaluations are shared with the dean and then discussed with the individual staff member. Goals for the upcoming year are discussed.

Because of the “Faculty of One” philosophy within SLIS, decision-making is collaborative and consensus based. Typically, MLIS issues are referred to the appropriate standing or ad hoc committee whose members discuss the issue, consult with individuals who may be affected or who have additional information, and then bring their recommendations to a faculty meeting for further discussion and a vote. Faculty are attuned to the needs of the program and regularly suggest new directions or changes in current processes. Suggestions that affect the program also arise from students and alumni and from information professionals either individually or through professional associations. If the decisions are purely administrative, the director will consult with staff and with representatives of the College when appropriate, make the decision, and promptly share the outcome with SLIS faculty and staff. All decisions are made within the parameters of our values and our vision to “strive for excellence.” Minutes of faculty meetings record decision making and are available both online and in print. These discussions and decisions feed directly into the evaluation of our strategic planning process.

V.6

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

The School of Library and Information Studies receives support from The University of Alabama in the following ways: direct allocation from state support, endowment and investment earnings,
share of distance education earnings, and funding for special requests. In addition, SLIS receives income from gifts, contracts and grants, and course fees. The significant increase in UA support for FY12 reflects a large carryover from prior year funds. While in the past programs campus wide were allowed to carry over certain funds from one fiscal year to the next fiscal year, University regulations no longer permit that activity.

SLIS has active and loyal alumni who support the School generously through endowments and gifts. We also benefit from a positive relationship with EBSCO, a diversified conglomerate which is located nearby in Birmingham. All endowment-related activities in this area go through the College director of development.

Table V.3. SLIS income and sources, 2010–2015

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UA/State Support</td>
<td>1,614,151</td>
<td>1,773,649</td>
<td>2,027,321</td>
<td>1,904,035</td>
<td>1,916,597</td>
<td>1,946,494</td>
</tr>
<tr>
<td>Endowment and</td>
<td>301,386</td>
<td>358,726</td>
<td>319,863</td>
<td>333,916</td>
<td>318,761</td>
<td>327,984</td>
</tr>
<tr>
<td>Investment Earnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td>16,000</td>
<td>20,750</td>
<td>44,750</td>
<td>16,050</td>
<td>-</td>
<td>111,849</td>
</tr>
<tr>
<td>Contracts/Grants</td>
<td>16,207</td>
<td>118,546</td>
<td>510,397</td>
<td>361,654</td>
<td>131,509</td>
<td>89,905</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>17,572</td>
<td>7,140</td>
<td>21,959</td>
<td>5,527</td>
<td>16,168</td>
<td>23,083</td>
</tr>
<tr>
<td>Additions to</td>
<td>(32,456)</td>
<td>4,850</td>
<td>5,825</td>
<td>36,695</td>
<td>16,975</td>
<td>11,000</td>
</tr>
<tr>
<td>Permanent Endowments*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$1,932,860</td>
<td>$2,283,661</td>
<td>$2,930,115</td>
<td>$2,657,877</td>
<td>$2,400,010</td>
<td>$2,510,315</td>
</tr>
</tbody>
</table>

*Additions to Permanent Endowments are not used for operating, but increase the value of the endowment asset on the balance sheet. FY2010 reflects a reduction to the endowment for the expense of the sale on property.

As shown, UA state support has increased 21% over the six-year period. Faculty and staff have benefitted from annual salary increases ranging from 2% to 8% each year. Full-time faculty positions have increased from 13 in FY10 (11 permanently funded and 2 funded by distance education) to 14 permanently funded positions in FY15. In FY17, full-time faculty include two additional soft-funded positions to total 16.
Resource planning is carried out at the College level in order to leverage resources and increase collaboration in areas of College-wide activity such as recruitment, external relations, facilities, technology, and distance education. Costs of instruction, including faculty lines and adjunct faculty as well as costs of faculty searches, are centralized. Evaluation of classroom technology is conducted by each unit, and requests for updates are submitted to the dean, who then prepares a College-wide request to the Office of Academic Affairs. SLIS received funds in 2015 and 2016 to upgrade classrooms with the latest technology. Faculty travel expenses for SLIS are shared, with the College providing $1,500 per faculty member and SLIS providing a match.

Special funding requests are made throughout the year and are reviewed on a case-by-case basis. In 2015, the SLIS Physical Facilities and Resources Committee requested funds for refurbishment of the School’s quarters. The dean leveraged $100,000 from SLIS distance education earnings to $500,000, which was used for that purpose. Refurbishment is underway and is scheduled for completion in January 2017.

In 2016, the C&IS Strategic Funding Committee (SFC) was appointed by the College. Its purpose is to allocate funds budgeted by the dean’s office to support strategic priority initiatives by overseeing the acceptance, review, and funding of proposals designed to enhance the College. SLIS is represented on the committee.

**V.7**

*Compensation for the program’s faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.*

Faculty salaries at the professor, associate professor, and assistant professor are on a par with similar positions in the College. In determining University of Alabama faculty salary ranges, UA uses comparative faculty salaries in the Southern University Group. Ranges are determined by using College areas of study and current year salary averages and then increasing them by 3% to account for the estimated increase in the cost of living. Except for the assistant professor rank, which is slightly below the average, all other ranks are at or above the average for the range. Faculty with additional tasks, i.e. school library media program coordinator, may receive additional compensation.
Staff salaries are established by the University by job families and individual jobs within the system. Salaries for exempt staff at SLIS compare favorably to those in similar positions elsewhere in the College. The two non-exempt staff members at SLIS are relatively new, one having been at SLIS for less than two years and the other newly hired in August 2016. Given that they are new employees, a small differential is understandable.

Both faculty and staff are hired through a rigorous process that ensures fairness to all job candidates and applicants. The School uses search committees for both faculty and staff positions. For more than a decade, the University has utilized an online application and hiring process for professional and hourly staff; a similar system is now in place for faculty hiring. These online systems enable hiring units to obtain permissions and signatures electronically rather than physically submitting the many print forms and files that were needed previously in the hiring process.

Access to UA staff performance evaluation forms is located at http://hr.ua.edu/policies-and-forms.

The Faculty Activity Report (FAR) system for building an institutional record of accomplishment and planning in teaching, research, and service is the primary evaluation document for faculty. Developed and first adopted in the College of Arts and Sciences, the FAR enables faculty members and their department heads and deans (and ultimately the provost) to review faculty member records. Most importantly, FAR allows faculty members to continuously update their record until a deadline each spring, which the previous year’s record “closes,” when additional material can be added only for the subsequent year. Past FAR reports are available for review.

SLIS is able to attract and retain excellent faculty and staff members. In searches over the past several years, multiple candidates for all vacancies have been deemed “acceptable.” This we believe, is due to extensive review and screening processes. By the time a candidate enters the finalist pool, SLIS search committees have typically talked with the candidate at a professional meeting or via Skype and references have been checked. Therefore, all candidates who are interviewed are taken as serious prospective employees. The interview process for both faculty and staff is planned and carried out in a formal manner.
Institutional funds for research projects, professional development, travel, and leave 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.

The University of Alabama is fair and equitable in distribution of resources for student and faculty development. The School and the College provide funding for travel, both developmental and administrative. Each year for the past several years, SLIS has awarded each faculty member a base travel allowance of $3,000 ($1,500 from the College and $1,500 from the School’s budget). Unusual travel opportunities that require additional funds are discussed by the requesting faculty member and the director, and every effort is made to find necessary funds so that faculty members can attend conferences, deliver papers, and serve in professional leadership positions. When there is a faculty search, faculty have the opportunity to meet informally with potential candidates. Search committee members active in current faculty searches will be supported to attend ALISE in Atlanta should additional potential applicants wish to discuss the position. All faculty searches are funded at the College level.

Faculty may request travel funds from the College and/or other University sources for continuing professional education, attendance at conferences, and research trips. For example, Tonia Sutherland received funding from the College dean’s fund for first-year assistant professors and from the Capstone International Center of the University to attend a meeting of the Society for the Social Studies of Science (4S) in Barcelona, ES, to present a paper and to finalize plans for a November 2016 National Science Foundation (NSF) workshop to be held in San Luis Obispo, CA. She also received funds from the same two sources to complete the final stages of an ongoing study of the human, social, and technological infrastructures at play in the development of Trinidad’s and Tobago’s digital heritage identity. In addition to the travel, modest funding requests for copying, mailing, and related administrative costs are considered as they arise.

The School also provides $500 financial support for the SLIS Archives Project, a student-led initiative concerned with the preservation of the School’s historical records.

Sabbatical leaves are available to faculty on a cyclical basis. Their availability is announced by the College at the beginning of the fall semester with a deadline for application shortly thereafter. Faculty who have been employed by the University for six years or whose last sabbatical occurred six or more years earlier can apply for this opportunity. They submit to the director a plan of study for the time away and, upon review and approval by the director and dean, the request is
reviewed by the provost for a final decision. At the end of the sabbatical leave, recipients must submit a report to the provost indicating their activities while on sabbatical. In the past three years, three SLIS faculty have been awarded semester-long sabbaticals.

The School supports 23 graduate assistantships paid through state funds along with three PhD assistantships and two graduate research assistantships managed by the College. Students selected for assistantships receive half tuition and a work-based stipend. Beginning in 2015, students received a single health insurance stipend per semester. Master’s level graduate assistantship recipients work ten hours per week per assistantship or 25% of their time ($3,375/semester). Doctoral students may hold half-time assistantships, which require 20 hours per week or 50% of their time. While the selection of students to receive assistantships is made by the faculty of the School, enrollment status, work conditions, stipends, insurance, and other benefits are determined at the University level and apply regardless of the program with which the student is affiliated. Information about student financial aid is included in Standard IV.

In 2015–2016, the School received $136,647.88 from earnings on endowments, which was used for student support, and is allocated by the SLIS faculty in accordance with guidelines set by donors. SLIS students, including distance education students, also compete for Graduate Council Fellowships and other campus-wide fellowships and scholarships on the same basis as other graduate students. Distance education students, regardless of their location, pay in-state tuition. The School has been successful in its nominations for Graduate Council Fellowships and usually enrolls the recipients. Information about student scholarship aid is included in Standard IV.

V.9

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

The School of Library and Information Studies is a self-contained unit located on the fifth floor (12,606 square feet) of the Amelia Gayle Gorgas Library. An overview listing the facilities and resources is at the end of this chapter. The fifth floor is equipped with wireless communication throughout. Floor plans for the School’s facilities are available on site.

During Gorgas Library open hours, SLIS students, staff and faculty have open access to the entire building. When the library building is closed, access is by ID card recognition only and restricted
to SLIS faculty and, at the request of a faculty member, students who have specific reasons or responsibilities. SLIS relies on shared utilities with the rest of the building and is usually notified by the University Libraries business office when HVAC and other maintenance or emergency situations occur or need to be scheduled. If minor emergencies, such as a leaky ceiling or malfunctioning HVAC arise, a designated SLIS staff member contacts the building supervisor who then handles the situation. For the most part, the School and University Libraries have a congenial and mutually supportive relationship.

Given that more than half of SLIS students take courses online from a variety of locations nationwide, the current physical space meets our needs for classrooms, conference rooms, student gathering spaces, and related areas. Each faculty member has a private office and doctoral students have individual carrels available for their use. The SLIS study houses a rotating, circulating collection of library materials for children and young adults and also provides study tables and computer workstations available for student use. The student commons area provides additional workspace for students, and it, too, is equipped with study tables and computer workstations. The Jewell Sandoval Student Lounge is equipped with kitchen facilities and eating and study space. The entryway to the School has been renovated to accommodate display cases for book arts projects and faculty publications. All areas are ADA accessible as are restrooms and drinking fountains.

In summer and fall 2016, all rooms in the School received new paint, ceilings, lighting and carpet. This included classrooms, offices, meeting rooms, Book Arts type lab and bindery program facilities, SLIS administrative offices, and common areas. The result is an updated, very pleasant work space for faculty and students alike.

V.10

*Physical facilities provide a functional learning environment for students and faculty, enhance the opportunities for research, teaching, service, consultation and communication; and promote efficient and effective administration of the program.*

SLIS faculty and staff offer and engage in many modes of communication to facilitate exchange of information outside of formal class meetings. Modes include both one-to-one and one-to-many formats. The University of Alabama Office of Information Technology (OIT) provides unlimited FERPA-compliant online cloud storage space through UA Box for every actively
enrolled student. The UA customized email platform by Google offers student integrated access to document management and productivity software suites.

Faculty members are provided with Bama email and UA Box accounts housed on University servers that ensure privacy and security of information. SLIS email has been migrated to a centralized server managed by OIT. Every SLIS course has an e-learning component, and, Blackboard online classroom software contains an email feature for both faculty and students that is restricted to communication within each SLIS course. This offers faculty information and communication management approaches specific to each individual course.

SLIS hosts and maintains two listservs—SLIS-L and SLIS-S—to support one-to-many communication. These are housed on UA central servers and therefore are governed by the UA Acceptable Use Policy (https://oit.ua.edu/wp-content/uploads/2015/09/Computer-and-Network-Ule-General-Guidelines1.pdf). The SLIS-L listserv is a vital part of the SLIS experience. Faculty, staff, students, alumni, and friends of SLIS use SLIS-L to communicate with one another. Postings include communication such as job notices, social event invitations, and other important information. This list is active with multiple postings between and among subscribers. List membership is highly encouraged for students, faculty, staff, and alumni. Subscription is facilitated with instructions via the SLIS website.

The purpose of SLIS-S is to provide a channel for SLIS administration to communicate with currently enrolled SLIS students on matters related to rules, policies, and other administrative concerns related to SLIS. This list is restricted to all current SLIS students, faculty, and staff. Student membership on the list is mandatory, and students are automatically enrolled upon entrance into the program. The manager of area computing keeps the distribution list up to date, using class lists provided by the assistant director. At the end of every term, students who have graduated or otherwise left the School are removed, and newly enrolled students are added.

V.11

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

The School offers workstations with PC and Mac platforms and arrays of software to be employed by students, faculty, and staff. A Mac lab housed in the book arts type lab is open to all
SLIS users. Special applications and software are provided when identified as necessary for support of instructional, research, and administrative functions. The SLIS facility is wireless and has modified many spaces to incorporate new technology and provide suitable learning environments. Students entering the SLIS program, whether online or on campus, are required to have access to a computer to support classroom computing activities and work outside class. SLIS faculty computers are replaced on a regular cycle to ensure currency, and new faculty members receive new laptops or desktops, Mac or PC, for their offices. Many take their laptops to the classroom and connect them to the instructional equipment installed there, especially if the faculty member has special software loaded on the laptop. This has all but eliminated the need for the traditional “instructor’s station” in classrooms as well as the concomitant frustration of constantly reconfiguring classroom instructor stations to accommodate each professor’s setup.

To assist students, staff, and faculty who have the occasional need to borrow a computer, SLIS maintains a bank of laptops loaded with standard software. These laptops provide a level of backup to those whose personal or work computers are temporarily out of commission and provide portable computing for faculty research activities off campus, conferences, and SLIS orientation programs. For security, they are kept in a special cart within the locked service office of the manager of area computing services.

The SLIS website has undergone major design changes as part of a College-wide and campus-wide activity aimed at providing a face of the University that is consistent across units. This is a work in progress as content is reworked and new information added.

Technical support within the School is provided by the manager of area computing and his student assistant. Content is managed by a faculty member assigned to the task. For the 2016–2017 academic year, that faculty member has been assigned a 20-hour-per-week graduate assistant to ensure that the website has all essential content and that content is refreshed regularly.

SLIS includes two classrooms and one seminar room. The seminar room (Gorgas 500) is fully equipped with information technology. The infrastructure in one classroom (Gorgas 503) was updated in spring 2016 and in the second classroom (Gorgas 532) in fall 2016. This ensures that these spaces are current with standards and practices established in the University and found in the College of Communication and Information Sciences. Funding for these improvements was provided by the provost’s office.
The SLIS administrative office is staffed Monday through Friday from 8:00 a.m. to 4:45 p.m. every day the University is officially open so that students, visitors, and others may receive assistance with questions or concerns about the School, the programs, or the facilities. The director, one faculty member and two staff members occupy individual offices within the administrative suite, and a third staff member occupies the front desk workspace in the suite. The manager of area computing has office space near the classrooms.

Regular full-time and part-time SLIS faculty members are housed in individual offices that are easily accessible to students, colleagues, and visitors. Permanent directional and informational signs and directories are posted to assist those unfamiliar with the SLIS floor plan. Each faculty member is provided with suitable furniture and either a desktop computer or a laptop with appropriate and current software. All SLIS faculty have access to a shared color laser printer, a shared black-and-white laser printer, copier, fax machine, shredder, and common office tools and supplies. Faculty and staff members have access to a secured file and supply room in SLIS.

Other multi-purpose locations include the faculty conference room, which has one long table and is useful for committee meetings and small group study. The SLIS Commons and SLIS Study provide environments that allow students to explore contemporary learning styles. Both rooms offer individual and group study space, laptop and desktop computing, meeting areas, and comfortable furniture. The SLIS Commons houses a networked printer for student use. The SLIS Study houses a rotating collection of library materials for children and young adults that supports the curriculum as well as a small collection of reference materials.

The decision was made some time ago, with the assistance of the liaison librarian from University Libraries to the School, to discontinue SLIS journal subscriptions that are available electronically or in print through University Libraries. A small collection of historically useful materials is housed on shelving in the back of a large classroom (Gorgas 503). In 2016, faculty members were asked to identify journals they used in class assignments or for other purposes. Those no longer in use were removed.

The Jewell Sandoval Student Lounge, named for a long-time administrative staff member in SLIS, is fully equipped with kitchen appliances, tables, chairs, and vending machines and provides students with a functional eating and meeting area. A limited number of student lockers are located in the lounge. All faculty and staff have access to a separate galley kitchen with basic appliances and supplies.
Facilities for the book arts program in SLIS consist of two studio/classrooms: the book bindery and the type lab (printing). The book arts program also occupies a separate space in nearby Woods Hall where the Lost Arch Paper Mill is located and where paper-making classes taken by both MFA and MLIS students are held. Exhibits by book artists and craftspeople as well as thesis exhibitions by students in the MFA in Book Arts program are scheduled on a regular basis. In addition, two exhibition cases in the SLIS Gallery on the fifth floor of Gorgas display copies of books published by SLIS faculty. The Gallery is also used for receptions and other small public gatherings for SLIS events such as Alumni Day, Honors Day, spring and summer orientations, and exhibition openings and closings.

Large events are held in Gorgas 205, a gathering space used for campus-sponsored events. The room has an official capacity of 120 and can be configured in a variety of ways to accommodate the needs of an event. Built-in, up-to-date presentation technology is provided, and meals or refreshments can be catered. The room must be reserved through the University Libraries business office. SLIS reserves this space for student orientation sessions, Alumni Day, Honors Day, and other functions and special events.

SLIS facilities in Gorgas Library are compliant with Americans with Disability Act (ADA) regulations

V.12

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

Physical, technological, and library services in support of SLIS programs, both face-to-face and online, are provided by many on- and off-campus facilities and units. As stated earlier, the School offers distance education programs for the Master of Library and Information Studies via two mechanisms:

- Synchronous online instruction
- Face-to-face instruction at the Gadsden Center

Full- and part-time faculty members teach courses online as well as face to face.
The University’s Gadsden Center, located in Gadsden, AL, approximately 120 miles from the Tuscaloosa campus, provides a site for face-to-face courses as well as serving as the locus for the regional distance education cohort. The Alabama Commission on Higher Education (ACHE) approved the delivery of courses at this site. At Gadsden, SLIS uses a facility managed by UA’s College of Continuing Studies that is designed for high-tech delivery, workshops, meetings, and events (gadsden.ua.edu). Additional information will be available on site.

Synchronous online instruction is delivered using a combination of Blackboard Learn (the University’s implementation of the Blackboard course management system) and Blackboard Collaborate, a live, virtual classroom environment with robust features that include audio, video, application sharing, and content display. Students enrolled in online courses must have access to appropriate hardware and software, including a microphone/earphone headset and a broadband Internet connection. Students enrolled in the national online cohort and the regional cohort complete all required courses online. All courses are supported by a dedicated technical support team who provide real-time trouble-shooting support for both faculty members and the students during class. This service is courtesy of the College of Continuing Studies. Online elective courses are available to on-campus students as well as distance education students.

The University Libraries system (https://www.lib.ua.edu) provides physical space, resource materials in print and electronic formats, and many library support services for all SLIS students regardless of their mode of study. As part of their orientation program, online students in both the national and regional cohorts receive instruction in the use of library facilities. Face-to-face students also have a library instruction component in their orientation program.

University Libraries consists of six physical facilities:

- Amelia Gayle Gorgas Library (humanities and social sciences)
- Angelo Bruno Business Library
- McLure Education Library
- W.S. Hoole Special Collections Library (includes University of Alabama Archives materials)
- Eric and Sarah Rodgers Library for Science and Engineering
- Library Annex (located less than a mile from campus and houses material transferred from all libraries in the University Libraries system)

The School also has strong working relationships with many of the following libraries and collections on campus that are under administrative leadership separate from the University Libraries:
- Bounds Law Library (School of Law)
- Health Sciences Library (College of Community Health Sciences)
- Map Library and Place Name Research Center (College of Arts and Sciences)
- C&IS Commons (College of Communication and Information Sciences)
- Social Work Reading Room (School of Social Work)
- Several small independent reading rooms in University departments, centers, and residence halls
- Alabama Museum of Natural History, which includes the collections of the Office of Archaeological Research, Moundville Archaeological Park (off campus) and the Museum’s Collections
- Geological Survey of Alabama
- State Oil and Gas Board of Alabama
- Center for the Study of Tobacco in Society

The Gadsden Center maintains a collection of books and journals as well as electronic access to UA library resources in the Austin R. Meadows Library at the Wallace Drive Campus of Gadsden State Community College. Also, off campus but nearby, the Tuscaloosa Public Library system provides a convenient, relevant setting for those interested in public librarianship. It has a positive relationship with SLIS, has employed many of the School’s students and graduates and has served as a working partner on grants and other projects.

In addition to access to libraries on the UA campus, enrolled students have direct access to and borrowing privileges at the libraries of the University of Alabama at Birmingham, Auburn University, Aubum University at Montgomery, and Jacksonville State University using their University of Alabama identification card. They also have many options for borrowing library materials from other libraries in the state, the southeast, and abroad. As necessary, the director provides letters of introduction for students needing access to collections not usually open to the public.

The Alabama Virtual Library (AVL) one of the first state-funded shared resources in the nation, provides all students, teachers, and citizens of the State of Alabama with online access to essential information resources, primarily through online journal, magazine, and newspaper databases and electronic reference resources in every library in the state (http://www.avl.lib.al.us/).

AlabamaMosaic is an online repository that provides access to special collections held statewide and beyond (alabamamosaic.org). These digitized records of Alabama’s history, culture, places,
and people became available through collaboration among the state library, archival, and educational communities that developed the AVL.

University Libraries holds nearly 4 million volumes, with a growing collection of digital resources that are available 24/7 to enrolled students, employees, and retirees of UA from any computer. There are currently an estimated 1.4 million electronic books as well over 400 databases. University Libraries subscribes to a number of databases and electronic journals that are of specific interest to SLIS students and faculty members. University Libraries spent over $35,000 on electronic resources for SLIS in FY2016. In addition, interlibrary loan (ILL) service provides access to materials that are not owned by UA for both on- and off-campus students and faculty. Many materials requested via ILL can be delivered to the requestor’s desktop within 24 hours of the request.

University Libraries also serves as a primary support service for all students and faculty, including distance education faculty and students. Distance education services are provided primarily through the Information Services department located in Gorgas Library, (http://www.lib.ua.edu/distanceed/). A research and instructional services librarian is designated as the “point person” for library service needs of distance education students. University Libraries provide instructional services designed specially to assist UA distance education faculty, including, at the instructor’s request, LibGuides, which are sets of web pages designed to support specific courses and assignments, and instructions for using those and other course-related library and Internet resources. Physical materials are mailed to distance educations students through our Interlibrary Loan department.

The Sanford Media Center, a University Libraries resource located on the second floor of Gorgas Library, provides students with a leading-edge facility for digital media production. Technology and other resources in the Center allow students to work on graphic design, web page design, remote file transfer, page layout, video editing, DVD authoring, audio recording, musical composing, CD authoring, and file format conversion (https://www.lib.ua.edu/using-the-library/sanford-media-center/).

The Alabama Digital Humanities Center (ADHC), on the first floor of Gorgas Library, provides a location to explore digital humanities by providing technical support, equipment, and collaborative opportunities for faculty and graduate students (https://www.lib.ua.edu/using-the-library/digital-humanities-center/). The ADHC hosts brown bag lunch discussions and a lecture series as well as Digitorum, an annual international conference held on campus. The 2016–2017 list of ADNC events is described at https://www.lib.ua.edu/using-the-library/digital-humanities-
center/events/. Emma Wilson, the digital scholarship librarian, serves on SLIS thesis committees that are related to the digital humanities.

University Libraries provides a living laboratory for SLIS students whose graduate assistantships reside in various library departments. Library staff and faculty work side-by-side with these students, providing them with valuable instructions on practical aspects of academic library practice, such as library instruction, cataloging, and database searching. As a result, SLIS students often find mentors in University Libraries and frequently make lasting connections with those who have worked with them. University Libraries faculty and staff participate in the School’s student orientation sessions—from organizing tours of the library facilities to providing concentrated “workshop” instruction on techniques and tools to access the many library resources and services offered to students and faculty. University Libraries is a valuable asset to SLIS.

The Digital Media Center (DMC), a unit in the College of Communication and Information Sciences housed in Bryant-Denny Stadium, offers a state-of-the-art teaching facility in which innovative, technology, and teaching methods are available to prepare students for professional roles in the mass communication industry. The DMC includes Alabama Public Radio, the Center for Public Television, Crimson Tide Productions (a multimedia component of the University of Alabama Athletic Department), and WVUA 23, a competitive, commercial television station in the nation’s top 40 market. While SLIS has not yet forged an academic connection with the DMC, opportunity is there and we are investigating options.

The Office of Information Technology (OIT) is the central resource for University computing on the Tuscaloosa campus. Its services include the Help Desk, email, the residential network (ResNet), the Faculty Resource Center, software licensing and distribution, telephone services, computer security, administrative support, computer labs, and fee-based departmental technology support (http://oit.ua.edu/).

The University of Alabama has a switched gigabit network backbone (used for on-campus network traffic) that connects University buildings to each other and to outbound connections. The majority of University desktops, including those in the School of Library and Information Studies, have switched 100-megabit connectivity to the backbone. The campus network also serves the University of Alabama System, which includes the University of Alabama at Tuscaloosa, the University of Alabama at Birmingham, and the University of Alabama in Huntsville. The University is a charter member of the Internet2 project, connecting to the high-speed educational network through the Southern Crossroads (SoX), and is also a member of the
Alabama Research and Education Network (AREN). Wireless connectivity is available in almost all residential buildings and most administrative and academic buildings, including the public areas of Gorgas Library and SLIS.

The University provides 13 computer labs for student use across campus. Labs are usually maintained by the individual colleges and departments in which they are housed and many are funded by student fees. A listing of UA Student Use Computer Labs and their locations is available at oit.ua.edu/service/computer-labs/. Computer facilities for student use are also provided at the Gadsden Center.

The Faculty Resource Center (within OIT) is a centralized support operation for faculty use of instructional technology. Facilities, programs, and services of the center help faculty explore emerging instructional technology tools; support a variety of design services for faculty; provide a wide range of imaging services, including on-location and studio digital photography, image manipulation, file retouching, and digital editing, digital printing, digital copy work, digital images for web presentation and publication, digital scans from slides, negatives, or hard copy, and custom digital group photography; plus audio and video production services, including video production, DVD authoring, video streaming, audio and video format conversion, and audio production. The Center also provides instructional technology workshops and individualized consultation services for faculty (http://frc.ua.edu).

V.13

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

The program’s systematic planning and evaluation process includes the review of administrative policies. Monthly faculty meetings during the academic year and the annual retreat at the beginning of the academic year include discussion of the SLIS Strategic Plan and areas of emphasis for the upcoming year.

Two standing committees, the Facilities and Resources Committee and the Technology Committee provide oversight over these two areas and report to the faculty at regularly faculty
meetings. Because approximately two-thirds of our student body is now served via distance education, the current facilities are sufficient to our instructional needs and the needs of the faculty. In 2015, the Facilities and Resources Committee reviewed SLIS space and recommended that it be refurbished with new lighting fixtures, paint, and carpeting. The faculty approved the proposal, which then went to the dean of the College for review. The proposal was approved and work began in summer 2016. Phase 1 was completed in September and Phase 2 was begun in October with completion projected for January 2017. The dean leveraged funds from SLIS earnings from its distance education offerings and was able to fully fund the $500,000 refurbishment. The Facilities and Resources Committee continues to review the physical resources of the School and to make recommendations.

The Technology Committee, of which the manager of area computing is a member, regularly reviews the classrooms and makes recommendations for upgrades as appropriate. Each year, the School receives funding for technology upgrades. The SLIS Technology Committee with input from College and OIT personnel, reviews existing technology in the SLIS classrooms, prioritizes need, and presents a proposal to the faculty, who discuss the proposal, make changes if appropriate, and approve the plan. It is required that the proposed upgrade be consistent with the campus-wide standards.

One classroom (Gorgas 503) received an upgrade in 2016 ($36,284), and funds for the upgrade of a second classroom ($27,081) have been allocated with work to begin as soon as the project managers for our refurbishment and the upgrade agree on a mutually compatible date for both activities.

The Technology Committee is also responsible for policies related to computing access in student lounges as well as a plan for continuous upgrade of faculty computers and printers. A faculty member with specific technology needs makes a request to the manager of area computing who, depending upon the nature of the request, either takes it to the Technology Committee or fulfills the request.

SLIS and the College of Continuing Studies (CCS) work closely together to support distance education course design and development as well as course delivery. The SLIS distance education coordinator serves as the point person for technical issues that students and faculty may encounter and notifies the director or our liaison in CCS concerning any issues that need additional attention. CCS maintains state-of-the-art distance education facilities at the Gadsden Center.
SLIS Student Association Committee (SAC) members use Skype and other online technologies for communication in their regular meetings so that students, wherever they are, can participate in student life. SAC records programs, presentations by invited speakers, and other School events so that all students have equal access to student activities. The students also comment on the technology and make suggestions for improvement. They have an opportunity to offer input on the Student Opinion of Instruction (SOI) administered at the end of each course they take and at scheduled Town Hall meeting held face to face and online to encourage a broad range of observations on any aspect of the program they wish to discuss.

As can be seen, faculty and staff are involved in discussions and decision-making at each step and students have ample opportunity to participate.

**V.14**

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

At SLIS, documented evidence of collective decision-making is present in proposals from committees to the faculty, faculty meeting minutes, and financial records, all of which are available for review on site.

Since mid-2014, there has been a centralization of SLIS financial management and planning at the College. While SLIS is responsible for its specific program areas, the majority of and authority for overall decision making lies with the dean’s office and staff and the University Office of Academic Affairs. This is a major adjustment to which SLIS faculty and staff are still adapting. For example, until 2014, earnings from distance education courses were allocated from the College of Continuing Studies through the College of Communication and Information Sciences with SLIS receiving a large percentage of the earnings. SLIS was responsible for paying all expenses related to distance education but was able to keep a percentage of the earnings. While SLIS continues to receive a percentage of the earnings based on a new College-wide distribution formula, it is no longer possible to “save” state money for a particular purpose. The Dean’s office works with the College units to meet their objectives and leverages funds for the greatest mutual benefit as has been demonstrated by the recent receipt of $500,000 for refurbishment of the School.
The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

In other areas of the standard, we have noted that faculty use results of evaluation of resources to request technology upgrades to our classrooms and to make additional workstations available in the School to students. This is a continuous process of feedback and improvement in which needs are identified that will make the classrooms more operational.

After reviewing the stipend provided to adjunct faculty, SLIS made the request to the Dean’s office that the payment be increased from $3,000 to $3,500 per course to enable the School to be more competitive in recruiting and retaining adjunct faculty we wish to invite to teach. This increase was approved and is now the approved stipend College-wide.

We regularly review SLIS endowments to review terms specified by the donors in the original memoranda of agreement and available balances, including those that have funds to support invitations to outside speakers who will share their research and its applications. We currently have invitations out to two speakers whom we wish to sponsor for the annual College-wide diversity symposium.

Student recruitment is a priority, and we are reviewing ways in which to maximize our connections with other recruiting activities on campus and with library organizations at the local, state, regional, and national levels. We also continue to work with the College of Continuing Studies to provide current, attractive, brochures, and advertisements for our online program.

We use our evaluation data to review our activities both academically and in terms of improving services, and, at the end of each semester, discussions of and decisions about systematic improvement are part of the last faculty meeting.