Self-Study of the Master of Library & Information Science

JANUARY 2022

Created for the American Library Association Committee on Accreditation

LSU
School of Library & Information Science
REQUIRED INFORMATION

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

School of Library & Information Science, College of Human Sciences & Education, Louisiana State University

Name and brief description of degree program being presented for accreditation by COA

The Master of Library & Information Science (MLIS) prepares students to function as information professionals in a wide range of settings such as public, academic, and school libraries, archives and other cultural heritage institutions, government, corporate, medical, legal, and other information, and knowledge centers, and public, private, and non-profit sectors. The MLIS is a 36-credit non-thesis program with 18 hours of required core courses.

Name and current title of Director of the School

Carol L. Barry, Director

Name and current title of Dean of College, to whom director reports

Roland Mitchell, Dean

Parent Institution, Chief Executive Officer, and Chief Academic Officer

Louisiana State University
William F. Tate, IV, President
Matt Lee, Interim Executive Vice President and Provost

Accrediting Agency for Parent Institution

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Current Status of Institutional Accreditation

Since 1913, LSU has continuously maintained its SACSCOC accreditation, which was most recently reaffirmed in 2014. The university's most recent SACSCOC review occurred in March 2020 with the submission of the SACSCOC Fifth-Year Interim Report, and its next reaffirmation of accreditation is in 2024.

Standards Addressed

Standards for Accreditation of Master's Programs in Library and Information Studies, adopted February 2, 2015
Introduction

The School of Library & Information Science (SLIS) has accomplished a great deal in the past three years despite numerous challenges. Overall, the School is in a much stronger position than it has been in a decade. This section summarizes the events of the past three years and the current SLIS environment.

Accreditation Status

Louisiana State University (LSU) has had a program accredited by the American Library Association (ALA) continuously since 1932. The most recent accreditation review took place in Spring 2019. The review covered the period from Fall 2012 through Summer 2018. At the conclusion of the review, the ALA Committee on Accreditation (COA) placed the program on conditional accreditation, indicating the need for the School to make significant and immediate improvements to come into compliance with the accreditation standards (see Appendix A for the COA Decision Letter June 2019). ALA COA identified the following concerns:

- The program needs to implement an on-going, broad based systematic planning process that involves the constituencies the program seeks to serve.
- Evaluation of the curriculum must include input from representatives of those served (“students, employers, alumni, and other constituents”).
- The program needs to demonstrate adequate support for the large number of students in the school library specialization with appropriate curriculum, teaching, and advising.
- The program needs to provide documented evidence of ongoing decision-making processes and data for systematic evaluation of student learning outcomes; information from assessment needs to be used to guide curricular development; faculty need to demonstrate “skill in academic planning and assessment.”
- Overall, it must be demonstrated that the program has the “administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished,” including availability of institutional information to address the lack of compliance with the above-mentioned standards.

Internal and External Challenges

There is no doubt that the School was facing challenges prior to and during the current review period.

From Fall 2010 through Fall 2015, enrollment in the Master of Library & Information Science (MLIS) program dropped from 190 to 120, a decrease of 37%.

Between August 2014 and August 2015, five of the ten faculty (including the Director) retired or resigned. While the School was allowed to replace two faculty, it permanently lost three tenure-track faculty lines.
The School also suffered significant leadership challenges. A national search to replace Director Beth Paskoff upon her retirement in 2014 was unsuccessful. The Dean of the College of Human Sciences & Education, Dr. Damon Andrew, appointed Dr. Ed Holton, Director of Human Resources Education & Workforce Development, as Interim Director of SLIS. Dr. Holton served as director of both schools simultaneously. When he retired in February 2015, Dean Andrew appointed Dr. Carol Barry as Interim Director for a two-year term. Although administrative duties had never been part of her stated responsibilities, she had performed functions in SLIS that would normally fall under the responsibilities of an assistant or associate director. In March 2017, Dean Andrew appointed Dr. Barry as permanent Director, ending a three-year period of leadership changes.

Understanding these challenges requires additional context. During the 2009-2010 academic year, LSU Chancellor Michael Martin spearheaded a realignment of units on campus. Part of this realignment included finding homes within colleges for the three smallest independent schools on campus (SLIS, Human Resources Education & Workforce Development, and Social Work). The LSU Administration determined that the schools would become part of a new college that would also include Education and Kinesiology. A planning committee with representatives from all units addressed implementation issues.

In May 2010, Chancellor Martin very unexpectedly and publicly announced that SLIS would be closing. SLIS had not been consulted on this decision. The decision was not supported on campus or at the state level and did not come to pass. Once it became clear that the School would not be closing, the planning to include SLIS in the new college proceeded. But the harm had been done. The School’s reputation had been damaged. As enrollment continued to drop, there was concern among students, faculty, and alumni that the decision to close the School might be revived. As faculty began to leave the School, that concern deepened. It is fair to say that the primary focus of the faculty from 2015 through 2018 was on increasing enrollment to levels that would dispel concerns about possible closure.

The 2019 accreditation review focused on this troubled period when the School suffered significant losses in enrollment and faculty and experienced three changes in leadership. The faculty began the work needed to address COA’s concerns during the Fall 2019 semester.

On March 16, 2020, LSU officially transitioned to an entirely online course delivery and remote work environment in response to the COVID-19 pandemic. Given that SLIS has offered only asynchronous online courses since 2015, it was spared the stress of units that had only a few weeks to move their courses online. In fact, SLIS faculty were available to offer colleagues in other units advice and assistance. But the disruption was real. As was the case at other universities and colleges, faculty and staff were learning how to adjust to working from home, some while also home-schooling their children. The Director, faculty, and staff were doing everything they could to support students who were also learning how to work from home (or losing their employment because that was not a possibility), home-schooling their children, caring for family and friends who fell ill, mourning family and friends who died, and in many cases becoming ill themselves. SLIS faculty and staff did not begin returning to the campus until July 2021, sixteen months after the closure.
It is also worth noting that during the three-year period covered in this report, there have been seven presidential major disaster declarations in Louisiana: five hurricanes, a torrential storm with widespread flooding, and —believe it or not— an ice storm. Faculty, staff, and students were displaced from their homes (more than once, in some cases) and work was disrupted for long periods when the power grids failed.

**Accomplishments and Support**

In the three years since the 2019 review, the faculty has exerted exceptional effort to meet the challenges.

During the Fall 2019 semester, the faculty developed a comprehensive systematic planning cycle to address the concerns expressed by the accreditation committee. In a series of meetings with the LSU Director of Assessment, the faculty created Student Learning Outcomes (SLOs) for the MLIS program, and an ongoing assessment plan based on those outcomes.

Beginning in Spring 2020, the faculty gathered and evaluated data that drove decisions that have improved the student learning environment, the overall student experience, and the curriculum. This includes assessments of SLOs that provide evidence of necessary improvements and successful strategies. It also includes feedback and input from students, alumni, and other stakeholders at a level that did not exist three years ago. An in-house database was created to provide the faculty with current, in-depth data to assess student metrics, student and alumni survey results, course enrollments, and alumni information.

The College supported the School in creating a non-tenure-track Assistant Professor of Professional Practice line to teach and advise in the school librarianship focus area. This position was filled in March 2021. The College also supported the School in creating a tenure-track Assistant Professor line to teach, advise, conduct research, and provide professional service in the school librarianship focus area. The faculty will be interviewing candidates in Spring 2022 with an expected hire in Fall 2022.

The College supported the School in providing funding for a 12-month Associate Director position. Dr. Edward Benoit receives a one-course release in the fall and spring and a summer stipend as the Associate Director. His assistance to the Director during the past three years has been invaluable.

The College supported the School in launching three programs in LSU Online in Fall 2020: the MLIS, the Graduate Certificate in Archival Studies, and the Graduate Certificate in Records & Information Management. LSU Online is the University unit created in 2018 to offer asynchronous online programs. Departments interested in offering programs or degrees through LSU Online work with that unit’s staff to determine whether a program/degree is appropriate and to thoroughly plan the curriculum and course scheduling.

Participation in LSU Online provides an entirely new revenue stream to the School. SLIS has used that revenue to hire two Assistant Professors of Professional Practice to teach and advise...
students in the LSU Online programs and to create two new staff positions: Student Services Specialist for LSU Online programs and Student Services Specialist for SLIS Online (on-campus) programs. Both positions were filled during Summer 2021. Having two staff dedicated to supporting students has greatly improved the student experience. The staff are also responsible for many data-gathering activities needed for systematic planning, which will improve the process.

Throughout this report are discussions of decisions made based on student input and feedback, and students' positive reactions to the changes that have been made. There are discussions of ways in which SLIS is reaching out to other stakeholders as well, incorporating their input into the planning process. The faculty have continued to conduct research, secure grant funding (over $1.5 million in the past three years), publish, make presentations, and provide service to the School, the College, the University, and the profession.

The evidence to support these statements is provided throughout the report.

Organizational Context

The State

Louisiana is a state of unique characteristics and contrasts. Formed from part of the Louisiana Purchase, the state of Louisiana joined the union in 1812 and has retained many of the characteristics and influences of its early French heritage. The state’s legal system is based on the Code Napoleon rather than English common law. Local units of government, known as counties in other states, are called parishes in Louisiana. It is one of the poorest states but has valuable oil and natural gas resources. With a state population of 4.7 million, only the cities of New Orleans, Baton Rouge, and Shreveport have populations of more than 150,000. In two-thirds of the 64 parishes in the state, the majority of the population does not live in urban areas. Most of the population is White (62.8%), while 32.8% are Black, 5.3% are Hispanic or Latino, 1.8% are Asian, and less than 1% are Native American.¹

Louisiana State University

Louisiana State University and Agricultural and Mechanical College originated in grants of land made by the United States government beginning in 1806. In 1853 the Louisiana General Assembly established the Louisiana State Seminary of Learning and Military Academy near Pineville, Louisiana. The institution opened January 2, 1860 with Colonel William Tecumseh Sherman as Superintendent. The seminary closed during the Civil War and reopened as the Louisiana State University in 1870. Following the Morill Act of 1862, the state legislature merged the Louisiana State University with the Louisiana State Agricultural & Mechanical College, creating the first land-grant institution in the state in 1876.

¹ “U.S. Census Quick Facts Louisiana,” https://www.census.gov/quickfacts/LA.
Louisiana has four public university systems: the Louisiana State University System (eight institutions on ten campuses); the Southern University System (the only historically Black university system in the United States, comprising five institutions on three campuses); the University of Louisiana system (nine regional public universities); and the Louisiana Community and Technical College System (twelve colleges). Each system is administered by a Board of Supervisors. The Louisiana State Board of Regents coordinates all public higher education in the state.

LSU is part of the Louisiana State University System (see Appendix B for the Louisiana State University System Organizational Chart and Appendix C for the Louisiana State University Organizational Chart). It is designated by the Board of Regents as the state’s only comprehensive flagship university. In Fall 2020 university enrollment was 34,290 (27,948 undergraduate and 6,342 graduate) students. The University offers 75 undergraduate, 76 master’s and 50 doctoral degrees, and 19 graduate certificates. LSU is in the elite 1% of U.S. universities having land-, sea-, and space-grant status. It is designated as a research-intensive university by the Carnegie Foundation.

Louisiana State University and A&M College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master’s, specialist, and doctoral degrees. Questions about the accreditation of Louisiana State University and A&M College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website.

**College of Human Sciences & Education**

The University created the College of Human Sciences & Education (CHSE) in 2012. The College is home to five degree-granting schools: Education, Kinesiology, Leadership & Human Resource Development, Library & Information Science, and Social Work. The Dean of the College reports directly to the LSU Executive Vice President and Provost (see Appendix D for the College of Human Sciences & Education Organizational Chart).

CHSE offers six undergraduate programs with 17 degrees and nine minors, 16 master’s programs, and five Ph.D. programs. In Fall 2020 College enrollment was 3,861 students (1,925 undergraduate and 1,936 graduate). CHSE is the third-largest College on LSU’s campus.

The University Lab School is under the College umbrella, enrolling approximately 1,400 K-12 students. CHSE is also home to the Early Childhood Education Laboratory Preschool, enrolling approximately 175 children ages six weeks to four years old.

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iv Formerly the School of Human Resources Education & Workforce Development. The name was changed in 2019.

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Introduction
School of Library & Information Science

In 1926 LSU began offering summer courses in library science and in 1931 the Board of Supervisors established the School of Library Science. The name was changed to the School of Library & Information Science (SLIS) in 1981.

LSU’s program has been continuously accredited by the American Library Association for 89 years, since 1932-1933. The initial accreditation was for the Bachelor of Science in Library Science, created in 1931 and discontinued in 1958. The bachelor’s degree was awarded to 725 students. The Master of Science program was created in 1951, renamed the Master of Library Science in 1973, and renamed the Master of Library & Information Science in 1986. More than 3,800 students have received the master’s degree. It is the only ALA-accredited program in the state.

The School is administered by a Director who reports directly to the Dean. In addition to the Director, there are currently 9.5 full-time faculty members. Three of these are new faculty lines, a 38% increase since the last accreditation review in 2019.

The MLIS degree entails a total of 36 credit hours, with 18 hours of required core courses and 18 hours of electives. Students select their elective courses based on their career goals and the guidance of their faculty advisors. SLIS also offers graduate certificates in Archival Studies, Records & Information Management, and School Librarianship, and an undergraduate minor in Digital Studies.

All SLIS courses are delivered in an asynchronous online format. The School does not offer any face-to-face courses. The following is a description of the events that led to that decision.

Given that SLIS offers the only ALA-accredited MLIS program in Louisiana, distance education opportunities have always been a priority. Prior to the 1990s, faculty would drive to locations around the state to offer courses. In the mid-1990s, the Louisiana State Board of Regents supported the creation of the infrastructure to offer compressed video courses. Unfortunately, this support did not include necessary updates and repairs to the infrastructure. The School stopped offering courses via this method in 2013. SLIS started offering Web-based courses as an alternative to the failing compressed video system in 2012, using first the Blackboard and then the Moodle course management platforms.

During the 2012-13 through 2014-15 academic years, SLIS offered courses in both face-to-face and Web-based formats. The School alternated the delivery method of each course so that students had the option to attend class physically in the classroom or access the course via the Web. Giving students this option was the ideal situation. However, enrollment in face-to-face courses dropped quickly and significantly. In AY 2012-13, 45% of students enrolled in face-to-face courses. That number dropped to 33% in AY 2013-14 and 18% in AY 2014-15.

After discussing this situation at length, the faculty decided to only offer courses through the Web-based delivery method. Beginning in the Fall 2015 semester, SLIS has only offered
asynchronous online courses. At that time the MLIS was the only fully online program offered at LSU.

SLIS currently offers on-campus programs (SLIS Online) and LSU Online programs. Table 1 provides a comparison of these two environments.

*Table 1. SLIS Online and LSU Online Comparison*

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<th>SLIS Online</th>
<th>LSU Online</th>
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<td><strong>Degree Programs</strong></td>
<td>SLIS Online offers a Master in Library &amp; Information Science (MLIS) and a Graduate Certificate in School Librarianship (CSLIB). SLIS Online programs are classified as traditional, on-campus programs for application purposes. However, SLIS Online is an entirely asynchronous online program.</td>
<td>LSU Online offers a Master in Library &amp; Information Science (MLIS), a Graduate Certificate in Archival Studies (CARST), and a Graduate Certificate in Records &amp; Information Management (CRIM).</td>
</tr>
<tr>
<td><strong>Focus Areas</strong></td>
<td>There are eight focus areas offered in the SLIS Online format: Academic Librarianship, Adult Services in Public Libraries, Cultural Heritage Resource Management, Digital Content Management, Knowledge Management, Public Librarianship, School Librarianship, and Youth Services Librarianship. MLIS students may also elect not to complete a focus area.</td>
<td>There are three focus areas offered in the LSU Online format: Archival Studies, Librarianship, and Records &amp; Information Management. MLIS students may also elect not to complete a focus area.</td>
</tr>
<tr>
<td><strong>Length of Semesters and Terms</strong></td>
<td>SLIS Online courses are taught in two 14-week semesters (Fall and Spring) and two five-week terms during the summer.</td>
<td>LSU Online courses are taught in two seven-week terms in the Fall, two seven-week terms in the Spring, and two five-week terms in the summer.</td>
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<tr>
<td><strong>MLIS Credit Hours</strong></td>
<td>Students complete 18 hours of required courses and 18 hours of electives.</td>
<td>Students complete 18 hours of required courses and 18 hours of electives.</td>
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Graduate Certificate Credit Hours

<table>
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<th>CSLIB students complete 18 hours of courses.</th>
<th>CARST and CRIM students complete 15 hours of courses.</th>
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Admissions

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<th>The MLIS program admits students for Fall and Spring semesters only. The Certificate in School Librarianship program admits students for Fall, Spring and Summer semesters.</th>
<th>The LSU Online MLIS &amp; certificate programs admit students six times a year (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2).</th>
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Graduation

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<th>SLIS Online students graduate three times per year (Fall, Spring, Summer).</th>
<th>LSU Online students graduate six times per year (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2).</th>
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Tuition and Fees

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<th>SLIS Online follows a traditional LSU tuition and fee schedule.</th>
<th>LSU Online follows a flat rate per credit hour for tuition and fees.</th>
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Out-of-State Tuition

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<th>Applicants who live outside Louisiana will incur a nonresident fee. Students in select states can apply for in-state tuition through the Academic Common Market.</th>
<th>Applicants who live outside of Louisiana will pay the same flat rate per credit hour as in-state students.</th>
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As can be seen in the table, SLIS Online programs adhere to the University’s on-campus academic schedule while LSU Online programs are offered through an accelerated six-term per year schedule. Students in SLIS Online programs pay the University’s on-campus tuition and fees while LSU Online students pay a flat rate per credit hour.

The School’s decision to begin offering programs through LSU Online was based on two factors: the prohibitive costs of SLIS Online programs for out-of-state students and the revenue stream the School would receive from LSU Online offerings.

The Fall 2021 LSU graduate tuition and required fees for a three-credit course is $1,545 per semester for residents of Louisiana. Students who are not Louisiana residents are charged an additional nonresident fee of $802, bringing the total cost to $2,347. For full-time students (12 credit hours), residents of Louisiana will pay $6,520. Non-residents will be charged an additional $8,469, more than doubling the cost to the student.v All students in LSU Online programs offered by SLIS, regardless of residency, pay $485 per credit hour ($1,455 for a three-credit course, $5,280 for 12 credit hours).vi

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The School began offering the MLIS, the Graduate Certificate in Archival Studies, and the Graduate Certificate in Records & Information Management through LSU Online in Fall 2020. As of the Fall 2021 semester, there were 171 students enrolled in these programs. Over 70% of the students reside in states other than Louisiana.

Participation in LSU Online provides an entirely new revenue stream to the School. Again, the flat rate per credit hour for SLIS programs offered through LSU Online is $485. This revenue is divided equally among three entities: LSU Online, the LSU Office of Academic Affairs, and the College. The College allocates 80% of its share to the School. As a result, SLIS earns $129 for each credit hour offered through LSU Online. This revenue is not bound to the fiscal year.

All instructional costs for courses offered through LSU Online are paid using this revenue. This includes the salaries of Professors of Professional Practice hired to teach in LSU Online and the salaries of adjuncts hired to teach courses in LSU Online. SLIS full-time faculty may teach in LSU Online. If a course is taught as part of the faculty member’s on-load responsibilities, LSU Online revenue is used to pay a portion of their salary to the LSU Office of Academic Affairs. If the course is taught as an overload, the additional compensation to the faculty member is paid through LSU Online revenue.

Monies remaining once instructional costs have been covered are then available to SLIS for other purposes. As mentioned earlier, the School has created two new staff positions that are funded through LSU Online revenue.

As of Fall 2021, there are 347 graduate students enrolled in SLIS programs. This is an increase of 145 students since the last accreditation review, which represents a 72% increase. The student body is primarily White and female, although there is a higher percentage of minority students in LSU Online. While the SLIS Online program is comprised mainly of Louisiana residents, most LSU Online students live in other states. In both programs, most students attend part time, reflecting the large percentage of students (approximately 50% to 60%) who are working while pursuing the degree.
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Glossary of Terminology and Abbreviations

**Terminology**

**Blue.** A holistic experience management platform designed by Explorance to handle feedback initiatives, including student feedback on instruction.

**Box.** A secure cloud content manager used to facilitate workflow from multiple users.

**Focus Areas.** Focus areas are specialized pathways of study intended to guide students to courses that will meet their interests and career goals. Students are **not** required to complete a focus area, and focus areas are not listed on transcripts or degrees. If desired, students may elect to complete one or more focus area.

**GROK Database.** An online support database for LSU students containing diverse articles on available LSU systems and resources.

**Listserv.** An application that distributes messages to subscribers on an electronic mailing list.

**LSU Online.** LSU Online programs offer courses in a term-based format with two terms per traditional semester (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2) and use a flat rate for tuition and fees. Students interested in applying for LSU Online programs must select *online* as admission type in their application. Students in the LSU Online Master of Library & Information Science (MLIS) may take elective courses in librarianship, archival studies, or records & information management (or any combination thereof). The Graduate Certificate in Archival Studies (CARST) and Graduate Certificate in Records & Information Management (CRIM) are also offered through LSU Online.

**Enterprise System Mainframe.** A large-scale software package designed to track and control all of the complex operations of a business. These systems are used as at LSU to help automate University functions and make reporting and decision making easier.

**MLIS.** The Master’s degree in Library and Information Sciences offered by SLIS at Louisiana State University. The degree can be pursued through SLIS Online and LSU Online.

**Moodle.** A free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License. Moodle is used for blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors.
**Omeka.** An open-source web publishing platform for sharing digital collections and creating media-rich exhibits.

*Slate by Technosolutions. Slate is a comprehensive platform for admissions and enrollment management, student success, and alumni/advancement. It provides a single, unified interface to CRM, outreach and communications, travel management, online applications, online reading, student success and retention, and alumni and donor engagement.*

**SLIS Online.** SLIS Online programs follow full semesters (Fall, Spring & Summer) and are classified as traditional, on-campus programs for applications, tuition & fees. Therefore, students interested in applying for SLIS Online programs must select *on-campus* as admission type in their application. Students in the SLIS Online Master of Library & Information Science (MLIS) can select one of eight focus areas (or elect not to complete a focus area). SLIS Online also includes the Graduate Certificate in School Librarianship (CSLIB), and the Doctor of Design (DDeS) in Cultural Preservation focused in Archival Studies.

**Taskstream.** Cloud-based software for assessment, accreditation, and e-portfolios Taskstream’s platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution.

**Workday.** Workday is a cloud-based software vendor that specializes in human capital management and financial management applications.

**Zoom.** A cloud-based video conferencing platform that can be used for video conferencing meetings, audio conferencing, webinars, meeting recordings, and live chat.

**Abbreviations**

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<th>Abbreviation</th>
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<td>ACM</td>
<td>Academic Common Market</td>
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<td>APR</td>
<td>Academic Program Review</td>
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<td>AY</td>
<td>Academic Year</td>
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<td>AAC</td>
<td>Alumni Advisory Council</td>
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<td>AASL</td>
<td>American Association of School Libraries</td>
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<td>ALA</td>
<td>American Library Association</td>
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<tr>
<td>APC</td>
<td>Annual Planning Committee</td>
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<tr>
<td>AP-PP</td>
<td>Assistant Professor of Professional Practice</td>
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<td>ALISE</td>
<td>Association for Library and Information Science Education</td>
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<td>ACRL</td>
<td>Association of College and Research Libraries</td>
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<tr>
<td>ALSC</td>
<td>Association of Library Services to Children</td>
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<tr>
<td>CCT</td>
<td>Center for Computing Technology</td>
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<tr>
<td>DDeS</td>
<td>College of Art &amp; Design Doctorate of Design in Cultural Preservation Program</td>
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<td>CHSE</td>
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COC  Commission of Colleges
COA  Committee of Accreditation
CHSE P&T Committee of Promotion and Tenure Admissions & Scholarship Committee
DA  Director of Assessment
ECELP Early Education Laboratory Preschool
GLAMs Galleries Libraries Archives Museums
GIS Geographic Information Systems
CSLIB Gradual Certificate in School Librarianship
CARST Graduate Certificate in Archival Studies
CRIM Graduate Certificate in Records & Information Management
HBCU Historically Black Colleges and Universities
HRM Human Resource Management
ICRM Institute of Certified Records Managers
IMLS Institute of Museum and Library Services
IEC Institutional Effectiveness Council
LAMA Louisiana Archies & Manuscript Association
LBR Louisiana Board of Regents
LLA Louisiana Library Association
LSDE Louisiana State Department of Education
LSU Louisiana State University
LSU A&M Louisiana State University and Agricultural and Mechanical College
MLIS Master of Library & Information Sciences
MLS Master of Library Sciences
MS Master of Science
NSF National Science Foundation
OIE Office of Institutional Effectiveness
ORED Office of Research & Economic Development
RMC Recruitment and Marketing Committee
SOE School of Education
SHREWD School of Human Resources Education and Workforce Development
SOK School of Kinesiology
SHRD School of Leadership and Human Resource Development
SLIS School of Library & Information Sciences
SSW School of Social Work
SAA Society of American Archivist
SSA Society of Southwest Archivists
SACSCOC Southern Association of Colleges and Schools Commission on Colleges
SLL State Library of Louisiana
SPAR Strategic Plan and Annual Report
SLOs Student Learning Outcomes
SPC Systemic Planning Cycle
ULS University Lab School
VLA Virginia Library Association
YALSA Young Adult Library Services Association
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**Standard I: Systematic Planning**
Barry, Benoit

**Standard II: Curriculum**
Gill, Jin, Yang

**Standard III: Faculty**
Roeschley, Stauffer, Stewart

**Standard IV: Students**
Barry, Benoit, Ju, Thiele, Wu

**Standard V: Administration, Finances, and Resources**
Barry, Rozas (Staff)
Standard I. Systematic Planning

Introduction
As the flagship institution of the state, the vision of Louisiana State University (LSU) is to be a leading research-extensive university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development. Designated as a land-, sea-, and space-grant institution, the mission of LSU is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

In implementing its mission, LSU is committed to:
• Offering a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly qualified undergraduate and graduate students;
• Employing faculty who are excellent teacher-scholars, nationally competitive in research and creative activities and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural, and economic enterprises; and
• Using its extensive resources to solve economic, environmental, and social challenges.

The three primary functions of the university—instruction, research, and service—represent the cornerstones of the mission and goal statements of the Master of Library and Information Science (MLIS) program offered through the School of Library & Information Science (SLIS).

This chapter presents detailed information about the mission, goals, and program-level learning outcomes of the MLIS program as well as information about activities and processes that demonstrate systematic planning.
Standard I.1

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

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

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

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

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

The SLIS MLIS program can only measure the degree to which it achieves its vision, mission, and goals through ongoing cycles of planning and assessment. The planning process is critical to assessing the broader organizational environment, defining future goals, setting current priorities, determining student learning outcomes, and identifying new opportunities. Planning occurs at multiple levels within the MLIS program and the operational environment. Planning within the MLIS program incorporates the data gathering, analysis, and reporting implemented at the University level.

The LSU Office of Institutional Effectiveness (OIE)1 directs the planning and assessment cycles for the University and follows a continuous improvement process model of defining/revising goals, developing/refining measures, collecting and analyzing data, and using the results for improvement. In alignment with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expectations, LSU demonstrates a commitment to the principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to all aspects of the institution’s mission. LSU utilizes Taskstream as the system of record to document institutional effectiveness requirements.

The campus-wide planning and assessment framework results in each unit on campus submitting a Strategic Plan Annual Report (SPAR) which assesses the extent to which each unit is meeting program goals and objectives. The report includes the unit’s accomplishments, challenges, and planning for the upcoming year (see Appendix E for the School’s reports for AY 2018-19, AY 2019-20, and AY 2020-21). The process of identifying the School’s primary challenges provides, not only the priorities for the coming year, but the steps to be taken by faculty to address those challenges. The Director and Faculty of SLIS, as well as the Dean of CHSE, utilize this document to explore solutions to the challenges. The subsequent reports then document the extent to which challenges have been met.

The School has utilized this process during the past three years to work with the College to resolve several challenges. The actions taken have included hiring three Assistant Professors of Professional Practice; creating a new tenure-track line with an anticipated hire of Fall 2022; creating two new staff positions for student support, which were filled in Summer 2020; and launching programs through LSU Online, which provides the School with a new revenue stream.

The OIE is responsible for campus-wide student learning assessment. As described in detail in Section I.1.1 and I.1.2, SLIS has worked closely with OIE during the past three years to create student learning outcomes (SLOs), rubrics, assessment artifacts, and an assessment plan for the MLIS program. The extent to which the School is meeting their student learning goals is evaluated each year through the Student Learning Assessment Report (SLAR) submitted to OIE, providing insight into opportunities for improvement (see Appendix F for the School’s 2020-21 report).

OIE also oversees the University’s Academic Program Review (APR) process, which provides a cyclical, comprehensive assessment of an academic unit’s strengths, challenges, and opportunities for improvement. The primary focus of the APR considers factors associated with achieving and maintaining high-quality degree programs, including stand-alone certificates. In addition, the review considers related departmental/academic unit factors (e.g., climate, communications, facilities, technology, staffing, advising). The APR is an improvement-oriented process that provides the unit, the College, and the University with an evidence-based foundation to support decision-making and enhance academic excellence.

The review begins with the creation of a self-study report by the unit, including sections on strategic planning, curriculum and assessment, faculty information, student information, research, outreach and partnerships, supporting resources, and current overall analysis. The review panel gathers further evidence through meetings with the unit’s full-time faculty, staff, students, and unit head, as well as the Dean of the College. The panel also solicits an assessment of the self-study report by a recognized expert in the field. The panel creates a report based on all evidence, which is then discussed in a meeting of the review panel, the unit head, the Dean of the College, and the Provost’s representative. This an opportunity for the unit head and Dean to provide clarification and/or correct factual errors in the report.

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The OIE then utilizes all input to create an action plan for the unit. The plan provides recommendations for the unit to address identified issues. The unit can suggest changes to recommendations to then negotiate with OIE. Upon agreement of recommendations, the unit specifies actions with timelines for completion for each recommendation. The Dean and the Provost must approve the final action plan.

LSU evaluated SLIS through the program review process during the 2020-21 academic year. All parties approved an action plan in September 2021 (see Appendices G and H for the self-study report, external evaluator report, internal review panel report, and finalized action plan).

The internal review panel report identified the following program strengths:

**Strategic Planning, Curriculum, and Assessment**
Only ALA-accredited program in the state

Strong awareness and focus on the school’s mission

Faculty have diligently created a comprehensive curriculum with methods for continuous improvement and maintenance

Faculty have diligently created a robust Student Learning Outcomes Assessment Plan to support curricular maintenance

Currently in a period of strong growth

National reputation of on-campus program is a strong bond for the school

Positioned for increasing growth of online learning as all coursework is conducted online

Attracting strong number of out of state students to the program

**Faculty – Teaching, Research, and Service**
Dedicated faculty who are strong collaborators

Faculty research is strong (professional journal articles, panel participation)

Serve as reviewers for editorial boards, conference proposals, and professional journals

Maintaining and enhancing network connections

Keeping current in the profession

Increasing the reputation of SLIS’s programs, CHSE, and the University
A profession that focuses on libraries, data, documentation, and the integrity of information and touches all spheres of well-being at local and state levels and beyond.

**Staff**
Dedicated staff member serving multiple roles

**Students and Diversity**
Dedicated students and alumni, supportive of the program and what it offers them

Graduate students find programs to be well grounded offering best practices education tied to current field trends

SLIS has reached out to African American alumni to identify ways to recruit and support more African American students

**Support**
Revenue sharing of LSU Online tuition

The APR process also identified challenges that have been recognized at the School and College level (insufficient faculty and staff for the number of students and programs; the impact of heavy faculty workloads on research and scholarship; salary compression; the need to solicit input/feedback from all constituencies; and the challenge of recruiting a diverse student body). This provides confirmation of the priorities that have guided the School’s planning.

**I.1.1 and I.1.2**

---

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

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

---

Following the last COA review, the School developed a systematic planning cycle. The cycle sets forth activities for data gathering, data analysis, planning, and implementation. The following sections describe those activities.

**Data Gathering**
The overall goal is to have the data necessary to evaluate and assess program objectives, student learning outcomes, and the curriculum, ensuring the consideration and inclusion of input from all relevant constituencies and stakeholders.
**Student Learning Outcomes (SLO) Data**
Data are gathered from the use of rubrics to assess SLO outcomes in all programs (the MLIS and all graduate certificates).

**Surveys**
SLIS uses surveys to gather input from students at different stages of their programs of study and alumni at different stages of their careers.

**First Semester Student Survey**
The survey is distributed to students toward the end of their first semester, gathering data in the following areas:
- Advisor communication
- New student orientation
- Awareness/use of SLIS resources for students
- Awareness/use of LSU resources for students
- Suggestions on how to improve the first-semester experience

**Student Exit Survey**
The survey is distributed to students toward the end of their last semester, gathering data in the following areas:
- The extent to which feel prepared in terms of each SLO
- Awareness/use of SLIS resources for students
- Awareness/use of LSU resources for students
- Ability to identify and register for courses that reflect interests/career goals
- Ability to request and receive advice on a program of study/career goals
- Employment status
- Overall satisfaction with the SLIS experience
- Accomplishments

**Alumni Survey**
The School distributes surveys to alumni in the semester or term in which they graduated (Fall, Spring, Summer) on a three-year cycle (i.e., three years after graduation, six years after graduation, etc.), gathering data in the following areas:
- The extent to which feel prepared in terms of each SLO
- Employment status
- Satisfaction with the overall educational experience
- Satisfaction with preparation for a professional career
- Demographic data
- Accomplishments

See Appendix I for all survey results from 2019 through 2021.
Course Evaluations
Students complete course evaluations every semester/term via the Blue by Explorance platform. The system provides reports to individual faculty and the Director. Course evaluations via Blue have been in place since Fall 2018 (see Appendix J for Course Evaluations). The Director presents a report summarizing course evaluation results at annual curriculum retreats.

Internship Evaluations
Every Internship requires evaluations completed by the student and the site supervisor. The Director presents a report summarizing student and supervisor evaluations at annual curriculum retreats. See Appendix K for Internship Evaluations.

SLIS Database
There are some barriers to using data provided by University systems to understand student metrics and achievements wholly and accurately. University data are accessed through a mainframe enterprise system created in the 1970s. The data often lack the specificity and currency required for comprehensive assessment and planning.

The School has developed an in-house database to better meet the program’s needs and provide necessary assessment and planning data. In July 2019, the School hired a graduate assistant for this process. From July through November 2019, data gathering procedures and formats were identified, reviewed, and revised. The process has been complex and labor-intensive, and there is no doubt that procedures and formats will continue to be reviewed and revised as SLIS Faculty and staff employ the data to assess student achievements and metrics, to identify all current students and their status, and to compile alumni information. The database will provide longitudinal data on survey results, course and internship evaluations, course enrollments, and any other data identified as necessary. Many of the reports and analyses presented and discussed at Planning Retreats and Curriculum Retreats utilize the in-house database.

As of this report, it has not been possible to create the entire database needed. The School initially relied on a single graduate assistant to gather data and create the appropriate reports. The two new staff hired in Summer 2021 have taken over these activities.

The university plans to deploy a new student information system during the Spring 2023 to Spring 2024 timeframe. Such a system would eliminate the need for the School to gather some of the data regarding students.⁴

Faculty Annual Activity Reports
Information provided in the annual activity reports submitted by faculty facilitates the assessment of the extent to which program goals are being met. The Director presents the findings at annual Planning Retreats.

⁴ More information about the transition can be found at “About the Project,” https://www.lsu.edu/sismodernization/about.php.
Advisory Councils

Following the last COA review, an advisory council was created to provide feedback and input regarding the program, the strategic plan, the student learning outcomes, the curriculum, and any other issues that seem appropriate. The council was also charged with bringing any concerns or issues that should be discussed to the attention of the council co-chairs.

The Director and Dr. Will Monroe were co-chairs of the council. Dr. Monroe, Assistant Director of Instructional Technology at the LSU Law School Library, brought his perspective as a graduate of the School, an adjunct for the School, and an employer of SLIS graduates to his role as co-chair. Dr. Monroe worked with the Director and the Associate Director to map out desired representation on the council (i.e., the inclusion of current students, alumni, employers, library professional and paraprofessional staff, Louisiana Library Association (LLA) leadership, and stakeholders such as the State Library of Louisiana). The membership was finalized in October 2019. The council was to meet annually, once during the Fall semester and once during the Spring semester.

The first meeting of the advisory council was to take place in Spring 2020. Given the disruption caused by the COVID-19 pandemic, the meeting did not take place. The attempt to schedule the meeting revealed issues with the structure of the council. The sheer number of members made it impossible to find a time during which everyone could meet. In hindsight, it seemed the council structure was more complicated and cumbersome than it needed to be for the School’s purposes and resources. Going forward, this process will involve stakeholders in smaller and more focused groups.

Diversity Advisory Council

During the Fall 2020 semester, the Director and Associate Director met with a small group of black alumni to discuss diversity-related issues with the SLIS curriculum, the recruitment of more diverse students and faculty, and the needs of existing students and alumni. The initial group met several times throughout the 2020-21 academic year, conducted a survey of current students and alumni, and held a feedback session during a Virtual Coffee Hour. SLIS formalized the group as its Diversity Advisory Council. The Council will be involved in recruitment events, mentoring programs for students, assistance with the job search process, and curriculum initiatives.

The initial Council will formalize its structure and charge and expand its membership by reaching out to interested alumni and current students based on the following timeline:

- May 2022: Identify and reach out to potential members.
- May 2023: Finalize the mission and structure of the Council; develop activities.
- Ongoing: Provide activities and continue outreach.

Alumni Advisory Council

Any interested alumni may participate (alumni have received invitations via the School’s Alumni listserv and LinkedIn). The council will hold a formal meeting each Fall, but the council’s expectations include responding to issues or proposed changes whenever necessary. Council
expectations also include bringing any alumni issues, problems, or concerns to the Director’s attention.

**Student Advisory Council**
Any interested students may participate and have received invitations through student listservs. This council will meet every other month during the academic year. The council will be provided with minutes and supporting materials from all faculty meetings and asked to comment on any information or proposals presented in those materials. Council expectations also include bringing any student issues, problems, or complaints to the Director’s attention.

**Louisiana Library Association Townhall/Annual Virtual Townhall**
The Louisiana Library Association (LLA) holds a conference each Spring. Attendees include current SLIS students, SLIS graduates, and employers. This conference provides an opportunity to connect with the School’s constituents. The townhall provides the opportunity to inform the audience about activities or plans within the School and solicit feedback.

The first townhall was scheduled for the LLA conference in Spring 2020. The LLA canceled the conference because of the COVID-19 pandemic. A virtual conference was held in Spring 2021, but there were issues with finding a time in the schedule and the availability of appropriate technology. The plan is to move forward with the LLA Townhall once the conference returns to an in-person format, hopefully in March 2022.

While connecting with the state’s library association is paramount, this venue does not reach all stakeholders. Going forward, the School will hold an Annual Virtual Townhall open to any interested individuals. The School will send announcements via its listservs (students and alumni) and the LLA listserv and advertise the event on the School’s website.

SLIS will make executive summaries of all townhalls available on the School’s website.

**Data Analysis**
Data analysis and reports are completed and made available to the faculty before each Planning Retreat in the Fall semester and before each Curriculum Retreat in the Spring semester. The Director and Associate Director are responsible for the analysis and report creation, with the assistance of SLIS staff.

**SLO Assessment Report**
The report provides data and analysis pertaining to assessment of all SLO’s.

**Surveys Report**
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on surveys, with emphasis on issues or problems identified.
**Course Evaluation Report**
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on course evaluations, with emphasis on issues or problems identified.

**Internship Evaluation Report**
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on internship evaluations completed by students and by site supervisors, with emphasis on issues or problems identified.

**Strategic Plan Annual Report (SPAR)**
The SPAR report (which is submitted to the University each year) includes the School’s accomplishments, challenges, and planning for the upcoming year. The report for the previous year is presented and discussed to assess progress in the planning objectives and to begin drafting the SPAR for the current academic year.

**Student Metrics and Achievement Report**
The report includes admissions and enrollment numbers, retention rates, graduation rates, time to completion, student diversity data, grade distributions, academic actions such as probation or drops, and course enrollments.

**Faculty Activity Report**
The report summarizes all faculty activity in the areas of scholarship, teaching, and service.

**Advisory Council Minutes**
SLIS staff are responsible for creating minutes from advisory council meetings. The Director and Associate Director identify issues which merit discussion by the faculty at planning events.

**Townhall Minutes**
SLIS staff are responsible for creating minutes from the LLA Townhall and the Annual Virtual Townhall. The Director and Associate Director identify issues which merit discussion by the faculty at planning events.

**Additional Student Interactions**
The Director and Associate Direct hold several student events during the academic year. These include orientations before each Fall and Spring semester, townhalls each Fall and spring semester, and virtual coffee hours each month during the academic year. Students often raise issues or concerns during these events. The Director and Associate Director add such issues/concerns to the agenda for the appropriate planning event.
Planning
The data analysis and reports listed above articulate and facilitate planning. Although initial planning may occur within the Planning and Curriculum Retreats, discussions continue in faculty meetings and committee meetings throughout the year.

Faculty Meetings
The Director schedules faculty meetings monthly from August through May, with additional meetings scheduled as needed. See Appendix L for Faculty Meeting Minutes for 2018 through 2021.

Committee Meetings
Committee chairs schedule meetings as needed during the academic year. The standing faculty committees are:

Academic Personnel
Charges
1. To administer recruitment of new academic personnel
2. To coordinate personnel retention activities
3. To administer the promotion and tenure procedures
4. To coordinate the recruitment, retention, and review of non-tenure-track academic personnel

Admissions and Scholarship
Charges
1. To advise the Director and faculty on matters concerning admission policies and procedures
2. To make recommendations regarding the admission of applicants to the program
3. To create and review scholarship application procedures
4. To award scholarships

Curriculum
Charges
1. To review proposed changes to courses and curricula
2. To conduct continuing review of courses and curricula and make recommendations to the faculty concerning changes to courses and curricula.

Policy
Charges
1. To periodically review existing policies of the School
2. To develop and/or revise policy statements as the need arises
3. To advise the Director as to interpretation and application of School policy
4. To review the performance of the Director pursuant to a majority vote of the faculty

Recruitment and Marketing
**Charges**

1. To develop, review, and revise student recruitment and School marketing strategies
2. To coordinate student recruitment and School marketing efforts with internal and external staff
3. To advise the Director and faculty on recruitment and marketing activities

As the need arises, the School may create Special Committees (ad-hoc). Any faculty member may propose a Special Committee, including the Director. Special Committees will be formed at the request of the Director or by the majority vote of the faculty.

**Planning Retreat**
The School holds a day-long planning retreat in the Fall semester, with additional time scheduled as needed. See Appendix M for Planning Retreat Minutes for 2018 through 2021.

**Curriculum Retreat**
The School holds a day-long curriculum retreat during each spring semester, with additional time scheduled as needed. See Appendix N for Curriculum Retreat Minutes for 2018 through 2021.

**Implementation**

Any decisions agreed upon during any of these planning events are documented in the minutes, including the data upon which the decision was determined to be necessary and the entities responsible for implementation (committees, individual faculty, staff, Associate Director, and/or Director). This information is included as Old Business on the agendas for faculty meetings to ensure that progress is being made in a timely manner.

The School maintains a calendar which sets forth yearly planning and assessment activities, which includes the identification of entities responsible for each activity. Table 1.1 presents the current calendar.

*Table 1.1. Yearly Planning & Assessment Activities*

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
<th>Entity Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Data for Planning Retreat Analyzed and Distributed</td>
<td>Barry, Benoit, SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Faculty Meeting</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Request One-Year Data from Budget &amp; Planning Office</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Student Orientations</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Update Course Enrollment Database</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Update Course Evaluations Database</td>
<td>Barry, SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Update SLIS Student/Alumni Databases</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Update Survey Results Database</td>
<td>Benoit, SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>General Education/ILC Assessment (Taskstream)</td>
<td>Benoit</td>
</tr>
<tr>
<td></td>
<td>Distribute Orientation Surveys</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>SLIS Student Townhall</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td>Month</td>
<td>Event Description</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>September</td>
<td>Course/Internship Evaluations Filed and Summarized</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Faculty Meeting</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Planning Retreat</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>SLAR: Analysis, Action Plan</td>
<td>Barry, Benoit, SLIS Faculty</td>
</tr>
<tr>
<td></td>
<td>SPAR: Data, Target, Findings</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Distribute LSU Online First Semester &amp; Exit Surveys</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Alumni Advisory Council</td>
<td>Barry</td>
</tr>
<tr>
<td></td>
<td>Student Advisory Council</td>
<td>Barry</td>
</tr>
<tr>
<td>October</td>
<td>Advisory Council Meeting</td>
<td>Barry</td>
</tr>
<tr>
<td></td>
<td>COA Progress Report</td>
<td>Barry, Benoit, SLIS Faculty</td>
</tr>
<tr>
<td></td>
<td>Faculty Meeting</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Diversity Advisory Council Meeting</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td>November</td>
<td>COA Self-Study Report Due</td>
<td>Barry, Benoit, SLIS Faculty</td>
</tr>
<tr>
<td></td>
<td>Faculty Meeting</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>SLAR: Program Impact Report</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>SPAR: Annual Report</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Distribute LSU Online &amp; SLIS Online Exit Surveys</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Student Advisory Council</td>
<td>Barry</td>
</tr>
<tr>
<td>December</td>
<td>Update Survey Results Database</td>
<td>Benoit, SLIS Staff</td>
</tr>
<tr>
<td>January</td>
<td>Analyze assessment data</td>
<td>Benoit</td>
</tr>
<tr>
<td></td>
<td>Course/Internship Evaluations Filed and Summarized</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Data for Curriculum Retreat Analyzed and Distributed</td>
<td>Barry, Benoit, SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Faculty Meeting</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Report assessment findings to faculty</td>
<td>Benoit</td>
</tr>
<tr>
<td></td>
<td>Student Orientation</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Update Course Enrollment Database</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Update Course Evaluations Database</td>
<td>Barry, SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Update SLIS Student/Alumni Databases</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Distribute Orientation Surveys</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>SLIS Student Townhall</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td>February</td>
<td>Curriculum Retreat</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Discuss assessment findings at curriculum retreat</td>
<td>SLIS Faculty</td>
</tr>
<tr>
<td></td>
<td>Faculty Meeting</td>
<td>Barry, Benoit</td>
</tr>
<tr>
<td></td>
<td>Faculty Submit Annual Activity Report</td>
<td>SLIS Faculty</td>
</tr>
<tr>
<td></td>
<td>Distribute LSU Online First Semester &amp; Exit Surveys</td>
<td>SLIS Staff</td>
</tr>
<tr>
<td></td>
<td>Employers Advisory Council</td>
<td>Barry</td>
</tr>
<tr>
<td></td>
<td>Student Advisory Council</td>
<td>Barry</td>
</tr>
<tr>
<td>March</td>
<td>Faculty Meeting</td>
<td>Barry, Benoit</td>
</tr>
</tbody>
</table>
Creation of SLOs, Rubrics, Artifacts, and Assessment Cycle

At the time of the last accreditation review, no SLOs existed for the MLIS program. In a series of meetings with the LSU Director of Assessment held from March 2019 through August 2019, the faculty created SLOs that align with the COA standards for curriculum, the rubrics for each SLO, the artifacts administered in core courses to assess each SLO, and an assessment cycle. The core courses, which impart the fundamental concepts and skills that prepare students, are described below.

LIS 7000 Information and Society (3) Information as a concept, and its uses and meanings in a contemporary global society.

Upon satisfactory completion of this course, the student will be able to:

- Define “information”
- Explain how different segments of society utilize information to achieve goals and objectives
- Describe the power dynamics of information creation, dissemination, and consumption
- Identify the different types of information agencies and their varying missions, goals, and purposes
- Demonstrate an understanding of public policy and law regarding intellectual property and copyright, privacy, freedom of information, equal access, etc. in an increasingly digital world

LIS 7004 Management of Information Organizations (3) Basic functions of management and their application to the operation of information organizations.
Upon satisfactory completion of this course, students will be able to:

- Demonstrate an understanding of a variety of leadership and management styles
- Describe current trends in management in general and in information organizations
- Utilize tools and techniques that SLIS can use for decision-making in information organizations

**LIS 7008 Information Systems and Technologies (3)** Identification of technology; information searching skills; evaluation of search systems.

Upon satisfactory completion of this course, students will be able to:

- Discuss the role of information technologies in today’s library and information services, and their importance to the management of information organizations
- Explain common information management tools (e.g., database)
- Analyze, compare, and effectively use different types of information retrieval systems
- Identify and describe the elements and structure of markup languages including HTML, XML, and explain website design techniques.

**LIS 7009 Understanding Research (3)** Research methodologies applicable to library and information phenomena; definition of research problems, selection of inquiry tools and data collection; emphasis on evaluation of research.

Upon satisfactory completion of this course, students will be able to:

- Understand basic research methodologies and their applications to research in library and information science
- Define research and identify basic concepts and processes of research
- Design and conduct research in library and information science
- Evaluate research studies in the field of library and information science and apply findings from research to practical issues
- Appreciate the need for and the role of research in the library and information science professions

**LIS 7010 Organization of Information (3)** Concepts and principles of information organization; methods and tools used for information organization, including bibliographic control and metadata creation.

Upon successful completion of this course, students will be able to:

- Understand the core concepts and principles of information organization
- Become familiar with the major standards, systems, and tools used for organizing recorded information
- Acquire the fundamental understanding and skills to use and critically evaluate information organization and retrieval effectively
LIS 7011 Information Behavior (3) User-centered approaches to meeting information needs of individuals and communities; community analysis, user studies, and user-centered design of services and resources.

Upon successful completion of this course, students will be able to:

- Demonstrate understanding of a conceptual framework and research foundation for information services
- Demonstrate understanding of models and methods for analyzing the information needs of individuals and communities
- Recognize and defend the need for user-centered approaches to information services

Table 1.2 shows the coverage of COA standards for curriculum in the core courses. The COA standards state, “...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.”

<table>
<thead>
<tr>
<th>ALA COA Standard</th>
<th>SLIS SLO(s)</th>
<th>MLIS Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.2.1 The essential character of the field of library and information studies</td>
<td>SLOs-1, 2, 3 &amp; 4</td>
<td>7000, 7004, 7008, 7009, 7010, 7011</td>
</tr>
<tr>
<td>I.2.2 The philosophy, principles, and ethics of the field</td>
<td>SLOs-1 &amp; 4</td>
<td>7000, 7004, 7011</td>
</tr>
<tr>
<td>I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations</td>
<td>SLOs-1 &amp; 4</td>
<td>7000, 7004, 7011</td>
</tr>
<tr>
<td>I.2.4 The importance of research to the advancement of the field’s knowledge base</td>
<td>SLO-3</td>
<td>7009, 7011</td>
</tr>
<tr>
<td>I.2.5 The symbiotic relationship of library and information studies with other fields</td>
<td>SLOs-1, 2, 3, &amp; 4</td>
<td>7000, 7004, 7008, 7009, 7010, 7011</td>
</tr>
<tr>
<td>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</td>
<td>SLOs-1 &amp; 4</td>
<td>7000, 7004, 7011</td>
</tr>
<tr>
<td>I.2.7 The role of library and information services in a rapidly changing technological society</td>
<td>SLOs-1, 2, &amp; 4</td>
<td>7000, 7004, 7008, 7010, 7011</td>
</tr>
</tbody>
</table>
I.2.8 The needs of the constituencies that the program seeks to serve

| SLOs-1, 2 & 4 | 7000, 7004, 7008, 7010, 7011 |

Curriculum Mapping, Identification of SLOs, Artifact Map, and Pilot Test

In March and April of 2019, the faculty worked closely with Dr. Tara Rose, Director of Assessment at LSU, to identify student learning outcomes (SLOs) that align with ALA Standards, identify assignments or projects in core courses that address the SLOs, and develop the rubrics used to assess each SLO. Activities included curriculum mapping of the core courses with desired outcomes, revised curriculum mapping based on the then tentatively identified SLOs, an artifact map, and a test of the assessment plan through a pilot project (see Appendix O).

During August 2019, SLIS Faculty finalized and defined SLOs-1, 2, 3 and 4 (see Appendix P), aligned the SLOs with ALA Standard I.2 (see Appendix Q), and identified assignments and projects within the core courses used to assess each of the SLOs. The Director and Dr. Rose met with the faculty members involved with each assignment or project to create assessment rubrics for each SLO during September 2019. The entire faculty circulated the draft rubrics for approval following their creation (see Appendix R). Additionally, the rubric creation meetings identified necessary revisions to assignments and projects within the core courses to better assess the SLOs. Dr. Rose and the Director worked with Drs. Jin (LIS 7004 Management of Information Organizations), Ju (LIS 7009 Understanding Research) and Stewart (LIS 7010 Organization of Information) to revise their assignments and implement the revisions for the Fall 2019 semester.

Below is the Fall 2019 Assessment Plan. The School collected student work products from the Fall 2019 semester and, in some cases, the program pulled a random sample of student work products from the Spring 2019 and Summer 2019 semesters. The School then assessed all work products using the draft rubrics created by the faculty using the Aqua by Watermark platform.

<table>
<thead>
<tr>
<th>Student Learning Outcomes Assessed</th>
<th>Direct Assessment Method</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Describe and identify political, social, legal, and ethical issues related to the role of information in society.</td>
<td>LIS 7000 - Critical Book Analysis</td>
<td>Collected and assessed a random sample of student work products from Spring 2019 (15) and Fall 2019 (15) using the MLIS SLO-1 Rubric. Norming and Scoring session held on January 6, 2020.</td>
</tr>
<tr>
<td><strong>Outcome 2: Demonstrate an understanding of information technologies.</strong></td>
<td><strong>LIS 7010 – Metadata Systems Report</strong></td>
<td>Collected and assessed a random sample of student work products from Spring 2019 (20) using the MLIS SLO-2 Rubric. Collected course-embedded assessment from all student work products from Fall 2019 using the MLIS SLO-2 Rubric. Norming and Scoring session held on January 7, 2020.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Outcome 3: Critically evaluate and synthesize research literature in LIS and other disciplines.</strong></td>
<td><strong>LIS 7009 – Final Project</strong></td>
<td>Collected and assessed a random sample of student work products from Spring 2019 (16) and Fall 2019 (16) using the MLIS SLO-3 Rubric. Norming and Scoring session held on January 7 &amp; 8, 2020.</td>
</tr>
<tr>
<td><strong>Outcome 4: Describe and evaluate information services that reflect and respond to the needs of diverse constituencies.</strong></td>
<td><strong>LIS 7004 – Case Study #1</strong></td>
<td>Collected and assessed all student work products from Fall 2019 using the MLIS SLO-4 Rubric. Norming and Scoring session held on November 22, 2019.</td>
</tr>
<tr>
<td><strong>LIS 7011 – Community Analysis Assignment</strong></td>
<td>Collected and assessed a random sample of student work products from Spring/Summer 2019 (15 combined) and Fall 2019 (15) using the MLIS SLO-4 Rubric. Norming and Scoring session held on January 7 &amp; 8, 2020.</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcomes Assessment**
The SLO assessment process began in November 2019 with the norming and scoring session of SLO-4, Part 1. During the norming session, faculty identified issues with the draft rubrics and agreed to add a fourth level, “Not Meeting Expectations,” to all rubrics. This addition allows faculty to more accurately delineate how well artifacts are meeting or not meeting expectations. The initial scoring and norming session and the January sessions used the revised rubric.

Faculty submitted the remaining required assessment artifacts to the Associate Director in December 2019, and he anonymized the submissions prior to uploading them into the Aqua
platform. Faculty and Dr. Tara Rose met for norming and scoring of SLO-1 on January 6, SLOs-2 and 3 on January 7, and SLO-4, Part 2 on January 8, 2020. During the SLO-1 norming session, faculty identified additional issues with the draft rubrics and agreed to remove the “Completeness” and “Organization and Presentation” criteria from all rubrics since these criteria related more to grading assignments than assessing the SLOs.

Additionally, the SLO-1 norming procedure identified ambiguity within the criteria level descriptions. The faculty clarified the description and used the updated rubric during the scoring session.

Similar to SLO-1, the faculty clarified the criteria level description for SLOs-2 and 3 to ensure normalized scoring of the artifacts. In addition, the faculty agreed to remove the “implications” criteria from SLO-3 since the expectations of students did not include conducting original research to meet SLO-3. The faculty used the updated rubrics during the SLO-2 and SLO-3 scoring sessions.

During the norming session for SLO-4, Part 2, several issues arose with the interpretation of the assessment artifact. Following a discussion, the faculty decided the artifact could not be used to assess SLO-4 since students analyzed a published article and could not identify diversity-related issues outside of the article. As SLO-4, Part 1 included enough artifacts to assess SLO-4, the faculty agreed to use only the assessment data from the SLO-4, Part 1 scoring session.

Following the SLO scoring sessions, the Associate Director presented faculty with the analyzed assessment results at the Curriculum Retreat on January 9-10, 2020. The table below summarizes the assessment results.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Criterion</th>
<th>Average Assessment (0=Not Meeting; 3=Exceeding Expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO-1: Describe and identify political, social, legal, and ethical issues related to the role of information in society.</td>
<td>Political Considerations</td>
<td>1.23</td>
</tr>
<tr>
<td></td>
<td>Social Considerations</td>
<td>1.77</td>
</tr>
<tr>
<td></td>
<td>Legal Considerations</td>
<td>0.45</td>
</tr>
<tr>
<td></td>
<td>Ethical Considerations</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td><strong>SLO-1 Average</strong></td>
<td><strong>1.04</strong></td>
</tr>
<tr>
<td>SLO-2: Demonstrate an understanding of information technologies</td>
<td>Identification of Technology</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>Identification of Schema or Standards</td>
<td>1.61</td>
</tr>
<tr>
<td></td>
<td>Information Searching Skills</td>
<td>0.54</td>
</tr>
<tr>
<td></td>
<td>Evaluate Search Systems</td>
<td>0.04</td>
</tr>
<tr>
<td></td>
<td><strong>SLO-2 Average</strong></td>
<td><strong>0.77</strong></td>
</tr>
</tbody>
</table>
The faculty discussed the assessment results and the overall assessment process at the beginning of the second day of the curriculum retreat. Reflecting on the process, faculty noted several lessons learned through the process including: the importance of clarifying the criteria levels within the assessment rubrics to ensure normalized scoring; the need to better integrate the assessment criteria into the artifact assignment design; the lack of assessment artifacts from the technology core course that could address the technology SLO; and the need to revise or update course content to ensure students meet the SLOs. In particular, the artifact assignment used for SLO-1, a critical book review, did not explicitly direct students to identify legal or ethical considerations. For SLO-2, the artifact assignment specifically focused on metadata, and therefore did not address the other assessment criteria. Likewise, the selected assessment artifact for SLO-3, a research proposal, did not include direct evaluation of methodologies or a conclusion. Finally, as noted earlier, there were issues with the second assignment selected for SLO-4.

**Curriculum Design Exercise**

The Associate Director led the faculty through a curriculum design exercise following a discussion of the assessment process and results. During the first phase of the exercise, the Associate Director asked faculty to identify assignments that would result in the ideal artifacts for each SLO without considering existing courses or assignments. The faculty identified at least three assignments per SLO and then discussed which two assignments would, in combination, best address the associated SLO. The table below identifies the selected assignments:

*Table 1.5. Ideal Artifacts for SLO Assessment*

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assignment #1</th>
<th>Assignment #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO-1</td>
<td>Social/Political Case Study</td>
<td>Legal/Ethical Case Study</td>
</tr>
<tr>
<td>SLO-2</td>
<td>Cross IR System Analysis</td>
<td>Metadata Assignment</td>
</tr>
<tr>
<td>SLO-3</td>
<td>Methodology Assignment</td>
<td>Literature Review Paper/Essay</td>
</tr>
</tbody>
</table>
Based on the assignment list, the Associate Director then asked faculty to design an ideal curriculum (not based on the existing core) whose content would support the assignment list. The initial list of suggested courses included: Information & Society; Information Technology, Searching, Seeking, Retrieval, & Systems; Research Methods; and Information Users, Seeking, and Services. Subsequently, faculty attempted to align the created artifact assignments with the ideal course list. The faculty realized the original list of four courses needed division to cover the suggested content within a single course. Additionally, the faculty made some minor revisions to the assignment list above. The following table identifies the resulting combination of courses, their associated assignments and SLOs:

**Table 1.6. Courses with Associated Artifacts and SLOs**

<table>
<thead>
<tr>
<th>Ideal Core Course</th>
<th>Assessment Artifact Assignment(s)</th>
<th>SLO Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>Methodology Assignment</td>
<td>SLO-3</td>
</tr>
<tr>
<td>Information &amp; Society</td>
<td>Political/Social/Legal/Ethical Case Study (combination of previous)</td>
<td>SLO-1</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Cross IR System Analysis</td>
<td>SLO-2</td>
</tr>
<tr>
<td>Information Organization</td>
<td>Metadata Assignment</td>
<td>SLO-2</td>
</tr>
<tr>
<td>Information Seeking Behavior &amp; Information Services</td>
<td>Literature Review Paper focused on Needs &amp; Services</td>
<td>SLO-3 &amp; SLO-4</td>
</tr>
<tr>
<td>Management of Information Organizations</td>
<td>Diversity Case Study &amp; Critical Movie Analysis</td>
<td>SLO-4</td>
</tr>
</tbody>
</table>

**Curriculum Revision/Artifact Creation or Revision**

After completing the ideal curriculum exercise, the faculty compared the results with the existing core courses and discussed which courses would need title, description, and/or content revisions. The faculty decided to revise the title of LIS 7011 from Information Needs & Information Seeking to Information Behavior since Information Behavior includes information needs, seeking and services. The content of the course also needed to be significantly revised to support the artifact assignment. Additionally, the faculty approved the change of the description of LIS 7008 from “Introduction to hardware, software, telecommunications and networks, and system issues relating to information technologies” to “Identification of technology; information searching skills; evaluation of search systems.” This course also required significant content revision. The remaining core courses (LIS 7000 Information & Society; LIS 7004 Management of Information Organizations; LIS 7009 Understanding Research; and LIS 7010 Information Organization) all required some content revision to support their new associated artifact assignments.
Finally, the faculty identified and discussed the next steps in realigning the core courses and assessment artifacts. The first step was developing the artifact assignments. As noted above, the faculty decided on the following seven new or revised artifact assignments.

Create the following artifact assignments:

- A case study exploring the information needs of diverse constituencies and information services meeting the needs of diverse constituencies (Case Study-Diversity).
- A literature review paper identifying the information needs of several constituencies and the service meeting (or not meeting) those needs (Literature Review Paper).
- A cross-system comparison and evaluation of four IR systems assignment (X-system Comparison).
- A case study exploring the political, social, legal, and ethical issues related to the role of information in society (Case Study-PSLE).

Revise the following existing assignment into an assessment artifact:

- A critical movie analysis of The Public (2018) that focuses on the information needs of diverse constituencies and information services meeting the needs of diverse constituencies (Movie Analysis).

Revise the following existing assessment artifacts:

- An identification and evaluation of metadata assignment (Metadata Assignment).
- A research proposal assignment (Method Assignment).

The faculty created two ad hoc committees during the Curriculum Retreat on January 9-10, 2020. The committees created new assessment artifact assignments and revised existing assignments to better align with assessment needs. During the Spring 2020 semester, each ad hoc committee reviewed two SLO assessment artifacts and rubrics and submitted recommendations to the faculty. Once the assignments and rubrics were approved, the committees worked with the course instructors to revise course content to support both the artifacts and SLOs.

Prior to the Draft Assessment Assignment Meeting on February 28, 2020, both ad hoc committees met virtually and in-person to discuss draft assignments, exchange comments and suggestions, and then submit the draft assignments to the full faculty for consideration. During the February 28, 2020, meeting, the draft of an assessment assignment was presented for each core course with the following results:

**LIS 7000 Information & Society**
The Critical Book Review/Analysis was approved for assessment of SLO-1.

**LIS 7004 Management of Information Organizations**
Case Study #1 was approved for assessment of SLO-4.

**LIS 7008 Information Technologies & Systems**
two assignments were presented: Cross-System Comparison and Evaluation for Information Retrieval Systems and Assignment: Search. Both assignments were intended for assessment of
SLO-2. After discussion, it was agreed that the Ad Hoc Assessment Assignment II Committee would work on revising the assignments to address the issues raised during the discussion.

**LIS 7009 Understanding Research**
Homework Assignment 3: Evaluation of Research was discussed. It was agreed that the assignment meets the assessment needs for SLO-3, but there was concern about the absence of qualitative methodologies from the assignment. The assignment was directed for further revision.

**LIS 7010 Organization of Information**
The Comparative Metadata System Report was approved for assessment of SLO-2.

**LIS 7011 Information Needs & Information Seeking**
The Term Paper was approved for assessment of both SLO-3 and SLO-4.

During March 2020, each ad hoc committee focused on the remaining revisions to assignments from LIS 7009 and LIS 7008. During this period, some of the work was interrupted by the decision to close campus for the COVID-19 pandemic.

The faculty met virtually on April 3, 2020, to further discuss the work of the ad hoc committees. The faculty discussed the revised assignment in LIS 7009. This discussion determined that the assignment should present students with two lists of articles to choose from: one qualitative and one quantitative. The faculty approved the assignment with this modification.

The faculty also discussed the three assignments for LIS 7008. The School has designed each of them as a capstone to one unit in the course and 15% of the final grade, for a total of 45%.

- **Assignment 1:** The faculty decided to combine Part 1 and Part 2 into a single cohesive discussion, agreeing that “library automation systems” is much too broad. The assignment was approved based on revision by the committee.

- **Assignment 2:** The assignment was approved.

- **Assignment 3:** There was a very lengthy discussion about evaluating system performance and asking students to compare the systems based on criteria such as precision, recall and relevance. The faculty/committee found it might improve the assignment by providing students with scenarios for the searches (i.e., a parent looking for information versus a researcher writing a paper) as the basis for comparison. The assignment was approved based on revision by the committee.

The ad hoc committees continued working with the course instructors during Summer 2020 to prepare all core courses to include their associated assessment artifact assignments for the Fall 2020 semester.
Implementation of MLIS SLO Assessment
During the Fall 2020 semester, SLIS Faculty integrated the new SLO assessment assignments into the MLIS core courses. Table 1.7 identifies assignments used for each SLO criteria.

Table 1.7. SLO Assessment Assignments

<table>
<thead>
<tr>
<th>SLO</th>
<th>Criteria</th>
<th>Course</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO-1</td>
<td>Political Considerations</td>
<td>LIS 7000</td>
<td>Critical Book Review/Analysis</td>
</tr>
<tr>
<td></td>
<td>Social Considerations</td>
<td>LIS 7000</td>
<td>Critical Book Review/Analysis</td>
</tr>
<tr>
<td></td>
<td>Legal Considerations</td>
<td>LIS 7000</td>
<td>Critical Book Review/Analysis</td>
</tr>
<tr>
<td></td>
<td>Ethical Considerations</td>
<td>LIS 7000</td>
<td>Critical Book Review/Analysis</td>
</tr>
<tr>
<td>SLO-2</td>
<td>Identification of Technology</td>
<td>LIS 7008</td>
<td>Information Technologies for Services and Management of Libraries Assignment</td>
</tr>
<tr>
<td></td>
<td>Identification of Schema or Standards</td>
<td>LIS 7010</td>
<td>Comparative Metadata System Report</td>
</tr>
<tr>
<td></td>
<td>Information Searching Skills</td>
<td>LIS 7008</td>
<td>Searching Assignment</td>
</tr>
<tr>
<td></td>
<td>Evaluate Search Systems</td>
<td>LIS 7008</td>
<td>Cross System Comparison and Evaluation for Information Search Systems Assignment</td>
</tr>
<tr>
<td>SLO-3</td>
<td>Problem Statement</td>
<td>LIS 7011</td>
<td>Information Needs and Information Seeking Term Paper</td>
</tr>
<tr>
<td></td>
<td>Existing Knowledge, Research, and/or Views</td>
<td>LIS 7011</td>
<td>Information Needs and Information Seeking Term Paper</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Methodologies</td>
<td>LIS 7009</td>
<td>Evaluation of Research Assignment</td>
</tr>
<tr>
<td></td>
<td>Analysis/Identification of the Research Findings</td>
<td>LIS 7011</td>
<td>Information Needs and Information Seeking Term Paper</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>LIS 7011</td>
<td>Information Needs and Information Seeking Term Paper</td>
</tr>
<tr>
<td>SLO-4</td>
<td>Differing Information Needs of Diverse Constituencies</td>
<td>LIS 7011</td>
<td>Information Needs and Information Seeking Term Paper</td>
</tr>
<tr>
<td></td>
<td>Information Services Meeting the Needs of Diverse Constituencies</td>
<td>LIS 7004</td>
<td>Case Study #1</td>
</tr>
</tbody>
</table>

SLIS Faculty used embedded assessment procedures during the semester to assess the SLO criteria using the finalized SLO Rubrics (see Appendix S for finalized rubrics). Each faculty member submitted their assessment data to the Associate Director at the end of the semester for normalization and analysis.

The Associate Director normalized all assessment data to the following 4-point scale: Exceeding
Expectations (4), Meeting Expectations (3), Approaching Expectations (2), Not Meeting Expectations (1). The normalization process also removed students who did not submit an assessment assignment and non-SLIS students enrolled in the associated courses. The Associate Director merged the normalized data into a master dataset using student 89 numbers as a key to align student data. The dataset also included student type (SLIS Online/LSU Online), gender, and ethnicity information for additional analysis. See the Fall 2020 Assessment Report in Appendix T.

The average assessment of all SLOs exceeds 3.0 for the 196 students who completed at least one core course (SLO-1: 3.4; SLO-2: 3.3; SLO-3: 3.5; SLO-4: 3.0). The average assessment of only two SLO criteria fell below the 3.0 level (SLO-1 Ethical Considerations: 2.9; SLO-4 Differing Information Needs of Diverse Constituencies: 2.9). Additional assessment analysis found little difference based on gender or ethnicity/race but found LSU Online student outperformed their SLIS Online peers in many criteria.

The SLIS Faculty met on January 15, 2021 to discuss the assessment findings as part of the annual curriculum retreat. The Associate Director summarized the findings discussed previously in this report. Subsequently, the faculty discussed several of the issues highlighted in the findings, as noted below.

Assessment Normalization
The faculty discussed and agreed that the Associate Director should meet with all new SLIS Faculty to review the assessment procedures and conduct a normalization session to ensure consistency throughout the assessment process.

LIS 7004, SLO-4, and SLO-1 Ethics
The faculty discussed if LIS 7004 should be used to assess SLO-4 as it does not address diverse services and needs in the same fashion as LIS 7011 and is more of a secondary assessment of the SLO. Dr. Stauffer highlighted that management issues are discussed in the foundational courses for each focus area and questioned if LIS 7004 needed to remain as a required core course if it does not directly address any of the current SLOs. Dr. Barry questioned if LIS 7004 was not a required course, could a MLIS student graduate without any management courses and would that be a problem. Dr. Jin noted the need to adjust the rubric as presented to students in LIS 7004 to ensure they are aware of the expectations and assessment for the assignment. These changes did not occur for the Fall 2020 version of the course. The School will present an updated rubric to students for the Spring 2021 semester and revisit the update’s effects following the spring assessment.

The faculty discussed the low assessment results for the ethics criteria within SLO-1. Since the Associate Director taught both an LSU Online and SLIS Online section of LIS 7000 during the Fall semester, he tried to address the issue by adding more ethics-related content earlier into the course for the SLIS Online students after identifying the issue during the Fall 1 term of LSU Online.
During the discussion of LIS 7004, Dr. Stauffer asked if professional ethics was included in its course content and suggested moving the assessment of the SLO-1 ethics criteria to an artifact from LIS 7004 since it more directly relates to what SLIS expects students to meet regarding the ethics criteria. After significant discussion, the faculty agreed to use the professional ethics-related case study from LIS 7004 to assess the SLO-1 ethics criteria in addition to the LIS 7000 artifact for the spring 2021 semester. The School will revisit the effects of these changes following the spring assessment.

**Summer 2021**
LSU changed the length of summer courses from 8-week to 5-week terms starting with the Summer 2021 semester. SLIS Faculty expressed concern regarding the accelerated schedule’s potential impact on the rigorous core courses and decided to use the Summer 2021 assessment data to decide if SLIS should continue offering MLIS core courses during future Summer semesters. The Associate Director presented the comparison data to the faculty at the August 20, 2021 faculty meeting for discussion (see Appendix U). After discussion, the faculty decided the lower assessment results in the Summer courses required SLIS to no longer offer core courses during 5-week Summer terms.

**Moving Forward**
The compiled AY 2020-2021 Assessment Report (see Appendix F) will be presented to the faculty for discussion at its annual curriculum retreat. Overall, the average assessment of all SLOs exceeds 3.0 for the students who completed at least one core course (SLO-1: 3.29; SLO-2: 3.23; SLO-3: 3.61; SLO-4: 3.04). Additionally, comparing mean assessments between LSU Online and SLIS Online students found statistically significant differences for 11 of 17 criteria (64.7%) with a significantly higher LSU Online mean assessment for 10 of 17 criteria (58.8%). One SLIS Online (5.9%) mean assessment was significantly higher than LSU Online.

The 2020-2021 assessment findings will serve as the benchmark moving forward and represent the final year of the LSU three-year program assessment cycle (2018-2021). The Associate Director presented the faculty with a proposed MLIS assessment plan for the 2021-2024 cycle (see Appendix V) and it was approved at the August 20, 2021 faculty meeting. In addition to the regular assessment activities, SLIS will continue analyzing one additional variable per year to ensure consistency based on gender, ethnicity/race, and program delivery (LSU Online/SLIS Online).

**I.1.3**

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

Over the past three years, SLIS relied heavily on both formal and informal data to better inform its decision-making processes. The following section highlights and summarizes some of the data-driven improvements SLIS made at the programmatic level.
Program Learning Outcomes
As noted above, SLIS made significant revisions to the learning outcomes across all its programs. These revisions included creating a new mission statement and student learning outcomes for the MLIS based on the ALA core competencies. The faculty revised course content, created assessment artifact assignments, and embedded assessment rubrics in 2019. Subsequent testing of the revised assessment procedures in 2020 led to further refinements prior to implementing the new three-year assessment cycle starting in Fall 2021. SLIS followed similar procedures for its other degree programs resulting in an updated assessment protocol for all four degree programs.

Participation in LSU Online
The decision to move part of the MLIS program into the LSU Online platform took several factors into account. SLIS identified the archival studies and records & information management programs as sharing the most electives while having little elective overlap with other focus areas. Market research and feedback from potential students noted that eliminating the non-resident fee (i.e., flat-rate tuition) would attract students in these areas. Finally, the initial move into LSU Online allowed for expanding the faculty through the alternative revenue stream. Upon the successful transition of the archival studies and records & information management focus areas into LSU Online, SLIS relied on additional feedback from potential students as the basis for expanding the elective offerings in LSU Online to include a general librarianship focus area beginning in Fall 2021. SLIS utilized further expansion to secure additional faculty and staff funding to better support all SLIS programs.

Educational Opportunities for Alumni and Stakeholders
One example of SLIS leveraging formal and informal data in programmatic changes is the formalized partnership with the College of Art & Design’s Doctorate of Design in Cultural Preservation Program (DDes) in 2018. SLIS responded to alumni and stakeholders’ requests for additional educational opportunities beyond the MLIS and reached out to the DDes program to integrate an archival studies track into the DDes program. Three SLIS Faculty joined the DDes affiliated faculty, and DDes students currently complete several SLIS courses as part of their doctoral coursework.

SLIS also created and launched a Professional Development Webinar Series in 2020. The series provides five to six webinars per year focused on various aspects of LIS such as surviving a pandemic at a public library, copyright for analog and digital materials, preparing libraries and archives for climate change, the use of artificial intelligence and machine learning for information science, genealogical materials and evidence, libraries assisting students attending School during or after incarceration, and anti-racist description resources. Included in each year’s Webinar Series is the Wintle Webinar focused on accessibility issues. There is no registration for this Webinar and the Mary Jack Wintle Education Fund covers Webinar expenses. Past Wintle

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Webinar topics included information services for the blind and visually impaired (2020) and an introduction to website accessibility (2021).

Summer Terms
In 2021, LSU altered the length of Summer terms from an 8-week schedule to two 5-week terms. During the first Summer term, SLIS Faculty noted students were struggling with the shorter terms and decided to reach out and gather more formal feedback to best address students’ needs. SLIS surveyed all students who had completed a summer class and received 117 responses (see Appendix W for the survey report). Based on these findings, the Director and Associate Director held two focus groups with students to discuss their experience with the 5-week terms. Following an initial discussion, participants reacted to four proposed adjustments SLIS could take to ease some of the issues (see Appendix X for the focus group summary). Based on these data, SLIS decided to make some adjustments for future Summer terms, including making the Moodle courses available two weeks before the start of the term. This change allows students who wish to engage with course material over a longer period access time and affords students more time to withdraw from a course before the add/drop deadline. Students will not be required to access the course material early or submit any assignments prior to the first official week of the course. Additionally, the summer courses will move to a five module format to better align with due dates and allow students to fall into a more consistent routine.

SLIS Faculty also expressed concern regarding the accelerated schedule’s potential impact on the rigorous core courses and decided to use the Summer 2021 SLO assessment data to determine if SLIS should continue offering MLIS core courses during future Summer terms. The Associate Director presented the comparison data to the faculty at the August 20, 2021 faculty meeting for discussion (see Appendix U). After discussion, the faculty decided the lower assessment results in the summer courses required SLIS to no longer offer core courses during 5-week Summer terms.

Specific examples of improvements relating to the curriculum, faculty, and students based on analysis of assessment data are provided in the appropriate chapters of this report.

I.1.4

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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.
Strategic Plan
From 2016 through 2018, the University, College and School participated in long-range planning and priority setting which resulted in new strategic plans at all levels (see Appendix Y for the LSU Strategic Plan 2025). During the 2017-2018 academic year, once the University plan had been approved, the College developed a strategic plan for the years 2018-2025. Drs. Barry and Wu were involved as members of the College Planning Council. This process involved aligning College goals with University priorities and developing performance indicators and strategies for each goal (see Appendix Z for the College Strategic Plan).

Once the College plan was approved, SLIS Faculty developed the School’s strategic plan for 2018-2025. This involved aligning the School’s goals with University and College priorities and developing performance indicators and strategies for each goal. The faculty also rewrote the School’s Vision, Values, and Mission statements to clearly reflect the current and ongoing goals of the School. This process took place during faculty meetings and then with a final meeting devoted to the strategic plan. The faculty approved the plan in May 2018. The plan was then approved by the College. The School’s vision, values, mission, goals, and performance indicators from the 2018-2025 strategic plan are shown below, with explanations of significant changes from the previous strategic plan. See appendices AA and BB for the SLIS 2011-2020 and SLIS 2018-2025 strategic plans.

Vision

The School of Library & Information Science will be a leader in analyzing the complex intersections among individuals and communities, human communication and information, and informational, educational, and cultural heritage institutions.

The vision statement provided in the 2011-2020 plan seemed to be more of a mission statement. The vision statement shown above is in keeping with the University’s recommendation that such statements should be concise and reflect the aspirations of the program.

Values

The School values and promotes equity, diversity, accountability, and intellectual openness. We engage with and are driven by real world issues and communities, and promote the essential role played by informational, educational, and cultural heritage institutions in all spheres of life.

The 2011-2020 plan did not include a values statement.
Mission

The mission of the School is to prepare leaders who will guide, direct, and administer informational and cultural heritage institutions in the 21st century. The School accomplishes this mission through research, discovery, and publication of knowledge in the field and by educating the next generation of leaders in:

- collaboration, creative problem solving, innovation, and the management of information and institutions
- the knowledge and skills needed to identify and understand individual and community needs, and to facilitate progress through engagement with informational and educational materials and resources
- the theory and practice of evaluating, collecting, describing, organizing, and disseminating information in any format and/or environment
- the skills needed to teach individuals and communities to understand, manage, and preserve digital content
- fostering engagement with communities through professional service and collaboration

The Mission Statement is intended to be a concise, yet inclusive, description of the program’s objectives.

Goal 1: Discovery/Research

The School will contribute to LSU’s research-intensive mission by providing scholarship to advance knowledge and practice.

PERFORMANCE INDICATORS: From 2018 to 2025
Scholarly, peer-reviewed publications will average a minimum of two per year per tenure track faculty

Sponsored research program proposals will reach a total of 10 proposal submissions annually

The average number of awarded grants will be 3 per year
This goal is much the same as it was previously. The performance indicators have changed. The number of scholarly publications expected was to aligned with the College’s expectations. The performance indicators for grant activity are based on the number of submissions and awards (rather than monetary amounts). This aligns with the College’s expectations. Perhaps the most significant change was eliminating faculty service on editorial boards as a measurement of this goal.

Goal 2: Teaching/Learning

The School will offer innovative and challenging programs to attract, retain, and graduate students who excel in critical thinking, creative problem solving, effective communication, and leadership.

PERFORMANCE INDICATORS: From 2018 to 2025
Undergraduate credit hours will increase by 100%

Enrollment of graduate students will increase by 7%

Graduate student credit hours will increase by 7%

Graduate level degree completers will remain stable at 80%

Communication-intensive and honors courses will increase by 10%

The previous goal was simply “Continue to have a strong MLIS program.” The current goal aligns with the College and University goals. The performance indicators have been updated, as many of the previous indicators were no longer relevant. New performance indicators were added to assess progress in undergraduate course offerings. The current indicators align with the College and are intended to provide clear evidence of progress.

Goal 3: Diversity

The School will develop and nurture educational and professional environments that serve diverse, under-represented, oppressed, and vulnerable populations.

PERFORMANCE INDICATORS: From 2018 to 2025
Student enrollment from under-represented populations will increase by 2% each year

25% of scholarly activities per year will be related to diversity
Again, the performance indicators have been significantly changed to represent the priorities of the School, College, and University, and to reflect that scholarly activities contribute to diversity, as well as student demographics.

Goal 4: Engagement

_The School will cultivate engagements among our local, national, and global communities focused on addressing contemporary challenges to deepen civic and academic learning, enhance community well-being, and enrich scholarship._

**PERFORMANCE INDICATORS: From 2018 to 2025**

*Increase the number of faculty engagement activities by 10%*

*Increase the School’s number of service learning courses by 100%*

*Increase participation in the School’s continuing education and lifelong learning opportunities by 25%*

This is the goal which has changed most significantly from the previous strategic plan. The previous plan emphasized professional service (i.e., serving on boards or committees of professional organizations) as engagement. Changing the emphasis to engagement with communities is a better reflection of engagement as it is envisioned by the University and the College and facilitates the definition of performance indicators and strategies that will increase interactions with stakeholders.

See Appendix CC for a detailed analysis of the ways in which the School’s strategic priorities align with priorities set forth by the College and the University.

**Moving Forward**

During the 2020-21 academic year, the faculty began discussing the need to the performance indicators set forth in the strategic plan. Although the performance indicators align with those set forth in the College’s strategic plan, it has become clear that they are not meaningful measures of the School’s goals and do not contribute to meaningful assessment and planning.

For example, Goal 2: Teaching/Learning states that “The School will offer innovative and challenging programs to attract, retain, and graduate students who excel in critical thinking, creative problem solving, effective communication, and leadership.” The performance indicators are based on increasing credit hours, number of students, degree completers, and communication-intensive courses. These are not measures that offer any assessment of critical thinking, creative problem solving, effective communication, or leadership.

Goal 3: Diversity states that the “The School will develop and nurture educational and professional environments that serve diverse, under-represented, oppressed, and vulnerable
The performance indicators are based on increasing student enrollment from underrepresented populations and the number of faculty scholarly activities related to diversity. Although these are appropriate, they do not actually address the goal of an “educational and professional environment” that serves these groups.

The faculty had planned to continue this discussion and identify more appropriate performance indicators during the Spring 2022 semester. However, Dr. William Tate IV, who began his position as President of Louisiana State University in July 2021, recently announced that the current University Strategic Plan will be replaced with a new plan which incorporates new university priorities. The faculty will be discussing whether it is more appropriate to defer changes to the School’s strategic plan until the new University plan has been finalized.

**Communication of Planning Policies and Processes**

SLIS communicates its planning policies and processes to constituents in several ways. The School regularly informs students of policies and processes that affect them formally via the website and through student listservs, the Graduate Student Handbooks, and orientations at the beginning of their studies. Informally, SLIS informs students of new developments through class activities and during discussions with their advisors, SLIS staff and SLIS administration. The School has also implemented two Student Townhalls each semester (one for SLIS Online students and one for LSU Online students) to apprise continuing students of any changes in the programs and/or policies and procedures. Orientations and townhalls are recorded and made available to all students. Discussions of this type may also take place during the monthly Virtual Coffee Hours.

Adjuncts are also kept apprised of these issues through an Adjunct Handbook that is regularly updated; a meeting of the Associate Director and all adjuncts prior to each semester; and an Adjunct Listserv. Adjuncts are also invited to attend all faculty meetings.

Professional meetings attended by faculty, which encompass a range of content areas and geographic locations, also provide opportunities to discuss the School and its programs and to solicit input/feedback. Prior to the COVID-19 pandemic, the School would schedule student/alumni events such as a breakfast or dinner at any conferences faculty attended.

Moving forward, communication of policies and procedures will also take place in the advisory councils, the LLA Townhall, and the Annual Virtual Townhall.
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 student learning expectations and achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies;

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

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 The importance of research to the advancement of the field’s knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

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

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

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

COA Standards for Curriculum, Student Learning Outcomes, and Relevant Courses

Table 1.8 shows the coverage of COA standards for curriculum in the core courses and elective courses. The COA standards state, “...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.”
<table>
<thead>
<tr>
<th>ALA COA Standard</th>
<th>SLIS SLO(s)</th>
<th>MLIS Core Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.2.1 The essential character of the field of library and information studies</td>
<td>SLOs-1, 2, 3 &amp; 4</td>
<td>7000, 7004, 7008, 7009, 7010, 7011</td>
<td>7205, 7403, 7405, 7408, 7700, 7705</td>
</tr>
<tr>
<td>I.2.2 The philosophy, principles, and ethics of the field</td>
<td>SLOs-1 &amp; 4</td>
<td>7000, 7004, 7011</td>
<td>7100, 7110, 7400, 7403, 7405, 7408, 7504, 7506, 7508, 7511, 7604, 7702, 7703, 7704, 7705</td>
</tr>
<tr>
<td>I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations</td>
<td>SLOs-1 &amp; 4</td>
<td>7000, 7004, 7011</td>
<td>4101, 4102, 4104, 4105, 7000, 7110, 7203, 7400, 7403, 7408, 7503, 7504, 7505, 7506, 7511, 7608, 7609, 7612, 7618, 7702, 7704, 7705, 7808 (Principles of Searching)</td>
</tr>
<tr>
<td>I.2.4 The importance of research to the advancement of the field's knowledge base</td>
<td>SLO-3</td>
<td>7009, 7011</td>
<td>7002, 7205, 7403, 7508, 7511, 7612, 7618, 7700, 7702, 4900 (Data Curation), 4513, 7703</td>
</tr>
<tr>
<td>I.2.5 The symbiotic relationship of library and information studies with other fields</td>
<td>SLOs-1, 2, 3 &amp; 4</td>
<td>7000, 7004, 7008, 7009, 7010, 7011</td>
<td>4101, 4102, 4104, 4105, 4511, 7002, 7100, 7110, 7203, 7205, 7400, 7403, 7405, 7408, 7503, 7504, 7505, 7506, 7508, 7511, 7604, 7612, 7618, 7703, 7704, 7705, 7807, 7808 (Diverse Populations)</td>
</tr>
<tr>
<td>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</td>
<td>SLOs-1 &amp; 4</td>
<td>7000, 7004, 7011</td>
<td>4101, 4102, 4104, 4105, 7002, 7100, 7110, 7203, 7400, 7405, 7403, 7408, 7503, 7511, 7608, 7609, 7612, 7702, 7703, 7705, 7800, 7807, 7808 (Diverse Populations)</td>
</tr>
</tbody>
</table>
I.2.7 The role of library and information services in a rapidly changing technological society

| SLOs-1, 2, & 4 | 7000, 7004, 7008, 7010, 7011 | 4511, 7205, 7403, 7410, 7405, 7503, 7505, 7506, 7508, 7511, 7604, 7608, 7609, 7612, 7618, 7702, 7704, 7705, 7807, 7808 (Principles of Searching) |

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

| SLOs-1, 2 & 4 | 7000, 7004, 7008, 7010, 7011 | 7002, 7203, 7403, 7405, 7408, 7505, 7608, 7609, 7702, 7704, 7705, 7800, 7807 |

I.2.1

I.2.1 The essential character of the field of library and information studies;

As noted in Table 1.8, all core courses address the essential character of the field. Each of the six core courses provides students with an understanding of a different aspect of the essential character of LIS. Upon completion of the required MLIS core courses, students possess a well-rounded understanding of the character of LIS. Of note, LIS 7000 includes the course objective that, upon completion, a student will be able to “identify the different types of information agencies and their varying missions, goals, and purposes.”

I.2.2

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

Three of the MLIS core courses, LIS 7000, LIS 7004, and LIS 7011, address LIS’s philosophy, principles, and ethics. For example, Information and Society (LIS 7000) includes a course objective that students will be able to “demonstrate an understanding of public policy and law regarding intellectual property and copyright, privacy, freedom of information, equal access, etc. in an increasingly digital world.” In Management of Information Organizations (LIS 7004), students critically analyze an ethical case study further used as an assessment artifact. Information Behavior (7011) includes a course objective that “students will recognize and defend the need for user-centered approaches the information services.” Additionally, students engage in philosophical and ethical discussions within many of their elective courses, as noted in Table 1.8.
I.2.3

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

Three of the MLIS core courses introduce students to areas of specialization within LIS (LIS 7000, LIS 7004, and LIS 7011). Of particular note, LIS 7000 Information and Society includes an assignment whereby students must investigate different specialization areas within LIS. In its discussion of management, LIS 7004 highlights how different policy statements and professional organization documents are applied within LIS. Finally, Information Behavior (LIS 7011) notes the application of user-centered approaches within LIS specializations.

Additional emphasis on principles of specialization is offered through focus areas. Although not required, students may choose one of the following focus areas. Students utilize the focus areas on the website to identify the foundational courses for a focus area and electives which address the area. Focus areas are intended to guide students to courses that will meet their interests and career goals. Students are not required to complete a focus area, and focus areas are not listed on transcripts or degrees.

Academic Librarianship Academic librarians manage information resources and meet the information needs of faculty and students at post-secondary educational institutions, including community colleges, four-year colleges and universities, and medical and law school libraries. A career in academic librarianship offers numerous opportunities to specialize in diverse areas such as reference or instruction. Individuals may also pursue careers as metadata librarians, electronic resources librarians, distance learning librarians, or systems librarians.

Adult Services in Public Libraries Adult services librarians meet the educational, informational, and recreational needs of adults throughout their life span. They develop collections and provide programming and reference services on topics such as career development, small business ownership, parenting, investing, retirement, and estate planning. They provide reader's advisory services, informational and digital literacy instruction, and outreach services to homebound seniors and those in managed care facilities.

Archival Studies Archival studies focus on building and curating archives that may house historical documents, photographs, diaries, rare manuscripts, analog film, sound and video recordings, among other media. This archival process requires the authentication and appraisal of materials as well as the development of a system to organize, classify, record and access materials.

Cultural Heritage Resource Management Professionals working in cultural heritage institutions such as archives, libraries, and museums utilize electronic information
technologies such as digitization and linked data to manage, preserve, and provide access to their diverse collections. These collections include print materials, digital materials, and physical artifacts. Activities include the creation of data/metadata to describe and provide access, categorization and classification, and the preservation and curation of both digital and physical materials.

**Digital Content Management** Digital content managers collect, organize, and evaluate digital assets regardless of their types, formats, or methods of delivery. They manage the life cycle of digital content from creation to curation, build applications (such as websites, databases, information retrieval systems) and develop services (such as digital libraries and digital curation) that respond to institutional and individual user needs. A wide range of information-rich institutions, including corporations, government agencies and information centers, require digital content management services.

**Knowledge Management** This area trains and supports information professionals working in non-traditional environments, such as knowledge management and competitive intelligence. It focuses on the nature and characteristics of tacit and explicit knowledge, information behaviors in organizational settings, and strategies to capture, identify, codify, organize, store, share, use and reuse various information and knowledge assets in organizations. The specialization is for students who seek careers such as knowledge manager, knowledge engineer/strategist, competitive intelligence analyst/manager, or information/knowledge specialist.

**Librarianship** This focus area prepares students for a range of positions including those in public and academic libraries. Public librarians meet the educational, informational, and recreational needs of patrons at every stage of life and develop collections and programming. Academic librarians manage information resources and meet the information needs of faculty and students at post-secondary educational institutions, including community colleges, four-year colleges and universities, and medical and law school libraries. Students in the librarianship focus area complete the foundational courses for academic librarianship, adult services in public libraries, and youth services librarianship.

**Records & Information Management** Records and information managers are responsible for accurately, securely, and effectively managing information received and produced by a wide range of public and private sector organizations. The focus area prepares students for positions such as Records and Information Management Officer, Information Governance Officer, Digital Assets Manager, or Enterprise Content Manager in areas such as government and municipal offices, healthcare, legal services, financial services, insurance services, the oil and gas industry, and education.

**School Librarianship** School librarians work in public or private elementary, middle, and high school libraries. They develop collections that support the curriculum, collaborate with teachers to integrate reading into the classroom and provide students with information literacy and reference services.
Youth Services Librarianship Youth services librarians work in public libraries as children’s librarians, where they meet the educational, informational, and recreational needs of children from birth through age 12, or as teen (young adult) librarians, meeting the needs of teens from 12 to 18. Some libraries include tween librarians, who work with ages 11-14 (middle-school age). They develop collections and programming, including lapsit, toddler, and pre-school storytimes, summer reading programs, and special events programming. They provide readers’ advisory services, early literacy skills training, informational and digital literacy instruction, and homework help. They often manage their own departments and staff, as well as their own collections and budgets.

The course recommendations for each focus area can be found on the SLIS website.6

1.2.4

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

The MLIS core course Understanding Research (7009) directly addresses the importance of research to advance the field. Upon completion of LIS 7009, students will be able to: understand basic research methodologies and their applications to research in LIS; define research and identify basic concepts and processes of research; design and conduct research in LIS; evaluate research studies in the field of LIS and apply findings from research to practical issues; and appreciate the need for and the role of research in the LIS professions.

Additionally, MLIS students actively engage LIS research within LIS 7011 Information Behavior’s term paper. Each student researches a topic related to user-centered approaches within information environments (such as libraries, archives, or any type of information-provision center) to study the needs of diverse constituencies and how information services/resources meet the needs of these diverse constituencies. The student is responsible for locating appropriate scholarly literature on the topic and writing a paper that synthesizes that literature. The paper address three issues: (1) user-centered approaches, (2) the differing information needs of diverse constituencies, and (3) information services/resources meeting the needs of diverse constituencies.

1.2.5

I.2.5 The symbiotic relationship of library and information studies with other fields;

The MLIS core exposes students to a wide variety of research literature outside of LIS, including fields such as anthropology, archival studies, art and architecture, communication, cultural heritage resource management, history, digital content management, geology, journalism, knowledge management, law, museum studies, popular culture, psychology, records management, and sociology. More specifically, Information and Society (LIS 7000) includes a course objective that students will be able to “explain how different segments of society utilize information to achieve goals and objectives.” Information Management (LIS 7004) explores how management trends in other fields can apply within information organizations. Organization of Information (LIS 7010) explores information organization within a broad array of fields, not limited to libraries, archives or other information fields.

1.2.6

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;

Two of the MLIS student learning outcomes specifically address the role of LIS in a diverse global society. SLO-1 requires students to consider the role of information within society from a political, social, legal, and ethical perspective. More directly, SLO-4 focuses specifically on students’ ability to describe and evaluate information services that reflect and respond to the needs of diverse constituencies from both diverse information needs and the services required to meet those needs. As such, course content and assignments from Information and Society (LIS 7000), Information Management (LIS 7004), and Information Behavior (LIS 7011) expose students to the issues of diversity and serving underserved populations. SLIS also incorporates diversity throughout its electives as an aspect of most courses, as noted in Table 1.8. Additionally, SLIS began offering a course specifically focused on information services for diverse populations in Spring 2021.

1.2.7

I.2.7 The role of library and information services in a rapidly changing technological society;
MLIS students primarily encounter the role of technology in society within Information Systems and Technology (LIS 7008). Upon completion of the course, students will be able to: discuss the role of information technologies in today’s library and information services, and their importance to the management of information organizations; explain common information management tools (e.g., database); analyze, compare, and effectively use different types of information retrieval systems; identify and describe the elements and structure of markup languages including HTML, XML; and explain website design techniques.

While LIS 7008 provides the foundations of technology, students also engage in discussion of its role in society within most of the core courses, with each course providing a different aspect.

1.2.8

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

Like other standards, the needs of constituencies are covered in many of the MLIS core courses. Information Behavior (LIS 7011) most directly addresses this area through its focus on the different needs of individuals and communities that LIS serves. Upon completion of LIS 7011, students will be able to: demonstrate understanding of a conceptual framework and research foundation for information services; demonstrate understanding of models and methods for analyzing the information needs of individuals and communities; and recognize and defend the need for user-centered approaches to information services.
Standard I.3

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

The School’s commitment to the value of teaching and service is evident in our mission, goals, and objectives. These guiding principles recognize that the preparation of leaders who will guide, direct, and administer informational and cultural heritage institutions in the 21st century necessitates a thorough understanding of collaboration, creative problem solving, and innovation; the skills needed to teach individuals and communities; and the importance of fostering engagement with communities through professional services and collaboration.

The School’s systematic planning cycle incorporates data gathering, analysis, and decision-making processes which illustrate the value placed on teaching. During faculty meetings, planning retreats, and curriculum retreats, the faculty review and discuss multiple sources of data which inform the goal of excellence in teaching. These include student and alumni surveys, student evaluations of all courses, student and practitioner evaluations of all internships, and student metrics and achievements. This process has resulted in improvements which allow the School to better meet the goal of excellence in teaching and preparation of the next generation of leaders in the field.

The School’s commitment to service is exemplified through leadership and contributions to committee work at the School, College, and University level, as well as involvement in regional, national, and international professional organizations. In the past three years, members of this relatively small faculty have chaired two College committees, three University committees, and seven committees of national and international professional organizations, as well as serving on the editorial board or advisory board for five professional journals.
Standard I.4

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

The School’s program goals and objectives are set forth in the Strategic Plan and the SLOs. These provide the framework for evaluation at the University and School level.

In accordance with LSU’s campus-wide planning and assessment framework, the School submits a Strategic Plan Annual Report (SPAR) each year which assesses the extent to which SLIS is meeting program goals and objectives. The report includes the unit’s accomplishments, challenges, and planning for the upcoming year. The process of identifying the School’s primary challenges provides, not only the priorities for the coming year, but the steps to be taken by faculty to address those challenges. The Director and faculty of SLIS, as well as the Dean of CHSE, utilize this document to explore solutions to the challenges. The subsequent reports then document the extent to which challenges have been met.

The extent to which the School is meeting the student learning goals is evaluated each year through the Student Learning Assessment Report (SLAR) submitted to OIE, providing insight into opportunities for improvement.

The School’s performance is also evaluated through the University’s Academic Program Review (APR) process, which provides a cyclical, comprehensive assessment of an academic unit’s strengths, challenges, and opportunities for improvement. The primary focus of the APR considers factors associated with achieving and maintaining high-quality degree programs, including stand-alone certificates. In addition, the review considers related departmental/academic unit factors (e.g., climate, communications, facilities, technology, staffing, advising). The APR is an improvement-oriented process that provides the unit, the College, and the University with an evidence-based foundation to support decision-making and enhance academic excellence.

The School reviews and evaluates program goals and objectives through the implementation of the systematic planning cycle (the cycle is explained in detail on pages 5-14). Through the implementation of the cycle, the School ensures that the appropriate data are gathered and analyzed to facilitate and articulate the evaluation of program goals and objectives within regularly scheduled planning events throughout the academic year.

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

As part of the systematic planning cycle, the School gathers data through student and alumni surveys; student course evaluations; student and practitioner internship evaluations; student metrics and achievements; and interactions with students through orientations, townhalls, and Virtual Coffee Hours. Moving forward, the School will be incorporating data gathered through the diversity, alumni, and student advisory councils; a townhall held at the annual Louisiana Library Association conference; and a Virtual Annual Townhall open to all interested parties.
Standard I.5

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

The School’s ongoing decision-making is based on data that provide evidence of the program’s success in achieving its mission, goals, and objectives and areas in which improvement is needed. The data sources incorporated into this process include:

- Application, acceptance, and enrollment trends
- Student demographic trends
- Student retention trends
- Course registration trends
- Grade distribution trends
- Completion of program trends, including time to completion
- Placement outcomes gathered through Student Exit Surveys and Alumni Surveys
- Student ratings of and comments about course content and the learning experience through course evaluations
- Student and practitioner ratings of and comments about the extent to which the curriculum prepares students through internship evaluations
- Student comments through fora such as orientations, Student Townhalls, and Virtual Coffee Hours
- Alumni ratings of and comments about the curriculum and the learning experience through post-graduation surveys
- SLO assessment reports
- Strategic Plan Annual reports
- Faculty achievements in teaching, scholarship, and service through annual faculty activity reports
- Financial reports

The School’s decision-making and planning processes based upon these data are documented in the minutes of the annual Planning Retreat, the annual Curriculum Retreat, monthly faculty meetings, any additional meetings called throughout the academic year, and reports submitted by the chairs of the School’s committees. The minutes for all events include the supporting materials (i.e., data and reports) which provided the basis for discussion and planning.
Standard I.6

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

Any decisions agreed upon during planning events are documented in the minutes, including identification of the entities responsible for implementation of the decisions (i.e., committees, individual faculty, staff, Associate Director, and/or Director). This information is included as Old Business on the agendas for faculty meetings to ensure that progress is being made in a timely manner and that improvements which have been identified are implemented.

Examples of data-driven improvements implemented by SLIS at the programmatic level during the past three years have been provided in Section I.1.3. These include:

- Revision of program learning outcomes; the creation of SLOs, assessment artifacts, and rubrics; and an ongoing assessment cycle
- Participation in LSU Online
- Formalized partnership with the College of Art & Design’s Doctorate of Design in Cultural Preservation Program
- SLIS Professional Development Webinar Series
- Decision to not offer core courses in the five-week Summer terms based on assessment of SLOs

Specific examples of improvements relating to the curriculum, faculty, and students are provided in the appropriate chapters of this report.
Standard II. Curriculum

Introduction

The Master of Library & Information Science (MLIS) in the School of Library & Information Science (SLIS) prepares students to function as information professionals in a wide range of settings such as public, academic, and school libraries; archives and other cultural heritage institutions; government, corporate, medical, legal, and other information and knowledge centers; and public, private, and non-profit sectors.

The MLIS is a 36-credit hour program, with 18 hours of required core courses. The six core courses are:

- LIS 7000 Information and Society
- LIS 7004 Management of Information Organizations
- LIS 7008 Information Technologies & Systems
- LIS 7009 Understanding Research
- LIS 7010 Organization of Information
- LIS 7011 Information Behavior

The core courses provide the foundation for the curriculum and introduce students to the program learning outcomes. In addition to the core courses, students complete 18 hours of elective courses based on their interests and career goals. The electives allow students to explore specific information institution contexts or subject areas in-depth and reinforce and expand the learning outcomes.

Although not required, students may choose one of the following focus areas. Students utilize the focus areas on the website to identify the foundational courses for a focus area and electives which address the area. Focus areas are intended to guide students to courses that will meet their interests and career goals. Students are not required to complete a focus area, and focus areas are not listed on transcripts or degrees.

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**School Librarianship** School librarians work in public or private elementary, middle, and high school libraries. They develop collections that support the curriculum, collaborate with teachers to integrate reading into the classroom and provide students with information literacy and reference services.

**Youth Services Librarianship** Youth services librarians work in public libraries as children’s librarians, where they meet the educational, informational, and recreational needs of children from birth through age 12, or as teen (young adult) librarians, meeting the needs of teens from 12 to 18. Some libraries include tween librarians, who work with ages 11-14 (middle-school age). They develop collections and programming, including lapsit, toddler, and pre-school storytimes, summer reading programs, and special events programming. They provide readers’ advisory services, early literacy skills training, informational and digital literacy instruction, and homework help. They often manage their own departments and staff, as well as their own collections and budgets.

The course recommendations for each focus area can be found on the SLIS website.8

SLIS also offers three graduate certificates and an undergraduate minor.

**Graduate Certificate in Archival Studies (CARST)**

This 15-hour certificate provides students with the core knowledge needed to advance in the archival studies field. With a curriculum structured on the Society of American Archivists Guidelines, graduates are well-equipped to compete for positions in a range of institutions possessing archival collections. The certificate can be taken as a post-master’s certificate or as part of a student’s graduate degree. Students who complete the certificate are eligible to take the Academy of Certified Archivists (ACA) Certification Exam for full or provisional certification. The certificate was launched in Fall 2018.

**Graduate Certificate in Records & Information Management (CRIM)**

This 15-hour certificate was created in partnership with the Institute of Certified Records Managers (ICRM). The program is aligned with the ICRM Exam Outline, enabling students to receive credit for passing Exam Parts 1-5 toward their ICRM certification. Students are prepared for careers such as Records Manager, Records and Information Management Analyst, Enterprise

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8 “Focus Areas,” [https://www.lsu.edu/chse/slis/courses/focus-areas.php](https://www.lsu.edu/chse/slis/courses/focus-areas.php).
Graduate Certificate in School Librarianship (CSLIB)

This program is for certified teachers in Louisiana who are seeking add-on certification in school librarianship. Certified librarians develop collections that meet the curricular needs of the school, collaborate with teachers in integrating literature into their lesson plans, and assist students with finding reading materials that are interesting and age-appropriate. The certificate was launched in Spring 2015.

Undergraduate Minor in Digital Studies

SLIS began offering an undergraduate minor in Digital Studies in Spring 2017. This minor equips students with the knowledge needed to engage in 21st century digital information environments and informational architectures. The coursework provides marketable employment potential by developing tangible skills in database design, web analytics, and information organization and representation on the web. The minor benefits students in any discipline who wish to broaden their perspectives on the rapidly changing information environment and develop tangible skills relating to this environment.

In the three years since the last review, the faculty have initiated significant revisions to the curriculum. The faculty developed Student Learning Outcomes (SLOs), which necessitated a systematic review of the core courses. While the overall structure of the core courses remains unchanged since the last review, each of the core courses has been revised to align with the SLOs.

SLIS also started offering programs through the LSU Online platform in Fall 2020. SLIS offers on-campus programs (SLIS Online) and LSU Online programs. Table 2.1 provides a comparison of these two environments.

Table 2.1. SLIS Online and LSU Online Comparison

<table>
<thead>
<tr>
<th></th>
<th>SLIS Online</th>
<th>LSU Online</th>
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<tbody>
<tr>
<td><strong>Degree Programs</strong></td>
<td>SLIS Online offers a Master in Library &amp; Information Science (MLIS) and a Graduate Certificate in School Librarianship (CSLIB). SLIS Online programs are classified as traditional, on-campus programs for application purposes. However, SLIS Online is an entirely asynchronous online program.</td>
<td>LSU Online offers a Master in Library &amp; Information Science (MLIS), a Graduate Certificate in Archival Studies (CARST), and a Graduate Certificate in Records &amp; Information Management (CRIM).</td>
</tr>
<tr>
<td><strong>Focus Areas</strong></td>
<td>There are eight focus areas offered in the SLIS Online format: Academic Librarianship, Adult Services in Public Libraries, Cultural Heritage Resource Management, Digital Content Management, Knowledge Management, Public Librarianship, School Librarianship, and Youth Services Librarianship. MLIS students may also elect not to complete a focus area.</td>
<td>There are three focus areas offered in the LSU Online format: Archival Studies, Librarianship, and Records &amp; Information Management. MLIS students may also elect not to complete a focus area.</td>
</tr>
<tr>
<td><strong>Length of Semesters and Terms</strong></td>
<td>SLIS Online courses are taught in two 14-week semesters (Fall and Spring) and two five-week terms during the summer.</td>
<td>LSU Online courses are taught in two seven-week terms in the Fall, two seven-week terms in the Spring, and two five-week terms in the summer.</td>
</tr>
<tr>
<td><strong>MLIS Credit Hours</strong></td>
<td>Students complete 18 hours of required courses and 18 hours of electives.</td>
<td>Students complete 18 hours of required courses and 18 hours of electives.</td>
</tr>
<tr>
<td><strong>Graduate Certificate Credit Hours</strong></td>
<td>CSLIB students complete 18 hours of courses.</td>
<td>CARST and CRIM students complete 15 hours of courses.</td>
</tr>
<tr>
<td><strong>Admissions</strong></td>
<td>The MLIS program admits students for Fall and Spring semesters only. The Certificate in School Librarianship program admits students for Fall, Spring and Summer semesters.</td>
<td>The LSU Online MLIS &amp; certificate programs admit students six times a year (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2).</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td>SLIS Online students graduate three times per year (Fall, Spring, Summer).</td>
<td>LSU Online students graduate six times per year (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2).</td>
</tr>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td>SLIS Online follows a traditional LSU tuition and fee schedule.</td>
<td>LSU Online follows a flat rate per credit hour for tuition and fees.</td>
</tr>
<tr>
<td><strong>Out-of-State Tuition</strong></td>
<td>Applicants who live outside Louisiana will incur a nonresident fee. Students in select states can apply for in-state tuition through the Academic Common Market.</td>
<td>Applicants who live outside of Louisiana will pay the same flat rate per credit hour as in-state students.</td>
</tr>
</tbody>
</table>
As can be seen in the table, SLIS Online programs adhere to the University’s on-campus academic schedule while LSU Online programs are offered through an accelerated six-term per year schedule.

This chapter provides detailed descriptions of curricular changes and development during the past three years. See Appendix DD for a list of all courses with their descriptions, Appendix EE for the most recent syllabus for each course, and Appendix FF for a course rotation schedule for Fall 2018 through Summer 2023.
Standard II.1

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

Systematic Planning

The curriculum for the MLIS offered by Louisiana State University (LSU) has evolved since the last accreditation review and continues to evolve in response to an ongoing systematic planning process involving representation from relevant stakeholders.

The SLIS Faculty plays the primary role in determining all issues related to the curriculum. At Louisiana State University (LSU), the authority for the development and revision of curricula is given to the faculty by the Board of Supervisors of the LSU System. Curricular planning and administration are the responsibility of the Courses & Curricula Committee of each department, college, and the university level Faculty Senate. The SLIS Curriculum Committee is charged with reviewing proposed changes to courses and curricula; conducting reviews of courses and curricula; and making recommendations to the faculty concerning changes to courses and curricula. The committee membership includes a chair and at least two additional faculty members.

The Director schedules a day-long curriculum retreat in each Spring semester. The Director and Associate Director are responsible for data gathering and analysis which they use to create the following reports for the retreat:

- Student Learning Outcomes Report
- Surveys Report (based on responses to surveys distributed to students in their first and last semesters and surveys distributed to alumni every three years)
- Course Evaluation Report (based on student responses to course evaluations distributed for every course at the end of each semester and term)
- Internship Evaluation Report (based on student and Internship supervisor responses to an evaluation completed at the end of each Internship)
- Student Metrics and Achievement Report

The faculty review the reports prior to the meeting in preparation for discussion. Based on the information provided, the faculty identify curricular issues to be addressed. The Director ensures that any activities that need to be implemented (further data gathering, proposals for new courses and/or programs, course and/or program revisions, etc.) are assigned to specific
individuals. The Director then includes all such activities under Old Business on the faculty meeting agendas, to ensure that progress is discussed and evaluated throughout the academic year. (Additional details regarding the systematic planning process are provided in Standard II.5.)

SLIS students are major stakeholders who provide constant curricular feedback and suggestions. Student feedback is provided through course evaluations completed each semester and term; evaluations submitted upon the completion of Internships; and surveys administered during the students’ first and last semesters. In addition to these formal feedback mechanisms, The Director and Associate Direct hold several student events during the academic year. These include orientations before each Fall and Spring semester, Townhalls each Fall and Spring semester, and Virtual Coffee Hours each month during the academic year. Students often raise issues or concerns during these events. The Director and Associate Director add such issues/concerns to the agenda for the appropriate planning event. Alumni provide curricular feedback through a survey administered every three years. In their role as Internship site supervisors, practitioners provide feedback as part of the Internship evaluation.

Moving forward, three advisory councils (Alumni Advisory Council, Diversity Advisory Council, and Student Advisory Council) will review and comment upon the curriculum as a whole and individual courses.

Program Goals and Learning Objectives
There are four SLOs that define program learning objectives:

- SLO-1: Describe and identify political, social, legal, and ethical issues related to the role of information in society
- SLO-2: Demonstrate an understanding of information technologies
- SLO-3: Critically evaluate and synthesize research literature in LIS and other disciplines
- SLO-4: Describe and evaluate information services that reflect and respond to the needs of diverse constituencies

These SLOs provide a general framework for creating and revising courses and experiential learning in the LIS field. As Table 2.2 illustrates, the four learning outcomes are thoroughly incorporated across the curriculum.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Courses Covering the Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and identify political, social, legal, and ethical issues related to the role of information in society</td>
<td>LIS 7000, 7002, 7004, 7100, 7110, 7400, 7401, 7403, 7405, 7408, 7503, 7508, 7511, 7703, 7612, 7618, 7705</td>
</tr>
<tr>
<td>Demonstrate an understanding of information technologies</td>
<td>LIS 4511, 4513, 4900, 7008, 7010, 7203, 7205, 7408, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618</td>
</tr>
</tbody>
</table>
Critically evaluate and synthesize research literature in LIS and other disciplines  
LIS 7000, 7004, 7009, 7011, 7403, 7408, 7508, 7703, 7909

Describe and evaluate information services that reflect and respond to the needs of diverse constituencies  
LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7703, 7800, 7807

There are six core courses (18 hours) that all MLIS students are required to complete. The School assesses SLOs using assignments in the core courses. Table 2.3 shows the alignment of core courses with SLOs.

Table 2.3. SLO Core Course Alignment

<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>Corresponding SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information as a concept, and its uses and meanings in contemporary global society</td>
<td>SLO-1</td>
</tr>
<tr>
<td>Basic functions of management and their application to the operation of information organizations</td>
<td>SLOs-1, 2, 3, &amp; 4</td>
</tr>
<tr>
<td>Introduction to hardware, software, telecommunications and networks, and system issues relating to information technologies</td>
<td>SLO-2</td>
</tr>
<tr>
<td>Research methodologies applicable to library and information phenomena, definition of research problems, selection of inquiry tools and data collection, emphasis on evaluation of research</td>
<td>SLO-3</td>
</tr>
<tr>
<td>Concepts and principles of information organization, methods and tools used for information organization, including bibliographic control and metadata creation.</td>
<td>SLO-2</td>
</tr>
<tr>
<td>User-centered approaches to meeting information needs of individuals and communities, community analysis, user studies and user-centered design of services and resources.</td>
<td>SLOs-2, 3, &amp; 4</td>
</tr>
</tbody>
</table>

Curriculum Revision and Approval Process
Proposed revisions to the curriculum may originate in many ways. An individual faculty member may propose revisions. The faculty as a whole may propose changes based on the analysis of data presented at faculty meetings, planning retreats, and curriculum retreats. The Curriculum Committee may propose changes based on periodic reviews of the curriculum. The proposals are based on evaluations and student feedback regarding individual courses; the analysis of data...
presented at faculty meetings, planning retreats, and curriculum retreats; environmental scanning of programs offered at peer universities; and the suggestions generated by external processes such as the LSU Academic Program Review. Regardless of the origination of the proposal, a specific faculty member or an ad hoc faculty committee is responsible for guiding the proposal through the process described below.

The faculty member(s) responsible for the proposal submit the appropriate SLIS curriculum form to the Curriculum Committee (see Appendix GG for the forms and documentation used by SLIS for all curricular proposals). The required information is briefly described below.

Proposal for New Course
Proposed course number
Proposed course title
Proposed catalog description

Justification: Explain the need for the course and how it fits within the existing curriculum. Does the course duplicate more than 15% of any existing courses? Which group(s) of students will benefit from the course?

A proposed syllabus that includes a weekly outline of the subject matter and assignments; identification of textbooks and/or other readings; grading criteria and grading scale.

The proposal for new course form is also used to propose new special topics courses. LIS 7808 Special Topics in Library and Information Science is used by the School to offer courses on a trial basis before submitting them to the University as new courses to be included in the catalog. Faculty must submit the same information for a proposed special topics course as a proposed new course. The Curriculum Committee and faculty must approve proposals for special topics courses, but College and University approval is not required. The School will only consider submitting a special topics course as a new course if it has been offered at last twice with satisfactory enrollment and student evaluations.

Proposal to Change Existing Course
Course number
Current course title
Proposed course title
Current catalog description
Proposed catalog description
Justification

Proposal to Drop Existing Course
Course number
Course title
Catalog description
Justification
SLIS Curriculum Committee Routing Sheet
The chair of the Curriculum Committee and SLIS staff are responsible for tracking the progress of approved curricular changes utilizing the routing sheet.

Course number/title
Contact person (faculty member responsible for the proposal)
Date submitted to SLIS Curriculum Committee
Date approved by SLIS Faculty
Date approved by College curriculum committee
Date approved by Faculty Senate curriculum committee

The routing sheet also includes information to ensure that SLIS staff update the School’s website to reflect the revision.

The faculty member(s) responsible for the proposal submit the appropriate SLIS curriculum form to the Curriculum Committee. The committee reviews the proposal. The committee may approve or deny the proposal based on the information provided. If concerns are identified, the committee will request changes and/or clarification from the faculty member(s) who submitted the proposal. This step will be repeated until the committee ultimately votes to approve or deny the proposal.

The Curriculum Committee presents all proposals on which they have voted (including those that have been denied by the committee) at faculty meetings, with a report from the committee explaining the basis for their decisions.

The faculty may request changes and/or clarification regarding the proposals. In that case, the proposal is returned to the Curriculum Committee. The responsible faculty member(s) will provide the committee with the necessary changes and/or information, which is then reviewed by the committee and voted upon. The revised proposal is then presented to the faculty, with a report from the committee. The faculty ultimately vote to deny or approve all proposals presented by the Curriculum Committee.

For proposals that have been approved by the faculty, the Curriculum Committee completes the curricular forms required by the University. The committee submits the forms to the College’s Courses & Curricula Committee. The college committee includes members from all units in the College. The college committee votes to approve or deny the proposal or may send the proposal back to the School for revisions or clarification. In that situation the SLIS Curriculum Committee is then responsible for bringing the College’s concerns to the faculty, making any appropriate revisions to the proposal, and responding to the college committee.

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9 University Level Forms can be found at “Faculty Senate Courses & Curricula Committee,” https://www.lsu.edu/registrar/faculty-staff/courses-curricula-committee.php.
The college committee is responsible for submitting approved proposals to the Faculty Senate Courses & Curricula Committee (FSCC). The FSCC may approve or deny proposals based on the information provided or may request revisions and clarifications. In that situation, the proposal is returned to the SLIS Curriculum Committee, which is then responsible for bringing the FSCC concerns to the faculty, making any appropriate revisions to the proposal, and responding to the FSCC.

The FSCC is responsible for forwarding approved proposals to the LSU Office of Academic Affairs.

All proposed curricular changes undergo rigorous evaluation at the School, College, and University levels. This process may take up to 12 months to complete. Figure 2.1 summarizes the workflow.

If a proposal is for a new program or revisions to existing programs (rather than individual courses), approval must also be obtained from the Board of Supervisors and the Board of Regents. The approval procedures for programs are available on the website of the LSU Office of Academic Affairs.10

Tables 2.4 and 2.5 summarize curricular changes in the MLIS program during the past three years.11

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11 Courses at the 7000 level are only available to graduate students. Courses at the 4000 level are also available to senior undergraduates.
### Table 2.4. New Courses and Programs Developed, 2018-2021

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Listing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Newly Developed Courses</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 2018-19            | • LIS 4900 Special Topics in Library and Information Science – Data Curation  
|                    | • LIS 7808 Special Topics in Library and Information Science – Rural Librarianship  
|                    | • LIS 7808 Special Topics in Library and Information Science – Principles of Searching  |
| 2019-20            | • LIS 7703 Seminar in Archival Studies  |
| 2020-21            | • LIS 7808 Special Topics in Library and Information Science – Information Services to Diverse Populations  |
| **Newly Developed Program(s)** | |
| 2018-19            | • Graduate Certificate in Archival Studies (CARST)  |

### Table 2.5. Curricular Changes, 2018-2021

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Change</th>
</tr>
</thead>
</table>
| **AY 2018-19**| • LIS 7104 revised into 4104  
|               | • LIS 7105 revised into 4105  |
| **AY 2019-20**| • Graduate Certificate in School Librarianship (CSLIB) revised  
|               | • Graduate Certificate in Records and Information Management (CRIM) revised  
|               | • Graduate Certificate in Archival Studies revised  
|               | • LIS 7008 Information Technologies and Systems: Catalog description revised  
|               | • LIS 7011: Course title revised  
|               | • LIS 7702: Course title and catalog description revised  
|               | • LIS 7808 Special Topics in Library and Information Science: Catalog description revised  
|               | • LIS 7909 Directed Independent Study: Catalog description revised  |
| **AY 2020-21**| • LIS 7900 Internship in Library and Information Science: Catalog description revised  |
Standard II.2

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

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 Integrated 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.

All MLIS students must take six core courses: LIS 7000 Information and Society, LIS 7004 Management of Information Organizations, LIS 7008 Information Technologies and Systems, LIS 7009 Understanding Research, LIS 7010 Organization of Information, and LIS 7011 Information Behavior.

LIS 7000 systematically introduces information as a ubiquitous concept and examines its influence on every aspect of human society. It draws students’ attention to the vital role that the abundance and reliability of information sources play in this digital age and global community; explains the ways in which different segments of society utilize information to achieve goals and objectives; describes the power dynamics of information creation, dissemination, and consumption; distinguishes the different types of information agencies and their varying missions and purposes; and illustrates the importance of public policies and laws to guide society on
issues of intellectual property, privacy, freedom of information, diversity, and equal information access.

LIS 7004 introduces students to the application of general management theories and principles in the context of information institutions. It instructs students on developing rational decisions; planning both strategically and tactically; organizing human, financial, informational, and technological resources to maximize their value; leading, not just administrating, a team, department, project, or the entire information institution to success; managing change in dynamic information environments; championing professional ethics; and assessing organizational performance in providing information services.

LIS 7008 focuses on information technologies and systems that are an essential component of this digital age. This core course gives students an overview of the application of computing devices and information technologies in information institution settings; introduces fundamental concepts and issues in computer systems, networking, and information retrieval systems; equips students with knowledge on principles and techniques to organize, process, and manage information utilizing technologies and systems; and trains students to master skills and abilities to identify proper technologies, retrieve information efficiently, and evaluate information systems professionally.

In LIS 7009, students learn and practice scientific research methods applicable to library and information (LIS) phenomena. Through this core course, they are exposed to research problems in the LIS field; identify appropriate quantitative and qualitative approaches to explore issues; critically evaluate and synthesize research literature in LIS and other relevant fields; make connections between scientific research and practical issues; and design a methodology to conduct a research study in LIS.

LIS 7010 provides a thorough introduction to significant concepts and principles in the organization of information. In this course, students become familiar with and learn to utilize core standards to organize recorded information, apply metadata schema to digital objects, and compare and contrast metadata systems used in cultural heritage institutions.

LIS 7011 introduces major conceptual models and methods to analyze human information needs, seeking, and use behaviors. It presents methodologies to conduct community analysis and user studies; instructs students in techniques to implement user-centered approaches to designing information services and managing information resources to meet the information needs of individuals and communities; and emphasizes the principle that information services and resources must reflect and respond to information needs of diverse constituencies.

These six core courses offer an overarching framework to understand the most pressing issues and fundamental topic areas that impact the LIS field and various information professions. The electives supplement the core courses, expand students' horizons, and provide them with opportunities to probe the issues or topic areas in specific contexts (see Table 2.6).
<table>
<thead>
<tr>
<th>Component of Standard II.2</th>
<th>Core Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and knowledge creation, communication</td>
<td>LIS 7000, 7004, 7008, 7009, 7010, 7011</td>
<td>LIS 4511, 4513, 4900, 7002, 7100, 7110, 7203, 7205, 7400, 7401, 7403, 7405, 7408, 7410, 7503, 7504, 7505, 7506, 7508, 7511, 7604, 7608, 7609, 7612, 7618, 7700, 7702, 7703, 7704, 7800, 7807, 7808</td>
</tr>
<tr>
<td>Identification, selection, acquisition</td>
<td>LIS 7004, 7008, 7009, 7010, 7011</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7002, 7100, 7110, 7203, 7205, 7400, 7401, 7403, 7405, 7408, 7410, 7503, 7504, 7505, 7506, 7508, 7511, 7604, 7608, 7609, 7612, 7618, 7702, 7703, 7704, 7807, 7808</td>
</tr>
<tr>
<td>Organization and description</td>
<td>LIS 7004, 7008, 7009, 7010, 7011</td>
<td>LIS 4105, 4511, 4513, 7203, 7205, 7400, 7401, 7403, 7405, 7408, 7410, 7504, 7505, 7506, 7508, 7511, 7604, 7608, 7609, 7612, 7704, 7705, 7807, 7808</td>
</tr>
<tr>
<td>Storage and retrieval</td>
<td>LIS 7008, 7010, 7011</td>
<td>LIS 4511, 4513, 4900, 7002, 7203, 7205, 7408, 7410, 7504, 7505, 7506, 7508, 7511, 7604, 7608, 7612, 7618, 7704, 7808</td>
</tr>
<tr>
<td>Preservation and curation</td>
<td>LIS 7010</td>
<td>LIS 4900, 7002, 7408, 7504, 7505, 7506, 7604, 7608, 7609</td>
</tr>
<tr>
<td>Analysis, interpretation, evaluation, synthesis, dissemination</td>
<td>LIS 7000, 7004, 7008, 7009, 7010, 7011</td>
<td>LIS 4511, 4513, 4900, 7100, 7110, 7205, 7400, 7401, 7403, 7503, 7504, 7505, 7508, 7511, 7604, 7612, 7618, 7700, 7702, 7703, 7704, 7705, 7808, 7909</td>
</tr>
<tr>
<td>Use and users</td>
<td>LIS 7000, 7002, 7004, 7008, 7009, 7010, 7011</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4900, 7002, 7100, 7110, 7203, 7205, 7400, 7401, 7403, 7405, 7408, 7410, 7505, 7508, 7511, 7604, 7612, 7618, 7700, 7704, 7705, 7800, 7807, 7808</td>
</tr>
<tr>
<td>Management of human and information resources</td>
<td>LIS 7000, 7004, 7008, 7010</td>
<td>LIS 7100, 7110, 7400, 7401, 7403, 7405, 7508, 7511, 7604, 7612, 7705</td>
</tr>
</tbody>
</table>
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;

The curriculum contains a series of courses designed to foster students’ growth as leaders who will provide appropriate information services and collections for the communities they serve. As a core course, LIS 7004 Management of Information Organizations offers students general theories of management and leadership contextualized in information institution settings. All case studies and most class discussion forum assignments deployed in this course ask students to assume the role of manager in a given information agency and to respond appropriately to problematic situations. These scenarios “take place” in various information agencies, from public, academic, or special libraries to archives and museums. The case studies require students to apply multiple management theories acquired from the course, including identifying problems, analyzing their complexity, and developing rational solutions.

In addition to LIS 7004, students have opportunities to hone their management and leadership skills through a wide range of electives (see Table 2.7). In these courses, students explore the application of general management and leadership principles and methods to specific contexts to develop information services and collections appropriate for the corresponding specified communities of users.

Table 2.7. SLIS Courses Mapped to Standard II.2.1

<table>
<thead>
<tr>
<th>Relevant Courses</th>
<th>Scope/Context Applied</th>
<th>Example Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 7004 Management of Information Organization</td>
<td>All information institutions</td>
<td>Four case studies, four class discussion forum assignments</td>
</tr>
<tr>
<td>LIS 7100 Youth Services Librarianship</td>
<td>Public Libraries: Youth Services</td>
<td>Abbreviated strategic plan</td>
</tr>
<tr>
<td>LIS 7110 Adult Services in Public libraries</td>
<td>Public Libraries: Adult Services</td>
<td>Library program plan assignment</td>
</tr>
<tr>
<td>LIS 7400 School Library Management</td>
<td>School Libraries</td>
<td>Collaborative lesson plan/teaching unit</td>
</tr>
<tr>
<td>LIS 7401 Academic Libraries</td>
<td>College and Research Libraries</td>
<td>Information ethics case study</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Emphasis</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LIS 7403</td>
<td>Special Libraries and Information Centers</td>
<td>Site visit project</td>
</tr>
<tr>
<td>LIS 7408</td>
<td>Introduction to Archival Theory, Principles and Practice</td>
<td>“Visit an Archive” Report</td>
</tr>
<tr>
<td>LIS 7505</td>
<td>Introduction to Digital Curation</td>
<td>Final project: Build a digital collection</td>
</tr>
<tr>
<td>LIS 7604</td>
<td>Principles of Records Management</td>
<td>Case study</td>
</tr>
<tr>
<td>LIS 7612</td>
<td>Information Governance</td>
<td>Information governance project</td>
</tr>
<tr>
<td>LIS 7705</td>
<td>Introduction to Museum Management</td>
<td>Final project: Mock museum</td>
</tr>
</tbody>
</table>

II.2.2

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

LIS is a multidisciplinary and interdisciplin ary field nourished by basic and applied research findings from many relevant fields, such as anthropology, communication, computer science, history, management, law, linguistics, literature, psychology, sociology, and others. This ensures that almost every course in the MLIS curriculum demonstrates to students that the subject area taught results from an evolving body of knowledge converged from multiple academic disciplines. For example, students in LIS 7009 Understanding Research are required to read extensive LIS research literature. This research illustrates the ways in which LIS knowledge is influenced by a variety of disciplines. In a similar vein, in LIS 7004 Management of Information Organizations, students are exposed to citations from management, psychology, anthropology, and sociology. Computer science literature plays an integral role in LIS 7008 Information Technologies and Systems. In LIS 7011 Information Behavior, students see how LIS relates to communication and psychology studies when examining the conceptual models for human information needs, seeking, and use.
In many courses, students are not only asked to read extensively, but are also required to complete specific research projects, such as writing a literature review, developing a research proposal, or conducting an empirical research study. These experiences illustrate the ways in which a body of knowledge can be developed and structured using an evolutionary approach that incorporates multiple perspectives. Table 2.8 provides examples of courses and assignments that emphasize this approach.

Table 2.8. SLIS Courses Mapped to Standard II.2.2

<table>
<thead>
<tr>
<th>Example Courses</th>
<th>Description of Relevant Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 7004 Management of Information Organization</td>
<td>Literature review paper: Students complete a literature review paper on a self-selected topic, which must be contextualized in an information organization setting and related to management.</td>
</tr>
<tr>
<td>LIS 7009 Understanding Research</td>
<td>Final project: Students develop a mini research proposal, including a literature review component.</td>
</tr>
<tr>
<td>LIS 7011 Information Behavior</td>
<td>Final project: Students research a topic that relates to user-centered approaches within information environments, study the relationships between information needs of diverse constituencies and development of information service/resources, and write a paper that reviews and synthesizes relevant scholarly literature.</td>
</tr>
<tr>
<td>LIS 7403 Special Libraries and Information Centers</td>
<td>Literature review paper: Students identify an enduring or emerging issue in the area of special libraries and information centers, and develop a literature review to describe the issue.</td>
</tr>
<tr>
<td>LIS 7405 Public Libraries</td>
<td>Weekly discussion forums: Students read about and discuss the current scholarly research on the role of public libraries in past and present American society.</td>
</tr>
<tr>
<td>LIS 7503 Information Technology and Public Policy</td>
<td>Issue briefing: Students identify a current event, case, incident, lawsuit, or scandal in the United States, and examine the impact of information technology and public policies on its economic, social, and political aspects.</td>
</tr>
<tr>
<td>LIS 7700 History &amp; Theory of Cultural Heritage Institutions</td>
<td>Essay assignments: Students prepare a series of essays on the history and theories of cultural heritage institutions. Students are required to cite scholarly research from relevant fields such as history,</td>
</tr>
</tbody>
</table>
anthropology, geography, literature, archaeology, religion, or sociology.

| LIS 7703 Seminar in Archival Studies | Research project: Students develop a semester-long original research project in the area of archival studies through analyzing existing literature, preparing a research proposal, submitting the proposal for IRB approval, adopting a scientific research methodology to collect and analyze data, and presenting the findings in a research poster and paper. |
| LIS 7800 The Art and Practice of Storytelling | Research paper: Students address the storytelling histories and traditions of diverse cultures. Students are required to read and incorporate current historical, literary, anthropological, educational, and sociological literature. |

II.2.3

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

Over the past decades, information and communication technologies have significantly changed human society. Technology is also an indispensable component of the LIS field. Table 2.9 identifies courses integrating technology and the theories underpinning its design, application, and use. These courses are loosely categorized into three groups:

1. Technology courses: Focus on information technologies and systems, with training in the skills needed to utilize the technologies and systems.
2. Technological application courses: Focus on technologies and/or stress the importance of considering technological factors, strategies, and resources when devising and implementing current information services.
3. Technological issues courses: Focus on the introduction of technology as a potentially disruptive force and change management strategies to address this challenge.

Table 2.9. SLIS Courses Mapped to Standard II.2.3

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Courses</td>
<td>LIS 4513 Information Techniques for Social Media</td>
</tr>
<tr>
<td></td>
<td>LIS 4900 Data Curation</td>
</tr>
<tr>
<td></td>
<td>LIS 7008 Information Technologies and Systems</td>
</tr>
<tr>
<td></td>
<td>LIS 7010 Organization of Information</td>
</tr>
<tr>
<td></td>
<td>LIS 7410 Digital Libraries</td>
</tr>
</tbody>
</table>
In the technological courses, students are taught basic markup and scripting languages and various schema and standards often used in the information organization environments. In the technological application courses, students master the skills needed to evaluate and select appropriate technologies and systems. In the technological issues courses, students are presented with challenging situations caused by the introduction of technology and change management strategies to address these challenges.

II.2.4

*Responds to the needs of a diverse and global society, including the needs of underserved groups;*

The MLIS curriculum emphasizes the fundamental principle that information services and resources must reflect and respond to the information needs of all constituencies, including underserved populations. As the barriers of distance and language have decreased in the digital age, the world has become increasingly interconnected. MLIS courses encourage students to develop and maintain a global vision. For example, in LIS 7403 Special Libraries and Information Centers, students are asked to consider a global user community and cultural disparity issues when information services are developed and provided in multinational companies. Table 2.10 identifies additional courses relevant to this standard.

**Table 2.10. SLIS Courses Mapped to Standard II.2.4**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description of the Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 7000 Information and Society</td>
<td>Students are required to conduct a critical analysis of Sherman Alexie’s <em>Absolutely True Dairy of a Part-Time Indian</em>. This assignment gives them an opportunity to</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>LIS 7004</td>
<td>Management of Information Organization</td>
</tr>
<tr>
<td>LIS 7011</td>
<td>Information Behavior</td>
</tr>
<tr>
<td>LIS 4101</td>
<td>Collection Development for Children</td>
</tr>
<tr>
<td>LIS 4102</td>
<td>Collection Development for Teens</td>
</tr>
<tr>
<td>LIS 7100</td>
<td>Youth Services Librarianship</td>
</tr>
<tr>
<td>LIS 7110</td>
<td>Adult Services in Public Libraries</td>
</tr>
<tr>
<td>LIS 7703</td>
<td>Seminar in Archival Studies</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LIS 7800</td>
<td>The Art and Practice of Storytelling</td>
</tr>
<tr>
<td>LIS 7808</td>
<td>Special Topics in Library and Information Science – Rural Libraries</td>
</tr>
<tr>
<td>LIS 7808</td>
<td>Special Topics in Library and Information Science – Information Services for Diverse Populations</td>
</tr>
</tbody>
</table>

II.2.5

*Provides direction for future development of a rapidly changing field;*

The MLIS curriculum informs students as to future development of this rapidly changing field. Most courses conclude with a discussion about the future of a given domain.

All core courses provide a historical review of the subject matter and offer a forward-looking perspective. For example, LIS 7000 Information and Society systematically introduces how information and utilization of information influence society’s shaping in the past, present, and future. Students enrolled in LIS 7004 Management of Information Organizations are exposed to the constant change within the information professions and management strategies focusing on change management. Students have opportunities to discuss how information agencies today are different from those of the past, how the future of libraries and librarianship will look, and how to keep the profession relevant and essential. LIS 7010 Organization of Information introduces the latest standards, methods, and systems to describe, organize, and manage information, and discusses current and future trends in relevant fields.

Recently developed elective courses cover and reflect on the future development of this rapidly changing field. LIS 4513 Information Techniques for Social Media, LIS 4900 Special Topics in Library and Information Science – Data Curation, LIS 7612 Information Governance, LIS 7618 e-Discovery, and LIS 7808 Special Topics in Library and Information Science – Rural Libraries address current trends and future developments.
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.*

The MLIS program recognizes the importance of professional development and lifelong learning and promotes these activities at three levels. The first level is coursework. In taking six core courses and six electives, students learn and acquire fundamental skills and competencies needed to function as information professionals. In these courses, students are repeatedly reminded that continuous utilization of what they’ve learned, active professional development, and lifelong learning play a vital role in keeping their skills and competencies updated and abreast of any new trends and developments in this rapidly changing field. LIS 7000 Information and Society explicitly motivates students to pursue lifelong learning. LIS 7009 Understanding Research encourages students to continuously apply the methods they learned to design and conduct evidence-based practice and research. Students enrolled in LIS 7100 Youth Services Librarianship must interact with other youth services librarians via some form of social media, which provides information about webinars, virtual conferences, and other continuing education opportunities. All students are encouraged to join appropriate professional organizations at the local, regional, and national level. Students learn the benefits of professional networks and how to utilize these professional associations as an active platform for providing endless lifelong learning opportunities.

The second level is the School’s promotion of continuous professional development and lifelong learning through financial and informational support. The School provides up to $500 to students who present at professional conferences or participate in committees at such conferences. SLIS Faculty members distribute information to the student listservs about events (e.g., presentations, lectures, panel discussions, webinars) held or sponsored by multiple LIS-related associations. At a recent Virtual Coffee Hour, the President and Past-President of the Louisiana Library Association and the President of the Society of Southwest Archivists discussed the benefits of participation in professional associations. Students who attended the Virtual Coffee Hour raised questions about organizations specific to states other than Louisiana, regional organizations, and organizations that focus on specific areas of library and information science. Students who viewed the recording of the Virtual Coffee Hour also communicated their interest in learning more about these organizations. As a result, the SLIS website is being updated to include guidance for students to obtain information about such organizations.

The third level of support is the School’s Professional Development Webinar Series. SLIS launched the Webinar Series in 2020-21. The series provides five to six webinars per year.

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focused on various aspects of LIS such as surviving a pandemic at a public library, copyright for analog and digital materials, preparing libraries and archives for climate change, the use of artificial intelligence and machine learning for information science, genealogical materials and evidence, libraries assisting students attending school during or after incarceration, and anti-racist description resources. Included in each year’s series is the Wintle Webinar focused on accessibility issues. There is no registration fee for this Webinar; the Mary Jack Wintle Education Fund covers expenses. Past Wintle Webinar topics include information services for the blind and visually impaired (2020) and an introduction to website accessibility (2021). All students are encouraged to register for Webinars that apply to their interests and career goals, and to continue participation in the Webinars as practitioners.
Standard II.3

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

Coherent Programs of Study
All students completing the MLIS degree are required to complete six core courses. The core courses provide the foundation for the curriculum and introduce students to the program learning outcomes. Students are also required to complete six elective courses that reflect their interests and career goals. The SLIS website provides catalog descriptions and the most recent syllabi for all courses. Students utilize this information to familiarize themselves with the course content. The SLIS website also provides descriptions of the focus areas available within the curriculum. The identification of foundational courses and appropriate elective courses for each focus area allow students to plan a coherent program of study.

Each semester, during the course enrollment period, the SLIS Student Specialists post a three-year course rotation to the student listservs. Students can utilize the rotation to see when elective courses will be offered in the future so that they may plan their schedule of courses. Core courses are offered every Fall and Spring semester.

Student also have access to Degree Plans that allow them to track their progress through their program.13 Faculty advisors routinely ask students to provide a Degree Plan as part of the advising process.

Experiential Classes
LIS 7900 Internship in Library and Information Science provides students the opportunity to obtain experiential learning and applied experience.14 The guidelines and procedures for student Internships are provided below.

Goals and Purpose of the Internship
The Internship is a variable 1-3 credit course that requires 40 hours of work per credit hour per semester/term. It provides students with an opportunity to pursue an interest in a specific type of

information agency or a specific information service under the guidance of a degreed and experienced information professional. It is especially recommended to students who lack practical experience in the field.

The Internship should be mutually beneficial to both the student and the agency. It is tailored to the needs and career objectives of the student as well as the needs of the agency and provides an opportunity for the evaluation of both theory and practice.

Participants in the Internship
The Internship advisor (the advisor) must be a SLIS Faculty member who specializes in the type of information agency or service in which the student is interested.
The Internship supervisor (the supervisor) must possess an MLIS or equivalent degree and must have worked as an information professional for at least five years after earning the degree.

Structure of the Internship
Every Internship includes two components: experience in the routine procedures of the information agency/information service and the completion of specific project(s). The amount of time allocated to each component depends upon the needs and background of the student. The project(s) should involve planning, analysis, evaluation, and assessment. Project(s) may be completed during the Internship or be a portion of a larger project that will be continued by others after the Internship has been completed.

Evaluation of the Internship
The advisor determines the final grade for the Internship. The grade is based on interactions with the student and the supervisor throughout the experience, as well as documentation submitted by the student and supervisor. The Internship is subject to the same evaluative criteria and rigor as other graduate courses.

Procedures/Documentation

Semester Prior to the Internship
Planning for the Internship begins the semester prior to the Internship. All documentation must be submitted by the end of the semester prior to the Internship.

Step 1: Student secures a faculty advisor.

Step 2: Student submits Application for Internship to the Advisor. The advisor approves the application and submits it to the SLIS Office.

Step 3: Student identifies potential site(s) and supervisor(s). It is the responsibility of the student to identify at least one appropriate site and supervisor and provide the advisor with the appropriate information for approval.

The Internship may not take place in the same agency or a branch of the same agency in which the student is employed. It may not be supervised by the student’s current supervisor, regardless
of the site at which it takes place. It must provide the student with a new experience and new perspectives. [*Exception for Graduate Certificate in School Librarianship students who are working full-time as teachers: The Internship may take place in your school library under the supervision of your school librarian, who must meet the criteria above.]*

Before agreeing to supervise an Internship, the supervisor obtains any necessary permission from appropriate administrators at the Internship site. The supervisor does not receive compensation from Louisiana State University for this voluntary professional commitment.

Step 4: Student submits Internship Contract to the Advisor. After the advisor has approved the site and supervisor, the student and supervisor sign the Internship Contract, which the student submits to the advisor. The advisor approves the contract and submits it to the SLIS office.

Step 5: Student and supervisor complete and submit Plan of Work. The student prepares a resume of experience and education (including a list of courses completed at SLIS) which is submitted to the supervisor. The student and supervisor work together to complete a detailed Plan of Work which is mutually agreeable. The plan should include:

- The hours during which the student will work (if relevant)
- The proportion of time allocated to each component of the Internship
- A planned weekly schedule of activities
- A description of the planned project(s)

The Plan of Work must be submitted to the advisor for approval no later than the last week of classes of the semester/term in which the application and contract were submitted.

**Semester During which Internship is Completed**

**Documentation Submitted by Student**

Log of work/reflective journal. The student keeps a log of the experience which is submitted at the end of the Internship. The log includes an introductory section that describes the environment in which the Internship took place, descriptions of the activities completed, reflections on how the experience related to expectations, and a summary of the student’s perceptions of the value of the Internship to the student’s professional growth. It may include impressions of the practical applications of skills as related to the theoretical foundations of the profession, and questions and impressions regarding procedures, services and their evaluation. The log is a record of the student’s growth and development, as well as practical experience.

Project report. The student completes a written report summarizing the project. If the project results in any documentation, such as user’s guides or training materials, these are attached to the report.

Student Internship Evaluation Form. The student completes a Student Internship Evaluation Form which is submitted to the advisor and the SLIS office.
Documentation Submitted by Supervisor

Supervisor Internship Evaluation Form. The supervisor evaluates the student’s performance using the Supervisor Internship Evaluation Form, which is submitted to the student, the advisor, and the SLIS office. The form also asks the supervisor to evaluate the extent to which SLIS coursework had prepared the student for the Internship and to offer any suggestions for improving the Internship experience. See Appendix K for Student and Supervisor evaluations submitted during the past three years.

SLIS strongly urges students with no experience in information agencies or services to complete an Internship but does not require all students to do so. Many students come into the program with extensive experience in information environments.

Directed Independent Studies

LIS 7909 Directed Independent Study (DIS) provides students the opportunity to explore topics not covered in SLIS courses or to conduct a short research project. The guidelines and procedures for the DIS are provided below.

The proposal for a DIS is developed and approved during the semester prior to the semester during which the student will register for the DIS. The student is responsible for securing a faculty director of the study. The student must submit the DIS Proposal form to the faculty director and the student’s faculty advisor. The proposal must include objectives, an outline/timeline, expected outcomes, and, if applicable, the research methodology.

The faculty director determines the suitability of the proposed study and the number of credit hours to be allowed:

- One credit hour – the proposed study will entail approximately three hours of work per week throughout the semester (or the equivalent number of hours for shorter terms)
- Two credit hours – the proposed study will entail approximately six hours of work per week throughout the semester (or the equivalent number of hours for shorter terms)
- Three credit hours – the proposed study will entail approximately nine hours of work per week throughout the semester (or the equivalent number of hours for shorter terms)

The proposal must be approved by the faculty director, the student’s faculty advisor, and the Director for the student to be able to register for the DIS. Any DIS that involves research involving humans must meet the criteria and approval procedures set forth by the University.

The faculty director and student schedule meetings throughout the semester/term in which the student is completing the DIS. The completed project is due one week prior to the final exam period. The DIS is subject to the same evaluative criteria and rigor as other graduate courses.

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**Dual Degrees**

Students earning the MLIS may also earn any of the SLIS certificates as a dual degree. The electives taken for the MLIS will meet the requirements for the graduate certificates.

A cooperative degree program between SLIS and the Department of History allows students to earn both degrees simultaneously. The Department of History accepts six credit hours of LIS courses as electives, while the SLIS accepts six hours of electives from the history department. This reduces the required hours of both master's degrees to 60 rather than 72 when completed separately. Students must consult with faculty advisors in both departments before applying for the program and both degree programs must approve the courses accepted into their degrees from the outside program.
Standard II.4

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

The SLIS Faculty design the general MLIS curriculum to ensure that students can achieve the competencies developed by the American Library Association. Table 2.11 presents the alignment of ALA core competencies with corresponding SLOs and relevant courses.

<table>
<thead>
<tr>
<th>Competency</th>
<th>SLOs</th>
<th>Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of the profession</td>
<td>SLO-1</td>
<td>LIS 7000, 7002, 7004, 7100, 7110, 7400, 7401, 7403, 7405, 7503, 7508, 7511, 7612, 7618, 7705</td>
</tr>
<tr>
<td>Information resources</td>
<td>SLOs-2 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7004, 7008, 7010, 7011, 7203, 7205, 7408, 7400, 7401, 7403, 7405, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618, 7800, 7807</td>
</tr>
<tr>
<td>Organization of recorded knowledge and information</td>
<td>SLO-2</td>
<td>LIS 4511, 4513, 7008, 7100, 7203, 7205, 7408, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618</td>
</tr>
<tr>
<td>Technological knowledge and skills</td>
<td>SLOs-2 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7004, 7008, 7010, 7011, 7203, 7205, 7408, 7400, 7401, 7403, 7405, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618, 7800, 7807</td>
</tr>
<tr>
<td>Reference and user services</td>
<td>SLOs-2 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7004, 7008, 7010, 7011, 7203, 7205, 7408, 7400, 7401, 7403, 7405, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618, 7800, 7807</td>
</tr>
<tr>
<td>Research</td>
<td>SLO-3</td>
<td>LIS 7000, 7004, 7009, 7011, 7403, 7508, 7909</td>
</tr>
<tr>
<td>Continuing education and lifelong learning</td>
<td>SLOs-1, 3, &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 7000, 7002, 7004, 7009, 7011, 7100, 7110, 7400, 7401, 7403, 7405, 7503, 7508, 7511, 7612, 7618, 7705, 7800, 7807, 7909</td>
</tr>
</tbody>
</table>
Faculty responsible for focus areas ensure that the courses offered within those areas align with knowledge and competencies developed by appropriate professional organizations including the American Association of School Librarians (AASL), the Association of College and Research Libraries (ACRL), the Association of Library Services to Children (ALSC), the Society of American Archivists (SAA), and the Young Adult Library Services Association (YALSA). The following tables illustrate the alignment of the professional organization competencies with SLIS SLOs and relevant courses.

**Table 2.12. Alignment of AASL Competencies with SLIS SLOs and Relevant Courses**

<table>
<thead>
<tr>
<th>Standard/Competency</th>
<th>SLOs</th>
<th>Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching for Learning</td>
<td>SLO-3</td>
<td>LIS 7000, 7004, 7009, 7011, 7403, 7508, 7909</td>
</tr>
<tr>
<td>Literacy and Reading</td>
<td>SLO-3</td>
<td>LIS 7000, 7004, 7009, 7011, 7403, 7508, 7909</td>
</tr>
<tr>
<td>Information and Knowledge</td>
<td>SLOs-1, 2, &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7000, 7002, 7004, 7008, 7100, 7110, 7111, 7115, 7203, 7205, 7400, 7401, 7403, 7405, 7408, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618, 7705, 7800, 7807</td>
</tr>
<tr>
<td>Advocacy and Leadership</td>
<td>SLOs-1 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 7000, 7002, 7004, 7011, 7100, 7110, 7400, 7401, 7403, 7405, 7503, 7508, 7511, 7612, 7618, 7705, 7800, 7807</td>
</tr>
<tr>
<td>Program Management and Administration</td>
<td>SLOs-1 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 7000, 7002, 7004, 7011, 7100, 7110, 7400, 7401, 7403, 7405, 7503, 7508, 7511, 7612, 7618, 7705, 7800, 7807</td>
</tr>
</tbody>
</table>

**Table 2.13. Alignment of ACRL Competencies with SLIS SLOs and Relevant Courses**

<table>
<thead>
<tr>
<th>Competency</th>
<th>SLOs</th>
<th>Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the enduring value and importance of special collections to the world’s collective cultural and intellectual heritage.</td>
<td>SLO-1</td>
<td>LIS 7000, 7002, 7004, 7100, 7110, 7400, 7401, 7403, 7405, 7503, 7508, 7511, 7612, 7618, 7705</td>
</tr>
<tr>
<td>Possesses a working knowledge of the basic history, theory, and best practices relating to materials found in special collections research libraries, including but not limited to printed books, manuscripts, archival</td>
<td>SLO-3</td>
<td>LIS 7000, 7004, 7009, 7011, 7403, 7508, 7909</td>
</tr>
</tbody>
</table>
material, and ephemera, photographs, prints, maps and other graphic works, audio-visual material in all formats, born-digital and digitized media, art objects and three-dimensional objects.

| Possesses cultural and linguistic competencies appropriate for their collections and user communities. | SLO-4 | LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807 |
| Develops and maintains knowledge of the production and dissemination of information resources, including the history of the book and the book arts, book construction, editions and variants, binding history, illustration techniques, digital printing and publishing techniques, typefaces, paper, parchment, paleography, and scribal practices, or other topics as appropriate for their collections. | SLO-2 | LIS 4511, 4513, 7008, 7010, 7203, 7205, 7408, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618 |
| Develops and maintains knowledge of the methods and materials used to create archival and non-print materials by physical, photographic, and digital processes, recognizes the context, function, and enduring value of archival materials and applies the concepts of respect des fonds, provenance, and original order to process materials and make them available. | SLO-2 | LIS 4511, 4513, 7008, 7010, 7203, 7205, 7408, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618 |
| Promotes the use of special collections through a variety of outreach and advocacy methods, is committed to integrating special collections into broader institutional and community environments through collaboration, outreach, and infrastructure development. | SLO-4 | LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807 |
| Engages with and supports diverse user populations in working with special collections, recognizes the potential research and learning uses of a wide variety of collections material and is able to effectively match these to the needs of | SLO-4 | LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807 |
diverse audiences, is committed to integrating special collections into broader institutional and community environments through collaboration, outreach, and infrastructure.

Engages with professional organizations and provides leadership within the professional community.

Develops specialized competencies in particular areas of practice (e.g., collection development, description, and access, teaching and learning, information technologies and data management, etc.), but remains flexible and open to acquiring new skills and subject knowledge as needed is committed to lifelong learning as applied to professional development in a special collections environment.

<table>
<thead>
<tr>
<th>Competency</th>
<th>SLOs</th>
<th>Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Client Group</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7403, 7405, 7800, 7807</td>
</tr>
<tr>
<td>Reference and User Services</td>
<td>SLOs-3 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7004, 7008, 7010, 7011, 7203, 7205, 7408, 7400, 7401, 7403, 7405, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618, 7800, 7807</td>
</tr>
<tr>
<td>Programming Skills</td>
<td>SLOs-2 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7004, 7008, 7010, 7011, 7203, 7205, 7408, 7400, 7401, 7403, 7405, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618, 7800, 7807</td>
</tr>
<tr>
<td>Collection Knowledge and Management</td>
<td>SLOs-2 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 4511, 4513, 7004, 7008, 7010, 7011, 7203, 7205, 7408, 7400, 7401, 7403, 7405, 7410, 7503, 7505, 7508, 7511, 7604, 7608, 7612, 7618, 7800, 7807</td>
</tr>
<tr>
<td>Outreach and Advocacy</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7111, 7400, 7401, 7403, 7405, 7800, 7807</td>
</tr>
</tbody>
</table>

Table 2.14. Alignment of ALSC Competencies with SLIS SLOs and Relevant Courses
### Table 2.15. Alignment of SAA Competencies with SLIS SLOs and Relevant Courses

<table>
<thead>
<tr>
<th>Competency</th>
<th>SLOs</th>
<th>Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of archival theory, practice, methodology,</td>
<td>SLOs-1, 3, &amp; 4</td>
<td>LIS 7408, 7702, 7703</td>
</tr>
<tr>
<td>history and scholarship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate critical thinking and decision-making skills related to all</td>
<td>SLOs-1, 3, &amp; 4</td>
<td>LIS 7408, 7504, 7505,</td>
</tr>
<tr>
<td>forms of records in the context of business, government, public needs,</td>
<td></td>
<td>7604, 7704</td>
</tr>
<tr>
<td>scientific research, or the protection of cultural heritage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the ethical and legal dimensions of archival work, including</td>
<td>SLOs-1 &amp; 4</td>
<td>LIS 7408, 7704</td>
</tr>
<tr>
<td>professional and social responsibilities for serving diverse groups and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the public good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to manage and preserve authentic and trustworthy records, as well</td>
<td>SLOs-1, 2, &amp; 4</td>
<td>LIS 7408, 7504, 7505,</td>
</tr>
<tr>
<td>as relevant materials, regardless of format.</td>
<td></td>
<td>7506, 7604, 7704</td>
</tr>
</tbody>
</table>

### Table 2.16. Alignment of YALSA Competencies with SLIS SLOs and Relevant Courses

<table>
<thead>
<tr>
<th>Competency</th>
<th>SLOs</th>
<th>Relevant Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teen Growth and Development: Knows the typical benchmarks for growth and</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105,</td>
</tr>
<tr>
<td>development and uses this knowledge to plan, provide and evaluate library</td>
<td></td>
<td>7004, 7011, 7400, 7401, 7403,</td>
</tr>
<tr>
<td>resources, programs, and services that meet the multiple needs of teens.</td>
<td></td>
<td>7405, 7800, 7807</td>
</tr>
<tr>
<td>Interactions with Teens: Recognizes the importance of relationships and</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105,</td>
</tr>
<tr>
<td>communication in the development and implementation of quality teen</td>
<td></td>
<td>7004, 7011, 7400, 7401, 7403,</td>
</tr>
<tr>
<td>library services, and implements techniques and strategies to support</td>
<td></td>
<td>7405, 7800, 7807</td>
</tr>
<tr>
<td>teens individually and in group experiences to develop self-concept,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identity, coping mechanisms, and positive interactions with peers and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adults.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Environments (formal and informal): Cultivates high-quality, developmentally appropriate, flexible learning environments that support teens individually and in group experiences as they engage in formal and informal learning activities.</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807</td>
</tr>
<tr>
<td>Learning Experiences (formal and informal): Works with teens, volunteers, community partners and others to plan, implement and evaluate high-quality, developmentally appropriate formal and informal learning activities that support teens' personal and academic interests.</td>
<td>SLO-1</td>
<td>LIS 7000, 7002, 7004, 7100, 7110, 7400, 7401, 7403, 7405, 7503, 7508, 7511, 7612, 7618, 7705</td>
</tr>
<tr>
<td>Youth Engagement and Leadership: Responds to all teens' interests and needs, and acts in partnership with teens to create and implement teen activities and to foster teen leadership.</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807</td>
</tr>
<tr>
<td>Community and Family Engagement: Builds respectful, reciprocal relationships with community organizations and families to promote optimal development for teens and to enhance the quality of library services.</td>
<td>SLO-1 &amp; 4</td>
<td>LIS 4101, 4102, 4104, 4105, 7000, 7002, 7004, 7011, 7100, 7110, 7400, 7401, 7403, 7405, 7503, 7508, 7511, 7612, 7618, 7705, 7800, 7807</td>
</tr>
<tr>
<td>Cultural Competency and Responsiveness: Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful library atmosphere that embraces diversity.</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405</td>
</tr>
<tr>
<td>Equity of Access: Ensures access to a wide variety of library resources, services, and activities for and with all teens, especially those facing challenges to access.</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807</td>
</tr>
<tr>
<td>Outcomes and Assessment: Focuses on the impact of library programs for and with teens and uses data to inform service development, implementation, and continuous improvement.</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807</td>
</tr>
<tr>
<td>Continuous Learning: Acts ethically, is committed to continuous learning, and advocates for best library practices and policies for teen services.</td>
<td>SLO-4</td>
<td>LIS 4101, 4102, 4104, 4105, 7004, 7011, 7400, 7401, 7403, 7405, 7800, 7807</td>
</tr>
</tbody>
</table>
Standard 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.

SLIS Strategic Planning Cycle: Curriculum Review, Evaluation, and Improvement
Curriculum review and evaluation is implemented through the School’s annual strategic planning cycle. The following sections describe data gathering, data analysis, planning, and implementation procedures that specifically address curriculum review, evaluation, and improvement.

Data Gathering
Student Learning Outcomes (SLO) Data
Data are gathered from the use of rubrics to assess SLO outcomes in all programs (the MLIS and all graduate certificates).

Surveys
SLIS uses surveys to gather input from students at different stages of their programs of study and alumni at different stages of their careers.

Student Exit Survey
The survey is distributed to students toward the end of their last semester. Questions that specifically address the curriculum are included:

- The extent to which feel prepared in terms of each SLO
- Ability to identify and register for courses that reflect interests/career goals
- Overall satisfaction with the SLIS experience
- Accomplishments

Alumni Survey
The School distributes surveys to alumni in the semester or term in which they graduated (Fall, Spring, Summer) on a three-year cycle (i.e., three years after graduation, six years after graduation, etc.). Questions that specifically address the curriculum are included:

- The extent to which feel prepared in terms of each SLO
- Satisfaction with the overall educational experience
- Satisfaction with preparation for a professional career
- Accomplishments
Course Evaluations
Students complete course evaluations every semester/term, which are made available to the instructor and the Director. The student responds to the following statements/questions relating to the course:

- Course objectives were made clear
- The course grading policy was made clear
- Exams, assignments, and/or class activities addressed course objectives
- The course was well organized
- What was the most valuable aspect of the course?
- Any additional comments regarding the course?

Internship Evaluations
Every Internship requires evaluations completed by the student and the site supervisor. The student responds to the following statements/questions relating to the curriculum:

- The LIS curriculum adequately prepared me for the Internship
- The Internship met my expectations and I felt that I gained professional experience
- What other courses or learning experiences would have helped you to prepare for the Internship?

The supervisor responds to the following statements/questions relating to the curriculum:

- The student demonstrated an ethical and professional attitude
- The student demonstrated an understanding of the organization’s purpose and mission
- The student demonstrated an understanding of the technologies within the organization
- The student was knowledgeable and inquisitive concerning the relationship between theory and practice
- How well did the student’s SLIS coursework prepare the student for the Internship?
- Do you have comment on problems with, or can you make suggestions for improvements to, the SLIS Internship?

Student Metrics
University systems and the School’s internal database are used to gather student data.

Enrollment Reports
University systems and the School’s internal database are used to gather data on program and course enrollment trends.

Moving forward, data will also be gathered through advisory councils and annual Townhalls.

Data Analysis
Data analysis and reports are completed and made available to the faculty before the Curriculum Retreat in the Spring semester. The Director and Associate Director are responsible for the analysis and report creation, with the assistance of SLIS staff.
SLO Assessment Report
The report provides data and analysis pertaining to assessment of all SLO’s.

Surveys Report
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on surveys, with emphasis on issues or problems identified.

Course Evaluation Report
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on course evaluations, with emphasis on issues or problems identified.

Internship Evaluation Report
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on Internship evaluations completed by students and by site supervisors, with emphasis on issues or problems identified.

Student Metrics and Achievement Report
The report includes admissions and enrollment numbers, retention rates, graduation rates, time to completion, student diversity data, grade distributions, academic actions such as probation or drops, and course enrollments. The report also includes data on student achievements gathered through student surveys and communications with the School.

Additional Student Interactions
The Director and Associate Director hold several student events during the academic year. These include orientations before each Fall and Spring semester, Townhalls each Fall and Spring semester, and Virtual Coffee Hours each month. Students often raise issues or concerns during these events. The Director and Associate Director add such issues/concerns relating to curricular matters to the agenda of the annual Curriculum Retreat.

Planning
The data analysis and reports listed above articulate and facilitate planning based on reviews of the curriculum. All reports are provided to faculty to review before the scheduled Curriculum Retreat in the Spring semester. Although initial planning may occur within the Curriculum Retreat, discussions continue in faculty meetings and committee meetings throughout the academic year.

Implementation
Any decisions agreed upon during the Curriculum Retreat are documented in the minutes, including the data upon which the decision was determined to be necessary and the entities responsible for implementation (committees, individual faculty, staff, Associate Director, and/or Director). This information is included as Old Business on the agendas for faculty meetings to ensure that progress is being made in a timely manner.
Reviews Conducted by the Curriculum Committee
The SLIS Curriculum Committee conducts a thorough review of the curriculum every other year. The committee compiles a report on the review findings which is then discussed at the annual Curriculum Retreat. During the past three years, the numerous meetings during which the faculty developed SLOs and created an assessment plan were based on a review of all core courses, which led to revisions and improvements within those courses. The curriculum committee was not asked to conduct additional reviews during this time. The regularly scheduled reviews will resume in the 2022-23 academic year.
Standard II.6

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

The School’s ongoing evaluation of the curriculum is based on data that provide evidence of the program’s success in achieving its goals, and objectives and areas in which improvement is needed. The data sources incorporated into this process include:

- Application, acceptance, and enrollment trends
- Student demographic trends
- Student retention trends
- Course registration trends
- Grade distribution trends
- Completion of program trends, including time to completion
- Placement outcomes gathered through Student Exit Surveys and Alumni Surveys
- Student ratings of and comments about course content and the learning experience through course evaluations
- Student and practitioner ratings of and comments about the extent to which the curriculum prepares students through Internship evaluations
- Student comments through fora such as orientations, Student Townhalls, and Virtual Coffee Hours
- Alumni ratings of and comments about the curriculum and the learning experience through post-graduation surveys
- SLO assessment reports
- Strategic Plan Annual reports
- Faculty achievements in teaching, scholarship, and service through annual faculty activity reports
- Financial reports

The School’s decision-making and planning processes based upon these data are documented in the minutes of the annual Planning Retreat, the annual Curriculum Retreat, monthly faculty meetings, any additional meetings called throughout the academic year, and reports submitted by the chairs of the School’s committees. The minutes for all events include the supporting materials (i.e., data and reports) which provided the basis for discussion and planning.

The School’s decision-making and planning processes based upon these data are documented most extensively in the minutes of the annual Curriculum Retreat. The minutes of the annual Planning Retreat, monthly faculty meetings, any additional meetings called throughout the academic year, and reports submitted by the chairs of the School’s committees also document
continuing discussions of curricular matters. The minutes for all planning events include the supporting materials (i.e., data and reports) which provided the basis for discussion and planning.

The decision-making process is also documented through the School’s internal curricular forms/documentation and the University curricular forms.
Standard II.7

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

The School implemented the following curricular activities and revisions during the past three years to improve the program and the student learning experience.

_**Core Course Revisions to Support SLOs**_

As described in the Standard I. Systematic Planning chapter, the SLIS Faculty created SLOs, rubrics, artifacts, and an assessment cycle for the MLIS program during the 2019-20 and 2020-21 academic years. The assessment artifacts for the SLOs are assignments/projects/activities in the core courses. As part of this process, each core course was evaluated in terms of course content that addressed the appropriate SLO. As a result of this process, the following revisions were made to the core courses.

- 7000: Course content revised to ensure students are exposed to the full range of issues identified in SLO-1
- 7004: Course content and professional ethics case study revised to support SLO-1
- 7008: Course content was significantly revised to support SLO-2. The extent of the revisions necessitated changing the catalog description from “Introduction to hardware software, telecommunications and networks, and system issues relating to information technologies” to “Identification of technology; information searching skills; evaluation of search systems”
- 7009: Course content and final project revised to support SLO-3
- 7010: Course content and meta-data assignment revised to support SLO-2
- 7011: Course content and final project significantly revised to support SLO-2. Course title changed from “Information Needs and Information Seeking” to “Information Behavior,” a term which is recognized as encompassing information needs, seeking, and use

_**Elective Course Revisions**_

Prior to Spring 2021, the LIS 7900 Internship in Library and Information Science was offered as a 3-credit course. The course required students to complete 120 Internship hours on-site or virtually. Two developments impacted this requirement. First, with the launch of the MLIS program in LSU Online in Fall 2020, MLIS students were completing courses in seven-week terms rather than a full semester. The second development was the University’s decision to change the length of summer courses from 8-week to 5-week terms starting with the Summer 2021 semester. Students expressed concerns about their ability to complete 120 Internship hours in these time-frames. The faculty voted to revise the course into a variable 1-3 credit hour course. Students must complete 40 hours per credit hour. This increases the opportunities for students to participate in Internships.
The Director of the School of Education reached out to the SLIS Director to inquire whether it might be possible to revise some SLIS courses so that they would be available to senior undergraduates in the education program. The faculty voted to revise LIS 7104 Non-Fiction and LIS 7105 Graphic Novels to accommodate this request. The course titles and numbers were changed (LIS 4104 Collection Development in Non-Fiction and LIS 4105 Collection Development of Graphic Novels). The course syllabi were revised to reflect the differentiation of course requirements for undergraduates and graduate students (graduate students are required to complete an additional project or assignment, or the course proposal must justify not requiring an additional project or assignment). By offering 4000-level courses, SLIS is raising awareness of the MLIS and potential careers among undergraduates.

**New Courses**
The faculty approved four new special topics courses. LIS 7808 Special Topics in Library and Information Science is used by the School to offer courses on a trial basis before submitting them to the University as new courses to be included in the catalog. The Curriculum Committee and faculty must approve proposals for special topics courses, but College and University approval is not required. The four courses approved address current topics not covered in existing SLIS courses: Data Curation, Principles of Searching, Rural Librarianship, and Information Services to Diverse Populations.

The faculty also approved one new course: LIS 7703 Seminar in Archival Studies. This had been offered as a special topics course twice with satisfactory enrollment and course evaluations.

**Elimination of Core Courses from Summer Schedules**
LSU changed the length of summer courses from 8-week to 5-week terms starting with the Summer 2021 semester. SLIS Faculty expressed concern regarding the accelerated schedule’s potential impact on the rigorous core courses and decided to use the Summer 2021 assessment data to decide if SLIS should continue offering MLIS core courses during future Summer semesters. The Associate Director presented the comparison data to the faculty at the August 20, 2021 faculty meeting for discussion (see Appendix U). After discussion, the faculty decided the lower assessment results in the summer courses required SLIS to no longer offer core courses during 5-week Summer terms.

**Cultural Heritage Focus Area for LSU Online Students**
During the Fall 2021 LSU Online Townhall, several LSU Online students expressed their disappointment that the courses in History and Theory of Cultural Institutions and Museum Management are not offered in the LSU Online program. (LSU Online students cannot take courses not offered through LSU Online). Several additional students who viewed the recording of the Townhall contacted the Director and/or Associate Director to express their desire for these courses. The faculty discussed adding the courses to the LSU Online program to support a focus area in cultural heritage during the Fall 2021 semester, with an emphasis on the potential cost/benefit of doing so. Based on that discussion, SLIS will begin offering a Cultural Heritage Focus Area for LSU Online students in Fall 2022.

The faculty are also discussing possible future curricular improvements.
Focus Area/Certificate in Health Records Management/Medical Librarianship
Ochsner Health has made a $4 million leadership gift to LSU’s College of Human Sciences & Education. Each of the Schools in the College has submitted a proposal for ways in which the School can contribute to this partnership. The faculty are in the early stages of researching the viability of a focus area and/or certificate in the area of health records management or medical librarianship. The creation of the focus area or certificate will be dependent on College support for a new faculty line.

Applied Doctorate
Several alumni have reached out to the Director and faculty about the possibility of an applied doctorate offered by SLIS. These are individuals who require the advanced degree primarily for administrative positions and who have no desire or need to complete a research-based Ph.D. The faculty are in the early stages of researching the marketability and target audience for such a degree; specifically, for an entirely online degree. These findings will determine whether the discussion moves forward into issues such as resources and funding.
Standard III. Faculty

Introduction
The School of Library & Information Science (SLIS) is home to 9.5 full-time faculty with responsibilities for teaching, scholarship, and service. During the past three years, SLIS created and filled three new faculty lines for Assistant Professors of Professional Practice (AP-PPs). This represents a 46% increase in full-time positions since the last accreditation review. The School hired Ms. Ana Roeschley in June 2020 to teach in the Master of Library & Information Science (MLIS) and Graduate Certificate in Archival Studies (CARST) programs offered through LSU Online. Ms. Roeschley also advises students in those program (Ms. Roeschley earned the PhD in Interdisciplinary Information Science at the University of North Texas in 2021). The School hired Ms. Diane Gill in March 2021. She is responsible for teaching and advising students in the MLIS school librarianship focus area and the Graduate Certificate in School Librarianship (CSLIB) offered through SLIS Online. (Ms. Gill is a doctoral candidate in the Interdisciplinary Information Science program at the University of North Texas with a defense expected in Fall 2022.) In June 2021, the School hired Dr. Jennifer Thiele. She is responsible for teaching and advising students in the MLIS general librarianship focus area offered through LSU Online.

The ranks of the faculty have also changed significantly over the past three years. Drs. Ju and Stauffer received promotions to professor in AY 2019-20. Drs. Benoit and Stewart received promotions to associate professor with tenure in AY 2020-2021.

Listed below are the full-time faculty as of Fall 2021, indicating rank and tenure status (T=Tenured; TT=Tenure-Track; NTT=Non-Tenure-Track).

Dr. Edward Benoit, III, Associate Professor (T)
Ms. Diane Gill, Assistant Professor of Professional Practice (NTT)
Dr. Tao Jin, Associate Professor (T)
Dr. Boryung Ju, Professor (T)
Dr. Ana Roeschley, Assistant Professor of Professional Practice (NTT)
Dr. Suzanne Stauffer, Professor (T)
Dr. Brenton Stewart, Associate Professor (T)
Dr. Jennifer Thiele, Assistant Professor of Professional Practice (NTT)
Dr. Yejun Wu, Associate Professor (T)
Dr. Seungwon Yang, Assistant Professor (TT)

The School has also created a new tenure-track faculty line. SLIS is currently receiving applications for a position in the school librarianship area with an anticipated start date of August 2022.

16 Dr. Yang’s appointment is 50% in SLIS and 50% in the LSU Center for Computing Technology (CCT). SLIS is his tenure-home. The Director’s assignment is 100% administrative, with no teaching, research, or service responsibilities. Data presented throughout this chapter are based on the remaining 9.5 faculty.
See Appendix HH for a table of all faculty with names, status, percentage of appointments, teaching load, courses taught, and research areas. See Appendix II for the curriculum vitae of full-time faculty.
The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

Full-Time Faculty
Louisiana State University (LSU) designates the following appointments to the Graduate Faculty: tenured faculty are appointed as Full Members, subject to annual review; tenure-track faculty who are not yet tenured are appointed as Seven-Year Members, subject to annual review; non-tenure-track faculty are appointed as Professional Affiliates for a renewable three-year term. All SLIS full-time faculty are members of the Graduate Faculty.

The faculty brings a breadth of educational backgrounds and areas of expertise that provide the necessary support for the array of specializations offered.

Table 3.1. Faculty Advanced Degrees/Areas of Expertise

<table>
<thead>
<tr>
<th>Name</th>
<th>Advanced Degrees</th>
<th>Areas of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benoit</td>
<td>PhD, Information Studies, University of Wisconsin Milwaukee&lt;br&gt;MA, History, University of Wisconsin Milwaukee&lt;br&gt;MLIS, University of Wisconsin Milwaukee</td>
<td>Community Archives&lt;br&gt;Participatory Archives&lt;br&gt;Archival Access&lt;br&gt;Digital Collections&lt;br&gt;Audiovisual Materials&lt;br&gt;Archival Pedagogy</td>
</tr>
<tr>
<td>Gill</td>
<td>MA, Education, University of Texas Arlington&lt;br&gt;MLIS, University of North Texas</td>
<td>School Librarianship&lt;br&gt;Information Resources</td>
</tr>
<tr>
<td>Jin</td>
<td>PhD, Library and Information Science, McGill University&lt;br&gt;Masters, Information Science/Studies, McGill University</td>
<td>Competitive Intelligence&lt;br&gt;Knowledge Management&lt;br&gt;Business Information&lt;br&gt;Records &amp; Information Management</td>
</tr>
<tr>
<td>Faculty</td>
<td>Degree Details</td>
<td>Areas of Expertise</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Ju</td>
<td>PhD, Library and Information Science, Florida State University Masters, Information Science/Studies, Indiana University Bloomington</td>
<td>Human Computer Interaction User Modeling Knowledge Sharing</td>
</tr>
<tr>
<td>Roeschley</td>
<td>PhD, Interdisciplinary Information Science, University of North Texas MS, Library &amp; Information Science, Simmons College MA, History, Simmons College</td>
<td>Participatory Archives Community Archives Digital Humanities Collective Memory Archival Trauma</td>
</tr>
<tr>
<td>Stauffer</td>
<td>PhD, Library &amp; Information Science, UCLA MLIS, Brigham Young University</td>
<td>Print Culture History of Children’s Services Emergent Literacy Lifelong Education Gender Issues</td>
</tr>
<tr>
<td>Stewart</td>
<td>PhD, Library &amp; Information Science, University of Wisconsin Madison MLIS, Clark Atlanta University</td>
<td>Print and Digital Culture Information Labor Information Organizations Academic Libraries</td>
</tr>
<tr>
<td>Thiele</td>
<td>PhD, Information Studies, University of Wisconsin Milwaukee</td>
<td>Digital Divides in Rural Areas Public Libraries Library Systems</td>
</tr>
<tr>
<td>Wu</td>
<td>PhD, Computer &amp; Information Sciences, University of Maryland College Park</td>
<td>Knowledge Organization Semantic Analysis of Text</td>
</tr>
<tr>
<td>Yang</td>
<td>PhD, Computer Science, Virginia Tech MS, Computer Science, Virginia Tech</td>
<td>Information Archiving Digital Libraries Information Retrieval</td>
</tr>
</tbody>
</table>

All core courses are taught by full-time faculty. The faculty are then also responsible for teaching elective courses in their areas of expertise.

*Table 3.2. Elective Courses Taught by Full-Time Faculty, Fall 2018-Summer 2021*

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benoit</td>
<td>Archival Arrangement &amp; Description Preservation Management of Physical Records Seminar in Archival Appraisal</td>
</tr>
<tr>
<td>Gill</td>
<td>Information Literacy &amp; Critical Analysis</td>
</tr>
<tr>
<td>Faculty</td>
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<td>---------</td>
<td></td>
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<tr>
<td>Jin</td>
<td></td>
</tr>
<tr>
<td>Ju</td>
<td></td>
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<tr>
<td>Roeschley</td>
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<tr>
<td>Stauffer</td>
<td></td>
</tr>
<tr>
<td>Stewart</td>
<td></td>
</tr>
<tr>
<td>Wu</td>
<td></td>
</tr>
<tr>
<td>Yang</td>
<td></td>
</tr>
</tbody>
</table>

| Special Libraries & Information Centers |
| Management of Knowledge-Based Assets in Organizations |
| Competitive Intelligence |
| Information Governance |

| Information & Internet Environment |
| Information Architecture |

| Introduction to Archival Theory, Principles & Practice |
| Introduction to Digital Curation |
| Seminar in Archival Studies |
| Archival Arrangement & Description |

| Youth Services |
| Graphic Novels in Libraries |
| Adult Services in Public Libraries |
| Public Libraries |
| History & Theory of Cultural Heritage Institutions |
| Sci/Fi & Fantasy |

| Academic Libraries |
| Introduction to Cataloging & Classification |

| Principles of Searching |
| Digital Libraries |
| E-Discovery |

| Information Techniques for Social Media |
| Data Curation |
| Introduction to Digital Curation |

Full-time faculty also direct and advise student Internships and Directed Independent Studies.

See Appendix JJ for course schedules from Fall 2018 through Summer 2021 which identify the instructor and enrollment for each course.

**Part-Time Faculty**

SLIS employs part-time faculty (adjuncts) to teach courses that require specialized knowledge. These specialists provide students with real-world expertise and practical knowledge, enriching the overall learning experience. Most adjuncts come from the ranks of working professionals. As much as possible, the School turns to those who have proven to be successful in teaching SLIS courses regularly so that they have an ongoing relationship with the full-time faculty, the students, and the School. See Appendix KK for the curriculum vitae of all adjuncts who have taught for the School during the past three years.
The Director selects adjuncts based on their educational and professional experience as they relate to courses taught and demonstrated expertise in the online teaching environment. The College and the Graduate School must approve the candidate’s credentials and the Director’s justification for the hire. Full-time faculty members monitor and guide new adjuncts through their first terms. All adjuncts are provided with a handbook that covers School, College and University policies and procedures, expectations, and resources (Appendix LL). The Associate Director holds an orientation for adjuncts prior to each semester. The orientation is recorded and made available to adjuncts who could not attend.

Table 3.3 lists adjuncts who taught courses from Fall 2018 through Summer 2021 with the course(s) taught, highest degree earned, and relevant professional experience. Note that Dr. Roeschley and Dr. Thiele appear in this list as they taught for the School as adjuncts before being hired as AP-PPs.

Table 3.3. Adjunct Courses Taught, Highest Degree Earned, and Relevant Professional Experience

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Highest Degree Earned</th>
<th>Relevant Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becker, Snowden</td>
<td>Preservation and Digitization of Audiovisual Materials</td>
<td>PhD in Information, University of Texas Austin</td>
<td>MLIS Program Director for UCLA Department of Information Studies; Archival Consultant (2016-2019)</td>
</tr>
<tr>
<td>Bell, Benjamin</td>
<td>Information Resources</td>
<td>MLIS, LSU</td>
<td>Reference Librarian/Instructor, University of West Florida (2019-present); Reference Librarian/Instructor, Southeastern Louisiana University (2014-2019)</td>
</tr>
<tr>
<td>Cantey, Charity</td>
<td>Collection Development for Teens; Collection Development of Non-Fiction; School Library Management; Creating a Community of Readers</td>
<td>PhD, Curriculum &amp; Instruction, LSU</td>
<td>Middle and High School Librarian, University Laboratory School, LSU (2005-present)</td>
</tr>
<tr>
<td>Name</td>
<td>Course Title</td>
<td>Degree/Institution</td>
<td>Position/Experience</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Diamond, Thomas</td>
<td>Business Information Resources</td>
<td>MLIS, University of Kentucky</td>
<td>Collections and Materials Selector Librarian, LSU (2017-present)</td>
</tr>
<tr>
<td>Johnson, Hayley</td>
<td>Sources of Government Information</td>
<td>MLIS, LSU</td>
<td>Information Specialist at Louisiana House of Representatives (2009-2012)</td>
</tr>
<tr>
<td>Landrum, Maria</td>
<td>Adult Services in Public Libraries</td>
<td>MLIS, LSU</td>
<td>Programs Librarian/Assistant Manager of Programs, Outreach, and Partnerships, New Orleans Public Library (2019-present)</td>
</tr>
<tr>
<td>Monroe, William</td>
<td>Information Literacy Instruction</td>
<td>PhD Educational Leadership &amp; Research, LSU</td>
<td>Assistant Director for Instructional Technology, LSU Law Center (2017-present)</td>
</tr>
<tr>
<td>Ramdeen, Sarah</td>
<td>Introduction to Archival Theory, Principles, and Practice</td>
<td>PhD Information &amp; Library Science, University of North Carolina Chapel Hill</td>
<td>Research Associate, University of Alabama in Huntsville, Data Curation for Discovery Team (2017-2018)</td>
</tr>
<tr>
<td>Roeschley, Ana</td>
<td>Introduction to Digital Curation; Advanced Seminar in Archives &amp; Cultural Heritage</td>
<td>MLIS, Simmons College</td>
<td>Teaching Fellow, University of North Texas (2019-2020)</td>
</tr>
<tr>
<td>Thiele, Jennifer</td>
<td>Rural Librarianship</td>
<td>PhD Information Studies/Information Policy, University of Wisconsin Milwaukee</td>
<td>Director, Marinette County Library System (2008-2021)</td>
</tr>
<tr>
<td>Ziegler, Sophia</td>
<td>Information Literacy Instruction</td>
<td>MSLIS, Drexel University</td>
<td>Head, Digital Programs and Services, LSU Libraries (2018-present)</td>
</tr>
</tbody>
</table>

Table 3.4 provides the percentage of courses taught by adjuncts during the past three years.
Table 3.4. Percentage of Courses Taught by Adjuncts, Fall 2018-Summer 2021

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Summer 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25%</td>
<td>29%</td>
<td>20%</td>
<td>25%</td>
<td>33%</td>
<td>33%</td>
<td>21%</td>
<td>19%</td>
<td>18%</td>
</tr>
</tbody>
</table>

The increase in courses taught by adjuncts in Spring and Summer 2020 reflects increasing enrollments and the fact that SLIS had not yet hired all three AP-PPs. As seen in the Fall 2020, Spring 2021, and Summer 2021 semesters, the AP-PPs have reduced the School's reliance on adjuncts. The full-time faculty do carry out the major share of teaching.

Tenure-track faculty are solely responsible for research activities, which are described in Section III.5. While AP-PPs are expected to serve on school committees, tenure-track faculty are responsible for all service activities at higher levels.
Standard III.2

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

Appointments, Reappointments, and Promotions

All processes and procedures regarding tenure-track and tenured faculty appointments, reappointments, promotion, tenure, annual reviews, and enhancement of job performance are defined in LSU PS 36-T (see Appendix MM). All processes and procedures regarding full-time non-tenure-track faculty (Professors of Professional Practice) appointments, reappointments, promotion, annual reviews, and enhancement of job performance are defined in LSU PS 36-NT (see Appendix NN).

Appointments

The SLIS Academic Personnel Committee (APC) is comprised of all tenured faculty. The APC chair appoints a Search Committee from among the eligible faculty, consisting solely of tenured/tenure-track faculty for a tenure-track position and tenured-track and non-tenure-track faculty for non-tenure-track positions. The Search Committee creates a position announcement, which is sent to the College and the LSU Office of Human Resources Management (HRM) for approval. The announcement includes the requirements for the position, including academic degrees in appropriate areas, teaching experience, scholarship (tenure-track only), and professional experience. The announcement may also include preferred qualifications. Official university transcripts posting all degrees are required, as is contact information for at least three references. Applicants for a tenure-track position must submit a statement of their research agenda and their teaching philosophy. Applicants for a non-tenure-track position are required to submit a statement of their teaching philosophy and a statement explaining their attitude toward professional service and any experience in that area.

Candidates submit applications through the HRM system. HRM staff forward applications that meet the minimum requirements to the chair of the Search Committee via Workday. Once the deadline for applications has passed, the Search Committee members review the applications. The committee meets to discuss the applications and to select three candidates to interview. The committee may also opt to extend the deadline for application if none of the applicants is satisfactory.

SLIS invites tenure-track candidates to campus for two days to meet with the SLIS Faculty, staff and students, internal and external stakeholders, the Director, and College administration. Candidates present their research in an open forum.

Candidates for the non-tenure-track positions filled in the past three years have been interviewed via Zoom due to the COVID-19 pandemic. Moving forward, candidates will be invited to the campus for one day to meet with the Director, the Search Committee, faculty, and students. Candidates are required to make a public presentation on an issue of current controversy or importance in their area of expertise.

Once all candidates have been interviewed and made their presentations, the Search Committee gathers comments about the candidates from those who met with and/or attended the presentation by the candidate, which are shared with the faculty. After a discussion of the merits of the candidates, the faculty vote on their ranking. The Search Committee chair requests recommendation letters from the top candidate’s references. The letters are shared with the entire faculty on receipt and added to the candidate’s file. The Search Committee chair calls for a final vote on the candidate and notifies the Director of the recommendation of the faculty.

If the letters of recommendation are not satisfactory and the faculty vote not to offer the position to the top candidate (or the candidate does not accept the offer), the Search Committee chair requests letters from the second-ranked candidate and the procedure continues. If none of the candidates is satisfactory, the position may be closed without being filled or it may be re-opened.

**Reappointment Review**

The College’s Tenure and Promotion Guidelines, created in 2016 (Appendix OO), guide the reappointment, tenure, and promotion processes for tenure-track faculty, and the reappointment and promotion processes for non-tenure-track faculty. An ad hoc CHSE Promotion and Tenure Guidelines Committee, formed in Spring 2014, developed the document. The Director and a senior faculty member represented each of the five degree-granting schools within the College. The intent was to develop a document that would enhance clarity regarding criteria across the College. As discussions proceeded on how best to describe such expectations, the committee decided that the College-level document would delineate minimum expectations for tenure and promotion. Within the Schools, the faculty appended notes to the College document to further clarify criteria within the School. Notes at the end of the document in Appendix OO are clarifications specifically developed by the SLIS Faculty.

The College guidelines utilize a point system to evaluate faculty performance. For example, in the research category faculty receive points for publishing an article in a tier-one journal: 10 points as primary author, 8 points as secondary author, and 3 points as contributing author. In the teaching category faculty receive points for developing a new course (10), significant revision to a course (5), and converting traditional courses to an online format (5). In the service category, faculty receive 3 points for chairing a school committee, 4 points for chairing a college committee, and 5 points for chairing a university committee.
The guidelines delineate the minimum points in each category required for promotion to associate professor with tenure and promotion to full, as well as promotions of AP-PPs. The School emphasizes that a candidate who merely achieves the minimum standards might not meet the overall threshold for a successful tenure and/or promotion attempt unless the evaluation committee determines that every output of the candidate was of very high quality. In this manner, the guidelines inform the initial step of a more comprehensive evaluation process.

**Tenure-Track**
The School reviews the performance of assistant professors during their third year of employment to determine reappointment. The review is intended to evaluate progress toward a successful tenure and promotion decision. The candidate prepares an evaluation packet that provides evidence of all accomplishments in teaching, scholarship, and service during his or her first three years at SLIS, and specifically calculates the points earned in each area as specified by the College and School guidelines. The candidate submits the packet to the SLIS APC. The committee evaluates and discusses the evidence of progress toward tenure and promotion and provides a written recommendation to the Director on whether reappointment is supported. The Director then writes a recommendation, which is provided to the candidate. The candidate is given the opportunity to respond to the Director’s recommendation. The Director submits all materials (the evaluation packet, the committee recommendation, the Director’s recommendation, and the candidate’s response) to the Dean, who makes the final decision regarding reappointment. Reappointment reviews result in specific recommendations to the faculty member about appropriate activities to accomplish before review for tenure and promotion.

**Non-Tenure Track**
SLIS initially appoints AP-PPs for a one-year term. At the conclusion of that year, the AP-PP is evaluated based on all evidence regarding teaching and service. The decision to renew the appointment for another year or not reappoint is solely at the Director’s discretion. Alternatively, the AP-PP can be reappointed for a three-year term. Reappointment for three years requires a vote of the eligible faculty. The APC evaluates and discusses the evidence of performance and provides a written recommendation to the Director on whether reappointment is supported for three years. The Director provides the AP-PP with a written decision, to which the AP-PP may write a response. If the decision is to reappoint for a three-year term, the Director notifies the College of that decision.

**Tenure and/or Promotion**

**Tenure-Track**
The sixth year of service is the mandatory year for tenure review unless the faculty member receives notice of non-reappointment. The Director is responsible for notifying the faculty member and the APC when a mandatory review is at hand. The review procedure requires the better part of a year for completion. All activities related to a review must be timed to conform with the current timetable set by the Provost and communicated through HRM. See Appendix PP for the SLIS Promotion & Tenure Timeline/Procedures, which are described below.
March/April: Form a faculty Review Committee
The APC forms a three-member faculty Review Committee to handle the review process. The Review Committee members select the chair.

April/Mid-May: List of external evaluators
The Review Committee asks the candidate, the Director, and the eligible voting faculty members to each provide a list of four outside evaluators, as well as the names of any potential evaluators who by reason of bias or conflict should not be chosen. Information for each potential evaluator includes name, rank, institution, contact information (physical address, email, and phone number), and a brief statement of qualifications.

The Review Committee and the Director jointly select a list of all qualified evaluators to ask for letters, ranked in order of preference. At least one evaluator suggested by the candidate and at least one evaluator not on the candidate’s list are required. The Dean must approve each evaluator before contact is made. The Director sends the list of potential evaluators to the Dean.

Criteria for selecting evaluators:

- Evaluators must, taken together, have expertise that reasonably covers the areas of the candidate’s work
- Each evaluator must hold tenure and have a rank higher than that of the candidate
- Each evaluator must hold a faculty position at an institute with a Carnegie classification of R1.
- Evaluators must be free from bias or conflict. Those who may not serve as evaluators include the candidate’s major professor for any graduate degree and research collaborators.
- Letters must be obtained from at least three persons at three different institutions

Mid-May: Review Committee chair contacts potential evaluators
Based on the ranked list created by the Review Committee and the Director, and approved by the Dean, the Review Committee chair contacts potential evaluators by email in the order listed to ascertain if they are willing to act as an evaluator. The identity of evaluators is kept confidential to the extent possible; in particular, the candidate will not know the identity of the evaluators.

Mid-June: Candidate submits P&T review file
The candidate submits his or her P&T review file to the SLIS office. The file will include digital copies of the following:

- SLIS P&T Guidelines (i.e., the CHSE Tenure and Promotion Guidelines with the SLIS notes which clarify the CHSE Guidelines)
- CV in PS-36 format (indicate level of each publication/presentation on the CV; i.e., Tier 1, Tier 2)
- Spreadsheet with points accumulated in each category
• Copies of all publications issued during the five years under consideration (pre-LSU publications/presentations may be listed on the CV, but copies will not be included in the packet)
  o If publications include books, SLIS will purchase copies to send to evaluators
• Statements on teaching, research, service
• Copies of teaching evaluations (provided by the SLIS office)
• Copies of annual evaluations (provided by the SLIS office)

The SLIS offices maintains the digital review file and creates a paper review file.

The candidate may update the review file (for example, notification that a grant has been funded) with substantial and pertinent information at any point in the process but is not required to do so.

July 1: Review packets sent to external evaluators
The SLIS office sends digital review packets to external evaluators. SLIS will mail paper packets if specifically requested by the evaluator.

September: External evaluation letters submitted to Director
The Director and SLIS office add evaluation letters to both the digital and paper review files as they are received. Office staff also create a cover sheet that includes:

• name and address of each evaluator
• brief statement of qualifications, including academic rank and institution

Once at least three letters from faculty at three different institutions have been received, the Review Committee prepares a report which is a comprehensive statement on the case, observing the relevant criteria for evaluating faculty job performance, which is submitted to the Director. The Director then makes the digital review file available to all eligible voting faculty and convenes a meeting of the eligible voting faculty to consider the case and vote on a recommendation. The Director does not participate in the discussion or voting but provides faculty with information when requested.

October
The Director prepares a final report of the School’s recommendation, which incorporates the Director’s recommendation, the Review Committee’s report, and the faculty’s vote.

The Director meets with the candidate to communicate the recommendation unless the candidate elects not to do so. The Director provides the candidate with copies of the written reports, excluding any sections identifying external evaluators. The Director advises the candidate of the right to write a formal response for inclusion in the file; the candidate must submit any response to the Director no later than seven calendar days from the date when the candidate was advised of the recommendation. Any written response from the candidate will be included in the file forwarded to the Dean.
The candidate signs the Director’s report and recommendation under a statement (provided in PS-36-T) that acknowledges receipt of the evaluation and the right to write a formal response.

**Late October/Early November**
The School forwards the digital review file, including reports from the school Review Committee and the Director, the acknowledgement signed by candidate, and any response from the candidate to the Dean’s office. The School will provide a paper review file upon request.

**November/December**
The CHSE P&T committee (which includes representatives from all Schools within the College) meets to review materials and vote on the case. The committee prepares a written recommendation, including the vote, which is submitted to the Dean.

The Dean prepares a letter with his or her recommendation. The Director and the candidate receive a copy of the letter. If the Dean’s recommendation is negative, the Dean will meet with the candidate within seven calendar days, unless the candidate elects not to do so. The Dean will advise the candidate of the right to write a formal response for inclusion in the file, within 10 calendar days of meeting with the Dean or (if the candidate elected not to meet) within 10 calendar days from the date the candidate was advised of the recommendation.

The Dean’s office forwards the file, including the Dean’s recommendation and the candidate’s response, to the Provost’s office. The Provost forwards a recommendation and the review file to the LSU President for final consideration and decision. The President notifies the candidate of the final decision. LSU PS-36-T (Appendix MM) sets forth the grounds under which and the process by which the candidate may make an appeal in the event of a negative decision.

**Non-Tenure Track**
Following six years of full-time (100% effort) continuous employment, an Assistant Professor of Professional Practice is eligible for promotion to Associate Professor of Professional Practice and to Professor of Professional practice after six years as an Associate upon a vote of the eligible faculty. Faculty members awarded these ranks are placed on three-year contracts, renewable based on satisfactory annual reviews and a vote of the eligible faculty as described above.

**Encouragement of Excellence in Teaching, Research, and Service**
SLIS encourages excellence in teaching, research, and service in a variety of ways that empower individual faculty to gain new skills in teaching, pursue original research, and provide service to the School, College, University, and profession. The College and the University provide additional opportunities and resources for achieving excellence in these areas. SLIS Faculty take full advantage of these opportunities and resources.

**Faculty Teaching Load**
The teaching load for tenure-track faculty is four courses each year, two in the Fall semester and two in the Spring semester. The one exception is that, as Associate Director, Dr. Benoit receives a one-course reduction each Fall and Spring semester. A tenure-track faculty member may teach no more than one overload course during an academic year and it is the faculty member’s choice to do so. Summer teaching is available, but optional. Faculty may not teach more than two courses in the Summer term.

Newly hired tenure-track faculty receive a one-course reduction in their first semester to acclimate to the School and University and develop their research agenda going forward. Tenure-track faculty going up for promotion and tenure are given a one-course reduction in the year prior to the review to provide them with additional time to create the materials needed for the review.

The teaching load for non-tenure-track faculty (the AP-PPs) is ten courses per year, four in the Fall, four in the Spring, and two in the Summer. Newly hired AP-PPs receive a one-course reduction in their first semester to acclimate to the School and University and familiarize themselves with the courses they will be teaching.

**Collaborative and Flexible Scheduling**

The Associate Director is responsible for creating tentative course schedules for upcoming semesters/terms. The finalized schedules are determined by the entire faculty. Faculty are given every opportunity to teach the courses they find to be most compatible with their interests and experience.

Whenever possible, the School allows faculty members who teach in SLIS Online to determine scheduling in terms of the course delivery length (14-week semesters in the Fall and Spring, seven-week accelerated terms in the Fall and Spring, and five-week terms in the Summer). The Director also allows faculty to decide whether they wish to teach in the LSU Online programs (the exception being the two AP-PPs who were specifically hired to teach in LSU Online and whose salaries are paid through the LSU Online revenue). This flexibility enables faculty to select the schedules that create appropriate learning opportunities for students and faculty.

**Participation in Professional Development Opportunities**

The faculty routinely participate in development opportunities offered at the College and University level, as well as external opportunities. Examples of faculty participation during the past three years are described below.

The LSU Online team offers a Special Focus Program for faculty. The program is an intensive 12-week program designed to guide faculty through the development or re-development of an online course that is fully aligned, meets accessibility standards, and ensures a consistent and positive learning experience for students. The program is designed for three workshops to be completed in the first four weeks and allows for independent course development (with support when needed) in the remaining weeks. Drs. Benoit, Jin, Ju, Roeschley, Stewart and Thiele, and Ms. Gill have completed the program.
Dr. Ju attended the LSU Faculty 2019 Summer Institute on Communication Across the Curriculum, which provides instruction and assistance in developing communication-intensive courses for graduate students. She is currently structuring a communication-intensive course. As a result of attending a previous Summer Institute, Dr. Stauffer certified LIS 4105 Graphic Novels in Libraries as a communication-intensive course.

The WGBH Educational Foundation invited Dr. Benoit to participate in its PBCore Workshop for Educators in Boston in 2019 and awarded him a travel grant to attend. The workshop was “designed to support educators teaching metadata at library and archival science programs in developing curriculum materials around PBCore.”

The LSU Office of Institutional Effectiveness developed and launched a new training certificate program to assist LSU faculty with programmatic assessment in 2021. Dr. Benoit was one of the first LSU faculty members to complete the training program.

Upon the request of various colleges, including CHSE, the LSU Office of Research & Economic Development held a Summer Institute in 2020. During the institute, faculty received advanced training in a range of topics, including determining the best funding sources, elements of successful grant proposals, drafting a compelling narrative, navigating the grant submission process, generating a budget, IRB approval, and post-award management. Four SLIS Faculty were selected as Institute Fellows and the Associate Director participated as an institute presenter.

Dr. Yang was one of a group of 90 experts invited to participate in the Andrew W. Mellon Foundation-funded workshop, “Ensuring Scholarly Access to Digital Records Search,” held at Virginia Tech in May 2021. The purpose was to arrive at a potential means of using artificial intelligence to provide scholarly access to the plethora of resources held by the National Archives and Records Administration.

Russell Long Professorship in Library and Information Science

The Russell Long Professorship in Library and Information Science, an LSU Board of Regents Endowed Professorship, is awarded bi-annually to a tenure-track faculty member. The estate of Senator Russell B. Long established this professorship in SLIS in 2004. The fund is used to support faculty research projects. The award average during the past three years has been $4000 per year. This support includes, but is not restricted to, equipment, materials, travel, student support and stipends.

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The professorship is awarded for a two-year term to a member of the SLIS Faculty. All tenure-track and tenured faculty are eligible for the professorship. Interested faculty submit applications to the Director (see Appendix QQ for the SLIS Long Professorship Procedure). The Director evaluates applications based on anticipated outcomes, the likelihood of future sponsored research funding, and alignment with the strategic plan. Dr. Benoit was awarded the professorship for the 2018-19 and 2019-20 academic years. During that period, his work on the Virtual Footlocker Project resulted in multiple presentations, a publication, and a funded IMLS grant. Dr. Yang was awarded the professorship for the 2020-21 and 2021-22 academic years. He is conducting a study on “False Information Events in Social Media during Natural Disasters and their Impacts on Community Resilience.”

Technological Support
Technological support is available to the faculty at the School, College, and University levels.

The School fulfills faculty requests for computer and other technological upgrades, as well as software packages not provided by the University. Faculty computers are typically upgraded every three to five years. Faculty utilize the School’s recording lab to create high-quality course materials.

At the College level, IT personnel are available to assist faculty with technology purchases and any equipment issues.

The LSU Faculty Technology Center (FTC) provides IT support, consultation, and innovative solutions to faculty and graduate teaching assistants tailored to their individual teaching, research, and operational needs. Services include workshops and webinars, customized workshops by request, one-on-one consultations, and virtual assistance.

Support for Part-Time Faculty
The Director, the Associate Director, the full-time faculty, and the SLIS staff all offer support, formally and informally, to the part-time faculty. Full-time faculty members share teaching materials and monitor and guide new adjuncts through their first terms. All adjuncts are provided with a handbook that covers School, College and University policies and procedures, expectations, and resources (Appendix LL). The Associate Director holds an orientation for adjuncts prior to each semester. The orientation is recorded and made available to adjuncts who could not attend. The Adjunct listserv provides the opportunity for the School to share information with the part-time faculty and for the part-time faculty to request clarifications or further information from the School and from experienced adjuncts.

21 “Faculty Technology Center,” https://www.lsu.edu/it_services/_archive/ftc/index.php.
Standard III.3

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

As our website states, “The School of Library & Information Science is committed to developing and nurturing an educational and professional environment that is welcoming to and inclusive of diverse, under-represented, oppressed, and vulnerable populations. This commitment extends throughout all aspects of SLIS, including recruitment and retention of students, administration, teaching, research, and faculty service. To further this vision, we are committed to creating a culture of transparency, trust, and mutual support among the SLIS administration, faculty, staff, students, and stakeholders.”

SLIS complies with PS-01, LSU’s Equal Opportunity Policy\(^\text{22}\) which states:

The University, through its recruitment and employment policies, will recruit and employ qualified personnel for all its diverse activities and will provide equal opportunities during the selection process and employment without regard to race, color, marital status, sexual orientation, gender identity, gender expression, creed, religion, sex, national origin, age, mental or physical disability, or veteran’s status.

The following activities support the School’s focus on diversity:

- Members of Search Committees complete the Faculty Search Committee Diversity Training offered through the LSU Office of Diversity\(^\text{23}\)
- Compliance with all tenure-track faculty personnel policies and procedures as defined in LSU PS 36-T (see Appendix MM)
- Compliance with all non-tenure-track faculty personnel policies and procedures as defined in LSU PS 36-NT (see Appendix NN)

Table 3.5 presents demographic data for the SLIS Faculty, the College faculty, and the University faculty.


Table 3.5. Full-Time Faculty Demographic Data (Fall 2021)

<table>
<thead>
<tr>
<th></th>
<th>SLIS</th>
<th>CHSE</th>
<th>LSU</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total faculty</strong></td>
<td>9.5¹</td>
<td>115</td>
<td>1424</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5.0 (53%)</td>
<td>72 (63%)</td>
<td>542 (38%)</td>
</tr>
<tr>
<td>Male</td>
<td>4.5 (47%)</td>
<td>43 (37%)</td>
<td>882 (62%)</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Only</td>
<td>4.0 (42%)</td>
<td>82 (71%)</td>
<td>987 (69%)</td>
</tr>
<tr>
<td>Asian</td>
<td>3.5 (37%)</td>
<td>5 (4%)</td>
<td>162 (11%)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.0 (21%)</td>
<td>8 (7%)</td>
<td>56 (4%)</td>
</tr>
<tr>
<td><strong>Total Not Identified as White Only</strong></td>
<td>5.5 (58%)</td>
<td>33 (29%)</td>
<td>437 (31%)</td>
</tr>
</tbody>
</table>

¹This reflects Dr. Yang’s 50% appointment with SLIS and 50% with CCT.

As demonstrated above, the School has a balanced representation of male and female faculty. The percentage of SLIS Faculty who identify as an ethnicity other than White Only is significantly higher than that percentage for the College and the University. Additionally, 58% of the full-time faculty emigrated to the United States from countries including China, South Korea, and Bosnia.

The diversity of our faculty is one of the strengths of our program. SLIS Faculty are representative of a multitude of backgrounds. This diversity helps to ensure that we can bring forth a multitude of cultural, experiential, and philosophical viewpoints to all that we do.
Standard III.4

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

The SLIS Faculty have responsibility for a broad range of teaching areas. Their preparation for these areas include educational preparation and research experience, as well as professional experience. For example, Dr. Jin brings his professional experience as a former Associate Editor of Dow Jones & Company, Inc. and an international news editor and reporter for the Overseas News Department of China Central Television to bear on his competence in teaching in the area of business information. Dr. Stauffer’s professional experience includes years as a public librarian. Dr. Thiele’s decade of experience as the Director of the Marinette County Library System informs her teaching as well. Dr. Wu brings experience as the former Director of the Administrative Office of Institute of Scientific and Technical Information of China.

Evidence of technological skills and knowledge is provided by the wide array of technologies and software utilized in courses and taught in courses. These include technological tools used for visual programming, knowledge capture and creation, document and content management, data mining and knowledge discovery, digital forensic techniques, and the development of sitemaps, wireframes and blueprints for user-centered web design. SLIS Faculty are also proficient in the use of Camtasia (software used to create, edit, and caption video materials for classes, orientation, information sessions, and special events) and InDesign (software used to create high-quality recruitment and marketing materials, as well as the SLIS Newsletter).

A measure of teaching effectiveness is student responses on course evaluations. Students are asked to complete course evaluations near the end of each semester/term. Table 3.6 presents the average score (out of a maximum of 5) for student responses in all courses in semesters during the past three years.

Table 3.6. Average Course Evaluation Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spr 2019</th>
<th>Sum 2019</th>
<th>Fall 2019</th>
<th>Spr 2020</th>
<th>Sum 2020</th>
<th>Fall 2020</th>
<th>Spr 2021</th>
<th>Sum 2021</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course objectives were made clear</td>
<td>4.4</td>
<td>4.5</td>
<td>4.6</td>
<td>4.5</td>
<td>4.4</td>
<td>4.1</td>
<td>4.6</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Course grading policy was made clear</td>
<td>4.4</td>
<td>4.5</td>
<td>4.3</td>
<td>4.4</td>
<td>4.2</td>
<td>4.1</td>
<td>4.5</td>
<td>4.6</td>
<td>4.1</td>
<td>4.4</td>
</tr>
<tr>
<td>Exams, assignments, and/or class activities addressed course objectives</td>
<td>4.3</td>
<td>4.6</td>
<td>4.7</td>
<td>4.6</td>
<td>4.4</td>
<td>4.3</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Student responses to these items, in combination, provide an indirect measure of the effectiveness of SLIS Faculty teaching. The average combined scores indicate that students strongly agreed or agreed that the faculty create courses that are well organized, with course objectives clearly identified, and class activities that clearly address those objectives. The scores also indicate agreement that the faculty effectively facilitate learning by presenting concepts systematically, encouraging questions and/or discussion, responding to students in a timely manner, and evaluating students in an appropriate manner.

The faculty are active members of professional organizations in the areas and disciplines that inform their research and teaching. SLIS Faculty are currently members of the American Library Association, ARMA International, Association of Moving Image Archivists, Association for Computing Technology, Association for Information Science & Technology, Association for Library and Information Science Education, Canadian Association for Information Science, International Association for Intelligence Education, International Society for Knowledge Organization, Library and Information Society for Asia and the Pacific, Popular Culture Association/American Culture Association, Society of American Archivists, Special Libraries Association, and Strategic and Competitive Intelligence Professionals.

Recent examples of faculty participation in professional organizations include:

Dr. Benoit served as the co-chair of the Local Arrangements Committee for the Society of Southwest Archivists (2019-21). Under his leadership, SLIS hosted the first ever virtual Society of Southwest Archivists Annual meeting May 17-21, 2021. The meeting attracted more than 100

<table>
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<tr>
<th></th>
<th>4.4</th>
<th>4.5</th>
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<th>4.2</th>
<th>4.0</th>
<th>4.6</th>
<th>4.5</th>
<th>4.4</th>
<th>4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course was well organized</td>
<td>4.4</td>
<td>4.5</td>
<td>4.5</td>
<td>4.4</td>
<td>4.2</td>
<td>4.0</td>
<td>4.6</td>
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<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>The instructor effectively facilitates learning</td>
<td>4.3</td>
<td>4.4</td>
<td>4.5</td>
<td>4.3</td>
<td>4.0</td>
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<td>4.4</td>
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<tr>
<td>The instructor encourages questions and/or discussion</td>
<td>4.3</td>
<td>4.4</td>
<td>4.6</td>
<td>4.3</td>
<td>4.2</td>
<td>3.9</td>
<td>4.4</td>
<td>4.6</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>The instructor responds in a timely manner to student questions</td>
<td>4.3</td>
<td>4.4</td>
<td>4.6</td>
<td>4.2</td>
<td>4.1</td>
<td>3.9</td>
<td>4.4</td>
<td>4.6</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>The instructor presents concepts systematically</td>
<td>4.4</td>
<td>4.5</td>
<td>4.5</td>
<td>4.4</td>
<td>4.3</td>
<td>4.1</td>
<td>4.6</td>
<td>4.5</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>The instructor evaluates the students according to the grading policy</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
<td>4.0</td>
<td>4.6</td>
<td>4.6</td>
<td>4.2</td>
<td>4.4</td>
</tr>
</tbody>
</table>
speakers and 321 participants. One of the most successful and innovative elements was the virtual repository tours with more than 350 views. Within the Society of American Archivists, Dr. Benoit chaired the Graduate Archival Education Subcommittee (2020-21) and the Archival Educators Section (2018-2019). He also serves as the Book Review Editor for *Preservation, Digital Technology & Culture*.

Dr. Ju was recognized as an ASIS&T Distinguished Member in 2021. This status is attained by those with a demonstrated commitment to mastering the profession through sustained educational pursuits and a proven track record of service to the information science and technology field.

Dr. Suzanne Stauffer served as Conference Chair for the ALA Library History Seminar LXIV which was to be held at LSU in January 2021. Unfortunately, the conference was cancelled due to the COVID-19 pandemic. She also serves as the Cultural Heritage Institutions in Popular Culture Area Chair within the Southwest Popular/American Culture Association.

Dr. Wu serves as secretary of the ASIS&T Special Interest Group for Classification Research (SIGCR).

Dr. Yang served as a program committee member for the ACM/IEEE Joint Conference on Digital Libraries (2018).
Standard III.5

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

Publications, Research, and Presentations

During the past three years, the 6.5 full-time faculty for whom scholarship is part of their assignment (i.e., excluding AP-PPs) published two edited books, nine book chapters, 20 refereed journal articles, and 16 refereed conference papers. (Note that any items co-authored by multiple SLIS Faculty are only included once in this summary.) This level of publication exceeds the College expectation of an average of two publications per faculty member per year.

The School strives to facilitate research productivity. Faculty workloads are assigned in such a way as to allow sufficient time for faculty research and writing. Newly hired tenure-track faculty are given a one-course reduction in their first semester to allow time to develop their research agenda. Service expectations for assistant professors are reduced to allow time for scholarly activities (see Section III.7 for discussion).

In addition to the authorship and publication of original research, the SLIS Faculty are active in other aspects of scholarly communication. Faculty currently serve on the editorial boards of the following publications: Data Intelligence, The Electronic Journal, Journal of Information and Knowledge Management, International Journal of Information Science Theory & Practice, Knowledge Organization, Journal of the Korean Society for Library & Information Science, Online Information Review, and Preservation, Digital Technology & Culture.


Faculty members were also active at academic and professional conferences. In addition to participation in panel sessions and poster sessions, the faculty made over 30 presentations at national and international conferences during the past three years. The diversity of conferences at which presentations were made reflects the breadth of the faculty's research areas:
The international presence of the faculty is impressive, especially given that there was no actual travel during the COVID-19 pandemic. In the period before travel restrictions were enacted faculty presented at conferences in Australia, Canada, Germany, Malaysia, Netherlands, New Zealand, Portugal, and the United Kingdom.

**Success in Receiving Grants**

Two SLIS Faculty successfully applied for over $1.5 million in federally funded grants during the past three years.

Dr. Benoit received a $391,000 grant from the Institute of Museum and Library Services for the Virtual Footlocker Project. For generations, airmen, sailors, and soldiers documented their wartime experiences in personal diaries, photographs, and correspondence. Veterans often kept those collections long after their service and handed them down to family members. Some items eventually make their way to museums. With the shift towards digital technologies over the past 20 years, the contemporary 21st-century soldier no longer creates the same analog personal archives. Having already completed research to determine how contemporary veterans and active duty personnel document their service, Benoit is using the IMLS funding to further investigate best practices and protocols for archivists assisting veterans and active duty personnel to preserve their personal digital archives. VFP has already received regional and national attention and accolades. The project received support from the United Service Organizations, Wounded Warrior Project, the Louisiana Secretary of Veterans Affairs, the Louisiana National Guard Museum, the Betty H. Carter Women Veterans Historical Project, and the National WWII Museum.

Dr. Brenton Stewart was awarded a grant from the National Science Foundation (NSF), Division of Computer and Network Systems. The project team will enable minority-serving institutions to address the deficit that exists around diverse engagement, leveraging cloud ecosystems in their research in two important interconnected arenas and encompassing exposure, training, and engagement in this domain. This project is a partnership between SLIS at LSU and the Arkansas Department of Higher Education. As the recipient and lead investigator on the study, Dr. Stewart
received $298,286 as a fund that will shape the exploration further and ultimately finalize his research.

Additionally, Dr. Yang secured funding as the Co-Principal or Senior Investigator for three grants created by research teams in the Center for Computing Technology (CCT) during the past three years. As previously explained, Dr. Yang holds a joint appointment with SLIS and CCT. His only responsibility within CCT is to participate in funded research projects. The funded grants are listed below:

- **IBSS-L: Understanding Social and Geographical Disparities in Disaster Resilience Through the Use of Social Media, National Science Foundation, $834,585.**
- **RAPID: The Changing Roles of Social Media in Disaster Resilience: The Case of Hurricane Harvey, National Science Foundation, $199,989.**
- **SCC-Planning: Promoting Smart Technologies in Public Safety and Transportation to Improve Social and Economic Outcomes, National Science Foundation, $99,932.**
Standard III.6

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

Diversity of Backgrounds, Ability to Conduct Research, and Specialized Knowledge

Faculty members hold Ph.D. and Master’s degrees from a wide variety of academic institutions (Table 3.7). Although most of the Ph.D. degrees held by faculty are in Library and Information Science, other doctorate degrees include Information Science and Management, and Computer Science. At the Master’s level, degrees include Computer Science, Education, and History.

Table 3.7. Faculty Degrees and Degree-Granting Institutions

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benoit</td>
<td>University of Wisconsin Milwaukee: Ph.D. in Information Studies; MLIS; Master of Arts in History</td>
</tr>
</tbody>
</table>
| Gill           | University of North Texas: MSLIS  
                   University of Texas at Arlington: MA in Education |
| Jin            | McGill University: Ph.D., Information Studies; MLIS |
| Ju             | Florida State University: Ph.D., Information Studies  
                   Indiana University Bloomington: MLIS |
| Roeschley      | Simmons College: MS in Information Science; MA in History |
| Stauffer       | UCLA: Ph.D., Library & Information Science  
                   Brigham Young University: MLIS |
| Stewart        | University of Wisconsin Madison: Ph.D., Library & Information Science  
                   Clark Atlanta University: MSLS |
| Thiele         | University of Wisconsin Milwaukee: Ph.D., Information Studies; MLIS |
As detailed in Standard III.5, faculty members are effective in conducting research and disseminating the results as demonstrated through a sustained record of scholarly publications and presentations.

The faculty’s educational background and experience in both academic and non-academic sectors create a specialized knowledge that positively impacts the School (see Standard III.4 for discussion).

**Skill in Academic Planning and Assessment**

Faculty participation in planning and assessment through formal participation on University and College based assessment committees and professional development opportunities foster skills in academic planning and assessment. Examples of faculty participation in these activities during the past three years are given below.

The LSU Office of Institutional Effectiveness developed and launched a new training certificate program to assist LSU faculty with programmatic assessment in 2021. Dr. Benoit was one of the first LSU faculty members to complete the training program. As chair of the College Diversity Committee, he developed a procedure to identify all diversity related activities in the annual activity reports submitted by faculty. He was awarded the College Advocate of Diversity Award in 2019 in recognition of his leadership. He currently serves on the LSU Faculty Senate Courses & Curricula Committee and the University Faculty Technology Center Focus Group.

Dr. Jin accepted an invitation to serve as a Council Member of the Institutional Effectiveness Council (IEC). Under the direction of the LSU Office of Academic Affairs, the IEC serves as a steering committee to provide oversight for institutional effectiveness functions across academic, support, and administrative units. Dr. Jin chaired the Program Review and Assessment Committee for the LSU Department of Communications Services and Disorders and co-chaired the committee for the LSU Department of French Studies.

Dr. Stewart was a founding member and is a current member of a campus-wide initiative, the LSU Online Accessibility Working Group. The initiative works to ensure LSU faculty have access to resources necessary to ensure that all materials meet ADA standards for accessibility. SLIS expanded its involvement in this initiative in 2018 and 2019 when Drs. Ju and Jin provided their

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expertise as members of the LSU Website Accessibility group which ensures that all pages of all LSU websites meet ADA-standards.  

Dr. Stewart also serves at the University level on the Student Code of Conduct Committee and the Faculty Senate Library Committee.

Dr. Stauffer has served on the University Admissions, Standards, & Honors Committee for almost a decade. She has also chaired the College Diversity Committee.

**Interaction with Other Disciplines and Institutions**
SLIS Faculty have a great deal of interaction with faculty from other disciplines during their participation in service at the University and College level, and in cooperative educational ventures. This type of interaction also occurs in other activities. SLIS Faculty have worked on research and grant projects with faculty and professional colleagues from the following disciplines at LSU and other institutions and organizations during the past three years.

**LSU**
- College of Agriculture
- College of Art & Design
- Civil & Environmental Engineering
- Computer Science
- Education
- Electrical and Computer Engineering
- English
- Entrepreneurship and Information Systems
- Experimental Statistics
- Geography
- History
- Industrial Engineering
- Leadership & Human Resource Development
- Manship School of Mass Communication
- Political Science
- Social Work
- Sociology

**Other Universities and Organizations**
- Arkansas Department of Higher Education
- Business, Korea University, South Korea
- Business School, Nankai University, China
- Computer Science, University of Alabama, Huntsville

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• Computer Science and Mathematics, University of Arkansas Pine Bluff
• Dallas College
• Education, University of Hong Kong
• Geography, Texas A&M
• Computer Science, Texas A&M
• Urban Planning, University of Maryland
• LIS, University of Kentucky
• LIS, University of Alabama
• Information Science, University at Buffalo
• Urban Planning, University of Maryland
• Information studies, University of Wisconsin, Milwaukee
• Wisconsin Library Association
• School of Law and Public Service, Paul Quinn College
• Earl K. Long Library & Special Collections, University of New Orleans
• School of Information Studies, McGill University, Montreal, Canada
• Wellcome Collection, London, United Kingdom
• Department of Information Management, Peking University, China
• Nuclear Technology Integration, Defense Threat Reduction Agency
• Department of Information Science, University of North Texas
• School of Information, Kent State University
• School of Information, The University of Texas at Austin
• School of Information, University of Michigan
• Tufts University
• The Betty H. Carter Women Veterans History Project, UNC-Greensboro
• The National WWII Museum, New Orleans, LA
• Wounded Warrior Project, Jacksonville, FL
• United Service Organization, Washington, D.C.

During the past three years, SLIS Faculty have served on doctoral committees as members, external reviewers, and Dean’s Representatives in the following disciplines:

**Doctoral Committees-LSU**

• Agricultural Economics & Agribusiness
• Chemistry
• Communication Studies
• Communication Sciences & Disorders
• Education
• Electrical Engineering & Computer Science
• English
• Entrepreneurship & Information Systems
• Leadership and Human Resource Development
• Music
• Political Science
• Psychology

Doctoral Committees- Other Universities

• Education, Simon Fraser University, British Columbia
• Department of Information Management, Peking University, China

The Intellectual Environment
The School maintains a very positive collegial environment, in which faculty are encouraged to exchange ideas, support one another's activities, and collaborate. This positive atmosphere is supported through formal and information activities.

All faculty, regardless of tenure-track status or rank, are encouraged to engage in open and frank discussions during all faculty meetings and planning sessions.

There is almost constant communication among the faculty via email and the faculty listserv, as well as face-to-face and virtual meetings.

Faculty accomplishments are recognized, acknowledged, and publicized at many levels. Each faculty meeting includes time for faculty to announce recent accomplishments and celebrations. Faculty accomplishments are publicized through the School's listservs, the SLIS website, and the annual magazine. Accomplishments may also be publicized through the College's website and newsletter, and University publications.

There is public recognition of faculty at the College level during the Tipoff Event (an assembly of all College administrators, faculty, and staff held before the beginning of each semester) and the annual Hall of Fame (a gathering of College and University administrators, faculty, alumni, and donors).
Standard 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.

Teaching in Areas of Competency and Interest
The Director, Associate Director, and faculty work together to determine faculty teaching assignments that relate to the needs of the program and the competencies and interests of individual faculty members. The Associate Director is responsible for maintaining a template of tentative course schedules for each semester and term, with a rotation schedule of three years out. The finalized course schedules are determined by the entire faculty. Fall semester schedules are finalized at the first faculty meeting held during the Spring semester and Spring and Summer schedules are finalized at the first faculty meeting held during the Fall semester. Full-time faculty are invited to indicate their teaching preferences during these meetings. Faculty are also encouraged to propose new ideas for courses that strengthen the program and provide additional opportunities for faculty members to teach in their areas of interest.

Assignment Load Balanced with Other Responsibilities
The overall assignments of faculty provide balance for their responsibilities. The assignment of responsibilities for non-tenured-tenure-track faculty is 50% research, 40% teaching, and 10% service. The assignment for tenured faculty is 40% research, 40% teaching, and 20% service. The assignment for non-tenure-track faculty (AP-PPs) is 80% teaching and 20% service. The service component includes advising students in the AP-PP’s area.

The teaching load for tenure-track faculty is four courses each year; two in the Fall semester and two in the Spring semester. A tenure-track faculty member may teach no more than one overload course during an academic year and it is the faculty member’s choice to do so. Summer teaching is available, but optional. Faculty may not teach more than two courses in the Summer term. The teaching load for non-tenure-track faculty (AP-PPs) is ten courses per year; four in the Fall, four in the Spring, and two in the Summer. In addition to their scheduled courses, all faculty also supervise Internships and Directed Independent Studies.

Newly hired tenure-track faculty receive a one-course reduction in their first semester to acclimate to the School and University and develop their research agenda going forward. Newly hired AP-PPs receive a one-course reduction in their first semester to acclimate to the School and University and familiarize themselves with the courses they will be teaching. Tenure-track faculty going up for promotion and tenure are given a one-course reduction in the year prior to the review to provide them with additional time to create the materials needed for the review.
Additional factors may have an impact on faculty workload. Faculty who take on additional administrative duties (such as appointment as Associate Director) and faculty developing new courses or programs will also receive course reductions to compensate for those activities. Faculty workloads are also impacted when faculty secure an external grant with budgeted load buyout.

Service expectations are determined in such a way that the faculty have sufficient time and resources for their other assigned activities. For tenure-track faculty, the Director attempts to ensure that service to the School, College, and University is appropriate to the faculty member’s rank and is not encroaching on time needed for teaching and research. While assistant professors serve on School committees, they are not expected to chair those committees. Numerous College committees require a member from the SLIS Faculty. Assistant professors are allowed to serve on only one College committee. Associate professors and professors serve on two committees. If there are additional committees that require SLIS members, the Director serves on those committees. SLIS Faculty are often asked to serve on University and professional committees. While this provides opportunities for the School, the Director will caution junior faculty as part of the annual evaluation process if they seem to be exceeding their service assignment parameters.

The AP-PPs are expected to serve on School committees, but that is the only committee requirement set by the School. All AP-PPs have a 20% service assignment for which student advising is the primary responsibility.

**Student Advising**

Student advising levels are an area of concern. The SLIS Admissions Specialist assigns a faculty advisor to each student based on the area of interest indicated on the student’s application. The following table shows the number of advisees assigned to faculty based on this procedure.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Area of Interest</th>
<th>LSU Online</th>
<th>SLIS Online</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benoit</td>
<td>Archival Studies</td>
<td>61</td>
<td>27</td>
<td>88</td>
</tr>
<tr>
<td>Gill</td>
<td>School Librarianship</td>
<td>41</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Jin</td>
<td>Knowledge Management</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Librarianship</td>
<td>41</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Records &amp; Information Mgt</td>
<td>22</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Ju</td>
<td>Adult Services in Public Librarianship</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Roeschley</td>
<td>Archival Studies</td>
<td>98</td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>Stewart</td>
<td>Youth Services Librarianship</td>
<td>27</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Stewart</td>
<td>Academic Librarianship</td>
<td>42</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Stewart</td>
<td>Cultural Heritage Resource Mgt</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Thiele</td>
<td>Librarianship</td>
<td>18</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Wu</td>
<td>Digital Content Management</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Yang</td>
<td>Undecided</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
The total number of advisees for faculty members is then:

- Roeschley 98
- Benoit 88
- Jin 71
- Stewart 58
- Gill 41
- Stauffer 27
- Wu 22
- Thiele 18
- Ju 10
- Yang 6

The disparity of advising loads for faculty is significant. (Note that this is less of a concern for the AP-PPs, who have a 20% service assignment which is allocated primarily to student advising.) Given that students must be assigned to faculty who represent their areas of interest, and given that some areas simply attract more students, these disparities seem inevitable.

In discussions about this among the faculty during the past three years, it was often noted that faculty were being asked routine questions that office staff could easily answer if such staff had been in place. The volume of these questions added greatly to the “advising” load.

As discussed previously, the School was able to use revenue generated through LSU Online to create two new staff positions: Student Specialist for SLIS Online and Student Specialist for LSU Online. The School filled these positions in Summer 2021. The staff are trained to answer questions from students that do not actually involve academic or career advising. If staff receive a question from a student that is academically or career focused, the staff forwards the email to the student’s advisor. Conversely, if faculty are receiving questions that could be answered by staff (for example, the next time a course will be taught, the deadline for adding courses, etc.), faculty forward the email to the appropriate student specialist. In the Student Townhalls held by the Director and Associate Director in Fall 2021, the new staff were introduced and students were told to consider the staff as the first contact for questions they might have. In orientations and townhalls going forward, the Director and Associate Director will continue to cover this with students. The School will be reviewing the impact this has on the commitment of time to advising required by faculty.
Standard III.8

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

Systematic evaluation of the faculty, considering accomplishments in the areas of teaching, research, and service, is implemented through the procedures set forth by annual evaluations, reappointment reviews, and tenure and promotion reviews. While eligible voting faculty are involved in the reappointment review, and tenure and promotion reviews, students are not directly involved in this process for SLIS. The evaluation of faculty teaching incorporates student feedback through course evaluations and student surveys.

All processes and procedures regarding tenure-track and tenured faculty appointments, reappointments, promotion, tenure, annual reviews, and enhancement of job performance are defined in LSU PS 36-T (see Appendix MM). All processes and procedures regarding full-time non-tenure-track faculty (Professors of Professional Practice) appointments, reappointments, promotion, tenure, annual reviews, and enhancement of job performance are defined in LSU PS 36-NT (see Appendix NN).

Annual Review
The Director evaluates each full-time faculty member annually, utilizing the College’s Faculty Annual Evaluation Form (Appendix RR). Faculty present evidence in the areas of Instructional Activities, Scholarly Activities, and Service Activities, as appropriate. They are also asked to complete a self-assessment of their performance for the year and to describe their goals for the coming year.

The Director evaluates tenured faculty and non-tenure-track faculty based upon the information provided through the Annual Evaluation Form and the faculty member’s course evaluations. Untenured faculty on the tenure track are first evaluated by a committee of the tenured faculty, which provides a written recommendation to the Director. The committee examines whether the faculty member is on track for a successful promotion and tenure process, noting any areas which need improvement and setting forth goals in those areas for the coming year. The Director incorporates this recommendation into her evaluation.

The Director’s written evaluation includes assessment for each area of responsibility, noting significant accomplishments and significant concerns. The Director comments on the goals for the coming year. This evaluation also ends with an overall performance rating for the year, determined by the Director: Unsatisfactory, Satisfactory, Exceptional.
The Director submits the evaluation to the faculty member. If the Director expresses concerns in the evaluation, or the faculty member has concerns about the evaluation, the Director meets with the faculty member. All faculty can submit a response to the evaluation. All materials, including any responses by the faculty member, are forwarded to the Dean’s office in the College. The annual evaluation provides the basis for decisions regarding merit raises.

The policies and procedures for Reappointment Reviews and Promotion and Tenure Reviews have been covered in Section III.2.
Standard III.9

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

The SLIS office maintains files of all materials relating to hiring decisions, course evaluations, annual evaluations, reappointment reviews, and promotion and tenure materials. These include all evaluations by outside reviewers in the case of promotion and tenure, all correspondence submitting by the College and the University, all committee reports, and all statements provided to faculty and all responses made by faculty. These materials provide clearly documented evidence of evaluation at every stage of a faculty member’s career at SLIS and of the decisions that have been made.
The results of all evaluations of faculty (annual evaluations, reappointment reviews, course evaluations, and student surveys) are used to identify areas of strength and areas needing improvement.

The identification of concerns during the annual evaluation process and during reappointment reviews leads to discussions with the Director to improve the individual faculty member’s performance. Examples include identifying courses that individual faculty feel are best suited to their strengths and expertise; working together to map out a research plan which will lead to publications; and cautioning junior faculty who are engaging in service to the extent that it is encroaching on other activities.

The faculty discuss the results of student surveys and summaries of concerns identified in course evaluations at planning and curriculum retreats. The faculty utilize these discussions to improve the quality of courses and advising. Examples of such improvements during the past three years include:

- Students noted a preference for regularly scheduled office hours over appointment-based meetings as they provide more access to faculty when students have a quick question or may not have a specific question in mind but would like to discuss the field or their career objectives. The Director encouraged faculty to offer regularly scheduled office hours, and most have done so.

- In response to student comments regarding the many different syllabus formats encountered in their courses, the faculty created a consistent syllabus template for all courses.

- Negative student evaluations of adjunct faculty led to changes in the standards and procedures for hiring adjunct faculty. Adjunct faculty are now required to have demonstrated expertise with online teaching as well as content experience for the course. They are also assigned a faculty mentor who will guide and assist them. The Director and Associate Director are now added to the Moodle sites of all courses taught by adjuncts so that the courses can be monitored, and any potential problems identified.

Individual faculty rely on their course evaluations to improve their teaching. Roeschley revised LIS 7505 Introduction to Digital Curation in response to overwhelmingly positive student response in course evaluations to the “hands on” aspects of the course. She changed the final project from a research paper to a project in which they build digital collections in Omeka.

Standard 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.”
provides experience with metadata creation, copyright issues, web publishing platforms for LIS, and digital collections.

Stauffer recently revised LIS 7110 Adult Services in Public Libraries after student assignment submissions suggested that reading about Readers’ Advisory service did not provide them with an understanding of the practice. Students will now practice Readers’ Advisory in small groups for the final 8 weeks of the semester and will discuss their experiences in weekly discussion forums, as well as submitting a weekly reflection for grading.

Stauffer and Yang are currently working on a proposal for a new course that will provide public librarianship students with the knowledge, skills, and abilities necessary to present various types of virtual library programs to the community. The impetus for this was students’ comments in discussion forums about feeling unprepared for these job duties during the COVID lockdown in Spring 2020.
Standard IV. Students

Introduction
This chapter demonstrates the ways in which the School of Library & Information Science (SLIS) at Louisiana State University (LSU) serves its students throughout their education in preparation for the information professions. In accordance with its mission, the School prepares leaders who will guide, direct, and administer informational and cultural heritage institutions in the twenty-first century. The School accomplishes this mission by educating the next generation of leaders in: collaboration, creative problem solving, innovation, and the management of information and institutions; the knowledge and skills needed to identify and understand individual and community needs, and to facilitate progress through engagement with informational and educational materials and resources; the theory and practice of evaluating, collecting, describing, organizing, and disseminating information in any format and/or environment; the skills needed to teach individuals and communities to understand, manage, and preserve digital content; and fostering engagement with communities through professional service and collaboration.

Before addressing the specifics of Standard IV, this section provides a description of program delivery options available to students and an overview of student demography.

SLIS Online and LSU Online
As of Fall 2016, all SLIS programs are offered as asynchronous online programs. The School does not offer any face-to-face classes. The factors that led to this decision are covered in the Introduction to this report. These programs are classified as “on-campus” by the University. The School refers to these programs as SLIS Online.

LSU Online is the office at LSU responsible for offering entirely asynchronous online programs and degrees. SLIS launched three programs through LSU Online in Fall 2020: Master in Library & Information Science (MLIS), Graduate Certificate in Archival Studies (CARST), and Graduate Certificate in Records & Information Management (CRIM). The programs are classified as “online” by the University.

Table 4.1 explains differences that students will encounter in SLIS Online versus LSU Online.
<table>
<thead>
<tr>
<th></th>
<th><strong>SLIS Online</strong></th>
<th><strong>LSU Online</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Programs</strong></td>
<td>SLIS Online offers a Master in Library &amp; Information Science (MLIS) and a Graduate Certificate in School Librarianship (CSLIB). SLIS Online programs are classified as traditional, on-campus programs for application purposes. However, SLIS Online is an entirely asynchronous online program.</td>
<td>LSU Online offers a Master in Library &amp; Information Science (MLIS), a Graduate Certificate in Archival Studies (CARST), and a Graduate Certificate in Records &amp; Information Management (CRIM).</td>
</tr>
<tr>
<td><strong>Focus Areas</strong></td>
<td>There are eight focus areas offered in the SLIS Online format: Academic Librarianship, Adult Services in Public Libraries, Cultural Heritage Resource Management, Digital Content Management, Knowledge Management, Public Librarianship, School Librarianship, and Youth Services Librarianship. MLIS students may also elect not to complete a focus area.</td>
<td>There are three focus areas offered in the LSU Online format: Archival Studies, Librarianship, and Records &amp; Information Management. MLIS students may also elect not to complete a focus area.</td>
</tr>
<tr>
<td><strong>Length of Semesters and Terms</strong></td>
<td>SLIS Online courses are taught in two 14-week semesters (Fall and Spring) and two five-week terms during the Summer.</td>
<td>LSU Online courses are taught in two seven-week terms in the Fall, two seven-week terms in the Spring, and two five-week terms in the Summer.</td>
</tr>
<tr>
<td><strong>MLIS Credit Hours</strong></td>
<td>Students complete 18 hours of required courses and 18 hours of electives.</td>
<td>Students complete 18 hours of required courses and 18 hours of electives.</td>
</tr>
<tr>
<td><strong>Graduate Certificate Credit Hours</strong></td>
<td>CSLIB students complete 18 hours of courses.</td>
<td>CARST and CRIM students complete 15 hours of courses.</td>
</tr>
</tbody>
</table>
Admissions

The MLIS program admits students for Fall and Spring semesters only. The Certificate in School Librarianship program admits students for Fall, Spring and Summer semesters.

The LSU Online MLIS & certificate programs admit students six times a year (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2).

Graduation

SLIS Online students graduate three times per year (Fall, Spring, Summer).

LSU Online students graduate six times per year (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, Summer 2).

Tuition and Fees

SLIS Online follows a traditional LSU tuition and fee schedule.

LSU Online follows a flat rate per credit hour for tuition and fees.

Out-of-State Tuition

Applicants who live outside Louisiana will incur a nonresident fee. Students in select states can apply for in-state tuition through the Academic Common Market.

Applicants who live outside of Louisiana will pay the same flat rate per credit hour as in-state students.

Admissions and Enrollment Data

Table 4.2. MLIS Admissions/Enrollment Data

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLIS Online</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>114</td>
<td>144</td>
<td>101</td>
</tr>
<tr>
<td>Admitted</td>
<td>103 (90.4%)</td>
<td>128 (88.9%)</td>
<td>94 (93.1%)</td>
</tr>
<tr>
<td>Enrolled</td>
<td>79 (69.3%)</td>
<td>94 (65.3%)</td>
<td>68 (67.3%)</td>
</tr>
<tr>
<td><strong>LSU Online</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td></td>
<td>117 (93.6%)</td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td></td>
<td>94 (75.3%)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td></td>
<td>211 (93.7%)</td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td></td>
<td>162 (76.8%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3. Number of Enrolled MLIS Majors

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLIS Online</strong></td>
<td>193</td>
<td>175</td>
<td>184</td>
</tr>
<tr>
<td><strong>LSU Online</strong></td>
<td></td>
<td>57</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>241</td>
</tr>
</tbody>
</table>

27 The data presented in tables is based on the University’s reporting of numbers on the census day (the 14th day, which is the last day to add courses) of the Fall semesters.
Table 4.4. Number of Enrolled SLIS Majors, Including Certificates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLIS</td>
<td>193</td>
<td>175</td>
<td>241</td>
</tr>
<tr>
<td>CARST</td>
<td>21</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>CRIM</td>
<td>12</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>CSLIB</td>
<td>12</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>226</td>
<td>212</td>
<td>297</td>
</tr>
</tbody>
</table>

The dip in Fall 2019 was caused by an exceptionally large number of degrees awarded in 2018-2019; 106 degrees were awarded that year, as compared to 64 the previous year.

**Student Demography**

The following tables provide an overview of the MLIS students in terms of gender, race/ethnicity, geographic location, and part-time/full-time status. The University does not report on student ages.

**Table 4.5. Gender**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLISO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>162 (83.94%)</td>
<td>142 (81.14%)</td>
<td>149 (80.98%)</td>
</tr>
<tr>
<td>Male</td>
<td>31 (16.06%)</td>
<td>33 (18.86%)</td>
<td>35 (19.02%)</td>
</tr>
<tr>
<td>LSUO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>46 (80.70%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>11 (19.30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>195 (80.91%)</td>
<td>46 (19.09%)</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.6. Race/Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>10 (5.18%)</td>
<td>13 (7.43%)</td>
<td>7 (3.80%)</td>
</tr>
<tr>
<td>White Only</td>
<td>147 (76.17%)</td>
<td>133 (76.00%)</td>
<td>139 (75.54%)</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>2 (1.14%)</td>
<td>2 (1.09%)</td>
</tr>
<tr>
<td>Asian Only</td>
<td>0</td>
<td>3 (1.71%)</td>
<td>3 (1.63%)</td>
</tr>
<tr>
<td>Black/African American Only</td>
<td>26 (13.47%)</td>
<td>14 (8.00%)</td>
<td>18 (9.78%)</td>
</tr>
<tr>
<td>Hispanic/Latino and any race</td>
<td>6 (3.11%)</td>
<td>6 (3.43%)</td>
<td>8 (4.35%)</td>
</tr>
<tr>
<td>Two+ races (non-Hispanic)</td>
<td>2 (1.36%)</td>
<td>3 (1.71%)</td>
<td>6 (3.26%)</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>2 (1.36%)</td>
<td>1 (0.57%)</td>
<td>1 (0.54%)</td>
</tr>
<tr>
<td>LSU Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>3 (5.26%)</td>
</tr>
<tr>
<td>White Only</td>
<td></td>
<td></td>
<td>40 (70.18%)</td>
</tr>
</tbody>
</table>

Student 133
The percentage of SLIS Online students who identify as White Only has remained fairly consistent at 75-76%. The percentage of LSU Online students who identify as White Only is slightly lower at 70%. In comparison, the percentage of students in the College who identify as White Only in Fall 2020 was 69.97%. The percentage for the University was 94%.

Table 4.7. Geographic Home Location

<table>
<thead>
<tr>
<th>SLIS Online</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>150 (77.72%)</td>
<td>145 (82.86%)</td>
<td>153 (83.15%)</td>
</tr>
<tr>
<td>Other States</td>
<td>41 (21.24%)</td>
<td>29 (16.57%)</td>
<td>30 (16.30%)</td>
</tr>
<tr>
<td>Other Countries</td>
<td>2 (0.10%)</td>
<td>1 (0.57%)</td>
<td>1 (0.54%)</td>
</tr>
<tr>
<td>LSU Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
<td>16 (28.07%)</td>
<td></td>
</tr>
<tr>
<td>Other States</td>
<td></td>
<td>41 (71.93%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>169 (70.12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other States</td>
<td>71 (30.17%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Countries</td>
<td>1 (0.41%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While the University does not report states in which students reside, SLIS tracks this information. The map shown below indicates the states in which SLIS students currently reside.
Figure 4.1. Geographic Distribution of SLIS Students
Table 4.8. Full-Time/Part-Time Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLIS Online</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>55 (28.50%)</td>
<td>40 (22.86%)</td>
<td>51 (27.72%)</td>
</tr>
<tr>
<td>Part-time</td>
<td>138 (71.50%)</td>
<td>135 (77.14%)</td>
<td>133 (72.28%)</td>
</tr>
<tr>
<td><strong>LSU Online</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td></td>
<td>4 (7.02%)</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td>53 (92.98%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td>55 (22.82%)</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td>186 (77.18%)</td>
<td></td>
</tr>
</tbody>
</table>

The student body is primarily white and female, although there is a higher percentage of minority students in LSU Online. While the SLIS online program is comprised mainly of Louisiana residents, most LSU Online students live in other states. In both programs, most students attend part-time, reflecting the large percentage of students (approximately 50-60%) who are working while pursuing the degree.
Standard 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 study body is such that it fosters a learning environment consistent with the program’s mission and program goals and objectives.

Recruitment
The School takes a multifaceted approach to student recruitment and marketing utilizing both active and passive techniques. As discussed in the Introduction to this report, the School faced significant turmoil from 2010 through 2015, resulting in significant enrollment declines. In response, the faculty created a new Recruitment & Marketing Committee (RMC) in 2015 with the following charges:

1. To develop, review, and revise student recruitment and School marketing strategies
2. To coordinate student recruitment and School marketing efforts with internal and external staff
3. To advise the Director and faculty on recruitment and marketing activities

Since 2015, RMC membership has included the Director, faculty, staff, and students. Initial RMC priorities included website revisions, implementation of a social media strategy, direct outreach to potential students within the Academic Common Market (ACM) states, and reinforcing existing recruitment strengths through engagement with alumni and friends.

During this initial period, faculty attended conferences throughout Louisiana, Virginia, and Arkansas to actively recruit new students. SLIS funded several students to join faculty at regional and national conferences to staff conference vendor booths. SLIS continues to directly sponsor conferences, including the Louisiana Library Association (LLA), the Louisiana Archives & Manuscript Association (LAMA), the Virginia Library Association (VLA), the Society of Southwest Archivists (SSA), and the Society of American Archivists (SAA). SLIS has also purchased website advertisements on appropriate websites such as SAA.

SLIS recruitment strategies include both in-person and virtual engagement opportunities. Between 2018 and 2021, the School participated in on-campus recruitment activities including the Graduate School Fair, Kickoff LSU, Fall Fest, and the LSU Career Fair. The School also held virtual information sessions promoted throughout the region’s universities. In addition, SLIS benefits from its inclusion at more general University and College recruitment events. While SLIS does not send individual representation to all events, the affiliated representatives share...
recruitment materials and information with potential students. The College employs a full-time graduate recruiter, Mr. Douglas Waddell, to represent all programs at regional and national recruitment events.

As noted earlier, one of the RMC’s initial priorities was a fundamental redesign of the SLIS website and the development of a social media strategy based on feedback from alumni, students, faculty, and staff. The website includes all vital information about the School, its programs, faculty, and students. The RMC implemented a website and social media calendar to ensure ongoing active engagement with users. The main website stories rotate throughout the year and highlight student activities, faculty research, and program updates. Additionally, the School publishes an annual magazine (Memex) that spotlights new programs, student and faculty accomplishments, and alumni news. The magazine is distributed electronically to alumni, donors, students, and relevant listservs. Print copies are included in the new student welcome packets, distributed at recruitment events, and made available throughout campus. The most recent issues of Memex are available on the SLIS website.28

During the Spring 2020 semester, LSU Online began actively recruiting for the SLIS programs launched in Fall 2020. LSU Online employs a team of professional recruitment and enrollment specialists who utilize a broad recruitment strategy including social media and online advertisements. Potential students engage with enrollment concierges who answer questions about programs, admissions requirements, courses, and learning outcomes, and assist with the application process. In addition to directly benefiting SLIS’ LSU Online programs, these recruitment efforts also direct students who may be better served in the traditional SLIS Online programs to the School’s Admissions Specialist. LSU Online concierges do not offer any academic advising; that is the purview of the SLIS Faculty.

Table 4.9 illustrates the ways in which students hear about SLIS programs based on 121 responses to the Student First Semester Surveys from 2019 to 2021. The SLIS and LSU Online websites (43%) serve as the primary recruitment point of contact. This point of contact is followed by recommendations by employers, colleagues, friends and family (23%) and the ALA website (13%). The open-ended responses for other recruitment engagements include the Academic Common Market, Google, and the ICRM website. The importance of word-of-mouth recruitment and program perception cannot be underestimated. Based on the Student Exit Surveys from 2019 to 2021, 86% of students would recommend SLIS to family, friends, and colleagues.

Table 4.9. Total responses to question “How did you hear about this program”, Student First Semester Surveys, 2019-2021

<table>
<thead>
<tr>
<th></th>
<th>SLIS Online</th>
<th>LSU Online</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer, work colleague</td>
<td>21</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Friends, family</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>SLIS website</td>
<td>42</td>
<td>8</td>
<td>50</td>
</tr>
</tbody>
</table>

Diversity Recruitment

The School recognizes the need to increase the diversity of its students and provide better support mechanisms to ensure their success in the program and their early career development. The School began two initiatives during AY 2020-21 to address these concerns and has a timeline for implementing additional activities in the near future. The RMC reached out to the HBCUs in Louisiana, Texas, Arkansas, and Mississippi to design cooperative programs with the appropriate individuals at those colleges and universities to routinely present the career opportunities available to graduates of SLIS programs, answer questions, and interact with potential students. The Director and Associate Director held an initial meeting with HBCU representatives during the Spring 2021 semester. Moving forward, the School will work with regional HBCUs to raise visibility about program opportunities and participate in appropriate recruitment events at the HBCUs based on the following timeline:

- January 2022: Identify and reach out to appropriate contacts at each HBCU.
- Ongoing: Participate in appropriate activities offered at HBCUs (e.g., career fairs, graduate school fairs).
- December 2022: Develop and implement virtual recruitment events for students at HBCUs, which would then be held each Fall and Spring.

During the Fall 2020 semester, the Director and Associate Director met with a small group of black alumni to discuss diversity-related issues with the SLIS curriculum, the recruitment of more diverse students and faculty, and the needs of existing students and alumni. The initial group met several times throughout the 2020-21 academic year, conducted a survey of current students and alumni, and held a feedback session during a Virtual Coffee Hour. SLIS formalized the group as its Diversity Advisory Council. The Council will be involved in activities such as recruitment events, mentoring programs for students, assistance with the job search process, and curriculum initiatives. The initial Council will formalize its structure and charge, and expand its membership by reaching out to interested alumni and current students based on the following timeline:

- May 2022: Identify and reach out to potential members.
- May 2023: Finalize the mission and structure of the Council; develop activities.
- Ongoing: Provide activities and continue outreach.
Finally, the School is an institutional member of professional associations that focus on diversity issues. These include the American Library Association Black Caucus, REFORMA (National Association to Promote Library & Information Services to Latino and the Spanish Speaking), Asian Pacific American Library Association, American Indian Library Association, and the ALA Rainbow Round Table. Through these memberships, the School receives information about events and/or conferences where recruitment could take place.

**Admission**

The policies for admissions to the MLIS program are formulated according to the broader policies of the Graduate School. Information on admissions standards and application procedures is available on the SLIS website. Admissions policies and procedures apply equally and uniformly for SLIS Online and LSU Online students. Detailed admissions requirements and procedures are presented in Section IV.3.

**Retention**

In an entirely online program, communication with students is paramount. Communication begins when individuals are admitted to the program and is described in detail in Section IV.2. This includes materials sent to students (new student welcome packets), listservs, interactive group opportunities (orientations, Virtual Coffee Hours, townhalls), and individual interactions (discussions with advisor and other faculty, the Associate Director, the Director, and the staff). Faculty and staff routinely reach out to students when potential problems arise (for example, if a student has stopped interacting in courses or students have potentially been impacted by natural disasters) and offer support.

The Student First Semester Survey asks respondents, “Is there anything we could do to make the first-semester experience in SLIS better for students?” Some representative responses indicate that the School’s approach is working:

> I thought my first semester was great! I can’t think of anything I really needed or did not have or could not find.

> LSU has been very open and communicative about the process and keeping me apprised of information. My instructors are very involved in the courses, open to communication, and prompt with feedback.

> I had extreme levels of stress my first semester, but that was mostly due to my personality. I was fortunate enough to have incredible professors my first semester who did everything they could to help me through.

> I think you do a wonderful job of welcoming new students and walking them through the process. I wish I had had this assistance as an undergraduate in the 1970s!

---


You’re doing a great job. Thank you for providing courses through a flexible schedule and for offering the coffee meet ups for those who want the community of the program.

Other responses offer suggestions for improvements that will be brought to the faculty in Planning Retreats for thoughts on implementation:

A casual department-wide discussion forum among veteran and new SLIS students would be a great venue to freely ask questions and gain insight about courses, career planning, networks, etc.

Maybe create a Slack channel for all the SLIS students to be able to get to know each other and form a community. Students are already forming GroupMe chats for individual classes, but it would be nice to chat with people outside of our individual classes.

Create student mentorship program for new students to connect and receive (informal) support and guidance from a student who has been in the program longer.

Have someone explain research/publication and other basics of post-secondary education for 1st gen students.

Perhaps offer training in time management.

Satisfactory Completion of Program
Requirements for satisfactory completion of the program are based on Graduate School policies (i.e., completion of the program within five years and a cumulative 3.0 grade-point average in SLIS courses and in courses offered by other units that are to be counted toward the degree). SLIS also requires that students complete all core courses with a grade no lower than B. Students failing to meet this minimum requirement must repeat the course. Students may repeat a core course only once. If the student still does not earn a grade of B or better, the student will not be eligible for the degree.31

Table 4.10 indicates graduation rates. Given that students have five years to complete the program, graduation rates cannot be fully calculated until five years after a cohort begins the program.

<table>
<thead>
<tr>
<th>Graduation rate in five years</th>
<th>Fall 2011 Cohort</th>
<th>Fall 2012 Cohort</th>
<th>Fall 2013 Cohort</th>
<th>Fall 2014 Cohort</th>
<th>Fall 2015 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>76%</td>
</tr>
</tbody>
</table>

The drop in the graduation rate for the Fall 2015 cohort indicates the number of students who left the program following the announcement that the School would be closing and the fact that 50% of the SLIS Faculty retired or resigned during the 2014-15 academic year.

Table 4.11 indicates the percentage of cohorts who graduated in two years, three years, four years, and five years.

Table 4.11. Time to Completion

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Fall 2011 Cohort</th>
<th>Fall 2012 Cohort</th>
<th>Fall 2013 Cohort</th>
<th>Fall 2014 Cohort</th>
<th>Fall 2015 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>71%</td>
<td>49%</td>
<td>65%</td>
<td>60%</td>
<td>42%</td>
</tr>
<tr>
<td>3 years</td>
<td>18%</td>
<td>40%</td>
<td>17%</td>
<td>22%</td>
<td>50%</td>
</tr>
<tr>
<td>4 years</td>
<td>7%</td>
<td>5%</td>
<td>11%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>5 years</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note that a completely full-time student would finish the program in 18 months, meaning that a two-year completion includes both full-time and part-time students.

Financial Aid
SLIS administers scholarships based on specific criteria such as academic merit, diversity, residency, and intended field of study. Over the past three years, the School has awarded $114,054.72 in endowed scholarships. See Appendix SS for details about the scholarships and the amounts awarded.

The School has also distributed funds provided by the Friends of the New Orleans Public Library to students in the program who are library employees. This funding is not an endowed account. The Friends make funds available each year. Since May 2018 the School has distributed a total of $33,700 to 45 students employed by the New Orleans Public Library.

SLIS travel awards are also available to students who participate in professional conferences. Students will be reimbursed up to $500 to defray the cost of attending the conference. During the past three years, 10 students were given travel awards for a total of $4109.73. These numbers are somewhat lower than is typical. Given the COVID-19 pandemic, no students applied for travel awards during the Spring 2020 semester or the 2020-21 academic year.

Students are also provided with information regarding scholarships and travel funds through the Graduate School and external funding sources. From 2018 through 2021, several students received significant external scholarships including the following.

Brittany Broz was selected to participate in the American Library Association (ALA) Student-to-Staff Program for the 2018 ALA Conference. The award includes conference registration, housing, and meals in exchange for 16 hours of service assisting ALA staff. Only 40 students are chosen for the honor from more than 60 LIS programs.
Erin E. Voisin was the 2019 recipient of the F. Gerald Ham and Elsie Ham Scholarship given by the Society of American Archivists. The $10,000 scholarship supports the graduate archival education of a student at a United States university program.

Ishmael Ross was the 2020 recipient of the Josephine Forman Scholarship sponsored by the General Commission on Archives and History of the United Methodist Church, in cooperation with the Society of American Archivists. The $10,000 scholarship provides financial support to minority students pursuing graduate education in archival science.

Kelly West was selected as a 2021 ALA Spectrum Scholar. The $5,000 scholarship is ALA’s national diversity and recruitment effort designed to address the specific issue of under-representation of critically needed ethnic librarians within the profession while serving as a model for ways to bring attention to larger diversity issues in the future.

Alex Babineaux and Amanda Kowalski were each awarded a David B. Gracy II Scholarship by the Society of Southwest Archivists in 2021. Izzy Oneiric also received this scholarship in 2019. The $1,000 scholarship honors archival educator and enthusiast, Dr. David B. Gracy II and is awarded to students enrolled in graduate archival education programs, including Public History, Applied History, Library Science, or Information Studies, at institutions within the SSA Region.

While additional students may have received external funding, SLIS is only made aware of these awards directly from students.

A limited number of SLIS Graduate Assistantships are available to students. Graduate Assistants must be full-time students in good academic standing who are able to work on campus. The assistantship requires 20 hours of work per week throughout the academic year. Graduate Assistants receive a tuition waiver (but are still responsible for all university fees) and a monthly stipend of $1200. The School employed five Graduate Assistants for each of the past three years. See Appendix TT for Graduate Assistant Job Descriptions.

Students are also directed to sites where Graduate Assistantships available through other units on campus are advertised.

All information about scholarships, travel awards and Graduate Assistantships is made available on the SLIS website. The website also provides contact information for units on campus that assist with financial matters.

Career Services
The SLIS website includes career resources such as links to external job lists and information regarding the SLIS Jobs listserv. SLIS students also have access to the LSU Olinde Career Center.

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for career services. Their career-readiness programming, coupled with access to employers, directly enhances social mobility and prepares students to make important contributions to research, infrastructure, the economy, and our knowledge base in every industry, everywhere in the world. The LSU Olinde Career Center exists to assist students and alumni in choosing careers, obtaining career-related work experiences, developing job search skills, and securing employment or admission to graduate or professional School. Examples of services include job searching and networking workshops, interviewing workshops, and resume building and reviews. Additionally, the Olinde Center provides financial management education for students and new professionals.³⁴

SLIS also holds student events that focus on career development. Past sessions included discussions about locating internships during a pandemic, what employers look for in candidates, and the importance of professional organizations.

Finally, SLIS Faculty and staff routinely forward external opportunities to students via the SLIS Jobs listserv. The School typically posts an average of 20 job opportunities per month.

Standard IV.2

Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes 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.

The SLIS Website

The SLIS website is the primary communication tool for the School to communicate with students, potential students, and the general public.35 The website provides information about faculty and staff, values and mission, employment, and policies. Program focus areas and course descriptions with performance statistics are all available on the site as well as financial aid, the Graduate Student Handbook, and career and campus resources. The following section summarizes the main content of the website.

Landing Page

The main landing page presents sliders highlighting student, faculty, and alumni achievements, new courses and programs, donors, and special events. These spotlights are updated regularly. The main page also includes SLIS news and upcoming events.

About Us

The about us section of the website includes a general overview and history of SLIS and links to the SLIS diversity, equity, and inclusion statement and land acknowledgement. This section also includes information about the school’s advisory councils, strategic plan, student learning outcomes, and program performance. Finally, the about us section includes the directory of faculty and staff.

Programs

Detailed descriptions of all SLIS programs are located under the programs section of the website. This information includes a comparison of the SLIS Online and LSU Online programs within the graduate program description.36

Costs & Scholarships

SLIS provides students and prospective students with information about tuition, fees, financial aid, the Academic Common Market, awards, and scholarships under the costs & scholarship section of the website.

Courses & Focus Areas

SLIS provides catalog description and syllabi for all courses. Additionally, detailed information regarding Internships and Directed Independent Studies are included in this section. Finally, students may access the focus areas section of the website to identify recommended courses to meet their interests and career goals.

Resources

The resources section of the website hosts SLIS policies as well as links to additional external resources. This area includes the Graduate Student Handbooks, degree plans, information regarding the SLIS listservs, links to campus resources, career resources, and SLIS policies.

Research

SLIS uses the research section of its website to highlight significant grant projects; faculty publications and presentations; and student and alumni research, publications, and presentations.

SLIS revises its website content on a regular schedule with stakeholder input including both content and organization. In 2022, SLIS will launch a newly designed website as LSU migrates to a new website hosting platform. The updated website will be more dynamic and provide users with an enhanced look and feel.

As part of its website revision process, SLIS surveys students in their first and last semesters about their use of the website. From 2019 to 2021, the surveys indicate the website received heavy use for faculty contact information, focus areas and degree plans. The campus services area was not as heavily utilized, but this could be because programs are entirely online.

Table 4.12. Total responses to question “Are you aware of and/or have you used the following resources available on the SLIS website?”, Student First Semester and Exit Surveys, 2019-2021

<table>
<thead>
<tr>
<th></th>
<th>First Semester Survey (n=121)</th>
<th>Exit Survey (n=61)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/staff contact information</td>
<td>Not aware</td>
<td>4.1%</td>
</tr>
<tr>
<td></td>
<td>Aware, but have not used</td>
<td>4.7%</td>
</tr>
<tr>
<td></td>
<td>Have used</td>
<td>61.2%</td>
</tr>
<tr>
<td>Graduate Student Handbook</td>
<td>Not aware</td>
<td>10.8%</td>
</tr>
<tr>
<td></td>
<td>Aware, but have not used</td>
<td>29.2%</td>
</tr>
<tr>
<td></td>
<td>Have used</td>
<td>60.0%</td>
</tr>
</tbody>
</table>
### Descriptions of focus areas and related courses

<table>
<thead>
<tr>
<th>Description</th>
<th>Not aware</th>
<th>Aware, but have not used</th>
<th>Have used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.1%</td>
<td>3.3%</td>
<td>81.0%</td>
</tr>
<tr>
<td></td>
<td>9.2%</td>
<td>6.6%</td>
<td>90.2%</td>
</tr>
</tbody>
</table>

### Degree plans that allow you to track your progress

<table>
<thead>
<tr>
<th>Description</th>
<th>Not aware</th>
<th>Aware, but have not used</th>
<th>Have used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24.8%</td>
<td>11.5%</td>
<td>51.1%</td>
</tr>
<tr>
<td></td>
<td>19.8%</td>
<td>6.6%</td>
<td>90.2%</td>
</tr>
</tbody>
</table>

### Overview of campus resources available to students

<table>
<thead>
<tr>
<th>Description</th>
<th>Not aware</th>
<th>Aware, but have not used</th>
<th>Have used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17.5%</td>
<td>14.8%</td>
<td>41.0%</td>
</tr>
<tr>
<td></td>
<td>58.3%</td>
<td>44.3%</td>
<td></td>
</tr>
</tbody>
</table>

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**Communication with Students/Prospective Students**

SLIS programs have been offered in an entirely online environment since 2015. In this environment, where most students are not on campus and not walking into the SLIS suite to meet with faculty or other students, outreach and interaction are crucial. The School's goal is that SLIS students, regardless of their physical location, feel that they are part of a community. The following is a description of the processes and procedures in place to foster that environment.

When someone emails the School requesting more information and/or answers to specific questions, a response is typically sent within 48 hours. A graduate assistant has been trained in responding to these requests and served in this capacity until SLIS hired dedicated staff members to support the SLIS Online and LSU Online programs in Summer 2021. Starting in Fall 2021, the three SLIS staff members divide communication responsibilities as follows:

- **Ms. Nicole Rozas** is the Business Manager and Admissions Specialist for the School and serves as the point of contact regarding the admission process and scholarships.
- **Mr. Jacob LeMeunier** is the Student Services Specialist for SLIS Online and serves as the point of contact for SLIS Online students regarding course offerings, scheduling and registration, dual degrees, and graduation.
- **Ms. Mary Andries** is the Student Services Specialist for LSU Online students and serves as the point of contact for LSU Online students regarding course offerings, scheduling and registration, dual degrees, and graduation.

Additionally, LSU Online provides students with enrollment and learning concierges. The enrollment concierge is the initial point of contact to answer questions about admissions requirements, courses, and learning outcomes. The learning concierge offers non-academic support through assistance with registration, scheduling, and financial aid. LSU Online staff members provide general information and direct more specific questions to the SLIS staff through email or the use of Microsoft Teams chat.

As soon as the SLIS office becomes aware that an individual has started an application to one of the programs, the Admissions Specialist sends an email to that person. The email contains
information about the admissions process and an invitation to reach out with any questions or concerns. Potential students often schedule virtual meetings or phone calls with staff members and faculty to address specific program or career questions.

When an individual is admitted to a program, a physical Welcome Packet is mailed. The packet contains a welcome letter from the Director, a welcome letter from the faculty advisor, a “How to Survive Online Classes” tip sheet, the appropriate Graduate Student Handbook (Appendices UU and VV), the most recent issue of the School’s magazine, and SLIS promotional materials. Due to the COVID-19 pandemic, it was not possible to mail physical packets for an extended period of time. An electronic welcome packet was sent which included everything except the promotional materials. Physical mailings have resumed for Spring 2022 admits.

The Director and Associate Director host virtual student orientation sessions at the start of the Fall and Spring semester each year (one orientation for SLIS Online students and one orientation for LSU Online Students). The orientation and Graduate Student Handbooks are revised prior to each orientation session. SLIS gathers attendee feedback after each orientation and uses the data to revise future orientations. The orientations are recorded and shared with all students. See Appendices WW and XX for orientation slides.

Once a student has enrolled in classes, the student is added to either the SLIS Listserv (SLIS Online students) or the SLISO listserv (LSU Online students). The listservs are the conduit for making students aware of deadlines, paperwork that needs to be completed, invitations to events, and any other announcements from the School.

**Student Townhalls**

Based on student feedback and requests, the Director and Associate Director began holding townhall meetings at the start of the Fall 2021 semester, one for SLIS Online students and one for LSU Online students. SLIS will hold these online meetings at the start of each semester moving forward to provide important updates to continuing students regarding any changes within SLIS. The Fall 2021 Townhall introduced new faculty members, new staff members (and their duties), issues with the Summer 2021 semester, the switch from specializations to focus areas, the ALA accreditation visit, and upcoming events. Additionally, the townhall provided an opportunity for students to ask questions and receive clarification regarding any issues. The townhall meetings are recorded and shared with all students. See Appendices YY and ZZ for townhall slides.

**Virtual Coffee Hours**

The Director and Associate Director host monthly Virtual Coffee Hours with students during the academic year. The initial Virtual Coffee Hour was held in the Spring 2020 semester to provide an opportunity to reach out to students during the early days of the COVID-19 pandemic. The first Virtual Coffee Hour did not include a specific topic but allowed students the space to discuss their challenges encountered during the pandemic restrictions. After asking students for topic ideas, Snowden Becker, Board Member of the Association of Moving Image Archivists, presented “Job-hunting in a pandemic: How do I even?,” on April 23. On July 30th, Crystal Loup, Well Coordinator, LSU Student Health Center, presented “Coping with Stress.”
Starting in the Fall 2020 semester, SLIS began offering the Virtual Coffee Hours monthly during the semesters. Some Virtual Coffee Hours begin with a set topic of discussion, but others are more open-ended periods to discuss whatever is on students’ minds. Over the past year, topics included a meet and greet session with the SLIS subject librarian Andrea Hebert, a discussion with the SLIS Diversity Advisory Council, a discussion with SLIS alumni regarding what employers look for in a job applicant, a tutorial on reading journal articles for graduate school, and social events such as the student versus faculty trivia competition and end of the semester celebrations.


**Standard IV.3**

_Standards for admission are applied consistently. Students admitted to the program have earned a bachelor’s degree from an accredited institution; the policies and procedures for waiving any admission standard or admission 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 the applicants possess sufficient interest, aptitude, and qualifications to enable successful completion._

All admissions policies, procedures, and decisions are applied equally for applications to the SLIS Online programs and applications to the LSU Online programs. All applications for admissions are submitted to the Graduate School through the Technosolutions Slate software platform.

**Materials Submitted by Applicants**
The Graduate School requires applicants to submit official transcripts from all post-secondary colleges/universities attended and a curriculum vitae (CV) or resume with a complete and accurate chronological outline of all previous college-level education. The individual is also asked to identify a primary and secondary area of interest from a drop-down menu of options during the application process. The options for applicants to the MLIS offered through SLIS Online are Academic Librarianship, Adult Services in Public Libraries, Cultural Heritage Resource Management, Digital Content Management, Knowledge Management, Public Librarianship, School Librarianship, and Youth Services Librarianship. The options for applicants to the MLIS offered through LSU Online are Archival Studies, General Librarianship, and Records & Information Management.

SLIS also requires a Statement of Purpose of at least 1000 words which addresses three questions:

- Why do you want to earn the degree?
- What are your career goals and objectives?
- How will the degree help you to achieve these goals?

**Criteria for Admission**
The Graduate School requires the following for Regular Admission:

- A bachelor’s degree from a regionally accredited U.S. institution or the equivalent from a foreign institution
• A grade point average (GPA) of at least 3.00 on all undergraduate work (or last half-degree requirement) and a 3.00 GPA or better on any graduate work already completed

The Graduate School’s statement regarding Probationary Admission is as follows:

Applicants who do not meet one or more of the Graduate School or Departmental requirements for regular admission may be admitted on probation, provided additional evidence of capacity to do satisfactory work is presented. Such evidence might include superior performance in a substantial amount of post baccalaureate work, high standardized test scores, and other achievements. Probationary status must be requested by the admitting department and approved by the Graduate School.

SLIS has specific and additional requirements for admission on a probationary basis:

• GPAs of at least 2.75 on the final 64 hours of undergraduate work and at least 3.0 on any graduate work previously taken. Applicants with less than a 2.75 on the final 64 hours of undergraduate work may be considered if they have completed a minimum of nine hours of graduate work with a GPA of at least 3.33.
• Official GRE score (Verbal, Quantitative and Analytical Writing) no more than five years old of at least 300 composite and 3.5 writing. Other standardized graduate admissions exams may be considered (GMAT, MAT, LSAT, etc.)37
• The Statement of Purpose must address the reasons for lack of achievement in previous academic work and reasons the applicant believes he/she would succeed in the program.

Graduate School Evaluation
A Graduate Program Officer evaluates the application for the following:

• All materials required by the Graduate School and SLIS have been included (note that there is no evaluation of the CV or the Statement of Purpose, simply verification of the presence of the items)
• Verification and/or calculation of GPA for all previous academic work (for example, it may be necessary to calculate the GPA for the last half of an undergraduate program)

The application is then forwarded, via Technosolutions Slate, to the SLIS Admissions Specialist with a recommendation from the Graduate Program Officer for Regular Admission or Probationary Admission.

SLIS Admissions Specialist Evaluation
The SLIS Admissions Specialist verifies that all required materials are present and verifies any GPA calculations made by the Graduate Program Officer. The Admissions Specialist also reads the Statement of Purpose to ensure that the applicant is applying to the appropriate program. For

37 The standardized test requirements for probationary admission were suspended in Spring 2020 in response to the COVID-19 situation. This requirement has now been reinstated.
example, the Statement of Purpose included in an application to the LSU Online program may indicate the applicant is interested in school librarianship. Courses for the school librarianship area of interest are only offered through the SLIS Online program. The Admissions Specialist contacts the applicant to clarify that the school librarianship courses are only available through the SLIS Online program and to ask whether the applicant would like to switch the application to SLIS Online. The Admissions Specialist also ensures that the applicant understands the financial implications of changing programs: if the applicant lives in Louisiana the costs will be the same; if the applicant lives in an Academic Common Market (ACM) state, an explanation of the ACM procedures to pay in-state tuition is provided; if the applicant lives in a state that is not part of the ACM for the MLIS, it is made clear that the costs of the SLIS Online program would include a significant non-resident fee. The Admissions Specialist will then process the application as directed by the applicant.

The Admissions Specialist then completes a SLIS Admission Recommendation Form (Appendix AAA). The form includes the admissions semester/term and program; applicant contact information; ethnicity/race; GPA information; standardized test information if it has been provided; whether the applicant has requested financial assistance and/or a graduate assistantship; the specializations (area of interests) identified by the applicant; and the faculty member who would be the advisor (based on the area of interest). The Admission Recommendation Form is provided in Appendix AAA. The form is added to the documentation for the applicant in Technosolutions Slate and the application is forwarded to the Director.

**Director’s Evaluation**
The Director evaluates all applications based primarily on the SLIS Admission Recommendation Form, CV, and Statement of Purpose. The Director is solely responsible for Regular Admission and for Denied Admission decisions. Cases that involve the possibility of Probationary Admission are decided in consultation with the Admissions & Scholarship Committee. The procedure for each possibility is described below.

- The applicant clearly meets or exceeds all GPA requirements for admission. The CV and Statement of Purpose are examined. If there are no issues with those materials, the Director admits the individual with a status of Regular Admission. The most likely issue to occur is with the quality of writing demonstrated in the Statement of Purpose. In these cases, the Director emails the applicant to stress the need for graduate-level writing skills to succeed in the program and make the applicant aware of available resources.
- The applicant clearly does not meet GPA requirements for Probationary Admission. The Director will deny the application.
- The applicant meets GPA requirements for Probationary Admission. If GRE scores have not been submitted, the applicant will be informed that these are necessary to move forward, likely delaying the semester/term of admission. At any point at which acceptable GRE scores are made available, the Director will ensure that the Statement of Purpose includes the required reasons for lack of achievement as an undergraduate and reasons the applicant believes s/he would succeed in a SLIS program. If that is not the case, the applicant is asked to submit an updated Statement of Purpose. The Director will also
examine the CV for experience that might lend itself to success in the program (for example, lengthy employment in a library). The Director then forwards the application to the SLIS Admissions & Scholarship Committee for a final determination.

The Director’s admission decision is submitted to the Graduate School via Technosolutions Slate. Applicants receive an automatically generated email from the Graduate School based on the admissions decision. Admitted applicants also receive an email from the School’s Student Specialists guiding them to School and University resources.

**Holistic Evaluations and Recommendations**

The admissions policies and procedures are intended to identify individuals likely to succeed in the program based on a variety of factors and to use the admissions process itself to guide potential students toward success.

As described above, the admissions decision is based on a variety of factors: prior academic success, life experience as reflected in the CV, and life experience and aspirations as reflected in the Statement of Purpose. These factors are examined in context for each applicant. For example, different weight is given to someone whose poor undergraduate performance occurred in the past and who has acquired maturity and experience than someone who has recently graduated with a low GPA.

Examples of using the admissions process to guide potential students toward success in the program and in achieving their career goals have been given; i.e., suggesting that the individual should seek support in acquiring graduate-level writing skills and suggesting that the individual is not applying to the best program for their career interests. Another example would be discouraging individuals with no graduate-level experience from beginning the LSU Online program during one of the Summer terms. As described previously, the University is now offering all summer courses in two five-week terms. MLIS students are not admitted to SLIS Online in the summer but can be admitted to LSU Online. In focus groups with students who had successfully completed the five-week Summer terms, some students indicated they didn’t think they could have succeeded if they had not already had experience with graduate level classes and workloads. As a result, the Admissions Specialist will contact individuals with no graduate level experience who apply for admission for a Summer term and suggest they defer admission to the Fall terms.
Standard IV.4

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

**Constructing a Coherent Plan of Study**

This process begins by assigning a faculty advisor based on the student’s area of interest. Students receive a letter from their advisor in the welcome packet, the Graduate Student Handbooks discuss the importance of communication with advisors, and the importance of this communication is stressed in orientations and Student Townhalls.

Although not required, students may choose one of the following focus areas. Students utilize the focus areas section of the website to identify the foundational courses for a focus area and electives which address the area. Focus areas are intended to guide students to courses that will meet their interests and career goals. Students are **not** required to complete a focus area, and focus areas are not listed on transcripts or degrees.

- **Academic Librarianship** Academic librarians manage information resources and meet the information needs of faculty and students at post-secondary educational institutions, including community colleges, four-year colleges and universities, and medical and law school libraries. A career in academic librarianship offers numerous opportunities to specialize in diverse areas such as reference or instruction. Individuals may also pursue careers as metadata librarians, electronic resources librarians, distance learning librarians, or systems librarians.

- **Adult Services in Public Libraries** Adult services librarians meet the educational, informational, and recreational needs of adults throughout their life span. They develop collections and provide programming and reference services on topics such as career development, small business ownership, parenting, investing, retirement, and estate planning. They provide reader’s advisory services, informational and digital literacy instruction, and outreach services to homebound seniors and those in managed care facilities.

- **Archival Studies** Archival studies focus on building and curating archives that may house historical documents, photographs, diaries, rare manuscripts, analog film, sound and video recordings, among other media. This archival process requires the authentication and appraisal of materials as well as the development of a system to organize, classify, record and access materials.
• **Cultural Heritage Resource Management** Professionals working in cultural heritage institutions such as archives, libraries, and museums utilize electronic information technologies such as digitization and linked data to manage, preserve, and provide access to their diverse collections. These collections include print materials, digital materials, and physical artifacts. Activities include the creation of data/metadata to describe and provide access, categorization and classification, and the preservation and curation of both digital and physical materials.

• **Digital Content Management** Digital content managers collect, organize, and evaluate digital assets regardless of their types, formats or methods of delivery. They manage the life cycle of digital content from creation to curation, build applications (such as websites, databases, information retrieval systems) and develop services (such as digital libraries and digital curation) that respond to institutional and individual user needs. A wide range of information-rich institutions, including corporations, government agencies and information centers, require digital content management services.

• **Knowledge Management** This area trains and supports information professionals working in non-traditional environments, such as knowledge management and competitive intelligence. It focuses on the nature and characteristics of tacit and explicit knowledge, information behaviors in organizational settings, and strategies to capture, identify, codify, organize, store, share, use and reuse various information and knowledge assets in organizations. The specialization is for students who seek careers such as knowledge manager, knowledge engineer/strategist, competitive intelligence analyst/manager, or information/knowledge specialist.

• **Librarianship** This focus area prepares students for a range of positions including those in public and academic libraries. Public librarians meet the educational, informational, and recreational needs of patrons at every stage of life and develop collections and programming. Academic librarians manage information resources and meet the information needs of faculty and students at post-secondary educational institutions, including community colleges, four-year colleges and universities, and medical and law school libraries. Students in the librarianship focus area complete the foundational courses for academic librarianship, adult services in public libraries, and youth services librarianship.

• **Records & Information Management** Records and information managers are responsible for accurately, securely, and effectively managing information received and produced by a wide range of public and private sector organizations. The focus area prepares students for positions such as Records and Information Management Officer, Information Governance Officer, Digital Assets Manager, or Enterprise Content Manager in areas such as government and municipal offices, healthcare, legal services, financial services, insurance services, the oil and gas industry, and education.

• **School Librarianship** School librarians work in public or private elementary, middle, and high school libraries. They develop collections that support the curriculum, collaborate
with teachers to integrate reading into the classroom and provide students with information literacy and reference services.

- **Youth Services Librarianship** Youth services librarians work in public libraries as children’s librarians, where they meet the educational, informational, and recreational needs of children from birth through age 12, or as teen (young adult) librarians, meeting the needs of teens from 12 to 18. Some libraries include tween librarians, who work with ages 11-14 (middle-school age). They develop collections and programming, including lapsit, toddler, and pre-school storytimes, summer reading programs, and special events programming. They provide readers’ advisory services, early literacy skills training, informational and digital literacy instruction, and homework help. They often manage their own departments and staff, as well as their own collections and budgets.

The course recommendations for each focus area can be found on the SLIS website. As described previously, the Focus Areas is one of the most accessed sections of the SLIS website by students.

Degree Plans allow students to track their progress through their program (Appendix BBB). Faculty advisors routinely ask students to provide a Degree Plan as part of the advising process. Again, as described previously, the Degree Plans is one of the most accessed areas of the SLIS website by students.

Each semester, during the course enrollment period, the Student Specialists post a three-year course rotation to the student listservs. Students can utilize the rotation to see when elective courses will be offered in the future so that they may plan their schedule of courses (Appendix CCC).

Students are asked to evaluate their ability to construct a coherent program of study in their last semesters. Table 4.13 provides the responses to this question.

<table>
<thead>
<tr>
<th></th>
<th>2019-2020 (n=6)</th>
<th>2020-2021 (n=32)</th>
<th>2021-2022 (n=22)</th>
<th>Total (n=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to identify courses required by my degree(s).</td>
<td>95.8%</td>
<td>94.6%</td>
<td>95.9%</td>
<td>95.2%</td>
</tr>
<tr>
<td>I was able to identify elective courses that reflected my interests and/or career goals.</td>
<td>95.8%</td>
<td>91.0%</td>
<td>88.7%</td>
<td>90.7%</td>
</tr>
<tr>
<td>I was able to ask for and receive advice regarding my program of study</td>
<td>95.8%</td>
<td>87.6%</td>
<td>88.6%</td>
<td>88.8%</td>
</tr>
<tr>
<td>I was able to register for my desired courses.</td>
<td>100%</td>
<td>87.7%</td>
<td>87.6%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

Table 4.13. Total responses to the question “Please indicate the extent to which you agree or disagree with the following statements regarding planning and executing a program of study,” Student Exit Surveys, 2019-2021

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38 “Focus Areas,” [https://www.lsu.edu/chse/slis/courses/focus-areas.php](https://www.lsu.edu/chse/slis/courses/focus-areas.php).
Most students indicate they were able to identify required courses, identify elective courses that reflect their interests/career goals, receive advice regarding their program of study, and register for their desired classes. But there is certainly room for improvement in this area. In a follow-up to this question (“Please provide any suggestions for ways in which we could improve students’ ability to plan and execute a program of study”), multiple students provided comments in the following areas:

**Provide the latest syllabus of every course on the website so that students have more information about course content and expectations.** This suggestion has been implemented.

**Provide more sections of core courses; reduce the number of core courses; offer electives more often (many are offered only once a year and a few are offered once every two years).** These comments reflect interrelated issues. As student enrollment has increased, especially in SLIS Online, core courses have filled up very early in the registration process. One reason for a small percentage of this problem is students who register for every core course, apparently waiting to make up their minds about which one(s) to take. Office staff are now reviewing core course rosters to identify these students and have their faculty advisors contact them about registering for the appropriate number of core courses. But, again, that is a small percentage of the problem. The Director has raised the caps on core courses in some semesters, but this raises concerns about the quality of instruction and faculty workloads. The problem has now been exacerbated because SLIS will no longer offer core courses in the Summer. As discussed previously, the University has changed the eight-week Summer term to two five-week Summer terms. Core courses were offered during the Summer 2021 terms. The student learning assessment scores for the summer courses dropped from levels seen in previous semesters, which led to the decision to no longer offer core courses in the summer. This decision means that even more students will need the core courses during the Fall and Spring semesters.

To address that issue, SLIS is now offering two sections of every core course in the Fall/Spring semesters (two sections of three core in the Fall and two sections of three core in the Spring). While this allows more students into the courses, it also means that the full-time faculty teaching two sections of a core course are not offering an elective, which then exacerbates the issues with electives not being offered more often. This situation should be alleviated to some extent when the new tenure-track faculty person is hired in Fall 2022. Another possibility would be to utilize LSU Online Revenue to hire another Assistant Professor of Professional Practice.

The suggestion to reduce the number of core courses is one that the faculty have discussed and will continue to discuss.
Students Receive Systematic Multifaceted Evaluation of Their Achievements

The evaluation of student performance in courses falls within the purview of the instructor. The evaluation methods and grading scales for courses are included on the syllabi. The SLIS Faculty incorporate a wide array of activities for evaluation in their courses. These include, but are not restricted to, case studies, comprehensive final projects, discussion fora, exams and quizzes, papers and essays, and presentations. Students who complete an Internship are evaluated by the practitioner acting as the site supervisor as well as the faculty advisor. The faculty members serving on the Awards & Scholarship Committee evaluate students’ records as part of the scholarship award process.

Students must maintain an overall GPA and a semester/term GPA of at least 3.0 to remain in good standing. Students are made aware of this requirement via the SLIS website, orientations, and the Graduate Student Handbooks. If either GPA drops below a 3.0, the Graduate School renders a decision based on the GPA that was earned. The Graduate School may place the student on probation and impose a deadline by which the student’s GPA must return to a 3.0. The Graduate School may drop the student but allow for the possibility of scholastic reinstatement if there are documented extenuating circumstances for the student’s poor performance during a semester and the Director is willing to petition the Graduate School for reinstatement. Finally, the Graduate School may permanently drop the student, which does not allow for the possibility of reinstatement.

At the end of each semester/term, the Graduate School provides the School with a list of the academic actions implemented for SLIS students (probation, drop, or permanent drop). The Student Specialists reach out to students who have been placed on probation to stress that the students must meet the Graduate School’s deadline for improvement or risk being permanently dropped, and to suggest the students contact their faculty advisors for guidance.

The School’s Admissions Specialist reaches out to students who have been dropped with the possibility of scholastic reinstatement. This communication includes clarification of the academic action and the information that must be provided to the Director to determine whether a petition for scholastic reinstatement will be submitted to the Graduate School. The student must provide evidence that the poor performance was the result of extenuating circumstances (i.e., illness, death in the family, natural disasters, etc.), including appropriate documentation. If the student provides such evidence, the Admissions Specialist creates an academic performance plan for the student. This plan clearly states the minimum grades the student must earn within a given timeframe to return to good standing. The student is required to send the Director an email explicitly stating that the student understands the academic performance plan and understands that failure to return to good standing in the timeframe specified will result in a permanent drop.
Standard IV.5

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

IV.5.1. Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

IV.5.2. Participate in research;

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

IV.5.4. Receive support services as needed;

IV.5.5. Form student organizations;

IV.5.6. Participate in professional organizations.

IV.5.1.

IV.5.1. Participate in the formulation, modification, and implementation of policies affecting academic and student affairs

The most direct participation would be student representation on committees. In recent years calls for volunteers to participate in SLIS committees have yielded no results. The sole exception has been student representation on search committees. In Spring 2021, the Director sent out a call for student volunteers for committees and/or a student advisory group. Again, there were no volunteers for committees, but several students expressed interest in serving as part of an advisory group. After a faculty discussion of the situation, it was agreed that a student advisory council could serve the same purpose as student members of committees. This council will meet every other month during the academic year. The council will be provided with materials and minutes from all faculty meetings and retreats and given an opportunity to comment on any information or proposals presented in those materials. The council will also be expected to bring any student issues, problems, or complaints to the director’s attention.

While this type of direct participation has not been in place during the past three years, previous sections of this chapter have provided examples of instances in which student input and feedback has been solicited to inform decisions affecting academic and student affairs.
**Standard IV.5.2.**

*IV.5.2. Participate in research.*

The SLIS Faculty endeavor to involve students in research projects whenever possible. Following are descriptions of student participation during the past three years.

Dr. Benoit has utilized graduate student research and assistance throughout his ongoing Virtual Footlocker Project (VFP) over the past three years. Graduate students assisted Dr. Benoit with creating survey instruments, website design, participant recruitment, conducting focus groups, data analysis, and presenting results in journal articles, conference presentations, and invited speeches.

In 2018, Amanda Munson worked with Dr. Benoit to replicate his previous study on perceptions of social tagging within digital collections. The pair compared the two studies as a longitudinal study and published the findings in *portal: Libraries and the Academy.*

Between 2018 and 2021, Dr. Benoit supervised 32 students in Directed Independent Studies. Several of these students completed applied research projects including, but not limited to, submitting a preservation grant proposal to the National Film Preservation Foundation, the creation of best practices for three-dimensional scanning with special collections, creation of a resource guide for available free and open source community digital archiving tools, and a protocol for capturing and preserving ongoing social movements. Several of the research projects resulted in national and regional conference presentations, including Madeline Conrad’s Fall 2020 project identifying and creating a libguide for the indigenous archival materials with the LSU Libraries Special Collections.

In early 2021, Dr. Benoit began working directly with a team of over twenty SLIS students on a project to develop a categorical climate change risk assessment scale for galleries, libraries, archives, and museums (GLAMs). The team collated and verified existing GLAM directory information into a single GIS database for analysis with climatology models.

In Spring 2021, Dr. Stauffer and a student conducted an oral history interview of Dr. Bert Boyce (former faculty member and Dean of the School) as a Directed Independent Study. They collaborated on developing the interview protocol, which will serve as the model protocol for an IFLA Library History SIG project collecting oral histories of retired LIS educators internationally. The SLIS oral histories will be stored at the T. Harry Williams Center for Oral History of the LSU Library.

In 2020-21 a student began working with Dr. Yang on a project examining the rumors and “fake news” surrounding COVID-19 vaccinations and vaccination hesitancy. The student collected rumor-debunking articles from snopes.com (a fact-checking website) and created classification...
categories to analyze the articles. The pair will utilize the identified entities such as names, countries, companies, and government organizations to evaluate how they were portrayed in the “fake-news.”

During 2019-20, two graduate students worked with Drs. Ju and Yang on a project examining library support for emergency management during natural disasters (Hurricane Florence) by analyzing public library Twitter data in the Carolinas. The students collected tweets from public library accounts, categorized them, and assisted with content analysis of the data collected.

The faculty and School encourage students to develop publications and presentations based on research conducted with faculty and/or the students’ research conducted as a Directed Independent Study. As previously mentioned, the School offers financial assistance up to $500 to students presenting at conferences. Following are student publications and presentations from 2018 through 2021.

**Student Publications and Presentations, 2018-2021**

**Publications**


**Presentations**


Soline Holmes and Alicia Schwarzenbach. “Feast on the Graphic Novel: Using Graphic Novels to Teach the Classics.” Conference for Young Adult Literature Louisiana, Shreveport, LA 2018.


Standard IV.5.3.

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

Each student is assigned a faculty advisor upon admission based on the student’s stated area of interest. A letter from the student’s faculty advisor is included in the Welcome Packet. The importance of communication with advisors is stressed in the Graduate Student Handbooks, orientations, and townhalls. Students may change advisors at any time simply by asking a faculty member to become their advisor and notifying the SLIS office of the change in advisors.

As described in Section IV.1, SLIS provides students with many career service opportunities within the School, College, University, and externally. The SLIS website includes career resources such as the LSU Olinde Career Center, links to external job lists, and information regarding the SLIS Jobs listserv. Additionally, SLIS offers students several events each year focusing on career development as part of the monthly Virtual Coffee Hour. Past sessions included discussions about locating internships during a pandemic, what employers look for in candidates, etc.

and the importance of professional organizations. Finally, SLIS Faculty and staff routinely forward external opportunities to students via the SLIS listservs.

**Standard IV.5.4.**

IV.5.4. Receive support services as needed.

Students can access information about all support services offered by the University on the SLIS website. Many of these resources are described in the Graduate Student Handbook and discussed during orientation. Support services made available to students include:

**Center for Academic Success** Offers a virtual learning center of study tips and strategies, as well as academic coaching, tutoring, and supplemental instruction.

**Distance Learning Library Services** The LSU Libraries are committed to providing online students and faculty with library services comparable to those at the main campus. LSU Libraries offer access to electronic books and journals, as well as a delivery service of physical copies owned by the Libraries. There are various research and course guides, and even Subject Specialists, dedicated to helping students locate resources for their programs. Also, LSU Libraries have reciprocal borrowing agreements with many other academic libraries in the state.

**Information Technology Services Helpdesk** Serves as the primary customer interface for all information, access, and assistance related to the services provided by ITS. Assistance can be requested via telephone, email, and an online chat function. Students also have access to the GROK database of information on LSU software, including the Moodle course management system.

**Lighthouse Program** Provides free and confidential interpersonal violence prevention, support, and advocacy to the LSU campus community. The program assists student-survivors of sexual assault, interpersonal violence, stalking, and harassment.

**LSU Cares** A University initiative dedicated to students' well-being and the promotion of a community that cares about each of its members. LSU offers an online reporting system to help students, faculty, staff, families, and friends submit reports about potential LSU Code of Student Conduct violations, concerns regarding sexual misconduct, hazing, acts of bias or discrimination, students in distress, concerns for students with pregnancy and/or parenting needs, or any other complaints or grievances. When a report is received, staff will review the details using a CARE

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42 “Distance Learning Library Services,” https://www.lib.lsu.edu/services/distance.
43 “LSU GROK,” https://grok.lsu.edu/.
approach (Communicate, Assess, Refer, Educate) and then determine a response that includes appropriate campus resources.46

Office of Civil Rights & Title IX Oversees the university’s compliance with the Americans with Disabilities Act, Civil Rights, the Jeanne Clery Act, and Title IX enforcement and procedures.47

Office of Disability Services Provides the necessary evaluation and recommendations to ensure full participation in courses for students who claim disability status. Faculty and instructors cannot offer accommodations to students without recommendations from the office.48

Office of Multicultural Affairs Works closely with students, faculty, staff, and community members to create a more inclusive and welcoming environment at LSU. The goal of the Safe Space Campaign is to identify and educate individuals who will affirm and support all people regardless of sexual orientation and gender identity/expression. People displaying the Safe Space symbol are committed to combating hatred and discrimination through assistance and support.49

Student Health Center Provides medical services and wellness and health promotion information. The Health Center also offers Mental Health Services,50 which includes short-term therapy and referrals for longer-term treatment, a 24-hour crisis and emotional support hotline (talk or text), LSU Cares (a service for faculty and parents to request assistance for a student of concern), and online resources of self-help and self-care.51

William A. Brookshire Military & Veterans Student Center Assists active military members and veterans in transitioning to college, exploring new experiences, joining organizations, and achieving personal and profession goals.52

Writing Center (CxC Writing Support) Assists students with any kind of writing, oral communication, and visual project support—from lab reports, essays, and personal statements to elevator pitches, poster design, in-person, or digital presentations. One-on-one sessions are available in synchronous (real-time appointments) and asynchronous (no appointment needed) formats.53

Many students surveyed are aware of and report usage of the campus resources, with the heaviest student usage tied to the LSU libraries, the ITS helpdesk, and the learning concierge office. Less usage and awareness occurred with the LSU Cares program, but there was a large awareness of disability services and Moodle services.

51 “LSU Student Health Center,” https://www.lsu.edu/shc/.
52 “William A. Brookshire Military & Veterans Student Center,” https://www.lsu.edu/veterans/.
53 “Writing Center (CxC Writing Support,” https://www.lsu.edu/academicaffairs/cxc/writing.php.
### Table 4.14. Total responses to the question “Are you aware of and/or have you used the following resources available to LSU students?” Student First Semester and Exit Surveys, 2019-2021

<table>
<thead>
<tr>
<th>Resource</th>
<th>First Semester</th>
<th>Exit Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Advocacy (LSU Cares)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not aware</td>
<td>36.4%</td>
<td>31.1%</td>
</tr>
<tr>
<td>Aware, but have not used</td>
<td>60.3%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Have used</td>
<td>3.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Office of Disability Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not aware</td>
<td>12.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Aware, but have not used</td>
<td>83.5%</td>
<td>88.6%</td>
</tr>
<tr>
<td>Have used</td>
<td>4.1%</td>
<td>8.2%</td>
</tr>
<tr>
<td><strong>ITS ServiceDesk</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not aware</td>
<td>5.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Aware, but have not used</td>
<td>48.8%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Have used</td>
<td>44.6%</td>
<td>41.0%</td>
</tr>
<tr>
<td><strong>Moodle Assistance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not aware</td>
<td>19.8%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Aware, but have not used</td>
<td>67.8%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Have used</td>
<td>12.4%</td>
<td>19.7%</td>
</tr>
<tr>
<td><strong>LSU Libraries Resources and Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not aware</td>
<td>0.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Aware, but have not used</td>
<td>22.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Have used</td>
<td>76.9%</td>
<td>96.7%</td>
</tr>
<tr>
<td><strong>LSU Online Learning Concierge (only for LSU Online Students since 2020-2021)</strong></td>
<td>First Semester</td>
<td>Exit Survey</td>
</tr>
<tr>
<td>Not aware</td>
<td>2.6%</td>
<td>0%</td>
</tr>
<tr>
<td>Aware, but have not used</td>
<td>26.3%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Have used</td>
<td>73.7%</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

### Standard IV.5.5.

**IV.5.5. Form student organizations.**

Students can form student organizations, but this has not occurred. There seems to be very little interest among students. One must keep in mind that the majority of students are working as they complete the degree. Given that these are adult graduate students, many are also handling family responsibilities. The creation of and participation in formal student organizations do not seem to be a priority. Additionally, the University requires that officers of student organizations attend face-to-face training sessions once a year. This is a hurdle for students who are not physically located in Baton Rouge.
The students have created informal avenues for interaction. These include groups on social media platforms and groups of students who reside in the same geographic area and meet with one another.

Suggestions made in the student surveys seem to indicate an interest in more informal student groups than formal student organizations. For example, students have suggested:

- A casual department-wide discussion forum among veteran and new SLIS students would be a great venue to freely ask questions and gain insight about courses, career planning, networks, etc.

- Maybe create a Slack channel for all the SLIS students to be able to get to know each other and form a community. Students are already forming GroupMe chats for individual classes, but it would be nice to chat with people outside of our individual classes.

- Create student mentorship program for new students to connect and receive (informal) support and guidance from a student who has been in the program longer.

The faculty will take up these suggestions to discuss possible means for implementing these activities.

**Standard IV.5.6.**

**IV.5.6. Participate in professional organizations.**

The faculty stress the importance of participation in professional organizations and familiarize students with the wide array of professional organizations available to them in appropriate courses.

At a recent Virtual Coffee Hour, the President and Past-President of the Louisiana Library Association and the President of the Society of Southwest Archivists discussed the benefits of participation in professional associations. Students who attended the Virtual Coffee Hour raised questions about organizations specific to states other than Louisiana, regional organizations, and organizations that focus on specific areas of library and information science. Students who viewed the recording of the Virtual Coffee Hour also communicated their interest in learning more about these organizations. As a result, the SLIS website is being updated to include guidance for students to obtain information about such organizations.

The sixty students who responded to the Student Exit Survey 2019 to 2021 reported they were members of the following professional organizations:
• AASL: American Association of School Librarians
• ACRL: Association of College & Research Libraries
• AHA: American Historical Association
• ARMA International
• CLA: Catholic Library Association
• LAMA: Louisiana Archives and Manuscripts Association
• LLA: Louisiana Library Association
• MAME: Michigan Association for Media in Education
• MLA: Medical Library Association
• NAGARA: National Association of Government Archives & Records Administrators
• NCTE: National Council of Teachers of English
• VRA: Visual Resources Association
• YALSA: Young Adult Library Services Association
Standard IV.6

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

The review and evaluation of student achievement and the learning environment is implemented through the School’s annual systematic planning cycle. The following sections describe data gathering, data analysis, planning, and implementation procedures that specifically address students and learning.

**Data Gathering**

**Student Learning Outcomes (SLO) Data**
Data are gathered from the use of rubrics to assess SLO outcomes in all programs (the MLIS and all graduate certificates).

**Surveys**
Orientation Survey: Distributed to students who attended orientation immediately following the session

Student First Semester Survey: Distributed to students toward the end of their first semester.

Student Exit Survey: Distributed to students toward the end of their last semester.

**Course Evaluations**
Students complete course evaluations every semester/term, which are made available to the instructor and the Director.

**Internship Evaluations**
Every internship requires evaluations completed by the student and the site supervisor.

**Student Metrics**
University systems and the School's internal database are used to gather student data.

**Enrollment Reports**
University systems and the School's internal data are used to gather data on program and course enrollment trends.
Data Analysis
Data analysis and reports are completed and made available to the faculty before the Planning Retreat in the Fall semester and the Curriculum Retreat in the Spring semester. The Director and Associate Director are responsible for the analysis and report creation, with the assistance of SLIS staff.

SLO Assessment Report
The report provides data and analysis pertaining to assessment of all SLO’s.

Surveys Report
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on surveys, with emphasis on issues or problems identified.

Course Evaluation Report
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on course evaluations, with emphasis on issues or problems identified.

Internship Evaluation Report
The report provides a summary of quantitative results (i.e., responses to questions utilizing numeric scales) and a summary of open-ended responses based on internship evaluations completed by students and by site supervisors, with emphasis on issues or problems identified.

Student Metrics and Achievement Report
The report includes admissions and enrollment numbers, retention rates, graduation rates, time to completion, student diversity data, grade distributions, academic actions such as probation or drops, and course enrollments. The report also includes data on student achievements gathered through student surveys and communications with the School.

Additional Student Interactions
The Director and Associate Direct hold several student events during the academic year. These include orientations before each Fall and Spring semester, townhalls each Fall and Spring semester, and Virtual Coffee Hours each month. Students often raise issues or concerns during these events. The Director and Associate Director add such issues/concerns to the agenda of the appropriate planning event.

Planning
The data analysis and reports listed above articulate and facilitate planning. All reports are provided to faculty to review before the scheduled Planning Retreat in the Spring semester. Although initial planning may occur within the Planning Retreat and the Curriculum Retreat, discussions continue in faculty meetings and committee meetings throughout the year.
Implementation
Any decisions agreed upon during the Planning Retreat and Curriculum Retreat are documented in the minutes, including the data upon which the decision was determined to be necessary and the entities responsible for implementation (committees, individual faculty, staff, Associate Director, and/or Director). This information is included as Old Business on the agendas for faculty meetings to ensure that progress is being made in a timely manner.
Standard IV.7

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

The School’s ongoing evaluation is based on data that provide evidence of the program’s success in achieving its goals, and objectives and areas in which improvement is needed. The data sources incorporated into this process include:

- Application, acceptance, and enrollment trends
- Student demographic trends
- Student retention trends
- Course registration trends
- Grade distribution trends
- Completion of program trends, including time to completion
- Placement outcomes gathered through Student Exit Surveys and Alumni Surveys
- Student ratings of and comments about course content and the learning experience through course evaluations
- Student and practitioner ratings of and comments about the extent to which the curriculum prepares students through internship evaluations
- Student comments through fora such as orientations, Student Townhalls, and Virtual Coffee Hours
- SLO assessment reports

The School’s decision-making and planning processes based upon these data are documented in the minutes of the annual Planning Retreat, the annual Curriculum Retreat, monthly faculty meetings, any additional meetings called throughout the academic year, and reports submitted by the chairs of the School’s committees. The minutes for all events include the supporting materials (i.e., data and reports) which provided the basis for discussion and planning.
Standard 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 following are examples of ways in which the evaluation of student learning has been used to improve the program during the past three years. While some of the examples illustrate very specific changes to specific issues, the totality of the changes demonstrate an environment in which student data and student input have been utilized to improve the overall learning environment.

Communication with Students
SLIS created positions for and hired two staff to support students in the SLIS Online and LSU Online programs. SLIS staff developed a series of email templates to improve communication quality and consistency with current and potential students. This has greatly increased the School’s ability to respond to students quickly and to schedule routine communications with students concerning their schedules and performance.

Students responding to the Student First Semester Survey indicated a desire for additional communication upon acceptance into the MLIS. The School responded by creating a physical welcome packet that is sent to individuals accepted into the program. The packet includes letters from the Director, the faculty advisor, a copy of the Graduate Student Handbook, tips for success in an online program, a copy of the most recent newsletter, and some promotional materials. Student response has been very positive.

In response to the ongoing challenge of providing networking opportunities for online students, SLIS utilized student survey feedback and informal conversations to create and implement several new virtual social and networking opportunities. The Director and Associate Director hold live-streamed new student orientations before the Fall and Spring semesters. The Director and Associate Director also hold townhall meetings early in the Fall and Spring semesters as a means of apprising continuing students of any changes that have occurred within the School and/or the program. The orientations and townhalls are recorded and made available to all students. In Fall 2020, the School began holding monthly Virtual Coffee Hours for students.

Provision of Information to Enhance the Learning Experience
As described previously, the University is now offering all summer courses in two five-week terms. MLIS students are not admitted to SLIS Online in the summer but can be admitted to LSU Online. In focus groups with students who had successfully completed the five-week Summer terms in 2021, students indicated they didn’t think they could have succeeded if they had not already had experience with graduate level classes and workloads. As a result, the Admissions
Specialist contacts individuals with no graduate level experience who apply for admission for a Summer term and suggest they defer admission to the Fall terms.

Based on student survey feedback, the faculty created several new tools to assist both faculty and students during the advising process, including degree plans, course rotation documents, and message templates.

Student survey responses requested that course syllabi be made available on the website to provide students with additional information about courses. This suggestion has been implemented.

Student course evaluations, survey responses, and conversations with faculty indicated difficulties identifying and obtaining textbooks for courses. Students routinely access the LSU Bookstore site to identify and purchase course textbooks. If the course textbook is an e-book available through the LSU Libraries, the LSU bookstore site displays “No Textbook.” There are also routine delays in delivering textbooks in a timely manner. The School now distributes a textbook list to all students at least a month prior to each semester (Appendix DDD). This allows students to easily identify the textbooks for all courses, to comparatively shop for the least expensive option, and to ensure timely delivery.

At a recent Virtual Coffee Hour, the President and Past-President of the Louisiana Library Association and the President of the Society of Southwest Archivists discussed the benefits of participation in professional associations. Students who attended the Virtual Coffee Hour raised questions about organizations specific to states other than Louisiana, regional organizations, and organizations that focus on specific areas of library and information science. Students who viewed the recording of the Virtual Coffee Hour also communicated their interest in learning more about these organizations. As a result, the SLIS website is being updated to include guidance for students to obtain information about such organizations.

Changes to Individual Courses, Focus Areas, Course Schedules, and Course Quality

Prior to Spring 2021, the LIS 7900 Internship in Library and Information Science was offered as a 3-credit course. The course required students to complete 120 internship hours on-site or virtually. Two developments impacted this requirement. First, with the launch of the MLIS program in LSU Online in Fall 2020, MLIS students were completing courses in seven-week terms rather than a full semester. The second development was the University’s decision to change the length of summer courses from 8-week to 5-week terms starting with the Summer 2021 semester. Students expressed concerns about their ability to complete 120 internship hours in these time-frames. The faculty voted to revise the course into a variable 1-3 credit hour course. Students must complete 40 hours per credit hour. This increases the opportunities for students to participate in internships.

SLIS surveyed all students who had completed a summer class in 2021 and received 117 responses (see Appendix W for the survey report). Based on these findings, the Director and Associate Director held two focus groups with students to discuss their experience with the 5-week terms. Following an initial discussion, participants reacted to four proposed adjustments
SLIS could take to ease some of the issues (see Appendix X for the focus group summary). Based on these data, SLIS decided to make two adjustments to courses offered in Summer terms. First, the Moodle sites for courses will become available to students two weeks before the start of the term. This change allows students who wish to engage with course material over a longer period access time and affords students more time to withdraw from a course before the add/drop deadline. Students will not be required to access the course material early or submit any assignments prior to the first official week of the course. Second, the summer courses will be restructured into five modules to better align with the five-week term.

SLIS Faculty expressed concern regarding the accelerated schedule’s potential impact on the rigorous core courses and decided to use the Summer 2021 assessment data to decide if SLIS should continue offering MLIS core courses during future Summer semesters. Based on the lower assessment results in the summer courses, the faculty decided that core courses can no longer be offered in the summer. In a related decision, the School is now offering two sections of core courses during the Fall and Spring semesters to accommodate students.

The focus areas offered by the School were called originally called “specializations.” SLIS Faculty and staff noted that many students believed they could not graduate until they had completed a specialization, despite communication through the website, the Graduate Student Handbook, and orientations that students were not required to complete a specialization. Staff reached out to students about this perception. Two issues were identified. First, students were equating the term “specialization” with the concentrations they were required to complete as undergraduates. Second, the descriptions of the specializations included required courses, which certainly added to the students’ perceptions. In AY 2020-21 all specializations were revised into Focus Areas which list elective(s) that provide the foundational principles of the focus area and are highly recommended for students interested in the area and additional electives related to the area. These changes seem to have eliminated the confusion students were experiencing.

Students noted significant differences in the audio and video recording quality in courses. The School invested in professional audio and recording equipment to create a formal recording lab that faculty utilize to create high-quality course materials.

Student Diversity
The School recognizes the need to increase the diversity of its students and provide better support mechanisms to ensure their success in the program and their early career development. The School began two initiatives during AY 2020-21 to address these concerns and has a timeline for implementing additional activities in the near future. First, the Director and Associate Director reached out to the HBCUs in Louisiana, Texas, Arkansas, and Mississippi to design cooperative programs with the appropriate individuals at those colleges and universities to routinely present the career opportunities available to graduates of SLIS programs, answer questions, and interact with potential students. Moving forward, the School will work with regional HBCUs to raise visibility about program opportunities and participate in appropriate recruitment events at the HBCUs. Second, the Director and Associate Director met with a small group of black alumni to discuss diversity-related issues with the SLIS curriculum, the recruitment
of more diverse students and faculty, and the needs of existing students and alumni. SLIS has formalized the group as its Diversity Advisory Council.

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

Although students have not volunteered to serve on SLIS committees, students have expressed interest in serving as part of an advisory group. After a faculty discussion of the situation, it was agreed that a student advisory council could serve the same purpose as student members of committees. This council will meet every other month during the academic year. The council will be provided with materials and minutes from all faculty meetings and retreats and given an opportunity to comment on any information or proposals presented in those materials. The council will also be expected to bring any student issues, problems, or complaints to the director’s attention.
STANDARD V: ADMINISTRATION, FINANCES, AND RESOURCES

Standard V.1

“The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that 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 needed for the attainment of program objectives.”

The University created the College of Human Sciences & Education (CHSE) in 2012. The College is home to five degree-granting schools: Education, Kinesiology, Leadership & Human Resource Development, Library & Information Science (SLIS), and Social Work. The Dean of the College reports directly to the LSU Executive Vice President and Provost (see Appendix D for the College of Human Sciences & Education Organizational Chart). The College is also home to the University Lab School and Early Childhood Education Laboratory Preschool.

SLIS is an active and integral part of College collaboration and is noted for its energy and innovation. SLIS Faculty and staff participate equally on all College committees. Participation in decision-making occurs within the committee structure and through the Director’s role as a member of the College Administrative Council. This group is comprised of the Dean, the Associate Deans, and the Directors. The College schedules monthly Administrative Council meetings throughout the calendar year. This provides an opportunity for the Dean and Associate Deans to inform the Directors about any issues and plans at the system, University, or College levels. It also provides an important opportunity for the Directors to respond to those issues or plans, and to bring up items for discussion that are occurring at the School levels.

The School as an Autonomous Unit
The Director, Associate Director, and faculty are responsible for academic decisions within the School. Some of these areas include faculty recruitment, hiring, and promotion and/or tenure; curriculum design and revision; determination of admission and graduation requirements; general determination of the School’s policies and procedures; and allocation of financial resources. These activities are described in more detail below.
The School as a Distinctive Unit of the University

The School is distinctive for many reasons including, but not limited to:

- It offers the only ALA accredited MLIS program in the state of Louisiana
- It has offered graduate level education across the state through the development of online courses since 2012. The School was the first unit at LSU to offer students the ability to complete an entirely online degree.
- It has offered graduate level education across the state through the development of an entirely asynchronous online program since 2015
- It has launched a Graduate Certificate in Archival Studies that is nationally recognized
- It was the first School in the country to develop a program in Records & Information Management in collaboration with the Institute of Certified Records Managers
- It has created the only General Education courses at LSU that deal with information literacy and critical analysis, and the role of information in society
- It has launched an undergraduate minor in Digital Studies which equips students with the knowledge needed to engage in 21st century digital information environments and informational architectures

Autonomy in Selection, Reappointment, Promotion, and Tenure of Faculty

The faculty and Director have considerable discretion in the hiring, reappointment, promotion, and tenure of faculty. Policies and procedures related to these processes are outlined in the SLIS Promotion & Tenure Timeline and Procedure (see Appendix PP.) All School policies and procedures conform with the University’s policies (see Appendix MM for PS-36-T for tenure-track faculty and Appendix NN for PS-36-NT for non-tenure-track faculty). Tenure-track faculty are reviewed for reappointment in their third year of employment. Tenure and promotion are considered in the sixth year. Non-tenure-track faculty are initially considered for reappointment after their first year of employment, at which point a positive review typically results in a three-year contract. Following six years of full-time (100% effort) continuous employment, an Assistant Professor of Professional Practice is eligible for promotion to Associate Professor of Professional Practice and to Professor of Professional practice after six years as an Associate upon a vote of the eligible faculty. Faculty members awarded these ranks are placed on three-year contracts, renewable based on satisfactory annual reviews and a vote of the eligible faculty.

Autonomy in Admissions

The School has primary responsibility for student admissions. The Director makes all decisions to admit or deny applications. The SLIS Admissions & Scholarship Committee provides recommendations pertaining to applicants who would need to be admitted on a probationary basis.

The School also has some autonomy in determining the requirements for admission. In addition to the documentation the Graduate School requires of applicants, the School also requires a Statement of Purpose of at least 1000 words which addresses three questions:

- Why do you want to earn the degree?
• What are your career goals and objectives?
• How will the degree help you to achieve these goals?

The School also has additional requirements for Probationary Admission. The Graduate School’s statement regarding Probationary Admission is as follows:

Applicants who do not meet one or more of the Graduate School or Departmental requirements for regular admission may be admitted on probation, provided additional evidence of capacity to do satisfactory work is presented. Such evidence might include superior performance in a substantial amount of post baccalaureate work, high standardized test scores, and other achievements. Probationary status must be requested by the admitting department and approved by the Graduate School.

SLIS has specific and additional requirements for admission on a probationary basis:

• GPAs of at least 2.75 on the final 64 hours of undergraduate work and at least 3.0 on any graduate work previously taken. Applicants with less than a 2.75 on the final 64 hours of undergraduate work may be considered if they have completed a minimum of nine hours of graduate work with a GPA of at least 3.33.
• Official GRE score (Verbal, Quantitative and Analytical Writing) no more than five years old of at least 300 composite and 3.5 writing. Other standardized graduate admissions exams may be considered (GMAT, MAT, LSAT, etc.)
• The Statement of Purpose must address the reasons for lack of achievement in previous academic work and reasons the applicant believes he/she would succeed in the program.

In addition to the Graduate School requirements for graduation (i.e., completion of the program within five years and a cumulative 3.0 grade-point average in SLIS courses and in courses offered by other units that are to be counted toward the degree), SLIS also requires that students complete all core courses with a grade no lower than B. Students failing to meet this minimum requirement must repeat the course. Students may repeat a core course only once. If the student still does not earn a grade of B or better, the student will not be eligible for the degree.\(^{54}\)

**Autonomy in Program Content**

Proposals for course and/or program creation, revision, or deletion are submitted to the School’s Curriculum Committee. All recommendations by that committee are discussed and ultimately voted upon by the entire faculty. Any items approved by the faculty are then submitted to the College Courses & Curricula Committee for approval. If approved by the College committee, items are then submitted to the LSU Faculty Senate Courses & Curricula Committee. A more detailed description of curricular decisions and procedures is provided in Standard II.1.

**Administrative Support**

The College provides administrative support to the School through many venues. The Associate Deans in the College provide invaluable assistance and advice in the areas of academic

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programs and services; advocacy and strategic initiatives; diversity, advocacy, and civic engagement; finance and human resources services; and research and graduate Services.

Units within the College provide continual assistance within the areas of alumni relations, communications and marketing, professional development, information technology services, sponsored programs, and online education. Recent examples of such assistance include:

- **SLIS hosted the first ever virtual Society of Southwest Archivists (SSA) Annual meeting May 17-21, 2021, with the assistance of Lynn Livingston, manager of the CHSE Event Engagement & Professional Education office. She worked as liaison with the local arrangements committee of the SSA and helped to manage the website and engagement activities.**

- **Another example would be the involvement with training a new SLIS staff person. Mr. LeMeunier is responsible for maintaining and updating the School’s website, planning, and executing a social media presence, creating recruitment materials, and assisting with creating and publicizing Memex, the School’s annual magazine. Mary Woods, CHSE Director of Communications, met with Mr. LeMeunier every week for nearly two months to train him for these duties.**

- **Additionally, CHSE responded to the developmental needs of its faculty and staff through the creation of the CHSE Office of Faculty Affairs & Professional Development in 2020.**

The School also takes advantage of the many support services offered at the University level, including the Office of Research and Development, the Office of Communications & University Relations, the Faculty Technology Center, the ITS Service Desk, the Office of Human Resources & Management, and the LSU Foundation.

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Standard V.2

“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 for comparable academic units within the institution.”

The SLIS Faculty and staff have the same opportunities for representation on the institution’s advisory or policy-making bodies as do comparable units and take advantage of those opportunities. SLIS Faculty are expected to serve on School-, College-, and University-wide committees.

For School-level committees, the Director asks all faculty to rank their membership preferences. The Director then finalizes committee membership with the goal of accommodating the faculty’s preferences. The Director also considers the workload of committee responsibilities, as well as the rank of the faculty. Assistant professors have a lower level of responsibility for committee work within the school than Associate Professors and Professors.

For College-level committees, the faculty are also consulted about their preferences for committee responsibilities. All SLIS Faculty are expected to serve on College-level committees; assistant professors serve on no more than one committee, while associate professors and professors typically serve on multiple committees. SLIS Faculty currently serve as members of the College committees that address College Planning, Awards & Recognition, Courses & Curricula, Discovery & Research, Diversity, Engagement, Internationalization, Student Scholarship, and Technology. The Director serves on the College Planning Council and on committees that address Communications & Public Relations, Distance & Online Learning, Recruitment, and Stewardship & Development. SLIS staff also serve on College committees. Ms. Rozas serves on the College Administrative Staff Council. Mr. LeMeunier serves on the CHSE Communicators Committee.

SLIS Faculty have also been active at the University level during the past three years.

Dr. Benoit currently serves on the LSU Faculty Senate Courses & Curricula Committee and the University Faculty Technology Center Focus Group.

Dr. Jin accepted an invitation to serve as a Council Member of the Institutional Effectiveness Council (IEC). Under the direction of the LSU Office of Academic Affairs, the IEC serves as a

steering committee to provide oversight for institutional effectiveness functions across academic, support, and administrative units. Dr. Jin chaired the Program Review and Assessment Committee for the LSU Department of Communications Services and Disorders and co-chaired the committee for the LSU Department of French Studies.

Dr. Stewart was a founding member and is a current member of a campus-wide initiative, the LSU Online Accessibility Working Group. The initiative works to ensure LSU faculty have access to resources necessary to ensure that all materials meet ADA standards for accessibility. SLIS expanded its involvement in this initiative in 2018 and 2019 when Drs. Ju and Jin provided their expertise as members of the LSU Website Accessibility group which ensures that all pages of all LSU websites meet ADA-standards.\textsuperscript{57}

Dr. Stewart also serves at the University level on the Student Code of Conduct Committee and the Faculty Senate Library Committee.

Dr. Stauffer has served on the University Admissions, Standards, & Honors Committee for almost a decade. She has also chaired the College Diversity Committee.

Drs. Stauffer and Stewart have also served as Faculty Senators during the past three years.

The School has many interactions with the other units in the College. As discussed above, the School leaders meet with each other and college leadership at monthly Administrative Council Meetings. The Directors also engage in cooperative planning. For example, they have started a preliminary discussion of the feasibility of offering an applied doctorate that would include courses from all Schools. SLIS Faculty have also collaborated with College colleagues on research projects.

The faculty have positive relationships with many academic units on campus. As noted in the Faculty Chapter, during the past three years SLIS Faculty have engaged in research projects with colleagues in 17 LSU units and served on doctoral committees in 13 units.

The School entered a formalized partnership with the College of Art & Design’s Doctorate of Design in Cultural Preservation Program (DDes) in 2018.\textsuperscript{58} SLIS responded to alumni and stakeholder’s requests for additional educational opportunities beyond the MLIS and reached out to the DDes program to integrate an archival studies track into the DDes program. Three SLIS Faculty joined the DDes affiliated faculty, and DDes students currently complete several SLIS courses as part of their doctoral coursework.

Resources and funding are allocated in a process that is on par with the other units in the College. College budgets are determined at the University Level, based primarily on historical budgets. Individual Schools have few mechanisms to provide input regarding their budgets. The

\textsuperscript{57}“ADA Compliance,” \url{https://www.lsu.edu/accessibility/index.php}.
\textsuperscript{58} “Doctor of Design in Cultural Preservation,” \url{https://design.lsu.edu/doctor-design-cultural-preservation/}.  

Administration, Finances and Resources 175
School does have autonomy in allocating the portion of the operating budget not dedicated to salaries to meet the current needs of the School.

The School’s finances increased when SLIS began offering programs through LSU Online. SLIS launched three programs in LSU Online in Fall 2020: the MLIS, the Graduate Certificate in Archival Studies and the Graduate Certificate in Records & Information Management. Participation in LSU Online provides a revenue stream to the School. The School determined that the flat-rate per student credit hour for SLIS programs in LSU Online would be $485, which is equivalent to in-state tuition. This revenue is divided equally among three entities: LSU Online, the LSU Office of Academic Affairs, and the College. The College allocates 80% of its share to the School. In other words, SLIS earns $129 for each student credit hour offered through LSU Online. This revenue is not bound to the fiscal year.

In the first year, SLIS participation in LSU Online generated enough revenue to create positions for two Assistant Professors of Professional Practice and two office staff. It is clear, given decreasing financial support of the University from the state of Louisiana, that the revenue from LSU Online will become the path to any growth within the School that requires financial support.

Due to the contributions of many donors, the School also has several scholarship funds available to students as balances allow. Since the last program review in 2019, the School distributed $151,750 in scholarships and travel funding to SLIS students (see Appendix SS for detailed scholarship and travel award distributions).
Standard V.3

“The administrative head of the program has the authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment need to fulfill the responsibilities of the position.”

The School is currently administered by a Director who has the same title and authority as the heads of the other Schools in the College. Unlike the other Directors, who are full professors, the SLIS Director’s rank is Associate Professor. As a result, her salary is not comparable. However, the College increased the stipend allocated to the SLIS Director to compensate for the salary differential.

Some context is necessary to understand this situation. As described in the Introduction to this report, the School experienced difficulties after the LSU President announced in 2010 that the School would be closing. Between August 2014 and August 2015, five of the ten faculty (including the Director) retired or resigned. All faculty at the professor rank retired during this period.

A national search to replace Director Beth Paskoff upon her retirement in 2014 was unsuccessful. The Dean of the College, Dr. Damon Andrew, appointed Dr. Ed Holton, Director of Human Resources Education & Workforce Development, as Interim Director of SLIS. Dr. Holton served as director of both schools simultaneously. When he retired in February 2015, Dean Andrew made the decision to appoint Dr. Carol Barry as Interim Director for a two-year term. Although administrative duties had never been part of her stated responsibilities, she had performed functions in SLIS that would normally fall under the responsibilities of an assistant or associate director. In March 2017, Dean Andrew appointed Dr. Barry as permanent Director, ending a three-year period of leadership changes. The Director holds a 100% administrative appointment.

Dr. Barry has been a member of the SLIS Faculty since 1990. During her years at LSU, she has been involved in governance at the university level, serving as secretary and vice president of the Faculty Senate; serving on and chairing University-level committees; and being asked to serve on numerous University-level projects. She was part of the two-year planning process for the creation of the College. This experience provides an understanding of the academic environment and governance at the University. Dean Andrew also provided funding for her to attend several national workshops to develop administrative and leadership skills.

In the six years of Dr. Barry’s term as Interim and Permanent Director, the School added three successful graduate certificates to its programs and has established an undergraduate presence by offering General Education courses and a minor in Digital Studies. Enrollment is currently at an
historic high of 347 students. New faculty and staff positions have been created and filled. She has offered all possible support to faculty to successfully launch programs in LSU Online, which provides the revenue which allows for the creation of new faculty and staff positions.
Standard V.4

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

Dr. Barry enjoys working with the faculty in a collegial environment. The faculty are encouraged and supported in all areas of their responsibilities. Faculty are very involved in governance within the School and the Director’s decision-making process is transparent. The Director nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives in several ways.

Faculty are given full participation in the governance of the School and autonomy over their areas of expertise. All major decisions are discussed with the entire faculty. All faculty, regardless of tenure-track status or rank, are encouraged to fully participate in discussions and debates.

There are situations in which the Director implements a course reduction to provide additional time for other activities. Newly hired tenure-track faculty are given a one-course reduction in their first semester to acclimate to the School and university and develop their research agenda going forward. Newly hired AP-PPs receive a course reduction in their first semester to acclimate to the School and University and familiarize themselves with the courses they will be teaching. Tenure-track faculty going up for promotion and tenure are given a one-course reduction in the year prior to the review to provide them with additional time to create the materials needed for the review. Faculty who take on additional duties such as creating new courses or programs will also receive course reductions to compensate for those activities.

The Director also strives to provide financial support to faculty for activities that enhance the program. For example, each faculty member has received an annual average of $4,000 in travel funding over the past three years. Faculty who participated in the 12-week LSU Online Special Focus Program were given $4,000 for doing so. Faculty who identify meaningful workshops that will improve teaching are fully supported; the School absorbs any costs of the workshops. The Director also nominates SLIS Faculty for appropriate professional development opportunities available through the College, the University, and external entities.

The School also provides travel awards to students who participate in professional conferences. Students will be reimbursed up to $500 to defray the cost of attending the conference. If a student is presenting a poster, the School will pay to have poster professionally printed.
Standard V.5

“The program’s administrative and other support staff support the administrative head and the 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 Director of the School is the primary administrative officer responsible for managing the School’s daily operations. As the spokesperson for the School and its program, the Director interacts with the Dean of the College regularly, keeping the Dean current on all matters pertaining to the School and its programs.

An Associate Director supports the Director. This is a twelve-month appointment. The Associate Director receives a one-course release each Fall and Spring, and a summer stipend. The Associate Director responsibilities include assisting the Director in the following areas: Program Assessment (Strategic Plan assessment; Student Learning Outcomes assessment; entering assessment data into Task Stream; drafting assessment reports and annual reports; disseminating assessment findings and assisting with action plan items); gathering and analyzing feedback/input from stakeholders; class scheduling; and representing SLIS at recruitment, student, and alumni events. The Associate Director assumes all responsibilities as Undergraduate Coordinator and Adjuncts Liaison. The person in this position also assists with other matters as designated by the Director and acts as the Director’s proxy when the Director is not available for extended periods.

The Director, faculty, and students receive support from three staff.

Ms. Nicole Rozas serves as the School’s business manager and admissions specialist. Her duties encompass the following. She is the primary liaison with the college’s HR analyst for all personnel activities, such as hiring. She provides administrative support for all promotion and/or tenure reviews, as well as sabbatical requests. She serves as the delegate for all faculty in processing travel requests and travel reimbursements. As cost manager, she is responsible for all accounting, purchasing and financial reporting. As admissions specialist, she processes all admissions applications, creating the SLIS Admission Recommendation Report utilized by the Director in admissions decisions.

During the spring and summer of 2021, the School created and filled two new staff positions. Mr. Jacob LeMeunier serves as the student specialist for SLIS Online programs. Ms. Mary Andries serves as the student specialist for LSU Online programs. In these roles, they serve as the primary point of contact when students have questions or concerns. They direct students to appropriate resources, including to their faculty advisors when academic and/or career
counseling is needed. They process all student paperwork (drop/add forms, withdrawal forms, graduation paperwork, etc.). Both staff are responsible for collecting and maintaining student data, making it available in the SLIS database, and preparing routine reports for the Director and faculty.

In addition to these duties, Mr. LeMeunier is responsible for assisting with the School’s communications, recruitment, and marketing. This entails serving on the SLIS Recruitment & Marketing committee; serving as liaison with the College by attending monthly communicator’s meetings; maintaining and updating the School’s website; planning and executing a social media presence; creating recruitment materials; and assisting with the creation and publication of the School’s annual magazine. He is also responsible for the compilation of student data used by the faculty in selecting Beta Phi Mu candidates, and for data collection used in annual reports required by the University, College, and outside agencies such as ALISE and ALA.

Ms. Andries assists the Director in preparing and documenting materials for all faculty meetings, planning retreats, and curriculum retreats. She also provides administrative assistance to the Admissions & Scholarship Committee (gathering student data for scholarship decisions) and the Curriculum Committee (creating and documenting the meeting minutes and all forms).

The presence of three staff in the SLIS office has been a significant accomplishment. Until Summer 2021, Ms. Rozas was handling all student services, in addition to her duties as business manager and admissions specialists. Many of the duties now assigned to Mr. LeMeunier and Ms. Andries were previously handled by the Director, Associate Director, and faculty. Having two staff dedicated to supporting students has greatly improved the student experience. The staff will also be responsible for many of the data gathering activities needed for systematic planning, which will improve that process.

Regarding decision-making processes, regular meetings provide a forum for discussion and voting on changes that impact the School and its programs. The range of meetings involve faculty, adjuncts, and staff. These include a monthly faculty meeting during the academic year (to which adjuncts are invited), an annual planning retreat, and an annual curriculum retreat. Many of the discussions in these fora are based on data gathered and discussions held by faculty in their role as SLIS committee chairs and members.

The Director and Associate Director also schedule monthly meetings with the entire SLIS staff, and a meeting with Ms. Rozas once a semester to discuss budgetary matters.
Standard V.6

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

Resources and funding are allocated in a process that is on par with the other units in the College. College budgets are determined at the University Level, based primarily on historical budgets. Individual Schools have few mechanisms to provide input regarding their budgets. The utilization of the historical budget model does not address the needs of units experiencing growth.

Table 5.1 indicates the state portion of the School’s income during the past three years.

Table 5.1. SLIS Income and Sources, 2018-19 through 2020-21

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funding</td>
<td>$856,340</td>
<td>$781,058</td>
<td>$805,110</td>
</tr>
<tr>
<td>LSU Online Revenue</td>
<td></td>
<td></td>
<td>$156,930</td>
</tr>
</tbody>
</table>

An average of 83% of the state funding is allocated to faculty and staff salaries. The Director determines the allocation of remaining monies to meet the current needs of the School.

The College offers significant financial support to the School. The College allocates 80% of its income from LSU Online participation to the School that is offering the programs in LSU Online. That is not the case with all colleges. The College also covers the cost of all adjuncts hired to teach for the School.

CHSE also offers support to Schools for activities and events such as programs abroad, conferences, and professional development events that provide revenues streams to the Schools.
Standard V.7

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

Faculty received merit raises in August 2021. The School was allocated 3% of the total budget line for faculty salaries ($15,073). The Director recommended raises for individual faculty. The Director’s decisions regarding raises were based on the faculty members’ annual evaluations. The raises ranged from 2.1% to 4.1%.

Current salaries for tenure-track faculty are shown in Table 5.2.

Table 5.2. Current Tenure-Track Faculty Salaries

<table>
<thead>
<tr>
<th>Rank</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benoit</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jin</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Ju</td>
<td>Professor</td>
</tr>
<tr>
<td>Stauffer</td>
<td>Professor</td>
</tr>
<tr>
<td>Stewart</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Wu</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Yang</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

¹Dr. Yang has a joint appointment with the Center for Computing Technology (CCT). His salary was negotiated with CCT at the time of his hire, resulting in a salary higher than SLIS Faculty. CCT is responsible for 50% of the salary.

Table 5.3 provides a comparison of the average SLIS tenure-track faculty salaries to the ALISE Southeast Averages.59

Table 5.3. Comparison of SLIS Tenure-Track Faculty Salaries to ALISE Southeast Averages

<table>
<thead>
<tr>
<th>SLIS Faculty Average Salary</th>
<th>ALISE Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>$70,040</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$71,490</td>
</tr>
<tr>
<td>Professor</td>
<td>$75,624</td>
</tr>
</tbody>
</table>

The SLIS assistant professor salary exceeds the ALISE average because the salary is not typical for SLIS Faculty. The average of associate professor salaries is $11,882 below the ALISE average.

The average professor salaries are $55,0507 below the ALISE average. This is hardly adequate to attract new personnel. That of course leads to offering higher salaries to attract new personnel, which will further exacerbate the salary compression occurring in the School.

The salaries for the Assistant Professors of Professional Practice are $60,000 for faculty who have earned a PhD and $55,000 for faculty who have not earned the PhD.

Faculty have options for additional earnings. Faculty are paid $3,000 to teach a course as an overload. A faculty member may teach no more than one overload course during an academic year and it is the faculty member's choice to do so. Summer teaching is available, but optional. Faculty who teach in the summer receive 1/9 of their salary for each course taught. Faculty may not teach more than two courses in the Summer term.

The Director makes every attempt to support faculty financially whenever possible. For example, each faculty member has received an annual average of $4,000 in travel funding over the past three years. Faculty who participated in the 12-week LSU Online Special Focus Program were given $4,000 for doing so. Faculty who identify meaningful workshops that will improve teaching are fully supported; the School absorbs any costs of the workshops. Much of this funding is supported by the Bert R. and Judith I. Professorship in Library & Information Science which the Director holds. Additional funding is available through the Director’s Discretionary Fund.
Standard V.8

“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.”

SLIS Faculty take full advantage of the University and College funds provided to support research and travel.

SLIS Faculty have been awarded Faculty Research Travel Grants from the LSU Office of Research and Economic Development to help fund their attendance at scholarly conferences to present their current research. Dr. Jin was awarded $750 to attend the 20th European Conference on Knowledge Management in Lisbon, Portugal in 2019. Dr. Stauffer received $750 to present at the Women in Print: Production Distribution, Consumption conference, September 13-14, 2018, at Winterbourne House and Garden, Edgbaston, Birmingham, UK.

The College also offers Dean’s Faculty Research & Travel Grants. Dr. Jin was awarded $1,000 to present at the ASIS&T 2019 conference held in Melbourne, Australia. Dr. Yang was awarded a grant of $2,100 in November 2019 to conduct a research study, “Understanding the current practices of personal health information management via surveys,” in collaboration with Dr. Wu. They plan to use the results of the surveys in an NIH grant proposal, with the preliminary title of “Developing a taxonomy, a metadata scheme and a prototype for managing and visualizing personal health information.”

The CHSE Peabody Society Dean’s Circle awards grants for projects that address socially significant problems Louisiana and the nation face. Drs. Ju and Stewart received a grant to present the results of their “Perceptions of information bias and inequity among Black Wikipedians” to the European Computational Social Science Symposium, in Cologne, Germany, in December 2018. Dr. Stauffer was awarded a grant of $3,500 jointly with Dr. Elaine Maccio of Social Work for a project titled Neighborhood Assessment for Closing the Homework Gap: Providing Mobile Homework Help and Wifi for East Baton Rouge Parish Underserved and Homeless Children and Teens in January 2021.

SLIS Faculty are eligible for sabbatical leave on the same basis as all LSU faculty, as set forth in LSU PS-36-T (see Appendix MM). Faculty who have completed six years of service on the campus without having received leave with pay may petition for sabbatical leave for study and research to enable them to increase their professional efficiency and usefulness to the university. Persons employed on a nine-month basis may receive a semester’s leave at full pay or an academic year leave at half-pay. Sabbatical leaves are awarded only to those faculty who have shown by their scholarly accomplishments that leave would benefit them and the university. Dr. Stauffer completed a sabbatical in the Fall 2020 semester. Dr. Stewart is currently on sabbatical during the Fall 2021 semester.
SLIS students have comparable access to all financial aid offered by the University.
Standard V.9

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

Physical Resources
SLIS occupies approximately 3,800 square feet of space in Charles E. Coates Hall. Coates Hall is centrally located on the LSU campus. The building is next to David Boyd Hall, which houses the offices of the Graduate School, making it very convenient for administrative staff. It faces on the “Quadrangle” which serves as the core for the campus, is close to the Troy H. Middleton Library (at the head of the quadrangle) and to Thomas Boyd Hall where the office of the Provost is located. All administration, faculty and staff are located on a single floor, allowing ample opportunities to engage with one another.

The space is located on two sides of the central building hallway. One side of the hallway includes a suite containing the Director’s Office, the Business Manager/Admissions Specialist Office, a main office with two staff spaces, a small conference area, and a kitchen. The space provides individual offices for all faculty, an office for individuals working on Grant Projects, and a Research Associate Office. There is a copier and supply room conveniently located for faculty and staff.

The space on the other side of the hallway houses a large conference room, the SLIS Recording Lab, a Graduate Assistant/Student Worker Area, and large storage areas (a secured area to store archived paper records, an area to store office supplies and recruitment materials, and an area to store computer equipment.)

The School also has access to spaces within Peabody Hall, which houses the College administration and the School of Education, for events involving large groups.

Technological Resources
Each faculty member and staff are provided with necessary computers and peripherals including a high-resolution external webcam. Most faculty also have a laptop and/or tablet that is used during travel for university business or working at home. The SLIS office includes a high performance copier/printer with scanning and faxing capabilities for faculty and staff use. Technology is typically updated every three to five years. The lowered travel expenses during FY 2020 and 2021 due to COVID-19 allowed SLIS to replace aging technology sooner than the tradition three to five year period.

In the Graduate Assistant/Student Worker Area, a desktop computer loaded with office suite software is available for each individual. There is also a dedicated computer on which specialized
software has been loaded (Camtasia, InDesign). A networked printer and scanner are provided, as well as a high resolution scanner for archival materials.

Several students noted a difference in audio and video recording quality between instructors. SLIS decided to invest in professional audio and recording equipment to create a formal recording lab that faculty utilize to create high-quality course materials. Additionally, the School uses this recording lab equipment to provide access to live events through streaming guest speakers, orientations, and social events. The School upgraded to higher quality audio and visual equipment in 2021 and expanded the capacity of the recording lab with mobile lighting, professional backdrops and green screens, and audio deadening materials.

The School fully integrated its large conference room for networking including multiple video conferencing cameras, microphones, speakers, and two smart boards.

The Director, Associate Director, and staff utilize Microsoft TEAMS for efficient communication and interaction. The School is also leveraging TEAMS to provide remote telephonic communications. The Basecamp project management software is used to communicate with LSU Online staff and concierges, the College communications and marketing team, and event planning.

Faculty and staff have access to a wide array of software packages supported by the University, including the Microsoft Suite and Adobe Cloud. The School funds subscriptions to additional software required by faculty, such as SPSS Statistics (a statistical software suite developed by IBM for data management, advanced analytics, and multivariate analysis) and NVivo (a qualitative data analysis computer software package).

Faculty have access to the following academic technologies provided through LSU Online:

Panopto is a video platform which includes software for recording and live streaming videos, a portal for storing and managing videos, a search engine for finding content within videos, and interactive video players.

Moodle (Modular Object-Oriented Dynamic Learning Environment) is the enterprise learning management system supported by LSU. Moodle is designed to provide educators and students with an easily accessible online course tool. It promotes a social constructionist pedagogy (which includes collaboration, activity-based learning, critical reflection, etc.).

Qualtrics is an online survey tool which enables users to do many kinds of online data collection and analysis, including research, customer satisfaction and loyalty, product and concept testing, employee evaluations and website feedback.

Turnitin Feedback Studio is a feedback and plagiarism detection tool used to improve student writing and engage students in the feedback process.
VoiceThread is a collaborative tool that allows users to add images, documents, and videos. Then other users can add their own multimedia files (voice, text, audio file, or video) as comment responses. Over 50 different types of media can be used in a VoiceThread.

Faculty, staff, and students also have access to numerous software packages supported by the University through the LSU Tiger Ware program.60

60 “LSU Tiger Ware,” https://tigerware.lsu.edu/.
Standard V.10

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

Given that courses are only offered in an online format, there is little need for the School to provide physical facilities for students. As described in the previous standard, faculty and students are provided with the technologies that provide a functional learning environment.

As also described in Standard IV.9, each faculty member has an office, which works well for one-on-one conversations with colleagues, students, and staff. Groups meetings, such as committees or planning sessions, have access to the small conference area in the main office or the large conference room.

Much of the consultation and communication within SLIS occurs electronically. As noted in Section IV.9, platforms such as Microsoft TEAMS and Basecamp are utilized to promote the efficient and effective administration of the program. Communication between faculty, adjuncts, staff, students, and alumni is also supported by the six listservs that SLIS maintains on the LSU central servers.

The SLIS-L listserv is used by faculty, staff and current SLIS Online students. The SLIS-O listserv is used by faculty, staff, and current LSU Online students. These listservs are a crucial component of communication with students. Postings include changes in University scheduling, reminders of deadlines that are approaching (i.e., fee bills are due, request for graduation, etc.), descriptions of new course offerings, and invitations to social events.

The SLIS-D listserv is only available to faculty and allows communication among only that group.

The SLIS-A listserv is used by the Director, Associate Director, and adjuncts. The listserv allows the Director and Associate Director to apprise adjuncts of any necessary information and allows adjuncts a forum for the adjuncts to ask questions of their peers and receive practical advice.

Any announcements of job openings sent to the administration, faculty or staff are posted to the SLIS Jobslist. Students and alumni are given the opportunity to subscribe to this listserv.

Finally, the Alumni and Friends listserv is available to anyone who wishes to join.
**Standard V.11**

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

The physical and technological environments have been described, as have media production in the Recording Lab. Accommodations for independent study is somewhat moot for an entirely online program. There are areas available in the libraries and in the Student Union for individual or group study.
Standard V.12

“The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities are appropriate 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.”

A wide array of support and services are available to faculty, staff, and students. Descriptions of those units and their province are given below.

Center for Academic Success Offers a virtual learning center of study tips and strategies, as well as academic coaching, tutoring, and supplemental instruction.61

Clarence L. Barney Jr. African American Cultural Center Implements educational, cultural and social activities that acknowledge and address the needs of African American students at LSU. The Center also provides a venue for all students to learn about African American culture, heritage, and traditions.62

Faculty Technology Center Provides IT support, consultations, and innovative solutions to faculty and graduate teaching assistants tailored to their individual teaching, research, and operational needs. Services include workshops and webinars, customized workshops by request, one-on-one consultations, virtual assistance, and events.63

Information Technology Services Helpdesk Serves as the primary customer interface for all information, access, and assistance related to the services provided by ITS. Assistance can be requested via telephone, email, and an online chat function. Information is also available through the GROK64 database of information on LSU software, including the Moodle course management system.65

Lighthouse Program Provides free and confidential interpersonal violence prevention, support, and advocacy to the LSU campus community. The program assists student-survivors of sexual assault, interpersonal violence, stalking, and harassment.66

LSU Cares A University initiative dedicated to students’ well-being and the promotion of a community that cares about each of its members. LSU offers an online reporting system to help students, faculty, staff, families, and friends submit reports about potential LSU Code of Student

63 “LSU Faculty Technology Center,” https://www.lsu.edu/it_services/_archive/ftc/index.php.
64 “LSU GROK,” https://grok.lsu.edu/.
Conduct violations, concerns regarding sexual misconduct, hazing, acts of bias or discrimination, students in distress, concerns for students with pregnancy and/or parenting needs, or any other complaints or grievances. When a report is received, staff will review the details using a CARE approach (Communicate, Assess, Refer, Educate) and then determine a response that includes appropriate campus resources.67

**LSU Women’s Center** A unit under the Office of Diversity, Equity & Inclusion, the Center promotes the advancement of women’s issues and gender equality through its services, advocacy efforts, and educational programs. The Center also provides support, referral, and information to students, faculty, and staff on issues and concerns related to women.68

**Office of Civil Rights & Title IX** Oversees the university’s compliance with the Americans with Disabilities Act, Civil Rights, the Jeanne Clery Act, and Title IX enforcement and procedures.69

**Office of Disability Services** Provides the necessary evaluation and recommendations to ensure full participation in courses for students who claim disability status. Faculty and instructors cannot offer accommodations to students without recommendations from the office.70

**Office of Multicultural Affairs** Works closely with students, faculty, staff, and community members to create a more inclusive and welcoming environment at LSU. The goal of the Safe Space Campaign is to identify and educate individuals who will affirm and support all people regardless of sexual orientation and gender identity/expression. People displaying the Safe Space symbol are committed to combating hatred and discrimination through assistance and support.71

**Student Health Center** Provides medical services and wellness and health promotion information. The Health Center also offers Mental Health Services,72 which includes short-term therapy and referrals for longer-term treatment, a 24-hour crisis and emotional support hotline (talk or text), LSU Cares (a service for faculty and parents to request assistance for a student of concern), and online resources of self-help and self-care.73

**William A. Brookshire Military & Veterans Student Center** Assists active military members and veterans in transitioning to college, exploring new experiences, joining organizations, and achieving personal and profession goals.74

**Writing Center (CxC Writing Support)** Assists students with any kind of writing, oral communication, and visual project support—from lab reports, essays, and personal statements to elevator pitches, poster design, in-person, or digital presentations. One-on-one sessions are

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68 “LSU Women’s Center,” [https://www.lsu.edu/diversity/womens_center/](https://www.lsu.edu/diversity/womens_center/).
70 “LSU Office of Disability Services,” [https://www.lsu.edu/disability/](https://www.lsu.edu/disability/).
71 “LSU Office of Multicultural Affairs,” [https://www.lsu.edu/diversity/oma/](https://www.lsu.edu/diversity/oma/).
73 “LSU Student Health Center,” [https://www.lsu.edu/shc/](https://www.lsu.edu/shc/).
74 “William A. Brookshire Military & Veterans Student Center,” [https://www.lsu.edu/veterans/](https://www.lsu.edu/veterans/).
The LSU Libraries supports the academic mission of the university by fostering teaching, learning, and research. Through its commitment to excellence in collections, services, and spaces, the Libraries serves as an indispensable intellectual resource for the state of Louisiana, and indeed to communities worldwide. The LSU Libraries includes the LSU Library and the adjacent Hill Memorial Library. Together, the libraries contain more than 4 million volumes and provide additional resources such as expert staff, technology, services, electronic resources, and facilities that advance research, teaching, and learning across every discipline.

The LSU Library is the main library. Centrally located on the quad, it is an active and energetic part of academic life at LSU. Students and faculty find a great variety of academic support and resources for research available through the library. It is the only twenty-four-hour study location on campus, offering resources and services to faculty and students in all departments. Subject specialists are available to students and faculty in person and online for personalized research consultations, copyright support, and help navigating our world-class collections and resources. The library facilities include individual and group study areas, a graduate reading room, a math lab, the Shell Tutorial Center, computers, wireless access, and a coffee shop. LSU Libraries administers the T. Harry Williams Center for Oral History, a digital scholarship lab, equipment checkouts for students, and interlibrary borrowing services. Hundreds of thousands of books and journals are also available online through the library website, including textbooks for many LSU courses.

The Special Collections division in Hill Memorial Library, provides access to historical, cultural, and artistic treasures and research materials in fields ranging from the humanities and social sciences to the natural sciences, agriculture, aquaculture, the fine arts, and design. Special Collections includes the Louisiana and Lower Mississippi Collections (LLMVC), the Rare Book Collection, and the E.A. McIhenny Natural History Collection, in addition to more than a dozen smaller specialized collections. The LLMVC contains rare and early imprints pertaining to the exploration and colonization of the region; books on Louisiana subjects and Louisiana authors from all eras; Louisiana newspapers on microfilm; the papers of Louisiana political figures; and more than 5,000 manuscript collections. Special strengths in other collections include natural history, especially ornithology and botany; 18th century British literature and history; and modern fine printing and book arts.

SLIS students take full advantage of the libraries’ distance learning library services. The LSU Libraries are committed to providing online students and faculty with library services comparable to those at the main campus. LSU Libraries offer access to electronic books and journals, as well as a delivery service of physical copies owned by the Libraries. There are various research and course guides, and even Subject Specialists, dedicated to helping students locate resources for their research.

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75 “Writing Center (CxC Writing Support),” https://www.lsu.edu/academicaffairs/cxc/writing.php.
their programs. Also, LSU Libraries have reciprocal borrowing agreements with many other academic libraries in the state.

SLIS Faculty and students also rely on Ms. Andrea Hebert, the LSU Libraries Human Sciences & Education Librarian and Distance Education Librarian. Ms. Hebert (an alumna of the MLIS program) provides assistance in library services and resources through phone calls, email, and virtual office hours. She is an invaluable resource for SLIS students navigating the LSU Libraries electronic collections. The School provides her contact information in the Graduate Student Handbooks and during orientations.

Student responses to surveys and course evaluations reflect heavy usage of library resources and services, and positive interactions with library staff.
Standard V.13

“The program’s systematic planning and evaluation process includes review of its administrative policies, and its resource requirements. The program regularly review 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.”

While there are not formal scheduled reviews devoted to administrative policies, resource requirements, physical resources, and access to support services for online education, these issues are routinely addressed at faculty meetings, planning retreats, and curriculum retreats. The impetus for those discussions may be faculty and/or staff issues and observations but are also the result of responses to student surveys, course evaluations, and conversations with students that take place in the numerous opportunities provided by the School (orientation, townhalls, and monthly Virtual Coffee Hours).

The Director and Associate Director meet often with Mr. Rob Lyles, the CHSE Assistant Dean for Finance and Human Resource Services to discuss trends in the LSU Online revenue to predict future enrollments and revenue for planning purposes.
Standard 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.”

Documented evidence is provided through the minutes of faculty meetings, planning retreats, curriculum retreats, and committee meetings. The minutes provide details surrounding the discussions leading to decisions and how such decisions will lead to success in achieving the School’s mission, goals, and objectives. The supporting materials for meetings and retreats provide the data and reports upon which decisions were made. Evidence is also provided in the financial reports provided by the Office of Budget and Planning and CHSE Reports on LSU Online revenue.
Standard V.15

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

The evaluation of administration, finances, and resources led to following improvements during the past three years.

The evaluation of financial resources (or lack thereof) led to the decision to offer programs through LSU Online and participate in that revenue stream. As discussed above, the Director and Associate Director meet frequently with the CHSE Assistant Dean for Finance and Human Resource Services to discuss trends in the LSU Online revenue. An ongoing evaluation of that revenue will guide decisions about future involvement in LSU Online.

The School prioritized the creation of two staff positions with the LSU Online revenue. The School’s reliance on a single staff person for all business, admissions, and student services was untenable, with a negative impact on faculty productivity (as they were taking on responsibilities that would be better handled by staff) and the student experience. Faculty and students report an improved environment with the addition of the two staff.

The necessity of creating a workspace Graduate Assistants and student workers, and for the two new staff, led to an overall evaluation of the School’s use of its physical space. This evaluation resulted in the creation of the Graduate Assistant/Student Worker Space and the realignment of the main office to accommodate the new staff, including a small conference area.

When course evaluations included comments from students about the difference in audio and video recording quality between instructors, the School invested in professional audio and recording equipment to create a formal recording lab. The recording lab equipment is updated as necessary.

At the administrative level, the Director was successful in obtaining College funding and support to create the Associate Director position within the School.