

**BIENNIAL NARRATIVE REPORT**  
**TO THE**  
**AMERICAN LIBRARY ASSOCIATION**  
**COMMITTEE ON ACCREDITATION**  
**FROM THE**  
**SCHOOL OF LIBRARY AND INFORMATION SCIENCE**  
**UNIVERSITY OF KENTUCKY**

NOVEMBER 29, 2014

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  - c. Maria Cahill, Assistant Professor
  - d. Ashley DeWitt, Lecturer
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  - f. Youngseek Kim, Assistant Professor
  
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  - d. Stacey Greenwell, Academic Libraries, University of Kentucky
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  - f. Kuang-Yuan Huang, Information Technology, University at Albany
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In its letter dated April 13, 2013, the ALA Committee on Accreditation specifically asked us to describe our progress in filling faculty vacancies and the effectiveness of the faculty mentoring program (Standard III). That information is included below in the section entitled Planning and Assessment Related to Faculty.

### **Planning, Development, and Improvement**

#### Planning and Assessment Related to Mission, Goals, and Objectives

- The School's faculty continues to review the its stated Program Learning Outcomes. The most recent Program Assessment documents can be found at <https://ci.uky.edu/lis/content/program-assessment>. Learning outcomes for all core courses were revised to ensure they correspond to and help fulfill the program learning outcomes. Furthermore, applicable corresponding program learning outcomes were added to core course syllabi to help students understand how their learning in core courses contributes to their attainment of program level competencies. Finally, learning outcomes for artifact assignments were also revised to correspond to new course level learning outcomes. The result is that students should be able to clearly trace how the learning they achieve in completing work products/artifact assignments contributes to the attainment their course and program level learning outcomes.
- The School's faculty continues to review its Program Assessment Plan that was revised and approved October 12, 2012. The revised plan includes evaluating course-level work products/artifacts that are included in student portfolios (Portfolio Guidelines can be found at <http://ci.uky.edu/lis/content/portfolio-guidelines-revised-9-02-14>), submitted as part of the program's exit requirement. (We continue to review and revise the Portfolio Guidelines and portfolio requirements as needed based on ongoing review of data we gather.) We also developed a rubric for evaluating the Learning Outcomes Essay included in portfolios to assess student's ability to articulate how well they met program learning outcomes (included as Appendix B in the Program Assessment Process final 2012 draft). This rubric was tested by three faculty members in Spring 2013 on 20% of the previous year's portfolios both to establish early measures for how well students were demonstrating they met program learning outcomes through their portfolios and to test the reliability of the instrument. The findings of this trial identified ways in which the portfolio process should be improved, including providing better instructions for students, a more concrete format for the learning outcomes essay, and a clearer picture of how work product/artifact learning outcomes are related to course level and then programmatic level outcomes. All the necessary revisions were made to the portfolio template and instructions and

implemented for Fall 2014 graduates. The learning outcomes essay rubric was also revised based on our findings to ensure a high level of inter-rater reliability and will also be implemented in Fall 2014. The portfolio data is triangulated with data from student exit surveys, alumni surveys, employer surveys, internal audits, and Advisory Board feedback. The planning cycle includes an annual fall planning retreat, monthly School Council meetings where committee progress reports are reviewed, and a final spring School Council meeting where the Curriculum and Planning Committees submit reports on activities completed during the course of the year. Changes to the curriculum based on any of the data we review are tracked and documented in the Curriculum Committee's annual report. Similarly, other program changes based on assessment data are documented in the Planning Committee's annual report. We are currently in year 2 operating under the revised Program Assessment Process. Curriculum and Planning Committee reports from spring semesters were reviewed during the fall planning retreats to help set annual goals and objectives. Two faculty pilot tested course level rubrics to assess work products/artifacts as part of the work product/artifact grading process in their courses Spring 2014. All core course level rubrics were subsequently revised and incorporated into our online Blackboard-based grading system. This will allow us to begin full course-level review as described in the Program Assessment Process document Fall 2014.

- After revising our program learning outcomes and student's instructions for constructing their portfolio, particularly their learning outcomes essay, last year, the scoring rubric was revised as well, to reflect these changes, to derive more meaningful scores and increase inter-rater reliability. Most notably, rather than using pass / fail ratings, we moved to a numerical system that would allow us to weigh performance not only for the competencies, but also for associated learning outcomes. We believe this new procedure will allow us to detect strengths and weaknesses in student performance at finer levels of associated curricula. An interim assessment of this new rubric was conducted using a

small sample of Fall 2014 portfolios. It is almost impossible to say anything comparative about student performance based on this analysis, because too many variables have changed since our last assessment. Also difficult is to make any absolute statements about inter-rater reliability for the same reason. In most areas, however, inter-rater reliability measures were quite strong (which we consider to be above .80), when they were, in general, very weak in our last assessment. This analysis was particularly useful because it identified two problem competencies (foundations and continuing education) in terms of rating reliability, so we will focus on improving the scoring rubric for those outcomes over the next semester. When we conduct our regular portfolio assessment in the Spring of 2015, we should be able to draw more conclusions about actual student performance, but for now, we believe we have significantly strengthened our process.

- The School's faculty approved a Diversity Plan for the School of Library and Information Science September 2, 2011. The Plan outlines objectives and strategies to create and support a climate of diversity and inclusion. Fall 2012, the School's faculty approved the creation of a Diversity Committee to help carry out the intent of the Plan. The Committee expanded the School's web presence related to diversity (<https://ci.uky.edu/lis/diversity>) so that the Diversity Plan, names of current Diversity Committee members, and links to related College and University resources are readily available. The Committee organized a diversity pot luck luncheon Spring 2014. The luncheon provided an opportunity for School faculty/staff members to bring and share dishes native to their cultures. Approximately 20 faculty/staff members participated in the luncheon. The School's Diversity Committee is planning a similar event for spring 2015. In addition, the School's Committee is coordinating its efforts with the College Diversity Committee.
- The School continues to utilize the exit questionnaire that is administered each semester to graduating students. Based on the responses, students are very satisfied with their programs,

faculty, advising, and general quality. We are also in the process of conducting a current alumni survey. The alumni survey builds on elements of the exit questionnaire and is available via SurveyMonkey. An announcement about the alumni survey – including the URL – was distributed by the UK Alumni Association and mailed directly to recent graduates of the MSLS program. We administer the alumni survey every other year. On off years, we administer an employer survey. The employer survey also builds on elements of the exit questionnaire and is conducted via SurveyMonkey.

- In Spring 2014, the University Faculty Senate approved the School's proposal for an undergraduate major in Information Communication Technology (ICT). The undergraduate major will anchor the School more broadly across the university and may serve as a feeder for the MSLS program. The undergraduate Information Communication Technology major began rollout Fall 2014. In Spring 2014, the University Senate also approved the School's proposal for a master's in Information Communication Technology. The ICT master's program is scheduled to begin rollout Fall 2015. The Dean's Office provided additional funding for four new faculty lines to support development of the ICT program (1 tenured associate professor and 2 tenure-track assistant professors beginning August 2013 and 1 lecturer beginning April 2014). In addition, 1 tenured professor from the Department of Communication in our College moved to the ICT program faculty. In addition, the College relocated its Instructional Communication (ICR) program to the School beginning Summer 2013. ICR is mainly focused on contributing to the University's undergraduate General Education Program (UK Core).

#### Planning and Assessment Related to Curriculum

- We added the following electives in the program: LIS 626 Electronic Information Resources in the Health Sciences, LIS 627 Consumer Health Information Resources, LIS 634 Information Architecture. All three courses were offered as special topics courses in the past and the faculty voted to make them permanent courses.

- After reviewing enrollment in our Practicum course (LIS 672), the faculty realized that participation in the practicum has not increased since making it a part of the foundational level electives. Moving forward we plan to promote the practicum more with the goal of increasing enrollment as it is a very valuable component in our students' education.

#### Planning and Assessment Related to Faculty

- The School hired six new full-time faculty members for the Library and Information Science program since our 2012 Biennial Narrative Report. Maria Cahill filled a position in school library media vacated by Jamey Herdelin at the end of 2012-2013 (she was hired as a one-year visiting assistant professor). Sean Burns filled a faculty line vacated by Jeff Naidoo at the end of 2011-2012 (Dr. Naidoo moved to the University of Alabama – Tuscaloosa to be in closer proximity to family). Melissa Adler filled a faculty line vacated by Hong Zhang January 2013 (Dr. Zhang relocated to Dallas, TX, to be in closer proximity to family). Beginning August 2013, Youngseek Kim filled a faculty line created by Donald Case's phased retirement. Beginning August 2014, Soohyung Joo filled a faculty line created by Donald Case's phased retirement. Beginning January 2014, Ashley DeWitt filled a new lecturer line funded by the Dean. We were unable to secure permission to fill 2 LIS faculty lines (one vacated by Ning Yu who left for a position in private industry June 2014 and one vacated by Joe Miller who retired June 2014) due to declining enrollment in the LIS master's program. However, we did receive permission to fill 2 ICT faculty lines to help develop a data science track that will be shared by the LIS and ICT master's programs.
- The School appointed thirteen new part-time instructors: Wayne Beech, Information Technology, University of Kentucky; Sarah Flood, Children and Youth Services, Boone County Public Library; ary Gillasp, Health Information, Northwestern Memorial Hospital; Stacey Greenwell, Academic Libraries, University of Kentucky; Jessica Holmes, Children and Youth Services, Franklin County Schools; Kuang-Yuan Huang, Information Technology, University at Albany; Cheryl Knott, Government Information Resources, University of Arizona; Inna Kouper,

General Principles of Librarianship, Indiana University; Susan Melcher, School Librarianship, Jefferson County Public Schools; Thomas Patterson, Collection Development, University of Maryland; Lois Scheidt, Management, Indiana University; Anthony Ubelhor, Library and Information Science, Columbia Basin College; and Stacie Williams, Archives, University of Kentucky.

- The School approved a Policy for Mentoring Assistant Professors May 9, 2011. Under the policy, all junior faculty members are paired with a senior faculty member to help ensure their success at the University of Kentucky. This is a School-wide effort and includes faculty members from LIS, ICT, and ICR. Following is a list of current mentors/mentees:

Jeff Huber (LIS/ICT/ICR) – Melissa Adler (LIS), Sean Burns (LIS), Maria Cahill (LIS),

Soohyung Joo (LIS), Jasmine McNealy (ICT)

Tim Sellnow (ICT) – Amy Gaffney (ICR), Youngseek Kim (LIS),

Shannon Oltmann (LIS), Mike Pennell (ICR)

Patric Spence (ICR) – Brandi Frisby (ICR)

Sherali Zeadally (ICT) – Namjoo Choi (LIS), Michael Tsikerdekis (ICT)

The School's Promotion and Tenure Committee conducted an evaluation of the mentoring program October 2014 (copy attached). Overall, responses indicated good or high mentee satisfaction with the mentor, their mentor's availability, and the quality of the mentoring interactions. Senior faculty members continue to meet with their mentees at least once a semester. In addition, we are currently scheduling 2 informal group mentor/mentee meetings each semester. Topics include reviewing relevant University documents and procedures related to promotion and tenure, managing a productive scholarly agenda, selecting appropriate publication venues, balancing teaching and scholarly initiatives, etc.

#### Planning and Assessment Related to Students

- The School's faculty voted Fall 2011 to raise our target enrollment range for the master's program from 180-220 to 220-250 students in preparation for the University's migration to a new

financial model (the University is moving toward a responsibility-centered management financial model in which much of the School's budget will be based on tuition revenue). Over the past year, our enrollment has dropped 16%. While this compares favorably to some of our sister programs (according to ALISE data), we realize that the current national capacity for students outweighs the current market for the degree. Our initial draft for our strategic plan (currently in development) has a lower enrollment target of 200-235 students.

- The School continues its efforts in recruiting a more diverse student body. In addition, the School continues to award minority scholarships funded by the Graduate School that cover full tuition and health benefits.
- The School continues to receive donations to existing scholarship and endowed funds. Each year, the College conducts a phonathon targeting alumni and encouraging them to make donations to the School. Although not limited to minorities, these funds add substantially to the resources available for minority financial aid.
- All students with graduate assistantships are charged in-state tuition and receive paid health benefits.

#### Planning and Assessment Related to Administration and Financial Support

- The School continues to be successful in obtaining funding to support faculty research initiatives. One LIS faculty member received University Summer Faculty Research Fellowship during the review period. In addition, one faculty member was invited to attend the Microsoft Research Faculty Summit held in Redmond, WA, July 14-15, 2014 (expenses covered by Microsoft).
- The University is migrating to a new financial model based on responsibility-centered management. Rollout has been slower than expected. The University will continue operating under its existing financial model for fiscal year 2014/2015 while running parallel accounting systems based on the new financial model. The new financial model will "go live" for the 2015/2016 fiscal year.

Planning and Assessment Related to Physical Resources and Facilities

- The School is at capacity as far as space is concerned. The School's Director is working with the Dean of the College and the Assistant Provost for Resource Management to explore potential solutions to the space issue. We received permission to annex space in 2 classrooms that are adjacent to our existing office suite. This allowed for the addition of 4 internal offices without affecting seating in those classrooms (funds were provided from the Dean's Office for the space renovation). We also received funds from the Dean's Office to renovate the entrance area of our office suite. This allowed us to add 4 staff/lecturer cubicles. In addition, we renovated a file room and large administrative office to create 3 faculty offices (funds also provided by the Dean's Office).