BIENNIAL NARRATIVE REPORT
SCHOOL OF INFORMATION SCIENCE
UNIVERSITY OF KENTUCKY

February 1, 2017

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2. Revised Program Learning Outcomes
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In its letter dated April 21, 2016, the ALA Committee on Accreditation (COA) did not request additional information after reviewing the annual statistical data report via the ALISE survey. This report follows the sequence of the Standards.

**Standard I: Systematic Planning**

- The School’s Library and Information Science (LIS) Program faculty continues to review its stated Program Learning Outcomes. The most recent Program Assessment documents can be found at [https://ci.uky.edu/sis/assessment](https://ci.uky.edu/sis/assessment). The LIS Program faculty revised program learning outcomes based on our experience with those reported in 2014 and using feedback/input from the University’s Office of Planning & Institutional Effectiveness. We reduced the number of program learning outcomes from thirty-nine to four in order to be able to assess them more effectively. 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 will be 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 are being revised to correspond to new course level learning outcomes and will become effective Fall 2017. This should result in students being able to trace how completed work products/artifacts/assignments contribute to the attainment of knowledge/skills/attitudes reflective of course and program level learning outcomes. Program Assessment documents are being revised to reflect these revisions and will be completed prior to Fall 2017 implementation (draft attached).

- The School’s faculty continues to review its Program Assessment Plan that was revised and approved October 12, 2012. 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 LIS Program meetings where
committee progress reports are reviewed, work meetings that are scheduled as necessary, and a
final spring LIS Program 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. Curriculum and Planning Committee reports from spring semesters
were reviewed during the fall planning retreats to help set annual goals and objectives.

• After revising our assessment process and student’s instructions for constructing their portfolio,
  particularly their learning outcomes essay, the scoring rubric was revised 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 allows us to weigh performance not
  only for the competencies, but also for associated learning outcomes. We are in the process of
  transitioning this numerical evaluation to new program learning outcomes that were approved
during AY 2015-2016.

• With support from the School, Melissa Adler, chair of the Diversity Committee, attended the
  2015 Conference on Inclusion and Diversity in Library and Information Science on October 15
  and 16. She presented a paper titled "Indexing Intersectionality: Diversity and Inclusion as
  Problems of Classification," and she attended sessions related to diversity and inclusion in LIS
  education, microaggression and implicit bias, and cataloging and classification. Conference
  participants included practitioners, educators and scholars interested in issues of diversity,
  inclusion, and social justice in LIS. In addition, several School faculty and staff members
  participated in Everyday Bias training provided by Cook Ross and sponsored by the University.

• The Library Science Program faculty met repeatedly through the 15-16 academic year to discuss
  both the Mission and Vision for the program. After much discussion, the faculty revised our
  Vision and Mission to the following: Vision: empowered by information, transformed by
learning, driven by research. Mission: We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society.

- The LIS Program 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 our biennial 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 e-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. Results from the employer survey conducted Fall 2015 indicate employers generally strongly agree or agree that our graduates meet the ALA core competencies. However, the replies illustrate some weaknesses, and these were different by organization type. Among public library responses, management appears to be one of the weakest areas and promoting and evaluating information services also shows weakness. There appear to be a greater frequency of reported weaknesses among responses from academic libraries. These weaknesses are in the areas of: are effective communicators, are able to organize information, are effective users of technology, are able to understand and/or conduct original research, and are good instructors. This feedback helped guide the work completed during the 2015-2017 academic year related to curriculum revisions (see Standard II: Curriculum for additional information). Both the exit questionnaire and alumni survey were updated Fall 2016; the employer survey will be updated Fall 2017.

- Effective Fall 2016, the School received start-up funding ($200,000) from University of Kentucky Analytics & Technologies to develop an online degree completion track in our
undergraduate Information Communication Technology program. Students pursuing this track will earn a Bachelor of Arts in Information Communication Technology with an emphasis on Information Studies. With these start-up funds, the School hired a tenure-track assistant professor (Renee Kaufmann) to assist with developing this new track. The online degree completion track will target students who have completed a minimum of 60 credit hours and have withdrawn from the University. We have initiated the University approval process for this program change and anticipate launching the online Information Studies track beginning Fall 2017.

**Standard II: Curriculum**

- The school library program advisory group met in June 2015. The purpose of the advisory meeting was to elicit stakeholders’ perceptions regarding components of and experiences within a preparation program that are essential for effectively preparing school librarian candidates to (1) support the college and career readiness of P-12 students and (2) serve as leaders within P-12 school communities. Necessary school librarianship skills and dispositions identified by stakeholders fall primarily under the Instructional Partner and Leader roles (American Association of School Librarians, 2009). Advisors recommended that school library program course assignments, specifically in LIS 647 Current Trends in School Media Centers and LIS 648 Technology in the School Media Center, provide multiple opportunities for candidates to integrate 21st century skills and content curriculum for P-12 students. Additionally, advisory members proposed integrating more field-based experiences across the curriculum; thus, supporting application of learning while also making the culminating practicum experience more logistically manageable for candidates currently working in P-12 settings. LIS program faculty are currently working to implement these recommendations.

- Over the course of AY 2015-2016, the faculty met repeatedly and revised the four core required courses. Changes included revised course titles, revised course descriptions, changes in content emphasized in each course, and changes in assignments. The revisions were made in line with
data gathered from assessment, surveys, and discussions with external stakeholders. Additionally, changes to our program learning outcomes and our revised Mission and Vision statements heavily contributed to the changes.

LIS 600: minor changes; retained course name (Information in Society); minor changes to course description; course and assignments refocused to explore information ecosystems, look at information organizations more broadly, focus on context and communities.

LIS 601: name change from Information Seeking to Information Searching; more closely connected to LIS 602; stronger emphasis on searches and search construction.

LIS 602: name change from Information Representation and Access to Knowledge Organization; focuses more on current information organization/metadata environment; more integrated with LIS 601.

LIS 603: little to no modifications; 603 had undergone revisions previously; change in title from Management in Library and Information Science to Management in Information Organizations.

- Beyond the revisions to the course content, program requirements were also modified.
  Previously, students were required to complete six hours in a secondary tier of courses. That tier has been removed effective Fall 2017. This action reflects changes made to core courses and supports allowing students to have greater flexibility in determining their program of study.

- We added the following electives in the program: LIS 612 Youth Literature for a Diverse Society and LIS 661 Introduction to Data Science. Both courses were offered as special topics courses prior to making them permanent courses.

- ICT master’s level courses are open to LIS students and may be used to supplement LIS course offerings.

**Standard III: Faculty**

- Donald Case and Joe Miller retired from the LIS program faculty effective June 30, 2014. Lisa O’Connor accepted a position as Chair, Department of Library and Information Studies,
University of North Carolina at Greensboro, effective August 2016. Namjoo Choi (LIS) was promoted and tenured effective July 2016. The School has not hired any new full-time LIS faculty members since the 2014 Biennial Narrative Report was submitted. This is due, in part, to a decline in our LIS master’s enrollment. However, we did hire two new ICT faculty members (David Nemer and Renee Kaufmann). In addition, Seungahn Nah joined the ICT faculty with 49 percent effort (51 percent effort remains in the University of Kentucky’s Community Leadership and Development program). The additional ICT faculty positions are due, in part, to enrollment growth in the ICT undergraduate major and ICT master’s program.

- The School appointed six new part-time instructors: Amanda Hurley, School Librarian, Henry Clay High School; Timothy Sellnow, Professor, University of Central Florida; Joseph Kohlburn, Librarian, Jefferson College; Heidi Neltner, School Librarian, Robert D. Johnson Elementary School; Marianne Follis, Children and Youth Services, Irving Public Library; Shannon Barniskis, PhD Student, University of Wisconsin-Milwaukee.

- 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 Library Science (LIS), Information Communication Technology (ICT), and Instructional Communication (ICR). Following is a list of current mentors/mentees:
  - Brandi Frisby (ICR/ICT) – Maria Cahill (LIS), Shannon Oltmann (LIS)
  - Jeff Huber (LIS/ICT/ICR) – Melissa Adler (LIS/ICT), Sean Burns (LIS/ICT)
  - Seungahn Nah (ICT) – David Nemer (ICT)
  - Patric Spence (ICR/ICT) – Renee Kaufmann (ICT), Youngseek Kim (LIS/ICT)
  - Sherali Zeadally (ICT) – Soohyung Joo (LIS/ICT), Michael Tsiderekis (ICT)

The School’s Promotion and Tenure Committee conducted an evaluation of the mentoring program October 2016 (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.

- The LIS program faculty members continue to be recognized for their expertise. In 2016, Sean Burns received the ALISE Norman Horrocks Leadership Award as well as the RUSA 2016 Reference Service Press Award. Namjoo Choi received the 2015 Highly Commended Paper Award from Library Hi-Tech. In 2016, Jeff Huber received the Medical Library Association’s Lucretia W. McClure Excellence in Education Award and was appointed to the *Journal of the Medical Library Association* Senior Editor Team. In 2016, Soohyung Joo received a grant from the Institute of Museum and Library Services (Laura Bush 21st Century Librarian Program) to support his work related to data service librarianship.

**Standard IV: Students**

- When we submitted our 2014 Biennial Narrative Report, our LIS master’s enrollment had dropped 16% since 2013. As of Fall 2016, our LIS master’s enrollment is down 10% from what it was in 2013. However, this represents a 7% growth over our low in 2014 for a total current LIS master’s enrollment of 219. 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 current strategic plan reflects a target enrollment of 200-235 LIS master’s students (this was adjusted down from the previous strategic plan which indicated a target enrollment of 225-250 master’s students). And the School has actively worked toward anchoring it more broadly by developing new academic programs outside of, but related to, the LIS master’s degree program.
• The School continues its efforts in recruiting a more diverse student body. We publicize all relevant scholarship information in multiple venues. In addition, the Kentucky Library Association provides scholarship funds for minority students. In Spring 2016, one of our students participated in the ARL Career Enhancement Program for MLIS students from traditionally underrepresented racial and ethnic minority groups with UK Libraries. In Fall 2016, one of our students received a Spectrum Scholarship from the American Library Association.

• 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.

**Standard V: Administration, Finances, and Resources**

• The School continues to be successful in obtaining funding to support faculty research initiatives. One LIS faculty member received funds from the Institute of Museum and Library Services.

• The School received $200,000 seed funds to develop and launch an undergraduate Information Studies online degree completion program. The School also negotiated a tuition revenue sharing agreement with the Provost’s Budget Office for the new program that will become effective once the program is operational. Under this arrangement, the School will receive 60% of the tuition revenue generated by students enrolled in the Information Studies online degree completion program.

• The School is at capacity as far as space is concerned. The School’s Director is working with the Dean of the College to explore potential solutions to future space issues.
Amanda Hurley
315 Chippendale Circle ● Lexington, KY 40517 ● (859) 492-1648 ● atanis3612@hotmail.com

EDUCATION AND CERTIFICATIONS

- National Board Certification, Library Media Specialist ● July 2011
- Master of Library and Information Science ● University of Kentucky ● July 2005
- Bachelor’s Degree in Secondary Education, English ● Toccoa Falls College (GA) ● May 2000
- Teaching English as Second Language Endorsement ● Toccoa Falls College (GA) ● May 2000

PROFESSIONAL EXPERIENCE

Henry Clay High School, Lexington, KY
Library Media Specialist (July 2005-Present)
- Co-teaches and co-plans with teachers and professional learning communities
- Collaborates with teachers to assess student technology and literacy skills
- Designs and implements school-wide reading programs to encourage reading for pleasure
- Creates and facilitates professional development, including instructional technology and literacy PDs
- Communicates with parents, teachers and students about Internet safety, digital citizenship and 21st century skills
- Researches, models, and teaches educational apps
- Writes and oversees grants for collaboration projects
- Analyzes and builds resource collection, including e-books, graphic novels, and audio CDs
- Assists students with identifying research needs, evaluating and selecting materials, and using information ethically
- Supervises Library Science practicum students at WKU, UK, & EKU
- Responsible for daily administration of Active Directory and P-Counter software, both with over 3,000 users

Henry Clay High School, Lexington, KY
Measures of Academic Progress (MAP) Coordinator (July 2008-Present)
- Schedules & administers approximately 2,500 MAP tests, three times a year, to monitor student progress in reading and math
- Compiles school wide data, creates in-depth data and trend reports
- Work with students, teachers and administrators to analyze data
- Presents data analysis results to SBDM

Henry Clay High School, Lexington, KY
School Technology Coordinator (July 2007-June 2012)
- Co-author RFP grants
- Maintains fixed asset inventory and collection of technology in the building

Tates Creek High School, Lexington KY
English and Journalism Teacher (August 2000-June 2005)

SCHOOL COMMITTEE INVOLVEMENT

- Budget Committee Chair, Henry Clay High School (August 2007 - present)
- School Improvement Plan Committee, Henry Clay High School (August 2012 – present)
- Assessment Committee, Henry Clay High School (August 2013 – present)
- Reconsideration Committee, Henry Clay High School (August 2010 - present)
Technology Committee, Henry Clay High School (August 2005 - June 2014)
Professional Development Committee, Henry Clay High School (August 2012 - June 2013)
Site Base Decision Making Council, elected teacher rep, Henry Clay High School (July 2006-present)

PROFESSIONAL COMMITTEE INVOLVEMENT
Central Kentucky Association of School Librarians, President (July 2013 – present)
KASL Board Member (July 2013 – present)
OPGES Pilot Program Participant (August 2014 – present)
Fayette County Certified Evaluation Plan Committee (January 2015 – present)
Aspiring Leaders I Program, Fayette County Schools (July 2012-May 2013)
CKSMA Scholarship Chair (November 2010-June 2012)
Kentucky Bluegrass Awards Committee, Co-Chair of High School 9-12 Master List (August 2010-present)
University of KY / FCPS Librarian Partnership, co-founded (April 2010 – present)
Superintendent Screening Search Committee, Fayette County Public Schools (March 2010 – July 2010)

PROFESSIONAL DEVELOPMENT PRESENTATIONS
“Rule the Standards: Ideas, Tools & Assessments” submitted proposal for AASL Fall Conference (November 2015)
“Tales from the Trenches” submitted proposal for KLA/KASL Fall Conference (September 2015)
“KY Bluegrass Award Nominees” submitted proposal for KLA/KASL Fall Conference (September 2015)
“OPGES overview” at District LMS Professional Learning Community (March 2015)
“Gasp! It’s a book challenge” at KLA/KASL Fall Conference (September 2014)
“MAP & Role of the LMS” at KLA/KASL Fall Conference (September 2014)
“2015 KY Bluegrass Award Nominees, grades 9-12” at KLA/KASL Fall Conference (September 2014)
“PLN and the Power of Twitter” at KASL Summer Refresher Conference (July 2014)
“KY Bluegrass Award Books for HS Students: 2014-2015 Nominees” at Summer Refresher (July 2014)
Facilitated and co-led Guided Inquiry Design PD for district librarians (June 2014)
Co-Facilitate biweekly #KyLChat discussions (September 2013 – Present)
Facilitator of online book discussion groups at Henry Clay High School (January 2013 – July 2013)
“2014 KY Bluegrass Awards, grades 9-12” at KASL Summer Refresher (July 2013)
“Twitter” @ IFL Conference, Lexington KY (June 2013)
“Power Collaboration Opportunities” at Content Literacy Warriors Conference (June 2013)
Organized and oversaw author signing at KLA of over 30 authors (March 2010 – September 2010)
“Collaboration: Lexington High School and Univ. of KY Librarians” at KLA/KASL (September 2010)
“Animoto” at KLA/ KSMA Fall Conference (October 2011)

AWARDS & RECOGNITION
2014 Reforma Southeast Mini-grant recipient (March 2014)
2013 Reforma Southeast Mini-grant recipient (March 2013)
CKSMA Outstanding Librarian of the Year (April 2011)
Great Compromiser Award, Henry Clay High School (August 2009)

PERSONAL COMMUNITY INVOLVEMENT
Guest Speaker for UK SLIS class (February 2015)
PTA Reflections Contest Co-Chair at Cassidy Elementary (August 2013-present)
Cassidy Elementary, Homeroom mom 1st grade class (August 2014-present)
Cassidy Elementary, Math Tiles volunteer (August 2013 – June 2014)
Cassidy Elementary, Homeroom mom Kindergarten class (August 2013-June 2014)

REFERENCES
Greg Quenon, Principal of Henry Clay High School
Adam Stephens, PGES Coach at Henry Clay High School
Bob Moore, Director of Technology Madison County Public Schools
Mary Ann Kolloff, EKU Instructor
Janet Wells, KASL Past President & LMS at Rockcastle County High School
Kelly Fischer, Fayette County Technology Resource Teacher
Catherine Jaquith, NBCT & Academy Facilitator at Henry Clay High School
James Allen, KASL President Elect & LMS at Oldham County HS
Timothy L. Sellnow  
Curriculum Vita

PERSONAL

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133 Grehan Building  
University of Kentucky  
Lexington, KY 40506-0042  
Home: 237 Bittersweet Way  
Lexington, KY 40515  

Phone: (859) 218-0288  
Phone: (859) 309-3822

EDUCATION

Ph.D.  Wayne State University, Department of Speech Communication,  
Theatre and Journalism, June, 1987

M.A.  North Dakota State University, Department of Speech and  
Drama, May, 1984

B.S.  Saint Cloud State University, Department of Speech  
Communication, May, 1982

ADMINISTRATIVE EXPERIENCE

Associate Dean for Graduate Programs, College of Communications and Information  
Studies, University of Kentucky, 2009 - present

Risk Communication Theme Leader, National Center for Food Protection and Defense, A  
Department of Homeland Security Center of Excellence, 2007-present. (Oversee  
collaborative research focusing on risk communication at six universities.)

Editor, Journal of Applied Communication Research, 2006-2008

Department Chair, Department of Communication (Including Communication and Mass  
Communication) 1994-1997 and 1997-2000 (elected to two consecutive terms,  
voluntarily declined third term)

Initiated and received approval of Ph.D. program in Communication at North Dakota  
State University, 1997-2000

Director of Graduate Programs in Communication, Department of Communication, North  
Dakota State University, 1991-1994

Director of Internships in Communication, North Dakota State University, 1991-1996
**EMPLOYMENT/TEACHING EXPERIENCE**

University of Kentucky

Associate Dean for Graduate Studies 2009 - present  
Professor 2007 - present

North Dakota State University, Fargo, ND

Professor 2000-2006  
Associate Professor 1993-2000  
Assistant Professor 1988-1993

Department of Speech Communication, University of Mary, Bismarck, ND

Assistant Professor 1987-1988

Department of Communication, Wayne State University, Detroit, MI

Part-time Instructor 1984-1987

**RISK/CRISIS COMMUNICATION RESEARCH, PUBLICATION, AND SCHOLARLY ACTIVITY**

**Grants and Contracts**

National Center for Risk and Economic Analysis of Terrorist Events: Homeland Security Center 2010-2011  
Department of Homeland Security  
Risk Communication in Case of Intentional Food Contamination  
$224,000.00  
Principal Investigator (Shari Veil, Co-Principal Investigator)

This project focuses on information acquisition and interpretation during crisis situations. The study focuses specifically on message the convergence of message content from distinct sources during crisis events.

National Center for Risk and Economic Analysis of Terrorist Events 2010  
Department of Homeland Security  
Risk Communication in Case of Intentional Food Contamination  
$70,606.00  
Principal Investigator

This project focuses on media preferences of television viewers during crisis events. The research focuses on medial coverage of actual crises and simulations to determine audience perceptions of source credibility and compatibility.
National Center for Food Protection and Defense: Homeland Security Center
2007-2009
Department of Homeland Security
Robust Case Study Research and Translational Research
$483,402.00
Theme Leader for Risk Communication, Principal Investigator and Risk Communication Activities and Advisory Board Member

As principal investigator I oversee a project in collaboration with systems strategists at the University of Minnesota and Louisiana State University designed to better understand the correlation between media coverage of food-related crisis events and consumer confidence. A portion of this project also involved collaboration with event modelers from Rutgers University and Wayne State University to determine key communication points in the pre-crisis, crisis, and post-crisis periods associated with a food-related crisis.

As Theme Leader for Risk Communication I oversee risk communication projects sponsored by the NCFPD. Projects are currently underway at North Dakota State University, University of Arkansas at Little Rock, Howard University, University of Kentucky, University of Southern Mississippi, and Wayne State University.

National Center for Food Protection and Defense: Center of Excellence
Department of Homeland Security
$15,000,000
2004-2007
Co-Principal Investigator and Risk Communication Activities and Advisory Board Member

As co-principal investigator of the Risk Communication Project (3 years, $1.1 million), I oversaw risk communication projects at six different universities. As a member of the Advisory Board, I represent North Dakota State University in the four university consortium (University of Minnesota, University of Wisconsin-Madison, Michigan State University, and North Dakota State University).

Intentional Food Safety Risk Assessment of *Salmonella* on ready to eat meats.
USDA Cooperative State Research, Education, and Extension Service
$5,808,670
2002-2007
Co-Project Director of Food Safety Risk Assessment grant.

As co-project director, I wrote and directed the risk communication research segment of the grant. Other components include Microbiology, Economics, Psychology, and Epidemiology. The risk communication segment included individual projects involving employee training, risk perception, and crisis message testing. Overall, the project sought to develop a comprehensive, interdisciplinary model for risk assessment, crisis planning, and policy development.
Risk Communication Segment funding: $527,607

2006-2007 ($137,592)
2005-2006 ($127,015)
2004-2005 ($95,500)
2003-2004 ($95,500)
2002-2003 ($72,000)

Agrosecurity: Disease Surveillance and Public Health
USDA
$3,000,000
Co-Project Director and Communication Activities and Advisory Board Member
Communication is one of eight sub-projects under the Biosurveillance Program.

As co-project director, I oversaw the risk and crisis communication segment of the project. Specifically, the project involved crisis planning for a disease outbreak, either intentional or unintentional, in cattle. The crisis communication project focused on overcoming innovation diffusion constraints related to animal trace-back technology that were perceived by ranchers in the Great Plains.

Also Principal Investigator on the following grants:

Cooperative agreement with USDA-APHIS focusing on communication dimensions of a risk-based staffing model, 2002 $52,800

Cooperative agreement with USDA-APHIS focusing on organizational communication channels for risk management, 2001 $51,000

Contract for Strategic Planning Sessions, Dakota Heartland Health System, 1999-2000 $1,200


Institute for Regional Studies, Community presentations regarding crisis communication and the Red River Valley Flood Recovery, 1999 $1,450

Risk/Crisis Communication Works in Progress

Books on Risk/Crisis Communication


Refereed Journal Articles on Risk/Crisis Communication


management: Exxon as a case study. *Communication Reports, 8*, 54-60.


**Book Chapters on Risk/Crisis Communication**


Invited Journal/Encyclopedia/Magazine Articles on Risk/Crisis Communication


**Refereed Conference Presentations on Risk/Crisis Communication**


Sellnow, T. L. (respondent) Instructional communication @ the center of instruction beyond traditional classroom walls. Paper presented at the International Communication Association Conference, Boston, MA, May, 2011.


Ulmer, R. R., & Sellnow, T. L. Crisis management and the discourse of renewal: Understanding


Sellnow, T. L. Ethical tensions in communicating to multiple audiences in the aftermath of crisis. Annual meeting of the National Communication Association, Chicago, IL, November, 1997.


Sellnow, T. L., & Ulmer, R. R. Upon further investigation, we know less: The role of ambiguity in Foodmaker, Inc.’s response to the e. coli crisis. Annual Convention of the Central States Communication Association, Oklahoma City, OK, April 7-10, 1994.


Sellnow, T. L. The formation of messages in the crisis situation. Central States Speech
Association Annual Conference, Schaumburg, IL, April 14-16, 1988.

Invited Presentations/Conference Presentations on Risk/Crisis Communication

Sellnow, T. L. (featured speaker) Effective communication during the acute phase of a crisis. Annual meeting of the Colombian Association of Food Science and Technology on behalf of the International Union of Food Science and Technology, Bogota, Colombia, September 23, 2011.


Sellnow, T. L. & Vidoloff, K. G. The 11 best practices of risk communication. Institute of Food Technologists annual meeting and food expo, Chicago, IL, July 17-20.

Palenchar, M. & Sellnow, T. L. Managing risks associated with food ingredient safety. Institute of Food Technologists annual meeting and food expo, Chicago, IL, July 17-20.


Sellnow, D. D., & Sellnow, T. L. What do learning styles have to do with crisis communication messages? Implications for the college classroom. “Mind Matters” series sponsored by the University of Kentucky Teaching Academic Support Center and the Chellgren Center for Excellence in Undergraduate Education, March 25, 2009.


**Selected Professional Consulting/Speeches/Presentations on Risk/Crisis Communication**


Centers for Disease Control and Prevention, 2008 Risk Communications Evaluation Summit, Presenter, April 22-23, 2008

Centers for Disease Control and Prevention, Crisis Emergency-Risk Communication: Pandemic Influenza Faculty member, 2006

Emergency Disaster Extension Network, Crisis Management Plan Development workshop, 2006

Centers for Disease Control and Prevention, subject matter expert for the development of the CDCynergy crisis communication training program, 2002

Centers for Disease Control, communication consulting during the internal Anthrax Crisis Debriefing sessions, 2001

**Professional Instruction on Risk/Crisis Communication**

2009 Preconference on Research in Crisis Communication, National Communication Association Conference.

2007 Preconference on Teaching Public Relations (Crisis and Risk Communication Simulations), National Communication Association Conference

2006 Preconference on Research in Crisis Communication, National Communication Association Conference.

2005 Preconference on Research in Crisis Communication, National Communication Association Conference.

**Major Advisor for Doctoral Dissertations on Risk/Crisis Communication**


**Major Advisor for Master’s Theses on Risk/Crisis Communication**


**NON-RISK/CRISIS PUBLICATIONS AND SCHOLARLY ACTIVITY**

**Refereed Journal Articles**


**Book Chapters**


*This book won the 2010 Distinguished Award for an Edited Scholarly Book from the Applied Communication Division at the National Communication Association*

**Invited Publications**


**Refereed Conference Presentations**


Sellnow, T. L. Faculty scholarships, training, and development in North Dakota. Annual meeting of the National Communication Association, Chicago, IL, November, 1999.


Sellnow, T. L. (panelist). Pre-convention Conference: Using experiential learning in the college


Littlefield, R. S., & Sellnow, T. L. The use of self-disclosure as a means for reducing communication apprehension in beginning speakers. Central States Conference on the


**Invited Conference Presentations**


Sellnow, D. D., & Sellnow, T. L. Perspectives on Music as Persuasion. Annual Convention of


Sellnow, T. L. Small group communication in the classroom: Its value, format and standard requirements. North Dakota Speech and Theatre Association State Convention, Bismarck, ND, September 11-


Major Advisor for Master’s Theses


**AWARDS AND HONORS**

**Research Excellence Award**—College of Communications and Information Studies, University of Kentucky, 2010.

**Wethington Award**—For research, University of Kentucky: 2008, 2009, 2010

**Top Paper Award**—National Communication Association Public Relations Division, 2010.

**Top Papers Selection**—National Communication Association Argumentation and Forensics Division, 2009

**Top Paper Award**—National Communication Association Applied Communication Division, 2008

**Outstanding Article Award**—National Communication Association Applied Communication Division, 2003

**Outstanding Educator Award**—Advisory Board for the College of Arts, Humanities and Social Sciences, North Dakota State University, 2000

**Distinguished Educator Award**—Blue Key Honor Fraternity, North Dakota State University, 1996

Central States Communication Associations **State Journal Manuscript Award**, 1996

Honored as an **Outstanding Faculty Member**—NDSU Student Ambassador’s, North Dakota State University, 1991, 1996

Inducted as **Honorary Faculty Member**, Order of Omega Student Honor Fraternity, North Dakota State University, 1996

**Outstanding Teacher Award**—College of Humanities and Social Sciences, North Dakota State University, 1993
Outstanding New Teacher Award--Central States Communication Association 1992

1992 Teacher of the Year--North Dakota Speech and Theatre Association

Inspirational Award-- NDSU Senior Challenge—1992

Preferred Professor Award--Mortar Board Society, North Dakota State University--1989, 1991, 1992

Outstanding Young Men of America--1988

Thomas C. Rumble University Graduate Fellowship Recipient, Wayne State University--1984-86

SERVICE TO PROFESSIONAL SOCIETIES/JOURNALS

Editorial Board, Journal of Applied Communication Research, 2002-present

Guest Reviewer, Risk Analysis, 2009-2011

Guest Reviewer, Journal of Crisis and Contingency Management, 2010-2011

Guest Reviewer, Argumentation and Advocacy, 2009-2011

Guest Reviewer, Management Communication Quarterly, 2009-2011

Guest Reviewer, Journal of Applied Psychology, 2010

Editorial Board, Communication Monographs, 2007-2010


Editor, Journal of Applied Communication Research, 2006-2008

Member, National Communication Association Legislative Council, 2004-2008


Guest Reviewer, Communication Yearbook, 2005

Guest Reviewer, Journal of Communication, 2004
Guest Reviewer, *Communication Yearbook*, 2004

Guest Reviewer, *Communication Education*, 2002

Guest Reviewer, *Journal of Advertising*, 2002


President, NDSU Chapter of Phi Kappa Phi, 1999-2000

National Communication Association's Task Force on Service Learning, 1997-2000


National Communication Association/Central States Communication Association Representative for the State of North Dakota 1993 - 2002

Speech Communication Association State Membership Representative 1987-1990


Public Relations Interest Group Reader, Central States Communication Association, 1994


State Representative to the States Advisory Committee of the Central States Communication Association, 1990-1992

Pi Kappa Delta Liaison for North Dakota, 1988-1990

At-Large Collegiate Board Member, North Dakota Speech and Theatre Association -- 1987-88

District V Chair, American Forensic Association’s National Individual Events Tournament National Committee -- 1985-87

Chair, American Forensic Association’s National Individual Events Tournament Re-Districting Committee -- 1986

Secretary, Pi Kappa Delta, Northern Lights Province -- 1983-84

**UNIVERSITY/COLLEGE COMMITTEES AND POSITIONS**

**University of Kentucky:**
University Committee on Academic Planning and Priorities, 2010-present
University Senate, 2008-2010
Dean’s Advisory Committee, 2007-2008
College Promotion and Tenure Committee, 2007

**North Dakota State University:**

Faculty Athletics Representative to the NCAA, 2003-2006
Chair, Search Committee for the director of the Great Plains Institute of Food Safety, 2003-2004.
Internal Review Board, 1999-present
Chair, Peer Review of Faculty Advisory Board, 2002-2003
Advisor to North Dakota State University chapter of Blue Key National Fraternity, 1996-1998
Keynote Speaker, North Dakota State University Annual Staff banquet, 1998
Keynote Speaker, North Dakota State University’s Phi Kappa Phi Chapter Banquet, 1998
University Standing Committee on Teaching and Professional Service, 1996-present
Search Committee Member for Director Financial Aid, 1996
Search Committee Member for Faculty Position in Department of Apparel and Textiles, 1996
Faculty Speaker for the Opening Assembly of all Freshman Orientation Sessions, 1995
Search Committee Member for Director of the Memorial Union, 1994
Awards Committee, College of Humanities and Social Sciences, 1994-2006
Outstanding Teacher in the College of Business Administration Selection Committee, 1994
College of Humanities and Social Sciences Promotion and Tenure Committee 1993
Search Committee Member for Associate Dean of Student Life, 1993-1994
Graduate Program Review Committee for the Master’s Degree in Business Administration, 1993

Search Committee for Director of Continuing Education, 1993-1994

North Dakota State University’s Community Service Program Task Force 1992-present

North Dakota State University’s College of Humanities and Social Sciences Assessment Resource Team, 1991-1993

Advisor to North Dakota State University’s Mortar Board National Honor Society, 1990-1993

North Dakota State University’s Memorial Student Union Board of Directors, 1990-present

Faculty Representative on Homecoming Royalty Selection Committee, 1992

North Dakota State University's College of Humanities and Social Sciences Curriculum Committee, 1990-1992

North Dakota State University’s Student Publications Board of Directors, 1992

Faculty Representative on Judging Panel for Bison Brevities--Sponsored by North Dakota State University’s Blue Key Organization, 1991

North Dakota State University’s College of Humanities and Social Sciences Student Retention Committee, 1991

North Dakota State University’s Planning Committee for Peer Leadership during Freshman Orientation, 1990

Advisory Committee for North Dakota State University’s Student Leadership Program, 1988-1990

DEPARTMENTAL COMMITTEES AND POSITIONS

University of Kentucky

Strategic Planning Committee, 2007-2011

Personnel Committee, 2009-1010

Promotion and Tenure Committee, 2007-2008

North Dakota State University:
Member, Graduate Committee, 2000 –2007.

Chair of Search Committee for Organizational Communication Position, 2003.

Chair, Department of Communication, 1994-1999 (elected to and completed two full terms)

Chair of Search Committee for a Public Relations Position, 1996-1997

Director of Graduate Programs in Communication, 1991-1994

Director of Internships in Communication, 1991-1995

Administrator for Student Interviews Related to Curriculum Assessment, 1993-1994


Director of the Red River Valley Student Communication Conference, 1988-1993
(The conference features the communication research of graduate and undergraduate students from North Dakota, South Dakota and Minnesota)

Chair of Departmental Library Acquisitions Committee, 1991-1992

Member of steering committee to establish the Communication Club for communication majors and minors, 1991-1992

Member of Search Committee to fill one faculty position in Mass Communication, 1991

Outstanding Graduate Student Award Committee, 1990-1991

Associate Director of Forensics, 1988-1991

Director of the North Dakota State University Summer Speech Camp, 1988-1990

PROFESSIONAL ORGANIZATIONAL MEMBERSHIPS

International Communication Association

National Communication Association

Association for Education in Journalism and Mass Communication

Society for Risk Analysis

Central States Communication Association
Southern States Communication Association
October 20, 2015

Will Buntin  
Administration and Enrollment Planning  
University of Kentucky  
319 Little Library Building  
Lexington, KY 40506-0224

Dear Mr. Buntin,

Please consider this letter my sincere expression of interest in the instructor position for LIS 621: Introduction to Information Services at University of Kentucky. I am in an ideal position to teach foundational skills in reference, because I am able to draw both on my professional experiences, as well as my empathy for the plight of the information science student (I graduated in 2013). In my tenure as a librarian, I have taught 60+ library use instruction one-shots, and am presently teaching a library research methods class for freshman.

I perform reference interviews daily: face-to-face, over the phone, and digitally. As a faculty librarian at Jefferson College, I pursue professional development opportunities through conferences, webinars, autodidactism, and the mentorship of my generous library director. Recent projects include collection development for our art collection, history collection, and our student group- the Legion of Gamers (will be available by November), creating various libguides on all manner of subjects- LGBT History Month, Ferguson, Women's History Month, Online Privacy and more (see jeffco.libguides.com), and coordinating a library talk by Pam Klipsch, Chair of the ALA's Intellectual Freedom Committee.

My reference philosophy is service-based. Throughout my training, I have had the good fortune to interact with patrons from all walks of life. I find that people in every community experience struggles that are not identical, but certainly related. These difficulties along with the ubiquitous digital expanse encourage a sort of hollow confidence in literacy skills, which studies show are on the decline. I help patrons deal with this situation, and I am comfortable mentoring other librarians in the reference skills required to do so.

The reference interview is a pivotal juncture at which information passes between two minds. It is an opportunity to empower, enable, and elucidate patron ideas, hopes, and needs. There is much more to being a reference librarian than just this, of course, but I find (so far) that being a librarian begins and ends with patron interaction. I would be quite pleased to support others as they grow in their capacity as custodians of information and advocates for the community.

Thanks for your time and consideration.

Best,

Joe Kohlburn

Enclosure: Resume (References available upon request)
JOSEPH R KOHLBURN  
1610 Bradford Avenue, St. Louis, Missouri 63133  
joekohlburn@gmail.com (618) 973- 5711

- 10+ years experience working in academic, public, and special libraries,  
- MA in Information Sciences and Learning Technology, and MA in Art History  
- Demonstrated passion for education, information literacy, community participation, and the arts.

RECENT WORK EXPERIENCE

2014-Present  Emerging Technologies Librarian, Jefferson College, Hillsboro, MO.  
- Faculty Librarian position- taught over 30 library use instruction sessions in Fall 2014-Spring 2015, worked on syllabus design, and learning outcome planning. Working on a college experience course for 2015- Library Research.  
- Daily reference interviews, student instruction, and research help  
- Managed projects for monthly events- E.g. Black History Month, Women’s History Month, Poetry Month.  
- Created displays, and performed numerous other duties in support of institutional, library, and student goals.

2009-14  Circulation Supervisor, St. Louis College of Pharmacy, the O.J. Croughly Alumni Library. St. Louis, MO.  
- Performed and managed circulation duties.  
- Hired and trained student workers- managed ~15 a semester.  
- Ready reference for students and faculty.

2008-09  Library Circulation Assistant I- The Public Library of Cincinnati and Hamilton County, Walnut Hills Branch/ Main Branch. Cincinnati, OH.  
- Answered ready reference questions.  
- Assisted with programing. (Children’s Story Time, Anime Night)  
- Circulation duties- various

2007- 09  Student Assistant- Visual Resources Center, DAAP Library. University of Cincinnati. Cincinnati, OH.  
- Cataloged slides, worked with Getty authorities, and Cincinnati Historical Preservation. Edited scanned analog slides in photoshop.  
- Used Project Muse database features, as well as ArtSTOR.
EDUCATION


2007-09  University of Cincinnati, M.A., Art History. 
College of Design, Architecture, Art, and Planning

2003-06  University of Missouri St. Louis, B.A., Art History.

LECTURES AND CONFERENCES

‘The Role of the Library in Online Courses.’ Co-presented with Elizabeth Reecht at faculty CTL session- Jefferson College, Hillsboro, MO (February 26, 2015)

“Hope for the Humanities or False Promises? : The Effects of Neoliberalism on Digital Humanities Funding.” Co-presented with Carl Hess at LISGSA Conference – Columbia, MO (University of Missouri) (April 27, 2013)


SERVICE

Missouri Library Association
  ● Intellectual Freedom Committee-2014-present

Jefferson College Institutional Committees
  ● Curriculum Committee- Ex Officio
  ● Cultural Events and Community Outreach Committee- Voting
  ● Missouri Authors Subcommittee- Chair

Critical Mass for the Visual Arts- St. Louis. Critical Mass for the Visual Arts is a nonprofit, self-formed visual arts collaborative dedicated to promoting, enhancing and initiating contemporary visual art in the St. Louis region.
  ● Secretary of the Board- 2013-present
  ● Treasurer of the Board 2012-2013
  ● Homegrown Committee- 2012-present-Fundraiser for Critical Mass
• Critical Conversations Committee- Founding member- 2014-present

Panel discussions that seek to foster art criticism in St. Louis, as well as to bring awareness to crucial issues -social practice, arts funding, gentrification, gender and identity issues.

http://www.criticalmassart.org

Art History Graduate Student Association, University of Cincinnati.
• Treasurer- 2008-2009.

**STUDY ABROAD**  Traveled to Pylos, Greece with the IKLAINA Archeological project. (06/2004)

**SKILLS**

**Library Use Instruction**
- Various classes- college experience, english comp, sociology, psychology, occupational therapy, nursing, biology, history, business and entrepreneurship, ecology, and others.

**Library Software**
- Sierra and Millennium
- Libguides 2.0, LibraryH3lp [sic] and Gimlet
- RefWorks, Zotero, EBSCO, and Gale citation export systems.

**Graphic Design and Office**
- Adobe Creative Suite- INDesign, Photoshop, Illustrator
- Microsoft Publisher, as well as MS Office (Word, Powerpoint, etc)
- Google Docs and Open Office
- Digitization Processes-editing and scanning analog slides

**Social Media**
- Extensive experience managing Twitter, Facebook, Pinterest, Instagram, Snapchat, and LinkedIn for community outreach.

**Languages**
- Basic familiarity- Latin
- Reading-proficient- French

**Event Planning**
- 3+ years experience in event planning (Homegrown for the Arts, public and academic library programing- National Day of Unplugging, Black History Month, Banned Books Week, etc.)
#KyMakes Makerspace ideas

#KyLChat

Play to learn!

Heidi Neltner

E-Mail: heidi.neltner@gmail.com
Blog: learninprogress.blogspot.com
Website: kymakes.weebly.com

Personal Statement
Forward thinking, hard working and inventive teacher librarian with profound success in reinventing the role of the school library to encourage transformative learning experiences for all members of the learning community.

Seeks to inspire students and teachers to "learn by doing" through research driven project based learning, best practices, a transparent sharing of ideas and new technologies, and through the development of a school community makerspace that facilitates creation over strictly consumption of ideas.

Key Competencies
- **Instructional Leader**, in testing and developing best practices for teaching and learning models such as Genius Hour and Project Based Learning
- **Intentional Learner**, identifies areas of growth and seeks resources, answers, training and materials to support professional learning
- **Program Administrator**, effectively manages the physical and digital library and develops programming to encourage literacy and personal learning for students
- **Technology Integrator**, seeks information about new and emerging technologies to test and develops materials to aide in the integration of technology into teaching and learning.

Awards & Recognition
- KySTE Outstanding Teacher of the Year 2015-2016
- A.D. Albright Award: Outstanding Teacher 2015
- Golden Apple Award 2015
- ISTE Librarian Network Panel Member 2015
- Kentucky Connected Educator 2013

Education
- **NORTHERN KENTUCKY UNIVERSITY** Highland Heights, Kentucky
  - Rank I program for Instructional Leadership
  - Overall GPA: 4.0
- **UNIVERSITY OF KENTUCKY** Lexington, Kentucky
  - Masters of Science in Library Science, December 2007
  - Overall GPA: 4.0
- **XAVIER UNIVERSITY** Cincinnati, Ohio
  - Completed 15 hours in course work towards a Master of Arts in Counseling
  - Overall GPA: 3.93
- **NORTHERN KENTUCKY UNIVERSITY** Highland Heights, Kentucky
  - Bachelor of Arts May 2000, English/Secondary Education, Overall GPA: 3.74
  - Bachelor of Arts May 1998, Psychology, Overall GPA: 3.698

Teaching Experience

Robert D. Johnson Elementary  Fort Thomas, Kentucky
Teacher Librarian & Media Specialist  July 2012-Present

- Supports classroom instruction through collaboration with classroom teachers
- Restructured the space to create a makerspace
- Restructured delivery of services to focus on project based learning, digital citizenship and a primary center based approach
- Maintains and provides troubleshooting for school technology resources
- Administers the library program and maintains inventory
- Journalism Club sponsor – responsible for live morning announcements, publications that include augmented reality
- MinecraftEDU morning organizer and moderator
- Sponsor of three coding clubs
Teaching Experience  continued...

Fort Wright Elementary  Fort Wright, Kentucky  July 2010–June 2012

Library Media Specialist
- Priority was to support classroom instruction and development of research skills through discussions with teachers and administration
- Communicated directly with teachers to provide lists of library (books, videos, magazines) and Internet resources that would be useful in supporting classroom instruction/units of study – often on a daily basis
- Developed and identified resources for teachers to implement teaching and learning practices that will support K-PREP testing
- Implemented a program that included the use of learning centers to support classroom skill development as well as direct instruction that promoted knowledge of books and research skills at appropriate levels
- Managed and worked to update an aged collection that would begin to support learning and leisure reading in the 21st century

Highlands High School  Fort Thomas, Kentucky  July 2004–June 2010

English Teacher
- 82% of English IV students earned a proficient or distinguished on the 2010 writing portfolio
- English III Advanced class gained 5 points in reading between practice ACT in the fall and the state ACT administered in March
- Responsible for organizing materials and providing professional development for implementation of teaching strategies and resources to improve ACT scores
- Identified and maintained a list of ACT recommended websites to aid teachers in creating lessons that would integrate ACT standards for college readiness
- Taught English II, English II Advanced, English III, English III Advanced, English IV


English Teacher
- Taught: English IV Man, Myth and Magic (Spring 2004), English IV Literature of the Working World (Spring 2004), English IV Portfolio (Fall 2002, 2003), English II Advanced (Fall 2003), Creative Writing (Spring 2003, Spring 2004), English II (Fall/Spring 2001–2003), English IV British History and Literature (Spring 2003), Special Topics in Literature (Fall 2002), English I (Spring 2002), Journalism I (Fall 2001)
- Technology Resource Teacher
- School Improvement Committee


English Teacher
- Taught Senior level English, Journalism
- Responsible for Kentucky Writing Portfolio at the Senior level
- Chaperoned field trips to Paris Work Kitchen
- Scheduled speakers from Hoxworth Blood Center, Sullivan College

Professional Affiliations & Committees
- KySTE, ISTE, AASL, KASL
- KASL Mentor Chair 2015–2016
- EdCampNKY Planning Committee 2014–2016
- KCAS ELA Challenge Review Committee 2015
- University of Kentucky School of Library Science External Advisory Council 2015
- University of Kentucky School of Library Science Advisory Board 2015
- #KyChat – Twitter chat founder
- #KyEdChat – moderator
- #KyGoPlay – co-founder

Publications
- Blog: Learning in Progress www.learninprogress.blogspot.com (Fall 2012–present)
- Tuesday Teacher Tips – technology and teacher tip emails using Smore
- Fractus Learning – Guest writer “All Work and No Play Makes Everything Dull”
- “Create an Impression using Infographics in your Next Library Report”. School Librarians Workshop.
- “Using Canva and Powtoon to Promote your Library Programming”. School Librarians Workshop
- YouTube – tech training videos https://goo.gl/4BM05r

Publications Featured In
- “Heidi Neltner Receives 2016 Kentucky Society for Technology in Education’s Outstanding Teacher Award.” KQ Express. AASL 2016 May. http://uslcampaign-archivel.com/?u=901bd45ff860316c0afae3f0&i=66824da7058f8f6242cc6
Professional Presentations

**Makerspaces**
- **Persistence to Graduation Summit 2016** Makerspace as a Student Engagement Strategy
- **KASL Summer Refresher 2016** Project Based Learning - Make the Most of your Makerspace
- **KySTE 2016** KyGoPlayground Makerspace Event
- **KySTE 2016** Harnessing the Power of the Makerspace for Project Based Learning and Genius Hour
- **KLA/KASL Fall Conference 2015** Makerspaces on a Budget
- **KLA/KASL Fall Conference 2015** KyGoPlayground - makerspace event
- **ISTE 2015** Makerspace Panel - Elementary representative
- **Kenton County & WCPS June 2015** - Makerspaces Getting Started

**Project Based Learning & Genius Hour**
- **KASL Summer Refresher 2016** Project Based Learning - Make the Most of your Makerspace
- **KySTE 2016** Harnessing the Power of the Makerspace for Project Based Learning and Genius Hour
- **FTIS PD Days 2015** Research Models to Support Project Based Learning
- **KLA/KASL Fall Conference 2014** Genius Hour: Nourishing Intrinsic Motivation
- **FTIS Summer PD 2014** Genius Hour

**Technology Training**
- **KySTE 2016** App Development - Come on Get Appy
- **KySTE 2016** Programming in Primary - Coding
- **After School 2015** MinecraftEDU Teacher basics
- **GET Talks 2016** - Screen Time, Social Media and MinecraftEDU
- **NKU Library 2015** - Crash Course in Creating an App for your Library
- **FTIS PD Days 2015** NGSS Multimedia Resources
- **KySTE 2015** Using Augmented Reality to Bring your School to Life
- **KySTE 2015** Tech Tools for Communicating with your Stakeholders
- **KySTE 2015** Redefining Technology Use in your Classroom with SAMR and Bloom's
- **FTIS PD Days 2014** SAMR Smash Integrating iPads in Teaching and Learning
- **KASL Summer Refresher 2014 & KLA/KASL Fall Conference** Twitter for Educators
- **Power Lunch Mini Sessions 2014-2015** Office 365, Vrexer, Augmented Reality, Twitter, QR Codes, Backing up Files,

**Library Advocacy**
- **KySTE 2016** Library Advocacy Toolkit
- **#CLD14** Connected Librarian Toolkit - National Webinar
- **KLA/KASL Fall Conference 2014** Building Advocacy for your School Library Program

**Library Programming**
- **KASL Summer Refresher 2016** Encouraging a Love of Reading through One Book, One School and the Forty Book Challenge
- **KySTE 2014** 21st Century Book Talks
- **KASL Summer Refresher 2014** Primary Centers in the Library
MARIANNE CRANDALL FOLLIS

VITA

EDUCATION

2012     TEXAS WOMAN’S UNIVERSITY, Denton, TX
          Doctor of Philosophy, School of Library and Information Studies

2004     TEXAS WOMAN’S UNIVERSITY, Denton, TX
          Master of Library Science

1990     TEMPLE UNIVERSITY, Philadelphia, PA
          Bachelor of Science, Elementary/Early Childhood Education

PROFESSIONAL EXPERIENCE

2016     IRVING PUBLIC LIBRARY, Irving, TX
          Manager, Valley Ranch Library

2015     SAM HOUSTON STATE UNIVERSITY, Huntsville, TX
          School of Library and Information Science, Adjunct Professor

2012-2016 IRVING PUBLIC LIBRARY, Irving, TX
          Senior Librarian

2012     TEXAS WOMAN’S UNIVERSITY, Denton, TX
          School of Library and Information Science, Adjunct Professor

2009-2012 IRVING PUBLIC LIBRARY, Irving, TX
          Librarian

2007-2012 TEXAS WOMAN’S UNIVERSITY, Denton, TX
          School of Library and Information Science, Graduate Teaching/Assistant

2008-2009 LEWISVILLE PUBLIC LIBRARY, Lewisville, TX
          Librarian

2007-2008 CARROLLTON PUBLIC LIBRARY, Carrollton, TX
          Librarian

2004-2007 WILLIAM T. COZBY PUBLIC LIBRARY, Coppell, TX
          Librarian
CERTIFICATIONS
2009 Motorola Six Sigma Green Belt

TEACHING
2007-2009 LS 3013 Library Materials for Children
Texas Woman’s University, Denton, TX
Assistant Instructor
2012 LS 5603 Literature for Children and Young Adults
Texas Woman’s University, Denton, TX
Adjunct Professor
2015 LS 5330 Collection Development
Sam Houston State University, Huntsville, TX
Adjunct Professor

PRESENTATIONS
PUBLIC LIBRARY ASSOCIATION, 2016
Celebrating Diversity with Picture Books Plus Poetry: Making Cross-Genre & Cross-Cultural Connection
Presenting with professor, Sylvia Vardell and author Janet Wong

AMERICAN LIBRARY ASSOCIATION MIDWINTER MEETING, 2016
Macmillan Publisher Breakfast
Presented new title, Saving Montgomery Sole (April 2016) to conference attendees.

AMERICAN LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2015
Diversity Dynamism: Mixing Resources and Making Connections
Presented with Professors Sylvia Vardell and Antero Garcia, and authors Janet Wong, Margarita Engle, and Lesléa Newman, discussing how diversity is the key—in literature, media, and programming and in embracing and exploring questions of cultural and sexual identity.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2015
Unplug and Play: Screen Free Week Programs
Lead panel participant with Dan Yaccarino, Ed Masessa, and Paige Britt discussing the Screen Free Week events implemented at the Irving Public Library.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2015
Dan Vs. Dan
Referee authors Dan Yaccarino and Dan Gutman as they take their online “feud” to the stage of TLA and discuss their technique of using social media to engage readers, students and teachers.
PRESENTATIONS (contd)

AMERICAN LIBRARY ASSOCIATION MIDWINTER MEETING, 2015
Macmillan Publisher Breakfast
Presented new title, Shutter (February 2015) to conference attendees.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2014
Animals Behaving Badly
Moderated a panel of children’s authors and illustrators including Jim Benton, Peter Brown, Aaron Reynolds, Jenni Holm, and Nick Bruel.

AMERICAN BOOKSELLERS ASSOCIATION CHILDREN’S INSTITUTE, 2014
Selling Picture Books in the Wake of Age Compression
Panelist

ROSE F. SPICOLA FORUM IN READING, 2012
Librarian’s Choices: Finding the Best New Books for Children
Presented with Sylvia Vardell, Ph.D.; Janet Hilbun, Ph.D. and Jill Bellomy.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2011
Picturing Greatness
Moderated a panel of children’s authors and illustrators including Eric Rohmann, Dan Yaccarino, Kevin O’Malley and Chris Barton.

FAY B. KAIGLER CHILDREN’S BOOK FESTIVAL, 2010
Librarian’s Choices: Finding the Best New Books for Children
Presented with Kim Kinnaird

Librarian’s Choices: Finding the Best New Books for Children
Presented with Sylvia Vardell, Ph.D.; Janet Hilbun, Ph.D. et. al

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2007
How to Host a Bluebonnet Event
Presented with Lexanne Seifert, Coppell ISD and Deb France, Barnes and Noble.
PUBLICATIONS


Follis, M. Assistant Editor. (2011). Librarian’s choices: Recommendations of 100 new books for children and young adults selected and reviewed by librarians. Denton, TX: Texas Woman’s University

Follis, M. Assistant Editor. (2010). Librarian’s choices: Recommendations of 100 new books for children and young adults selected and reviewed by librarians. Denton, TX: Texas Woman’s University

BOOK REVIEWS

Follis, M. (2012). Reviews of Lemonade and other poems squeezed from a single word, One foot, two feet: An exceptional counting book, Orchards, Sidekicks, Warp Speed, Woof meow tweet-tweet and Why we broke up in Librarians’ choices; Recommendations of 100 new books for children and young adults selected and reviewed by librarians. Denton, TX: Texas Woman’s University.

Follis, M. (2011). Reviews of Borrowed names, Kneebone boy, Oh No!, The other half of my heart, Please ignore Vera Dietz, Ubiquitous, What happened on Fox street in Librarians’ choices; Recommendations of 100 new books for children and young adults selected and reviewed by librarians. Denton, TX: Texas Woman’s University.

Follis, M. (2010). Reviews of Almost astronauts, Duck! Rabbit! Everafter, Forest of hands and teeth, Harry and Horsie, My little polar bear, The one and only Marigold, Pouch, The Snow Day in Librarians’ choices; Recommendations of 100 new books for children and young adults selected and reviewed by librarians. Denton, TX: Texas Woman’s University.

PROFESSIONAL MEMBERSHIPS

ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION

AMERICAN LIBRARY ASSOCIATION: Public Library Association; Association for Library Service to Children; and Young Adult Library Services Association

TEXAS LIBRARY ASSOCIATION: Children’s Round Table and Young Adult Round Table
PROFESSIONAL DEVELOPMENT

PUBLIC LIBRARY ASSOCIATION
Leadership Boot Camp, Nashville, TN, 2015

TEXAS LIBRARY ASSOCIATION
Texas Summit on Diversity in Youth Publishing, 2015.

AMERICAN LIBRARY ASSOCIATION ANNUAL CONVENTION
San Francisco, CA, June 2015; Las Vegas, NV June 2014; Chicago, IL. June 2013;

AMERICAN LIBRARY ASSOCIATION MIDWINTER CONFERENCE
Boston, MA, 2016; Chicago, IL, 2015; Philadelphia, PA, 2014; Dallas, TX, 2012; San
Diego, CA, 2011; Boston, MA, 2010.

TEXAS LIBRARY ASSOCIATION ANNUAL CONVENTION
Austin, TX, 2015; San Antonio, TX, 2014; Fort Worth, TX, 2013; Houston, TX, 2012;
Austin, TX, 2011; Houston, TX, 2009; Dallas, TX, 2008; San Antonio, TX, 2007;
Houston, TX, 2006; Austin, TX, 2005; San Antonio, TX, 2004; Houston, TX, 2003;
Dallas, TX 2002.

FAY B. KAIGLER CHILDREN’S BOOK FESTIVAL
Hattiesburg, MS, 2010.

PUBLIC LIBRARY ASSOCIATION SPRING SYMPOSIUM
Chicago, IL, March 2005; San Jose, CA, March 2007.

PUBLIC LIBRARY ASSOCIATION ANNUAL CONVENTION
Boston, MA, March 2006; Denver, CO, April 2016.

COMMITTEES AND OFFICES

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Chair Elect, 2015-2016

AMERICAN LIBRARY ASSOCIATION
Councilor at Large, 2015-2018

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Tayshas Book Selection Committee, 2013-2015

TEXAS LIBRARY ASSOCIATION: CHILDREN’S ROUND TABLE
Past Chair, 2013-2014; Chair 2012-2013, Chair-Elect 2011-2012
COMMITTEES AND OFFICES (contd)

THE PENNSYLVANIA CENTER FOR THE BOOK
Lee Bennett Hopkins Poetry Award Judge, 2013

AMERICAN LIBRARY ASSOCIATION,
YALSA Midwinter Marketing & Local Arrangements Taskforce, 2011-2012

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Lone Star Book Selection Committee, 2011-2013

AMERICAN LIBRARY ASSOCIATION,
John Newbery Medal Award Committee, 2010-2011

AMERICAN LIBRARY ASSOCIATION,
Bill Morris Book Evaluation Seminar, 2010

LIBRARIAN’S CHOICES: FINDING THE BEST NEW BOOKS FOR CHILDREN

TEXAS LIBRARY ASSOCIATION: EXECUTIVE BOARD’S TASK FORCE ON THE
INCLUSION OF 6TH GRADE IN THE TEXAS BLUEBONNET AWARD
Children’s Round Table Representative, 2008-2009

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Secretary, 2007-2008

TEXAS LIBRARY ASSOCIATION: CHILDREN’S ROUND TABLE
Alternate Councilor, 2004-2008

TEXAS STATE READING ASSOCIATION: GOLDEN SPUR AWARD
Selection Committee, 2006-2008

HONORS

NATIONAL HONORS AND LEADERSHIP STUDENT
Virginia Chandler Dykes Leadership Luncheon, 2012

GRANTS

YALSA GRANT FOR TEEN INTERNS
Grant funds used to award stipends for peer mentors to run programs in THE GREEN
ROOM, Valley Ranch Public Library’s Teen Digital Media Lab.
2014
PROFESSIONAL PROJECTS

VALLEY RANCH (IRVING) PUBLIC LIBRARY RENOVATION.
Worked with architects, designers, city officials and departments to refinish and incorporate five thousand unused square feet of library storage, into a new configuration that optimized space, visual impact, usability and customer needs.
2014

THE SUCCESS ZONE OF THE IRVING PUBLIC LIBRARY
Worked in collaboration with city departments and neighboring school district to build upon “The Leader in Me” program by creating a collection for young people and the adults who care for them, and programs to reinforce the program’s tenets.
2012, 2013, 2014

“THE GREEN ROOM” AT THE VALLEY RANCH (IRVING) PUBLIC LIBRARY
Designed a Teen Digital Media Lab for the encouragement of youth participation in digital literacy through the use of equipment and software that may not be available elsewhere. Included: digital camera, video recording, Go-Cam, T-1 Collaborative Surface Table. Classes offered for youth have been on Photoshop, Stop-Go Motion.
2014

SCREEN FREE WEEK AT THE IRVING PUBLIC LIBRARY
Worked in conjunction with the Center for Commercial Free Childhood to create a weeklong series of events at multiple Irving Public Library locations to encourage patrons to opt to “Unplug” from technology.
2014, 2015

STEM PROGRAMS
Developed a weeklong series of events to take place during spring break for school age children with concepts of Science, Technology, Engineering and Technology as their focus. The program evolved into a weekly storytime featuring STEAM concepts for preschool children.

DIVERSE AUTHORS PROGRAM
In planning process. A series of visits from authors who are of Asian descent to offer readers of the Valley Ranch Library community an opportunity to see themselves in books and in the role of author.
2015
AUTHOR VISITS
In the last three years, I have designed programs and procured funds to have the following authors and illustrators visit the Valley Ranch Library:
Kelly Light, Varsha Bajaj, Jan Peck, David Davis, Rachel Caine, P. N. Elrod, Shanna Swendson, Laini Taylor, Dan Yaccarino; Jason Henderson; Eric Litwin; Marissa Meyer; Leigh Bardugo; Anna Banks; Jessica Brody; S.A. Bodeen; Emmy Laybourne; Kat Falls; Rebecca Stead; Gail Carson Levine; Christopher Paul Curtis; Jordan Sonnenblick; Kendare Blake; Sonia Gensler; Jennifer Archer; Tara Hudson; Sophie Jordan; Victoria Scott; Tamara Ireland Stone, Janee Trasler; Neal Shusterman; Kate Klise
Shannon Crawford Barniskis

University of Wisconsin-Milwaukee School of Information Studies
Northwest Quadrant Building B, Room 6488
2025 E. Newport
Milwaukee, WI 53211
920.763.6761
crawfo55@uwm.edu
shannonbarniskis.com

Education

University of Wisconsin-Milwaukee School of Information Studies
2012-present, expected graduation December 2016
Doctoral student focusing on information policy
Adviser: Joyce M. Latham
Committee members: Michael Zimmer, Tomas Lipinski, Nadine Kozak, Matt Ratto
Planned defense date: October 2016

University of Wisconsin-Milwaukee School of Information Studies
2009-2011
Masters of Library and Information Science degree.
Adviser: Elizabeth Buchanan
Committee members: Joyce M. Latham, Iris Xie
Thesis title: Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens
Generated a grounded theory of how public library art programs affect civic engagement in teens.

University of Wisconsin-Superior
Bachelor of Science, individually-designed major: “Epistemology through the Lens of Library Science.”
Adviser: Mary Nordgren, MSE, Director, Jim Dan Hill Library.
Philosophy focus on epistemology, pragmatic philosophy, and the philosophy of science.

University of Illinois-Chicago
1990-1991
Double-majored in Art and Philosophy.

Shimer College
1988-1989
Awarded the Hutchins Plan Scholarship as an Early Entrant at Shimer College; left high school one year early to focus on the humanities and social sciences at this Great Books Socratic method-based school.

Significant continuing education

University of Wisconsin-Milwaukee Center for Excellence in Teaching and Learning Online and Blended Teaching Course, 2015.
**Academic and professional jobs held**

Instructor, onsite and online sections of Information Technology Ethics  
September 2015-present, University of Wisconsin-Milwaukee

Research Assistant, Drs. Latham, Walker, Kozak, Aman, and Peekhaus  
August 2012-present, University of Wisconsin-Milwaukee

Teaching Assistant, Drs. Zimmer, Peekhaus  
August 2014-May 2015, University of Wisconsin-Milwaukee

Independent Consultant  
January 2001-present

Editorial Assistant, Encyclopedia of Digital Communication & Society, edited by Sandra Braman  
2013-2014

**Research, Scholarship, and Professional Activities**

**Research interests**

Community informatics, public libraries, information policy, social justice, critical space studies, research methods, practitioner-scholar research collaborations

**Ongoing Projects**

“Public Library Research Needs and Uses,” co-investigator with Dr. Joyce Latham, 2015-present, IRB# 15.381.

**Research projects conducted and grants received**


“STEAM: Science and art meet in rural library makerspaces,” 2013-2016, IRB# 14.061


“Public Library Leadership Education in ALA-Accredited Schools” with Dr. Joyce Latham, 2012.


“Public Practitioner-Researchers: How LIS Research is Informed by Praxis” (2010).


**Publications**


https://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/18153 (Archived by WebCite® at http://www.webcitation.org/6f0Gg4iTk) (Refereed)


### Papers and other presentations at academic and professional meetings


**ALISE (2016, 5-8 January).** The Public Library Collaboratory. Poster presentation. Boston, MA.

**ALISE (2016, 5-8 January).** An imaginaire: Makerspaces as radical change in the library faith. Poster presentation. Boston, MA.

**Wisconsin Library Association conference** (2015, 3-6 November). Why you should give a shit* about banned books week: Intellectual freedom fighting for the faint (and not-so-faint) of heart. Panel discussion, Middleton, WI. Invited convener.


**iConference (2015, 24-27 March).** Metaphors of privilege: Public library makerspaces. Poster presentation, Newport Beach, CA.


**Library Research Seminar VI** (2014, 7-9 October) The Public Library Research Collaboratory: Creating digital space for the intersection of practitioners, scholars, and educators. Presentation at University of Illinois at Champaign-Urbana, with Dr. J.M. Latham, Dr.S. Joo, S. K. Trainor, A. McCleer.


ALISE (2014) “Converging Knowledge: Networking the Gap between Public Librarians and Researchers” poster presentation with Dr. Joyce Latham, Renee Bennett-Kapusniak, Adriana McCleer, and Jennifer Thiele.


Wisconsin Library Association annual conference (2013) “The Traditional, the Digital, and You: Discussing the Pew Reports and What They Mean In Wisconsin” with Dr. Joyce Latham, Renee Bennett-Kapusniak, Adriana McCleer, and Jennifer Thiele.


Wisconsin Association of Public Libraries annual conference (2013) “Making It @ Your Library.”


SOIS UW Milwaukee Research Symposium (November 2011) “Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens, Part Two”


Mid-Wisconsin Federated Library System (2001) “Homeschoolers: Programming and services in libraries, and research on homeschooler-library relations.”

Upcoming scholarly and professional projects

Public Librarian Research Needs and Uses: Planning a Public Library Collaboratory.

Reports of completed research, professional manuals


Articles, papers, chapters or projects under review


Video and audio productions


Research or professional awards

iConference Best Poster Award, 2015, for Metaphors of Privilege: Public library makerspaces.
Young Adult Library Services Association (YALSA) Writing Award 2013, for “Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens” articles.

Teaching

Teaching area of specialty

Information ethics, community informatics, public libraries, creative spaces in libraries, library programming and policy, access and intellectual freedom

Instruction in the classroom, laboratory, studio, or clinic

Instructor, INFOST 120, UWM SOIS (Fall 2015, online, 19 students)
Instructor, INFOST 120, UWM SOIS (Fall 2015, on-site, 28 students, teaching effectiveness evaluation: 4.82 out of 5)
Poster Workshop, convener and speaker, PhD Program Workshop, UWM SOIS (2015)
Guest Lecturer, INFOST 736, UWM SOIS, The Public Library (2011, 2014)
Guest Lecturer, INFOST 501, Foundations of Library and Information Science (2014)
UWM SOIS, Workshop on 3D Printing, invited to teach, for all students at UWM (2014)
Preparing for the Preliminary Exam, convener, PhD Program Workshop, UWM SOIS (2014)
UWM SOIS, Makerspaces and Digital Production, invited to teach, for all students at UWM (2013)

Service

Professional Expertise

Makerspaces/creative spaces, library policy, library space & long-range planning, ethics, access and intellectual freedom, practitioner research, qualitative and mixed research methods, programming for all ages, collection management, homeschooling, practitioner research, outreach services.
Academic Service  
Committee on Accreditation, faculty subcommittee member, 2015-  
Reviewer, The Library Quarterly, 2015-  
Doctoral Student Mentor, 2014-  
Reviewer, iConference, 2015  
SOIS doctoral student mentor, 2014-  
President, Doctoral Student Organization at SOIS, 2014-2015  
Established “faux” peer-review service for SOIS doctoral students, 2013-  
Student representative, Doctoral Planning Committee, 2014-2015  
Student representative, Faculty Council, 2014-2015  
Student representative, Academic Planning Committee, 2013-2014  

Professional Affiliations  
American Library Association, 2008-present  
Social Responsibilities Roundtable, 2008-present  
Library Research Roundtable, 2009-present  
Young Adult Library Services Association, 2009-present  
Wisconsin Library Association, 2002-present  
ASIST, 2013-present  
Wisconsin Center for the Book board of trustees, 2013-present  
Association of Internet Researchers, 2014-present  
ALISE, 2014-present  

Recent Community Service  

References  
Joyce M. Latham, University of Wisconsin-Milwaukee, Major Professor. 414.229.3205 latham@uwm.edu  
Michael Zimmer, University of Wisconsin-Milwaukee, Committee member, TA professor, Director of Doctoral Program. 414.229.3627 zimmerm@uwm.edu  
Iris Xie, University of Wisconsin-Milwaukee, former Director of Doctoral Program. 414.229.6835 hiris@uwm.edu  
John Budd, University of Missouri. Emeritus Professor. buddj@missouri.edu
Library Science Program Learning Outcomes
Adopted April, 2016

Graduates can

1. Describe how information ecosystems interact with communities/individuals
2. Analyze the major tenets of information practice and apply them in multiple contexts
3. Connect diverse communities/individuals with appropriate resources
4. Explain the dependence of information retrieval on the organization of information.
Program Assessment Process

In process, Spring 2017

The following working document outlines a program review process that involves gathering and analyzing data, setting annual goals and assessing how well those goals were met. The first section will describe the data gathering cycle. The second will outline the review process.

Data to inform continuous program review will come from a variety of sources. They are:

I. Curriculum Review
II. Student Exit Surveys
III. Alumni Surveys
IV. Employer Surveys
V. Internal Audits

Review of Administrative and Fiscal policies
Review of School Rules in Relation to Program
Review of Physical Facilities
Review of Technology

VI. Advisory Board Feedback

Data Collection

I. Curriculum Review

Curricular review is an annual and ongoing process coordinated by the Curriculum and Planning Committees.

Program level student learning outcomes will be assessed using data obtained at the course level, through course artifacts, and from students’ program exit requirements. These artifacts are course assignments from core courses, including the technology elective, that have been selected because they provide the best measure for how well students have met the programmatic learning outcomes addressed by the content of each of the core courses (See Appendix A for UK SLIS’s programmatic learning outcomes mapped to the American Library Association’s (ALA) core competencies). Artifacts include projects, papers, exams or other products of student work.

Course Level Data

Standardized rubrics will be developed for required core course artifacts to reflect our new program learning outcomes, effective fall 2017. These rubrics will be used to assess how well artifacts demonstrate the acquisition of UK LIS Program Learning Outcomes. Each student’s artifact will be scored by the course instructor during the regular grading process. (Whether or not these elements are used to calculate assignment grades is left to the discretion of the instructor.) Artifact rubrics will be submitted through the University LMS at the time of grading.
At the end of each semester each core course instructor will be responsible for exporting their rubric data in a spreadsheet format to a shared space. Data will be compiled and stored for all courses each semester.

Data analysis will occur on a three-year rolling review. At the end of the three-year period, all program learning outcomes will have been assessed. This process will provide some measure of how well students are meeting program level learning outcomes as demonstrated by aggregated rubric scores. The Planning and Curriculum Committees will ensure this analysis is carried out and communicated effectively and in a timely matter.

**Goals for aggregated scores will be set initially at:**

80% of students will score a 3 – 4, with 15% scoring a 4. 5% or fewer will score a 1.

**Program Exit Requirement Level Data**

Currently, the library science program utilizes a portfolio as the exit requirement. Faculty decided at the end of AY 2016 to revisit both the exit requirement and the exit assessment instruments. In the interim, we will continue to use the portfolio.

The learning outcomes essay reflects the major effort of the portfolio. Students are asked to organize this narrative around each of the ALA eight core competencies and their direct connection to the program learning outcomes. The goal of the learning outcomes essay is for students to reflect holistically on their educational attainment across the program. It demonstrates the extent to which students are able to articulate and demonstrate (by the evidence presented in their portfolio) their accomplishments in each of the major competence areas.

Learning outcomes essays will be assessed by two portfolio graders using a standardized rubric to determine the extent to which they demonstrate students’ attainment of specified programmatic learning outcomes in each of the eight competencies (See Appendix B: Programmatic Assessment Rubric). This assessment will occur during the regular portfolio grading process. Annual composite scores will allow us to determine how well students are able to demonstrate that they are meeting program objectives and identify those learning outcomes that are not met consistently.

**Goals for aggregated scores will be set initially at:**

80% of student portfolios will earn a rating of Pass or higher. Fewer than 5% will earn a Fail rating.

**Assessment Reporting**

The faculty will work with the Planning Committee to analyze data and create a comprehensive report, including both course level and portfolio level data, describing the extent to which students demonstrate the programmatic level learning outcomes articulated by the program and identifying areas of strength and weakness in the
The Curriculum Committee will study the assessment report and make recommendations for revisions to the core curriculum. Such revisions will address those outcomes which are not demonstrated or demonstrated weakly by student work. The Curriculum Committee will submit its report with recommendations to the LIS faculty prior to the fall semester of year two. The fall semester curriculum retreat will be used to discuss these recommendations. The fall program review retreat will be used to set specific goals for any necessary curricular revision during the year.

Instructional teams for core courses will be responsible for planning improvements to course curricula during the fall based on goals set at the program faculty meeting. These teams will report on the outcome of their planning process to the Curriculum Committee, which will summarize the activity for the program faculty at its first spring meeting. Curricular revisions will be implemented as expediently as possible. The Curriculum Committee will submit a final report on this process to the faculty at the final spring Faculty Council meeting.

II. Student Exit Surveys

Student exit surveys are administered by administrative staff to graduating students each semester. The Assistant Director and the Planning Committee will collate, analyze and summarize that data annually and prepare a report for the faculty prior to the fall faculty retreat.

III. & VI. Alumni and Employer Surveys

Alumni and employer surveys are administered by the Planning Committee biennially during alternating years. The Planning Committee will analyze and summarize data and prepare a report for the faculty prior to the fall faculty retreat.

V. Internal Audits

The LIS program faculty will be responsible for conducting a biennial internal audit of the administrative and fiscal policies, school rules and physical facilities. These audits will be informed by any relevant data gathered from other sources, such as the student and alumni surveys for example. The faculty will be also responsible for conducting an audit of current technology resources and identifying future needs. The reviews will culminate with a report at the fall program review retreat. The reports will be utilized to inform planning and to set annual goals for the program.

VI. Advisory Board Feedback

The Advisory Board will be convened during the fall. The Advisory Board members will be presented with the results of our assessment and planning described above and with our goals for the coming year. Their feedback will be sought and incorporated through the year as appropriate.
**The Planning Cycle**

Fall Planning Retreat: The program faculty will utilize the data and reports described above to identify the LIS program’s priorities for curricular review and/or revision. Based on the data and the recommendation of the Curriculum Committee, goals will be set for curricular evaluation and revision at that meeting for the coming year.

Monthly Program Faculty Meeting: Monthly program faculty meetings provide an opportunity for committees to report their progress meeting goals and to discuss issues that arise during the implementation of those goals.

Final Spring Program Faculty Meeting: The Curriculum and Planning Committees will submit reports on their activities at the final faculty meeting in the spring semester. These reports, in addition to the data reports generated throughout the year, will be used to assess the progress the program has made on meeting its annual goals generated in the curricular and program review retreats. The minutes of this meeting will serve as a final report on the planning process and its outcomes for the year.

Additional Work Meetings: The faculty will call, as needed, additional work meetings throughout the year to allow the full faculty to review and contribute to any issues the program is reviewing.
Appendix A

Program Learning Outcomes

1. Describe how information ecosystems interact with communities/individuals
2. Analyze the major tenets of information practice and apply them in multiple contexts
3. Connect diverse communities/individuals with appropriate resources
4. Explain the dependence of information retrieval on the organization of information.

<table>
<thead>
<tr>
<th>UK LIS Program Learning Outcomes</th>
<th>Artifacts</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how information ecosystems interact with communities/individuals</td>
<td>TBD</td>
<td>600, 603</td>
</tr>
<tr>
<td>Analyze the major tenets of information practice and apply them in multiple contexts</td>
<td>TBD</td>
<td>600, 603</td>
</tr>
<tr>
<td>Connect diverse communities/individuals with appropriate resources</td>
<td>TBD</td>
<td>601, 602</td>
</tr>
<tr>
<td>Explain the dependence of information retrieval on the organization of information.</td>
<td>TBD</td>
<td>601, 602</td>
</tr>
</tbody>
</table>

Artifacts:
LIS 600: TBD
LIS 601: TBD
LIS 602: TBD
LIS 603: TBD
## Appendix B

### Learning Outcomes Essay Rubric

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how information ecosystems interact with communities/individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze the major tenets of information practice and apply them in multiple contexts</td>
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<td>Connect diverse communities/individuals with appropriate resources</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Explain the dependence of information retrieval on the organization of information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1: Little or no convincing evidence of attainment of core competencies is provided. The essay does not demonstrate the ability to synthesize and analyze master’s work within the framework of the core competencies. There is little or no discussion of how the knowledge gained from the program in this area will be applied in the future.

2: An Area of Weakness: Evidence of attainment of core competencies is provided, but with some weakness. The essay demonstrates adequate ability to synthesize and analyze master’s work within the framework of the core competencies with some exceptions. There is some demonstration of how the knowledge gained from the program in this area will be applied in the future.

3: Convincing evidence of attainment of core competencies is provided. The essay demonstrates the ability to synthesize and analyze master’s work within the framework of the core competencies. There is adequate demonstration of how the knowledge gained from the program in this area will be applied in the future.

4: An Area of Strength Convincing evidence of attainment of core competencies is provided. The essay demonstrates a particularly strong ability to synthesize and analyze master’s work within the framework of the core competencies. There is superior demonstration of how the knowledge gained from the program in this area will be applied in the future.
Library and Information Science  
University of Kentucky  
Program Strategic Plan 2015 -2020

Vision

empowered by information  
transformed by learning  
driven by research

Mission

We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society.

Standard I: Systematic Planning

Objective 1.1 Systematic planning will leverage all data available.

Metric 1.1-1. 100% of all committees will report minutes and file annual reports to document activity.

Metric 1.1-2. All curricular or program changes will be made based on data gathered, and the changes and rationale will be documented.

Metric 1.1-3. Establish a rotating schedule for reviewing core courses and making revisions based on data collected.

Standard II: Curriculum

Objective 2.1 Ensure that graduates are able to demonstrate expertise in the information professions through quality curriculum.

Metric 2.1-1. Review Program Learning Outcomes Assessment and Curriculum Review data conducted annually by the Curriculum and Planning Committees to ensure quality explicit curriculum (See Program Assessment Process for metrics and method; e.g., review 10% of portfolios). Make curriculum and planning recommendations based on collected data.

Metric 2.1-2. Review Student Exit Surveys, Alumni and Employer Surveys, and curriculum

Updated: 1/12/2017
data to ensure quality implicit curriculum. Make curriculum recommendations based on feedback from students, alumni, and employers.

**Metric 2.1-3.** Conduct a systematic biennial review of technology across the curriculum to ensure that the use of technology and the development of technical skills is a component of at least 90% of courses.

**Metric 2.1-4.** Conduct a systematic biennial review of the curricula to ensure development of communication skills is infused in at least 80% of the courses.

**Objective 2.2** Promote curricular and co-curricular transformation that recognizes the educational advantages of diversity.

**Metric 2.2-1.** Conduct a systematic biennial review of how diversity is covered across the curricula and develop and implement a strategy to ensure that factors of cultural diversity are infused in at least 80% of classes.

**Standard III: Faculty and Staff**

**Objective 3.1** Recruit professional staff with high potential for success at a top 20-level research university.

**Metric 3.1-1.** Increase the average all-ranks instructional faculty salary as a percentage of the benchmark median to 90%.
**Metric 3.1-2.** Recruit and hire at least 50% of faculty from highly ranked universities.
**Metric 3.1-3.** Increase the percentage of staff at the appropriate point between the minimum and mid-point of the pay grade, based on performance and years of experience, to 90%.
**Metric 3.1-4.** Increase the number of tenured faculty by 2.

**Objective 3.2** Increase faculty research and scholarly productivity.

**Metric 3.2-1.** Increase the annual journal publications to 2 per non-administrative regular title tenure-track or tenured faculty member.
**Metric 3.2-2.** Increase the annual total for submitted grant proposals to 3.
**Metric 3.2-3.** Increase the annual total for internally funded projects and awards to 3 (e.g., Summer Fellowship, College Travel Grants).

**Objective 3.3** Promote inclusive excellence across the University through diverse faculty.

**Metric 3.3-1.** Focus on recruiting applicants from diverse or underrepresented backgrounds for any future faculty searches.
Objective 3.4 Enhance the success, retention, and advancement of all cadres of faculty and professional staff engaged in the varied missions of the University.

**Metric 3.4-1.** Offer two faculty mentor/mentee events per year.

**Metric 3.4-2.** Maintain high mentee satisfaction with formal mentoring relationships.

**Metric 3.4-3.** Promote a culture of research by increasing participation in research related events, such as research seminars.

**Metric 3.4-4.** Maintain budget for faculty and staff development funding.

Objective 3.5 Enhance faculty and staff connection with community through engagement, outreach, and service.

**Metric 3.5-1.** Increase the number of faculty and staff attending state professional conferences to 60%.

**Metric 3.5-2.** Maintain active partnerships with outside organizations (e.g., Kentucky Department for Library and Archives (KDLA)) and hold at least two school-wide activities annually that increase outreach, service, and engagement activities that provide university knowledge and expertise.

Objective 3.6 Enhance campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.

**Metric 3.6-1.** Maintain active partnerships with community organizations (e.g., I am... I am Kentucky. I am diversity) and hold at least two school-wide activities annually that promote diversity and inclusion (See Diversity Plan).

Objective 3.7 Enhance the impact and public awareness of the University’s research and scholarship on the knowledge-based economy of Kentucky and the nation.

**Metric 3.7-1.** Increase the percentage of faculty presenting at internal events to 70% annually.

**Metric 3.7-2.** Increase the percentage of faculty presenting at external events to 60% annually.

**Metric 3.7-3.** Increase the number of faculty and staff attending national and/or international professional conferences to 90%.

**Metric 3.7-4.** Increase the number of faculty and staff participating in state, national and/or international professional associations to 90%.

**Standard IV: Students**

Objective 4.1 Recruit and enroll high-ability students.
Metric 4.1-1. Maintain annual GRE verbal average score of 155; quantitative of 145.

Metric 4.1-2. Increase the number of applicants and students by:
   (1) increasing recruitment activity by 10% annually;
   (2) increasing annual applications by 10%.


Metric 4.1-4. Increase the number of students who participate in high impact co-curricular activities that support the student’s classroom experience in the areas of research, community service, leadership development, internationalization, and inclusion to 20% of the student body. These events include alternative spring break, study abroad and conference attendance.

Metric 4.1-5. Increase rate of students participating in practica to 15%.

Metric 4.1-6. Maintain a minimum graduation rate of 95%.

Metric 4.1-7. Collect data on the dissemination of information to students concerning the program through multifaceted social and traditional communication, including:
   (1) mandatory interaction between advisors and advisees to review and approve a program planning document for each student (e.g., 90 % of students in their first semester); (2) announcements sent from the program coordinator and student affairs officer; (3) analytics on various social media platforms; and (4) Number of attendees and views of school developed content (See Communication Plan).

Objective 4.2 Promote inclusive excellence across the University through diverse students.

Metric 4.2-1. Increase the proportion of students from diverse ethnic groups and other underserved populations by 1 % annually.

Objective 4.3 Increase student engagement with their local communities.

Metric 4.3-1. Hold one service event for students, coordinated through student association, annually.

Standard V: Administration, Finances, and Resources

Objective 5.1 Strengthen the integration and utilization of innovative, cost-effective information technology solutions to enhance all missions of the University.

Metric 5.1-1. Conduct biennial technology audit to strengthen solutions to enhance the School's mission.

Updated: 1/12/2017
Objective 5.2  Maintain building space available to academic programs and for research and support functions.

**Metric 5.2-1.** Maintain ratio of one office per faculty and one office or cubicle per staff member.

**Standard VI: Evaluation**

*Objective 6.1 Course level rubrics will be used for programmatic assessment.*

**Metric 6.1-1.** Course rubrics will be revised and used for all core courses.

**Metric 6.1-2.** 80% of students will score a 3 – 4, with 15% scoring a 4. 5% or fewer will score a 1.

*Objective 6.2 Portfolio assessment will demonstrate successful attainment of learning outcomes.*

**Metric 6.2-1.** In programmatic assessment, 80% of student portfolios will earn a rating of Pass or higher, with 15% scoring “Pass-An Area of Strength.” Fewer than 5% will earn a Fail rating.
Library Science Program
Vision and Mission
adopted fall 2015

Vision:
empowered by information
transformed by learning
driven by research

Mission:
We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society.
Infusing Diversity and Technology across the curriculum

1. Suggested language to incorporate into LIS syllabi. The Curriculum Committee proposes that we make the sentences in italics the required language. Then, each syllabus should include extra sentences, specific to that particular course, that explicitly explain how diversity and technology are incorporated.

   General language for every syllabus:

   **Diversity:** The School of Information Science defines diversity as “insert definition.” In this course, we address diversity in several ways.

   **Technology:** The School of Information Science emphasizes the importance and centrality of technology in today’s society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology in a variety of ways.

   Example for LIS 600:

   **Diversity:** The School of Information Science defines diversity as “insert definition.” In this course, we address diversity in several ways. Many readings that discuss countries other than the U.S. are included in several different weeks. We spend a full week focusing on diversity in information professions. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization’s community.

   **Technology:** The School of Information Science emphasizes the importance and centrality of technology in today’s society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology in a variety of ways. We discuss technology infrastructure and its importance in information organizations, as well as the role of technology in information ecosystems. We spend a week discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course.

2. Include specific symbols in syllabi to indicate where diversity and technology are incorporated. The symbols are:

   Diversity: the capital letter C in Wingdings font. It looks like a thumbs-up hand: ☻
   Technology: the number 8 in Wingdings font. It looks like a computer mouse: ⌨️
Example from LIS 600 syllabus:

**Week One: The Information Society & Contextualizing the Field**

Using a modified version of the 2014 SIS Promotion and Tenure Committee evaluation instrument, the 2016 Promotion and Tenure Committee distributed an instrument on October 3rd and the instrument was open until October 7th 2016. The instrument was sent to nine faculty members and 8 respondents for a response rate of 88%. A summary of responses following the structure of the 2014 report is provided below.

Mentor Assignments

Junior faculty indicated a preference for a mentor based on their interests and research area from among the senior faculty, current Professors (Jeffrey Huber) or Associate Professors (Brandi Frisby, Seungahn Nah, Sherali Zeadally, and Patric Spence). Five respondents (63.5%) were assigned their mentor last academic year, and three (37.5%) were assigned a mentor this year.

Meetings with Mentors and Other Mentoring Sources

One respondent (12.5%) report meeting at least once with their mentor to discuss general or specific questions, three (37.5%) report meeting several times (more than once), three (37.5%) report meeting on a regular basis, and one (12.5%) reported not meeting at all with their mentor in this year.

When asked to identify all sources of mentoring, seven (87.5%) reported using their assigned mentor, six (75.0%) reported consulting with other SIS faculty, three (37.5%) reported consulting with University of Kentucky faculty outside our college, and five (62.5%) reported consulting with colleagues or advisors at other institutions. One (12.5%) reported seeking no mentoring advice.

Mentor Availability and Helpfulness

When asked to rate the availability of the assigned SIS mentor one (12.5%) selected “Moderately available,” two (25.0%) selected “Very available, and five (62.5%) selected “Extremely available.”

When asked how helpful the assigned mentor has been, one (12.5%) selected “Moderately helpful,” two (12.5%) selected “Very helpful,” and five (62.5%) selected “Extremely helpful.”
**Ranking of Mentoring Activities**

The table below outlines the distribution of scores for the question of ranking of mentor activities. However, because no anchor was provided in this survey or in previous surveys the results of this question (and previous mentor reports) have little or no value. The instrument has been updated to prevent this problem in the future.

<table>
<thead>
<tr>
<th>Rank the activities below for which you are (or were) most likely to seek advice from your mentor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General university...</td>
</tr>
<tr>
<td>Managing service...</td>
</tr>
<tr>
<td>Online course development</td>
</tr>
<tr>
<td>Instructional pedagogies</td>
</tr>
<tr>
<td>Research publication and...</td>
</tr>
<tr>
<td>Grant writing</td>
</tr>
<tr>
<td>Research methodologies</td>
</tr>
<tr>
<td>Research collaboration...</td>
</tr>
</tbody>
</table>

![Graph showing ranking of activities](image)

No Comments were provided for the open-ended question which asked “Do you have ideas on how your mentoring experience of the mentoring program can be improved”

**Summary**

For the past two years, the SIS P&T Committees have offered informal and formal mentoring programs to its junior faculty members. The mentoring program offered through individual mentors or a group workshop provided the mentees diverse types of mentoring opportunities. As with previous assessments of the program, responses indicate good or high mentee satisfaction with the mentor assigned, their mentor’s availability, and the quality of the mentoring interactions. A broad range of activities and issues appear to be considered important by mentees.

**The following recommendations are offered:**

1. We recommend that P&T committee formalize recommendations about how often mentor meetings should take place. Moreover, mentors should outline caution to assistant professors regarding consulting with members outside the college. Simply reminding assistant professors that rules and procedures are not always standardized across the college.

2. We believe that the P&T committee should continue to provide the once-a-semester workshops devoted to faculty development and continue to solicit input from junior faculty on what would best meet their needs.
3. The next survey should add an open ended question about what types of workshops assistant professors would like for professional development. This will allow future P&T Committee members to use those responses to plan workshops in the future.
Q1 Who is your assigned mentor?

Answered: 8  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Huber</td>
<td>25.00%</td>
</tr>
<tr>
<td>Sherali Zeadally</td>
<td>12.50%</td>
</tr>
<tr>
<td>Brandi Frisby</td>
<td>25.00%</td>
</tr>
<tr>
<td>Seungahn Nah</td>
<td>12.50%</td>
</tr>
<tr>
<td>Patric Spence</td>
<td>25.00%</td>
</tr>
<tr>
<td>I don't know</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q2 When were you assigned your mentor?

Answered: 8  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last academic year</td>
<td>62.50%</td>
</tr>
<tr>
<td>This academic year</td>
<td>37.50%</td>
</tr>
<tr>
<td>I have not yet been assigned</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Total: 8
Q3 Have you formally met with your assigned mentor to discuss general or specific questions?

Answered: 8  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have met once to discuss general or specific questions</td>
<td>12.50%</td>
</tr>
<tr>
<td>We have met at least several times to discuss general or specific questions</td>
<td>37.50%</td>
</tr>
<tr>
<td>We met regularly to discuss general or specific questions</td>
<td>37.50%</td>
</tr>
<tr>
<td>We have not met to discuss general or specific questions</td>
<td>12.50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
Q4 Check any of these statements that apply

Answered: 8  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have sought advice from my assigned mentor</td>
<td>87.50%</td>
</tr>
<tr>
<td>I have sought mentoring from other SLIS faculty</td>
<td>75.00%</td>
</tr>
<tr>
<td>I have sought mentoring from other College faculty outside of SLIS</td>
<td>0.00%</td>
</tr>
<tr>
<td>I have sought mentoring from other University of Kentucky faculty outside our college</td>
<td>37.50%</td>
</tr>
<tr>
<td>I have sought mentoring from colleagues or advisors at other institutions</td>
<td>62.50%</td>
</tr>
<tr>
<td>I have not sought mentoring advice</td>
<td>12.50%</td>
</tr>
</tbody>
</table>

Total Respondents: 8
Q5 Rate how available your mentor is to you

Answered: 8  Skipped: 0

<table>
<thead>
<tr>
<th>(no label)</th>
<th>Not at all available</th>
<th>Slightly available</th>
<th>Moderately available</th>
<th>Very available</th>
<th>Extremely available</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>25.00%</td>
<td>62.50%</td>
<td>8</td>
<td>4.50</td>
</tr>
</tbody>
</table>
Q6 How would you rate your mentor

Answered: 8  Skipped: 0

<table>
<thead>
<tr>
<th></th>
<th>Not at all helpful</th>
<th>Slightly helpful</th>
<th>Moderately helpful</th>
<th>Very helpful</th>
<th>Extremely helpful</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no label)</td>
<td>0.00%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>25.00%</td>
<td>62.50%</td>
<td>8</td>
<td>4.50</td>
</tr>
</tbody>
</table>
Q7 Rank the activities below for which you are (or were) most likely to seek advice from your mentor:

Answered: 8  Skipped: 0

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>N/A</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research collaboration opportunities</td>
<td>0.00%</td>
<td>14.29%</td>
<td>28.57%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>28.57%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>14.29%</td>
<td>7</td>
<td>4.50</td>
</tr>
<tr>
<td>Research methodologies</td>
<td>14.29%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>28.57%</td>
<td>0.00%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>28.57%</td>
<td>0.00%</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Grant writing</td>
<td>0.00%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>25.00%</td>
<td>37.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Research publication and venues</td>
<td>14.29%</td>
<td>14.29%</td>
<td>42.86%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>14.29%</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Instructional pedagogies</td>
<td>0.00%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Online course development</td>
<td>0.00%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>25.00%</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Managing service commitments</td>
<td>12.50%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>General university culture/environment</td>
<td>50.00%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>12.50%</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
Q8 Do you have ideas on how your mentoring experience or the mentoring program can be improved?

Answered: 0  Skipped: 8
2015/2016 Employer Survey Analysis

May 6, 2016

Members
Sean Burns (Convener)
Namjoo Choi
Shannon Oltmann
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

Report/Summary
In Fall 2015, the Planning Committee conducted our biennial employer survey in order to acquire feedback from employers about graduates from our LIS program. We asked employers 15 questions based on the American Library Association's required competencies. We also requested open feedback and asked employers about their type of library or organization and the number of graduates that have been employed at their library or organization.

We used SurveyMonkey to distribute the survey to 238 recipients on November 4, 2015 and a follow up/reminder on November 11, 2015. We used the recipient list from the 2013 employer survey and updated this with information gathered from the most recent alumni survey, LinkedIn profiles, and a recent graduate survey (with help from Will Buntin and Heather Burke). We received 46 complete responses for a 19.3% response rate. There were problems identifying potential respondents from school libraries, and thus the survey respondent list did not include school libraries. We received most responses from public libraries (n = 34), followed by academic libraries (n = 11). We received one response from a corporate library and one response from a higher education department. We received no responses from other organizational or library types. We merged responses from academic libraries-main and academic libraries-branches.

We exclude from this report data about the number of graduates that were hired by these libraries (see survey responses for details) but present the two tables and one figure below that indicate employers generally strongly agree or agree that our graduates meet the core competencies. However, the replies illustrate some weaknesses, and these were different by organization type. Among public library responses, management appears to be one of the weakest areas and promoting and evaluating information services also shows weakness. There
appear to be a greater frequency of reported weaknesses among responses from academic libraries. These weaknesses are in the areas of: *are effective communicators, are able to organize information, are effective users of technology, are able to understand and/or conduct original research*, and *are good instructors*.

Based on these results, the Planning Committee makes the following recommendations:

1. Seek to increase the response rate and the number of types of organizations in the sample. Given that we have strong programs in school libraries and health information, we should actively find ways to acquire feedback from employers at these types of institutions. For school libraries, this will require working with Maria Cahill (and possibly her contacts at the College of Education) to develop a recipient list.

2. Use this data to triangulate across the other data we collect and analyze, including learning outcomes analysis. The Planning Committee suggests that future discussions about the curriculum should consider the learning outcomes analysis in conjunction with this report and future surveys.
Table 1. Survey responses from public libraries (n = 34). Cells with the highest frequency (or tie) are highlighted.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Principles</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Analyze Problems</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Effective Communicators</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Manage Information Resources</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Organize Information</td>
<td>7</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Effective Technology</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Emerging Technology</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assist Clients</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Promote &amp; Evaluate Services</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Original Research</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Good Learners</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Good Instructors</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Good Managers</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Good Leaders</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Well Prepared</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 2. Survey responses from academic libraries (n = 11). Cells with the highest frequency (or tie) are highlighted.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Principles</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Analyze Problems</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Effective Communicators</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manage Information Resources</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Organize Information</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Effective Technology</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Emerging Technology</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Assist Clients</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Promote &amp; Evaluate Services</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Original Research</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Good Learners</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Good Instructors</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Good Managers</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Good Leaders</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Well Prepared</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Figure 1 illustrates the distribution of responses from each of the four organizational types.

Fig 1. Distribution of responses by organization type.