

**University of Kentucky**  
**School of Information Science (SIS)**  
**LIS 690, Section 202**  
**Electronic Resource Development**  
**Fall 2020**

**Instructor:** Dr. Sean Burns  
**Office Address:** 327 Little Library Building  
**Email:** sean.burns@uky.edu  
**Office Phone:** 859-218-2296  
**Office Hours:** Virtual  
**Virtual (Zoom) Office Hours:** Tue: 9:30–11:30am ; Thu: 1–3pm  
**Preferred Method of contact:** Email  
I usually respond to emails within 24 hours, or the first business day after the weekend or holiday.

## **Course Description**

Electronic resources include all those systems (databases) and works (ebooks, periodicals) that are collected, described, provided, and managed by librarians and information specialists. Electronic resource management is therefore the management of these resources and this course examines the complexities involved with this activity. Topics covered include electronic resource systems, standards, processes and work flows, licenses, negotiations, access, evaluation, and usability. No prerequisites.

## **Student Learning Outcomes**

After completion of this course, students will:

1. Acquire familiarity with the technologies and standards used to manage electronic resources.
2. Understand and begin to develop the professional skills needed to manage electronic resources.
3. Gain skills to evaluate and negotiate electronic resource licenses.
4. Appreciate the impact that electronic resources have on end users.

## **Course Format**

This is an online course that requires asynchronous class participation. Course will be delivered via the Canvas learning management system.

## **Required Materials**

No required textbook. Required readings listed below.

All students are required to sign up and monitor the NASIG SERIALST email listserv at <http://tinyurl.com/serialst>.

## Course Assignments

Assignment/Activity	Grade
Class Participation/Discussions	40%
Paper 1: On Technologies or Standards	20%
Paper 2: On Processes and Contexts	20%
Paper 3: On Patrons	20%

## Summary Description of Course Assignments

**Class Participation/Discussions** – students will participate in discussions on Canvas. Discussions will be based on weekly topics, readings, and lectures. Discussions will be evaluated based on the quality of posts and replies to posts.

- Discussion posts, 40% total, due weekly for 1% extra credit or by last day of module for regular credit.

**Papers** – students will write three **well written, highly edited, precise** short papers that focus either on a singular aspect of a selected topic. Papers should be based on at least two additional peer reviewed readings (not already listed in the syllabus). The purpose of these papers is for students to conduct additional inquiry and coverage of the topic(s). Papers will be evaluated based on analysis, coverage, outside literature, length, and writing.

- Three papers, 400 words each, 60% total, 20% each.
  - Paper 1, due 10/01/2020, 11:59 PM EST
  - Paper 2, due 11/05/2020, 11:59 PM EST
  - Paper 3, due 11/24/2020, 4:59 PM EST

## Course Grading

- 93 – 100: A (Exceptional achievement)
- 80 – 92: B (Good to excellent achievement)
- 70 – 79: C (Marginal work)
- <70: E (Failing work)

## Tentative Course Schedule & Reading List

### Module 1: Librarians

#### **WEEK 1: 08/17 - 08/23**

##### **The ERM Librarian**

- ➔ Stachokas, G. (2018). The Electronic Resources Librarian: From Public Service Generalist to Technical Services Specialist. *Technical Services Quarterly*, 35(1), 1–27.  
<https://doi.org/10.1080/07317131.2017.1385286>
- ➔ Hulseburg, A. (2016). Technical communicator: A new model for the electronic resources librarian. *Journal of Electronic Resources Librarianship*, 28(2), 84-92.  
doi:10.1080/1941126X.2016.1164555

- Zhu, X. (2016). Driven adaptation: A grounded theory study of licensing electronic resources. *Library & Information Science Research*, 38(1), 69-80. doi:10.1016/j.lisr.2016.02.002

### **WEEK 2: 08/24 – 08/30**

#### **Desperately Seeking an ERM Librarian**

- Murdock, D. (2010). Relevance of electronic resource management systems to hiring practices for electronic resources personnel. *Library Collections, Acquisitions, and Technical Services*, 34(1), 25-42. doi:10.1016/j.lcats.2009.11.001
- Hartnett, E. (2014). NASIG's core competencies for electronic resources librarians revisited: An analysis of job advertisement trends, 2000-2012. *The Journal of Academic Librarianship*, 40(3-4), 247-258. doi:10.1016/j.acalib.2014.03.013

### **WEEK 3: 08/31 – 09/06**

#### **Constant Disruption**

- Breeding, M. (2018). What is ERM? Electronic resource management strategies in academic libraries. *Computers in Libraries*, 38(3). Retrieved from <http://www.infotoday.com/cilmag/apr18/Breeding--What-is-ERM.shtml>
- Cote, C., & Ostergaard, K. (2017). Master of “Complex and Ambiguous Phenomena”: The ERL's Role in a Library Service Platform Migration. *Serials Librarian*, 72(1-4), 223-229. <https://doi.org/10.1080/0361526X.2017.1285128>
- Fu, P., & Carmen, J. (2015). Migration to Alma/Primo: A Case Study of Central Washington University. *Chinese Librarianship: an International Electronic Journal*. <http://www.iclc.us/cliej/cl40FC.pdf>

## **Module 2: Technologies and Standards**

### **WEEK 4: 09/07 – 09/13**

#### **ERM & ILS**

- Miller, L. N., Sharp, D., & Jones, W. (2014). 70% and Climbing: E-Resources, Books, and Library Restructuring. *Collection Management*, 39(2-3), 110-126. <https://doi.org/10.1080/01462679.2014.901200> ; [OA/PDF Version](#)
- Wilson, K. (2011). Beyond library software: New Tools for electronic resources management. *Serials Review*, 37, 294-304. doi:10.1016/j.serrev.2011.09.010
- Wang, Y., & Dawes T. A. (2012). The next generation integrated library system: A promise fulfilled. *Information Technology and Libraries*, 31(3), 76-84. <https://doi.org/10.6017/ital.v31i3.1914>
- Anderson, E. K. (2014). Electronic resource management systems and related products. *Library Technology Reports*, 50(3). <https://journals.ala.org/index.php/ltr/article/view/4491/5255>

### **WEEK 5: 09/14 – 09/20**

#### **Standardizing ERM**

- Harris, P. (2006). Library-vendor relations in the world of information standards. *Journal of Library Administration*, 44(3-4), 127-136. doi:10.1300/J111v44n03\_11
- Emery, J., & Stone, G. (2013, February). Techniques in electronic resource management (TERMS). *Library Technology Reports*, 49(2), chapters 1-8. <http://dx.doi.org/10.5860/ltr.49n2>
- Rinck, E. M. (2017). Coming to TERMS with electronic resource management: An interview with Jill Emery, Graham Stone, and Peter McCracken. *Serials Review*, 43, 51-54. doi:<https://doi.org/10.1080/00987913.2017.1281871>
- Announcing TERMS ver2.0. TERMS: Techniques for Electronic Resource Management. <https://library.hud.ac.uk/blogs/terms/announcing-terms-ver2-0/>

## **PAPER 1, ON TECHNOLOGIES AND/OR STANDARDS, DUE 10/01/2020, 11:59 PM EST**

### **WEEK 6: 09/21 – 09/27**

#### **Interoperability**

- Kasprowski, R. (2012). NISO's IOTA Initiative: Measuring the quality of OpenURL Links. *The Serials Librarian*, 62, 95-102. doi:10.1080/0361526X.2012.652480
- Chisare, C., Fagan, J. C., Gaines, D., & Trocchia, M. (2017). Selecting link resolver and knowledge base software: Implications of interoperability. *Journal of Electronic Resources Librarianship*, 29, 93-106. doi:10.1080/1941126X.2017.1304765

### **WEEK 7: 09/28 – 10/04**

#### **Electronic Access**

- Samples, J., & Healy, C. (2014). Making it look easy: Maintaining the magic of access. *Serials Review*, 40, 105-117. doi:10.1080/00987913.2014.929483
- Carter, S., & Traill, S. (2017). Essential skills and knowledge for troubleshooting e-resources access issues in a web-scale discovery environment. *Journal of Electronic Resources Librarianship*, 29(1), 1–15. <https://doi.org/10.1080/1941126X.2017.1270096>
- Buhler, A., & Cataldo, T. (2016). Identifying e-resources: An exploratory study of university students. *Library Resources & Technical Services*, 60, 22-37. doi:10.5860/lrts.60n1.23

## **Module 3: Processes and Contexts**

### **WEEK 8: 10/05 – 10/11**

#### **Workflow**

- Anderson, E. K. (2014). Elements of electronic resource management. *Library Technology Reports*, 50(3). <https://journals.ala.org/index.php/ltr/article/view/4492/5257>
- Anderson, E. K. (2014). Workflow analysis. *Library Technology Reports*, 50(3). <https://journals.ala.org/index.php/ltr/article/view/4493/5259>

### **WEEK 9: 10/12 – 10/18**

#### **Markets and Economics**

- Bosch, S., Albee, B., & Henderson, K. (2018). Death by 1,000 Cuts. *Library Journal*, 143(7), 28–33. LISTA database via EBSCOhost
- Sanchez, J. (2015). E-content in libraries: Marketplace perspectives. *Library Technology Reports*, 51(8), 9-15. <https://journals.ala.org/index.php/ltr/article/view/5833/7344>

### **WEEK 10: 10/19 – 10/25**

#### **Licensing Basics**

- SERU: A Shared Electronic Resource Understanding, NISO, [http://www.niso.org/publications/rp/RP-7-2012\\_SERU.pdf](http://www.niso.org/publications/rp/RP-7-2012_SERU.pdf)
- North American Serials Interest Group. (2013). NASIG core competencies for electronic resources librarians. [http://www.nasig.org/site\\_page.cfm?pk\\_association\\_webpage\\_menu=310&pk\\_association\\_webpage=7802](http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=7802)
- Regan, S. (2015). Lassoing the licensing beast: How electronic resources librarians can build competency and advocate for wrangling electronic content licensing. *The Serials Librarian*, 68(1-4), 318-324. doi:10.1080/0361526X.2015.1026225

## **PAPER 2, ON PROCESSES AND/OR CONTEXTS, DUE 11/05/2019, 11:59 PM EST**

## **WEEK 11: 10/26 – 11/01**

### **Licensing and Negotiating**

- ➔ Smith, J., & Hartnett, E. (2015). The licensing lifecycle: From negotiation to compliance. *The Serials Librarian*, 68(1-4), 205-214. doi:10.1080/0361526X.2015.1017707
- ➔ Dunie, M. (2015). Negotiating with content vendors: An art or a science? *Library Technology Reports*, 51(8). <https://journals.ala.org/index.php/ltr/article/view/5834/7346>
- ➔ Dygert, C., & Barrett, H. (2016). Building your licensing and negotiation skills toolkit. *The Serials Librarian*, 70(1-4). doi:10.1080/0361526X.2016.1157008
- ➔ Garofalo, D. A. (2017). Tips from the trenches. *Journal of Electronic Resources Librarianship*, 29(2), 107-109. doi:10.1080/1941126X.2017.1304766
- ➔ Resources (just review as needed):
  - Marketplace & Licensing: <https://www.arl.org/focus-areas/scholarly-communication/marketplace-licensing#.XH6TEYVOlhE>
  - SERU: <https://www.niso.org/niso-io/2014/12/shared-electronic-resource-understanding-seru>
  - LIBLICENSE: <http://liblicense.crl.edu/>
  - ALA, Licensing and Libraries: <https://web.archive.org/web/20180611070938/http://www.ala.org/advocacy/copyright/librariesandlicensing/LibrariesAndLicensing>

## **WEEK 12: 11/02 – 11/08**

### **Acquisitions and Collection Development**

- ➔ Martin, H., Robles-Smith, K., Garrison, J., & Way, D. (2009). Methods and strategies for creating a culture of collections assessment at comprehensive universities. *Journal of Electronic Resources Librarianship*, 21(3-4), 213-236. doi:10.1080/19411260903466269
- ➔ Lamothe, A. R. (2015). Comparing usage between dynamic and static e-reference collections. *Collection Building*, 34(3), 78-88. doi:10.1108/CB-04-2015-0006
- ➔ England, L., Foge, M., Harding, J., & Miller, S. (2017). ERM ideas and innovations. *Journal of Electronic Resources Librarianship*, 29(2), 110-116. doi:10.1080/1941126X.2017.1304767

## Module 4: Patrons

### **WEEK 13: 11/09 – 11/15**

#### **User Experience**

- Pennington, B. (2015). ERM UX: Electronic resources management and the user experience. *Serials Review*, 41, 194-198. doi:10.1080/00987913.2015.1069527
- Pennington, B., Chapman, S., Fry, A., Deschenes, A, & McDonald, C. G. (2016). Strategies to improve the user experience. *Serials Review*, 42(1), 47-58. doi:10.1080/00987913.2016.1140614
- Browning, S. (2015). Data, Data, Everywhere, nor Any Time to Think: DIY Analysis of E-Resource Access Problems. *Journal of Electronic Resources Librarianship*, 27(1), 26–34. <https://doi.org/10.1080/1941126X.2015.999521>

### **WEEK 14: 11/16 – 11/22**

#### **Evaluation and Statistics**

- Pesch, O. (2017). COUNTER Release 5: What's New and What It Means to Libraries. *The Serials Librarian*, 73(3–4), 195–207. <https://doi.org/10.1080/0361526X.2017.1391153>
- Scott, M. (2016). Predicting Use: COUNTER Usage Data Found to be Predictive of ILL Use and ILL Use to be Predictive of COUNTER Use. *Serials Librarian*, 71(1), 20–24. <https://doi.org/10.1080/0361526X.2016.1165783>
- Stone, G., & Ramsden, B. (2013). Library impact data project: Looking for the link between library usage and student attainment. *College & Research Libraries*, 74(6). <http://doi.org/10.5860/crl12-406>
- Zou, Q. (2015). A novel open source approach to monitor Ezproxy Users' activities. *code4lib Journal*, 29. <http://journal.code4lib.org/articles/10589>

### **WEEK 15: 11/23 – 11/24 (No Boards; Just read)**

#### **Security and Privacy**

- Breeding, M. (2016). Issues and technologies related to privacy and security. *Library Technology Reports*, 52(4), 5-12. <http://dx.doi.org/10.5860/ltr.52n4>
- Breeding, M. (2016). The current state of privacy and security of automation and discovery products. *Library Technology Reports*, 52(4), 13-28. <http://dx.doi.org/10.5860/ltr.52n4>
- Breeding, M. (2016). Data from library implementations. *Library Technology Reports*, 52(4), 29-35. <http://dx.doi.org/10.5860/ltr.52n4>

**PAPER 3, ON PATRONS, DUE 11/024/2020, 11:59 PM EST**

# Technology Information and Requirements

## Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

## Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

## Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

## Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

## Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

## Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

# **Academic Policies in relation to COVID-19**

## **Fall Academic Calendar and Reading Days**

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [here](#).

The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no “required interactions.” Reading Days are not academic holidays.

## **Religious Observances (Senate Rules 5.2.4.2.D)**

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

## **Make-Up Work (Senate Rule 5.2.4.2)**

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student’s grade on the basis of the other course requirements, unless the student agrees in writing.

## **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

## **Non-Discrimination Statement and Title IX Information**

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK’s Administrative Regulation 6:1 \(“Policy on Discrimination and Harassment”\)](#) . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct

is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of \*Administrative Regulations 6:2\* \(“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO’s website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

## **Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rule 6.3.1* (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an

appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## **Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

## **Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)**

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

## **Course Material Copyright Statement**

*Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.*

## **Bias Incident Support Services**

*Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).*

## **Counseling Center**

*The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.*

## **Martin Luther King Center**

*The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).*

## **Office of LGBTQ\* Resources**

*UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ\\*'s website](#).) Otherwise, students can provide this information to faculty members directly.*

*Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ\\* Resources](#).*

## **Veteran's Resource Center**

*Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.*

*If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.*

*The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.*

## **Violence Intervention and Prevention (VIP) Center**

*If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or IA/RA/GA, understand that as a "Responsible Employee" of the University these individuals **MUST** report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859) ), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.***