BIENNIAL NARRATIVE REPORT

TO THE

AMERICAN LIBRARY ASSOCIATION

COMMITTEE ON ACCREDITATION

FROM THE

SCHOOL OF LIBRARY AND INFORMATION SCIENCE

UNIVERSITY OF KENTUCKY

NOVEMBER 29, 2012

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    b. Jamie Herdelin, Visiting Assistant Professor

    c. Melissa Johnston, Assistant Professor

    d. Jeff Naidoo, Assistant Professor

    e. Shannon Oltmann, Assistant Professor

    f. Ning Yu, Assistant Professor

    g. Hong Zhang, Assistant Professor

2. Names and Vitae for New Adjunct Faculty Members

    a. Dana Braccia, Marketing, Scottsdale Public Library System

    b. Will Buntin, Information Technology, University of Kentucky

      c.   Erinn Conness, Children and Youth Services, Paul Sawyer Public Library

      d.   Lisa Eichholtz, Collection Development, Jefferson Community and Technical College

      e.   Judith Gibbons, Adult Services, Bluegrass Community and Technical College

      f.   Andrew McGraw, Archives, University of Kentucky

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Planning, Development, and Improvement

<u>Planning and Assessment Related to Mission, Goals, and Objectives</u>

- In recognition of the need to assess program learning outcomes, the School's faculty reviewed and revised the School's stated Program Learning Outcomes. The revisions

more accurately reflect the program's intent. The revisions also reflect program learning outcomes that are more measurable than the previous version. The revised Program Learning Outcomes were approved September 7, 2012 (see attached copy or access assessment documents electronically at https://ci.uky.edu/lis/content/program-assessment).

- The School's faculty approved a Program Assessment Plan September 2, 2011, that was designed to ensure that the School was gathering appropriate data, analyzing that data, setting annual goals based on that analysis, and assessing how well those goals were met. (The School's faculty also approved an Ongoing Curriculum Review Plan to assist with continuous review of the entire master's curriculum (final draft attached).) Upon further review of the Program Assessment Plan, the faculty revised it to include an evaluation component designed to assess program learning outcomes. The revised plan included evaluating course-level work products/artifacts that are included in student portfolios (Portfolio Guidelines attached), submitted as part of the program's exit requirement. When we began reviewing portfolios and their respective work products/artifacts, we realized that we were essentially re-evaluating work products/artifacts that had already been graded since these consisted of assignments included in individual courses. Based on this realization, the faculty agreed to add a learning outcomes essay to the portfolio. Prior to this, portfolios included a professional resume or vita, personal statement on the overall program experience, work products/artifacts from individual courses, and a rationale for the inclusion of each work product/artifact. The learning outcomes essay replaced the individual work product/artifact rationale, and provides a more holistic view of the student's perception of how well they met program learning outcomes in general.

Unfortunately, we realized we still were not gathering data that provide a strong

indication of student success in meeting program learning outcomes. Therefore, we

consulted with a University of Kentucky Assessment Officer. Based on this consultation,

we revised the Program Assessment Process document to reflect the inclusion of

standardized course-level rubrics for work product/artifact assessment that is conducted

at the time assignments are graded initially (Program Assessment Process final draft and

course level rubrics are attached). The rubrics were designed to assess how well work

products/artifacts demonstrate attainment of UK SLIS program learning outcomes. We

also developed a rubric for evaluating the Learning Outcomes Essay included in

portfolios to assess student perception as to how well they met program learning

outcomes (included as Appendix B in the Program Assessment Process final draft). The

portfolio data is triangulated with data from student exit surveys, alumni surveys,

employer surveys, internal audits, and Advisory Board feedback (described in more detail

in the attached Program Assessment Process document). The planning cycle includes an

annual fall planning retreat, monthly School Council meetings where committee progress

reports are reviewed, and a final spring School Council meeting where the Curriculum

and Planning Committees submit reports on activities completed during the course of the

year. We are currently in year 1 operating under the revised Program Assessment

Process. Curriculum and Planning Committee reports from spring 2012 were reviewed

during the 2012 fall planning retreat to help set annual goals and objectives. We are

currently pilot testing course level rubrics and will begin using these to assess work

products/artifacts as part of the work product/artifact grading process in individual

courses spring 2013. This will allow us to begin full portfolio review as described in the

Program Assessment Process document fall 2013.

- The School's faculty approved a Diversity Plan for the School of Library and Information

    Science September 2, 2011. The Plan (copy attached) outlines objectives and strategies

    to create and support a climate of diversity and inclusion. A copy of the Plan is posted on

    the School's web site at

    https://ci.uky.edu/lis/sites/default/files/SLIS%20Diversity%20Plan_0.pdf. Fall 2012, the

    School's faculty approved the creation of a Diversity Committee to help carry out the

    intent of the Plan. The Committee was charged with developing a web presence for

    diversity and inclusion issues to accompany the School's Plan. As part of that effort,

    members of the Diversity Committee met with the University of Kentucky Vice President

    for Institutional Diversity to discuss ways in which the School can promote and support

    diversity and inclusion. The School's Diversity Committee is coordinating its efforts

    with the College Diversity Committee. In addition to the Diversity Committee's work,

    the School exhibited at the Joint Conference of Librarian of Color held September 19-23,

    2012, in Kansas City, MO.

- The School continues to utilize the exit questionnaire that is administered each semester

    to graduating students. Based on the responses, students are very satisfied with their

    programs, faculty, advising, and general quality. We are also in the process of

    conducting a current alumni survey. The alumni survey builds on elements of the exit

    questionnaire and is available via SurveyMonkey. An announcement about the alumni

    survey – including the URL – was included in the School's fall newsletter. Depending on

    response rate, we plan to administer the alumni survey every other year.

- In spring 2012, the University Faculty Senate approved the School's proposal for an undergraduate minor in Information Studies. The undergraduate minor will anchor the School more broadly across the university and should serve as a feeder for the MSLS program. The minor includes five new courses, one existing LIS course cross-listed at the 500 level, and four existing courses from Media Arts and Studies (housed in the School of Journalism and Telecommunication, also in the College of Communication and Information) cross-listed as Information Studies courses. The undergraduate Information Studies minor is scheduled to begin rollout spring 2013. The Dean's Office has provided additional funding to cover the cost of part-time instructors to launch the minor. See below for more detail.

Planning and Assessment Related to Curriculum

- As stated previously, the School's faculty adopted an Ongoing Curriculum Review Plan October 7, 2011. Based on review of data gathered, the faculty voted to revise two required courses as well as several electives (see below) and to present course requirements in table format. The proposed program revisions increase the number of required courses from four plus an advanced technology elective to four plus two advanced technology electives (this revision was approved by the School's faculty April 6, 2012 and is currently under review by the University Faculty Senate). The curriculum track tables include both required courses and suggested electives based on area of specialization (see attached). The curriculum track tables were designed to assist with advising as well and will be available from the School's web site once they are approved by the University Faculty Senate.

- The following revisions were made to two required courses based on analysis of data obtained as part of ongoing curriculum review. LIS 601 Information Seeking, Retrieval & Services was revised to focus more on information needs, information seeking, and human/information interaction. The course title was changed to LIS 601 Information Seeking. Content related to information retrieval was removed and is now covered in the revised version of LIS 602 Information Representation and Access. Similarly, basic reference concepts were removed LIS 601 and are now covered in LIS 622 Introduction to Information Services (see below). LIS 602 Information Representation and Access was revised to focus more on information representation, access, and retrieval. Additional content related to information retrieval is covered in foundational level courses LIS 630 Information Retrieval and LIS 622 Introduction to Information Services (see below). LIS 601 and LIS 602 provide the theoretical and contextual basis for more advanced foundational courses as well as various electives designed to support a student's area of interest/specialization.

- The following IT electives were added as LIS 690 Special Topics courses: Digital Libraries, Content Management Systems, and Web 2.0/Social Media.

- The following foundational level electives were revised or added based on analysis of data obtained as part of ongoing curriculum review. LIS 630 Information Retrieval was revised to focus more on information retrieval from a systems perspective. LIS 622 Introduction to Information Services was added to provide a basic introduction to reference services, including information retrieval from a user's perspective. LIS 672 Practicum was added to provide the opportunity for students to gain more hands-on experience.

- The School's Curriculum Committee was charged this fall with reviewing the curriculum for content related to diversity and inclusion as well as the incorporation of IT across the curriculum (copies of these reports are attached). Diversity and inclusion are addressed in various ways across the curriculum, but there is little uniformity. Some faculty members struggle with how to include content related to diversity and inclusion in their courses. The School's Diversity Committee has scheduled representatives from the *I am... I am Kentucky. I am diversity.* group to attend our December 2012 faculty meeting and share information and curricular resources they have developed (http://www.iamdiversityky.org/). As for the incorporation of IT across the curriculum, the faculty is working to ensure that relevant technologies are included where appropriate.

- The Dean's Office provided summer funding (2011 and 2012) to develop five new courses to support the undergraduate Information Studies minor. Those five course include: IS 200 Information Literacy and Critical Thinking, IS 201 General Information Sources, IS 202 Technologies for Information Services, IS 303 Systems Analysis, and IS 402 Competitive Intelligence. The first two courses in the sequence, IS 200 and IS 201, will be offered for the first time spring 2013 and will be taught by part-time instructors with additional funding from the Dean's Office.

Planning and Assessment Related to Faculty

- The School hired seven new full-time faculty members since our accreditation review. Melissa Johnston filled a position in school library media vacated by Melissa Gardner upon her termination at the end of 2009-2010. Dr. Johnston accepted a position at the University of Alabama – Tuscaloosa at the end of 2011-2012 in order to be in closer

proximity to her family. Jamey Herdelin filled the school library media position as a one-year visiting professor 2012-2013. We currently have a national search underway to fill the school library media position with a permanent full-time faculty member. Beginning January 2011, Jeff Naidoo filled a new faculty line created with funds from Lois Chan's phased retirement beginning June 2010. Dr. Naidoo accepted a position at the University of Alabama – Tuscaloosa at the end of 2011-2012 in order to be in closer proximity to family. We currently have a national search underway to fill the vacant line. Beginning August 2011, Namjoo Choi filled a faculty line vacated by Kwan Yi upon his termination at the end of 2010-2011. Beginning August 2011, Hong Zhang filled a new faculty line created with funds from Dennis Carrigan's retirement effective June 2011. Beginning August 2011, Ning Yu filled a new faculty line created with funds from a change in the University financial model. Beginning August 2012, Shannon Oltmann filled a faculty line created with funds from Lois Chan's retirement effective December 2011.

- The School appointed eight new adjunct faculty members: Dana Braccia, Marketing, Scottsdale Public Library System; Will Buntin, Information Technology, University of Kentucky; Erinn Conness, Children and Youth Services, Paul Sawyer Public Library; Lisa Eichholtz, Collection Development, Jefferson Community and Technical College; Judith Gibbons, Adult Services, Bluegrass Community and Technical College; Andrew McGraw, Archives, University of Kentucky; Amy Olson, Multicultural Programs, Fayette County Public Schools; and Konstantin Tovstiadi, Information Technology, University of Kentucky.

- The faculty continues its work on faculty planning in anticipation of retirements. The planning process considers areas of expertise that will be priorities in new appointments.

- The School approved a Policy for Mentoring Assistant Professors May 9, 2011 (copy attached). Under the policy, all junior faculty members are paired with a senior faculty member to help ensure their success at the University of Kentucky. Following is a list of current mentors/mentees:

  Jeff Huber – Wade Bishop, Stephanie Reynolds, Hong Zhang

  Sujin Kim – Ning Yu

  Joe Miller – Namjoo Choi, Jamey Herdelin

  Lisa O'Connor – Shannon Oltmann

  The School's Promotion and Tenure Committee conducted an evaluation of the mentoring program September 2012 (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. We are in the process of scheduling a brown bag lunch in December for mentors and mentees to hold an informal, open-ended discussion.

Planning and Assessment Related to Students

- The School's faculty voted fall 2011 to raise our target enrollment range for the master's program from 180-220 to 220-250 students in preparation for the University's migration to a new financial model (the University is moving toward a responsibility-centered management financial model in which much of the School's budget will be based on tuition revenue). The slightly higher target enrollment range continues to allow us to maintain sound student-faculty ratios and class sizes continue to be appropriate for the current size of the faculty.

- With financial support from the Graduate School and the hard work of the School's Assistant Director for Student Affairs, the School continues its efforts in recruiting a more diverse student body. The School continues to exhibit annually at a recruiting fair hosted by Kentucky State University (a historically black liberal studies public institution). The School also exhibited at the Joint Conference of Librarians of Color held in Kansas City, MO, September 19-23, 2012. In addition, the School continues to award minority scholarships funded by the Graduate School that cover full tuition and health benefits.

- The School continues to receive donations to existing scholarship and endowed funds. Each year, the College conducts a phonathon targeting alumni and encouraging them to make donations to the School. Although not limited to minorities, these funds add substantially to the resources available for minority financial aid.

- All students with graduate assistantships are charged in-state tuition and receive paid health benefits.

Planning and Assessment Related to Administration and Financial Support

- The School continues to be successful in obtaining funding to support faculty research initiatives. Two faculty members received University Summer Faculty Research Fellowship during the review period. One faculty member received a sub-award from an IMLS grant.   In addition, one faculty member was invited to attend the Microsoft Research Faculty Summit held in Redmond, WA, July 16-17, 2012 (expenses covered by Microsoft).

- Due to a state budget shortfall in 2011-2012, the University's state appropriation was cut by 7.5 percent. In response, the College's recurring budget was cut by 3.33 percent for

2012/2013 and 4.2 percent for 2013/2014. The School's recurring budget was cut by the same amounts for each fiscal year. The University is in the process of reassessing planned budget reductions for 2013/2014 with the intent to lower the actual reductions due to increased tuition revenue.

- The University is migrating to a new financial model based on responsibility-centered management. The University will continue operating under its existing financial model for fiscal year 2013/2014 while running parallel accounting systems based on the new financial model. The new financial model will "go live" for the 2014/2015 fiscal year. The School's Director was appointed to the University Financial Model Steering Committee beginning fall 2012. The Steering Committee is chaired by the Provost.

Planning and Assessment Related to Physical Resources and Facilities

- The School is at capacity as far as space is concerned. We will be short office space for new hires (faculty and staff) beginning 2013-2014. The School's Director is working with the Dean of the College and the Assistant Provost for Resource Management to explore potential solutions to the space issue. Unfortunately, the College is now housed in five different buildings across campus due to University space issues.