

BIENNIAL NARRATIVE REPORT
SCHOOL OF INFORMATION SCIENCE
UNIVERSITY OF KENTUCKY

February 15, 2018

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The library science program had its ALA accreditation site visit in January 2018. In the letter dated June 25, 2018, our accreditation was renewed with no areas needing further discussion.

Standard I: Systematic Planning

- The School's Library and Information Science (LIS) Program faculty continues to review its assessment process. The most recent Program Assessment documents can be found at <https://ci.uky.edu/sis/assessment>. In January 2018, the School hired two new special title faculty members, Troy Cooper as Director of Undergraduate Studies and Jessalyn Vallade as Director of Assessment. This is the first time the School has had a position whose primary responsibility is assessment. The Director of Assessment has spent the last year developing more robust assessment processes for all programs in the School. In the LIS program, work began on an entrance/exit assessment survey as well as introductory work on entrance/exit assessment surveys for LIS 600 Information in Society, one of the core required courses.
- The program faculty approved a revised Program Assessment Process document November, 2017. This document triangulates data from the student exit assignment, 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 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.

- The LIS program conducted its biennial Employer Survey in 2017. Employers are asked to rate graduates of our program on several attributes. Each attribute is measured on a five-point Likert scale (where 5 = Strongly Agree). Scoring questions based on the percent who rank students either a “4” or a “5”, our graduates scores went up in nearly every category compared to 2015¹.

	2015	2017
Attributes scoring 80% or better	4	9
Attributes scoring 70%-79%	7	6
Attributes scoring <70%	4	0

For example, the attribute “are good managers” went from 61% in 2015 to 73% in 2017; “are good communicators” increased from 76% to 81%; and “are effective users of technologies” increased from 76% to 83%.

- Effective Fall 2017, the School launched an online degree completion program for undergraduates in our Information Communication Technology (ICT) program. Overall, the ICT program has 196 majors with 26 of those specifically pursuing the online degree completion program.
- The program is in the process of launching an online track in our Information Communication Technology masters program. We expect this to launch Fall 2018.

Standard II: Curriculum

- The Curriculum Committee made minor modifications to the areas of concentration including updating text and reviewing courses to make sure appropriate courses were listed for each area.

¹ In all cases, scores of “N/A” are omitted from calculations.

- The Curriculum Committee instituted adding symbols to course readings in core required courses to illustrate to students, specific readings that deal with diversity or technology. Both diversity and technology are meant to be infused throughout the core.
- The Curriculum Committee oversaw the development of two resources. One, a libguide specific to LIS graduate students - <http://libguides.uky.edu/libsci>, was created by Stacey Greenwell, a UK librarian. The second guide was created to put various university resources for teaching, pedagogy and online instruction in one place for easy reference - https://docs.google.com/document/d/19oG5AAUaJInIp-V_LhwOgS2ZRQue77kqn4znykI_2s/edit
- The Curriculum Committee released its report auditing how well topics related to diversity and technology are diffused across the four core required courses. This included looking at both readings and assignments in each of the courses. There is at least one assignment related to each topic in each of the core courses. Each course also has several readings related to each area.
- The Curriculum Committee also released its report on program learning outcomes, including assignments in the core courses mapped to specific outcomes, summarizing course level scores, and current rubrics for each outcome.
- We added one elective in the program: LIS 662 Data Analysis and Visualization. The course was offered as a special topics course prior to making it a permanent course.
- ICT master's level courses are open to LIS students and may be used to supplement LIS course offerings.

Standard III: Faculty

- Maria Cahill (LIS) and Shannon Oltmann (LIS) were both tenured during this reporting period.
- Stephanie Reynolds left the program to return to her home state.
- Melissa Adler left to pursue other opportunities.

- The School hired one visiting full-time LIS faculty member, Robert Shapiro, since the 2016 Biennial Narrative Report was submitted.
- The School also hired three tenure-track ICT faculty members (Fatima Espinoza, Nick Proferes, and Bryce Newell). The additional ICT faculty positions are due to enrollment growth in the ICT undergraduate major and ICT master's program, including the new online degree completion program in ICT.
- The School appointed six new part-time instructors: Carrie Cooper, April Kathy Mansfield, Matthew Noe, Stephanie Reynolds, Matthew Strandmark, Boyd Keith Swigger.
- 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) – Troy Cooper (ICR), Jessalyn Vallade (ICR), David Nemer (ICT), Renee Kaufmann (ICT/ICR)

Maria Cahill (LIS) – Soohyung Joo (LIS), Spencer Greenhalgh (ICT/LIS), Fatima Espinoza (ICT), Nick Proferes (ICT)

Jeff Huber (LIS/ICT/ICR) – Bryce Newell (ICT), Sean Burns (LIS/ICT), Robert Shapiro (LIS)

Sherali Zeadally (ICT) – Youngseek Kim (LIS/ICT)

The School's Promotion and Tenure Committee conducted an evaluation of the mentoring program February 2018 (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 2018, Shannon Oltmann was appointed editor of the *Journal of Intellectual Freedom and Privacy*. In 2017, Maria Cahill and Soohyung Joo were awarded an IMLS grant to investigate public library storytime programs' support of school readiness of young children. In 2017, Maria Cahill received the College Faculty Teaching Award. In 2016, Namjoo Choi received the College Faculty Teaching Excellence Award. In 2016, Maria Cahill was selected for the eLearning and Innovation Initiative Faculty Development Program at the University of Kentucky.

Standard IV: Students

- The LIS enrollment in fall 2018 declined approximately 14% compared to fall 2016. 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.
- The School continues to receive donations to existing scholarship and endowed funds. Each year, the College conducts email and direct mail solicitations 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. Two LIS faculty members received funds from the Institute of Museum and Library Services to investigate public library storytime programs' support of school readiness of young children.
- The School has started receiving funds from the University as part of a tuition sharing agreement, negotiated with the Provost. These funds are generated by a new undergraduate online degree completion program track in Information Communication Technology. The funds are transferred on a one-time basis and will roll over to recurring funds after 3-5 years. Once the funds become recurring, they will be used to hire additional faculty and staff for the School.
- Summer income continues to be an important funding mechanism for the School and the LIS program. The University shares back a percentage of tuition dollars generated during summer semesters with the unit's home College. Currently, our College sends 100% of those funds directly to the generating unit. The School uses funds it generates during the summer to help pay for part-time instructors, faculty development funds, program marketing, etc.
- The School is at capacity as far as space is concerned. The College and University are currently exploring the feasibility of a new building to help accommodate growth throughout the College.

Curriculum Vita

Robert M. Shapiro II
Visiting Assistant Professor
University of Kentucky, School of Information Science
317 Lucile Little Fine Arts Library
Lexington, KY 40506
shapiro.rm@uky.edu

Educational Experience:

Current—University of Kentucky, Lexington, KY – Doctor of Philosophy in Communication

- Focus areas in health communication and information science; cognate in public health
- Qualified for Candidate status April, 2018

May 2010—University of Kentucky, Lexington, KY – Master of Arts in Library Science

- Thesis: Health Literacy: A Bibliometric and Citation Analysis

May 2005—Appalachian State University, Boone, NC – Bachelor of Arts

- Major: Philosophy and Religion
- Minor: Art History

Teaching Experience:

Visiting Assistant Professor

August 2017 – Present

University of Kentucky, School of Information Science, Lexington, KY

Part-time Instructor

IS 326: E-resources for Health Professionals, August 2016 – December 2016

LIS 640: Health Information Resources Services, Jan 2016 – May 2016

University of Kentucky, School of Information Science, Lexington, KY

Professional Experience:

Assistant Director for Research, Education, and Clinical Services

May 2016 – July 2017

University of Kentucky Chandler Medical Center Library, Lexington, KY

Public Health Librarian, Academic Liaison to the College of Public Health

June 2010 – May 2016

University of Kentucky Chandler Medical Center Library, Lexington, KY

Librarian and Information Specialist for the Robert Wood Johnson Foundation funded National Coordinating Center for Public Health Services and Systems Research (previously, the Center for Public Health Systems and Services Research)

June 2010 – September 2014

20% DOE

Director of Knowledge Management for peer-reviewed, online, open access journal *Frontiers in Public Health Services and Systems Research*

September 2014 – Present

Associate Editor for *Frontiers in Public Health Services and Systems Research*

August 2013 – September 2014

Managing Editor for *Frontiers in Public Health Services and Systems Research*

January 2012 – October 2012

20% DOE

Information Specialist

December 2009 – May 2010

University of Kentucky Center for Public Health Systems and Services Research (CPHSSR), Lexington, KY

40 hours/wk

Research Assistantship

March 2008 – December 2009

University of Kentucky Center for Public Health Systems and Services Research (CPHSSR), Lexington, KY

20 hours/wk

Research Assistantship

University of Kentucky School of Library and Information Science, Lexington, KY

May 2009 – August 2009

20 hours/wk

Graduate Assistantship

Department for Environmental Protection, Frankfort, KY

August 2007 - April 2008

20 hours/wk

Quality Rater

Google, Remote work

July 2007 - October 2007

40 hours/wk

Professional Development:

- Meetings Attended
 - National:
 - Medical Library Association Annual Meeting and Exhibition; Seattle, WA; May 26-31, 2017
 - csv,conf,v3; Portland, OR; May 2-3, 2017
 - Library Carpentry Training; Portland, OR; May 4-5, 2017
 - Medical Library Association Annual Meeting and Exhibition; Toronto, ON; May 13-18, 2016
 - Medical Library Association Annual Meeting and Exhibition; Austin, TX; May 15-20, 2015
 - 7th International Conference on Interprofessional Practice and Education – All Together Better Health VII; Pittsburgh, PA; June 6-8, 2014
 - Medical Library Association Annual Meeting and Exhibition; Chicago, IL; May 16-21, 2014
 - 7th Annual Public Health Systems and Services Research Keeneland Conference; Lexington, KY; April 7-10, 2014
 - Medical Library Association Annual Meeting and Exhibition; Boston, MA; May 3-8, 2013
 - 6th Annual Public Health Systems and Services Research Keeneland Conference; Lexington, KY; April 8-11, 2013
 - Medical Library Association Annual Meeting and Exhibition; Seattle, WA; May 18-23, 2012

- Kentucky Conference on Health Communication 2012; Lexington, KY; April 19-21, 2012
 - 5th Annual Public Health Systems and Services Research Keeneland Conference; Lexington, KY; April 17-19, 2012
 - Scholarly Publishing and Academic Resources Coalition (SPARC) 2012 Open Access Meeting; Kansas City; March 11-13, 2012
 - Centers for Disease Control and Prevention, Public Health Information Network Conference; Atlanta GA; August 21-24, 2011
 - Medical Library Association Annual Meeting and Exhibition; Minneapolis, MN; May 13-18, 2011
 - 4th Annual Public Health Systems and Services Research Keeneland Conference; Lexington, KY; April 12-14, 2011
 - Kentucky Conference on Health Communication 2010: Health Communication Theory and Practice; Lexington, KY; April 22-24, 2010
 - 3rd Annual Public Health Systems and Services Research Keeneland Conference; Lexington, KY; April 20-22, 2010
 - 2nd Annual Public Health Systems and Services Research Keeneland Conference; Lexington, KY; April 7 – 9, 2009
 - AcademyHealth Public Health Systems Research Interest Group Annual Meeting; Washington D.C.; June 7, 2008
 - Medical Library Association Annual Meeting and Exhibition; Chicago, IL; May 16 – 21, 2008
 - 1st Annual Public Health Systems and Services Research Keeneland Conference; Lexington, KY; April 9 – 11, 2008
- Regional:
 - 2015 Midwest Chapter MLA; Louisville, KY; October 2-6, 2014
 - 2011 Kentucky Health Literacy Summit; Bowling Green, KY; March 24-25, 2011
 - 2010 Midwest Chapter MLA/ Wisconsin Health Science Library Association Joint Conference; Madison, WI; September 24-28, 2010
 - 2010 Kentucky Health Literacy Summit; Louisville, KY; February 26, 2011
 - 2008 Midwest Chapter MLA/ Michigan Health Science Library Association Joint Conference; Troy MI; October 17 – 21, 2008
- Continuing Education:
 - State Assisted Academic Library Council of Kentucky (SAALK) workshop, “The Value of Academic Libraries: Making an Institutional Impact;” Richmond, KY, May 30, 2014
 - Public Health Agency of Canada: Introduction to Literature Searching through the Skills Enhancement for Public Health: *Skills Online* program; Lexington, KY, April, 2014
 - MLA Educational Webcast: Librarians Collaborating to Produce Systematic Reviews: Project Launch to Publication; Lexington, KY; April 16, 2014
 - AcademyHealth Grey Literature Web Conference Series; Lexington, KY; April 5, 7 and 12, 2011
 - MLA Educational Webcast: Shifting Skills to Navigate the Changing Horizon: Finding Our Way in New Biomedical Research and Healthcare Environments; Lexington, KY; April 20, 2011
 - National Training Center and Clearinghouse/National Networks of Libraries of Medicine: PubMed and TOXNET and Beyond. October 21-22, 2011
 - MLA Educational Webcast: ABC’s of E-Books: Strategies for the Medical Library; Lexington, KY; November 10, 2010
 - MLA Educational Webcast: Now’s the Time: Understanding the Electronic Health Records Maze and Health Sciences Librarians’ Roles; Lexington, KY; March 24, 2010
 - MLA Educational Webcast: Web 2.0 Principles and Best Practices: Discovering the Participatory Web; Lexington, KY; March 5, 2008

Committees and Workgroups:

- National
 - Public Health/Health Administration Section of the Medical Library Association, Chair, May 2015 – May 2018
 - Medical Library Association, National Conference Planning Committee; Member, August 2011 – May 2014
 - Public Health/ Health Administration Section of the Medical Library Association, Oral Presentation Review Subcommittee; Member, July 2013 – May 2014

- University
 - Faculty Sustainability Council; Member, April 2017 – July 2018
 - Research Data Management & Scholarly Communication Committee; Member, 2016 – 2017
 - Research Data Management Workshop Taskforce; Member, September 2015 – 2016
 - Libraries' Promotion & Tenure Committee; Member, July 2016 – July 2017
 - Libraries' Disaster Planning Workgroup; Member, July 2012 – June 2014
 - Libraries' Strategic Planning Committee; Member, January 2013 – December 2014
 - Libraries' Salary Review Committee; Chair, September 2013 – June 2014
 - Libraries' Salary Review Committee; Member, September 2012 – August 2013
 - Libraries' Faculty Council; Member-at-large, May 2011 – June 2013
 - Open Access Week Workgroup; Member, August 2012 – October 2012
 - Library Website Search-box Workgroup; Member, June 2012 – August 2012
 - Faculty Recruitment and Hiring Workgroup; Member, September 2011 – March 2012
 - Faculty Retreat Planning Committee; Member, June 2011 – August 2011
 - Director of Archives Search Committee; Member, October 2010 – June 2011
 - Accomplishments and Engagements Workgroup; Member, Aug 2010 – December 2010

- Public
 - Kentucky Department for Public Health Workgroup on Community Health Workers; Member, April 2014 – May 2016
 - Health Literacy Kentucky Steering Committee; Member, December 2009 – April 2012
 - Health Literacy Kentucky Research Committee; Member, March 2010 – April 2012
 - Health Literacy Kentucky Awareness Committee; Member, June 2010 – July 2011

Grants and Contracts:

- Public Health Accreditation Board Planning Project Related to Standards Evidence Base; Consultant; Public Health Accreditation Board, 2015 – 2016
- Building Analytic Capacity Linkages Between Accountable Care Organizations and Public Health Departments; Co-Investigator; Mathematica Policy Research Inc, 2013 – 2016
- National Coordinating Center for Public Health Services & Systems Research; Librarian; Robert Wood Johnson Foundation, 2012 –2015
- Health Services Research Information Sciences Community; Contractor; AcademyHealth, 2012 – 2013
- Evaluating Public Health Financing; Librarian; Subcontract to National Opinion Research Center (NORC)/Assistant Secretary for Planning and Evaluation (ASPE), 2011 – 2012
- Center for Public Health Systems & Services Research; Information Specialist, Librarian; Robert Wood Johnson Foundation, 2009 – 2012

Awards:

- Medical Library Association, Midwest Chapter Research Poster Award, 2015
- University of Kentucky Libraries' Charles T. Wethington Research Award, 2015
- University of Kentucky Libraries' Charles T. Wethington Research Award, 2016

Additional Information:

- Reviewer:
 - American Journal of Public Health
 - Annual Review of Public Health
 - American Journal of Preventative Medicine
 - National Networks of Public Health Institutes Grants
 - Kentucky Conference on Health Communication

- Memberships:
 - Medical Library Association; 2008 – Present
 - Section: Public Health and Health Administration; 2008 – Present
 - Midwest Chapter/ Medical Library Association; 2008 - Present
 - Academy Health, Health Science Research Information Science Community; 2012 – 2015
 - Health Literacy Kentucky; 2009 – 2013
 - Library and Information Science Student Organization, University of Kentucky School of Library and Information Science, Lexington, KY 2008 – 2010
 - Communications Manager; 2008 – 2009
 - AcademyHealth Student Chapter, University of Kentucky College of Public Health, Lexington, KY; 2008 - 2010

- Gamma Beta Phi honor society; Appalachian State University, Boone, NC; 2003 – 2005

Publications:

Burns C, Shapiro II RM, Huber JT. Classifying reproducible search queries in MEDLINE-based databases: A case study. [Under review]

Nix AT, Huber JT, Shapiro II RM, Pfeifle A. Examining care navigation: librarian participation in a team-based approach? *J Med Lib Assoc.* 2016 Apr;104(2): 131-137.

Shapiro II RM. "Health Literacy" In *Health Librarianship: An Introduction*, Huber JT, Tu F, Eds. Libraries Unlimited: Santa Barbara, CA. (2014).

Carmen A. Scutchfield FD, Howard AF, Shapiro RM, Peterson L. Hospitals and local health department collaborations in Kentucky: A comparison of perspectives. *J Public Health Manag and Prac.* [In Press]

Huber JT, Shapiro II RM, Burke HJ, Palmer A. Enhancing the Care Navigation Model: Potential Roles for Health Sciences Librarians. *J Med Lib Assoc.* 2014 Jan;102(1):55-61.

Shapiro II RM. Nothing new but opportunities. [Blog post] Washington, D.C.: AcademyHealth; Jun 2013. Available from: <http://my.academyhealth.org/communities/alldiscussions/viewthread/?GroupId=205&MID=292>

Shapiro II RM. Public health services and systems research: Why do we still struggle with identity? [Blog post] Washington, D.C.: AcademyHealth; Jan 2013. Available from: <http://my.academyhealth.org/communities/alldiscussions/viewthread/?GroupId=205&MID=215>

Shapiro II RM. What would a public health informationist look like today? [Blog post] Washington, D.C.: AcademyHealth; Dec 2012. Available from: <http://my.academyhealth.org/communities/alldiscussions/viewthread/?GroupId=205&MID=196>

Shapiro II RM. Information seeking of public health practitioners: Is access our panacea? [Blog post] Washington, D.C.: AcademyHealth; Nov 2012. Available from: <http://my.academyhealth.org/communities/alldiscussions/viewthread/?GroupId=205&MID=187>

Shapiro RM. Harnessing the potential of networks: Crowdsourcing search strategies. [Blog post] Washington, D.C.: AcademyHealth; Nov 2012. Available from: <http://my.academyhealth.org/communities/alldiscussions/viewthread/?GroupId=205&MID=186>

Huber JT, Shapiro RM, Gillaspay M. Top down vs. bottom up: The social construction of the health literacy movement. *Library Q*. 2012 Oct;82(4):429-451.

Contributor to: A Consortium from Altarum Institute, the Centers for Disease Control and Prevention, the Robert Wood Johnson Foundation, and the National Coordinating Center for Public Health Services and Systems Research. A national research agenda for public health services and systems research. *Am J Prev Med*. 2012 May;42(5 Suppl 1):S72-78.

Harris JK, Beatty KE, Barbero C, Howard AF, Cheskin RA, Shapiro RM, Mays GP. Methods in public health services and systems research: a systematic review. *Am J Prev Med*. 2012 May;42(5 Suppl 1):S42-57.

Howard AF, Bush HM, Shapiro RM, Dearing A. Characteristics of Kentucky local health departments that influence public health communication during times of crisis: Information dissemination associated with H1N1 Novel influenza. *J Public Health Manag and Prac*. 2012 Mar-Apr;18(2):169-74.

Scutchfield FD, Shapiro RM. Public health services and systems research: entering adolescence? *Am J Prev Med*. 2011 Jul;41(1):98-9.

Harris JK, Beatty KE, Lecy JD, Cyr JM, Shapiro RM. Mapping the multidisciplinary field of public health services and systems research. *Am J Prev Med*. 2011 Jul;41(1):105-11.

Contributor to: AcademyHealth and the National Library of Medicine. Health outcomes core library recommendations, 2011. Washington, DC: AcademyHealth; June 2011 Available from: <http://www.nlm.nih.gov/nichsr/corelib/houtcomes-2011.html>

Contributor to: AcademyHealth and the National Library of Medicine. Health economics core library recommendations, 2011. Washington, DC: AcademyHealth; June 2011 Available from: <http://www.nlm.nih.gov/nichsr/corelib/hecon-2011.html>

Contributor to: AcademyHealth and the National Library of Medicine. Health policy core library recommendations, 2011. Washington, DC: AcademyHealth; June 2011 Available from: <http://www.nlm.nih.gov/nichsr/corelib/corehp-2011.html>

Scutchfield FD, Howard AF, Shapiro RM. "Health Measurement Scales". In *Oxford Bibliographies Online: Public Health*. Available from: <http://oxfordbibliographiesonline.com/view/document/obo-9780199756797/obo-9780199756797-0045.xml>

Scutchfield FD, Howard AF, Shapiro, RM. "Health Planning". In *Oxford Bibliographies Online: Public Health*. Available from: <http://oxfordbibliographiesonline.com/view/document/obo-9780199756797/obo-9780199756797-0041.xml>

University of Kentucky Center for Public Health Systems and Services Research. Public health systems and services research. Bethesda MD: National Library of Medicine's Health Services Research Information Central; Accessed September 14, 2010 from: <http://www.nlm.nih.gov/hsrinfo/phssr.html>

University of Kentucky Center for Public Health Systems and Services Research. Public health systems and services research overview. Bethesda MD: National Library of Medicine's National Information Center on Health Services Research and Health Care Technology; Accessed August 12, 2009 from: <http://www.nlm.nih.gov/nichsr/phssr/phssrintro.html>

University of Kentucky Center for Public Health Systems and Services Research. Public health systems and services research webliography. Bethesda MD: National Library of Medicine's National Information Center on Health

Services Research and Health Care Technology; Accessed August 12, 2009 from:
http://www.nlm.nih.gov/nichsr/phssr/phssr_webliography.html

Oral Presentations:

Shapiro II RM, McGinley TM, Noe MN, Fagan JM. "State libraries and the state public health workforce: Exploring services and information access" To be presented at the Medical Library Association Annual Meeting and Exhibition; Toronto, ON; May 13-18, 2016.

Frisby BN, Limperos AM, Burchett MR, Nestmann MA, Gentile C, Wombacher K, Shapiro II RM. "Rhetorical and relational strategies of online instructors: Enhancing students' experiences in online courses" at the Annual Meeting of the National Communication Association: Chicago, IL; November 20-12, 2014.

Shapiro II RM. Moderated the Public Health/Health Administration Section program, "Building Common Ground: Partnerships with Faculty, Practitioners, Librarians, and the Community for Community-Based Participatory Research" at the Medical Library Association Annual Meeting and Exhibition; Chicago, IL; May 16-21, 2014

Shapiro II RM. Moderated the National Program Committee sponsored session, "Lightning Talks for Our Information Future" at the Medical Library Association Annual Meeting and Exhibition; Chicago, IL; May 16-21, 2014

Shapiro II RM. Moderated the "Technology, Data, and Methods" session at the 5th Annual Public Health Services and Systems Research, Keeneland Conference: Lexington, KY; April 16-19, 2012.

Shapiro II RM. Presented on the development of the, then forthcoming, research agenda at the Closing Panel Session at the 4th Annual Public Health Systems and Services Research [sic], Keeneland Conference: Lexington, KY; April 12-14, 2011.

University of Kentucky College of Communications & Information Studies Health Literacy Colloquium Series: Program Three. Panelists: Tracy JW, Wilson EA, Shapiro RM, Lamar S, moderated by Cross A. Available from:
<http://cis.uky.edu/healthliteracy/three>

Carman A, Howard AF, Shapiro RM, Peterson L. "Local Health Department and Hospital Collaboration - A Comparison of Perspectives." Presented at the 2010 American Public Health Association Conference: Denver, CO: November 6-10, 2010.

Shapiro RM, Dearing AT, Howard AF, Ingram RC, Young ZG. "Information-seeking behaviors of public health practitioners: a case study from a Kentucky health department." Presented at the 2010 Midwest Chapter MLA/ Wisconsin Health Science Library Association Joint Conference: Madison, WI: September 24-28, 2010

Shapiro RM. "Ready-made resources for public health systems and services researchers" Presented at the 3rd Annual Keeneland Conference, Mini-grantee Ancillary Meeting: Lexington, KY; April 20-22, 2010

Shapiro RM, Howard AF, Dearing AT, Young ZG, Ingram RC, Cooper S. "Information-seeking behaviors of public health practitioners" Presented at the University of Kentucky School of Library and Information Science, American Library Association Research Day: Lexington, KY; April 30, 2009

Shapiro RM, Brewer RA, Ingram RC, Young ZG. "Mapping the literature of public health systems and services research from impetus to present" Presented at the 2008 Midwest Chapter MLA/ Michigan Health Science Library Association Joint Conference: Troy MI; October 17 – 21, 2008

Brewer RA, Shapiro RM, Ingram RC. "Keeping your finger on the pulse of Public Health" Presented at the 2008 Midwest Chapter MLA/ Michigan Health Science Library Association Joint Conference: Troy MI; October 17 – 21, 2008.

Shapiro RM. "Is Cross-Cultural Art Interpretation Possible in a Humean World?" Presented at The Fourth Annual Celebration of Student Research and Creative Endeavors: Boone, NC.

Poster Presentations:

Shapiro II RM, McGinley T, Noe M. "State Libraries & Public Health Information Access: Results from the Greater Midwest state libraries" at the Midwest MLA Chapter Meeting; Louisville, KY; October 2-6, 2015.

Shapiro II RM, Huber JT, Nix T, Pfeifle AL. Enhancing the navigation care model: Results from two qualitative content analyses of navigator roles and responsibilities. Presented at the 7th International Conference on Interprofessional Practice and Education – All Together Better Health VII: Pittsburgh, PA; June 6-8, 2014

Howard AF, Lamberth CL, Shapiro RM, Coil LC, Pendley R. Public information officers in the public health system A profile of public health communicators. Presented at the 141st American Public Health Association Annual Meeting and Exposition: Boston, MA; November 2-6, 2013

Huber JT, Shapiro RM, Gillaspay M. Top down vs. bottom up: The social construction of health literacy. Presented at the 2013 Medical Library Association Conference: Boston, MA; May 3-8, 2013

Shapiro RM, Dearing AT, Howard AF, Ingram RC, Young ZG. "Information-seeking behaviors of public health practitioners: a case study from a Kentucky health department." Presented at the 139th American Public Health Association Annual Meeting and Exposition: Washington, DC; October 29-November 2, 2011

Webb SC, Shapiro RM, Pendley RP, Crawford CG. "Mapping the existing literature to recently developed public health workforce research themes" Presented at the 2010 American Public Health Association Annual Meeting and Exposition: Denver, CO; November 6 – 10, 2010

Shapiro RM, Ingram RC. "Information seeking behaviors of public health systems and services researchers" Presented at the 2010 AcademyHealth Public Health Systems Research Interest Group Meeting: Boston, MA; June 29 – 30, 2010

Carman A, Howard AF, Shapiro RM, Peterson LJ. "Local health department and hospital collaboration: A comparison of perspectives" Presented at the 2010 Kentucky Public Health Association Conference: Louisville, KY; March 29 – 31, 2010

Shapiro RM, Howard AF, Dearing AT, Young ZG, Ingram RC, Cooper S. "Information-seeking behaviors of public health practitioners" Presented at the 2009 Midwest Chapter MLA Annual Conference: Columbus, OH; October 3 – 6, 2009

Brewer RA, Shapiro RM, Ingram RC, Pendley RP. "Ready-made resources for public health systems and services researchers" Presented at the 2009 Midwest Chapter MLA Annual Conference: Columbus, OH; October 3 – 6, 2009

Lamberth CD, Scutchfield FD, Webb SC, Crawford CG, Pendley RP, Jackson TA, Shapiro RM. "New directions for public health workforce research" Presented at the American Public Health Association Annual Conference: Philadelphia, PA; November 7 - 11, 2009.

Shapiro RM, Howard AF, Dearing AT, Young ZG, Ingram RC, Cooper S. "Information-seeking behaviors of public health practitioners" Presented at the American of Public Health Association Annual Conference: Philadelphia PA; November 7-11, 2009.

Brewer RA, Shapiro RM, Ingram RC. "Defining new roles: collaboration and engagement" Presented at the 2008 Association of Research Libraries/ Coalition for Networked Information Forum for Reinventing Science Librarianship: Arlington, VA; October 16-17, 2008.

Carrie L. Cooper

Brief Curriculum Vitae

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PROFESSIONAL EXPERIENCE

Dean of University Libraries, Earl Gregg Swem Library
William & Mary, Williamsburg, VA. August 1, 2011-present.

Responsible for strategic planning, budgeting, fundraising and internal operations for several campus libraries. Serves on the Provost Council, University Strategic Planning Committee and the Technology Advisory Committee. Committed to serving the students and faculty by providing quality collections, innovative services, and learning-focused facilities.

- Repositioned the library to respond to the growing demand for digital collections and access to materials in the Special Collections Research Center.
- Launched an institutional repository, implemented electronic thesis and dissertations and digitized backfiles for open access.
- Planned and executed the renovation of the Reeder Media Center in response to the adoption of the University's new general education curriculum and heightened focus on digital literacy.
- Raised \$17+ million, so far, for the Library in the University's first campaign with an ambitious goal of \$1 billion. The campaign began in 2011 and will end in 2020.

Dean of Libraries, John Grant Crabbe Library
Eastern Kentucky University, Richmond, KY. July 1, 2006 -June 30, 2011.

Responsible for staff of approximately sixty-nine, including professional and support staff. Meet regularly as a member of the Dean's Council, the Provost Council and the State Assisted Academic Libraries Council of Kentucky (SAALCK). Re-booted a Friends of the Library program, led fundraising initiatives for a renovation, planned and opened the Studio for Academic Creativity- a national model for delivering combined academic services in support for research, writing and communication.

Interim Dean of Libraries, John Grant Crabbe Library, 2005-2006
Eastern Kentucky University, Richmond, KY

Coordinator of Research & Instruction, 2002-2004
John Grant Crabbe Library; Eastern Kentucky University

Learning Resources Center, Team Leader, 1998-2001
John Grant Crabbe Library; Eastern Kentucky University

EDUCATION AND TRAINING

Master in Library and Information Science, The University of Southern Mississippi, 1997
Bachelor of Science, Elementary Education, The Florida State University, 1992

Leadership Institute for Academic Librarians, Harvard University, 2005
Development for Deans, (CASE) Council for Advancement and Support of Education, 2005
Meeting Management and Facilitation Skills Training, Eastern Kentucky University, 2001
Library Management Skills Institute I: The Manager, Association of Research Libraries, 2001
Grantsmanship Center Training, Eastern Kentucky University, 2000

PROFESSIONAL ENGAGEMENT

The Association of Southeastern Research Libraries (ASERL)

- President, 2016-17; Past President, 2017-18
- The Association of Southeastern Research Libraries (ASERL) Board, 2015-18

Virtual Library of Virginia (VIVA), Steering Committee, 2011-present;

- Chair, 2013-2016
- VIVA Advocacy Team, 2012-present

Library Advisory Committee, State Council for Higher Education in Virginia, 2011-present

Coalition for Networked Information (CNI), 2015-present

SELECTED PRESENTATIONS

Cooper, C., Fowler, B. (October 2018). "Revolutionary Academic and Public Library Initiatives," Virginia Library Association Annual Conference, Williamsburg, VA.

Cooper, C., Back, T. (May 2018). "Engaging Your Board in a Digital Humanities Project," Academic Libraries Advancement and Development Network, Fort Worth, TX.

Cooper, C., Nickel, L. (October 2017). "How Do We Keep Faculty Engaged When They Aren't Coming to the Library," Virginia Library Association Annual Conference, Hotsprings, VA.

Cooper, C., Nickel, L. (October 2016). "Strategic Partnerships and Space Sharing: How Academic Libraries Should Be Making Decisions," Virginia Library Association Annual Conference, Norfolk, VA.

"Libraries Helping to Control Costs in Higher Education: Support for Open Educational Resources and Library Licensed Content in Instruction," ASERL Meeting, 2015.

Cooper, C., Foster, J., Martin, K., Whitlock, D. (May 2011). "From Nothing to Now: How We Built a Development Program in Four Years," Presented at the Academic Library Advancement and Development Network (ALADN) Conference, Flagstaff, AZ.

Cooper, C., Gardner, B., George, J. (2002, June). *The Road to Collaborative Relationships Between Librarians and Teaching Faculty: How a Learning Community Came to Be*. Presented at the American Library Association, Atlanta, GA.

Cooper, C., George, J., Pellegrino, J., Carnes, L. (2001, November). *The Forgotten Faculty: Librarians in the College Classroom*. Presented at the Lilly Conference on College Teaching, Oxford, OH.

SELECTED PUBLICATIONS

Cooper, C., Schutt, M. (2007). Daydreaming and Doodling: An Interview with Mo Willems. *Children & Libraries: The Journal of the Association for Library Service to Children*, 5(3), 26-27.

Walker, Judy, ed. (2005). *Directory of Historical Textbook and Curriculum Materials Collections*. Chicago, IL: Association of College and Research Libraries.

Cooper, C., & Gardner, B. (2001). Coming Full Circle: A Library's Adventure in Collaboration. *Kentucky Libraries*, 65(3), 23-25.

UNIVERSITY TEACHING EXPERIENCE

Eastern Kentucky University, Department of Curriculum and Instruction

LIB 501/701 Literature and Related Materials for Transescents, Spring 2000

LIB 501/701 Literature and Related Materials for Transescents, Fall 1999

K-12 TEACHING EXPERIENCE

Allen D. Nease High School, Librarian, Ponte Vedra, FL (spring 1997/1997-98)

Bay Point Elementary School, 5th grade teacher, St. Petersburg, FL (1995-96/fall 1996)

Osceola Elementary School, 4th grade teacher, St. Augustine, FL (1993-94/1994-95)

INTERNATIONAL TRAVEL

Star of Outlook English Talent Competition, Beijing, China (Summer 2017)

Represented William & Mary as a judge on a televised talent competition showcasing China's children and young adults competing for attention and recognition from top Universities in America and Great Britain.

Georgian Papers Project, London, England (Fall 2016)

Led a William & Mary Libraries delegation on a visit to London, England to discuss the Georgian Papers Programme--the contributions by William & Mary Libraries to the digitization and access of papers related to the Georgian monarchy, and the collaboration with the Royal Archives and King's College London.

Havana, Cuba (Summer 2016 and 2017)

Traveled with William & Mary Libraries board members, librarians and faculty to build relationships and explore partnership opportunities related to the Cuban Media project:

<https://libraries.wm.edu/exhibits/cuban-media-project>

KATHY MANSFIELD
School of Information Science
320 Little Library Building
University of Kentucky
Lexington, KY 40506

WORK HISTORY

July 2013-April 2018: **Library Media/Textbooks Consultant. KY Department of Education.** (Memorandum of Agreement contract)

- Assist KY school library media specialists in effectively implementing KY library media standards and guidelines in order to positively impact student achievement
- Provide information, training, and resources to school library media specialists, school/district administrators, school-based councils, and school boards about effective school library media programs
- Present information, training, and advocacy sessions for school/district/state professional development (live and online), conferences, and other venues
- Coordinate the department's Summer Reading Program Initiative (KYReads)
- Provide information and guidance to districts, schools, KDE, and publishers about Kentucky's statutes, regulations, and policies regarding instructional materials
- Oversee the state textbook review and adoption process
- Facilitate the work of the KY State Textbook Commission
- Organize/maintain documentation/records for state textbook review and adoption

Additional Roles: *Beyond Proficiency @your library* coordinator (KY library media guidelines); Thinkfinity Grant State Coordinator and Training Administrator; Model Curriculum Framework Component Lead; Continuous Instructional Improvement Technology System (CIITS) Planning Teams (Curriculum and Instruction; Resources); Division of Program Standards "Tech Tuesday" Co-Lead (Professional Learning); KDE Liaison to KY Virtual Library, KY Department for Libraries and Archives, KY Library Association, and KY Association of School Librarians; KDE representative for State Instructional Materials Review Association (SIMRA); KY representative for CCSSO Textbook Work Group (2013-14); KY representative for CCSSO Social Studies State Collaborative on Assessment and Student Standards (2013-14); KY Districts of Innovation Review Committee; Division of Program Standards subject-area newsletter liaison to *Kentucky Teacher*; Instructional support for KY Content Leadership Network for Social Studies-Northern KY (2013-2016); Project lead for Science Instructional Materials Review (2017-18); Division newsletter editor

August 2017-present: **Adjunct Instructor**, School of Information Science, University of Kentucky.

July 2012-June 2013: **Library Media Specialist**. Shelby County Public Schools. ***Heritage Elementary.***

August 2009-June 2012: **Library Media/Textbooks Consultant. KY Department of Education.** (Three-year MOA contract)—see description above

2003-2009: **Library Media Specialist**. Shelby County Public Schools. ***Simpsonville Elementary.*** (2005-2009: **School Web master**).

2008-2009: **Cooperating Librarian. *University of Kentucky.*** 1998-2003: **Cooperating Librarian. *Spalding University.*** Supervised Library Practicum students.

Spring, 2007: **State Assessment Scorer (part-time), *Measured Progress.***

February 2003-June 2003: **6th Grade Social Studies Teacher.** Jefferson County Public Schools. ***Western Middle School.***

1999-2003: **Library Media Specialist.** Jefferson County Public Schools. ***Breckinridge-Franklin Elementary.***

1998-1999: **Librarian (part-time).** Jefferson County Public Schools. ***Gheens Professional Library.***

1991-1999: **Library Media Specialist.** Jefferson County Public Schools. ***Franklin Elementary.***

EDUCATION

MASTER OF ARTS: Secondary Counseling. Louisiana Tech University. Ruston, Louisiana. August 22, 1991.

BACHELOR OF ARTS: Major: Social Studies Education. Minor: Library Science. Louisiana Tech University, Ruston, Louisiana. March 1, 1990. Magna Cum Laude.

TEACHING CERTIFICATIONS: Kentucky: School Media Librarian (K-12); School Media Librarian Consultant (K-12); Social Studies Program Consultant; History (7-12)

PUBLICATIONS – Print/Digital

- *National School Library Standards for Learners, School Librarians, and School Libraries.* American Association of School Librarians, 2018. Editorial Board member.
- “Connecting the Dots: A Look at the National School Library Standards for Policymakers”. AASL webinar, January 2018.
- “The AASL Standards Web Portal: Accessing Standards and Support Resources”. AASL webinar, December 2017.
- *Library Conversations* video series: Kentucky Department of Education. <http://mediaportal.education.ky.gov/featured/2017/04/library-conversations-episode-1/>
- “The Secret Life of Literary Rock Stars,” *Kentucky Teacher*, October 13, 2016: <http://www.kentuckyteacher.org/subjects/library-media/2016/10/the-secret-life-of-literary-rock-stars/>
- “Is Your Library Media Program Effective?” *Kentucky Teacher*, August 11, 2016: <http://www.kentuckyteacher.org/subjects/library-media/2016/08/is-your-library-media-program-effective/>
- *Kentucky Afield Radio* interview: “Make Believe Animals in Early Childhood Learning” - https://youtu.be/pB5yZkl_oAQ (Original air date: January 16, 2016)
- *Must Be Nice! Poems Only School Librarians Will Understand* – This Lamp Press, 2016
- “Hidden Resources at Your Fingertips: How to Uncover Rich, Free Text Collections on Any Topic at Any Level” (MetaMetrics recorded webinar with Meredith Liben—Student Achievement Partners, Oct. 2013): <https://youtu.be/5bRSHNzJG7M>

- “Just Right Text, A Librarian Discusses Assisting Students and Teachers Using the Lexile Framework for Reading” (MetaMetrics video series: “Voices from the Field” June 2013): <https://youtu.be/LrkCipEh5gI>
- “Lexile Measures Help Kentucky Fight Summer Reading Slide.” Case Study, Feb. 2013, MetaMetrics: https://metametricsinc.com/wp-content/uploads/2017/07/kentucky_case_study_1.pdf
- “How Can School Library Media Programs Support Kentucky Core Academic Standards (Common Core)?” (Winter 2012 *Kentucky Libraries*)
- “How Can Your School Library Support KY Core Academic Standards (Common Core)?” (January 2012 *Literacy Link*)
- “Elementary Library Book Clubs: The Practice of Reading” (Fall 2010 *Kentucky Reading Journal*)

HONORS/AWARDS

2018 Barby Hardy Lifetime Achievement Award (KY Association of School Librarians)
 2015 Award of Merit (KY Association of School Librarians)
 2015 Central Kentucky Association of School Librarians Award of Merit
 2013 James A. Nelson Library Advocacy Award (KY Library Association)
 2013 Outstanding School Library Website Award (KY Assoc. of School Librarians)
 2012 Award of Merit (KY Association of School Librarians)
 2012 The Honorable Order of Kentucky Colonels
 2008-09 Picturing America Grant, Simpsonville Elementary School
 2008 Shelby County Teacher of the Year Elementary finalist
 2008 Alpha Delta Kappa Grant recipient (Alpha Iota Chapter)
 2006 Student Technology Leadership Program Gold School Award
 2002 Outstanding School Media Librarian - Jefferson County School Media Association
 1997 Jefferson County Public Schools Innovative Technology Award

PRESENTATIONS AND WORKSHOPS (A Sampling)

- National School Library Standards
- Leader of the Pack: Librarians Leading the Way in Schools and Districts
- Confessions of a Part-Time, Full-Time Librarian (co-led with Dr. Melissa Gardner)
- Guide for Surviving a Fixed Schedule (co-led with Dr. Melissa Gardner)
- Kentucky’s Professional Growth and Effectiveness System for School Librarians
- Kentucky Department of Education Content Network Roll-Out (CCSSO Social Sciences Assessment, Curriculum, and Instruction (SSACI) – San Diego, CA)
- MetaMetrics Honors Librarians! Differentiating Instruction Through the Use of Lexile Measures and State Online Databases (Round Table Discussion - webinar)
- How Can Your Library Media Program Support New Common Core State Standards?
- *Beyond Proficiency @your library* and the Common Core State Standards
- Thinkfinity: Digital Literacy Resources
- The Lexile Framework for Reading in Kentucky
- Open Educational Resources: Support for Classroom Instruction
- The Library Media Center: A School’s Common Wealth
- *Beyond Proficiency @your library* and CCSS: Two Super Powers
- Library Services: Linking Literacy to ELL
- School Media Librarians: Super Heroes for Our Schools

- School Media Librarians: Literacy Partners
- Summer Reading with KDE
- Summer Reading and School Libraries: Building Collaborations
- Kentucky Virtual Library
- Strategies for Beginning Readers
- All About Reading!

MEMBERSHIPS/OFFICES/COMMITTEES

National

American Library Association

American Association of School Librarians

- Standards and Guidelines Editorial Board (Seven-member board revising national school library standards) (2015-2017)
- National conference presenter (2017)
- Crosswalk Task Force for National School Library Standards (2018)

Council of State School Library Consultants (COSSLC)

School Instructional Material Resources Association (SIMRA), formerly National Association of State Textbook Administrators (NASTA) (2009-2018)

- Social Media Committee (2014-2016)
- Resolutions Committee (2010-2012)
- Advisory Commission on Textbook Specifications (ACTS) – SIMRA voting representative (2013 and 2014)

State

Kentucky Library Association

- KY Department of Education liaison (2009-2012; 2013-2018)

Kentucky Association of School Librarians (formerly KY School Media Association)

- KY Department of Education liaison (2009-2012; 2013-present); Public Relations Representative (2012-2013); State Conference Co-Chairman (October 2002); State Conference Local Arrangements Chair (2003); Award of Merit Committee (2010-2011); School Web Page Award Committee (2008); Outstanding School Media Librarian Award committee (2001); Intellectual Freedom representative (2002-2003)
- 5th District President (2004-06)
- State Conferences presenter (1998-2018)

KY Virtual Library (KYVL)

- Alliance (2011-12; 2013-2018); KYVL Leadership Team (2011-12; 2013-2018; chairman 2014-15); KYVL Advisory Council (2009-2011); KYVL Steering Committee (2009-2011); KYVL Funding Sub-committee (2010)

Kentucky Department for Libraries and Archives (KDLA)

- Advisory Council – KDE Representative (2009-2012; 2013-2018)

Kentucky Reading Association (2010-2017)

Kentucky Reading Project (2007-08)

District

Certified Staff Advisory Council (2012-13) – Shelby County Public Schools (SCPS)

District Instructional Leadership Team (2006-08/2009) – SCPS

Librarians' District Professional Learning Community Facilitator (2008-09) – SCPS

District Technology Committee – Library Media Representative (2007-09) – SCPS

Schools

Heritage Elementary (2012-13)

- Certified Staff Advisory Council rep; Arts/Humanities Program Review Committee

Simpsonville Elementary (2003-2009)

- School-Based Decision-Making Council (2004-09) – vice chairman, secretary, principal selection committee chair (2006 and 2009); Technology Committee; Family Resource Center Advisory Council; Curriculum Committee; Student Technology Leadership Team coach; Robotics Team coach

Breckinridge-Franklin Elementary and Benjamin Franklin Elementary (1991-2003)

- School-Based Decision-Making Councils; Technology Committees, Student Technology Leadership Team coach; cheerleading coach

Matthew Noe

Matthew_Noe@hms.harvard.edu

10 Shattuck Street
Boston, MA 02115
617-432-8964

EDUCATION

University of Kentucky <i>Master of Science in Library Science</i>	Lexington, Kentucky May 2016
Bluegrass Community and Technical College <i>Academic Certificate in Library Information Technology</i>	Lexington, Kentucky August 2014
University of Kentucky <i>Bachelor of Arts in Philosophy</i>	Lexington, Kentucky May 2012

EMPLOYMENT

Harvard Medical School, Countway Library of Medicine <i>Collection Outreach Librarian</i>	Boston, MA February 2018 – Present
<ul style="list-style-type: none">• Interact with staff, faculty and students to evaluate their specific needs and work toward an efficient way to connect resources to the curriculum• Assists in the selection, de-selection, and assessment of the Library's collections• Incorporates data from a variety of sources to develop a collection development policy and to support collection analysis and decision making	
University of Kentucky, College of Communication and Information <i>Part-Time Graduate Instructor - Foundations of Information Technology</i>	Lexington, KY August 2017 – Present
<ul style="list-style-type: none">• Asynchronous online instruction of graduate students in a required foundational course• Assesses student discussion, exams, and project-based assignments• Selects appropriate news and events to link with assigned readings	
National Network of Libraries of Medicine, New England Region <i>Graphic Medicine Specialist</i>	Worcester, MA October 2016 – February 2018
<ul style="list-style-type: none">• Provides outreach on comics in medicine to network members• Develops and teaches educational sessions• Develops and administers the Graphic Medicine Book Club Kit program, including book selection, reading guide development, and selection of materials for each partner organization	
University of Massachusetts Medical School, Lamar Soutter Library <i>Library Fellow</i>	Worcester, MA May 2016 – February 2018
<ul style="list-style-type: none">• Provides reference services for the university, hospital, and public communities• Member of the Collection Assessment Team charged with evaluating the future of the library's print collections• Personal librarian for one of six medical school learning communities• Aids in ongoing processing of print donations to the library	

- Responsible for development and marketing of the graphic medicine collection
- Develops and co-teaches a one week intensive medical school course on health literacy, narrative medicine, and graphic medicine

University of Kentucky, Medical Center Library
Graduate Intern – Reference

Lexington, KY
 December 2015 – May 2016

- Provided reference services for the university, hospital, and public communities
- Aided in the development of a new collection development policy

University of Kentucky, Library Administration
Student Archives Assistant

Lexington, KY
 August 2015 – May 2016

- Processed Eastern Kentucky Health Services, Inc. records, notably responsible for blueprints and topographical survey maps
- Created finding aids relevant to the above archival collections

National Library of Medicine
Alternative Spring Break Internship

Bethesda, MD
 March 2016

- Creation of Documentation for the NLM Learning Resources Project

University of Kentucky, College of Communication
Part-Time Instructor - Composition and Communication I

Lexington, KY
 August 2015 – December 2015

- Instructed undergraduate students in a required foundational course
- Developed weekly lesson plans based on a set of core assignments
- Assessed student performance in oral and written communication

University of Michigan, School of Information
Research Experience for Master's Students Graduate Fellow

Ann Arbor, MI
 May 2015 – August 2015

University of Kentucky, Library Administration
Cataloging and Database Integrity Student Assistant

Lexington, KY
 March 2015 – May 2015

- Aided in the deaccession of weeded library materials
- Aided in the selection, catalogue adjustment, and physical transfer of serials to off-site library storage

National Library of Medicine (National Center for Biotechnology Information)
Alternative Spring Break Internship

Bethesda, MD
 March 2015

- Assessing Publisher Supplied Information for Accuracy Project

University of Kentucky, School of Library & Information Science
Graduate Research Assistant

Lexington, KY
 November 2014 – May 2015

- Created an annotated bibliography of LGBTQ resources

University of Kentucky, Medical Center Library
Graduate Intern – Reference

Lexington, KY
 August 2014 – May 2015

- Provided reference services for the university, hospital, and public communities

PRESENTATIONS

- Noe, M.N. "Running a Book Club: Tips and Tricks". National Network of Libraries of Medicine, New England Region. July 2017. Webinar.
- Noe, M.N., Czerwiec, M.K., & Glusker, A. "Comics, Health, and Libraries: Bringing Graphic Medicine to Our Communities". Comics and Medicine Conference. June 2017. Workshop.
- Noe, M.N. "Comics in the Stacks: Building Graphic Medicine in an Academic Medical Library from the Ground Up". Comics and Medicine Conference. June 2017. Paper presentation.
- Noe, M.N. "Graphic Medicine in the Library: An Educational Outreach Program". Medical Library Association Annual Meeting. May 2017. Poster presentation.
- Noe, M.N. "Communicating Medicine through Comics". Values in Medicine, Science, and Technology Conference. May 2017. Paper presentation.
- Noe, M.N., Levin, L., Makowski, S., & Lund, K. "The Use and Efficacy of Comics in Healthcare: A Scoping Review in Graphic Medicine". Arnold P. Gold Foundation Mapping the Landscape, Journeying Together Symposium. May 2017. Poster presentation.
- Noe, M.N. & Levin, L. "Bibliotherapy: A Brief Tour of Mental Health Literature from Early Asylum Libraries to Graphic Novels". Joint SALIS and AMHL Conference. May 2017. Paper presentation.
- Noe, M.N. "Graphic Medicine: A Visual Narrative Approach to Health Literacy". Wisconsin Health Literacy Summit. April 2017. Paper presentation.
- Noe, M.N. "Graphic Medicine: A Visual Narrative Approach to Health Literacy". Wisconsin Health Literacy Summit. April 2017. Poster presentation.
- Noe, M.N. "Introduction to Graphic Medicine". National Network of Libraries of Medicine, New England Region. March 2017. Webinar.
- Noe, M.N. "Comics and Medicine: Building Collections and Raising Awareness". University of Massachusetts Medical School, Center for Clinical and Translational Sciences Symposium. February 2017. Poster presentation.
- Shapiro, R., McGinley, T., Noe, M.N., & Fagan, J.M. "State Libraries and the State Public Health Workforce: Exploring Services and Information Access". Medical Library Association Annual Meeting. May 2016. Paper presentation.
- Noe, M.N. "Graphic Medicine and Medical Libraries: A New Opportunity". Midwest Medical Library Association Meeting. October 4, 2015. Poster presentation.
- Shapiro, R., McGinley, T., & Noe, M.N. "Information Access and State Public Health: Missed Opportunity or Miscommunication". Midwest Medical Library Association Meeting. October 4, 2015. Poster presentation.
- Noe, M.N. "Collaborative Information Behavior in Families Dealing with Chronic Illness". Research Experience for Master's Students Poster Session at the University of Michigan. August 12, 2015. Poster presentation.

GRANTS & AWARDS

North Atlantic Health Sciences Libraries Association, Professional Development Award, MLA Travel 2017.

Arnold P. Gold Foundation Mapping the Landscape, Journeying Together Literature Review Grant, 2016-2018 Cohort. Primary Investigator.

Midwest Chapter Medical Library Association 2015 Research Award: 1st Place Poster Award.

National Network of Libraries of Medicine, Greater Midwest Region, Library Student Outreach Award, 2015.

SERVICE

Medical Library Association Diversity and Inclusion Task Force 2017 – Present

North Atlantic Health Sciences Libraries Association Annual Meeting Planning Committee 2016 – 2018
Marking Committee Chair

University of Kentucky Student Chapter of the American Library Association 2015 – 2016
Secretary/Treasurer

University of Kentucky Library and Information Science Student Organization 2015 – 2016
Treasurer

MEMBERSHIP

Comic Studies Society 2016 – Present

Medical Library Association 2015 – Present

North Atlantic Health Sciences Libraries Association 2016 – Present

Stephanie D. Reynolds

University of Kentucky
School of Information Science
320 Little Library Building
stephanie.reynolds@uky.edu
859-537-5517

EDUCATION

- Ph.D.** University of North Texas: Denton, TX 2007
- Interdisciplinary Information Science (GPA 3.6)
 - Dissertation: *Reading Selection as Information Seeking Behavior: A Case Study with Adolescent Girls* (Committee Chair: Dr. Brian O'Connor)
 - Areas of specialization: Bibliotherapy, Bibliocognition, Youth Services & Literature
- M.S.** University of North Texas: Denton, TX 2003
- Library Science (GPA 4.0)
 - Graduate Academic Certificate in Youth Services in Library & Information Settings
- B.A.** Texas Christian University: Fort Worth, TX 1990
- English, Major (Emphasis: British Literature & Creative Writing)
 - History, Minor (Emphasis: British History)

GRANTS, HONORS & AWARDS

- **Alternative Textbook Grant Program.** University of Kentucky Libraries 2016
- **Beta Phi Mu.** International Library & Information Studies Honor Society Selectee, University of North Texas 2007
- **Dissertation Research Grant.** Assembly on Literature for Adolescents of NCTE grant for research in the field of Young Adult Literature 2006
- **LISSA Library Student/Faculty Liaison.** University of North Texas 2002–2003
- **Faculty Recognition Award: Outstanding Student.** University of North Texas 2003
- **LIS Scholarship Selection Committee.** University of North Texas, Graduate Academic Certificate: Youth Services Program 2003

ACADEMIC EXPERIENCE

- University of Kentucky, School of Information Science: Lexington, KY 2018–Present
- **Part-time Instructor**
- University of Kentucky, School of Information Science: Lexington, KY 2007–2018
- **Youth Services & Literature Track: Assistant Professor/Lecturer/Advisor**
 - **Director.** *Anne McConnell Center for the Study of Youth Literature*
While it is a non-circulating collection, I perform collection development, weeding, answer questions and serve students who come to utilize the Center's collection.

- **Director.** *Anne McConnell Conference on Youth Literature* 2008–2013, 2017
I plan and coordinate the Conference from beginning to end; from the hotel contract to the author/illustrator contracts; from breakout session proposal review and acceptance to volunteer coordination. The Conference began in 1969; 2017 will be the 46th year. Featured presenters include (in order by year): George Ella Lyon, Denise Fleming, Pam Muñoz Ryan, Gary D. Schmidt, Chris Crutcher, Kelly Milner Halls, E. B. Lewis, John Green, David Wiesner, Sharon Draper, Matt de la Peña, Rafael Lòpez, M.T. Anderson, Jennifer L. Holm, Jack Gantos, Avi, Ashley Hope Pérez & Michael Hall.
- **Creator/Coordinator.** *The Connecting with Characters Contest* 2010–2013, 2017
I developed the Connecting with Characters Contest to promote literacy and work in conjunction with the McConnell Conference, which has three authors presenting. These authors' books are selected to be read by contest participants either with their public or school librarian, or their classroom teacher. Additional information is available here: <https://ci.uky.edu/sis/mcconnell/2017conference/contest>.

University of North Texas, Department of Library & Information Sciences: Denton, TX

- **Adjunct.** Information Resources & Literature for Youth (SLIS4420; online) 2006–2007
- **Clinical Faculty.** Storytelling/Advanced Storytelling (SLIS5440/45; online) 2003–2004
- **Teaching Assistant.** Information Access & Retrieval (SLIS5600; online) Fall 2003
- **Capstone Project Teaching Assistant.** Summer 2004, Spring/Summer 2007
- **Teaching Assistant/Student Advisor.** *School Library Program* 2002–2003, 2007
As a Teaching Assistant, I was responsible for assisting with grading in six School Library Media courses, advising and practicum coordination for 600+ School Library Media students, and assisting with course development. I was also clinical faculty for the storytelling courses for a few semesters. As the Capstone Teaching Assistant, I was responsible for the collection and electronic distribution of approximately 800 essays, as well as for capturing grading results.

POST-PHD TEACHING EXPERIENCE

University of Kentucky, School of Information Science 2007–2018

- **Children's Literature & Related Materials (LIS510; online; undergraduate)**
A survey of children's literature, traditional and modern. Reading and evaluation of books and multimedia materials with emphasis on the needs and interests of children. Covers media for use by and with children from preschool through grade six.
- **Literature & Related Media for Children (LIS610; online; undergraduate)**
A survey of children's literature, traditional and modern. Reading and evaluation of books and multimedia materials with emphasis on the needs and interests of children. Covers media for use by and with children from preschool through grade six.
- **Collection Development (LIS659; online; graduate)**
Intellectual and administrative aspects of building, maintaining and evaluating library collections. Topics include: library cooperation; national standards; the writing and implementation of collection policies; strategies of selection and evaluation; contemporary publishing and the book trade.

- **Critical Analysis of Children’s Literature (LIS611; face-to-face; graduate) (Inactive)**
Advanced study of book evaluation, literary criticism, children’s book publishing, awards, and current trends in the field. Individual projects require extensive critical reading. The purpose of this course is to improve the ability to discern high-quality books and illustrations; to gain knowledge of literary criticism and its importance in the improvement in the arena of children’s literature; and to develop an appreciation of the wide scope of implications in the field of children’s literature.
- **Information in Society (LIS600; online; graduate Core course)**
An investigation into the Information Society and its relationships with our world, including the impact on information organizations and communities with a focus on the discipline’s ethics, values, and core concepts.
- **Information Resources & Services for Children (LIS613; online; graduate) (Inactive)**
A study of effective programming for children and young adults. Includes literature-based activities, grant writing and community outreach.
- **Literature & Related Media for Young Adults (LIS614; online; graduate)**
A study of literature and related materials for use with young people in libraries in grades 7-12. Emphasis is placed on the special characteristics and needs of young adults and the evaluation of materials for this age group.
- **Public Libraries (LIS645; online; graduate) (Fall 2013 only)**
Examines historical development of the public library and its roles in society. Topics considered include the environment of public libraries; organization and management; information needs of client groups; information re- sources and services provided to clients; and trends and developments in public libraries.
- **Youth Literature for a Diverse Society (LIS612; online; graduate)**
A survey and historical study of culturally diverse literature for youth of all ages. Students will engage in extensive reading, evaluation, and discussion of literature and the issues related to developing an understanding of various cultures and special populations within the United States.

LIBRARY EXPERIENCE

- University of North Texas, Science & Technology Library: Denton, TX 2004–2007
Reference Librarian/Graduate Library Assistant (post Masters)
After completing my MSLS, I worked in the Science & Technology Library for approximately 2.5 years. My supervisor was Beth Thomsett-Scott. As a Graduate Library Assistant, I worked at the reference desk at the Science & Technology Library. I was responsible for staffing the reference desk as well as monitoring Ask-a-Librarian for several hours each week. I also assisted with special projects, such as database auditing and collection development.
- Carrollton Public Library: Carrollton, TX 1991
Children’s Library Assistant
I conducted homework help and reference in the children’s department, as well as provided adult reference services. I conducted story time and children’s department tours. I coordinated and assisted with the Summer Reading Program.

ADDITIONAL SELECTED WORK EXPERIENCE

- In Any Event, Ltd: Dallas, TX 1996–2000
Owner/Operator
In Any Event was a gift basket and balloon decorating company. I managed all aspects of the business. I closed the business in 2000, after which I worked for various companies in Ft. Worth and Austin, Texas until returning to graduate school in 2002. All of those positions were short term. I left most, but was laid off from others. I have worked for companies that are no longer in business where I wore multiple hats (office manager, receptionist, accounting, human resources, client services, marketing, etc.) and hired to fill those positions as the companies grew.
- The Inteq Group, Inc.: Dallas, TX 1994–1996
Office Manager/Client Services Manager
When I first joined this prescription benefits management company they had only a handful of employees. I started out as office manager, receptionist, HR administrator, accounting supervisor, marketing coordinator, etc. As the company grew, I hired staff for all of the positions, continuing as office manager while starting the Client Services Department and hiring staff to work under me. They were acquired a number of years ago. I left to start my own business.
- Penn General Service Corporation: Irving, TX 1992–1994
Marketing Director/ Account Manager
I began in account services for this self-funded benefits administration. I was later promoted to Marketing Director. When the company began losing clients, I left to take a position with one of the company's service providers.
- Bookstop, Inc: Dallas & Arlington, TX 1986–1989
Assistant Store Manager/Office Manager
After working in bookstores (B. Dalton) in high school and beginning at Bookstop as a Head Cashier while in college, I went on to help manage three locations, concluding at the store in Arlington. Bookstop was purchased by Barnes & Noble's parent company in 1989; all stores have since been converted or closed. I left at the beginning of my last undergraduate semester in order to focus on my education.

PUBLICATIONS

- Reynolds, S.D. (2011). If you build it, will they come In Abbas, J. & Agosto, D. (Eds.), *Teens, libraries and social networking: What Librarians need to know* (pp.49-58). (Libraries Unlimited Professional Guides for Young Adult Librarians Series). Santa Barbara, CA: Libraries Unlimited, An Imprint of ABC-CLIO. [invited]
- Reynolds, S. D. (2007). *Reading selection as information seeking behavior: A case study with adolescent girls*. Unpublished Doctoral Dissertation. Denton, TX: University of North Texas.

PRESENTATIONS AND Workshops

- **Presenter.** (2016). “Self-Censorship: Protecting the Rights of Readers”. Public Libraries Institute, Kentucky Department for Libraries & Archives (KDLA): Frankfort, KY.
- **Presenter.** (2012). “Using Social Media Applications in Distance Learning”. University of Kentucky: Lexington, KY.
- **Presenter.** (2011). CATALYST (Collaboration Among Teachers and Librarians Yielding Successful Teaching). A 6-hour workshop with School Library Media Specialists for the Ohio Valley Educational Cooperative: Shelbyville, KY. [invited; funded by IMLS grant]
- **Co-Presenter.** (2011). “Resources for Awareness: Shedding Light on the Bullying Crisis”. In collaboration with UK SLIS alumnus Sarah Flood Held. The 43rd McConnell Conference: Lexington, KY.
- **Panelist.** (2010). Youth Services Special Interest Group Presentation. “Inclusive Voices: Embracing Diversity in Youth Services”. ALISE Conference: Boston, MA.
- **Panelist.** (2009). Youth Services Special Interest Group Presentation. “Transforming Visions of Youth for LIS Education in the 21st Century”. ALISE Conference: Denver, CO
- **Presenter.** (2009). College of Communication & Information Studies Faculty Research Seminar. “Experiential Bibliocognition: Exploring Youth Reality in Literature Part II: Social Networks”. University of Kentucky: Lexington, KY
- **Presenter.** (2009). “Collection Development for the Real World”. Presented to the youth services staff of Paul Sawyer Public Library and Frankfort area library media specialists. Paul Sawyer Public Library: Frankfort, KY [invited].
- **Guest Lecturer.** (2008–2010). “Intellectual Freedom”. Current Problems in Library and Information Science Course, University of Kentucky: Lexington, KY.
- **Presenter.** (2009, 2010). “On Becoming a Youth Librarian” & Youth Literature Book Talk. Library Career Day, Minority College Awareness Program, University of Kentucky: Lexington, KY.
- **Presenter.** (2007). Doctoral Student Work-in-Progress Poster Session. *Reading Selection as Information Seeking Behavior: The Therapeutic Impact of Self-Selected Literature on Adolescent Girls*, ALISE Conference: Seattle, WA.
- **Presenter.** (2007). “Bibliocognition & Collection Development”. Workshop for Northern Kentucky Children’s and Young Adult Services Librarians: Versailles, KY [invited].

SERVICE

UNIVERSITY OF KENTUCKY

- **Faculty Marshal.** University Commencement Ceremonies 2008–2016
- **Chair.** Noora Aljabi’s Thesis Committee, John R. & Joan B. Gaines Fellow in the Humanities
- **Panel Member.** “This Worked for Me”. New Faculty Orientation. Fall 2008
- **Discussion Leader.** Common Reading Experience. K-Week Fall 2009
- **Chair.** Karah Sutton’s Thesis Committee, John R. & Joan B. Gaines Fellow in the Humanities 2009–2010
- **Faculty Advisor.** Children & Teen Services (CATS) Student Group 2008–2010

SCHOOL OF INFORMATION SCIENCE COMMITTEES

- **Chair.** American Library Association, Committee on Accreditation Program Presentation. Curriculum Standard. 2008–2011; 2015–2018
- **Convener.** Curriculum Committee 2008–2009; 2009–2011
- **Member.** Curriculum Committee 2011–2012; 2017–2018
- **Convener.** Planning Committee 2010–2011
- **Member.** Planning Committee 2007–2008; 2009–2010; 2017–2018
- **Member.** Executive Committee 2008–2009; 2011–2012; 2012–2013
- **Member.** Comprehensive Exam Committee Summer 2008; Spring 2009; Fall 2010; Summer 2011; Fall 2015
- **Member.** Admissions Committee 2007–2008; 2012–2013; 2014–2015, 2015–2016
- **Member.** Ad hoc Distance Learning Committee 2007–2008
- **Member.** Ad hoc Exit Portfolio Committee 2010–2012
- **Convener.** Diversity Committee 2012–2013
- **Convener.** LIS Planning Committee 2013–2014
- **Member.** Ad hoc Technology Committee Fall 2016

COMMUNITY

- **Coordinator.** “Are You Smarter than a 6th Grader” with Harrison County (KY) Middle School. University of Kentucky: Lexington, KY 2008–2017
- **Creator/Coordinator.** Connecting with Characters Contest 2009–2013, 2017
- **Discussion Leader.** “One Book, One TLC”, The Learning Center at Linlee, Fayette County Public Schools: Lexington, KY Fall 2011
- **Discussion Leader.** McConnell Center Reading Club Summer 2011–2013
- **Creator/Coordinator.** Good Enough to Eat: Come Devour a Good Book 2008–2011
- **Creator/Contributor/Editor.** McConnell Center Newsletter 2011–2013
- **Member.** A CATs Tale, Literacy Festival & Bookfair Planning Committee: University of Kentucky, Lexington, KY 2014, 2015

PROFESSIONAL

- **Panel Chair.** “Love and Other Four Letters Words: Negotiating Young Adult Relationships in Fiction”. The ALAN Workshop, NCTE Annual Conference 2008
- **Manuscript Peer Reviewer.** *The ALAN Review* 2010–2014
- **Peer Reviewer.** *Write4Children* 2010
- **Grant Reviewer.** Great Stories Club (American Library Association) 2010
- **Convener.** YALSA Intellectual Freedom Special Interest Group 2010–2011
- **Member.** Lecture Selection Committee, YALSA Past President’s Program 2011–2012
- **Member.** YALSA Research Committee 2011–2013
- **Chair.** YALSA Discussion/Interest Group Evaluation Taskforce 2011–2012

PROFESSIONAL MEMBERSHIPS

- The ALAN Foundation (past)
- Association of Library & Information Science Educators (past)
- American Association of University Women (past)
- American Library Association
 - Association for Library Services to Children (ALSC)
 - Young Adult Library Services Association (YALSA)
 - Ethnic & Multicultural Information Exchange Round Table (EMIERT)
 - Intellectual Freedom Round Table
- Kentucky Library Association
- Texas Library Association (past)

SKILLS & PROFICIENCIES

- Collection Development & Management
- Copyright & Intellectual Property
- Course Development & Design
- Creating & Managing a Social Media Presence
- Distance Learning Education
- Event Conception & Planning
- Grant Writing
- Information Literacy
- Information Resource Development
- Learning Management Systems (Canvas/Blackboard)
- Mac OS & Applications
- Microsoft Office Suite & Windows
- Public Relations, Marketing & Promotion
- Reference & Research Instruction
- Student & Community Outreach
- Volunteer Coordination
- Web Design
- Writing & Editing

MATTHEW STRANDMARK

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PROFESSIONAL EXPERIENCE

Education Archivist - Library Manager Principal

University of Kentucky, Special Collections Research Center, Lexington, Kentucky October 2015 – Present

- Designs, writes, and implements innovative primary source-based active learning exercises and modules that focus on source analysis and contextual comprehension, and hold classes that incorporate emerging technologies and adaption to student needs with a strong pedagogical focus.
- Coordinates education activities and serves as the primary instructor for SCRC. Works collaboratively with staff across the division to develop educational opportunities and teach class sessions. Works with campus faculty to develop class activities and research assignments. Collaborates with the Director to identify areas where special collections can support course instruction.
- Analyzes and evaluates effectiveness of archival instruction through formal assessment.
- Coordinates and schedules SCRC exhibits working closely with exhibition curator(s) and related staff. Curates or facilitates curation of exhibits; develops new exhibits and recurring themed exhibits. Takes a lead role in creating accompanying promotional materials. Maintains the on-site exhibit schedule for SCRC.
- Participates in outreach activities that promote the SCRC and educational programs across the university campus, and represents SCRC at campus events as appropriate. Contributes to, develops, and updates social media accounts, SCRC web pages, online exhibits, as well as marketing and promotional materials.
- Provides reference assistance in the Breckinridge Research Room.
- Maintains awareness of current best practices and trends in the archival profession with special emphasis on undergraduate research, instruction, pedagogy, exhibits and related areas to improve and advance the SCRC and the education program.
- Serves on UK Libraries Information Literacy Committee, UK Libraries Undergraduate Research Award Committee

Outreach Archivist - Research Library Fellow

Emory University, Manuscript, Archives, and Rare Book Library, Atlanta, Georgia July 2014 – October 2015

- Develop, deliver, and assess special collections and archives instruction sessions with Emory University classes in partnership with the Instruction Archivist
- Contribute to developing innovative, active learning exercises and pedagogical strategies for instruction sessions
- Responsible for creating and maintaining a dynamic community and campus outreach program that includes events, tours, programming, and digital projects
- Assist in curating, organizing, and designing library exhibits, as well as selecting appropriate materials
- Conceive and develop digital exhibits and other digital humanities projects with a campus-wide impact
- Solely responsible for managing and updating the library website and all social media accounts
- Coordinate and create library promotional materials for programs, events, digital projects, and other initiatives
- Member of the Research Services Unit responsible for coordinating user visits and interaction with manuscripts, archives, rare books, and other special collections, as well as managing the Aeon request system
- Work closely with visiting and remote researchers to answer reference questions, provide consultations, and assist with digitization orders
- Process, arrange, and describe collections, as well as manage large-scale digitization projects
- Apply for and manage grant-funded special projects from inception to completion
- Supervise graduate and undergraduate student workers and contribute to university committees and task forces

Reference Assistant and E. Lingle Craig Reference Services Fellow

Indiana University Herman B Wells Library, Bloomington, Indiana

August 2012 – May 2014

- Instructed and assisted patrons with research consultations, reference inquiries, and digital reference services
- Assisted instruction coordinator with student research consultations and information literacy workshops
- Developed, created promotional materials for, and assisted with student programming and events
- Served a diverse student population of over 40,000 in a fast-paced and demanding work environment
- Instructed patrons on research techniques in the IU library system with a variety of digital databases, internet resources, special collections, physical materials, and the library catalog

Digital Project Archivist

Indiana University Libraries, Bloomington, Indiana

November 2012 – June 2014

- Migrated digital content using DSpace digital repository software and Open Journal Systems (OJS)
- Managed massive digitization project for image conversion and preservation
- Utilized Adobe Acrobat, Photoshop, and InDesign; employed Dublin Core metadata standards

Web Migration Assistant

Indiana University Libraries, Bloomington, Indiana

February 2013 – June 2014

- Managed a massive web migration from a home-grown content manager to a new Drupal-based website
- Led workshops for faculty and staff on migrating, editing, and creating new web content
- Provided technical support for web page owners with CSS, HTML, and JavaScript

TEACHING EXPERIENCE

Adjunct Instructor

University of Kentucky, School of Information Science, College of Communication

Fall 2018

- Adjunct instructor for LIS 643: Archives and Manuscripts Management

Graduate Teaching Assistant

Indiana University Department of History, Bloomington, Indiana

July 2013 – May 2014

ADDITIONAL EXPERIENCE

Historic Tours Designer – City of Bloomington, Bloomington, Indiana

May 2013 – June 2014

- Designed a series of historic, digital walking tours throughout the city over the course of this grant-funded position from the Historic Preservation Commission
- Developed a historic narrative, researched in local archives, and digitized images for inclusion in the tour

Exhibit Co-Curator – Mathers Museum of World Cultures, Bloomington, Indiana January 2014 – June 2014

- Worked with an inter-disciplinary team to adapt a physical museum exhibit into an online digital exhibit using the Omeka content manager system
- Partnered with museum administration and library web development staff members on Omeka implementation and the creation of technical standards for future projects

Webmaster – Wylie House Museum, Bloomington, Indiana

December 2013 – July 2014

- Responsible for updating the design, layout, and functionality of museum web pages using HTML, CSS, JavaScript, and relevant server software

- Open Folklore Intern** – Indiana University, Bloomington, Indiana May 2013 – August 2013
- Digitized published and unpublished works and images into Open Journal Systems and DSpace digital repository for inclusion in the Open Folklore project and HathiTrust Digital Library
 - Created metadata for items in Open Folklore collections, and utilized Archive-It for designating and recording prominent folklore websites

EDUCATION

Master of Library Science August 2012 – May 2014
Indiana University, Bloomington, Indiana

Master of Arts, History August 2012 – May 2014
Indiana University, Bloomington, Indiana

Bachelor of Arts, *cum laude* August 2008 – May 2012
Major: History, Minor: Political Science
Hanover College, Hanover, Indiana

PROFESSIONAL SERVICE

Society of American Archivists 2014 – Present

- *Education Committee Member (Term 2016-2019)*
- Research Libraries Roundtable Member
- Reference, Access, and Outreach Section Member
 - Teaching with Primary Sources Working Group Member
- College & University Archives Section Member
- Access to Electronic Records Working Group Member

Archives Leadership Institute 2017 Cohort

Midwestern Archives Conference 2016 – Present

Kentucky Council on Archives 2016 – Present

Society of Georgia Archivists 2014 – 2016

- Local Arrangements Committee Member

National Historical Publications & Records Commission 2014 - Present

- NHPRC Grant Application Reviewer

National Trust for Historic Preservation 2013 – 2014

- Indiana Student Scholar Award Recipient

Society of American Archivists, Student Chapter 2012 – 2014

American Library Association, Student Chapter 2012 – 2014

UNIVERSITY SERVICE

University of Kentucky 2015 – Present

- Chair of UK Libraries Undergraduate Research Award Working Group
- UK Libraries Information Literacy Committee Member
- UK Libraries Assessment Committee Member

Emory University 2014 - 2015

- Emory Libraries Public Relations and Outreach Committee Member
- Emory Libraries Accessibility Committee Member
- Emory Libraries Blog Oversight Committee Member

PRESENTATIONS/WRITING

“Lancaster: A Baptist Community and the Beginning of Abolitionist Thought in Southeastern Indiana,” *Rivers Institute*, Hanover, IN, September 2011

“Into a Deeper Darkness: Guns, Violence, and Racial Identity in America,” *Indiana Academy of the Social Sciences Annual Conference*, Muncie, IN, October 2013

“Discovering Atlanta’s History: An Introduction to Emory University’s Manuscript, Archives, and Rare Book Library,” *Decatur Rotary Club Community Speaker Series*, Decatur, GA, October 2014

“Turning Archives Inside-Out: Community Outreach for University Archives and Special Collections,” *Society of American Archivists Annual Meeting*, Cleveland, OH, August 2015

“Atlanta’s Living History: Uncovering Atlanta’s History through Archival Research,” *Georgia Humanities Council*, Atlanta, GA, September 2015

“Transitions: Matt Strandmark,” Society of American Archivists Students and New Archives Professionals Section blog, April 2016, <https://snaproundtable.wordpress.com/tag/matt-strandmark/>

“Using Primary Source Material in Content-Driven Experiential Learning Activities,” *Eastern Kentucky University’s 2016 Pedagogicon: Exploring High-Impact Educational Practices Using Scholarly and Creative Teaching*, Richmond, KY, May 2016

“Cross-Disciplinary Instruction: Course Engagement beyond the History Major,” *Midwest Archives Conference Annual Meeting*, Omaha, NE, April 2017

“The Legacy of Gatewood Galbraith,” News Talk 590 Interview, June 2017, <https://audioboom.com/posts/6044724-matthew-strandmark>

“Review: Explore Chicago Collections,” *The American Archivist Reviews Portal*, August 2017, <http://files.archivists.org/periodicals/American-Archivist/ReviewsPortal/ExploreChicagoCollections.pdf>

“Mission, Engagement, Design: Creating an Exhibit Strategy for Institutions of Any Size, Budget, or Purpose,” *Kentucky Council on Archives Fall Meeting*, Nerinx, KY, December 2017

“Don’t Judge Stephen King by his covers,” Op-Ed, Lexington Herald Leader, June 2018, <http://www.kentucky.com/opinion/op-ed/article212388719.html>

EXHIBITIONS/DIGITAL PROJECTS

Ojibwe Public Art, Ostrom Private Lives digital exhibit, <http://dlib.indiana.edu/omeka/mathers/exhibits/show/ojibwe-public-art--ostrom-priv>

Bobby Jones: The Game of Life, St Andrews, Fife, Scotland, July 2015

Emory University Mobile Tour web application, <http://tour.emory.edu>

Emory University Mobile Tour Exhibition, Emory University Administration Building, Emory University, Atlanta, GA, September 2015

Emory University’s MARBL Permanent Exhibit, Emory University, Atlanta, GA, October 2015

Through the Lens of Louis Edward Nollau: Winter Scenes on the UK Campus, 1902-1954, Special Collections Research Center, University of Kentucky, December 2015

The Civil Rights Movement in the Bluegrass, 1960-1967, Special Collections Research Center, University of Kentucky, February 2016

Road Trip! Journeys through the Bluegrass, Special Collections Research Center, University of Kentucky, August 2016

To Some Unknown Place: World War I Through the Eyes of Michael Joseph Kimmel, Special Collections Research Center, University of Kentucky, January 2017

Gatewood Galbraith: The Last Free Man in America, Special Collections Research Center, University of Kentucky, May 2017

Kentucky in Bloom: Historic Photographs of Kentucky Wildlife and Citizens, Special Collections Research Center, University of Kentucky, August 2017

James Still: The Long Way Home, Special Collections Research Center, University of Kentucky, September 2017

The Bigger Picture: The Legacy of Governor Louie B. Nunn, Special Collections Research Center, University of Kentucky, November 2017

Gatewood Galbraith: The Last Free Man in America, Central Branch Gallery, Lexington Public Library, December 2017

Rising Up Angry: The Vietnam War Experience in the Bluegrass, Special Collections Research Center, University of Kentucky, March 2018

SKILLS & PROFICIENCIES

Software and Applications

Microsoft Office, Adobe Creative Suite, Drupal, Wordpress, Cascade Server, Omeka, CONTENTdm, DSpace, Open Journal Systems, LibGuides, PastPerfect, Aeon, Sharepoint, ArchiveSpace, HTML5, CSS3, JavaScript, Canvas, Blackboard

KEITH SWIGGER, Ph.D.

VITA

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Education

Ph.D., American Civilization	1973	University of Iowa
M.A., Librarianship	1975	University of Chicago
M.A., American History	1967	Indiana University
A.B., History in the Humanities	1965	University of Chicago

Postdoctoral Fellow, Council on Library Resources, University of Chicago, 1974-75.

Academic and Professional Experience

Texas Woman's University, Denton, 1981-
Professor, School of Library and Information Studies, 1989–2015, Professor Emeritus, 2015 --
Founder, Director, Center for Consulting, 1995-2010.
Dean, College of Professional Education, 2000 - 2003;
Dean, School of Library and Information Studies, 1992 - 2000, Director, 2001-02, Interim Dean, 1991-92, Professor, 1989-- ; Associate Professor, 1985-89; Assistant Professor, 1981-85.

East Texas State University, Commerce (now Texas A&M University, Commerce):
Adjunct Assistant Professor of Computer Science, 1977;
Assistant Professor, New Center for Learning, 1978-81

University of Iowa, Iowa City:
Lecturer, American Civilization Program, 1973-74.
Librarian/compiler of inter-institutional reference book for University of Iowa, Iowa State Historical Society, and Herbert Hoover Presidential Library, 1976-77.
Reference Librarian, University Libraries, 1977.

Consulting Activities

Consultant to Texas International Education Consortium project to design new university, Petro Vietnam University; consulted on library design and technology systems, 2010.

Consultant to Zale Library at Paul Quinn College concerning assessment and planning for Southern Association of Colleges and Schools Accreditation, April 2007.

Consultant and Team Leader to develop the Learning Resources Center for the new Prince Mohammad Bin Fahd University in Dammam, Saudi Arabia, 2004-2006, as an associate of the Texas International Education Consortium. The Team presented a complete design for the library and academic enrichment services, including specification of services, staff, collections, furnishings, technology systems, and space specifications.

Associate Consultant for public and academic library projects Providence Associates, Library Consultants and Planners, 1995–2004 ; member of consultant teams for Bandera (TX) Public Library, San Jose (CA) Public Library, Ventura County (CA) Public Library, Dallas (TX) Public Library, Syracuse (NY) Public Library, Charlotte (NC) Public Library, Edward Waters College, Tusculum College.

Consultant to College of Saint Catherine, St. Paul, MN concerning redesign and strategies for accreditation of Master of Library Science degree, 2001.

Professional Service Activities

Member of Implementation Committee for Western Council of State Libraries Continuum of Library Education Project, funded by Institute of Museum and Library Services, 2003-07; under this grant the Continuum developed a professional preparation and certification program for directors of small public libraries.

Member of Editorial Board, *Public Library Quarterly*, 1996-2005 .

Member of Early Childhood Education Task Force for Downtown Fort Worth, Inc., 2002, charged to present a strategy to define childcare needs and services for parents working in the downtown area.

Co-editor, *Journal of Youth Services in Libraries*, 1997-2000; editor "Focus on Research" column, 1996-97.

Chair, Award Jury for the *Godfrey Award for Outstanding Library Services to Children and Families*, a \$2500 annual award made by PROVIDENCE Associates, Library Consultants and Planners, based on national competition, administered through the Center for Consulting, TWU, 2000-2003; Jury Member, administered through the University of Arizona School of Information Resources and Library Science, 2003-05.

Member of External Review Panels for accreditation for the Western Association of Colleges and Schools, 1998-2001 (three universities: University of LuVerne, Pepperdine University, The Fielding Institute).

Professional Association Activities

Member, **American Library Association**. Faculty adviser to Texas Woman's University student chapter, 1988-89; Ethics Committee, 1993; Library Education Assembly, 1991-92; Research and Statistics Assembly, 1994-95; member External Review Panels for Committee on Accreditation, 1995, 1996; member Committee on Accreditation Task Force for Standards Document and Process Coordination Review, 1997-98; member Publishing Committee, 1997-2000.

Member, **Library Leadership and Management Association**. Chair, Task Force on Leadership and Management Competencies, 2011-12.

Texas Library Association. Leadership Development Committee, 1991-93; TALL Texans Leadership Institute Program Council, 1993-95; Research Committee, College and University Library Division, 1993-95, grants applications reviewer, 1993-98; campus sponsor TWU Student Chapter of TLA 1995-96; Continuing Education Committee, 1995-98, chair, 1997-98; Professional Rights, Responsibilities, and Recruitment Committee, 1999-2002.

Association for Library and Information Science Education. Nominating Committee, 1995-96.

Association for College and Research Libraries. Professional Education Committee, 1989-92, Chair, 1991-92, representative to ALA Standing Committee on Library Education, 1991-93; member Poster Sessions Subcommittee, 2007 National Conference Committee, 2005-07.

Young Adult Library Services Association. Research Committee, 1992-95, Chair, 1993-95; Legislation Committee, 1995-97; Chair, Output Measures Implementation Committee, 1994-96; organized and moderated YALSA Preconference, "Output Measures and More," Chicago, June 23, 1995, also at Public Library Association, Portland, March 28, 1996; chair Technology Committee, 1996-98; moderator "Risky Web Sites," Washington, June 22, 1998; co-chair Editorial Advisory Committee, Association for Library Services to Children/Young Adult Library Services Association *Journal of Youth Services in Libraries*, 1997-2000.

Association for Library Services to Children. Co-chair Editorial Advisory Committee, Association for Library Services to Children/Young Adult Library Services Association *Journal of Youth Services in Libraries*, 1997-2000.

American Society for Information Science, 1981-88. Founder, NORTASIS student chapter for students at Texas Woman's University and North Texas State University, 1981, chapter adviser, 1981-86; Program chair for Texas State chapter, 1982-83; State chair, Texas chapter, 1983-84; Editor, Texas ASIS Newsletter, 1983-84; Chair, Nominating Committee, Texas Chapter, 1986.

American Medical Informatics Association. Institutional representative for Texas Woman's University, 1996-98.

United States Distance Learning Association. Institutional representative for Texas Woman's University, 1995-2000.

CAUSE. Texas Woman's University institutional representative, 1993-2001.

Texas Faculty Association. Founder, Denton TX Chapter, 1988.

Grants

Co-Author, Project Evaluator, Alternative Preparation for Librarians in Public Schools, a grant from the Institute of Museum and Library Services to Texas Woman's University in partnership with the Dallas Independent School District, 2005-2010.

[I did not initiate the following 5 grants, but when the persons who initiated and coordinated the grants left TWU in August 2002, I was assigned responsibility for all five grant programs.]

Principal Investigator and Project Coordinator, GearUp Grant, U.S. Department of Education, for encouraging minority youth to attend college, 2002-03

Principal Investigator, Project Alianza at TWU, Kellogg Foundation, a grant to prepare *Normalistas* for teaching careers in Texas, 2002-03.

Principal Investigator, Bilingual Future Educators, U.S. Department of Education, a grant to prepare bilingual K12 teachers, 2002-03.

Principal Investigator, Bilingual Teacher Advancement Program, U.S. Department of Education, a grant to prepare bilingual K12 teachers, 2002-03.

Principal Investigator, Advanced Preparation of Bilingual Administrators (APREP), a grant to prepare bilingual candidates for positions as school superintendents, U.S. Department of Education, 2002-03.

Author, Co- Principal Investigator with Robert Martin, American Library Association grant for study of Impact of Outsourcing on US Public Libraries, 2000-2001.

Author, Principal Investigator, Grants for Library Career Training Program Fellows to TWU School of Library and Information Studies, U.S. Office of Education, for doctoral and master's degree students, 1990-98.

Author, Principal Investigator, OCLC Library and Information Science Research grant award for "A Study of Scholars' Access to the Documents They Cite," 1990-91.

Author, Principal Investigator, Texas Woman's University Institutional Research Grants for investigation of domain of subject search terms for scholars' information needs, 1988-89, for development of online searching instruction, 1987, for study of models for software documentation, 1984, for applications of microcomputer DBMS in libraries, 1982.

Author, Principal Investigator, CONDUIT Network Curriculum Development Grant for development of computer resources for research and teaching in the humanities, 1974.

Selected Texas Woman's University Committees and Service

Member of numerous faculty committees, School of Library and Information Studies, 19981-2015.

Member, University Library Committee, 2006-2008, 2010-14 .

Member, University Student Appeals Committee, 2006-13.

Chair, Search Committee for first Vice President of Information Technology, 2001.

Member, Academic Council, 1991-2003.

Member, Graduate Council, 2001-2003.

Co-Chair, Planning Committee to Create School of Management, April 1998–99.

Co-Chair, President's Technology Committee, 1995-96, charged to develop technology management and infrastructure plan.

Member, University Strategic Planning Committee, 1988-96: chair Subcommittee to Develop Criteria for Prioritizing Academic Programs, 1991; chair Task Force on Academic Support Programs and Services, 1991; chair, Committee on the Electronic University, 1993-95; member Enrollment Management Task Force, 1995-96.

Member, Steering Committee for Self Study for Southern Association of Colleges and Schools Reaccreditation, 1991-93, and again 2001-2002.

Faculty Senator, 1987-90; member Budget and Planning Committee, 1987-90 chair, 1988-90; member Committee on Committees, 1987-90, Elections Committee, 1987-90, Executive Committee, 1988-1990, Constitution and Bylaws Committee, 1989-90.

Member, President's Computer Resources Planning Committee, charged to write long-range plan for computing, 1987-88.

Member, University Curriculum Committee, 1984-87.

Member, Enrollment Studies Committee, 1985-88. Chair Management Subcommittee, 1985-88. Principal author of University Enrollment Plans for 1986, 1987, 1988.

Course Responsibilities at Texas Woman's University 2003-2013

Master's Level Courses

Information Storage and Retrieval Systems
The Information Professions
Systems Analysis
Library Management
College and University Libraries
Research Methods
Foundations of Library and Information Studies

Doctoral Seminars

Theory of Communication
Research and Issues in Librarianship
Research and Issues in Management

Community Activities

Member Denton Community Band, 1981-91, President, 1984-87.

Member of Board of Directors, Denton chapter, American Civil Liberties Union, 1990-92.

Member of Library Board, Denton Public Library, 1995-97.

Member Dad's Club, Denton High School Library, 1993-94; recipient Outstanding Local Service Award, Friends of Libraries USA, 1995.

Member Parent-Teacher Organization, various Denton public schools, 1984-1996.

Precinct Chair, Precinct 104, Senate District 30, Texas Democratic Party; delegate to Denton County Convention, 2004, 2008, 2016, to Texas State Democratic Convention, 2004, 2016.

Scholarship

Author of twenty-six book reviews in a variety of professional journals in library and information studies, not listed here.

Books and Chapters in Books

The MLS Project: An Assessment after Sixty Years. Lanham MD: Scarecrow Press, 2010.

"Education Reform" and "Robert M. Hutchins" in *Culture Wars: An Encyclopedia of Issues, Voices, and Viewpoints*, edited by Roger Chapman. Armonk NY: M.E. Sharpe, 2009.

"Partnership in Multi-Site Distance Learning: A Cooperative Program for Master's Degrees in Librarianship." With Phil Turner. In Dan Barron, editor, *Benchmarks in Distance Education: The LIS Experience*. Englewood CO: Libraries Unlimited, 2003.

"Education for an Ancient Profession in the Twenty-first Century" in *Change and Continuity in Librarianship: Approaching the Twenty-first Century: Proceedings of the 40th Military Librarians Workshop* edited by Richard Werking. Annapolis: U.S. Naval Academy, 1998.

"Relating Software to Instruction: Problems in Selection of Software for Computer Assisted Instruction" in *Collection Management in School Library Media Centers* edited by Brenda White. New York: Haworth Press, 1985.

"Library Science" (with Richard Werking) in *The Craft of Public History* edited by David Trask and Robert Pomeroy. Washington: National Council on Public History, 1983.

Guide to Resources for the Study of Recent American History in Libraries of the University of Iowa, the State Historical Society of Iowa, and in the Herbert Hoover Presidential Library. Iowa City: University of Iowa Press, 1977.

Articles

2006. With Catherine Helmick. Core Competencies of Library Practitioners. *Public Libraries* 45,2 (March/April): 55-76.
2002. The Role of Libraries in Education. *Texas Library Journal* 78,1 (Spring 2002): 26-29.
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Presentations

"Public Libraries in American Life," invited lecture at Denton Public Library as part of celebration of the 50th Anniversary of the Library, June 25, 2012.

"Rise and Diversification of the LIS Profession." A two-hour invited presentation as the sole presenter at Southeastern Pennsylvania Theological Library Association Conference, Bethlehem, PA, May 9, 2012; led 2 hour panel discussion following.

"Midcourse Adjustments: Utilizing Ongoing Assessment in an Alternative Certification Program." With Barbara Lerner and Terry Alegria. Annual Conference, National Association for Alternative Certification, Washington DC, April 4, 2007.

"Success in Alternative Certification of School Librarians: Assessing Partnerships and Outcomes." With Barbara Lerner and Nell Ingram. Annual Conference, National Association for Alternative Certification. Denver, April 2, 2005.

"Core Competencies in Education." Presented to Continuum of Library Education, Western Council of State Libraries, Las Vegas, May 21, 2004.

"Changes Needed in Teacher Education in Texas." Invited Testimony presented to the Joint Legislative Committee on the Teacher Shortage in Texas, Hon. Scott Hochberg, Chair, September 23, 2002.

"Innovations in Teacher Education at Texas Woman's University." Testimony presented to the Joint Legislative Committee on the Teacher Shortage in Texas, August 23, 2002.

"The Future of Library Education." Annual Conference, Texas Library Association, Dallas, April 25, 2002.

"New and Nontraditional Publishing in the 21st Century." California Millennium Conference, San Jose, November 10, 2000.

"Workshop for School Librarians: Biting Off More than We Can Chew." Illinois School Library Media Association Fall Conference, Chicago, November 9, 2000.

"Addressing Your Peers in Print." Annual Conference, American Library Association, Chicago, July 9, 2000.

"Pursuing the M.L.S. Through Distance Education." Annual Conference, Texas Library Association, Houston, April 13, 2000.

"Challenges of Recruitment for Librarianship." Annual Conference, Texas Library Association, Houston, April 13, 2000.

"Recruiting Librarians with Disabilities." Annual Conference, Texas Library Association, Houston, April 12, 2000.

"Distance Learning Technologies in the Millennium." Seminar on Modern Distance Learning and Libraries, Rajabhat Institute Bansomdej Chaophya, Bangkok, Thailand, January 25, 2000.

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"Distance Learning and Libraries." Seminar for Staff Development, Center for Academic Resources, Chulalongkorn University, Bangkok, Thailand, January 25, 2000.

"ALA/ASCLA's Century Scholarship: Strengthening Our Field Through Increased Diversity" (moderator). Annual conference of Association for Library and Information Science Education, San Antonio, January 13, 2000.

"The Shortage of Librarians." Western Conference of State Librarians, Phoenix, December 8, 1999.

"What's New and Right in Librarianship." North Texas Regional Library System Assembly, Wichita Falls, September 23, 1999.

"Education for Academic Librarianship." Stephen F. Austin University, Nacagdoches, June 9, 1999.

"Research and Professional Development." University of Texas at Arlington, May 17, 1999.

"Creation, Implementation, and Evaluation of a Cooperative Master's Program" (with Phil Turner). Annual Conference, Texas Library Association, Dallas, April, 1999.

"A Model for Partnership in Distance Education: Creation, Implementation, and Evaluation of a Cooperative Master's Program" (with Phil Turner). Sixth Annual Distance Education Conference, Center for Distance Learning, Texas A & M University, San Antonio, January, 1999.

"Illustrators and Authors." Panel chair, Texas Book Festival, Austin, October 1998.

"Corporate/Library School Cooperation: Elements of a Working Model." Special Libraries Association, Texas Chapter Spring Meeting, San Antonio, February 1998.

"Principal Principles of Information Needs Analyses." Texas Woman's University, November 1997.

"Internet Policy and the Public Library." Presentation to the Municipal Library Board, Dallas Public Library, August 1997.

"Power Point Presentations as Pernicious Pedagogy." Texas Woman's University, June 1997.

"Certificates of Advanced Study -- An Assessment." Texas Library Association annual

meeting, Fort Worth, April 1997.

"Attention as a Resource -- Technology and Cognition: Learning in the Technological Environment." Conference of Southern Graduate Schools, Savannah, February 1997.

"An Alternative Model for the Core Curriculum in Library and Information Studies." Association for Library and Information Science Education, Washington, February 1997.

"Education for an Ancient Profession in the Twenty-first Century." Military Librarians Workshop, Annapolis, November 1996.

"Strategic Planning and Evaluation." Ventura County Public Library, October 1996.

"Benchmarking Data for Public Libraries." San Jose Public Library, September 1996.

"Managing the Extended Life." Commencement address Texas Woman's University, December 1995.

"Closing Out the Twentieth Century." Keynote address, annual meeting of District 4, Texas Library Association, Edinburg, October 1996.

"The Future of the Public Library." Annual meeting of the Friends of the Plano (TX) Public Library, October 1995.

"The Paradox of Public Libraries." Grand Opening Ceremony Address, Cozby Public Library, Coppell, TX, May 1995.

"Staffing Alternatives: Utilizing Library Internship Programs." Panelist, AMIGOS Consulting Service, Dallas, April 1995.

"President's Program: Educating Librarians for the Future." Texas Library Association Annual Meeting, Dallas, April 1995.

"Technology as a Strategy: Planning for the Electronic University." Texas Seminar on the Core Curriculum, University of Houston, July 1994.

"'Young Adult' as a Cultural Concept." American Library Association annual meeting, Miami, June 1994.

"Dad's Roundup, a School Library Friends Organization." Friends of Libraries of the

United States annual meeting, Miami, June 1994.

"Crossfire, Texas Style, Legal Issues Facing Librarians." Texas Library Association annual meeting, Corpus Christi, April 1994.

"Academic Libraries in the Electronic University." Nimitz Library Lecture Series, U.S. Naval Academy, Annapolis, February, 1994.

"Electronic Document Delivery." Arkansas Library Association, Hot Springs, October 1993.

"Education for Information Science." American Society for Information Science, Texas Chapter Annual Meeting, Denton, October 1993.

"The 'Real World'." Commencement address Texas Woman's University, December 1992.

"Social Scientists' Information Needs." Western Social Science Association, Denver, April 1992.

"Users' Modes of Access: What Librarians Need to Know." Fall Meeting, AMIGOS Bibliographic Council, Addison, TX, November 1991.

"Information Needs Analyses." Swedish School of Library and Information Science, Boras, Sweden, September, 1991.

"Scholars' Access to Documents." Swedish School of Library and Information Science, Boras, Sweden, September, 1991.

"Evaluating and Improving Computer-Supported Cooperative Problem Solving" (with Kathleen Swigger and Tom Thomas). International Conference on the Learning Sciences, Evanston, Ill., August 1991.

"The Use of Citation Data to Evaluate Serials Subscriptions in an Academic Library" (with Adeline Wilkes). Poster presentation American Library Association Annual Meeting, Chicago, June, 1990.

"Teaching Information Science in American Universities." University Colloquium Series, University of Costa Rica, San Jose, June 1986.

"Dual Career Marriages and Librarians." Annual Meeting, Association for Library and Information Science Education, Chicago, Jan. 1986.

"A Usability Study of Documentation for dBase-II" (with Kathleen J.M. Haynes). Annual meeting of the American Society for Information Science, Las Vegas, Nevada, Oct. 1985.

"Microcomputers, Libraries, and the Concept of Appropriate Technology." Annual Meeting of Texas Association of Nonpublic Schools, Dallas, Sept. 1985.

"Issues in Research on Documentation and Training." Annual Meeting of Texas Chapter, American Society for Information Science, Irving, Texas, Sept. 1984.

"A Model for Structured Documentation." Mid-Year Meeting, American Society for Information Science, Bloomington, Ind., May, 1984.

"Designing Data Base Systems." Region VII Conference, Association for Educational Communications and Technology, Denton, August, 1983.

"Human Resources Data System." Special Libraries Association, Texas Chapter, San Antonio, April, 1983.

"Data Base Management Systems for Microcomputers." Texas Library Association, San Antonio, April, 1983.

"General Education and the Future: Options for Professional Education." World Future Society, Education Division, Dallas, February, 1983.

"Education for Information Science: Where Do We Go From Here?" Texas Chapter, American Society for Information Science, Austin, September, 1982.

"Curriculum Design for the New Center for Learning." General Education Conference Faculty Exchange, Sienna Heights College, September 1978.

"Categorical Analyses." International Conference on Computers in the Humanities, Minneapolis, June, 1973.

"Computer Study of Language Data." Midcontinent American Studies Association, Des Moines, May, 1973.

"User's Guide to Data Processing." Popular Culture Association, Toledo, April, 1971 .

Doctoral Dissertation

Computer Programs for Analyses of Language Data for Use in the Humanities and Social Sciences. University of Iowa, 1973.

DISSERTATIONS DIRECTED

Completed:

Shupala, Christine M. Measuring Academic Library Efficiency and Alignment with Institutional Resource Utilization Priorities Using Data Envelopment Analysis: An Analysis of Institutions of Higher Education in Texas and Their Libraries. 2012.

Zhixian Yi. The Management of Change in the Information Age: Approaches of Academic Library Directors in the United States. 2010.

Kevin Miles. Missing Information in United States Federal Courts: Vacatur and Missing Knowledge, 2005.

Gary Fitsimmons. Academic Administrators Perceptions of Qualities Required or Academic Library Directors, 2005.

Victoria Swinney,. A History of Development of Standards for College Libraries, 2004.

Diane Worrell. Patricia Knapp and the Library College Movement, 2002.

Bonnie McNeely. A Longitudinal Study of the Collection Development Patterns of Libraries in the Association of Research Libraries, and the OCLC, and Texas Academic Libraries, 1985-1995, 2001.

Janice Peyton.. A Study of Assessment Methods Used in Community College Learning Resources Centers, 1999.

Adriana Lancaster. A Distance Education Policy Model, 1997.

Lynn Akin. Information Overload: A Multidisciplinary Explication and Citation Ranking, 1997.

Ron Heezen. Analysis of the Management Canon, 1997.

Alma Dawson. Academic Libraries and Intra-Institutional Relationships: Case Studies

in Library Finance, 1996.

Marilyn Martin. From Altruism to Activism: The Contribution of Women's Organizations to Arkansas Public Libraries, 1993. (*Received Phyllis Dain Library History Association Award, Library History Round Table, American Library Association*).

Patricia Squires. An Application of the Learning Skills Model and the Boyatzis Managerial Competency Model: Competencies that Distinguish between Superior and Average Performing Managers within Public Libraries, 1993.

Hope Shastri. The Picture Book Dragon, 1993.

Nancy Zimmerman. A Study of the Attitudes of Building Level School Library Media Specialists in New York State toward Multitype Library Networking and Technology, 1992.

Louise Robbins. Toward Ideology and Autonomy: The American Library Association's Response to Threats to Intellectual Freedom, 1939-1969 (*Received Herbert W. Putnam award, American Library Association*).

Karen Ruddy. A Sociometric Analysis of Information-Seeking Behavior, Information Sources and Information Networks in Boards, Committees, and Commissions in a Small Iowa Community, 1990.

Janice Franklin. Data Base Ownership and Copyright Issues Among Automated Library Networks, 1989 (*Received Outstanding Research Award, Alabama Library Association for publication as Data Base Ownership and Copyright Issues Among Automated Library Networks Ablex, 1993*).

Eileen Kopp. User's Mental Models of a Statistical Package, 1987.

Kathleen Haynes. A Study of the Ecological Validity of Procedures in Staging, T-Unit Roles, and Discourse Matrix Diagramming and an Examination of the Criteria for Usability of User Documentation for Microcomputers, 1986.

Vandelia VanMeter. Professional Educators' Preferences for Continuing Education: Subject-centered or Problem-centered?, 1986.

Ana Torres. Barriers to Library Cooperation in Costa Rica, 1985.

LIS Program Assessment Process

(10/22/2017)

The following plan outlines an iterative program review process that involves gathering and analyzing multiple sources of data; using that data to set annual goals; and, assessing how well those goals were met. Note that the program is in the midst of transitioning out one assessment program and instituting a new one (this document) which includes new items such as course level assessment and a revised exit assessment. This document reflects the assessment process that will be instituted beginning fall 2017. The end of the document includes a timeline of past assessment activities through summer 2017 as well as a new timeline that reflects assessment activities effective fall 2017.

Data to inform continuous program review will come from the following sources. They are:

- I. Program Review
 - A. Course Data
 - B. Exit Assessment Data
 - C. Assessment Reporting
- II. Student Exit Surveys
- III. Alumni and Employer Surveys
- IV. Technology and Diversity Audits
- V. Advisory Board Feedback

I. Program Review

Program review is an annual and ongoing process coordinated by the Curriculum and Planning Committees. These committees hold a planning meeting at the beginning of each academic year. Program level outcomes are assessed using data obtained at the course level and from students' exit assessments. The course assignments (from core courses, including the technology requirement course) used in assessment were selected because they best measure how well students have addressed program outcomes (See Appendix A for program learning outcomes). Assignments include projects, papers, hand-on exercises, or other products of student work (See Appendix B for list of assignments).

A. Course Data

Standardized rubrics have been developed for required assignment assessment (See Appendix C for list of rubrics). These rubrics are used to assess how well assignments demonstrate the acquisition of program learning outcomes. Every core course instructor obtains the appropriate rubrics through Canvas. Each

student's assignment will be scored by the course instructor during the regular grading process.

At the end of the academic year, the Assistant Director will collect the rubric data in a shared spreadsheet. Data will be compiled and stored for all courses every year. The Curriculum Committee will analyze the data in September and communicate findings and recommendations back to the faculty at the October faculty meeting.

Comprehensive data analysis occurs on a three-year rolling review: one outcome during the first year, one during the second year, and two during the third year. This process provides a measure of how well students are meeting program outcomes as demonstrated through the aggregated rubric scores.

B. Exit Assessment Data

The Exit Assessment review is an annual and ongoing process that the Planning Committee coordinates. Students complete the Exit Assessment, which includes a learning outcome essay and resume, to satisfy University of Kentucky Graduate School requirements.

The learning outcomes essay is the major component of the Exit Assessment. Students organize this narrative around each of the four learning outcomes. The goal of the learning outcomes essay is for students to reflect holistically on their education across the program. It demonstrates the extent to which students are able to articulate and demonstrate their accomplishments in each of the major areas. It also requires the student to discuss their competency related to each learning outcome prior to the program, after completing the required course courses, and after completing the remaining coursework in the program.

Learning outcome essays will be assessed as they are read for grading purposes. The data from all Exit Assessments for the three previous semesters will be reviewed by the Planning Committee during the fall of each academic year. A report will be given at the October faculty meeting. Annual composite scores will help determine how well students are able to demonstrate that they are meeting program objectives and identify those learning outcomes that are not met consistently.

C. Assessment Reporting

The Planning Committee creates a comprehensive report, based on exit requirement data from the previous academic year, describing the extent to which students demonstrate mastery of the program learning outcomes, and identifying areas of strength and weakness in the program. The Planning Committee will

submit the report at the October faculty meeting after discussing the assessment data with the Curriculum Committee in September.

The Curriculum Committee studies the Planning Committee's report and makes recommendations for revisions to the core curriculum. Such revisions will address outcomes that are not demonstrated or demonstrated weakly by student work. The Curriculum Committee will submit the report in October after discussing the results of the exit requirement assessment, as well as the course-level data for selected core course assignments, with the Planning Committee.

Instructional teams for core courses are responsible for planning and implementing improvements to course curricula based on goals set at retreats and the results of the Curriculum and Planning Committees analysis of program learning outcome assessment data. Curricular revisions are implemented as expediently as possible, however significant changes, like rewriting a course description, must go through the University course change approval process. The Curriculum Committee submits a summary of these activities as part of its final report, which is shared with the faculty at the final spring LIS faculty meeting.

II. Graduate Surveys

The Assistant Director and Admissions Coordinator administer student exit surveys to graduating students each semester. The Assistant Director and the Planning Committee collate, analyze, and summarize the data annually and prepare a report for the faculty prior to the fall retreats. The Graduate survey is another assessment point to help the LIS faculty assess the program.

III. Alumni and Employer Surveys

The Planning Committee administers Alumni and Employer Surveys biennially during alternating years. The Planning Committee analyzes and summarizes data and prepares a report for the faculty in March. Like the Graduate Survey, results from the Alumni and Employer Surveys help the faculty assess how well the program prepares students to meet the demands of library and information organizations. Results inform planning and the faculty who, in turn, set annual goals.

IV. Technology and Diversity Audits

The Curriculum Committee conducts technology and diversity audits of the curricula biennially during alternating years. The Curriculum Committee summarizes the results of the audits and prepares a report for the faculty at the March faculty meeting. The committee's report informs planning and setting of annual goals.

V. External Advisory Council Feedback

The External Advisory Council meets during the fall semester, usually in October. The Director presents the results of the assessment and planning described above and

articulates the program goals for the coming year. Feedback from the Council is solicited and taken into account as the faculty further develop plans and assessment.

VI. The Planning Cycle

To ensure continuous review of the program's vision, missions, goals, objectives, and student learning outcomes, the faculty have developed a planning cycle that provides a clear timeline for assessment and review activities.

At the beginning of each academic year during the fall program and curriculum retreats, the LIS faculty utilize the data and reports from the previous year's Graduate Survey and Planning and Curriculum Committees to identify the School's priorities for curricular review and/or revision and to set goals for the coming academic year.

Monthly program faculty meetings provide opportunities for committees to report their progress toward meeting goals and to discuss issues that arise during the implementation of those goals.

At the May LIS faculty meeting, the Curriculum and Planning Committees submit final reports on their activities. These reports, in addition to the data reports generated throughout the year, allow the faculty to assess the progress the program has made on meeting the annual goals generated in the program and curriculum retreats held at the beginning of the year. These reports and the minutes of this meeting serve as the final report on the planning process and its outcomes for the year. Table 1 outlines the timeline of planning and assessment activities the program.

Table 1. Yearly Planning and Assessment Activities through Summer 2017

Month	Action	Entity Responsible
August	Hold program review and curriculum retreats	Faculty
	Discuss Graduate Survey results and previous year's Planning and Curriculum Committee reports	Faculty
	Conduct Graduate Survey (Summer graduates)	Assistant Director
September	Hold faculty meeting	Faculty
October	Hold faculty meeting	Faculty
	Launch Alumni or Employer Survey	Planning Committee
	Convene External Advisory Council	Director
November	Hold faculty meeting	Faculty
December	Hold faculty meeting	Faculty
	Conduct Graduate Survey (Fall graduates)	Assistant Director
January	Hold faculty meeting	Faculty
	Begin Technology and Diversity Audits (biennially)	Curriculum Committee
February	Hold faculty meeting	Faculty
March	Hold faculty meeting	Faculty
April	Hold faculty meeting	Faculty
	Share exit requirement assessment report (learning outcomes essays analysis for previous academic year)	Planning Committee
May	Hold final faculty meeting	Faculty

	Share Alumni or Employer Survey report	Planning Committee
	Share final reports	Curriculum and Planning Committees
	Conduct Graduate Survey (Spring graduates)	Assistant Director

Table 2 Yearly Planning and Assessment Activities Effective Fall 2017

Month	Action	Entity Responsible
August	Hold program review and curriculum retreats	Faculty
	Discuss Graduate Survey results and previous year's Planning and Curriculum Committee reports	Faculty
	Set and begin implementing course and exit requirement goals for current year	Faculty
	Conduct Graduate Survey (Summer graduates)	Assistant Director
	Export core course and exit requirement learning outcomes rubric data for previous academic year	Assistant Director
September	Hold faculty meeting	Faculty
	Hold meeting to discuss previous year's core course and exit requirement learning outcomes rubric data	Planning and Curriculum Committees
October	Hold faculty meeting	Faculty
	Share reports on core course and exit requirement learning outcomes assessment	Planning and Curriculum Committee
	Launch Alumni or Employer Survey	Planning Committee
	Convene External Advisory Council	Director
November	Hold faculty meeting	Faculty
December	Hold faculty meeting	Faculty
	Conduct Graduate Survey (Fall graduates)	Assistant Director
January	Hold faculty meeting	Faculty
	Begin Technology or Diversity Audits (biennially)	Curriculum Committee
February	Hold faculty meeting	Faculty

March	Hold faculty meeting	Faculty
	Share results of Technology or Diversity Audit (biennially)	Curriculum Committee
	Share Alumni or Employer Survey report	Planning Committee
April	Hold faculty meeting	Faculty
May	Hold final faculty meeting	Faculty
	Share final reports	Curriculum and Planning Committees
	Conduct Graduate Survey (Spring graduates)	Assistant Director

Appendix A: Program Learning Outcomes

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.

Appendix B: List of Artifacts

Course	Artifacts	Learning Outcomes
LIS 600	Information ecology paper	LO 1
	Community engagement activity	LO 2
	Elevator pitch	LO 2
LIS 601	Searching library online databases (1)	LO 4
	Searching library online databases (2)	LO 4
	Searching OPAC systems	LO 4
	Searching digital libraries	LO 4
LIS 602	Dublin Core/Metadata	LO 2 & 4
	MARC/RDA Record	LO 4
	Authority Control	LO 2 & 4
	Final Paper	LO 2
LIS 603	Final reflection	LO 1
	Strategic plan	LO 2 & 3

Appendix C: Artifact Rubrics

1. Describe how information ecosystems affect communities/individuals
 - a. Identify basic elements of information ecosystems.
 - b. Describe elements of information ecosystems
 - c. Analyze information ecosystems with little or no consideration of implications
 - d. Analyze information ecosystems with substantive consideration of implications
2. Analyze the major tenets of information practice and evaluate them within multiple contexts
 - a. identify and describe the major tenets
 - b. contextualize the major tenets within multiple contexts
 - c. analyze and extend the major tenets using evidence
 - d. critically evaluate the major tenets within multiple contexts and recognize resulting implications
3. Connect diverse communities and individuals with appropriate resources
 - a. Identify situational problem and relevant resources/factors
 - b. Only a single approach is considered and is used to address the problem

- c. Having selected from among alternatives, develops a logical, consistent plan to address simple problem.
 - d. Having selected from among alternatives, develops a logical, consistent plan to address complex problem.
- 4. Explain the relationship between information retrieval and the organization of information.
 - a. Identify basic concepts of information retrieval and the organization of information
 - b. Describe how information retrieval is related to the organization of information
 - c. Construct and apply retrieval strategies informed by an understanding of how information is organized
 - d. Critically evaluate retrieval systems based on different systems of organization

Report of Curriculum Committee
2016-2017

Convener: Shannon Oltmann
Members: Stephanie Reynolds, Ashley DeWitt
Student member: Lauren Farmer
Ex officio: Jeff Huber, Will Buntin

The Curriculum Committee met several times throughout the 2016-2017 academic year, roughly every other week. The committee reports the following accomplishments:

- 1) Establishment of symbols to be used in syllabi to denote emphasis on technology or diversity. The faculty has set a goal of infusing technology and infusing diversity throughout the curriculum. Previous efforts to measure this have been challenging, as one cannot always easily identify such efforts in course syllabi. To overcome this challenge, the Curriculum Committee proposed adding symbols to syllabi to denote specific instances where the syllabi incorporate technology or diversity. The technology symbol is a computer mouse (☹) and the diversity symbol is a thumbs-up (👍). Faculty voted to approve using these symbols in syllabi for core courses beginning in Fall 2017.
- 2) Establishment of text to address infusing technology and diversity into syllabi. To further elucidate the inclusion of technology and diversity in syllabi, the Curriculum Committee proposed adding additional wording to syllabi:

***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.*

This wording was approved by the library science faculty to be included in core course syllabi beginning in Fall 2017.

- 3) The Curriculum Committee oversaw the revision of concentrations (previously called “tracks”) for the library science program. The description of each concentration was revised by ad hoc sub-committees, who also approved lists of courses for each concentration. These were updated on the program website.
- 4) The Curriculum Committee discussed the scheduling of electives. We examined which electives fill and which are perennially under-enrolled, considering whether to shift some electives to a two-year rotation. Ultimately, because enrollment seems to be holding constant, the committee did not make a recommendation to move certain electives to a two-year rotation.

- 5) The committee examined recent job postings to ascertain particular skills and subject areas sought by employers. This was accomplished primarily through the work of the student member, Lauren Farmer.
- 6) Based on the work described above as well as the submission of syllabi for proposed courses, the Curriculum Committee designed a survey of current students and recent alumni about electives. The survey asked which electives students would be likely to take. Over 100 individuals participated. The electives which received the most support from students included “programming and services” and “information literacy.” These results were discussed with the faculty, who determined that no further electives should be developed at this time.

Recommendations for future work:

Based on the work completed in 2016-2017, the Curriculum Committee suggests the following areas for consideration for the next academic year:

- 1) Monitor the implementation of the symbols and text denoting the inclusion of technology and diversity. See if faculty have any issues or concerns with these approaches and determine whether they should be applied to all courses (not just the core).
- 2) Develop modules for the proposed “boot camp” for new enrollees in the program. The Curriculum Committee did not have enough time to address this issue but it should be taken up in the very near future.
- 3) Continue monitoring the enrollment in electives. During the 2016-2017 academic year, we discussed having fewer electives as well as adding electives but determined that the practical approach was to wait. In the future, the Curriculum Committee may need to take more decisive action on electives.

Report submitted by
Shannon Oltmann
Stephanie Reynolds
Ashley DeWitt
Lauren Farmer
Jeff Huber
Will Buntin

Report of Curriculum Committee
2017-2018

Convener: Namjoo Choi

Members: Stephanie Reynolds, Ashley DeWitt

Student member: Jennifer Jeffers

Ex officio: Jeff Huber, Will Buntin

The Curriculum Committee met several times throughout the 2017-2018 academic year, roughly every month. The committee reports the following accomplishments:

1) The faculty voted to approve using the technology and diversity symbols in syllabuses for the four core courses beginning in Fall 2017. The Curriculum Committee collected the core course syllabuses for Fall 2017 in September 2017 and made sure that they all implemented the symbols. In January 2018, the Committee collected the core course syllabuses for Spring 2018 and counted the number of the symbols used for the assignments and readings in each core course, then reported the findings and recommendations on its technology and diversity audit report (Appendix A).

2) In January 2018, the Committee analyzed the core course learning outcome results (both course-level and assignment-level) from Fall 2017 and presented the findings and recommendations on its course-level assessment report (Appendix B).

3) Throughout the Fall 2017 semester, the Committee brainstormed and developed a toolkit on online pedagogy best practices/resources for the faculty to help them improve their online instruction methods. A print copy of the resources was then uploaded to Google Docs for any future updates: https://docs.google.com/document/d/19oG5AAUaJInIp-V_LhwOgS2ZRQue77kqn4znykI_2s/edit (see also Appendix C).

4) In March 2018, the Committee decided to develop an online guide providing resources and information that are helpful for new students. Dr. Stacey Greenwell was invited to our April 2018 meeting for her insights and help. Subsequently, the Committee created a survey asking questions such as ‘what do you wish you had known when you started the LIS program regarding the research process/finding information?’, ‘which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?’, ‘are there any other resources you think would be helpful? The survey ran for about two weeks (April 9-23). The feedback from the survey was analyzed, and then the results were shared with Dr. Greenwell. She plans to create the guide over the summer. Some of the comments from the survey include distance learning library tutorials (e.g., curated LIS databases, a tutorial on interlibrary loan), institutional resources, career-focused resources, a guide on how to do research projects. See Appendix D for the entire responses.

Recommendations for future work:

Based on the work completed in 2017-2018, the Curriculum Committee suggests the following areas for consideration for the next academic year:

- 1) Monitor the implementation of the symbols and text denoting the inclusion of technology and diversity, and apply them to electives as well.
- 2) Continue adding more resources to the toolkit on online pedagogy best practices/resources.
- 3) Complete the development of the online guide for new students and make it available from Fall 2018.
- 4) Survey what kinds of "hands-on" assignments or exercises are included in LIS courses, and review the application of practical or technical skills embedded in the LIS curriculum.

Appendix A

Technology and Diversity Audit Report

LIS Curriculum Committee

January 2018

The faculty voted to approve using the technology and diversity symbols in syllabuses for the four core courses beginning in Fall 2017. The Curriculum Committee collected the core course syllabuses for Spring 2018. Table 1 below summarizes the number of the symbols used for the assignments and readings in each core course in spring 2018.

Table 1. # of the technology and diversity symbols, spring 2018

		Technology	Diversity
600	Assignments	1	2
	Readings	14	22
601	Assignments	5	2
	Readings	6	12
602	Assignments	2	3
	Readings	14	6
603	Assignments	1	1
	Readings	3	4

As seen in Table 1, each core course has at least one or more assignments incorporating either technology or diversity [Avg.: 2.25 (technology), 1.75 (diversity)]. Note that the number can vary by the number of assignments. For example, one course can have one large project throughout the semester while others have several smaller assignments. In addition, all four courses have readings that are related to technology and diversity [Avg.: 9.25 (technology), 11 (diversity)]. This also can vary by the number of the readings used as well as the subject area of the course.

Some of the possible improvements may include balancing the technology- and diversity-related assignments and readings within the same course, and adding additional readings or components to the assignments if below the average.

Appendix B

Student Learning Outcomes Core Course Mapping

The following is the report from the LIS Curriculum Committee demonstrating student mastery of the Learning Outcomes as they pertain to the Program's Core Courses as offered during the Fall 2017 semester.

Table 1 shows which assignments were assessed using which Learning Outcomes. Table 2 shows the average across all assignments for each outcome by course. Table 3 shows the section and assignment-level outcome averages.

Note that these core courses typically occur early in the student's academic career, when the concepts are just now being introduced and so we expect students to have a lower level of mastery at that point. Also, note that there were two sections of LIS600, with each taught by a different full-time faculty member; two sections of LIS601, with one taught by a full-time faculty member and one by an adjunct instructor; two sections of LIS602, with each taught by the same full-time faculty member; and one section of LIS603 taught by a full-time faculty member. This is important primarily because, as Table 3B demonstrates, there is a significant difference in the assessments in LIS601 completed by the full-time faculty member and the adjunct instructor. This might indicate that adjunct instructors need additional training on using the assessments.

Additionally, LIS601 assignments address only one of the Student Learning Outcomes (see Tables 1 & 2), which might be something that the faculty needs to explore. All Core courses should be able to address Student Learning Outcome 3 in at least one assignment, especially given the evidence Diversity initiatives across LIS programs and across campus.

The Student Learning Outcomes indicate that upon graduation, students can:

1. Describe how communities & individuals interact with/in information ecosystems
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 1: Student Learning Outcomes Assignment Mapping

	SLO 1	SLO 2	SLO 3	SLO 4
600	Information Ecology Project: Capstone Paper	Information Ecology Project: Capstone Paper	Information Ecology Project: Capstone Paper	
601				1. Database 1 2. Database 2 3. OPAC 4. Digital Library
602		1. Authority Control 2. Dublin Core/ Metadata 3. Final Paper		1. Authority control 2. MARC/RDA 3. Dublin Core/ Metadata
603	Strategic Plan	1. Strategic Plan 2. Leadership Paper	Strategic Plan	

Table 2: Course-level Outcome Results (Average across all assignments and sections for each course)

Course	SLO 1	SLO 2	SLO 3	SLO 4
600	1.37	1.30	1.00	
601				2.54
602		2.60		2.34
603	1.00	1.00	2.00	

Table 3: Section and Assignment-level Outcome Averages

Table 3A

Course	Assignment	Section	SLO 1	SLO 2	SLO 3
600	Information Ecology Project: Capstone Paper	201	1.14	1.07	1.00
		202	1.56	1.50	1.00
	Overall Assignment Average		1.37	1.30	1.00

Table 3B

Course	Assignment	Section	SLO 4
---------------	-------------------	----------------	--------------

601	Database 1	201	3.10
		202	1.53
	Overall Assignment Average		2.33
	Database 2	201	3.09
		202	2.00
	Overall Assignment Average		2.60
	OPAC	201	2.90
		202	2.22
	Overall Assignment Average		2.59
	Digital Library	201	3.18
202		1.94	
Overall Assignment Average		2.64	

Table 3C

Course	Assignment	Section	SLO 2	SLO 4
602	Authority Control	201	2.40	2.53
		202	2.53	2.58
	Overall Assignment Average		2.47	2.56
	MARC/RDA	201	--	1.94
		202	--	2.00
	Overall Assignment Average		--	1.97
	Dublin Core/Metadata	201	2.44	2.44
		202	2.55	2.55
	Overall Assignment Average		2.50	2.50
	Final Paper	201	2.87	--
202		2.84	--	
Overall Assignment Average		2.85	--	

Table 3D

Course	Assignment	Section	SLO 1	SLO 2	SLO 3
603	Strategic Plan	201	1.00	1.00	2.00
	Overall Assignment Average		1.00	1.00	2.00

Student Learning Outcomes Rubrics

SLO #1	1	2	3	4
Describe how information ecosystems affect communities and individuals.	Identify basic elements of information ecosystems.	Describe elements of information ecosystems.	Analyze information ecosystems with little or no consideration of implications.	Analyze information ecosystems with substantive consideration of implications.

SLO #2	1	2	3	4
Analyze the major tenets of information practice and evaluate them within multiple contexts.	Identify and describe the major tenets.	Contextualize the major tenets within multiple contexts.	Analyze and extend the major tenets using evidence.	Critically evaluate the major tenets within multiple contexts and recognize resulting implications.

SLO #3	1	2	3	4
Connect diverse communities and individuals with appropriate resources.	Identify situational problem and relevant resources/factors.	Only a single approach is considered and is used to address the problem.	Having selected from among alternatives, develops a logical, consistent plan to address simple problem.	Having selected from among alternatives, develops a logical, consistent plan to address complex problem.

SLO #4	1	2	3	4
Explain the relationship between information retrieval and the organization of information.	Identify basic concepts of information retrieval and the organization of information.	Describe how information retrieval is related to the organization of information.	Construct and apply retrieval strategies informed by an understanding of how information is organized.	Critically evaluate retrieval systems based on different systems of organization.

Appendix C

[CELT \(Center for the Enhancement of Learning & Teaching\)](#)

CELT supports excellence in teaching and learning by working collaboratively with all instructors to create engaging, innovative and inclusive learning environments in which diverse students can excel. CELT also offers consultations, workshops, Mid-Semester student feedback, faculty learning communities, and partnerships for scholarly projects and grants.

- [Current Initiatives](#)
- [Workshop Calendar](#)
- [CELT Blog](#)
- Instructional Resources
 - [Getting Started](#)
 - [Equity and Inclusion](#)
 - [Assessment](#)
 - [Active Learning](#)
 - [Teaching with Technology](#)
 - [Scholarly Teaching](#)
 - [Resources](#)
 - [Tips from Teachers](#)

[Office of Learning Management and Distance Learning \(formerly eLearning\)](#)

The Learning Management and Distance Learning teams provide:

1. Support and guidance of online course development and implementation.
2. Consultation (for fully online, hybrid, MOOC, technology, etc.).
3. Review of online courses (before, during, and/or after the course has launched).
4. Funding opportunities for online course development, revision, Echo 360, MOOC.
5. Partner with CELT and other campus teams that support faculty.

- [Funding Opportunities](#)
- [Trainings and Events Calendar](#)
- [Technical Requirements](#)
- [IT Support](#)
- [Consultation Request](#)
- [Course Development Standards](#)
 - [SACS Distance Learning Definition](#)
 - [SACS Syllabus Requirements](#)
- [Course Evaluation](#)
- [Copyright Resources](#)
- [Development Resources](#)
- [Learning Technologies](#)

- [Distance Learning Library Services](#)

Faculty Media Depot

The Faculty Media Depot provides media and technology support in the creation of courses. Our drop-in services include LMS training, video studio recordings, audio and screen recordings, as well as support with the utilization of media in courses.

- [Media Resources](#)
- [Visual Studio Reservations](#)
- [Audio Studio Reservations](#)

Canvas

The University of Kentucky is pleased to utilize Canvas. All teachers and students have access to this world-renowned learning management system, and their premium Tier 1 support 24/7. Canvas Instructor Guide available [here](#). Canvas was chosen because of its:

- Ease of use - managing course materials will be easier for both faculty and students.
- Multimedia - integration and delivery.
- Mobile friendliness - whether you use the Canvas Teacher or Student app, or a mobile web browser, Canvas is beautiful.
- Integration options with existing teaching tools at UK including Google Apps for Education.
- Cloud SaaS subscription service with open source software and agile development approach- means consistent introduction of new functionality without major upgrades so less disruption for users.
- Compliance with accessibility standards - Canvas has been recognized by The National Federation for the Blind for compliance and conforms to the W3C's WAI WCAG guidelines.
- Favored by multiple constituencies: faculty, students, distance learning, and staff.

Recommended Reading

- [Ko, S., & Rossen, S. \(2010\). Teaching online : A practical guide \(3rd ed.\). New York: Routledge.](#)
- [Clark, R., & Mayer, R. \(2011\). E-learning and the science of instruction : Proven guidelines for consumers and designers of multimedia learning \(3rd ed.\). San Francisco, CA: Pfeiffer.](#)

#1

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process? **Respondent skipped this question**

Q2 What do you wish you had known when you started the LIS program regarding finding information?

More support on database exploration and operation

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program? **Respondent skipped this question**

Q4 Are there any other resources you think would be helpful? **Respondent skipped this question**

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2017

Q6 Which semester did you complete the program? (e.g., Spring 2018)

N/A

#2

COMPLETE

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

Resources available to me as a graduate student to help me transition from an undergraduate to graduate level worker. It was challenging to move from an undergraduate writing style (persuasive & descriptive) to the more technical writing style (concise and systematic) needed as a graduate student.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

During my tenure at UKY, I never received information about the UKY Library and its resources. There was a link to the library website, but no further information was given. It was frustrating as a long distance student to contact the library in the evening after work only to be told to call back when a librarian was present to receive help because the GAs or night staff were unprepared to answer complex questions or trouble shoot resource issues.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

All of the above. But of particular importance...a tutorial on how to navigate the webpage would have been very helpful. I did a lot of searching to find resources that I needed. This was time consuming and could have been time better spent elsewhere.

Q4 Are there any other resources you think would be helpful?

Respondent skipped this question

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2012

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2014

#3

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process? **Respondent skipped this question**

Q2 What do you wish you had known when you started the LIS program regarding finding information? **Respondent skipped this question**

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program? **Respondent skipped this question**

Q4 Are there any other resources you think would be helpful? **Respondent skipped this question**

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Spring 2018

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2021

#4

COMPLETE

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

I wish that I knew more about databases. A lot of my research for undergrad was done through searching through stacks of books

Q2 What do you wish you had known when you started the LIS program regarding finding information?

Same as above

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

Databases

Q4 Are there any other resources you think would be helpful?

N/A

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2015

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2018

#5

COMPLETE

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

So much of it is trial and error - I didn't fully get this and often felt frustrated, and I'm sure undergrad students feel the same.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

Government docs and gray literature! Still kinda iffy about those.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

Tutorials about how to use UK resources, not specific to LIS. Things such as setting up the UKY email address, changing your password, etc. Something about different types of careers/jobs you can do with an MSLS degree - maybe testimonials from alumni?

Q4 Are there any other resources you think would be helpful?**Respondent skipped this question****Q5** Which semester did you begin the program? (e.g., Spring 2018)

Fall 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2018

#6

COMPLETE

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

That the program tracks were not an accurate description of possibilities. Classes are not offered frequently enough.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

Again, course availability.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

None

Q4 Are there any other resources you think would be helpful?

Yes, a list of classes that are taught only in certain semesters.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Fall 2018

#7

COMPLETE

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

That the point of papers is to corral as many citations as you can - not to say what you want to say unless someone else has already said it

Q2 What do you wish you had known when you started the LIS program regarding finding information?

Five minute videos each on Infokat, registration, & interlibrary loan.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?**Respondent skipped this question****Q4** Are there any other resources you think would be helpful?**Respondent skipped this question****Q5** Which semester did you begin the program? (e.g., Spring 2018)**Respondent skipped this question****Q6** Which semester did you complete the program? (e.g., Spring 2018)**Respondent skipped this question**

#8

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

The research process was never a problem for me. When I had trouble I asked a librarian online through the UK site.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I had more trouble finding out what books I was going to need and what courses would be best to take than I ever had finding information for research or for class assignments.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

The UK library online, and how to navigate it. I think I needed tech help to figure out how to access some of the online resources.

Q4 Are there any other resources you think would be helpful?

The canvas groups created for advising and for my graduating class were both soon helpful. I hope students are added to advising groups right away now and that advisors keep them updated.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2012

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Fall 2017

#9

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

The importance of working backward: I wish I had looked more closely at the job listings to determine the knowledge and skills I would need to secure one of those jobs, then planned my coursework accordingly. I also wish I had participated in more practicums.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

Not to rely on coursework and courses offered to gain needed knowledge/skills. UK doesn't offer cataloging, metadata, or preservation courses, but those are valuable areas for pursuing LIS careers.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

More robust training in use of professional journals and databases to stay current in the field of knowledge.

Q4 Are there any other resources you think would be helpful?

Online courses offered by ALA, SAA, and libraries/institutes that provide opportunities to build on UK's coursework or learn about areas not offered by UK.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Spring 2015

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2017

#10

COMPLETE

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

N/A

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I wish I had known more about library resources that aid distance students in finding what they need (ILL, distance librarian, etc.)

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

The LISTA database and the LIS research guide.

Q4 Are there any other resources you think would be helpful?

Nope.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2018

#11

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IP Address: 174.60.8.94

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

How Institutional Review Boards work; how to be involved in conferences as a student

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I think I was pretty well prepared in this regard.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

I was already very familiar with library resources, but if I wasn't an introduction to the library would be the most important.

Q4 Are there any other resources you think would be helpful?

Maybe making sure that distance students are receiving the same orientation that on-site students do but overall I think this is already fairly effective

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2019

#12

COMPLETE

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IP Address: 107.181.176.100

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

1) How much emphasis there is now on academic journals and databases. I had thought my college university was just being “cheep.” I had not realize how fundamental and universal the change was-is market wide.

2) How poorly organized LIS 600 is. The course is trying to teach philosophy, methods, theory, and other contradictory objectives while failing to be explicitly honest about its objectives. The course really should be broken up into at least two courses, one on Method and Research and one for Theory and Practice. As is, it is too much to take in at one go. The course also presents a deeply flawed idealized picture of what public school librarians do and presents a lot of high-minded higher learning objectives as “fact” to a highly impressionable audience. I have rather been left with the impression that Sandra Hirsh has never set foot in a public school and much less had an honest conversation with a public school librarian or English teacher. Readings from Dr. Diane Ravitch, post-2007, would be considerably more beneficial to understanding both the current state of the public schools and why “higher” or “deeper” or “buzz-word” learning does not occur and why public school librarians are not going to save us.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I am not sure what you are asking here regarding “information.”

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

The Librarians Guide to Online Searching by Suzanne Bell was an amazingly helpful and well-designed book. I wish I had had a copy 20 years ago.

Q4 Are there any other resources you think would be helpful?

One of the major faults of distance learning is the lack of community, followed by the all too easy tendency to forget when projects are due. Both Dr. Choi and Dr. Reynolds are very good about sending email reminders and or Canvas mail about major assignments. I prefer email, but the Canvas mail does generate an email notice, so it is sort of the same. This simple helpful tactic has been beneficial to me in terms of keeping on tract and not getting behind. As for the lack of community, yeah, I got nothing for you there.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2017.

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Good question. I wish I had a good answer. Family, job, family, something that resembles a social life, family, graduation? Family, wasn't I writing a novel? Oh, look, there's my family again.

#13

COMPLETE

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Last Modified: Monday, April 16, 2018 10:22:01 AM
Time Spent: 00:06:42
IP Address: 128.163.8.18

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

I came to the program from another field and after a long absence from academia. I did not really know much, but can't isolate a few things that would have been helpful. The best you can do is require 601 and 602 early in the program.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

If you mean information about the program, I find the UK and Dept websites to be very confusing. The coordinators are very helpful but I have had to repeatedly go to them to find a resource that was available online but not in a place I could find. It is also very frustrating to have incorrect information about class offerings. This has happened twice and resulted in unnecessary confusing during registration.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

Getting a better familiarity with MYUK has been helpful. A Table of Contents with important links would be really helpful.

Q4 Are there any other resources you think would be helpful?

note above. Also, having the coordinators available has been amazingly helpful. They are always accessible and either know the answer right off or find it quickly.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall, 2017

Q6 Which semester did you complete the program? (e.g., Spring 2018)

I will complete in Spring, 2019

#14

COMPLETE

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Time Spent: 00:08:03
IP Address: 166.127.1.196

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

I wish the most recent tools and techniques had been presented.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

See my previous response - I also wish we had been given more practical experience and a little less theory.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

More emphasis on research interviews and basic database searching - less time on services like DIALOG which I have NEVER used in my professional career since!

Q4 Are there any other resources you think would be helpful?

I believe today's LIS programs need to have REQUIRED courses regarding program development, vendor relations and negotiations and leadership development geared toward their career track (i.e., public librarians and library boards/city councils, academic librarians and department chairs/deans).

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Spring 2008

Q6 Which semester did you complete the program? (e.g., Spring 2018)

May 2010

#15

COMPLETE

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IP Address: 128.163.8.100

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process? **Respondent skipped this question**

Q2 What do you wish you had known when you started the LIS program regarding finding information? **Respondent skipped this question**

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

All of them. Some instructors were better than others with providing information on how to access particular articles or databases. Others assumed you would already know or figure it out independently. When I first started the program, I felt very overwhelmed and didn't really understand how to access various resources or even what they were since I was a fully online distance student who didn't go to UK for my undergrad degree. Proactively sending out basic tutorials to new students would definitely be beneficial.

Q4 Are there any other resources you think would be helpful? **Respondent skipped this question**

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Summer 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Fall 2018

#16

COMPLETE

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Last Modified: Monday, April 16, 2018 10:50:17 AM
Time Spent: 00:12:26
IP Address: 66.30.124.131

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

I wish there had been a course (required) on the databases and how to use the library. The last course I took on reference services would have helped me more if I took it at the beginning of my graduate studies.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I quickly learned to reach out to the librarians. The librarians were wonderful. Being an older student I wonder if younger students would reach out to the librarians.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

There were many great databases. I really wish there was some way to have access to these databases after graduating. I would not mind paying a fee as alumna to have access to databases. It is sad to learn how to use the databases, graduate and work in a library that doesn't have access to those databases.

Q4 Are there any other resources you think would be helpful?

I would like more computer classes and reader' advisory class.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Spring 2011

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Summer 2016

#17

COMPLETE

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IP Address: 71.31.26.100

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

Since I did not start with 600, i think it would have been helpful to have some research and academic library guides on Canvas for all LIS enrolled students. I'm super comfortable now, but it wouldn't been helpful in the beginning.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

How time-consuming it is

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

See #1

Q4 Are there any other resources you think would be helpful?

Respondent skipped this question

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2014

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2018

#18

COMPLETE

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IP Address: 216.68.116.17

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

For the most part everything was fine, but more thorough guidance using UK Library services would have been beneficial. Some classes required more use of the services provided by UK Library than others.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I believe you actually acclimate to this process as you go through the degree. The ideal candidates for this degree should already have a healthy understanding of finding accurate, authoritative, and useful information sources.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

Something covering the databases offered by UK. Obviously showing all of them would have been impractical, but highlighting 50-100 useful ones for providing information sources to ourselves and the public would have been useful.

Q4 Are there any other resources you think would be helpful?

Perhaps something on Canvas that was almost like a... refresher on key information and library concepts when it comes to finding and using resources for the research process and other information needs. This could include links to UK Library materials, online websites, readings from classes, etc. Something to trigger memories of where to go and how best to find information relevant to LIS students.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Summer 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Summer 2018

#19

COMPLETE

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IP Address: 173.73.156.234

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

Take 601 first, and this problem is solved!

Q2 What do you wish you had known when you started the LIS program regarding finding information?

Take 601 first, and this problem is solved!

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

Bring back MS Office suite training.

Q4 Are there any other resources you think would be helpful?**Respondent skipped this question****Q5** Which semester did you begin the program? (e.g., Spring 2018)

Spring 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2018

#20

COMPLETE

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

I wish I had an experienced student mentor to help me at the beginning. My advisor is great, but I hate to impose on her time for routine or mundane issues.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I wish I had an introductory tutorial on the resources available online at the library's website. I've learned the content by exploration during my studies, but a guided and structured approach would have been helpful.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

I wish I had known more about graduate assistantships and student organizations such as SLA. Also, I did not know about Alternative Spring Break until I was a year into the program.

Q4 Are there any other resources you think would be helpful?

When I started, the Microsoft Office Suite training was mandatory, but then it went away. I completed about half of it. I think it would have been useful to have completed all of it.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2019

#21

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Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

The one thing I wish I had known when I started was the exact first step to take in the research project. While I had a vague idea, it was nowhere near as concrete as it became after I started the program.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

I had a pretty good handle on finding information before I started the LIS program, but I wish I had known more about truncation, algorithmic searching, and the other tips that would allow my Google searches and database searches to be more narrow in scope, and not so broad at the beginning.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

I really wish I had known about the LIS database that we all have access to now. Before it was searches in ASP and Proquest, but never anything profession specific.

Q4 Are there any other resources you think would be helpful?

Most librarian blogs are actually great resources for finding LIS information from the view of someone already in the profession. This could come from their personal or professional blog, depending on what info you are looking for.

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2014.

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2016.

#22

COMPLETE

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IP Address: 74.139.132.145

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

Just knowing where to look

Q2 What do you wish you had known when you started the LIS program regarding finding information?

It's easy to find, but hard to sift through

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

Not sure

Q4 Are there any other resources you think would be helpful?

None that I can think of

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2015

Q6 Which semester did you complete the program? (e.g., Spring 2018)

I will complete the program in the summer 2018

#23

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IP Address: 68.100.168.36

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

I don't feel like I got as much out of the library services as I could have in my first semester, if only because I did not fully understand how to utilize the individual databases.

Q2 What do you wish you had known when you started the LIS program regarding finding information? **Respondent skipped this question****Q3** Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

I think it would have been really helpful if many of the job resources found in the Exit Assessment Shell were more visibly shared earlier in the program.

Q4 Are there any other resources you think would be helpful? **Respondent skipped this question****Q5** Which semester did you begin the program? (e.g., Spring 2018)

Fall 2016

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2018

#24

COMPLETE

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IP Address: 128.163.8.74

Page 1

Q1 What do you wish you had known when you started the LIS program regarding the research process?

I did not know who the liaison to library science was and the canvas shells she provides for students. Research guides for library science exist! Professors never made this known to me. I think (especially for the older students) it would be helpful to know resources outside of class and outside of asking the professors who are oftentimes too busy to answer right away.

Q2 What do you wish you had known when you started the LIS program regarding finding information?

Canvas is organized differently depending on the teacher. It is important to know how they will structure their courses in terms of using Pages, Discussions, and Modules.

Q3 Which resources (guides, websites, information resources [e-books, articles, databases, etc.], tutorials, etc.) do you wish you had known about at the beginning of the program?

Library science research guide and canvas shell. I did not know about all the software we can download that help with different classes.

Q4 Are there any other resources you think would be helpful?

Another orientation at some point that does not focus on getting students acclimated to online courses/beginning the program, but mention resources to keep students in the program and successful. (Post-orientation before the second year of the program begins)

Q5 Which semester did you begin the program? (e.g., Spring 2018)

Fall 2017

Q6 Which semester did you complete the program? (e.g., Spring 2018)

Spring 2019

2016/2017 Academic Year-end Report

May 8, 2017

Members

Sean Burns (Convener)
Youngseek Kim
Soohyung Joo
Cynthia Butor, student representative
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

Goals for 2016/2017

1. Learning Outcomes Essays Assessment
2. Conduct Alumni Survey and Analyze Results
3. Revise LIS Program Assessment Process

Descriptions of Goals for 2016/2017

Summary

Conducted learning outcomes essays assessment. Analysis suggested similar results as the previous year's assessment. These data have informed core course revisions, which go into effect Fall 2017. Future assessment should analyze whether the core course revisions result in improvements in various learning objectives.

Conducted alumni survey. Results suggest that faculty should examine available electives about various aspects of librarianship (e.g., public and academic) and offer more library-centric technology courses. Results also show that faculty's efforts to strengthen the diversity and technology elements of the program, encouraged by previously collected data, have resulted in recognizable improvements of the program among recently graduated alumni. Additional details are listed in the section below.

Revised LIS Program Assessment process policy. The revision is tabled until certain aspects of the core course revisions take effect in the fall of 2017, but the revision includes a more

streamlined and articulate description of the program assessment process and the document should be voted on in Fall 2017.

Learning Outcomes Essays Assessment

This year we conducted our annual analysis of a random selection of student exit learning outcome essays. Three members from our committee (Burns, Kim, and Joo) read a random selection of learning outcomes essays from the prior three semesters (summer included) and rated each essay per the program's learning outcomes. Our goal was to measure 1) the raters' agreement of the assessment of learning outcomes, and 2) the students' abilities to address the learning outcomes including if they addressed them at all. The full report is filed under "2016/2017 Program Learning Outcome Essays Analysis."

The results of our analysis showed that there were significant differences among the effect sizes of our raters but that the raters tended to agree in the directions of their ratings. That is, all raters tended to rate the same learning outcomes poorly or strongly but differed primarily in how poorly or strongly the students addressed the specific learning outcomes.

This was the second year that the committee analyzed the learning outcomes essays by examining levels and patterns of agreement in ratings. Because of the consecutive analysis, we were able to show if students improved or not on specific learning outcomes over the first year. We found that students continued to perform well on the following learning outcomes: 2. *Information Resources* and 4. *Technological Knowledge and Skills* but continued to perform less well on the following learning outcomes 3. *Organization of Recorded Knowledge* and 8. *Administration and Management*.

Since new learning outcomes were voted on by the faculty last year and because the final portfolio is subject to change soon, this is likely the last year that this type of analysis will be conducted. Future learning outcomes analyses will be rubric based, per the design of the new learning outcomes.

The results of the learning outcomes analysis show that our plan to revise the core courses is merited. Future analyses should continue to examine weaknesses and strengths in learning outcomes and continue to make suggestions in core course revisions.

Conduct Alumni Survey and Analyze Results

This year we conducted our biennial alumni survey. We posed questions to graduates about the different aspects of the LIS program (curricula, teaching, advising) and their employment. The feedback was primarily positive and a full report is filed under "2016/2017 Alumni Survey Analysis". Per the primary takeaways addressed in the alumni survey report, LIS faculty should:

1. Examine whether the program offers enough (or should offer more) courses to help students prepare for public librarianship.

2. Continue strengthening the diversity elements of our program -- our work in this area seems to have prepared our graduates to work with diverse populations and more preparation seems desirable.
3. Continue to encourage students to participate in professional associations and to prepare them to become leaders in such associations.
4. Continue to enrich the curriculum with technology-oriented courses but also provide library-specific technology courses (e.g., integrated library systems).
5. Continue to focus on ways to help students specialize in concentrations.
6. Continue to promote the LIS practicum.
7. Continue to enrich the advising experience.

Data collected from the previous year's employer survey and this year's alumni survey highlighted the need to create more library-centric technology courses. As a result, a new elective was created on Electronic Resource Management, which will be taught in Fall 2017. Additional ones may be created in the future (e.g., a course on Integrated Library Systems). The advising Canvas shells that were created in response to data collected about advising should help foster a stronger advisor relationship.

In the future, the data collected from this year's survey should inform discussion about the availability of electives in various aspects of librarianship (e.g., public and academic). The faculty also need to discuss ways to promote or require a practicum in LIS.

LIS Program Assessment Process

The Planning Committee was charged with reviewing and revising the LIS Program Assessment Process policy. The policy was last revised and accepted on October 12, 2012.

The committee reviewed the document and made several substantial changes. The primary result is a policy that better outlines the roles and duties of the Planning Committee and the Curriculum Committee and also specifically assigns some duties to the Assistant Director. Further, the document revised the assessment sources and added a new one (technology and diversity audits), and the descriptions of the five assessment sources should be clearer. These sources include the program review (course review, portfolio review), student exit surveys, alumni and employer surveys, technology and diversity audits, and advisory board feedback.

Since the faculty are currently revising core courses for the 2017/18 academic year and are in the process of updating core course artifacts and the final portfolio, the revised policy will be presented for discussion at the final faculty meeting of the 2016/17 academic year and tabled for final revision in the 2017/18 academic year.

Action Items for 2017/2018

1. Finalize core course revisions.

2. Finalize final portfolio.
3. Conduct Employer Survey.
4. Learning Outcomes Essays Analysis (with regard to any changes to this next year).
5. Final revision of LIS Program Assessment Process policy

**Library & Information Science
University of Kentucky
Planning Committee**

2017/2018 Year-end Report

May 1, 2018

Members

Soohyung Joo (Convener)
Stephanie Reynolds
Youngseek Kim
Jacqueline Doucet (student representative)
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

Goals for 2017/2018

1. LIS program assessment process
2. Learning outcome essays assessment for AY 2016/17
3. Implementation of the new learning outcomes for exit assessment
4. Employer survey
5. LIS-601/602 course reviews

Descriptions of Goals for 2017/2018

(1) LIS Program Assessment Process

In Fall 2017, the Planning Committee revised and finalized the program assessment process by closely working with the LIS faculty and Assistant Director. The updated policy lists the five specific areas of program assessment: (1) program reviews based on course-level data and exit assessment, (2) graduate surveys, (3) alumni and employer survey, (4) technology and diversity audits, and (5) external advisory council feedback. The technology and diversity audits were newly included in the assessment process. The changes also include the clarification of the roles and duties of the Planning Committee, the Curriculum Committee, and the Assistant Director. In addition, the updated assessment plan includes the matching between core course assignments and learning outcomes to measure how well students are

meeting program learning outcomes through the completion of core courses. More importantly, the revised policy clearly sets the assessment cycle concerning yearly planning and specific activities effective from Fall 2017. Since the LIS faculty are currently revisiting the measurement of students' learning outcomes mastery levels, particularly the pre- and post-tests, the assessment policy may need additional revision in the 2018/19 academic year.

(2) Learning Outcome Essays Assessment for AY 2016/17

In Fall 2017, the Planning Committee conducted the annual analysis of a random selection of learning outcome essays. The three members of the committee, Joo, Kim, and Reynolds, independently reviewed sixteen essays collected from Fall 2016 (n=4), Spring 2017 (n=10), and Summer 2017 (n=2). Eleven outcomes were selected across five core competency areas, including Information Resources, Technological Knowledge and Skills, Reference Services, Research, and Communication. The inter-rater reliability turned out to be appropriate by showing strong agreement in scoring patterns among the three raters. Students well performed on *Technological Knowledge and Skills* while they performed relatively worse on *Reference Services*. Particularly, we observed that LO 5.3 and LO 5.4 were not well addressed in the essays. This implies that we will need to revisit core courses to make sure whether those cover the subjects of reference services and communication with users appropriately.

(3) Implementation of the New Learning Outcomes

From Fall 2017, the Library Science program began to use the new learning outcomes for graduation exit assessment. Using the newly developed rubrics, the faculty graders assessed the four areas of learning outcomes of all 25 learning outcome essays submitted as part of Fall 2017 Exit Assessment. Overall, the grand mean for all four SLO's turned out to be 3.208, which indicates a high mastery level. The mean score of SLO3 (3.395) was slightly higher than the other three outcomes while that of SLO4 was relatively lower (3.042). The one-way ANOVA confirmed that there is no significant difference among the means of SLO's, $F=1.158$ (3; 188), $p>0.05$. This implies that students showed high mastery levels across the four learning outcomes, and there was no significant weak area. For all four learning outcomes, there was no significant difference between the advisor and secondary grader groups. Also, the internal reliability of responses turned out to be adequate ($\alpha = .831$). Overall, we found that the adoption of the new learning outcomes has generated reliable and consistent data to be used as an instrument for learning outcome assessment.

(4) Employer Survey

The Planning Committee administered our biennial employer survey to collect feedback and opinions from library directors about graduates from our MSLS program. Fifteen specific items were chosen from the ALA core competencies for the survey. For each competency area, respondents were asked to rate the degree of agreement using a five-point scale. We distributed the survey online to 267 recipients, and collected 42 valid responses. About half of the responses came from public libraries (53.5%), followed by academic libraries (27.9%) and school libraries (9.3%). Overall, the grand mean of all responses turned out fairly high, M=4.12. The five strongest competency areas were “Good Learners (M=4.37),” “Assist Clients (M=4.36),” “Effective Communicators (M=4.24),” “Effective Technology (M=4.22),” and “Fundamental Principles (M=4.21). The five competency areas that were relatively weak include “Good Managers (M=3.83),” “Original Research (M=3.89),” “Good Instructors (M=3.95),” “Good Leaders (M=4.00),” and “Organize Information (M=4.05).”

(5) LIS-601/602 Course Reviews

The 601/602 instructors will review core assignments and readings to ensure that these two courses cover the relationships between information organization and information retrieval appropriately. We plan to meet on May 16th. The results will be shared in the LIS curriculum retreat in August 2018.

Action Items for 2018/19

1. Data collection policy for LIS program assessment
2. Meeting to discuss previous year’s core course and exit requirement learning outcomes rubric data (with Curriculum Committee)
3. Learning outcome essays assessment
4. Alumni survey
5. LIS program assessment process update

Appendix 1. LIS Program Assessment Process

Appendix 2. 2017/2018 Program Learning Outcome Essays Analysis

Appendix 3. 2017 Fall Program Learning Outcome Essays Analysis

Appendix 4. 2017/2018 Employer Survey Analysis

2017/2018 Employer Survey Analysis

April 28, 2018

Members

Youngseek Kim
Stephanie Reynolds
Soohyung Joo (Convener)
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

In AY 2017/18, the Planning Committee administered our biennial employer survey to collect feedback and opinions from library directors about graduates from our MSLS program. In the survey, fifteen specific items were chosen to measure the competency areas of our graduates. Those areas of competencies were adopted and modified from the list of core competencies suggested by American Library Association (<http://www.ala.org/educationcareers/careers/corecomp>). For each competency area, respondents were asked to rate the degree of agreement using a five-point scale. In the survey, we provided an operational definition and relevant examples for each item as shown in Table 1.

Table 1. Areas of competencies: operational definition and examples

Competency	Operational definition and examples
Fundamental Principles	. . . are grounded in the fundamental principles of the profession? (e.g., in the ethics, values and history of libraries and information agencies; and in intellectual freedom, intellectual property and other important policies.)
Analyze Problems	. . . are able to analyze complex problems and create appropriate solutions?
Effective Communicators	. . . are effective communicators, both orally and in writing?
Manage Information Resources	. . . are able to manage information resources? (e.g., understand the lifecycle of information, the acquisition, processing and management of collections, including preservation and conservation.)
Organize Information	. . . are able to organize information? (e.g., have evaluative skills and knowledge of systems of cataloging, metadata, indexing, and classification.)

Effective Technology	... are effective users of technologies? (e.g., are familiar with information technologies and can evaluate and apply them, using professional ethics and prevailing service norms and applications.)
Emerging Technology	... are able to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.)
Assist Clients	... can assist clients of libraries and information agencies in retrieving information? (e.g., understand principles and techniques of reference service and information literacy, including how to retrieve, evaluate, and synthesize information, how to interact successfully with individuals of all ages and groups, and how to employ methods of advocacy to reach specific audiences and promote services to them.)
Promote & Evaluate Services	... are able to promote and evaluate services? (e.g., reach diverse audiences and assess the impact of services and resources.)
Original Research	... are able to understand, and/or conduct, original research? (e.g., understand quantitative and qualitative research methods, and can assess the research literature of the field.)
Good Learners	... are good learners? (e.g., participate in continuing professional development.)
Good Instructors	... are good instructors? (e.g., understand learning theories and instructional methods, and the role of libraries and other information agencies in the lifelong learning of clients.)
Good Managers	... are good managers? (e.g., effective at planning, budgeting, and personnel. Are familiar with the methods for assessment and evaluation of library services.)
Good Leaders	... are good leaders? (e.g., can effectively communicate with staff, develop partnerships, and be a principled leader.)
Well Prepared	... were prepared to enter professional practice?

We used SurveyMonkey to distribute the survey online to 267 recipients in December 2017. We ended up with 42 valid responses that indicated having at least one UK-MSLS graduate in their organization. Table 2 presents the types of libraries that completed the survey. About half of the respondents came from public libraries (53.5%), followed by academic libraries (27.9%) and school libraries (9.3%). Only a single valid response was collected from other types of libraries, including corporate, law, medical/health libraries, and others, respectively.

Table 2. Library types of participants

Library Type	Frequency	Percent
Public Library	23	53.5%
Academic Library	12	27.9%
School Library (K-12)	4	9.3%
Corporate Library	1	2.3%
Law Library	1	2.3%
Medical or Health Library	1	2.3%
Other-Archives Department	1	2.3%

We also asked them if they hired any UK-MSLS graduate in recent years. As shown in Table 3, most of the respondent organizations employed at least one UK-MSLS graduate in the past two years (86.7%). More than two-thirds of the participant organizations employed between one and three of our graduates

(69.0%). Around twelve percent answered they employed between four and six. Two out of the forty-two organizations (4.8%) employed more than seven UK-MSLS graduates.

Table 3. Recent employment of UK-MSLS graduates

Number	Frequency	Percent
None	1	2.4%
1-3	29	69.0%
4-6	5	11.9%
7 or more	2	4.8%
I don't know/Prefer not to say	5	11.9%

Table 4 indicates the degrees of competencies of our graduates rated by the participants. Overall, the grand mean of all responses turned out to be fairly high, $M=4.12$, across the fifteen areas. The five strongest competency areas were “Good Learners ($M=4.37$),” “Assist Clients ($M=4.36$),” “Effective Communicators ($M=4.24$),” “Effective Technology ($M=4.22$),” and “Fundamental Principles ($M=4.21$). On the contrary, the five competency areas that were relatively weak include “Good Managers ($M=3.83$),” “Original Research ($M=3.89$),” “Good Instructors ($M=3.95$),” “Good Leaders ($M=4.00$),” and “Organize Information ($M=4.05$).” For the area of Original Research, there were six respondents who chose not to answer. The Original Research competency is the area where library directors cannot easily observe their employees’ capabilities if they do not conduct any research regularly, particularly, in public libraries. Among the five weakest areas, two competencies were related to management and leadership.

Table 4. Responses on the degrees of UK-MSLS graduates’ competencies

Competency	Frequency						Mean		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA	Mean	SD	Rank
Fundamental Principles	4	0	1	15	22	0	4.21	1.18	5
Analyze Problems	2	4	3	13	20	0	4.07	1.18	10
Effective Communicators	0	3	5	13	21	0	4.24	0.93	3
Manage Information Resources	1	3	3	16	18	1	4.15	1.01	7
Organize Information	1	3	8	11	19	0	4.05	1.08	11
Effective Technology	2	2	3	12	22	1	4.22	1.11	4
Emerging Technology	3	1	3	16	19	0	4.12	1.13	9
Assist Clients	2	2	0	13	25	0	4.36	1.06	2
Promote & Evaluate Services	0	5	4	12	20	1	4.15	1.04	8
Original Research	3	3	3	13	14	6	3.89	1.26	14
Good Learners	2	1	2	11	25	1	4.37	1.04	1

Good Instructors	0	7	4	14	16	1	3.95	1.09	13
Good Managers	4	2	5	15	14	2	3.83	1.26	15
Good Leaders	3	2	3	18	16	0	4.00	1.15	12
Well Prepared	2	3	3	12	22	0	4.17	1.15	6

Additionally, we looked into the directors' ratings separately by library type as shown in Table 5. The overall mean value was higher in public libraries (M=4.22) than in academic libraries (M=3.83). However, due to the small sample size, we could not confirm these differences statistically. Instead, the Kendall's tau-b coefficients were employed to show the relationship between public and academic libraries. The tau-b indicates the significant similar patterns of ratings between public library and academic library directors ($\tau_b=0.644$; $p<0.01$). From both the library types, "Good Learners," "Assist Clients," and "Fundamental Principles" were ranked at first, second, and third respectively. Also, "Effective Communicators" and "Effective Technology" were the competencies ranked within the top five areas. In public libraries, the two weakest areas turned out to be "Organize Information (M=4.00)" and "Original Research (M=3.90)." In academic libraries, "Good Manages (M=3.00)" and "Good Leaders (M=3.50)" were the areas that received comparatively lower ratings.

Table 5. Comparison among public libraries, academic libraries, and other libraries

Competency	Public libraries			Academic libraries			School libraries		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank
Fundamental Principles	4.39	0.89	3	4.08	1.16	3	4.00	2.00	13
Analyze Problems	4.22	0.95	8	3.83	1.27	7	4.25	1.50	11
Effective Communicators	4.35	0.83	4	4.08	1.00	3	4.50	1.00	8
Manage Information Resources	4.22	0.90	8	3.73	1.27	12	4.75	0.50	5
Organize Information	4.00	1.00	14	3.75	1.29	10	5.00	0.00	1
Effective Technology	4.35	0.83	4	3.92	1.31	5	5.00	0.00	1
Emerging Technology	4.13	0.92	10	3.92	1.31	5	5.00	0.00	1
Assist Clients	4.43	0.90	2	4.25	1.14	2	4.75	0.50	2
Promote & Evaluate Services	4.30	0.76	6	3.83	1.34	7	4.50	1.00	3
Original Research	3.90	1.14	15	3.80	1.55	9	4.00	1.73	5
Good Learners	4.48	0.90	1	4.36	0.81	1	4.00	2.00	5
Good Instructors	4.09	0.90	12	3.67	1.23	13	4.25	1.50	4
Good Managers	4.09	1.04	12	3.00	1.48	15	4.33	1.15	3
Good Leaders	4.13	0.92	10	3.50	1.45	14	4.75	0.50	2
Well Prepared	4.26	1.01	7	3.75	1.36	10	5.00	0.00	1

Table 6. Correlation analysis between the different types of libraries (Kendall's τ_b)

	Public libraries	Academic libraries	School libraries
Public libraries	1.000	.644**	-.144
Academic libraries	.644**	1.000	-.164
School libraries	-.144	-.164	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

* Library & Information Science: Library & Info Science Research at UK

For students in the UK Library & Information Science master's program or anyone with an interest in library science

[Library & Info Science Research at UK](#)[Background Information](#)[Databases](#)[Books](#)[Professional Development](#)[Course Guides](#)[NEW E-Books](#)[Need More Help?](#)

UK Libraries for Library & Info Science

Welcome to the UK Libraries guide for Library & Information Science!

This guide is for students in the Master's program at UK or for anyone with an interest in library and information science. If you have any questions or suggestions for this guide, please feel free to contact your librarian.

- [Master's of Science in Library Science at UK](#)

The primary website for the MLS program which includes admissions information, class schedules, syllabi, contact information for faculty and staff, and much more

- [University of Kentucky Libraries](#)

The William T. Young Library is your primary physical library for library & information science resources. More information is provided below and throughout this guide for online services.

- [Resources for MSLS Students](#)

Guide includes information about professional organizations and finding library jobs.

Librarian



[Stacey Greenwell](#)

[Email Me](#)

Contact:

I'm here to help you with your research! Email me your questions, or make an appointment for an online or in-person consultation.

2-1 William T. Young Library
859-218-1322

Subjects:

[Communications & Information Studies](#),
[Honors](#)

Introduction to UK Libraries

[Introduction to UK Libraries](#) is tailored to new students in the Master's of Library Science program. This research refresher covers topics such as the proxy server, good databases for LIS, how to access books and articles, and much more.

Length: Approximately 10 minutes



University Resources for Teaching, Pedagogy, and Online Instruction

[CELT \(Center for the Enhancement of Learning & Teaching\)](#)

CELT supports excellence in teaching and learning by working collaboratively with all instructors to create engaging, innovative and inclusive learning environments in which diverse students can excel. CELT also offers consultations, workshops, Mid-Semester student feedback, faculty learning communities, and partnerships for scholarly projects and grants.

- [Current Initiatives](#)
- [Workshop Calendar](#)
- [CELT Blog](#)
- Instructional Resources
 - [Getting Started](#)
 - [Equity and Inclusion](#)
 - [Assessment](#)
 - [Active Learning](#)
 - [Teaching with Technology](#)
 - [Scholarly Teaching](#)
 - [Resources](#)
 - [Tips from Teachers](#)

[Office of Learning Management and Distance Learning \(formerly eLearning\)](#)

The Learning Management and Distance Learning teams provide:

1. Support and guidance of online course development and implementation.
2. Consultation (for fully online, hybrid, MOOC, technology, etc.).
3. Review of online courses (before, during, and/or after the course has launched).
4. Funding opportunities for online course development, revision, Echo 360, MOOC.
5. Partner with CELT and other campus teams that support faculty.

- [Funding Opportunities](#)
- [Trainings and Events Calendar](#)
- [Technical Requirements](#)
- [IT Support](#)
- [Consultation Request](#)
- [Course Development Standards](#)
 - [SACS Distance Learning Definition](#)
 - [SACS Syllabus Requirements](#)
- [Course Evaluation](#)
- [Copyright Resources](#)
- [Development Resources](#)
- [Learning Technologies](#)
- [Distance Learning Library Services](#)

University Resources for Teaching, Pedagogy, and Online Instruction

[Faculty Media Depot](#)

The Faculty Media Depot provides media and technology support in the creation of courses. Our drop-in services include LMS training, video studio recordings, audio and screen recordings, as well as support with the utilization of media in courses.

- [Media Resources](#)
- [Visual Studio Reservations](#)
- [Audio Studio Reservations](#)

[Canvas](#)

The University of Kentucky is pleased to utilize Canvas. All teachers and students have access to this world-renowned learning management system, and their premium Tier 1 support 24/7. Canvas Instructor Guide available [here](#). Canvas was chosen because of its:

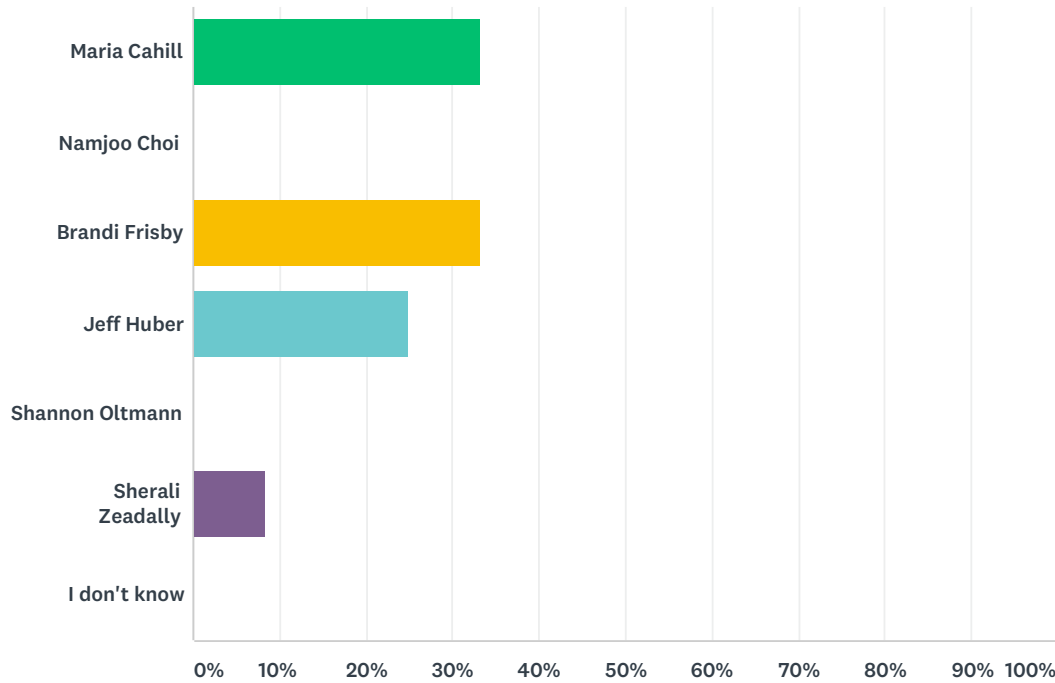
- Ease of use - managing course materials will be easier for both faculty and students.
- Multimedia - integration and delivery.
- Mobile friendliness - whether you use the Canvas Teacher or Student app, or a mobile web browser, Canvas is beautiful.
- Integration options with existing teaching tools at UK including Google Apps for Education.
- Cloud SaaS subscription service with open source software and agile development approach- means consistent introduction of new functionality without major upgrades so less disruption for users.
- Compliance with accessibility standards - Canvas has been recognized by The National Federation for the Blind for compliance and conforms to the W3C's WAI WCAG guidelines.
- Favored by multiple constituencies: faculty, students, distance learning, and staff.

Recommended Reading

- [Ko, S., & Rossen, S. \(2010\). Teaching online : A practical guide \(3rd ed.\). New York: Routledge.](#)
- [Clark, R., & Mayer, R. \(2011\). E-learning and the science of instruction : Proven guidelines for consumers and designers of multimedia learning \(3rd ed.\). San Francisco, CA: Pfeiffer.](#)

Q1 Who did you select as your mentor?

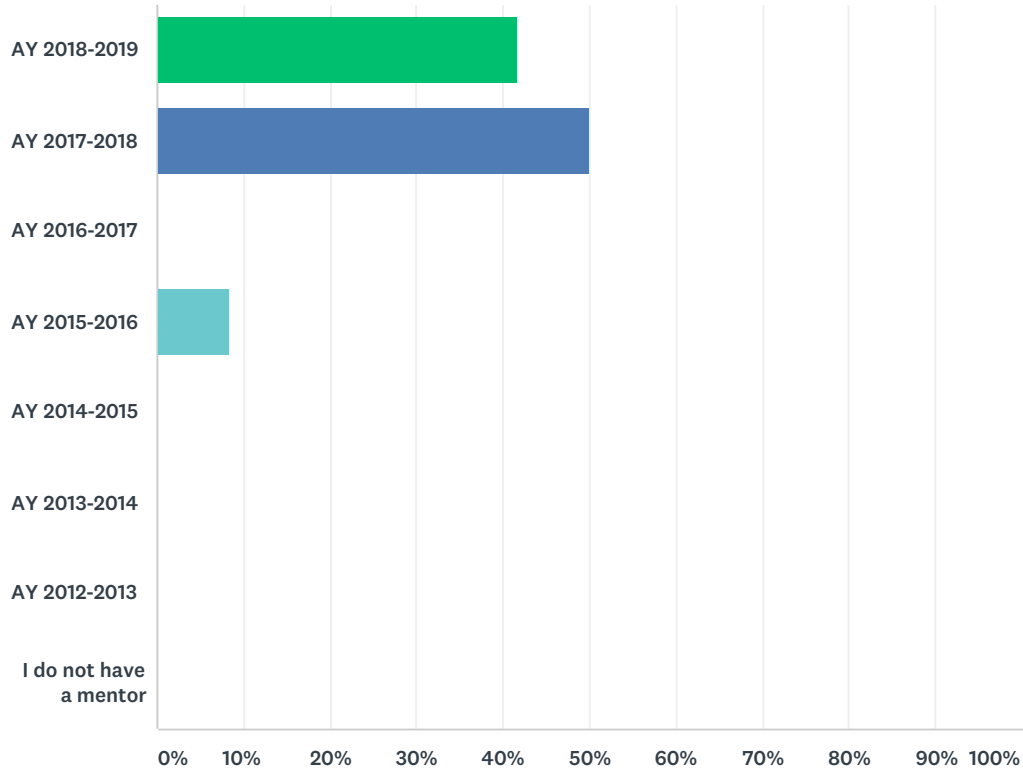
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES
Maria Cahill	33.33% 4
Namjoo Choi	0.00% 0
Brandi Frisby	33.33% 4
Jeff Huber	25.00% 3
Shannon Oltmann	0.00% 0
Sherali Zeadally	8.33% 1
I don't know	0.00% 0
TOTAL	12

Q2 When did you select your mentor?

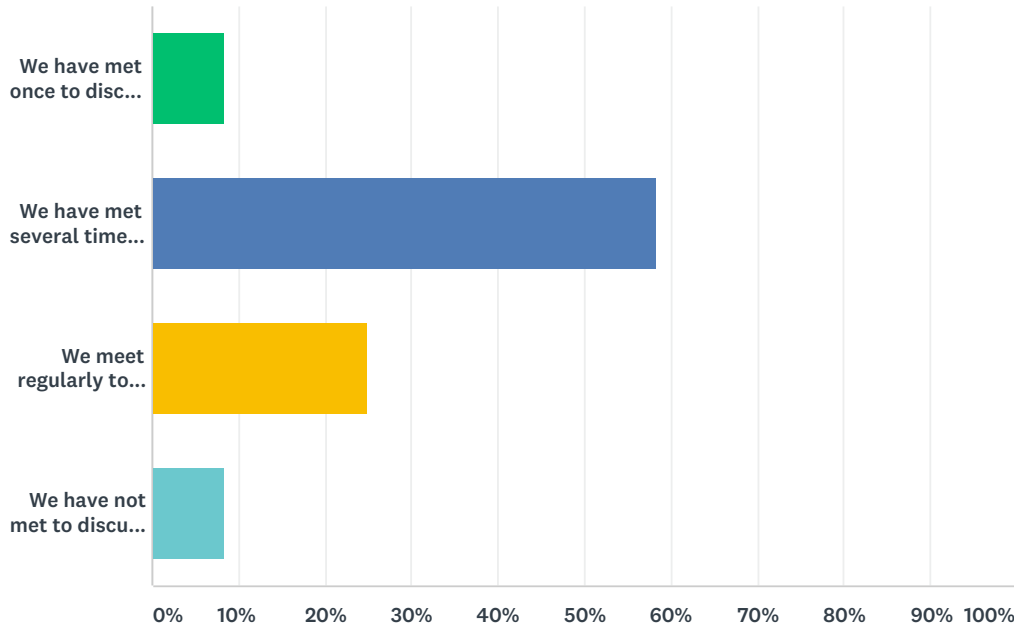
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
AY 2018-2019	41.67%	5
AY 2017-2018	50.00%	6
AY 2016-2017	0.00%	0
AY 2015-2016	8.33%	1
AY 2014-2015	0.00%	0
AY 2013-2014	0.00%	0
AY 2012-2013	0.00%	0
I do not have a mentor	0.00%	0
TOTAL		12

Q3 Have you formally met with your mentor to discuss general or specific questions?

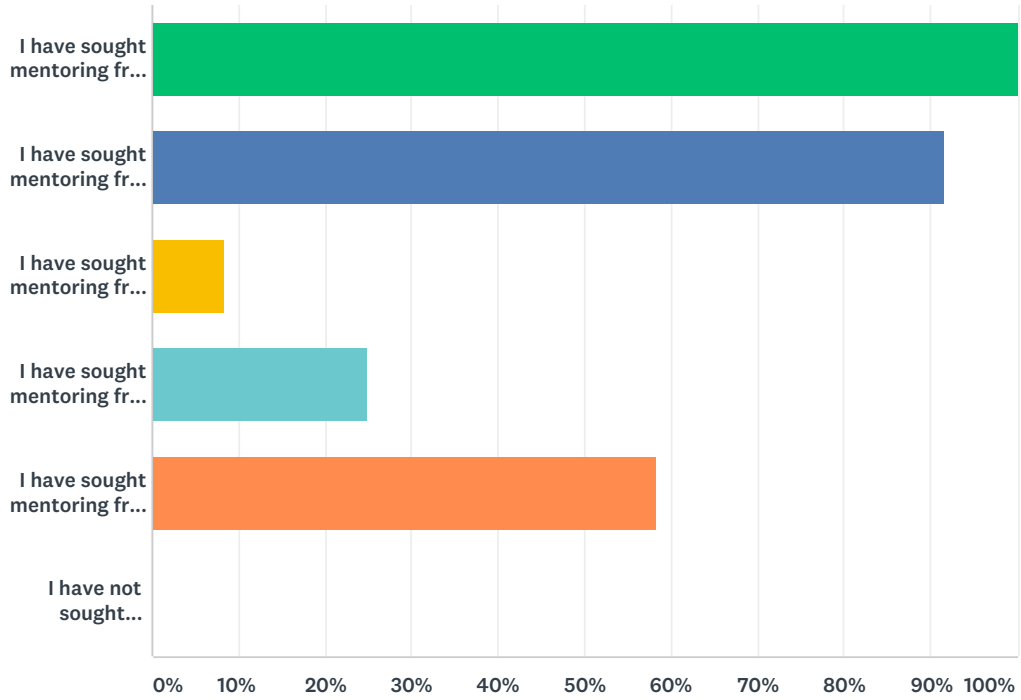
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
We have met once to discuss general or specific questions	8.33%	1
We have met several times to discuss general or specific questions	58.33%	7
We meet regularly to discuss general or specific questions	25.00%	3
We have not met to discuss general or specific questions	8.33%	1
TOTAL		12

Q4 Check any of these statements that apply

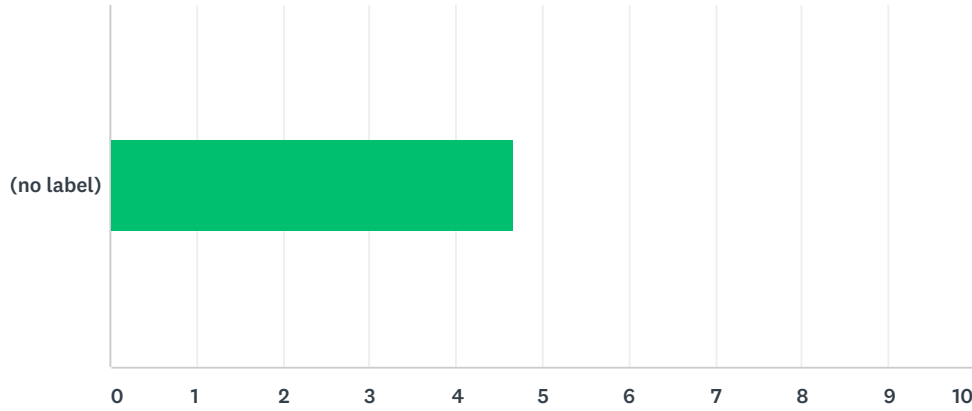
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
I have sought mentoring from my SIS mentor	100.00%	12
I have sought mentoring from other SIS faculty	91.67%	11
I have sought mentoring from other College faculty outside of SIS	8.33%	1
I have sought mentoring from other University of Kentucky faculty outside our college	25.00%	3
I have sought mentoring from colleagues or advisors at other institutions	58.33%	7
I have not sought mentoring advice	0.00%	0
Total Respondents: 12		

Q5 Rate how available your mentor is to you

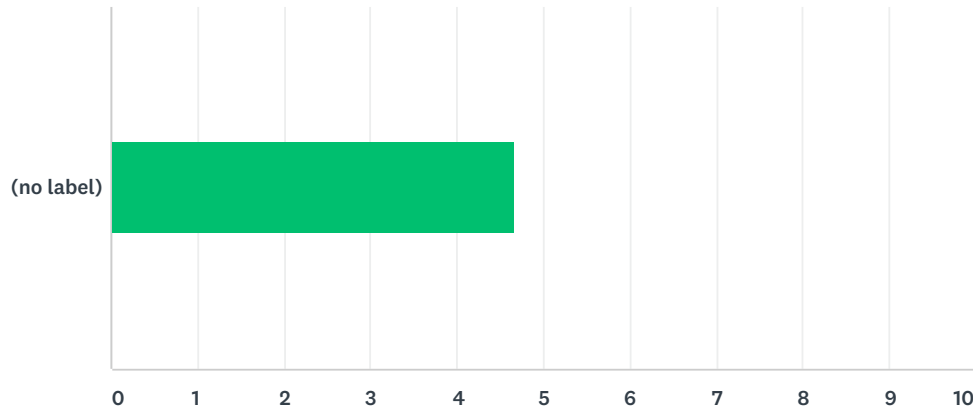
Answered: 12 Skipped: 0



	NOT AT ALL AVAILABLE	SLIGHTLY AVAILABLE	MODERATELY AVAILABLE	VERY AVAILABLE	EXTREMELY AVAILABLE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	33.33% 4	66.67% 8	12	4.67

Q6 How would you rate your mentor

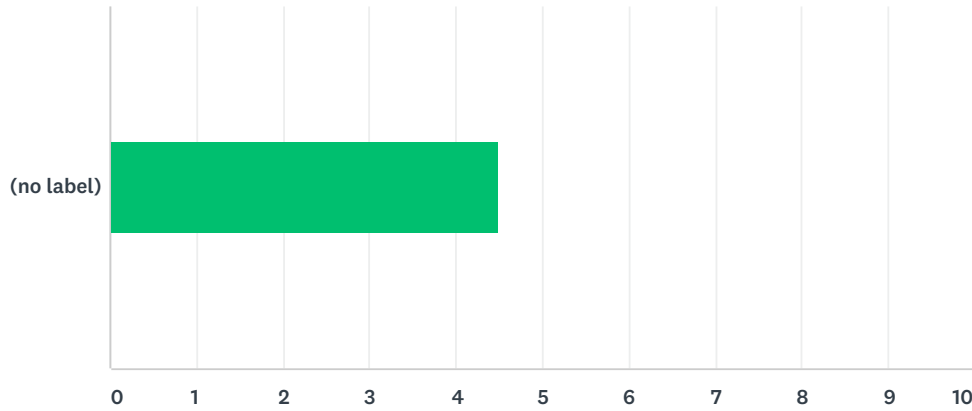
Answered: 12 Skipped: 0



	NOT AT ALL HELPFUL	SLIGHTLY HELPFUL	MODERATELY HELPFUL	VERY HELPFUL	EXTREMELY HELPFUL	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	8.33% 1	16.67% 2	75.00% 9	12	4.67

Q7 How would you rate the mentor meetings facilitated by the P&T Committee?

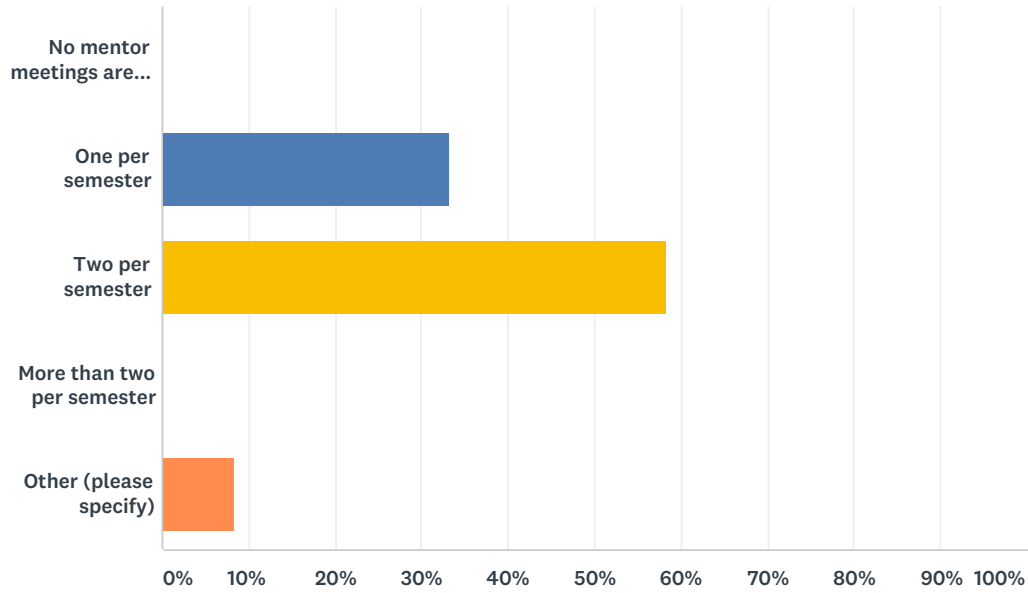
Answered: 12 Skipped: 0



	NOT AT ALL HELPFUL	SLIGHTLY HELPFUL	MODERATELY HELPFUL	VERY HELPFUL	EXTREMELY HELPFUL	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	8.33% 1	33.33% 4	58.33% 7	12	4.50

Q8 How many mentor meetings would you like the P&T Committee to facilitate each academic year?

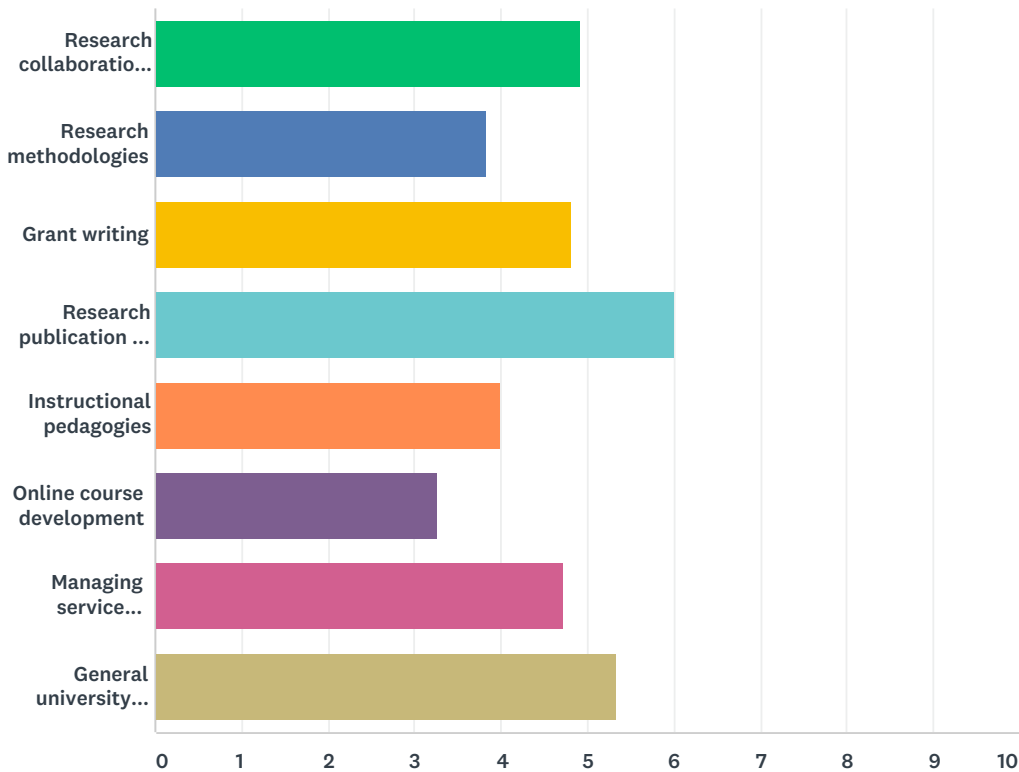
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
No mentor meetings are necessary	0.00%	0
One per semester	33.33%	4
Two per semester	58.33%	7
More than two per semester	0.00%	0
Other (please specify)	8.33%	1
TOTAL		12

Q9 Rank the activities below for which you are (or were) most likely to seek advice from your mentor:

Answered: 12 Skipped: 0



	1	2	3	4	5	6	7	8	N/A	TOTAL	SCORE
Research collaboration opportunities	16.67% 2	8.33% 1	16.67% 2	25.00% 3	8.33% 1	8.33% 1	0.00% 0	16.67% 2	0.00% 0	12	4.92
Research methodologies	8.33% 1	0.00% 0	16.67% 2	0.00% 0	25.00% 3	8.33% 1	25.00% 3	8.33% 1	8.33% 1	12	3.82
Grant writing	8.33% 1	8.33% 1	8.33% 1	33.33% 4	16.67% 2	8.33% 1	0.00% 0	8.33% 1	8.33% 1	12	4.82
Research publication and venues	25.00% 3	25.00% 3	8.33% 1	8.33% 1	8.33% 1	16.67% 2	0.00% 0	0.00% 0	8.33% 1	12	6.00
Instructional pedagogies	0.00% 0	16.67% 2	16.67% 2	8.33% 1	8.33% 1	0.00% 0	33.33% 4	8.33% 1	8.33% 1	12	4.00
Online course development	0.00% 0	0.00% 0	16.67% 2	0.00% 0	16.67% 2	33.33% 4	8.33% 1	16.67% 2	8.33% 1	12	3.27
Managing service commitments	8.33% 1	16.67% 2	16.67% 2	16.67% 2	0.00% 0	8.33% 1	16.67% 2	8.33% 1	8.33% 1	12	4.73
General university culture/environment	33.33% 4	25.00% 3	0.00% 0	0.00% 0	8.33% 1	8.33% 1	8.33% 1	16.67% 2	0.00% 0	12	5.33

Q10 Do you have ideas on how your mentoring experience or the mentoring program can be improved?

Answered: 2 Skipped: 10