

Program Presentation
of the
University of Kentucky
School of Library and Information Science

Submitted to
External Review Panel
Chair and Members
and
American Library Association
Office for Accreditation

Lexington, Kentucky

January 2011

Full name of the unit organized and maintained by the institution for the purpose of graduate education in library and information studies:

School of Library and Information Science

Name and title of the Dean of the School:

Dr. Jeffrey T. Huber, Director

Name of the institution:

University of Kentucky

Name and title of the chief executive officer of the institution:

Dr. Lee T. Todd Jr., President

Name and title of the chief academic officer of the institution:

Dr. Kumble R. Subbaswamy, Provost

Name and title of the institutional administrator to whom the Dean of the School reports:

**Dr. H. Dan O'Hair, Dean
College of Communications and Information Studies**

Name of the regional accrediting agency that accredits the institution:

Southern Association of Colleges and Schools

Names and a brief description of the programs being presented for accreditation by the Committee on Accreditation:

Master of Science in Library Science

The Master of Science in Library Science requires 36 credit hours of course work and a final written examination.¹ The 36-hour requirement typically is satisfied by completing twelve 3-credit-hour courses: four required core courses, one from a group of four technology courses, and seven elective courses, which may include additional technology courses. There is neither a thesis nor a language requirement.

Master of Arts

The Master of Arts requires 42 credit hours and has options, or plans, A and B. Both plans require completion of the four required core courses and a technology course. Plan A requires 36 hours of course work and a thesis, which has a value of six credit hours. Defense of the thesis supersedes the final written examination. Plan B requires 42 hours of course work, of which six hours of advanced bibliography or technical services course work substitute for the thesis. The final written examination is required. There is no language requirement with either MA plan.

¹ At the January 22, 2010, School Council meeting faculty voted to replace the final written examination with a portfolio. The process is underway to secure the necessary approvals.

Concise explanation and supporting evidence of conformity to each of the standards:

The heart of the *Program Presentation* is the six Standard-specific chapters, which follow Introduction and precede Looking to the Future. Each of the six Standards has components, from as few as three in Mission, Goals, and Objectives to as many as eight in Faculty and in Administration and Financial Support. Some components have elements, or parts. For example, I.2 has 10 elements. The approach we have taken is to address each component of each Standard individually, thoroughly, and thoughtfully, in the relevant chapter, before going to the next component of the Standard; and we have taken this approach deliberately: If we demonstrate conformity to each component individually, we will demonstrate conformity to each Standard. Moreover, at the conclusion of the *Program Presentation*, we will have demonstrated conformity to the Standards.

Throughout the several phases of the work that has produced the *Program Presentation* – planning, writing, reviewing/revising – we have emphasized the core requirement for the *Program Presentation*, which is that it address the Standards and demonstrate conformity to them. We decided during the early conversations in the planning phase the way to assure that the *Program Presentation* satisfies the core requirement would be to focus on each component of each Standard. The overarching guideline for those responsible for drafting the Standard-specific chapters was simple: divide each Standard into its components, and address each component before proceeding to the next. When we got to the final phase, reviewing/revising, the overarching guideline remained the same: in the review focus on each component of each Standard.

We believe focusing on each Standard’s components was the best way to proceed with writing and with reviewing/revising, and we believe that approach has produced a *Program Presentation* that demonstrates conformity to the Standards, individually and collectively.

Although the *Program Presentation* is the heart of our efforts to address the Standards and demonstrate conformity to them, each of the six Standard-specific chapters has important supporting documents, which constitute essential supporting evidence of conformity to each of the Standards. A list of supporting documents for the chapter follows each of the six chapters. In addition, we provide a list of supporting documents arranged by chapter, as well as a list of supporting documents arranged alphabetically, and we provide an electronic file that contains all of the supporting documents.

DECLARATION

The chief academic officer of the institution and the chief academic officer of the master's programs in library and information studies declare that:

1. To the best of our knowledge, the institution and the academic unit offering the Master of Arts and Master of Science in Library Science, for which accreditation by the American Library Association is being sought, do not discriminate in recruitment, admissions, or financial aid of students or in the appointment, promotion, or pay of faculty and support staff "because of age, ancestry, color, creed, disability, gender, individual lifestyle, marital status, national origin, race, religion, sexual orientation, or veteran status" (cf. *2008 Standards for Accreditation*).
2. We acknowledge and agree that a review of our Master of Arts and Master of Science in Library Science programs offered by the School of Library and Information Science at the University of Kentucky is scheduled for spring 2011, and we are familiar with and hereby agree to proceed according to the procedures established by the Committee on Accreditation and described in the document *Accreditation Process, Policies and Procedures*.
3. To the best of our knowledge, the information contained in the accompanying *Program Presentation* is accurate and reliable with respect to the master's programs in library and information studies for which accreditation is being sought and with respect to the institution that offers that program.

Chief academic officer of the institution:

Print name: Kumble R. Subbaswamy, Ph. D.

Title: Provost

Signed: _____

Dated: _____

Chief academic officer of the program:

Print name: Jeffrey T. Huber, Ph. D.

Title: Director

Signed: _____

Dated: _____

**School of Library and Information Science
University of Kentucky**

Preparation and Review of *Program Presentation*

The School's faculty prepared the *Program Presentation*, with the assistance of others.

Program Presentation Responsibilities

(faculty unless otherwise noted)

Introduction

Jeff Huber, chair, and Dennis Carrigan

I. Mission, Goals, and Objectives

Planning and Assessment Practices

Donald Case, chair, and Joe Miller

Assessment of Mission, Goals and Objectives

Lisa O'Connor, chair, and Sujin Kim

II. Curriculum

Stephanie Reynolds, chair, and Melissa Gardner

III. Faculty

Lois Chan, chair, and Donald Case

IV. Students

Dennis Carrigan, chair, and Rebecca Miller

Robert Campbell, student member

V. Administration and Financial Support

Donald Case, chair, and Jeff Huber

VI. Physical Resources and Facilities

Joe Miller, chair, and Kwan Yi

Looking to the Future

Kwan Yi, chair, and Sujin Kim

Considerable assistance was provided by:

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The School's Advisory Council reviewed the draft *Program Presentation*.

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**School of Library and Information Science
University of Kentucky**

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INTRODUCTION

FOR THE PAST SEVENTY-EIGHT YEARS, the School of Library and Information Science (School, SLIS) has played an important role supporting the mission of the University of Kentucky (University, UK). A land-grant, Carnegie Foundation designated Research I University, UK is the flagship institution of higher learning in the Commonwealth of Kentucky, with the primary mission of enhancing the quality of life of the state's citizens. The School has been an integral part of the University by providing excellence in library and information science education, research, and service. Through both its on-campus and distance-learning efforts, the School has provided graduate-level professional training to students from a variety of backgrounds. The high caliber faculty have a demonstrated record of quality research productivity, innovative teaching, and service to the Commonwealth. Moreover, faculty serve the profession nationally and internationally. The School continues to evolve to meet new challenges in information studies and librarianship, and it has been an important resource for individuals seeking to become contributing members of the information profession. The following *Program Presentation* reflects, in the context of the *Standards for Accreditation of Master's Programs in Library & Information Studies*¹ (*Standards*), how the School has continued to respond effectively to an ever-changing professional and academic environment.

Background

In 1993, the College of Library and Information Science combined with the College of Communications to form the College of Communications and Information Studies (College).² The School Director, Jeffrey Huber, reports to the College Dean, H. Dan O'Hair. The primary instructional and administrative locations are at UK's main campus, in Lexington. In 2007, the School moved into renovated space on the third floor of the Little Library Building after some 20 years of being housed on the fifth floor of the M. I. King Library Building.³ In addition to offering classes on campus, courses are offered in distance learning formats, primarily using the Blackboard course management software, in response to growing student demand.

The School offers three forms of the master's degree: the Master of Science in Library Science (MSLS) and the Master of Arts (MA), plans A and B. Most students elect the MSLS degree, which requires satisfactory completion of 36 credit hours (12 hours in required courses, 3 hours in a qualifying technology course, and 21 hours of additional coursework) and the final written examination.⁴ The Master of Arts in Library Science requires 42 hours (12 hours in required courses, 3 hours in a qualifying technology course, 6 hours in a cognate area, and 21 additional hours) and successful completion of either a thesis (plan A) or the final written examination (plan B). For the plan A option, students must complete a thesis, which has a value of 6 credit hours. In the Plan B (non-thesis) option, students must take six hours in

¹ American Library Association, Committee on Accreditation, *Standards for Accreditation of Master's Programs in Library & Information Studies*, 2008.

http://www.ala.org/ala/educationcareers/education/accreditedprograms/standards/standards_2008.pdf

² The College of Communications comprised the Department of Communication and the School of Journalism and Telecommunications.

³ Information about the project is provided in chapter VI Physical Resources and Facilities.

⁴ At the January 22, 2010, School Council meeting faculty voted to replace the final written examination with a portfolio. The process is underway to secure the necessary approvals.

advanced bibliography or technical services and successfully pass the final written examination. Students can select their additional coursework to develop a specialization such as information technology or medical informatics. Within the last seven years, three students have completed the thesis option track. Over the last seven years, enrollment in the master's programs has ranged from 186 to 254, which either meets or exceeds what faculty have deemed optimal enrollment, 180-220. Enrollment since 2004-2005 has averaged approximately 220. In fall 2010-2011, enrollment was 215, and spring 2009-2010 enrollment was 199. Since 2004, the School has graduated approximately 80-110 students per year.

Faculty of the School have a strong record of scholarly achievement, quality teaching, and service to the community and profession. In fact, the American Library Association awarded Dr. Lois Chan the Beta Phi Mu Award in 2006. New faculty hires have allowed for enhanced coverage of such areas as information technology and medical informatics, and senior faculty continue to play a major role in library and information science scholarship; for example, Dr. Donald Case's 2008-2009 term as President of the

Faculty members from SLIS are some of the most dedicated professionals I have had the pleasure to work with. In each case where I have sought assistance or input s/he has been very cooperative. The Director, in particular, has been very collaborative with offering space to the College.

Dean H. Dan O'Hair

American Society for Information Science and Technology and Dr. Chan's continued high-profile involvement with the International Federation of Library Associations and Institutions (IFLA). Also, faculty have developed strong interdisciplinary relationships with colleagues from other units in the College and across campus. Scholarly publications have grown out of collaborations with faculty in the Department of Communication, and several of our faculty are co-

investigators on grants with Communication and the College of Medicine. Dr. Sujin Kim received an IMLS Early Careers Development Program award in 2008; Dr. Lisa O'Connor received an Emerald Research Grant award in 2007; and Dr. Jeff Huber received a subcontract from the Greater Midwest Region of the National Network of Libraries of Medicine in 2009. Drs. Case, Huber, and O'Connor are members of the College graduate program, which offers a Ph.D. in Communications. As such, they advise doctoral students, serve on dissertation and thesis committees, serve on various graduate program committees, teach cross-listed courses, and serve as guest-lecturers in classes or for colloquia. School faculty demonstrate high quality teaching as well. Dr. Lisa O'Connor won the College's annual Outstanding Teacher Award in 2008 and again in 2010. Faculty of the School also contribute greatly to the community and profession through numerous service activities. Dr. Chan received the annual Faculty Community Service Award in 2007.

The challenges facing the School are not unlike those being addressed in LIS programs throughout the country. Despite fiscal, administrative, and academic barriers, the School has improved continually in quality and progressed towards achieving its mission. Recent achievements include completing phase two of its facilities renovation and receiving approval for finalizing the facilities, which is underway. Also, we have successfully hired new faculty and are adopting measures to improve retention of young scholars. In addition, we have increased access to the programs through distance-learning initiatives. In general, the School continues to fulfill its important role in the state as the sole ALA-accredited program for library and information studies based in the Commonwealth of Kentucky.

Process for Preparing the *Program Presentation*

Preparing for accreditation review has been a continual process for the past few years. A more formal review of the master's programs began as early as fall 2007 during a School Council meeting at which the curriculum committee was assigned the task of recommending revisions to the core curriculum.⁵ During the September 2008 meeting of the School Council, the general structure of the accreditation review was discussed and a plan for developing a *Program Presentation* was presented. Faculty members were appointed to study teams generally defined by elements of the *Standards for Accreditation of Master's Programs in Library & Information Studies*. At the spring 2009 SLIS Advisory Council meeting,⁶ the Director advised members of the forthcoming review. In addition, the *Program Presentation Plan* was forwarded to them via e-mail to solicit their comments and suggestions.

During fall 2009, members of each team collected data and reviewed copies of the 2004 *Program Presentation*. At the October 2009 meeting of the School Council, the *Standards* and accreditation review were addressed again in greater detail, a plan was devised to prepare the *Program Presentation*, and a Committee on Accreditation (COA) review timeline was presented. Student and alumni members were identified for select study teams. At the January 2010 meeting of the School Council, a timeline was adopted for completing and reviewing drafts of the various chapters, and for preparing and reviewing final versions of the chapters. Team members began drafting text and distributing drafts for review. Drafts were discussed in detail at the February, March, and April School Council meetings.

Following discussion of a draft chapter at a School Council meeting, the draft was revised to reflect agreed-upon changes, and the chapter was then forwarded to the *Program Presentation* editor, whose role was to achieve consistent format. As the editor completed a chapter, it was made available to faculty for review, following which the chapter primary author or the editor, as appropriate, made any required changes. On June 11, 2010, the draft *Program Presentation* was given to Dean H. Dan O'Hair for his review and comments. In mid-September Dean O'Hair returned the draft *Program Presentation*, with his numerous comments and questions throughout. Each chapter, with the Dean's comments and questions, was given to the chapter primary author, for review and appropriate revisions.

In early August the draft *Program Presentation* was forwarded to members of the School's Advisory Council for their review and comments. Each Advisory Council member was asked not only to review the entire document but also to concentrate on a specified chapter. The thinking was that by asking a member to concentrate on a specified chapter, and by making certain all chapters were assigned to at least one member, Advisory Council members in the aggregate would subject the document to careful review. Their comments were received during the first half of September, and chapter-specific comments or questions were given to the chapter primary author, for review and appropriate revisions. A School Council meeting was held on October 15, 2010, for the sole purpose of discussing the *Program Presentation*, and at the meeting Director Huber assigned chapters to individual faculty for a last review. Following that review final revisions were made, and the draft *Program Presentation* was duplicated and bound, to be sent to Office for Accreditation Director Karen O'Brien and to External Review Panel (ERP) Chair Marilyn Irwin.

⁵ "The School Council serves as the policy-making and decision making body of the school with regard to all functions for which the faculty has primary responsibility...." School of Library and Information Science, *Operating Rules and Procedures of the Faculty*, September 2009, 6.

⁶ For the composition of the nine-member Advisory Council, see appendix I:C.

Summary of Assessment and Actions Taken

Systematic Planning: Ongoing, Active, and Broad-Based

Although a program that is accredited by the American Library Association undergoes comprehensive accreditation review periodically, the Introduction to the *Standards* makes clear that, at the program:

“Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program’s vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents.”

The Introduction also reminds such programs they

“have an obligation to use the results of their evaluations for broad-based, continuous program planning, assessment, development, and improvement.”⁷

As we demonstrate in chapters I-VI of this *Program Presentation*, we take this obligation seriously. During the period since the last comprehensive accreditation review, planning has been systematic and ongoing; has focused on assessments of, in the language of the Introduction, “educational processes and resources”; and has led to program development and improvement. We discuss that, in detail, in chapters I-VI, especially in chapter I Mission, Goals, and Objectives. In the following summary we list, by year, examples of assessments and actions taken:

2004-2005

Assessment: Ongoing curriculum review.

Action: Assigned curriculum committee to review lengthening MSLS and MA programs.

Action: Assigned curriculum committee to review developing specialization tracks, e.g., archives, information technology.

2005-2006

Assessment: Ongoing curriculum review.

Action: Affirmed commitment to undergraduate program.

Assessment: Enrollment management.

Action: Developed measures designed to reduce enrollment to what faculty resources could realistically accommodate.

2006-2007

Assessment: Ongoing curriculum review.

Action: Increased number of course sections taught via distance learning.

Action: Approved proposal to lengthen MA program to 42 credit hours.

⁷ *Standards*, 4.

2007-2008

Assessment: Ongoing curriculum review.

Action: Revised content of two required courses (begun 2007-2008, completed 2008-2009).

Action: Increased number of course sections taught via distance learning.

2008-2009

Assessment: Ongoing curriculum review.

Action: Developed new course focusing on advanced management concepts not covered in required management course (begun 2008-2009, taught first time 2009-2010).

Action: Increased number of course sections taught via distance learning.

Assessment: Admissions data review.

Action: Created Blackboard advising organization to accommodate distance learning students.

Assessment: Accreditation preparation.

Action: Reconstituted external Advisory Council; revived semiannual alumni survey.

2009-2010

Assessment: Ongoing curriculum review.

Action: Revised content of one required course (begun 2009-2010, continue in 2010-2011).

Action: Increased number of course sections taught via distance learning.

Assessment: Vision, mission, goals, and objectives.

Action: Reworked vision, mission, goals, and objectives based on program review.

Assessment: Admissions data review.

Action: Added distance learning version of new student orientation via Adobe Connect.

Assessment: Course evaluation

Action: Approved policy to eliminate required face-to-face class meetings in distance learning courses.

Assessment: Accreditation preparation.

Action: Revived semiannual employer survey.



I. MISSION, GOALS, AND OBJECTIVES

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I. MISSION, GOALS, AND OBJECTIVES

Introduction

The University of Kentucky is the Commonwealth's premier research university and the only public university in the state that has a statewide mission. The University is a land-grant institution, and is designated a Research I University by the Carnegie Foundation. The University's MISSION, VISION, VALUES STATEMENT appears in the 2009-2014 Strategic Plan.¹

Mission

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service, and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being.

Vision

The University of Kentucky will be one of the nation's 20 best public research universities.

Values

The University of Kentucky is guided by its core values:

- Integrity
- Excellence
- Mutual Respect and Human Dignity
- Diversity and Inclusion
- Academic Freedom
- Shared Governance
- Work-life Sensitivity
- Civic Engagement
- Social Responsibility

The three basic functions of the University of Kentucky (instruction, research and service) represent the cornerstones of the mission and goal statements of the School of Library and Information Science. These statements are effectively communicated to both prospective and current students, accrediting bodies, employers, and all others who are interested in the programs and activities of the School, through the School's *Bulletin*, which is revised annually.²

Vision, Mission, Goals and Objectives of the School

The recent work of the mission, goals, and objectives study team began in fall 2009 with the team's review of the COA standards (see Appendix I:A) and supporting documents. During the fall, the team identified and reviewed the statements of a number of information-related professional organizations, regarding general and

¹ http://www.uky.edu/Provost/strategic_planning/mission.htm

² <http://www.uky.edu/CommInfoStudies/SLIS/bulletin/2010fall.pdf>

specialized educational principles, or important professional competencies for information professionals.³ The School's curriculum was analyzed using these competencies to identify where in the curriculum they were addressed at primary, secondary, or introductory levels. In addition, the team analyzed the School's mission, goals, and objectives statements and compared them with the COA standards, and the educational statements of the professional organizations, to determine if the School's statements needed to be revised.

The eight organizations and professional associations included in the Statements of Professional Organizations Regarding Education in Library and Information Studies (see footnote 3) identify many professional competencies that are appropriate for information professionals in different environments. Some of the competencies focus on the needs of information professionals in general (e.g., ALA's *Core Competences of Librarianship*), while others focus on the needs of information professionals in different types of libraries or information organizations (e.g., the Medical Library Association's *Competencies for Health Sciences Librarians*). The competencies that the study team identified vary greatly, from exceptionally general to highly specific. Based on our review of the professional statements, the collective professional knowledge of our faculty, students and alumni, and our understanding of our educational programs in the context of a research university, we have identified 12 goals and 13 instructional objectives for the School. These goals and instructional objectives are defined at a level that allows us to identify the most important things that we wish to accomplish, and they provide a basis for efficient and effective planning and evaluation within the School. In particular, our instructional objectives address the instructional needs of all of the students enrolled in our MSLS and MA degree programs in library and information studies.

Based on its analysis of the existing vision, mission, goals, and objectives statements, the study team recommended substantive revisions to the vision, goals and instructional objectives, as well as editorial changes in the mission and goals statements. The vision statement was revised to reflect the University's business plan to become a top-twenty public research University by 2020.⁴ In keeping with our Carnegie research status, goals were added that address the research productivity of our faculty. The instructional objectives were revised both to more fully address the global and technological nature of our field and to align more closely with COA's instructional objectives. After being reviewed by our Advisory Council, these recommendations were considered, and adopted, by the School Council at various meetings. The School's statements of vision, mission, goals and instructional objectives follow:

Vision of the School

The School of Library and Information Science will be one of the nation's 20 best schools for information professionals, excelling in teaching, scholarship, and professional service.

³ The statements are included in Appendices II:A–G in Chapter II: Curriculum of the *Program Presentation*.

⁴ http://www.uky.edu/OPBPA/business_plan.htm

Mission of the School

The mission of the School of Library and Information Science is: through teaching, to prepare students for an ever-expanding array of careers in the information field; through scholarship, to contribute to society's fund of information and knowledge of ways to store, retrieve, and use that information; through professional service, to assist in the transfer of the discoveries of research to the improvement of lives.

Goals of the School

The goals of the School's programs are:

1. To provide a strong and flexible educational program that is responsive to the immediate and long-range needs of students, the profession, and those the profession serves.
2. To attract and admit a diverse, talented and promising student body.
3. To provide an educational environment that fosters effective teaching and learning.
4. To produce competent information professionals who can facilitate the flow of information in a rapidly changing society.
5. To contribute to the advancement of theory and practice through systematic and continuing research and publication.
6. To expand research and development in library and information science for faculty and student scholarship
7. To develop an infrastructure for collaborative research involving library and information science faculty, students, other UK departments and schools and the professional community
8. To increase visibility through faculty and student leadership in professional associations, conferences, networks, and consortia at the local, regional, national, and international levels,
9. To contribute to professional practice and the activities of professional organizations through continuing professional service.
10. To recruit, develop, support and retain a diverse, talented and promising faculty and staff.
11. To develop and maintain collaborative relationships with individuals and units within the College and University to further the mission of the School.
12. To develop and maintain a program of financial and other support that will supplement the financial support provided by the University in order to advance the School's mission.

Instructional Objectives of the Master's Programs

Generally, there are two types of instructional objectives relating to the master's program in library and information science. Instructional objectives of the first type are defined here and speak to the general knowledge, skills, attitudes and competencies that are expected of all graduates of the master's program in library and information science. Instructional objectives of the second type are course-specific and may be found in the syllabi of the individual classes.

Upon completion of the master's program in library and information science, graduates will:

1.2.1a Understand the essential character of the field of library and information studies and its processes associated with knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, and dissemination of information.

1.2.1b Utilize knowledge of the nature of information, information needs, information seeking behavior and use in society to develop, manage and effectively use information systems and sources to match information to clients' needs.

1.2.1c Apply management concepts, including effective problem solving and decision-making, to the management of information and information services.

1.2.2 Understand and apply the philosophy, principles, ethics, policies and information-related laws underlying the provision of information in all relevant types of operational contexts.

1.2.3 Critically analyze and evaluate professional issues and problems in all relevant types of operational contexts, particularly by appropriating applicable policy statements, standards and guidelines of pertinent professional organizations.

1.2.4 Appreciate the value of teaching and service to the advancement of the field.

1.2.5 Understand the importance of research to the advancement of the field's knowledge base and be able to interpret and apply research results in practice.

1.2.6 Make interdisciplinary connections to related fields and understand the importance of contributions of library and information studies to other fields of knowledge.

1.2.7 Make interdisciplinary connections to related fields and understand the importance of contributions of other fields to library and information studies.

1.2.8 Recognize the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.

1.2.9a Understand the role of library and information services in a rapidly changing technological society.

1.2.9b Understand the foundations and applications of information technology as it pertains to all facets of information creation and management.

1.2.10 Study and respond to the needs of the constituencies served by the program, including students, employers and other external communities.

Instructional objectives are currently assessed through a variety of measures, including course-specific assessment, the exit exam, and employer and alumni surveys. During the spring 2010 semester, the School's faculty initiated a discussion about the need for a holistic assessment of programmatic instructional objectives and decided to implement portfolio assessment as an exit requirement for students. It is our belief that student portfolios, in addition to being more useful to students as they synthesize their own learning, will provide the School with better measures of how students are meeting programmatic instructional objectives. This proposal is currently being reviewed by the Graduate Council and is expected to move on to the Senate for approval during the spring 2011 semester.

In the meantime, the School has approved an interim assessment process. (See Appendix I:N). This new process, which will be implemented during the spring 2011 semester, will not only provide for a holistic approach to assessment of student learning but also facilitate our transition to portfolio assessment, once that program change has been approved by the University.

Assessment of the School's Mission, Goals, and Objectives

Within the School, the planning committee typically provides the primary focus for large-scale strategic planning and evaluation activities. The planning committee (consisting of three faculty members and one student) advises the School Council, which is the primary decision-making body of the School, regarding planning issues. The planning committee is responsible for (1) defining planning objectives that will increase the effectiveness of the School; (2) recommending strategies for accomplishing defined planning objectives to the School Council; (3) identifying major problems and/or opportunities affecting School performance; (4) monitoring and evaluating the extent to which the School achieves its mission, goals and objectives.⁵ Because of the small size of the faculty (11 members), important planning activities frequently occur within the framework of the School Council.

As expected by the COA standards, the active participation of the constituencies that a program seeks to serve is accomplished in several ways. The School Council, the curriculum committee, and the planning committee all have student members who represent the views of the students in important School issues. The School has an Advisory Council of prominent information professionals, including alumni of the School, who periodically meet to discuss significant issues facing the School and its program (See Appendix I:C for Advisory Council membership). The Director has met with other stakeholder groups, including the Metroversity Library Directors,⁶ the State-Assisted Academic Library Council of Kentucky (SAALCK) Directors,⁷ and the University of Kentucky Libraries faculty. Some classes in the master's programs are

⁵ University of Kentucky School of Library and Information Science, *Operating Rules and Procedures of the Faculty*, revised June 2009. (See Appendix I:B)

⁶ <http://metroversity.org/Metwelcome.htm>

⁷ <http://www.saalck.org/>

taught by professionals who serve as part-time instructors for the School; these men and women, some of whom are alumni of our master's programs, possess broad professional experience that they share with students. All students are given the opportunity to provide feedback and advice regarding the master's programs, through recurring surveys of graduating students and standard course evaluations. The Library and Information Science Student Organization (LISSO) provides additional student participation in program development.

Based on our analysis, we have concluded that the mission, goals, and objectives of the School are consistent with the mission, goals and objectives of the University of Kentucky, as stated in the University's 2009-2014 strategic plan. We also believe that our mission, goals, and objectives statements provide a clear and concise expression of what the School seeks to accomplish overall and foster the development of quality master's programs in library and information studies, by guiding curriculum development and delivery of our instructional programs.

Planning and Assessment

Introduction

In its most general sense, planning is the process by which organizations can accomplish their purpose, and the degree to which the School achieves its vision, mission, and goals can only be measured through ongoing cycles of planning and assessment. The planning process is critical to assessing our broader organizational environment, defining future goals, setting current priorities, and identifying new opportunities. Planning occurs at multiple levels within the School and within our operational environment. Within the School, strategic planning directs the longer-term activities, while the School's annual retreat and planning committee focus on more near-term planning issues. Strategic planning within the School is driven by internal needs, strategic planning initiatives within the College and University, and the broader external environment. The corollary to planning is assessment – evaluative feedback and outcome measures provide essential input to subsequent iterations of the planning cycle. There follows an overview of SLIS planning and assessment activities within our larger operational environment.

1.1. A School's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the School, program goals and objectives foster quality education.⁸

Planning Environment: University and College Planning and Assessment

The strategic planning process of the School, described in detail in the section on SLIS strategic planning, is the means by which the School charts its future and measures its progress towards each of its goals, ultimately informing how the School allocates and leverages its resources to move forward. The faculty, staff, students, and other constituencies have a voice in creating this road map.

⁸ Components of the six COA 2008 *Standards* are incorporated throughout the *Program Presentation*. Each component is identified by its standard and component designation, e.g., I-1.

The School actively responds to assessment and feedback from its constituencies. The results of assessment are used as a focus for annual planning retreats, where the faculty assesses the School's goals, activities in support of them, and measurable outcomes as described in the section on assessment measures used within the School. In addition, these are tracked, regularly updated, and discussed during monthly School Council meetings. The use of planning and assessment, including how it is connected to the University's strategic plan, is submitted to the University central planning and assessment office. These activities take place within the School in the context of the broader organizational planning and assessment environment of the University and College.

University Planning

The planning, budgeting, and assessment cycle is detailed in the University's regulations (AR 1:4), which articulate how department and college planning and assessment tie with the University's. Institutional plans and resource-allocation are aligned with the University strategic plan. The University Office of Institutional Research, Planning, and Effectiveness (<http://www.uky.edu/IRPE/>) documents all University planning and assessment activities as well as provides support to each unit in their planning needs. This support includes assessment workshops and a website devoted to University strategic planning (<http://www.uky.edu/IRPE/ie/strategicplanning.html>) as well as guidelines for units to follow (<http://www.uky.edu/IRPE/ie/strategicplanning/guidelines.html>). The University strategic plan identifies benchmark institutions and the framework for University reaccreditation with the Southern Association of Colleges and Schools (SACS). The University strategic plan drives all unit-level planning. Unit reporting of goals, objectives, and outcome measures had been in the form of a preformatted Excel spreadsheet, but is now transitioning to a new reporting system called Blackboard Outcomes.

The Board of Trustees adopted the 2009-2014 University strategic plan in 2009. Covering a five-year period, it identified four goals – scholarship, leadership, stewardship, and University community – which have guided the planning and assessment activities. There are also 37 strategic indicators used as measures of accomplishment of the goals. The School's planning and assessment has been tied to this plan.

The University's 2009-2014 Strategic Plan will guide the actions of the University for five years. The five-year period was selected so that the University could be flexible and respond to the demands of a rapidly changing environment and a more diverse and interdependent global society. Moreover, the number of key indicators has been substantially reduced from the number in the previous plan. As part of this planning process, the University's mission, vision, and value statements were reviewed and revised. Similarly, during the fall of 2009, the School revised its mission statement to correspond more directly to the University's revised mission statement.

College Planning

The College Annual Review Report contains goals for the unit and specific strategies intended to reach those goals. This document is submitted to the University's Office of Institutional Research, Planning and

Effectiveness each fall.⁹ A fuller strategic plan is written in alignment with the University strategic plan,¹⁰ and the indicators outlined therein.

At certain times, the Dean has appointed a College committee to address issues relevant to strategic planning in the College. During this review period, the College has undergone two major reviews of its strategic plan; in the fall of 2006 and again beginning in fall 2009. The 2006-07 process resulted in a College Action Plan that was adopted on March 15, 2007 (see Appendix I:E).

A committee was organized in fall of 2009 to help revise the College strategic plan to ensure it is in concordance with the major revisions in the University plan. This committee included a SLIS faculty member, a SLIS alum, and a SLIS student, and solicited feedback from the entire College faculty during the spring 2010 College Assembly.¹¹ The 2010 College Strategic Plan was adopted by the College faculty at the September 8, 2010, College Assembly.¹² It identifies six broad goals:

Goal 1 is Establish the College as a Leader in Information and Communication Technology (ICT). It calls for efforts to establish the College as a world leader in activities related to ICT. This will be done by increasing faculty research related to ICT; developing ICT-based social networks among student, faculty, and stakeholders that facilitate teaching, service, and research; developing programs that leverage ICT to promote information literacy; promote open, democratic, and inclusionary participation in deliberative processes; and by nurturing stakeholder partnerships to encourage sustainable communication infrastructure in communities.

Goal 2 is Prepare Students for Leading Roles in an Information-driven Economy. We discuss Goal 2 below, in Undergraduate Program for SLIS.

Goal 3 is Promote Research and Creative Activity that Deepens and Maximizes Social, Intellectual, and Economic Opportunities for all Citizens. Goal 3 calls for increased research and scholarly productivity and expanded research capacity. Principal objectives are to enhance the impact and public awareness of the College's research and scholarship and to increase entrepreneurial opportunities and activity among faculty.

Goal 4 is Develop the Human, Physical and Technological Resources of the College to Achieve the Institution's Top 20 Goals. In 1997 the Kentucky General Assembly passed and Governor Paul Patton signed into law the Kentucky Postsecondary Education Improvement Act of 1997, whose "goals to be achieved by the year 2020" include a "major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky." At the University this has led to frequent reference to "Top 20" and "Top 20 status." The first objective of Goal 4 is to recruit faculty and professional staff, at the College, with "high potential for success" at an institution that is ranked, nationally, among the top 20 public research universities.

⁹ <http://www.uky.edu/IRPE/>

¹⁰ http://www.uky.edu/Provost/strategic_planning/mission.htm (See Appendix I:D).

¹¹ The College Assembly is the body with "responsibility for the consideration of academic programs and policies, such as course proposals and changes, and related matters." <http://www.uky.edu/CommInfoStudies/ccisfacultyrules.pdf>

¹² The final version of the College strategic plan is included as Appendix I:F and is available at <http://cis.uky.edu/plan>

Goal 5 is Promote Excellence in Inclusion and Diversity Across the College. Goal 5 reflects not only an awareness that the world is characterized by considerable, and increasing, diversity but also a commitment to inclusiveness and to an environment that equips faculty and staff “to navigate effectively in a diverse world.”

Goal 6 is Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service. This goal reflects awareness that, as a public institution, the University of Kentucky has an obligation to work, through various means, to improve the lives of residents of the Commonwealth, not only through outreach and service on the part of faculty and staff but also through access to the University’s knowledge and expertise.

Undergraduate Program for SLIS

Goal 2 is Prepare Students for Leading Roles in an Information-driven Economy, and Objective 2.4 is “Implement an undergraduate program in information studies.” SLIS planning for such an initiative began some time ago but has suffered various interruptions in funding and administrative support. This effort has been renewed with a plan that fits into the larger UK goal of revising the undergraduate degree requirements. The history of our interest in and planning for an undergraduate program is discussed in the section Undergraduate Program in Information Studies in the Curriculum chapter.

University Assessment

The 2009-2014 University strategic plan established assessment as an ongoing process through which the University and its units monitor the effectiveness of programs in support of University plans, as well as each unit’s plan. The explicit use of assessment results must be demonstrated by inclusion in subsequent planning revisions and used to facilitate resource allocations and budgeting decisions. Progress on goals and objectives is reported in annual reports to the University and is integral to unit periodic program reviews. The University Office of Institutional Research, Planning, and Effectiveness (<http://www.uky.edu/IRPE/>) documents all University-level assessment activities. Figure 1 outlines the process.

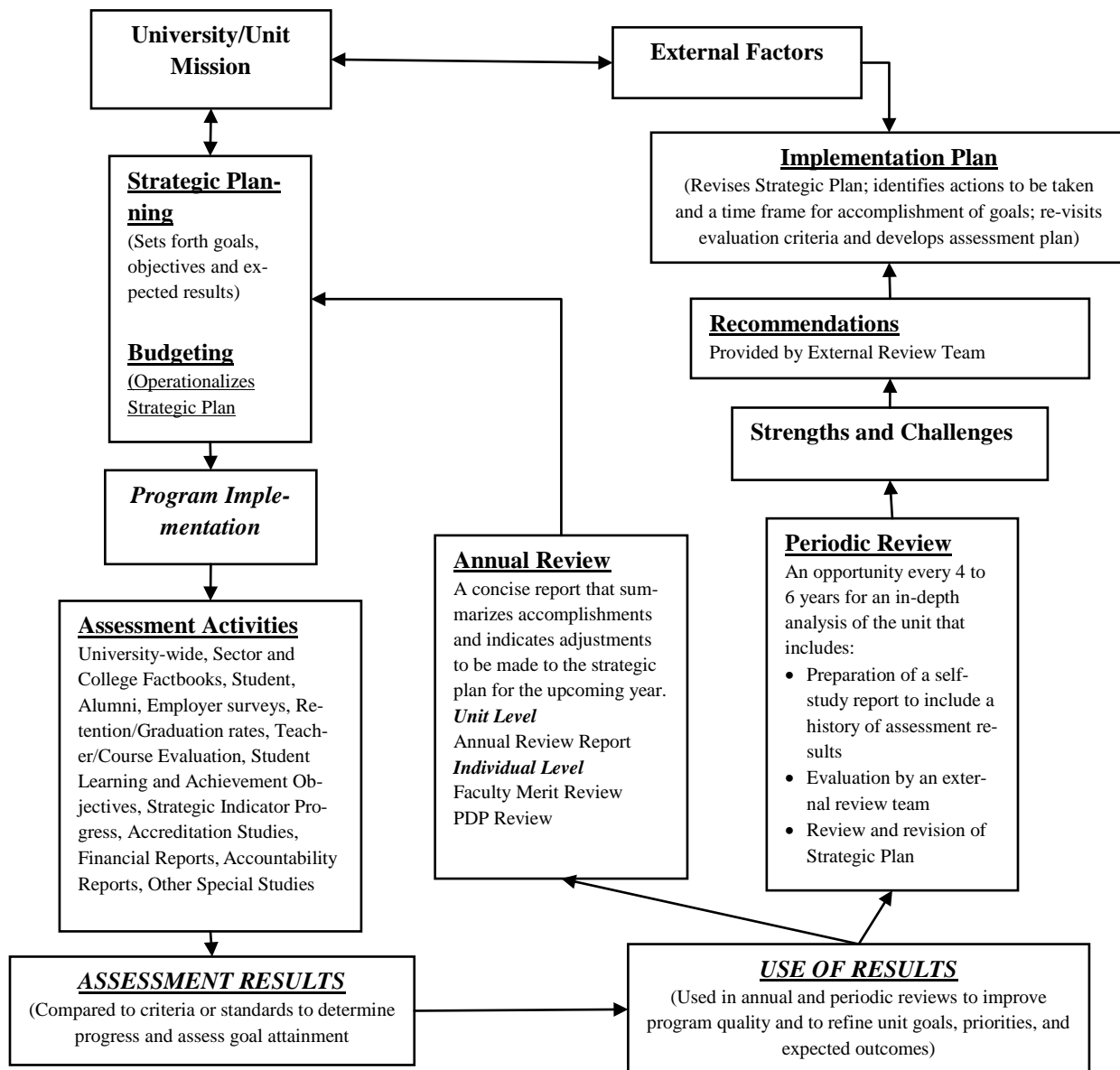


Figure 1: Institutional Effectiveness at the University of Kentucky.
 (Source: Administrative Regulations 1:4)

School Planning Overview

Within the School, the planning committee typically provides the primary focus for large-scale strategic planning and evaluation activities. The planning committee (consisting of three faculty members and one student) advises the School Council, which is the primary decision-making body of the School, regarding planning issues. The planning committee is responsible for (1) defining planning objectives that will increase the effectiveness of the School; (2) recommending strategies for accomplishing defined planning objectives to the School Council; (3) identifying major problems and/or opportunities affecting School performance; (4) monitoring and evaluating the extent to which the School achieves its mission, goals and objectives.¹³ Because of the small size of the faculty (11 members), important planning activities frequently occur within the framework of the School Council. Although the SLIS planning committee, in consultation with the Director of the School, has the primary responsibility for the planning process, it seeks input from external constituents as represented by the School's Advisory Council.

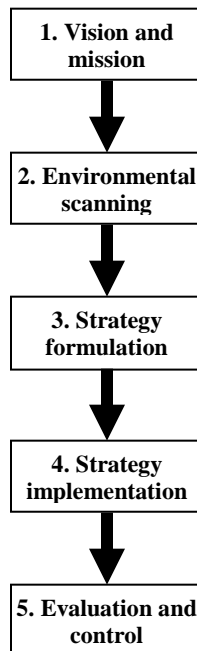
School Strategic Planning

As described previously, the planning committee, (consisting of three faculty members and one student) advises the School Council, which is the primary decision-making body of the School and therefore plays an essential role in both strategic planning and assessment. Similar to the College, and other units in the College, the School revises its strategic plan on a regular cycle to ensure alignment with the University's strategic indicators, and it guides the School's planning and assessment activities. Strategic planning is generically described as a multi-step process that:

1. Formulates vision and mission statements;
2. Examines the environment in which the organization operates;
3. Formulates strategies that are believed to advance the mission;
4. Articulates how to implement the strategies;
5. Documents evaluation procedures that can be used to monitor effectiveness. Evaluation requires:
 - a. Identify parameters to be measured;
 - b. Define target values;
 - c. Perform measurements;
 - d. Compare to standards;
 - e. Make adjustments and changes as needed.

During the review period, the School has undergone two revisions of its strategic plan, which we discuss below. The diagram describes the general organizational structure for the School's strategic planning:

¹³ School of Library and Information Science, *Operating Rules and Procedures of the Faculty*, September 2009, 11. (See Appendix I:B).



2006-08 Strategic Planning

In the fall of 2006, the Provost initiated a broad, campus-wide strategic planning initiative. Each unit was asked to articulate how its strategic plan could contribute to a set of five strategic key indicators. Each unit was to document how it could promote and enhance: 1) UK Stature among peers; 2) Prepare students to lead knowledge economy and global society; 3) Enhance intellectual and economic capital; 4) Diversity; and 5) Engagement through partnerships. To facilitate this process, the Provost provided a set of framing questions that each unit was to address (see Appendix I:G). This agenda occupied the planning committee throughout fall 2006 and spring 2007. An environmental scan utilized data on national teaching and research trends in library and information studies, for job market projections both in Kentucky and nationally, and on past enrollment trends and future projections. The process included discussion of SLIS strengths and weaknesses as well as appropriate assessment measures to determine faculty quality, student quality, and overall program quality in terms of national rankings. Potential specialty areas were considered as well as which of the University's goals and objectives align most closely with our mission and strengths. This strategic plan was adopted by the School Council on March 13, 2007 (see Appendix I:H).

As reported in our COA November 2008 report (see Appendix I:I), another planning and assessment focus of 2007-08 was a curriculum review that focused on our core courses. The faculty determined that there was significant overlap between two core courses, LIS601 and LIS602, regarding information retrieval. As a result, content related to information retrieval was removed from LIS602 (formerly Information Storage and Retrieval) and moved entirely to LIS601 (formerly Information Sources and Services). The adjustment allowed for more effective distribution of course content. In addition, LIS601 was renamed Information Seeking, Retrieval, and Services, and LIS602 was renamed Information Representa-

tion and Access, which more accurately reflect the revised course content. These two required courses provide the theoretical and contextual basis for more advanced electives such as LIS630 Online Information Retrieval, LIS655 Organization of Knowledge I, and LIS656 Organization of Knowledge II. These revisions had no negative impact on the core.

2008-09 Strategic Planning

Much of the planning efforts of the 2007-08 period were devoted to recruiting a new Director and some agenda was deferred with the understanding that new leadership would introduce new strategic directions and opportunities. With the arrival of a new Director in the fall of 2008, renewal of the planning process was given high priority. In addition to the annual retreat with the entire faculty, the Director provided several key charges to the planning committee in 2008, including: 1) to identify and nominate members to the external Advisory Council and formalize their role in the planning process; 2) to align the activities of the planning committee in the context of COA Standard 1.1; 3) to develop strategies to gather additional evaluative input from both alumni and employers; and 4) to initiate a revision of the 2007 strategic plan. Immediate outcomes of 2008 planning committee actions were 1) the external Advisory Council was reconstituted and a day-long retreat was held March 6, 2009; 2) an alumni survey was developed and launched as a prelude to an employer survey (see the assessment section of this chapter); and 3) a strategic plan revision was initiated. The resulting 2009-2012 strategic plan was adopted by the School Council March 13, 2009. (See Appendix I:J.)

Program Objectives as Student Learning Outcomes

I.2 Program objectives are stated in terms of student learning outcomes and reflect[:]

Standard I.2 begins “*Program objectives are stated in terms of student learning outcomes and reflect...*” We concluded that mapping the program objectives and the curriculum against the parts of the standard is the best way to show that we meet the standard. We have done that in Table I-1.

Standard I.2	Program Objectives	High Focus	Moderate Focus
<i>Program objectives are stated in terms of student learning outcomes and reflect</i>	Upon completion of the master’s program in library and information science, graduates will:	(two or more class sessions)	(at least one class session)
<i>I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;</i>	1.2.1a Understand the essential character of the field of library and information studies and its processes associated with knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, and dissemination of information.	600, 601, 602, 604, 609, 622, 623, 624, 630, 637, 638, 643, 653, 655, 656, 659	636, 640, 641, 645, 646

<i>See 1.2.1</i>	1.2.1b Utilize knowledge of the nature of information, information needs, information seeking behavior and use in society to develop, manage and effectively use information systems and sources to match information to clients' needs.	600, 602, 608, 609, 614, 622, 625, 630, 637, 638, 640, 641, 643, 644, 645, 646, 659	601, 611, 647, 668
<i>See 1.2.1</i>	1.2.1c Apply management concepts, including effective problem solving and decision-making, to the management of information and information services.	603	602, 609, 640, 641, 643, 644, 645, 646
<i>1.2.2 the philosophy, principles, and ethics of the field;</i>	1.2.2 Understand and apply the philosophy, principles, ethics, policies and information-related laws underlying the provision of information in all relevant types of operational contexts.	600, 601, 602, 603, 605, 610, 611, 613, 638, 643	609, 614, 640, 641, 644, 645, 647, 648
<i>1.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;</i>	1.2.3 Critically analyze and evaluate professional issues and problems in all relevant types of operational contexts, particularly by appropriating applicable policy statements, standards and guidelines of pertinent professional organizations.	604, 609, 611, 637, 638, 655, 656	600, 601, 602, 603, 622, 625, 630, 641, 643, 644, 645, 646, 647, 653, 659, 668
<i>1.2.4 the value of teaching and service to the advancement of the field;</i>	1.2.4 Appreciate the value of teaching and service to the advancement of the field.	601, 602, 622, 623, 624, 625, 630, 637, 640, 641, 643, 645, 646, 668	638, 655, 656
<i>1.2.5 the importance of research to the advancement of the field's knowledge base;</i>	1.2.5 Understand the importance of research to the advancement of the field's knowledge base and be able to interpret and apply research results in practice.	600, 608	603, 611, 622, 623, 624, 625, 639, 640, 641, 646, 645, 653, 668
<i>1.2.6 the importance of contributions of library and information studies to other fields of knowledge;</i>	1.2.6 Make interdisciplinary connections to related fields and understand the importance of contributions of library and information studies to other fields of knowledge.	600, 605, 609	601, 603, 611, 622, 623, 624, 638, 641, 643, 645, 648, 659
<i>1.2.7 the importance of contributions of other fields of knowledge to library and information studies;</i>	1.2.7 Make interdisciplinary connections to related fields and understand the importance of contributions of other fields to library and information studies.	600, 605, 609	601, 603, 611, 622, 623, 624, 638, 641, 643, 645, 648, 659
<i>1.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;</i>	1.2.8 Recognize the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.	600, 611	601, 603, 609, 614, 622, 623, 624, 638, 640, 641, 644, 645, 646, 647, 648, 653, 659
<i>1.2.9 the role of library and information services in a rapidly changing technological society;</i>	1.2.9a Understand the role of library and information services in a rapidly changing technological society.	601, 622, 623, 624, 630, 636, 637, 638, 639, 647, 648, 656, 668	603, 609, 610, 611, 613, 614, 625, 640, 641, 644, 645, 653
<i>See 1.2.9</i>	1.2.9b Understand the foundations and applications of information technology as it pertains to all facets of information creation and management.	601, 622, 623, 624, 630, 636, 637, 638, 639, 647, 648, 656, 668	603, 609, 610, 611, 613, 614, 625, 640, 641, 644, 645, 653
<i>1.2.10 the needs of the constituencies that a program seeks to serve.</i>	1.2.10 Study and respond to the needs of the constituencies served by the program, including students, employers and other external communities.	600, 605, 609	601, 603, 611, 622, 623, 624, 638, 641, 643, 645, 648, 659

Program Objectives, Student Learning Outcomes, and the Curriculum

In the following section, we address program objectives and learning outcomes, amplifying Table I-1.

Standard I.2.1 comprises three components: first, a very general description or reference, which is followed by a limited amplification, which in turn is followed by a much greater amplification of 14 elements. The three are:

- [1] the essential character of the field of library and information studies;*
- [2] that is, recordable information and knowledge, and the services and technologies to facilitate their management and use,...*
- [3] encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management*

In what follows we discuss each of the components individually. Although we do so principally in order to show that what constitutes addressing the standard depends on the way in which the standard is expressed, we believe doing so also illustrates the importance of having both required and elective courses and the appropriate balance between the two.

We address *[1]* through three of the four core, i.e., required, courses: LIS600 Information in Society; LIS601 Information Seeking, Retrieval, and Services; LIS602 Information Representation and Access; and the technology course requirement, which requires a student to take one from the group of qualifying technology courses, which are:

- LIS636 Foundations of Information Technology
- LIS637 Information Technology
- LIS638 Internet Technologies and Information Services
- LIS668 Information Systems Design

In addition, aspects of “the essential character of the field of library and information studies” are in many, if not all, of the elective courses. However, in spite of the importance of electives to enable students, in the language of standard IV.4, to “construct coherent programs of study that allow individual needs, goals, and aspirations to be met,” our principal goal in those three courses, and in the introduction of the technology course requirement, is to make certain that, when a student completes either our MSLS or MA program, the student will understand, and appreciate, “the essential character of the field of library and information studies.”

We address *[2]*, a limited amplification of the general description, through the four core courses, the fourth of which is LIS603 Management in Library and Information Science, and the technology course requirement. However, the comment we make in discussing *[1]* applies also to *[2]*; aspects of “recordable information and knowledge, and the services and technologies to facilitate their management and use” are in many, if not all, of the elective courses. The purpose of the core courses and technology course is to establish a foundation on which students, with the addition of electives, “construct coherent programs of study that allow individual needs, goals, and aspirations to be met....”

We address *[3]*, the much greater amplification, with its 14 elements, also in the four core courses plus the technology course requirement. However, the degree to which an element is addressed in the five

courses (core + technology course) varies, and in addressing [3] elective courses become very important. For example, preservation is not dealt with in depth in the five courses, and the growing awareness of the importance and challenges of preservation led to creation of LIS653 Preservation Management. Information identification, selection, and acquisition are not dealt with in the five courses to the degree they are in LIS659 Collection Development. Although information organization and description is dealt with in the five courses, it is not possible to do so to the degree it is covered in LIS655 Organization of Knowledge I and LIS656 Organization of Knowledge II. The fact that [3] comprises 14 elements shows the importance of a student's complete program – core courses, technology course, and electives. Even then it's likely not all of the 14 will be examined to the same degree, but we believe a carefully constructed program will prepare students well for careers in their chosen area of the field.

The philosophy, principles, and ethics underlying the provision of information are an integral part of the curriculum. They provide a high focus for each of the core courses and are a part of several elective courses, such as LIS645 Public Libraries, LIS659 Collection Development, and others listed in Table I-1.

Professional statements, standards, and guidelines are incorporated in courses as often as possible (See Table I-1 for detailed listing), and professional problems are contextualized in information organizations within much of the supplemental reading assigned and within course discussions.

Students, particularly those interested in academic libraries, are often advised to take the Instructional Services elective (LIS625), which was created to prepare them for instructional roles in their institutions. The importance of the teaching role is also stressed in LIS601, Information Seeking, Retrieval and Services, particularly in the Information Literacy component of the course.

Although the research methods course (LIS608) is not required, research nonetheless has a prominent place across the curriculum. As course syllabi indicate, most courses incorporate professional research into course content through supplemental readings. Emphasis is placed on the applications of this research to the practice of librarianship. Faculty stress the need for practitioners to apply evidence in their professional decision making processes, and model this practice by incorporating research into course content wherever possible.

Ours has been referred to as an information society, and standard I.2.9 refers to “a rapidly changing technological society.” The two are not mutually exclusive; ours is both an information and a technological society. It is also, in the language of standard I.2.8, “a diverse global society.” As Table I-1 demonstrates, diversity is interwoven throughout the curriculum. Texts, supplemental readings, and course discussion are all used to make applications to services for diverse and underserved populations. Many of our students will eventually serve rural and Appalachian populations, so that topic often emerges as a particular focus of interest. We have also addressed this standard outside the curriculum by recruiting diverse faculty whenever possible. We have ensured diversity in our Advisory Council so that we get well-rounded perspectives from that body. We also attempt to recruit students from underrepresented populations in the interest of developing a diverse pre-professional experience for all students. These efforts are discussed in the Students chapter of the *Program Presentation*.

We are, and have been, aware of the speed with which technology has changed and continues to change; of the effects rapidly changing technology has had and continues to have on virtually every aspect of our

lives, certainly to include the organizations in which our graduates work and the expectations of those who turn to such organizations for services; and of the importance that our curriculum evolve so that graduates are prepared to enter and succeed in today's technology society. We took an important step in that regard a number of years ago when we introduced the requirement that a student take not only the four core courses but also one from a group of four technology courses. A principal consideration in our decision to increase the length of the MA program from 36 to 42 credit hours was the belief some students may want to have the additional six hours to develop a specialization to a greater degree than is possible in the 36 credit hour MSLS program, and we had in mind, in particular, students who might want to develop such a specialization in information technology. And throughout the curriculum the growing role of technology has been addressed.

We address standard I.2.10 in several ways. For example, several constituencies are represented on the School's Advisory Council. The president of the Library and Information Science Student Organization is a member of the School Council, which meets monthly. We regularly solicit the views of students, graduates, and employers. Course LIS690 Public Libraries and Business Management, offered for the first time spring 2010, was created in response to the recommendation of a member of the Advisory Council.

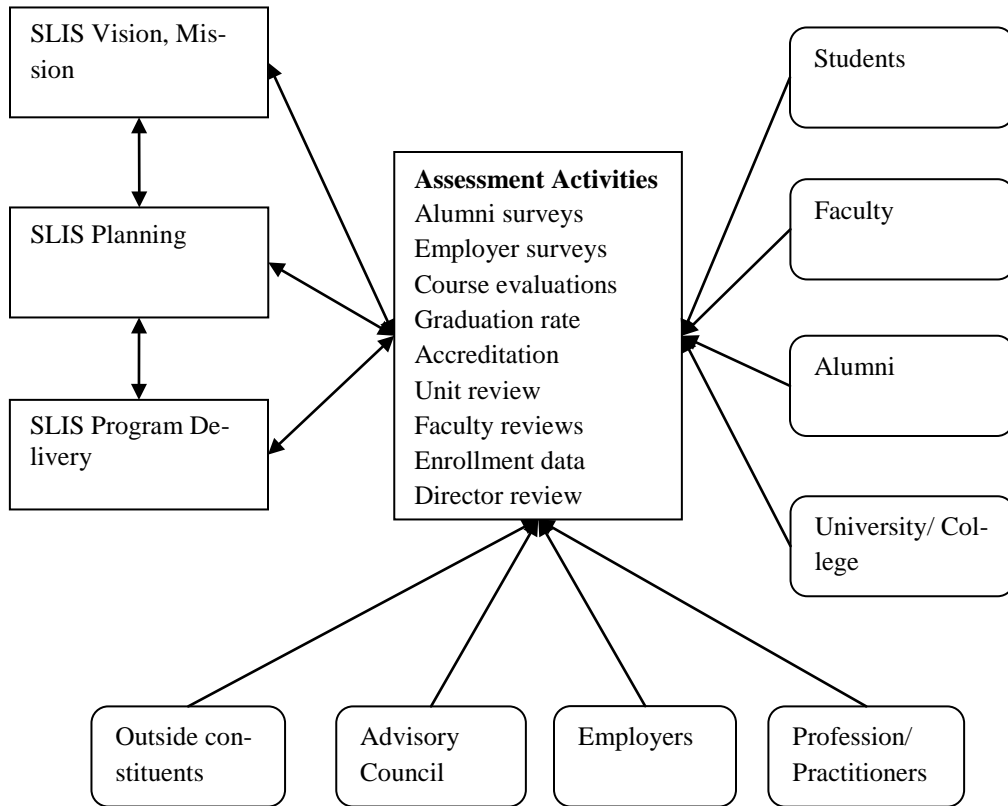
Assessment Within the School

I.3. Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The School's evaluation processes provide essential input to planning activities as well as providing evidence of program strengths and weaknesses. As expected by the COA standards and documented throughout this chapter, the active participation of the constituencies that a program seeks to serve is accomplished in several ways. The School Council, the curriculum committee, and the planning committee all have student members who represent the views of the students in important School issues. The School has an Advisory Council of prominent information professionals, including alumni of the School, who periodically meet to discuss significant issues facing the School and its program. Over the last six years, one-third of all classes in the master's program have been taught by professionals who served as part-time instructors for the School, who possess broad professional experience that they share with students. As noted previously, students are given the opportunity to provide feedback and advice regarding the master's program, through recurring surveys of graduating students and through standard course evaluations. The Library and Information Science Student Organization (LISSO) provides additional student participation in program development.

The focus of this section is on the evaluation of the School as a whole, its programs, and the professional preparation and success of our graduates. Evaluation of our mission, goals and objectives, students (i.e. their curricular success and graduation rate), faculty (i.e. merit reviews, publication rate, and advancement towards tenure), and facilities are examined separately within each of those chapters. The sources and forms of all evaluative input about the School and its programs are shown in the following diagram and

are discussed in detail throughout this program presentation. The sections that follow detail overall program assessment by students, alumni, and outside constituents.



Student Input Measures

Student input into planning and assessment is essential to determining how well the School is achieving its goals. Students provide such input by attending faculty meetings, participating on standing committees, completing student course evaluations, completing formal surveys, and providing informal feedback to the Director and faculty. (The results of the student course evaluations are provided in summary form in the student section, and the complete files are available on-site and on the University’s website.) Most of this section will focus on formal channels of survey input from students.

As reported in the COA report of November 2008 (see Appendix I:I), the School began evaluating the orientation session offered to new students in the fall of 2008. New students were appreciative of the opportunity for such a program introduction and the School has sought ways to offer the benefit of such an orientation without the cost of requiring students to commute to campus for it. A virtual orientation has been designed and implemented via web conferencing software that allows new students to arrange for a session with our Student Affairs Officer for this program introduction.

Graduating students have the opportunity to provide formal evaluation of their graduate experience with an exit survey (see Appendix I:K). After successful completion of the final examination for the master’s

degree, students respond to a graduating-student survey that was included with letters to those passing the final exam. Formatted to correspond to the School's goals and objectives, students are asked to assess their program, providing information regarding learning outcomes, faculty and advising, and facilities and student services. Beginning in fall 2008 the survey was made available on a survey website and the URL sent in an email message upon successful completion of the final exam. Portions of this survey, for instance on facilities, directly relate to other sections of this *Program Presentation* and are discussed in those sections, but several questions allow for self-assessment of program learning outcomes as well as the perceived quality of instruction and advising that are included here.

Students are asked to indicate the level of agreement or disagreement on statements from the program instructional objectives, as shown in Table I-2 below. Students have a high level of agreement with these learning objective statements indicating they are confident of their mastery of these concepts and skills. On this 1 – 5 point Likert scale, all the overall rankings are between 4 and 5, except for a slightly lower self-assessment related to management concepts. As discussed elsewhere in this document, we have responded to the lower ratings of management items by redesigning the management core course, and by hiring two new faculty with management backgrounds.

Table I-2 Student Self-Assessment of Learning Outcomes, 2004-2009						
Please indicate your level of agreement below. 1 indicates strongly disagree; 5 indicates strongly agree. After completing the master's program, I believe that I:	2004-05 (n=42)	2005-06 (n=34)	2006-07 (n=35)	2007-08 (n=36)	2008-09 (n=44)	Overall
understand the historical development of libraries and information agencies	4.26	4.47	4.51	4.26	4.34	4.368
am aware of the social and ethical aspects of information services	4.64	4.79	4.69	4.57	4.41	4.62
understand how information agencies identify, select, and acquire information	4.33	4.24	4.51	4.23	4.30	4.322
am familiar with the organizing principles of classification systems and databases	4.14	4.06	4.20	4.06	3.98	4.088
understand how to describe and organize information resources	4.00	4.38	4.26	4.29	4.20	4.226
am familiar with basic reference services	4.40	4.41	4.46	4.43	4.50	4.44
am familiar with specialized reference sources in the environment in which I intend to work	3.83	4.00	4.11	3.97	4.14	4.01
am able to apply basic management concepts and methods to make decisions and solve problems	3.98	3.88	4.03	4.06	4.02	3.994
understand how research in LIS relates to professional goals and practice	4.07	4.30	4.17	3.97	3.84	4.07
understand how to evaluate user satisfaction with an information service	4.12	4.24	4.14	4.14	4.09	4.146
am comfortable with the use of computers and network technologies	4.31	4.52	4.29	4.34	4.23	4.338
am able to provide basic technical guidance for using computer systems	4.21	4.36	4.31	4.42	4.02	4.264
can be the intermediary between end-users and electronic resources	4.40	4.33	4.44	4.34	4.09	4.32
am prepared to enter professional practice	4.48	4.53	4.57	4.54	4.23	4.47

Students are also asked about their perceptions of SLIS faculty characteristics. Overall, students find “all or most” SLIS faculty to be good instructors, supportive, easy to contact, knowledgeable, and fair in grading. The number of faculty rated as good advisors for professional guidance falls slightly lower. All results for this question are shown in Table I-3.

Table I-3 Number of SLIS Faculty Described by the Following Characteristics, where 1= all 2=most 3= some 4= none						
Please indicate how many SLIS faculty you feel are described by each of the following characteristics (where 1 = all and 4 = none)	2004-05 (n=42)	2005-06 (n=34)	2006-07 (n=36)	2007-08 (n=36)	2008-09 (n=44)	Overall
Good instructors	2.00	2.06	1.75	1.86	1.98	1.93
Supportive to students	1.81	1.63	1.69	1.58	1.86	1.714
Easy to contact outside class hours	1.71	1.79	1.64	1.50	1.73	1.674
Knowledgeable about subject	1.38	1.29	1.19	1.19	1.43	1.296
Fair in grading	1.38	1.53	1.44	1.39	1.73	1.494
Good advisors for professional guidance	2.24	1.91	2.12	1.91	1.98	2.032

Related to advising, students are also asked to rate how helpful their advisor was in several categories, as shown in Table I-4.

Table I-4 Student Assessment of SLIS Advising						
Please indicate your level of agreement below. 1 indicates strongly disagree; 5 indicates strongly agree. My advisor provided helpful information for	2004-05 (n=37)	2005-06 (n=31)	2006-07 (n=25)	2007-08 (n=30)	2008-09 (n=44)	Overall
planning my classes	3.54	4.19	3.33	3.87	3.45	3.676
succeeding in the SLIS program	3.33	3.74	3.28	3.87	3.76	3.596
understanding University procedures	3.33	3.74	3.36	3.66	3.67	3.552
preparing for an LIS career	3.33	3.77	3.48	3.83	3.66	3.614

The slightly lower agreement related to questions on advising can be partially explained by the fact that many students receive much initial guidance regarding their program and courses from Student Affairs Officer Will Buntin who serves as an “unofficial” advisor. Further, many students are part-time or distance learners, and since advising is not a University requirement at the graduate level, most students choose to be self-directed in their studies.

Alumni Input Measures

A large-scale survey of alumni was undertaken in fall 2008 and will be repeated in fall of 2010 (see Appendix I:L). The purpose of the alumni survey is to both gather direct information on our graduates and to ascertain demographic information, such as residence and the type of organization they work in, to assist in identifying likely employers for a subsequent survey. A new survey instrument was designed, pretested, and made available on a commercial survey site. The URL was included in our alumni newsletter as well as in a broadcast email message generated from a University alumni database. A follow up reminder email was also sent. The response rate was 285 out of a pool of approximately 3220 alumni, or 8.9%. In addition to demographic and salary information, one section of the survey related to self-assessment of professional preparation, as reflected in Tables I-5 and I-6.

Table I-5 Professional Preparation	
Indicate how much you agree or disagree with these statements using a scale of 1 for Strongly disagree to 5 for Strongly agree.	Overall (n=283)
My MSLS degree lead to a rewarding career path.	4.31
Upon completing my degree, I felt well prepared to enter the profession.	4.02
The classes available allowed me to plan a coherent course of study that fit my professional goals.	3.94
The classes available allowed me to pursue a specialization that fit my professional goals.	3.79

The vast majority of respondents strongly agree that their MSLS degree led to a rewarding career path (4.31) and that they were well prepared to enter the profession (4.02). The slightly lower satisfaction for classes available that either fit their goals or allowed for a specialization likely reflect the challenge of providing a mix of online and face-to-face classes in a given semester and that a specialization of interest may not be an option given the limitations of a 36 hour degree program.

Table I-6 Rating of Classes, Facilities, Support Services, Instructors, and Overall Program.	
Rank the following from low (1) to high (5). Use N/A (Not Applicable) if the item doesn't apply to you, or if you have no opinion.	Overall (n=285)
The quality of my face-to-face classes	4.36
The quality of my distance learning classes	3.58
The quality of SLIS facilities	3.70
The quality of SLIS support services (admissions, advising)	3.98
The overall quality of my instructors	4.36
The overall quality of my program experience	4.32

Table I-6 provides some insight into student perceptions of a number of program facets. Given the newness of the online teaching environment at the University of Kentucky and the fact that students who prefer face-to-face classes often find a course might only be available online, it is not surprising that face-to-

face classes are ranked higher. The School is committed to excellence in both face-to-face and online instruction, and as faculty pursue more innovative online strategies and students become more accustomed to this environment, this gap should narrow; we expect to monitor this “quality gap” closely. The level of agreement was very high regarding quality of instructors (4.36) and overall program experience (4.32).

WILIS 2

Another source of student input is the WILIS (Workforce Issues in Library and Information Science) survey data, specifically WILIS 2 (<http://www.wilis.unc.edu/>). WILIS is a collaborative research project designed to study the educational, workplace, career and retention issues faced by library and information science (LIS) graduates, developed through a partnership of the University of North Carolina (UNC) School of Library and Information Science and the UNC Institute on Aging. Part 1 focused on North Carolina programs only, but Part 2 expanded the survey to other LIS programs, including alumni of the University of Kentucky SLIS. A summary of text responses from survey questions (see Table I-7) is being evaluated and will serve to frame additional strategic planning agenda for the 2010-2011 academic year.

SP7	Do you have any suggestions for how to improve online course delivery?
SP7B	Do you have any suggestions for how to improve face-to-face course delivery?
SP8_5_OTH	Please describe the other capstone experience you completed.
SP8B_6	Was the capstone, thesis, etc. a beneficial experience : [comment]
SP10B	Please describe what would have made you more satisfied [with the education you received]
SP11_COMMENT	All things considered, how would you rate the overall experience: [comment]
SP12A	Please describe any other ways you would like to connect with your program.
FT8_COMMENT	Compared to when I entered my LIS program, I feel more comfortable with basic information tools (e.g., word processing, databases, servers, website design, etc.). [comments]
FT9_COMMENT	Compared to when I entered my LIS program, I feel more comfortable with advanced information tools (e.g., programming, networking, data mining, etc.).
FT10	What can LIS programs do to help students keep up with changes in information technology in LIS work environments?
E16	Please describe any special talents, skills, prior education, or experiences that helped you get the job offer(s).
E17A	Please add any comments on how well your program prepared you for your first job.
E24	Please tell us your wage and the time period for the work.
E31	Thinking about your current job, did your program provide you with the knowledge and skills needed? If not, describe.
E32	Which courses in your program have proven to be particularly useful to you in your current job?
E32A	Which additional courses do you wish you had taken?
E33_COMMENT	Overall, I am satisfied with what I do in my job. [comments]
E37A	Why do you plan to leave LIS?
NCW11	What, in your opinion, is the major reason why you have not yet found and/or taken a job?
LA1_OTH	Please specify the other types of professional activities you’ve participated in since your graduation.
LA2_Q	What else do you aspire to do?
LA4	List up to three professional or scholarly organizations to which you belong (If you belong to more than three, please list the three in which you are the most active).
CE1_F_OTH	What other type of training are you likely to participate in?

Given the open-ended nature of these questions, it is not surprising that there was a wide range of sometimes-contradictory responses. While all the questions provide insight into alumni attitudes, some are more relevant than others for program planning and assessment. Question SP7 revealed some issues with online classes that should be considered, but some student comments also reflect the difficulty of satisfying each concern. For instance, some comments encourage face-to-face components within online courses, but this is contrary to the SLIS goal of eliminating such requirements from online courses. Complaints about the Blackboard course management system (CMS) and suggestions that a new CMS be implemented reflect occasional Blackboard failures but are difficult for the School to address, because this is a University controlled resource decision. Suggestions to improve face-to-face classes with more scheduling of evening classes do not take into account the limitations of resources for scheduling both face-to-face and online classes in a particular semester. However, a number of suggestions regarding courses in general, face-to-face pedagogy, and course materials/activities must be examined further, perhaps as agenda for the curriculum committee.

Two broad questions (SP10B “Please describe what would have made you more satisfied [with the education you received]” and SP11 “All things considered, how would you rate the overall experience that you had at your program?”) are potentially useful as input to planning and assessment. Comments were mixed but generally positive, and specific issues and complaints should be explored further in subsequent alumni surveys.

As of the date of the preparation of this *Program Presentation*, the School has only recently received numeric WILIS survey data along with comparative data to other LIS programs. These data are being processed carefully within the School, and appropriate committees will make recommendations as to best responses. However, the initial examination reveals contradictions with some of our own survey results and the School needs to analyze this information further in order to understand both the program issues they reveal as well as discrepancies with our surveys. We discuss this briefly in the curriculum chapter and in greater detail in Appendix II:O to that chapter.

Employer Input Measures

Demographic information derived from the alumni survey was used to target major employers in cities where our graduates live. A survey was devised based on ALA competences and background questions used in earlier surveys, and implemented via an online survey website (see Appendix I:M). From an earlier survey, we knew that the bulk of our graduates were employed in three geographic areas: Lexington/Fayette County; Louisville/Jefferson County; and Cincinnati/Northern Kentucky. In a first wave of solicitations, emails were sent to the directors of all public and academic libraries in those areas; in a second wave, postings were made to two library lists in Kentucky and southern Ohio. There were 40 responses to the survey over a ten-week period, October through December, 2009. This was about three times the number of responses that were obtained in the last employer survey.

The survey identified various types of employers; 55% of the responses were from public libraries, 35% from academic libraries, and 10% from special libraries. This is a fair representation of the employers of SLIS graduates, if school libraries are excluded. There were no responses from school libraries, which were only a small number of those agencies contacted. In the past we have done a separate survey of school principals, in conjunction with NCATE accreditation (see the section on curriculum for more on

this in the context of the school library media program). The number of SLIS graduates employed varied; 26% of the responses were from libraries employing just one UK graduate; 49% employed between two and eight UK graduates, while 15% employed 10 or more; 10% currently employed no UK graduates, but had in the past. Thus, it is likely this sample represents employers' experience with at least 170, and probably more than 200, UK SLIS graduates.

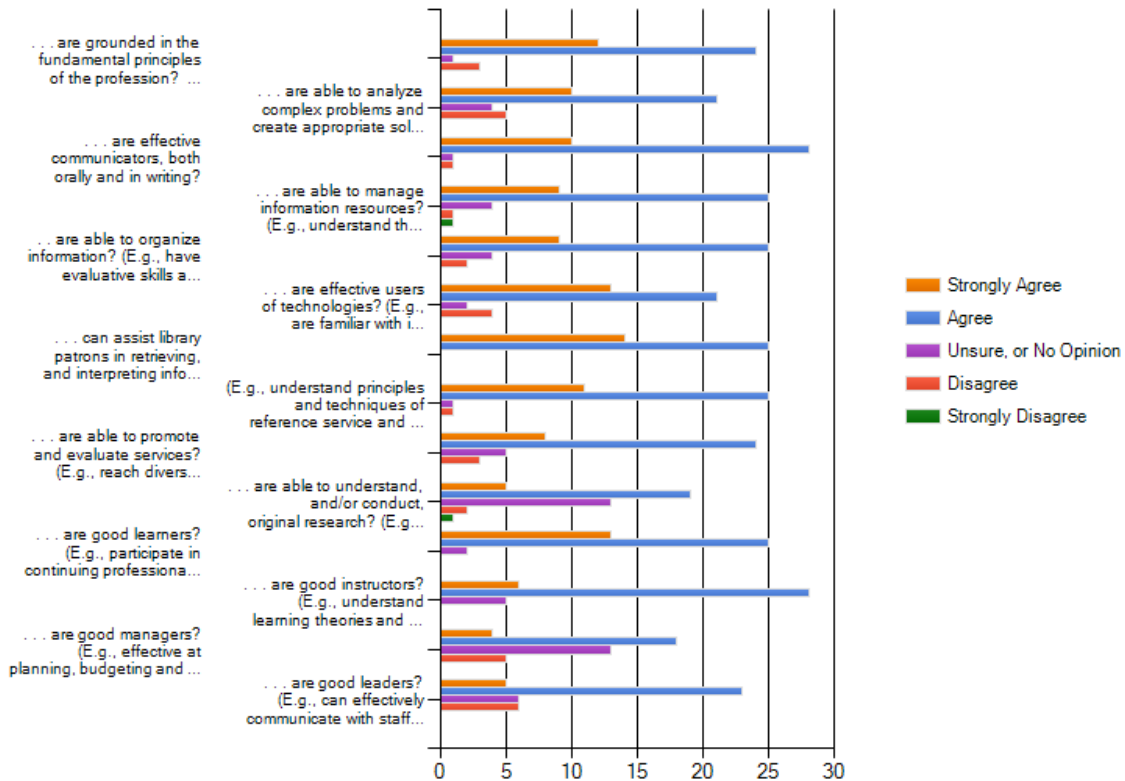
Employers were asked to assess the professional preparation of graduates they have hired. Fourteen scaled questions were asked regarding the preparedness of UK graduates. All of the responses were largely positive, e.g., 100% of respondents agreed or strongly agreed that UK SLIS graduates “can assist library patrons in retrieving, and interpreting, information,” while 95% judged that the graduates understood “principles and techniques of reference service” and were also “good learners ... participate in continuing professional development.” The survey identified areas of strengths and weakness among graduates. The four weakest indicators concerned the following abilities of UK SLIS graduates, in order of the weakest ratings are shown in Table I-8.

Table I-8 Summary of Employer Assessment of UK-SLIS Graduate Weakest Abilities		
A b i l i t y	% Disagree	% Not Sure
management (planning, budgeting, personnel)	13%	33%
leadership (communicate with staff; form partnerships)	15%	15%
analyze complex problems and create ... solutions	13%	10%
understand and/or conduct original research	5%	35%

From these results it appears that management, leadership and problem-solving skills are the main ways in which the SLIS curriculum could be strengthened. The School has taken action on these results through course redesign and new faculty hires. While less conclusive, it may also be the case that SLIS students need more training in the evaluation and conduct of original research. How to improve that aspect of our program is still under discussion by the School Council.

The summary chart below shows all the questions and responses and indicates that the vast majority of employers either strongly agreed or agreed with the statements provided, indicating they found our graduates to be well prepared for professional practice.

To the extent of your knowledge, would you say that the graduates of UK you currently employ (or have recently employed) ...



We expect to put the employer survey on a two-year cycle, administered in those fall semesters in which the alumni survey is not administered – e.g., fall of 2011 and 2013.

Advisory Council Input

Communication and planning with School constituencies is both formal and informal. The School currently has a nine-member Advisory Council consisting of senior administrators in agencies that are major employers of our graduates and who serve staggered three-year terms (see Appendix I:C for membership). After a period of inactivity, the Council met in March 2009 at which time members were brought up to date on activities in the School. They reviewed the School’s strategic plan and discussed facilities needs, the latest efforts in distance learning, and plans for minority student recruiting. In addition, they were briefed on the continuing accreditation process, its schedule, and their role in it. The Advisory Council reviewed the draft of the *Program Presentation* and provided very helpful input used to prepare the final draft.

Internal and External Reviews

University program reviews are the principal vehicle for assessment within the University, providing a systematic examination of the program’s missions, goals, objectives, resources, and processes and out-

comes. University program reviews are normally conducted every five-to-seven years, with the exception of the Director, who must be reviewed for reappointment every four years. The review schedule of the School of Library and Information Science has been allowed to coincide with the accreditation review, and the COA External Review Panel's report will be the major portion of the internal review process. Thus, the 2005 internal review of the College (and School) included the American Library Association COA review of 2004; the UK SLIS *Program Presentation* itself is available at <http://www.uky.edu/COA>.

Summary

In the context of this *Program Presentation*, the discussion of the degree to which the School attains its goals and objectives and the organization and management of planning and assessment processes within the School are the main focus of this section. However, relevant planning and assessment material is also distributed throughout the document in the following sections: Curriculum; Faculty; Students; Administrative and Financial Support; and Physical Resources and Facilities.

Planning and assessment is a central feature of all decision making within the School. The School Council, the primary decision-making body of the unit, is responsible for the process by which the mission, goals, and objectives of the School are reviewed and revised. Recommendations regarding the mission, goals, and objectives can originate from anywhere within or outside the School, and those recommendations are forwarded to the School Council for consideration and action. Most often, recommendations to revise our mission, goals, and objectives statements occur at well-defined times, when the School is involved with one of its many evaluations (e.g., the periodic Committee on Accreditation review, the regular School-initiated strategic plan review, the periodic University review, the regular evaluations of the School by its graduates or the employers of its graduates), or when the School is considering some change in the organization or its programs that clearly affects our statements of mission, goals, and objectives (e.g., a curriculum review, a decision to develop a new academic program, a change in University or College priorities). Less frequently, recommendations for changing our mission, goals, and objectives statements can be traced to a single individual or a group of individuals (student, faculty, administrator, administrative advisory board, etc.). Sometimes, the recommended changes are editorial (to clarify or expand existing statements) and other times the recommended changes are substantive (to add new goals or objectives, to delete existing goals or objectives, or to substantively change existing goals or objectives).

Substantive changes to our mission, goals, or objectives are inexorably linked to the strategic planning process – strategic opportunities can both generate the revisions and facilitate their implementation. As regards the participation of all stakeholders in the process of planning and developing our mission, goals and objectives statements, the School Council includes student and staff representatives, as well as faculty and administrators; the School has an Advisory Council consisting of prominent information professionals who employ our graduates and some of whom are alumni of the School; committees and work groups in the School frequently include student participants; graduating students complete a survey that is intended to provide the School with important feedback about the program and its accomplishments; in alternate years alumni and employers of our graduates are surveyed to seek their input regarding the preparation and capabilities of our graduates that they have hired. In short, the School uses numerous strategies to encourage all stakeholders to participate in the continual evaluation of our mission, goals and objectives.

We believe that the vision, mission, goals, and objectives statements of the School respond well to the expectations of the University of Kentucky, the needs of the various constituencies we serve (including students, faculty, staff, alumni, and employers), the education-related statements included in the COA Standards, and the statements of relevant professional organizations. Further, we believe we have established effective mechanisms that allow us to assess those expectations and needs, to develop strategies to meet them, to evaluate the results of these efforts, and to integrate that input into the planning process.

Recommendations

Ensure ongoing assessment by formalizing the alumni and employer survey cycles on alternate-year bases.

Ensure external constituent input by annual meeting with the School's Advisory Council.

Review 2009-2012 strategic plan and coordinate with the 2010 College strategic plan.

Discuss with College and University colleagues the current feasibility (in light of recent budget shortfalls) of some of the University of Kentucky 2009-2014 metrics, e.g., related to raising compensation and graduate student numbers.

Continue to monitor, and improve, the quality of online courses.

Develop a means for tracking and measuring faculty efforts related to information and communication technologies, and the success thereof through the creation of a central database of faculty publications.

Strengthen LIS curriculum in areas the employer survey identified as areas of weakness; specifically the LIS603 management core course.

Develop and implement holistic assessment of instructional objectives.

Supporting Documents for I Mission, Goals, and Objectives

Appendix I:A American Library Association. Committee on Accreditation. *Standards for Accreditation of Master's Programs in Library and Information Studies*, adopted January 15, 2008.

http://www.ala.org/ala/educationcareers/education/accreditedprograms/standards/standards_2008.pdf

Appendix I:B University of Kentucky. School of Library and Information Science. *Operating Rules and Procedures of the Faculty*. Revised September 2009.

<http://www.uky.edu/CommInfoStudies/SLIS/docs/slisrules.pdf>

Appendix I:C Advisory Council Membership 2009-2010.

Appendix I:D University of Kentucky. *Strategic Plan, 2009-2014*. Adopted by the University of Kentucky Board of Trustees, June 18, 2009. http://www.uky.edu/Provost/strategic_planning/plan.htm.

Appendix I:E University of Kentucky, College of Communications and Information Studies. College Action Plan, adopted on March 15, 2007.

Appendix I:F College of Communications and Information Studies. Strategic Plan, 2009-2014.

<http://cis.uky.edu/plan>

Appendix I:G Provost's Framing Questions.

Appendix I:H School of Library and Information Science. Strategic Plan, 2006-2009, adopted by the School Council, February 16, 2007.

Appendix I:I COA update/report of November 2008.

Appendix I:J School of Library and Information Science. Strategic Plan, 2009-2012, adopted by the School Council, March 13, 2009.

Appendix I:K Survey of Graduating Students.

Appendix I:L Survey of Alumni.

Appendix I:M Survey of Employers.

Appendix I:N Interim Assessment Process

II. CURRICULUM

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II. CURRICULUM

Introduction

The programs of professional education delivered by the University of Kentucky School of Library and Information Science comprise two master's degrees: Master of Science in Library Science and Master of Arts, and the student who pursues the MA has available thesis and non-thesis options. Most of the students enrolled in the School pursue the MSLS degree. Details regarding specific academic degree requirements may be found in the School's *Bulletin*.¹ This chapter will first discuss the overall structure of the MSLS and MA degrees and then map the curriculum against the ALA Core Competences. Programs and specialties at UK's SLIS will then be described. We will demonstrate that our curriculum meets high standards in regard to course availability, use of part-time instructors, class size, distance learning, and experiential opportunities. Assessment of courses, instructors, students and student outcomes will be discussed in the next sections. Finally, we will explain how the SLIS faculty approach the development of goals and objectives, and how this process plays into future plans for the curriculum.

Structure of Master's Programs

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The School's master's programs are built on a foundation of four required core courses and an advanced technology course requirement and are structured in a way which ensures that all students acquire a basic understanding of both theoretical and practical issues underlying the information profession. During the period since the last comprehensive accreditation review, the curriculum has evolved in response to the evolving "essential character of the field of library and information studies."² We strive, in the curriculum, not only to impart the values that are the bedrock of, in the language of the standard, "the provision of service in libraries and information agencies and in other contexts," but also to achieve the balance between theory and principles, on the one hand, and practice, on the other, that is called for in programs of study leading to the first professional degree.

In addition to the core and required technology courses, the programs allow students to select seven (MSLS and MA thesis option) or nine (MA non-thesis option) additional courses that provide specialized knowledge and skills that support each student's individual professional interests and goals. To expand the "variety of educational experiences":

- LIS695 Independent Study permits a student to undertake directed study with a faculty member and in that way pursue a subject to a greater depth than the subject is dealt with in the curriculum or explore a topic that is not found in the curriculum but relevant to the student's career interest.
- The MA thesis option makes it possible for a student to pursue directed, independent work beyond what is envisioned in LIS695.

¹ See Appendix II:H.

² *Standards* I.2.1.

- LIS675 Professional Field Experience enables a student to have a structured, semester-long internship and receive three hours of credit toward degree requirements.³
- The cognate course option permits a student to take as many as six credit hours of graduate courses outside LIS and apply them to program requirements.⁴

Although the School does not have “tracks,” nevertheless within the master’s programs there are identified areas of study:

1. academic libraries;
2. public libraries;
3. school libraries;⁵
4. special libraries;
5. health informatics;
6. technical services;
7. public services;
8. information technology.

In the MSLS program, as well as in the MA program, both the thesis and non-thesis options, the curriculum offers students who select any of the above areas of study, or specializations, a broad array of courses that support not only program requirements but also individual needs and expectations.

A Course-Program Matrix (see Table II-1) is available to guide faculty and students in the design of individualized programs of study. As can be seen in Table II-1, the elective courses provide students with considerable flexibility as they develop not only individualized, coherent programs of study that reflect the needs, goals, and professional aspirations of a student but also competencies that are needed for productive careers as information professionals.

³ LIS675 is optional; the School does not require an internship.

⁴ A student must have the prior approval of her/his faculty advisor in order to take advantage of the cognate course option, and the approval must be for a specific course or courses.

⁵ As we discuss below, in the section Possible Future Developments, Termination of School Library Media Program, due to yet another budget cut and the loss of a faculty position, we have suspended admission to the School Library Media Program.

Table II-1 Course-Program Matrix*

Courses	I d e n t i f i e d A r e a s o f S t u d y							
	Academic Libraries	Public Libraries	School Libraries	Special Libraries	Health Informatics	Technical Services	Public Services	Information Technology
LIS600	R	R	R	R	R	R	R	R
LIS601	R	R	R	R	R	R	R	R
LIS602	R	R	R	R	R	R	R	R
LIS603	R	R	R	R	R	R	R	R
LIS604	X	X	X	X				
LIS605	X	X		X	X		X	X
LIS608	X	X		X	X	X	X	X
LIS609	X	X		X	X	X	X	X
LIS610		X	RSL					
LIS611		X	RSL(O)				X	
LIS613		X	X				X	
LIS614		X	RSL					
LIS615	X	X		X	X		X	X
LIS622	X	X		X	X		X	
LIS623	X	X		X			X	
LIS624	X	X		X	X		X	
LIS625	X	X		X	X			
LIS630	X	X	X	X	X	X	X	X
LIS636	X	X	RSL	X	X	X	X	X
LIS637	X	X	X	X	X	X	X	X
LIS638	X	X	X	X	X	X	X	X
LIS639					X			
LIS640	X			X	X		X	X
LIS641	X			X			X	X
LIS643	X			X			X	X
LIS644			X					
LIS645		X					X	X
LIS646	X						X	X
LIS647			RSL					
LIS648			X					
LIS650	X					X		X
LIS653	X	X		X	X	X	X	X
LIS655	X	X	RSL	X		X	X	X
LIS656	X	X		X		X		X
LIS659	X	X		X	X	X	X	X
LIS668	X	X	X	X	X	X	X	X
LIS675	X	X		X	X	X	X	X
LIS676			X					
LIS690 (A)				X	X			
LIS690 (B)				X	X			
LIS690 (C)		X						
LIS690 (D)		X						
LIS695	X	X	X	X	X	X	X	X

*Students must complete four required core courses: LIS600, LIS601, LIS602, LIS603 and a technology course from a second group of four courses: LIS636, LIS637, LIS638, LIS668. LIS690 is the special topic's course. In recent years we have offered these: (A) Electronic Information Resources in Health Sciences (B) Consumer Health Information Resources (C) Multi-cultural Literature for Youth (D) Public Libraries and Business Management

R = required course; X = appropriate for area of study; RSL = required for school library media program

Curriculum and ALA Core Competences

II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

In preparing this *Program Presentation*, faculty discussed the best way to demonstrate that the curriculum addresses Standard II.2. We concluded that mapping the curriculum against ALA's Core Competences of Librarianship was the best way, and we have done that in Table II-2.

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:	Extent of Coverage in the UK SLIS Curriculum, Courses Shown:		
Competence 1. Foundations of the Profession	Primary Focus*	Secondary Focus*	Introductory Coverage*
1A. The ethics, values and foundational principles of the LIS profession	600	601, 602 640, 643	625, 641 642, 650
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience)	600, 644	601, 625, 642 643, 645, 646 647	605, 615, 650
1C. The history of libraries and librarianship	604	600, 622, 623 625, 640, 643 645, 646, 650	601, 647
1D. The history of human communication and its impact on libraries	604	600, 643	605, 615 642, 650
1E. Current types of library (School, public, academic, special, etc) and closely related information agencies	641, 644 645, 646	600, 610, 613, 614, 647	643, 650, 659
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.	647	600, 610, 611 613, 614, 622 623, 624, 640 643, 644, 646 648, 650	601, 605 615, 638
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.	600, 644, 648	609, 610, 611 613, 614, 642 643, 646, 647 650	601, 638 641, 659
<p>*Extent of coverage: Primary Focus – The competence component is a central feature or principal focus of the course. Secondary Focus – Although the competence component is not a central feature or principal focus of the course nevertheless the course covers the topic in more than an introductory fashion. Introductory Coverage – The course introduces students to the topic, but does not treat the topic in depth. LIS690 special topics courses are not included.</p>			

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.	610, 614 644, 647	622, 623, 625 643, 645, 646	601, 624, 640 642, 650
1I. The techniques used to analyze complex problems and create appropriate solutions.	608, 624, 640 643, 641, 647 650	601, 603, 622 623, 642, 646 659	636, 656
1J. Effective communication techniques (verbal and written).	603, 625	601, 603, 610 611, 613, 614 622, 623, 624 640, 641, 642 646, 648, 650	643, 656, 659
1K. Certification and/or licensure requirements of specialized areas of the profession.	644, 676	643	609, 640, 650
Competence 2. Information Resources	Primary Focus*	Secondary Focus*	Introductory Coverage*
2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.	624, 640 642, 643	601, 622, 623 646, 650, 659	636, 638
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.	624, 639, 640 643, 650, 659	610, 611, 613 614, 622, 623 641, 644, 646	601, 642
2C. Concepts, issues, and methods related to the management of various collections.	644, 650, 659	622, 623, 624 639, 640, 641 643, 646	601, 642
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.	642, 643 650, 659	609, 622 623, 646	624, 639, 640
Competence 3. Organization of Recorded Knowledge and Information	Primary Focus*	Secondary Focus*	Introductory Coverage*
3A. The principles involved in the organization and representation of recorded knowledge and information.	602, 637, 643 650, 655, 656 668	624, 630 639, 640	601, 638, 642
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.	602, 637, 643 650, 668	624, 639, 640 641, 644	638, 642 655, 656
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.	602, 643, 650 655, 656	624, 637, 639 640, 668	642, 601
Competence 4. Technological Knowledge and Skills	Primary Focus*	Secondary Focus*	Introductory Coverage*
4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.	624, 636, 637 638, 640, 668	602, 639, 642 646, 648, 650 659	600, 601, 643
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.		613, 636, 637 638, 648, 650	601, 624, 630 639, 640

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.		601, 622, 623 624, 636, 637 638, 639, 640 641, 642, 643 646, 648, 650 659, 668	630
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.	636, 637 638, 639	602, 624, 640 642, 643, 646 648, 650, 668	601
Competence 5. Reference and User Services	Primary Focus*	Secondary Focus*	Introductory Coverage*
5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.	601, 622, 623 624, 640, 643	630, 639, 641	
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.	601, 622, 623 624, 630, 640 641, 643	639, 647	638, 642
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.	601, 622, 623 624, 640	639	647
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.	624, 625, 640 646, 647	601, 622, 623 639, 644	638, 648
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.	624, 639, 640 644, 647	601, 622, 623 643, 645, 646	642
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.	624, 640, 659	601, 610, 611 613, 614, 622 623, 642, 644 645, 646, 647	638, 639
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.	659	601, 610, 611 613, 614, 622 623, 624, 640 646, 647	638, 639, 650
Competence 6. Research	Primary Focus*	Secondary Focus*	Introductory Coverage*
6A. The fundamentals of quantitative and qualitative research methods.	608, 641, 642	639, 646	647, 650, 659
6B. The central research findings and research literature of the field.		624, 639 640, 647	601, 608, 622 623, 641, 646 650
6C. The principles and methods used to assess the actual and potential value of new research.		608, 624 639, 640	641, 643, 650

Competence 7. Continuing Education and Lifelong Learning	Primary Focus*	Secondary Focus*	Introductory Coverage*
7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.	644, 676	622, 623, 636, 638	601, 624, 639, 640, 641, 642, 643, 646, 650
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.	625	622, 623, 624, 640, 644, 645, 646	639, 641, 643
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.	625	647	640
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.	625	640, 641, 644, 647	601
Competence 8. Administration and Management	Primary Focus*	Secondary Focus*	Introductory Coverage*
8A. The principles of planning and budgeting in libraries and other information agencies.	603, 644, 646, 650, 659	625, 645	643
8B. The principles of effective personnel practices and human resource development.	603, 644, 646	625, 650	601
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.	603, 644, 646, 659	601, 622, 623, 624, 625, 640, 645, 650	608, 613
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.	603, 646	622, 623, 625, 642, 643, 644, 645, 650, 659	624, 640
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.	603	624, 639, 640	650

As can be seen in Table II-2, the SLIS curriculum does a more than adequate job of addressing Competence 1, Foundations of the Profession. In each case, at least one course gives primary focus to one of the 10 components of this competence, and, typically, there are between four and 18 other courses that provide some material on those topics. Aspects of Competence 1 are covered in all of the core courses of the SLIS curriculum, particularly in LIS600 Information and Society.

Competence 2, Information Resources, is adequately covered by both required and elective courses. Core course LIS601 Information Seeking, Retrieval and Services provides introductory or secondary coverage of three of the four components. In addition, the technology courses LIS636 Foundations of Information Technology (which is a very popular elective and satisfies the technology course requirement) and LIS638 Internet Technologies and Information Services (which also satisfies the technology course requirement) provide introductory coverage of Component 2A. The curriculum committee needs to review Component 2D to determine if coverage is adequate, given that it is not covered by any required course.

The coverage of Competence 3, Organization of Recorded Knowledge and Information, is adequately covered by core course LIS602 Information Representation and Access, with primary focus of all three components. In addition, introductory coverage is provided by LIS601 Information Seeking, Retrieval and Services, and by LIS638 Internet Technologies and Information Services.

All components of Competence 4, Technological Knowledge and Skills, receive either primary or secondary coverage from LIS636 Foundations of Information Technology and LIS638 Internet Technologies and Information Services. There is coverage of three of four components by LIS601 Information Seeking, Retrieval and Services, and introductory coverage of 4A from LIS600 Information and Society. Consideration needs to be given to providing stronger primary focus of 4B and 4C.

Competence 5, Reference and User Services, has either introductory or secondary coverage of all seven components provided by core course LIS601 Information Seeking, Retrieval and Services. Strong introductory coverage is provided by LIS638 Internet Technologies and Information Services. Due to significant coverage of all components by required courses, there are no critical gaps in coverage.

Competence 6, Research, needs more core course coverage. Each component is covered at some level by LIS608 Methods of Research in Library and Information Science. Introductory coverage is offered only by core course LIS601 Information Seeking, Retrieval and Services. Consideration has been given to requiring LIS608 as a core course. However, the curriculum committee decided that the more viable option was to increase coverage of research in the current core courses.

Competence 7, Continuing Education and Lifelong Learning, is probably the weakest area of the curriculum. Core course LIS601 Information Seeking, Retrieval and Services does offer introductory coverage of two of the four components, but that is the only core-course coverage. Coverage of all the components is strong on the courses required by those students completing School Library Media Certification, which is perhaps the area of specialization where continuing education and lifelong learning is the most important. However, all students should graduate with a cogent understanding of the importance of this competence.

Competence 8, Administration and Management, is inadequately covered by core course LIS603 Management in Library and Information Science, according to results of the employer survey that we discuss in the Mission, Goals, and Objectives chapter. The curriculum committee reviewed LIS603 during the 2009-2010 academic year; revisions are being made to the course to cover more adequately the components of this competence and to address gaps revealed by the survey of employers of SLIS graduates.

Curriculum and Instructional Objectives

II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.3.3 integrates the theory, application, and use of technology;

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

II.3.5 responds to the needs of a rapidly changing technological and global society;

II.3.6 provides direction for future development of the field;

II.3.7 promotes commitment to continuous professional growth.

As with Standard II.2, School faculty discussed the best way to demonstrate that the curriculum addresses Standard II.3, and we concluded that mapping the curriculum on the School’s instructional objectives was the best way to approach this task. With that in mind, faculty were asked to indicate the extent to which courses that they teach include either a high focus or a moderate focus on one or more of the instructional objectives. We present the results in Table II-3.

Table II-3 Instructional Objectives Course Matrix		
Upon completion of the master’s program in library and information science, graduates will:	High Focus (two or more class sessions)	Moderate Focus (at least one class session)
1.2.1a Understand the essential character of the field of library and information studies and its processes associated with knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, and dissemination of information.	604, 600, 601, 602, 609, 622, 623, 624, 630, 637, 638, 643, 653, 655, 656, 659	636, 640, 641, 645, 646
1.2.1b Utilize knowledge of the nature of information, information needs, information seeking behavior and use in society to develop, manage and effectively use information systems and sources to match information to clients’ needs.	600, 602, 608, 609, 614, 622, 625, 630, 637, 638, 640, 641, 643, 644, 645, 646, 659	601, 611, 647, 668
1.2.1c Apply management concepts, including effective problem solving and decision-making, to the management of information and information services.	603	602, 609, 640, 641, 643, 644, 645, 646
1.2.2 Understand and apply the philosophy, principles, ethics, policies and information-related laws underlying the provision of information in all relevant types of operational contexts.	600, 601, 602, 603, 605, 610, 611, 613, 638, 643	609, 614, 640, 641, 644, 645, 647, 648
1.2.3 Critically analyze and evaluate professional issues and problems in all relevant types of operational contexts, particularly by appropriating applicable policy statements, standards and guidelines of pertinent professional organizations.	604, 609, 611, 636, 637, 638, 655, 656	600, 602, 603, 622, 630, 641, 643, 644, 645, 646, 647, 653, 659, 668
1.2.4 Appreciate the value of teaching and service to the advancement of the field.	601, 602, 622, 623, 624, 625, 630, 636, 637, 638, 640, 641, 643, 645, 646, 668	648, 655, 656
1.2.5 Understand the importance of research to the advancement of the field’s knowledge base and be able to interpret and apply research results in practice.	600, 608	603, 611, 622, 623, 624, 625, 639, 640, 641, 646, 645, 653, 668
1.2.6 Make interdisciplinary connections to related fields and understand the importance of contributions of library and information studies to other fields of knowledge.	600, 605, 609	601, 603, 611, 622, 623, 624, 638, 641, 643, 645, 648, 659
1.2.7 Make interdisciplinary connections to related fields and understand the importance of contributions of other fields to library and information studies.	600, 605, 609	601, 603, 611, 622, 623, 624, 638, 641, 643, 645, 648, 659
1.2.8 Recognize the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.	600, 611, 636, 638	601, 603, 614, 622, 623, 624, 640, 641, 644, 645, 646, 647, 648, 653, 659
1.2.9a Understand the role of library and information services in a rapidly changing technological society.	601, 622, 623, 624, 630, 636, 637, 638, 639, 647, 648, 656, 668	603, 609, 610, 611, 613, 614, 625, 640, 641, 644, 645, 653

1.2.9b Understand the foundations and applications of information technology as it pertains to all facets of information creation and management.	601, 622, 623, 624, 630, 636, 637, 638, 639, 647, 648, 656, 668	603, 609, 610, 611, 613, 614, 625, 640, 641, 644, 645, 653
1.2.10 Study and respond to the needs of the constituencies served by the program, including students, employers and other external communities.	600, 605, 609	601, 603, 611, 622, 623, 624, 638, 641, 643, 645, 648, 659
LIS690 special topics courses are not included.		

Coherent Programs of Study

II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

As we note above, a Course-Program Matrix (see Table II-1) is available to guide faculty and students in the design of individualized programs of study. As can be seen in Table II-1, the elective courses provide students with considerable flexibility as they develop individualized, coherent programs of study that reflect the needs, goals, and professional aspirations of a student and develop the competencies that are needed for productive careers as information professionals.

The curriculum comprises two major components, required courses and elective courses. The four required courses, often referred to as core courses, or the core, are:

- LIS600 Information in Society
- LIS601 Information Seeking, Retrieval and Services
- LIS602 Information Representation and Access
- LIS603 Management in Library and Information Science

In addition to the four core courses, a student must take at least one from a group of four technology courses, which are:

- LIS636 Foundations of Information Technology
- LIS637 Information Technology
- LIS638 Internet Technologies and Information Services
- LIS668 Information Systems Design

After the four core courses and a technology course, students have seven (in the MSLS or MA thesis option) or nine (in the MA non-thesis option) elective courses with which to, in the language of the Standard, “construct coherent programs of study that allow individual needs, goals, and aspirations to be met...” The elective courses include LIS675 Professional Field Experience and LIS695 Independent Study. The former enables a student to have a carefully directed semester-long, or summer, internship for which the student earns credit toward the degree, while the latter permits a student to work under the direction of a faculty member to explore a topic of particular interest to the student. In addition, the student has the option, with the prior approval of the faculty advisor, to take as many as six credit hours of gradu-

ate courses outside LIS and apply the hours to program requirements. Finally, the MA thesis option enables a student to write a master's thesis that has a value of six credit hours in the 42-hour MA program. Thus, we believe the curriculum provides an excellent opportunity for a student to create a program of study to match the student's career interests.

Although this opportunity has been available to the on-campus student essentially for as long as the School's master's programs have been ALA-accredited, that cannot be said for the distance learning student. Until relatively recently the distance learning student had to travel to Lexington for certain courses that were not available off campus, and the reality was that some distance learning students took some courses more because they were available off campus than because they were part of a coherent program of study. However, that has changed dramatically in recent years due to the significant increase in the number of the School's courses that are available online. Moreover, when the policy goes into effect fall 2010 that there are no required classroom sessions in online courses, the last impediment will disappear. Table II.4 shows the increase in the number of courses available online that has taken place during the review period.

	2004	2009
Total – All Formats		
No. of Courses	16	20
No. of Sections	30	27
Total – Online Format		
No. of Courses	7	18
No. of Sections	9	19

General Foundation for Specialized Fields

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

As we note earlier in this chapter, although the School does not have “tracks,” nevertheless within the master's programs there are eight identified areas of study which might be thought of as “specialized fields”: (1) academic libraries; (2) public libraries; (3) school libraries; (4) special libraries; (5) health informatics; (6) technical services; (7) public services; and (8) information technology. No matter what the student's interest among specialized fields, or the “specialized learning experience” a student wishes to pursue, the student must take five courses that we believe constitute “a general foundation of library and information studies.” They are the four core courses and a fifth course from a group of four technology courses. The core courses are designed for the very purpose of establishing “a general foundation of library and information studies”; and when, a number of years ago, faculty added the requirement that a student take a minimum of one from the group of four technology courses, the requirement recognized that technology had become an essential part of “a general foundation of library and information studies.”

While developing this *Program Presentation*, we reviewed a number of, in the language of the standard, “the statements of knowledge and competencies developed by relevant professional organizations,” and we have mapped our curriculum against certain of those statements. In Table II-2 we map the curriculum against ALA’s Core Competences of Librarianship. In addition to the ALA Core Competences, we have mapped the curriculum against “the statements of knowledge and competencies developed by”:⁶

- American Society for Information Science and Technology
- Medical Library Association
- Special Libraries Association
- American Association of School Librarians
- Association for Library Services to Children
- Young Adult Library Services Association

The importance of such mapping should be obvious. Students enrolled in our programs are pursuing the first professional degree in order to prepare for, or advance in, careers as library and information professionals. Although a few graduates have entered doctoral programs immediately after completing one of the School’s master’s programs, most graduates go directly into, or return to, professional practice. In the aggregate, the professional organizations against whose “statements of knowledge and competencies” we have mapped our curriculum encompass a substantial segment of “professional practice,” and we believe the mapping demonstrates that our curriculum does an excellent job not only of establishing, in the language of the standard, “a general foundation of library and information studies” but also of providing for “study of services and activities in specialized fields.” The tables in which we map the curriculum against the listed professional organizations are among the chapter’s supporting documents.

Distance Learning and Conforming to Standards

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

The School has participated in distance learning since the early 1970s, and over the four decades since we began to teach off campus, our distance learning instruction has evolved, and we believe the gradual evolution that has characterized our distance-activities has been a form of guarantee that, in the language of the Standard, “regardless of forms or locations of delivery selected by the school,” the curriculum has conformed, and continues to conform, to the requirements of the Standards. At no time has the School operated two programs, one on campus and the other distance education. Initially and for many years distance learning, or off-campus instruction, involved the physical presence of an instructor at a site other than the University of Kentucky campus in Lexington; and in the early days of distance education the instructor was a School faculty member who traveled to the site. He or she did so as an overload while remaining principally an on-campus instructor. What the instructor taught at the distant site he or she also taught on the Lexington campus, and in that way the distance learning student had the benefit of instruction that was the same at Northern Kentucky University, in Louisville, or even at Ashland Community College, in Kentucky near the Kentucky-West Virginia border.

⁶ See supporting documents to this chapter.

As distance learning increased in importance, the School began to use part-time instructors at off-campus locations, but at no time did the use of regular faculty come to an end. As the number of students taking advantage of distance learning instruction grew, the School was careful to maintain, in off-campus instruction, a ratio of regular-to-part-time instructors that the School believed was important, in order to assure that off-campus instruction met the same quality standard as did Lexington-campus instruction. Moreover, for many years, to make certain two programs did not emerge within the School, one on the Lexington campus and the other off campus, the number of courses available in distance learning was limited so that students had to come to Lexington for some of their courses.

With the arrival of the technology designed for teaching online, faculty recognized that the School's monopoly status as the only ALA-accredited program at a Kentucky institution carried with it an obligation to use the technology to make its programs available state-wide. A faculty Distance Learning Task Force presented its report in November 2002, in which it recommended that the School commit to a 3-year transition to an Internet degree program as an alternative to, but not replace, the Lexington program. The option to complete the MA or MSLS program online is now in place, and, as has been the case throughout the evolution of the School's distance learning efforts, courses are taught principally by regular faculty. We believe that guarantees that the curriculum delivered via the Internet conforms to the requirements of these Standards every bit as much as does the curriculum delivered via the classroom.

Curriculum Review and Evaluation

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Evaluations by Graduating Students

Graduating students are surveyed each semester regarding their perceptions of their professional capabilities. The surveys are distributed to the students following their final examination. Data in Table II-5 reflect survey results for the most recent three years and show the percent of the surveyed students who answered four or five on a 5-point semantic differential ranging from strongly disagree (1) to strongly agree (5). Overall, graduating students have a positive view of their capabilities regarding the statements presented in the survey. We note that several capabilities drew less positive ratings in the most recent survey; we will continue to monitor these results to see if this is an aberration, or instead needs further attention.

Table II-5 Perceived Capabilities of Graduating Students, 2007-2010			
After completing the master's program, I believe I...	2007-2008 n=36	2008-2009 n=44	2009-2010 n=45
understand the historical development of libraries and information agencies;	83%	91%	73%
am aware of the social and ethical aspects of information services;	92%	91%	87%
understand how information agencies identify, select, and acquire information;	89%	89%	76%
am familiar with the organizing principles of classification systems and databases;	81%	75%	82%

understand how to describe and organize information resources;	83%	82%	84%
am familiar with basic reference services;	86%	93%	84%
am familiar with specialized reference sources in the environment in which I intend to work;	69%	84%	64%
am able to apply basic management concepts and methods to make decisions and solve problems;	81%	82%	62%
understand how research in LIS relates to professional goals and practice	75%	68%	66%
understand how to evaluate user satisfaction with an information service;	81%	81%	69%
am comfortable with the use of computers and network technologies;	89%	86%	84%
am able to provide basic technical guidance for using computer systems;	92%	77%	84%
can be the intermediary between end-users and electronic resources;	86%	89%	86%
am prepared to enter professional practice.	89%	86%	82%

Evaluations by Employers

The most recent employer survey was electronically distributed in Fall 2009. Public, academic, and special libraries were sent the survey. Forty responses were received.

Methods, Sample and Time Frame: A survey was devised based on ALA competencies and background questions used in earlier surveys, and implemented via an online survey website. From an earlier survey, we knew that the bulk of our graduates were employed in three geographic areas: Lexington/Fayette County; Louisville/Jefferson County; and Cincinnati/Northern Kentucky. In a first wave of solicitations, emails were sent to the directors of all public and academic libraries in those areas; in a second wave, postings were made to two library lists in Kentucky and southern Ohio. There were 40 responses to the survey over a ten-week period, October through December, 2009. This was about three times the number of employer opinions that were obtained in the last employer survey.

Results

Type of Employer: 55% of the responses were from public libraries, 35% from academic libraries, and 10% from special libraries. This is a fair representation of the employers of SLIS graduates, if School libraries are excluded. There were no responses from School libraries, which were only a small number of those agencies contacted; in the past we have done a separate survey of School principals, in conjunction with NCATE accreditation.

Number of UK SLIS Graduates Employed: 26% of the responses were from libraries employing just one UK graduate; 49% employed between two and eight UK graduates, while 15% employed 10 or more; 10% currently employed no UK graduates, but had in the past. Thus, it is likely that this sample represents employers' experience with at least 170, and probably more than 200, UK SLIS graduates.

Areas of Strength and Weakness: Fourteen scaled questions were asked regarding the preparedness of UK graduates. All of the responses were largely positive, e.g., 100% of respondents agreed or strongly agreed that UK SLIS graduates “can assist library patrons in retrieving, and interpreting, information,” while 95% judged that the graduates understood “principles and techniques of reference service” and were also “good learners ... participate in continuing professional development.” The four weakest indicators concerned the following abilities of the School’s graduates, in order of the weakest ratings:

Table II-6 Areas of Strength and Weakness Among Graduates			
n=40	A b i l i t y	Percent Disagree	Percent Not Sure
1	Management (planning, budgeting, personnel)	13%	33%
2	Leadership (communicate with staff; form partnerships)	15%	15%
3	Analyze complex problems and create . . . solutions	13%	10%
4	Understand and/or conduct original research	5%	35%

From these results, it appears that management, leadership, and problem-solving skills are the main areas in which the SLIS curriculum could be strengthened. While less conclusive, it may also be the case that SLIS students need more training in the evaluation and conduct of original research. The curriculum committee considered the appropriateness of adding the research methods course (LIS608) to the complement of required courses but decided it was not necessary at this time. However, the curriculum committee considered a proposal to revise the management course (LIS603) that reflects the results of the survey and recommended to the faculty that the proposed revision be undertaken.

WILIS 2

Several years ago a partnership of the University of North Carolina Chapel Hill (UNC) School of Information and Library Science and the UNC Institute on Aging received Institute of Museum and Library Services funding for the Workforce Issues in Library and Information Science (WILIS) project. According to information on the WILIS web site, the project “is designed to study the career patterns of graduates of LIS programs.”⁷ WILIS has two major parts. WILIS 1 focused on the North Carolina universities with ALA-accredited programs. WILIS 2 followed on the heels of and built on WILIS 1 and concluded in 2010. A greater number of LIS programs participated, including UK SLIS. The first WILIS 2 data made available to the School were limited to UK SLIS alumni, and we discuss this in the mission, goals, and objectives chapter.

The School was especially interested in comparative data. After initially being told it would be available the end of May 2010, we received a comparison report interim version in September, by which time a draft of the *Program Presentation* had been sent to Advisory Council members for review and comment, and their comments had been received and the *Program Presentation* revised to reflect the comments. Final comparison reports (with graphs) are not expected until after we have delivered the draft *Program Presentation*. Some findings in the interim version are puzzling and inconsistent with data we have obtained through surveys. Because of possible implications for curriculum review, we discuss this at greater length in Appendix II:O. WILIS 2 Program Report is among chapter supporting documents.

⁷ <http://www.wilis.unc.edu/about.html>

Curriculum Development Processes

During the period since the last comprehensive accreditation review, the School has engaged in a process of curriculum development that has resulted in a broad range of changes. All curriculum issues were considered in the context of the goals and instructional objectives and involved the participation of faculty, staff, students and alumni/professionals. Most of these changes were first considered by the curriculum committee, which then forwarded its recommendation to the School Council for deliberation and action. Specific curriculum activities and their results are:

2004-2005:

- Faculty discussed whether the School's programs of study should be lengthened from 36 to 42 credit hours and agreed the options were:
 - retain both MSLS and MA programs at their current 36 credit hours;
 - increase the length of both MSLS and MA programs to 42 credit hours;
 - retain the MSLS at 36 credit hours but lengthen the MA, thesis and non-thesis options, to 42 credit hours to enable students to develop more extensive specializations than is possible in a 36 hours program. Archives and information technology were mentioned as possible specializations.

In the discussion Professor Donald Case called attention to an article by Karen Markey, "Current Educational Trends in the Information and Library Science Curriculum," published in the fall 2004 *Journal of Education for Library and Information Science*, in which Professor Markey discusses, *inter alia*, the lengthening of programs of study.

2005-2006:

- Faculty discussed whether the School should undertake to develop an undergraduate program in information studies and agreed that such a program would enhance the place of the School within the University.
- LIS630 Online Information Systems and Services was reviewed and it was agreed to revise the course description and change the name to Online Information Retrieval.
- Faculty agreed three courses that had been introduced as so-called "690s" should be added to the regular curriculum, as:
 - LIS639 Introduction to Medical Informatics
 - LIS642 Oral History
 - LIS648 Technology in the School Media Center

2006-2007:

- Faculty voted to increase the length of the MA program, both thesis and non-thesis options, to 42 credit hours, in order to permit a student to develop a specialization to a greater degree than is possible in the 36 credit hour MSLS program. The language requirement would be removed. Information technology was mentioned as a possible specialization.
- College of Communications and Information Studies Dean Johnson notified SLIS faculty that he would ask for additional resources for the School to develop and implement an undergraduate program in information studies.

2007-2008:

- Core courses LIS601 Information Seeking, Retrieval and Services and LIS602 Information Representation and Access were reviewed and revised.
- Faculty agreed that medical informatics should be identified as a specialization within the MA program, thesis and non-thesis options.
- Faculty agreed to change the title of LIS640 Health Sciences Libraries to Health Information Resource Services to more accurately reflect the content of the course.

2008-2009:

- LIS510 Children's Literature and Related Materials and LIS514 Literature and Related Media for Young Adults were converted to graduate-level courses LIS610 Library Materials and Literature for Children and LIS614 Library Materials and Literature for Young Adults, to ensure that graduate students receive instruction more appropriate for the librarians than for the teachers, while continuing to allow for the development of the skills necessary for librarian/teacher collaboration.
- LIS690 Public Libraries and Business Management was developed in response to a recommendation made by a member of the School's Advisory Council that the School, in the curriculum, introduce students who intend to be public librarians to the "business" side of those agencies.
- All course syllabi were examined, and revised where necessary, to assure
 - consistency between instructors teaching the same course;
 - consistency between face-to-face and online formats of the same course;
 - compliance with Senate guidelines for syllabi.

2009-2010:

- Core course LIS603 Management in Library and Information Science was reviewed and revision was proposed as the result of comments received in the employers' survey.
- The policy was adopted that, effective fall 2010, online courses will no longer require any face-to-face meetings.
- LIS690 Public Libraries and Business Management, a course developed in response to a recommendation by a member of the School's Advisory Council, was offered for the first time.
- LIS608 Methods of Research in Library and Information Science was considered for addition to the core courses, and it was decided not to do so.
- The curriculum was mapped against ALA Core Competences and against competencies of other professional organizations.
- Approval was received to add LIS638 Internet Technologies and Information Services and LIS643 Archives and Manuscripts Management to online courses.
- The school library media program was reviewed and the decision reached that, given the series of budget cuts, UK SLIS is no longer able to continue to support the school library media program.

Possible Future Developments

Termination of School Library Media Program

For some time the School has offered a specialization in school media librarianship. The 2009 edition of the School's *Bulletin* has the following information about the program:

Except for those who have graduated from an ALA-accredited program, admission to the school library media program at the University of Kentucky requires admission to the master's program in library and information science. It also requires possession of a valid teaching license or a Teacher Internship Statement of Eligibility issued by the Office of Teacher Education and Certification, Kentucky Department of Education. Applicants to the master's program in school media librarianship must meet the same admission criteria as other applicants to the MSLS program. Students who are interested in certification as a P-12 school media librarian may pursue certification and the master's degree in library and information science concurrently.⁸

Four courses in the SLIS curriculum were developed exclusively for the school library media program, and one faculty position was devoted to it. Although the School has the only ALA-accredited programs at a Kentucky institution, school library media specialist positions at Kentucky's public K-12 schools do not require completion of an ALA-accredited program. Several other Kentucky public universities have master's-level school library media programs, and in recent years enrollment in the SLIS school library media program has declined almost by half, from 55 students pursuing school media librarianship certification in fall 2008 to 43 in fall 2009 and to 30 in spring 2010, i.e., less than 14% of our current student body.

At the January 22, 2010, School Council meeting, Director Huber announced Dean O'Hair had informed College unit heads that, anticipating another reduction in state funding, the Provost had ordered units to plan for a 2% recurring budget reduction in the fiscal year beginning July 1, 2010. Director Huber explained that the 2% recurring reduction had to be funded out of salary and meant the loss of a faculty line. The faculty line that was dedicated to the school library media program would become vacant effective July 1, 2010, and would be the only vacant line not supporting the School's core curriculum.

A School Council meeting on January 29, 2010, was devoted exclusively to discussing the future of the school library media program, and at the February 12, 2010, School Council meeting faculty voted, by a more than two-to-one margin, in favor of the following motion by Professor Donald Case: "Given the series of budget cuts, I move that the School of Library and Information Science recognize we are no longer able to continue to support the school library media program." That sentiment was conveyed to Dean O'Hair. The College, in collaboration with the UK College of Education and the Kentucky Department for Libraries and Archives, is conducting a needs assessment for school library media programs at Kentucky's public universities. While the needs assessment data are being collected, and pending a final decision about the future of the school library media program in SLIS, we have suspended admissions to the program but are continuing to offer the courses that those in the program must have.

⁸ <http://www.uky.edu/CommInfoStudies/SLIS/bulletin/2009fall.pdf>

Undergraduate Program in Information Studies

The School may be on the path that will lead to the realization of a long-standing goal, a significant expansion of our role not only at the University but also throughout the Commonwealth of Kentucky. It would be accomplished through the introduction of an undergraduate program in information studies within the School, initially as a minor that would become a major after several years. To be a part of the undergraduate curriculum at UK has been an aspiration of the School for some time, always blocked by the lack of resources.

In October 1997, Barbara Moran, faculty member at the University of North Carolina at Chapel Hill School of Information and Library Science, facilitated a day-long retreat of UK SLIS faculty. The purpose of the retreat was to address the future direction of the School, and Professor Moran asked faculty to consider two questions:

- Where would faculty like the School to be in 3-5 years?
- What was required to get there?

When it was his turn to address the questions, then-Director Timothy Sineath said he would like the School to have a greater connection to University goals, especially the importance of undergraduate education. He thought the School should have an undergraduate program. What would it take to accomplish that? Resources that, Director Sineath conceded, the University was unlikely to provide.⁹

In February 2006, Dr. Peggy Sullivan, former Executive Director of the American Library Association, facilitated a SLIS faculty retreat, and she asked each faculty member to address the question, “What is your sense of the place of the School within the University?” Comments from several faculty made clear their belief the School was not central to the mission of the University, and Director Timothy Sineath said that, in his view, the reason was the lack of an undergraduate major. He added, “The President has made it clear that undergraduate education is a priority.” Dr. Sullivan asked if the absence of an undergraduate program were a “philosophical issue,” and Director Sineath said it was not a philosophical issue but rather a resource issue. However, emphasizing his belief that the School must in some way make itself a part of the undergraduate curriculum, which meant overcoming the resource issue, he said, “It isn’t whether we do that, it seems to me, but how we do it.”¹⁰

Several years ago the issue of how the School would become a part of the undergraduate curriculum seemed to be resolved. In October 2006, UK Provost Kumble Subbaswamy sent a memorandum about strategic planning to academic deans, in which he said academic units were “to update their action plans to better align them with the university’s goals and priorities.” In response to the Provost’s memorandum, the College of Communications and Information Studies submitted an *Action Plan*, and in its contribution to the *Action Plan* the School proposed an undergraduate program in information studies:

We propose creating a program in information studies to be housed in the School of Library and Information Science (LIS) and drawing on other programs at UK. The program would be launched as a minor and would become a full major in the third year. Students with an information-studies interest

⁹ See Appendix II:I.

¹⁰ See Appendix II:J.

would create a program of study by choosing new courses within LIS as well as relevant courses in existing departments.

The School's proposal had a five-year summary of resource needs for the information studies program, to include additional faculty positions, along with staff support and teaching and research assistants.¹¹

In its contribution to the College *Action Plan*, the School of Journalism and Telecommunications proposed "creating a multimedia emphasis within the TEL [telecommunications] major...." As with the SLIS proposal, the SJAT proposal included a summary of needs for additional faculty. In August 2007 then-

It is with great anticipation that the undergraduate minor will be approved by the University. We further expect that the minor will be a first step toward an undergraduate degree program within the College.

Dean H Dan O'Hair

Dean David Johnson learned the College would receive additional faculty lines in the 2008-2009 academic year. He decided one of the new positions would be shared by SLIS and SJAT, and the person in that position would be "intended to provide the starting point for the information studies minor" within the School of Library and Information Science.¹² However, although candidates for the faculty position were inter-

viewed, before a person could be hired the position fell victim to a reduction in state funding to the University.¹³

Once again, it appears the issue of how the School will become a part of the undergraduate curriculum may be resolved. The vehicle would be the "GenEd Program," which replaces the University Studies Program as the "general education curriculum" for undergraduates. Planning for general education reform at the University of Kentucky began in fall 2005, and

"the University adopted in May 2009 a new General Education Program, anchored by a set of four learning outcomes...."

Taken together, the program learning outcomes articulate what the University expects the core curriculum to contribute to students' undergraduate education. In other words, they constitute our expectations for what students will be able to DO when they graduate."¹⁴

GenEd pilot courses were taught spring 2010, and assessment data were collected. An analysis is to be prepared and presented to the Senate fall 2010, and GenEd is to be implemented fall 2011.

The College of Communications and Information Studies is to have a major role in GenEd and has been allocated additional faculty positions with primary responsibility for GenEd. Dean O'Hair has decided that one of the new faculty will be responsible for the initial steps that will lead to an undergraduate minor in information studies within the School of Library and Information Science.

¹¹ College of Communications and Information Studies, *Action Plan*, March 15, 2007, 72-73. (See Appendix II:K)

¹² "College to Add Faculty Position Fall 2008 to Develop Information Studies Minor," *Newsletter*, UK SLIS, Fall 2007, 1. (See Appendix II:M)

¹³ "UK Spared 'Devastating' Budget Reduction," *Newsletter*, UK SLIS, Fall 2008, 5. (See Appendix II:N)

¹⁴ Mike Mullen and Richard Greissman, "General Education Reform at UK." (See Appendix II:L)

Recommendations

The curriculum committee will continue to examine the gaps in the matrix (see Table II-2). However, an initial review by SLIS faculty and external reviewers, as well as data received from the Workforce Issues in Library and Information Science (WILIS) project, indicate there are significant gaps in areas of management (i.e., general management, leadership, budget and finance, and advocacy skills). The new faculty members who are responsible for the management course (LIS603) are making revisions for spring 2011. However, the discrepancies between the WILIS data and the 2008 SLIS alumni survey suggest that there is a need for additional survey data from SLIS alumni. The biennial alumni survey is on schedule for implementation in October 2010.

Diversity is another area of coverage that is lacking in SLIS courses. While the youth courses (LIS610, LIS611, LIS613, and LIS614) strive to facilitate knowledge of the diverse needs of young library users and their families, the curriculum committee needs to assess the need for additional coverage in the core courses, primarily LIS600 and LIS601. Because SLIS does not have a diverse student body, we must work harder to make certain that students understand the diverse world they will be serving. This need will be assessed throughout the 2010-2011 academic year.

The planning committee has been assessing the course scheduling needs of students (fall 2010) and continues to examine the enrollment patterns in online versus face-to-face courses. While many students have indicated that they prefer face-to-face courses, course enrollment tends to indicate otherwise. The planning committee will make a recommendation to the SLIS faculty in March 2011.

Supporting Documents for II Curriculum

Appendix II:A ALA's Core Competences of Librarianship can be accessed at <http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

For Course Matrix of ALA Competences, see Table II-2.

Appendix II:B 1 American Society for Information Science and Technology Educational Guidelines can be accessed at http://www.asis.org/Board/educational_guidelines.html

Appendix II:B 2 Course Matrix of ASIST Educational Guidelines

Appendix II:C 1 Professional Competencies for Health Sciences Librarians can be accessed at http://www.mlanet.org/education/policy/executive_summary.html#B

Appendix II:C 2 Course Matrix of Medical Library Association Competency Areas

Appendix II:D 1 Special Libraries Association Competencies for Information Professionals can be accessed at <http://www.sla.org/content/learn/members/competencies/index.cfm>

Appendix II:D 2 Course Matrix of SLA Competencies for Information Professionals

Appendix II:E American Association of School Librarians Standards for the 21st Century Learner can be accessed at http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf

For Course Matrix of AASL Standards, see Appendix II:G 2.

Appendix II:F Young Adult Library Services Association Competencies for Librarians Serving Youth: Young Adults Deserve the Best can be accessed at http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yadeservethebest_201.pdf

For Course Matrix of YALSA Competencies, see Appendix II:G 2.

Appendix II:G 1 Competencies for Librarians Serving Children in Public Libraries can be accessed at <http://www.ala.org/ala/mgrps/divs/alsc/edcareers/alscscorecomps/index.cfm> (password required)

Appendix II:G 2 Course Matrix of Youth (i.e., AASL, YALSA, and ALSC) Competencies

Appendix II:H University of Kentucky. School of Library and Information Science. *Bulletin*, August 2010. <http://www.uky.edu/CommInfoStudies/SLIS/bulletin/2010fall.pdf>

Appendix II:I University of Kentucky. School of Library and Information Science. Faculty Retreat Minutes, October 3, 1997

Appendix II:J University of Kentucky. School of Library and Information Science. Faculty Retreat Minutes, February 17, 2006

Appendix II:K College of Communications and Information Studies, *Action Plan*, March 15, 2007, 72-73

Appendix II:L Mike Mullen and Richard Greissman, "General Education Reform at UK," accessed at <http://www.uky.edu/GenEd/overview.html> (July 9, 2010)

Appendix II:M University of Kentucky. School of Library and Information Science. "College to Add Faculty Position Fall 2008 to Develop Information Studies Minor," *Newsletter*, Fall 2007, 1.

Appendix II:N University of Kentucky. School of Library and Information Science. "UK Spared 'Devas-tating' Budget Reduction," *Newsletter*, Fall 2008, 5

Appendix II:O Interim WILIS 2 Program Report, UK SLIS Discussion

Appendix II:P Interim WILIS 2 Program Report, University of Kentucky School of Library and Infor-mation Science. http://www.uky.edu/CommInfoStudies/SLIS/docs/ISR_Kentucky.pdf

III. FACULTY

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III. FACULTY

Introduction

The size of the full-time faculty during this review period fluctuated between 10 and 12, with 11 (including the Director) for academic year 2010-2011. Over the past eight years, a total of 19 members served on the faculty. Three faculty members retired, and five left to take opportunities at other universities. Issues related to faculty retention will be addressed below.

For faculty appointment, the University of Kentucky has two tracks: the **Regular Title** and the **Special Title**. Both are tenure-track positions. A Regular Title position carries a 40-50 percent teaching and advising load, a 30-50 percent research commitment, with 5-20 percent devoted to service, and 0-5 percent devoted to professional development. A Special Title position requires a heavier load in teaching and service. The Special Title positions at the University allow the distribution of effort to be tailored to a specific assignment, typically substituting more teaching or more service for the research component. The majority of the School's faculty are in Regular Title positions.

Accomplishing Program Objectives

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

The following goals in the School's statement of vision, mission, goals, and instructional objectives relate directly to the faculty:

- To provide a strong and flexible educational program that is responsive to the immediate and long-range needs of students, the profession, and those the profession serves.
- To attract and admit a diverse, talented and promising student body.
- To provide an educational environment that fosters effective teaching and learning.
- To produce competent information professionals who can facilitate the flow of information in a rapidly changing society.
- To contribute to the advancement of theory and practice through systematic and continuing research and publication.
- To expand research and development in library and information science for faculty and student scholarship.

- To develop an infrastructure for collaborative research involving library and information science faculty, students, other UK departments and Schools and the professional community.
- To increase visibility through faculty and student leadership in professional associations, conferences, networks, and consortia at the local, regional, national, and international levels.
- To contribute to professional practice and the activities of professional organizations through continuing professional service.
- To recruit, develop, support and retain a diverse, talented and promising faculty and staff.
- To develop and maintain collaborative relationships with individuals and units within the College and University to further the mission of the School.
- To develop and maintain a program of financial and other support that will supplement the financial support provided by the University in order to advance the School's mission.

Over the years, the School has maintained a balanced faculty qualified to cover the variety of courses offered in the curriculum, productive in research and scholarship, and capable of providing services to the University, the State of Kentucky, and to national and international professional organizations.

In recruiting faculty, priority is placed first on the suitability of the background of the prospective candidates to the needs of the curriculum of the School and secondly on their potential in research and scholarship. For prospective Special Title faculty, an important criterion is contributions in their respective areas of specialty. All faculty members are expected to devote time and effort to appropriate services on various levels.

Full-Time Faculty

Since 2004, nine full-time faculty have been appointed, including two in the Special Title series. During the review period, two promotions took place from Assistant to Associate (2006 and 2010). Currently, there are no vacant positions on the faculty.

Table III-1 notes which faculty, how many, and at what ranks have been present during each of the years since the last comprehensive accreditation review. For the year 2010-2011, the distribution of faculty across ranks shows three full professors, two associate professors, and six assistant professors.

Table III-1 Numbers and Presence of Full-time Faculty, 2004-2011							
Faculty	Y e a r s						
	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Professor	3	3	3	3	4	3	3
Assoc Prof	1	1	2	2	1	1	2
Asst Prof	6	7	5	6	6	6	6
Lecturer	0	0	0	0	1	1	0
Total	10	11	10	11	12	11	11
Bishop (3)							x
Black (3)	x	x					
Carrigan (3)*	*	x	x	x	x	x	x
Case (1)	x	x	x	x	x	x	x
Chan (1)	x	x	x	x	x	x	x
Gardner (4)					x	x	
Huber (1)					x	x	x
Kim (2, 3)	x	x	x	x	x	x	x
McQueen (3)		x	x				
Miller, J. (2)	x	x	x	x	x	x	x
Miller, R. (3)				x	x	x	x
O'Connor (3)	x	x	x	x	x	x	x
Reynolds (3)				x	x	x	x
Sineath (1)	x	x	x	x	x		
White (2, 3)	x	x	x	x			
Yi (3)	x	x	x	x	x	x	x
Ranks: (1) professor, (2) associate professor, (3) assistant professor, (4) lecturer. *Mr. Carrigan went from Staff to Assistant Professor in March 2005; as his teaching duties changed little, he is counted as an Assistant Professor throughout the period.							

Currently, nine of the eleven full-time faculty (including the Director) in the School hold tenure-track Regular Title appointments, with two appointed to Special Title positions, which require more teaching and service. The two Special Title faculty are responsible for their areas of specialty, namely, administration and information technology. In addition to teaching courses in their specialized areas, most of the Regular Title faculty are engaged in teaching one or more of the four core courses.

Faculty appointments during the review period have brought enhancements to the curriculum through creation of new courses and redesign of existing courses; they have also emphasized teaching and research in information technologies and medical informatics, both areas of growth.

Standard III.1 states: "Full-time faculty members ... are sufficient ... in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program...." Appendix III:A makes use of the ALISE Classification Guide to map faculty research specialties across the topics covered (to varying degrees) in library and information studies schools. As can be seen from the Classification Guide, the full- and part-time faculty of the School cover all of the major specialties and most of the minor ones. What tend to be unaddressed are relatively narrow specialties (international and comparative library and information studies, bibliometrics, facilities planning, reprography, technical writing, information and referral, audio-visual, maps, serials) along with some broad fields of potential application (music, art, area studies, and their associated libraries). An important omission has been a lack of faculty to teach courses related to special libraries and the information industry.

Other specialties in which full-time faculty are thinly spread, due to departures, are the history of books and libraries, bibliographic instruction, bibliography, and publishing; the School faculty have decided that there are areas of higher priority. Currently, more full-time faculty are needed for staffing the core courses.

Additionally, Standard III-1 states that "Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution...." Of the eleven members of the faculty at the beginning of 2010, nine are regular members of the graduate faculty and two without a doctorate have been appointed associate members.¹

Part-Time Faculty

The School relies on part-time faculty in staffing some of the courses. The contributions of part-time faculty to the School's curriculum are considerable, in terms of the subject expertise and professional experiences they bring into the classroom.

Part-time faculty typically teach multiple sections of classes for which there is an insufficient number of regular faculty. They also teach specialized classes where the School lacks expertise among its regular faculty. Part-time faculty are engaged in areas such as archives, preservation, law, medicine, public libraries, and special collections. Part-time instructors also add depth in areas such as children's literature, school library media, cataloging, and reference services where the student enrollment is larger than can

¹ Requirements for Graduate Faculty membership are described in the *Bulletin* of the University of Kentucky Graduate School. <http://www.research.uky.edu/gsbulletin/bull04Spring/TheGraduateSchool.html>

be accommodated by the full-time faculty. In this sense, the part-time faculty balance and complement the full-time faculty. Diverse backgrounds of part-time faculty enrich the quality and diversity of courses offered. Their practical experiences enhance the balance between theory and practice in the curriculum.

For the period 2004-2010, 41 part-time instructors offered courses in the School's program. At least 15 of these instructors continue to be involved in the program. The vitae of part-time instructors are on file in the director's office and available electronically for the COA visiting team to inspect. Typically, part-time faculty are MLS-holding full-time professionals with 10 or more years of experience. Several of them hold other advanced degrees, including other master's degrees, the J.D. or Ph.D. degree. Table III-2 shows the distribution of courses across full- versus part-time faculty for 2004-2010.

Table III-2 Numbers of Sections Taught by Full-Time versus Part-Time Faculty, 2004-2011									
Faculty	Semester or Term				Faculty	Semester or Term			
	Fall	Spring	4-week*	8-week*		Fall	Spring	4-week*	8-week*
2 0 0 4 - 2 0 0 5					2 0 0 7 - 2 0 0 8				
Full-time	23	25	3	10	Full-time	25	26	4	9
Part-time	11	17	0	9	Part-time	15	11	0	7
Total	34	42	3	19	Total	40	37	4	16
2 0 0 5 - 2 0 0 6					2 0 0 8 - 2 0 0 9				
Full-time	26	28	3	11	Full-time	25	25	4	8
Part-time	14	15	0	7	Part-time	12	6	0	4
Total	40	43	3	18	Total	37	31	4	12
2 0 0 6 - 2 0 0 7					2 0 0 9 - 2 0 1 0				
Full-time	23	25	5	10	Full-time	27	24	3	9
Part-time	19	11	0	6	Part-time	5	10	0	3
Total	42	36	5	16	Total	32	34	3	12
2 0 1 0 - 2 0 1 1									
					Full-time	22	24	N/A	N/A
					Part-time	6	4	N/A	N/A
					Total	28	28	N/A	N/A

During the regular academic year, the percentage of courses taught by full-time faculty ranged from 60 percent to 84 percent, with an average of 67 percent. In the summer, however, the percentage of full-time faculty teaching ranged from 59 percent to 86 percent, with an average of 71 percent of the sections. As shown in Table III-2, the School has relied less on part-time faculty in recent semesters than it has in the past. During the previous accreditation cycle (1997-2003), 65 percent of fall and spring courses were taught by full-time faculty, and 59 percent of the summer courses. Furthermore, all core courses in the School's curriculum are now taught exclusively by full-time faculty.

Given the high percentage of full-time involvement in the full-year School curriculum, it appears that the School maintains an appropriate balance between full-time and part-time faculty. Indeed, their distribution across the curriculum meets the COA standard that part-time faculty should "balance and complement the teaching competencies of the full-time faculty."

Teaching, Research, and Service

III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

All current full-time faculty in **Regular Title** positions participate in teaching, research, and service. The School's guideline for distribution of effort (DOE) is summarized in the following table:

DOE Guideline, Regular Title Faculty
Instruction and Advising: Course load for Regular Title Faculty: 2 x 2 Suggested workload: 40 – 50 percent
Research: Suggested workload: 30 – 50 percent
Service: Suggested workload: 5 – 20 percent
Administration and Professional Development: Suggested workload: 0 – 5 percent

Distribution of effort for **Special Title** positions is defined individually according to the description of the specific position.

The demands for service on the part of particular faculty have led to the use of the Special Title series of appointments for some areas. The Special Title series has minimal expectations for research activity, with correspondingly higher expectations for teaching and service. Currently, the School has two faculty appointments in that series, one in the area of administration and the other in information technology.

Applicable to all units in the University, the University of Kentucky Administrative Regulations, AR2:1-1, PROCEDURES FOR FACULTY APPOINTMENT, REAPPOINTMENT, PROMOTION AND THE GRANTING OF TENURE, are followed in activities related to these matters. Tenure-track faculty have been recruited with the expectation that within six years of initial appointment they will qualify for promotion with tenure. During the probationary period, all tenured faculty are asked to evaluate the progress of each non-tenured faculty member formally every two years; the Director reviews untenured faculty annually. The Director conveys these observations as well as his own to the faculty member. Procedures for promotion, as they appear in the School Rules and Regulations, along with a summary given to the candidate, appear as Appendix III:D.

Between 2004 and 2010, the School successfully recruited one faculty member at the rank of professor (Dr. Jeffrey Huber (2008) and eight at the rank of assistant professor (Drs. Bishop (2010), Black (2004), Kim, (2004), McQueen (2005), O'Connor (2004), R. Miller (2007), Reynolds (2007), and Yi (2004)), all holding the Ph.D. degree, teaching experience, and a record of scholarly accomplishment. Ms. Gardner, appointed (2008) at the rank of instructor, came with extensive experience in the area of school media.

These appointments of individuals with excellent credentials, who complement existing strengths of the faculty, are viewed as quite positive for the program. During this period, two of the non-tenured faculty underwent promotion and tenure review and one of these was promoted to Associate.

Other than those on one-year temporary appointments, five faculty have left the University between 2004 and 2010. These include two (Drs. Sineath and Waldhart) who retired with more than 25 years of service in the program, and one (Ms. White) who retired after eight years of employment (following earlier careers in which she was employed by state and local governments). Dr. Black left to join the faculty of the University of Tennessee; Ms. McQueen resumed her doctoral studies at the University of Wisconsin, Madison. Ms. Gardner's contract was not renewed; that position was subsequently frozen to accommodate the 2010-2011 2% budget cut. (Taking money from a faculty line was the only way we could fund a recurring budget cut of that size.)

School faculty recognize the importance of mentoring in its effort to retain assistant professors. Such an effort implies closer monitoring and defining, or providing guidance regarding, the expectations of and the standards for teaching, research and service, so that the junior faculty are prepared for the tenure review process and are less intimidated by it.

In addition to teaching and research, all faculty members are expected to devote part of their time and effort to service. As a masters program of professional preparation, our faculty acknowledge the need for various types of service activities. However, for Regular Title faculty, our workload guidelines do not allow for more than 20 percent of one's time to be devoted to service. In this and some other situations, more than 20 percent of one's actual time is devoted to service, but it is not reflected in one's distribution of effort or evaluation based on it. Nevertheless, the School faculty also view service activities as an important link between the practice of librarianship and the programs of professional preparation in the University. Participation in professional activities not only provides an important opportunity for faculty to contribute to the field but also serves as a primary mechanism for staying in touch with what is happening in professional practice.

As indicated above, part of the faculty's distribution of effort is devoted to service. Activities relating to service occur at various levels as listed below:

Institutional service

University service

College of Communications and Information Studies (CCIS) Dean Search Committee: Case, Huber

College of Education Program Faculty: Gardener, White

Cyber Infrastructure Days Planning Committee: J. Miller

External examiner on doctoral dissertations in Computer Science (2005, 2006, 2007, 2008): Yi

Humanities Academic Area Advisory Committee: Chan

Lyman T. Johnson Award Committee: Carrigan

McConnell Conference Coordinator: Reynolds

NCAA Athletics Certification Subcommittee on Academic Integrity: Chan

Presidential Commission on Diversity: Chan

Director of Division of Biomedical Informatics Search Committee: Huber

UK ANIME Club Faculty Advisor: Reynolds

UK Graduate Council: Sineath

UK Minority College Awareness Program Annual Library Career Day: Carrigan
UK Web Advisory Committee: J. Miller
University Marshal: Chan
University Senate: Case (2008-2011), J. Miller (2005-2011)
University Study Group, Content Management Committee: J. Miller

College service

CCIS Assembly Secretary: Carrigan
College Awards Committee: Miller, Sineath
College Faculty Council: Case, Chan, Kim, R. Miller, O'Connor, Yi
College Implementation Science Initiative: Case, Huber
College Instructional Communication Faculty Search Committee: O'Connor
College PhD Admissions Committee: Case, O'Connor
College PhD Program Committee: Case, O'Connor
College Planning Committee: Chan, Sineath
College Strategic Planning Committee: Case, O'Connor
College Technical/Software Advisory Committee: J. Miller
College Tenure and Promotion Committee: Case, Chan, J. Miller, Sineath
College ICT Initiative: Huber
College Risk Sciences Initiative: Huber

School service (in addition to serving on School committees, on which all faculty serve):

ALA Student Chapter Advisor: R. Miller
ASIST Student Chapter Advisor: Case
Children's and Teen's Services (CATS) Faculty Advisor: Reynolds
Director Search Committee: Case, Chan, J. Miller, Yi
Director of Graduate Studies: Huber, Sineath
Library and Information Science Student Organization, faculty advisor: Sineath, Carrigan
SLA Student Chapter Advisor: J. Miller

Community service

Friends of the Lexington Public Library, Board of Directors: Carrigan
Kentucky Advisory Council on Libraries: White
Lexington Public Library, Advisory Board: Sineath
Raven Run Nature Sanctuary Citizen's Advisory Board, 2004 (appointed by Mayor): J. Miller

Continuing education activities

During the review period, the School sponsored these continuing education activities:

- Annual McConnell Conference²
- Annual Public Library Institute (2003-2005)
- Cataloging Internet Resources Workshop (2005)
- Professional development sessions for KLA/KSMA (2003-2009)

² The McConnell Conference, which is devoted to children's literature, draws over 300 participants, the other events 30-90 participants.

Professional service and activities

In addition to membership in various professional organizations, recent activities of the current faculty relating to professional service are summarized below:

- ALA (American Library Association) Committee on Accreditation: Sineath
- ALA Committee on Accreditation External Review Panels: Sineath
- ALA Gale Thomson Excellence in Business Librarianship Award Committee, Business Reference and Services Section/Reference and User Services Association, ALA: O'Connor
- ALA Reference and User Services Association Publications Committee, ALA: O'Connor
- ALA Subject Authority Committee, Subcommittee on the Future of Subject Headings: Chan
- ALA Subject Authority Committee, Subcommittee on Genre Form Implementation: Chan
- ALA Emerging Leaders Program: R. Miller
- ALA Student Chapter Advisor: R. Miller
- ALA YALSA Intellectual Freedom Interest Group Co-Convenor: Reynolds
- ALA Freedom to Read Foundation, YALSA Liaison: Reynolds
- ALISE Council of Deans and Directors: Sineath, Huber
- ALISE New Faculty SIG Convener: O'Connor
- American Association of School Librarians (AASL)/NCATE Program: Gardner
- AASL Frances Henne Award Committee: Gardner
- AASL Affiliate Assembly Delegate and Secretary: Gardner
- AASL Teaching for Learning Committee: White, Gardner
- American Society of Information Science and Technology (ASIST) Board: Case
- ASIST Research Award Committee: Case
- Association for Library Collection and Technical Services (ALCTS), Cataloging and Classification Section (CCS), Subcommittee on Semantic Interoperability: Chan
- Beta Phi Mu Board of Directors: Sineath
- Board of Directors, Lexington Public Library Foundation: Sineath
- Board of Directors, ASK-US, Inc.: Sineath
- Board of Directors, Institute for Information Literacy and Library Education: O'Connor
- Board of Directors, Kentucky Library Association: Gardner
- Chair, Donald A.B. Lindberg Research Fellowship Jury, Medical Library Association: Huber
- Consultant, FAST (Faceted Application of Subject Terminology) Project, OCLC: Chan
- Editor, *International Leads*, International Relations Roundtable, ALA: R. Miller
- Editor, *Journal of Business & Finance*: O'Connor
- Editor, RUSQ column on Information Literacy & Instruction: O'Connor
- External Examiner for the Department of Library and Information Science, Madurai Kamaraj University, India: Yi
- External Examiner for University College, Dublin: Case
- External Examiner for the National Research Foundation of South Africa: Case
- External Examiner for Kuwait University: Case
- External Examiner for Queensland University of Technology (Australia): Case
- External Ph.D. Thesis Committee member, University of North Carolina, Chapel Hill: Case
- International Federation of Library Associations and Institutions (IFLA), Section on Classification and Indexing Standing Committee: Chan
- *Journal of Business & Finance Librarianship*, Editorial Board: O'Connor

- *Journal of Internet Cataloging*, Editorial Board: Chan
- *Journal of the American Society for Info. Science & Technology*, Editorial Board: Case
- Kentucky Chapter of SLA: J. Miller
- Kentucky School Media Association, President Elect: Gardner
- Medical Library Association, Janet Doe Lectureship Jury, Huber
- Program Committee member of 2010 Annual Conference of the Canadian Association for Information Science: Yi
- Program Committee member of 2010 Information Seeking in Context (ISIC) conference, Murcia, Spain: Case
- *Reference & User Services Quarterly*, Editorial Board: O'Connor
- Referees for professional journals: Bishop, Case, Chan, Huber, Kim, R. Miller, O'Connor, Reynolds, Yi
- Research Grant Reviewer for Institute of Museum and Library Services (IMLS) Laura Bush 21st Century Library Program Review Panel, 2009: S. Kim
- Reviewer for the International Symposium on Health Information Management Research (ISHIMR): Case
- Reviewer for the Social Sciences and Humanities Research Council of Canada: Case
- Reviewer for John Wiley & Sons' *Handbook of Computer Networks*: J. Miller, Yi
- Reviewer for John Wiley & Sons' *Handbook of Technology Management*: J. Miller,
- Special Libraries Association (SLA) Student Chapter Faculty Advisor: J. Miller

Honors and awards received by School faculty

A further indicator of outstanding teaching, research, and service is the awards and honors bestowed on the faculty:

- White, J. (2005). Outstanding Alumna, University of Kentucky SLIS.
- Case, D. (2006). Alice Smith Lecturer, University of South Florida.
- Chan, L. (2006). Beta Phi Mu Award for Distinguished Service to Education in Librarianship, ALA.
- Carrigan, D. (2007). Outstanding Alumnus, University of Kentucky SLIS.
- Chan, L. (2007). Faculty Community Service Award, CCIS.
- O'Connor, L. (2008, 2010). Teaching Excellence Award, University of Kentucky CCIS.

The quality of research is also indirectly reflected in the faculty's ability to obtain research grants. Internally, the faculty of the School have acquired a number of substantial awards granted by the College, the University of Kentucky Research Foundation, or other UK offices. For a list of external grants and contracts received since 2004, see page 17.

During the review period, as in earlier times, the University, College, and School have continued to encourage innovation in teaching, research, and service by providing a stimulating learning and research environment as evidenced in:

- frequent summer University research grants for junior faculty
- assistance provided by the University of Kentucky Research Foundation in preparing grant applications
- regular sabbaticals for all regular-title faculty

- requirement that regular-title faculty appointments include teaching, research and service responsibilities with a close linkage of responsibilities to merit reviews, promotion and tenure decisions
- expectations of high performance in all areas of work assignment in decisions of promotion and tenure
- strong encouragement (institution wide) of faculty to seek external funding of research
- excellent support of faculty (graduate School, distance learning program, etc.) in developing innovative instruction – especially technology-based instruction
- special assistance available to support research (STARRS, statistical consulting services, etc.)
- strong encouragement by School and College of collaborative research (especially in health communication area) and instruction (especially in doctoral program)
- support for ITV³ and Internet courses provided by the distance education group

Diversity

III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

Goal 4 of the University of Kentucky 2009-14 Strategic Plan⁴ states:

Goal 4: Promote Diversity and Inclusion

It is a straightforward and important fact of life that diversity is one of the strengths of American society. Participation in diverse families, workplaces, schools, and communities is the norm and not the exception. From such participation emanates a realization of both similar and distinct approaches to dealing with human situations and solving problems and a better understanding of human concerns and interactions. This better understanding leads to more sound decisions about ways to improve the quality of human engagement and what people do and experience. The University of Kentucky will prepare students for meaningful and responsible engagement within and across diverse communities. Through its own example and engagement, the University will improve the climate for diversity throughout Kentucky, a commitment given special importance and emphasis by shared history. The composite effect of work with students in classrooms, residence halls, offices, laboratories, clinics, libraries, and public places should enable them to develop a more enlightened worldview; attain a deeper understanding of and commitment to authentic democratic values and social justice; embrace a greater commitment to service and leadership for the common good; exhibit greater cultural knowledge and competence; and play a personal role in Kentucky's success in the global economy.

Embracing and nurturing diversity is the responsibility of every member of the University community. It must be clear and convincingly evident that diversity is an essential value that informs every area and aspect of the University community. A genuine commitment to diversity as a core value establishes and sustains an inclusive and celebratory view of diversity as a systemic influence on the conduct of students, faculty, and staff and as members of society. As such, the goal of diversity is inherent in all of the University's strategic goals.

³ Interactive television, also referred to as compressed video

⁴ http://www.uky.edu/Provost/strategic_planning/plan.htm

The following statement on equal opportunity is found on the University home page:

An Equal Opportunity University

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability. (<http://www.uky.edu/Home/Web/eo/>)

Towards the purposes stated above, the University has established the Office of Institutional Equity and Equal Opportunity (see Appendix III:F) and developed an Affirmative Action Plan (See Appendix III:B).

To fulfill the goal stated above and to monitor progress in minority recruitment, the University of Kentucky has created two units to oversee and monitor initiatives relating to diversity:

- (1) Vice President for Institutional Diversity (Judy "J.J." Jackson)
- (2) President's Commission on Diversity (consisting of administrators, faculty, staff, and student representatives).

Qualifications of Individual Faculty in Teaching

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

Qualifications of Full-Time Faculty

Each new full-time faculty member in the School has been chosen to complement the expertise of the existing faculty. In addition to academic qualifications, other important criteria are: effectiveness in teaching, successful scholarly pursuit and productivity, and awareness of technological issues. Appendix III:A shows the diversity of full time and part time faculty background, by ALISE Classification Guide.

Qualifications of Part-Time Faculty

As suggested by Standard III.1, "Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty [and] enrich the quality and diversity of a program" by teaching specialties not represented among full-time faculty.

Criteria for engaging part-time faculty have been the individual's expertise, his or her availability and willingness to teach, and the need and suitability of the course the person would teach to the curriculum and course offerings. Appendix III:A illustrates the subject specialties of the current part-time faculty of the School.

In an attempt to improve the School's relations with part-time instructors, the following approaches have been implemented or are under consideration:

- creating and increasing opportunities for communication between full-time and part-time faculty members, especially between those who teach the same, or related, courses;
- providing better instructional support;

- giving more time and effort to integrating part-time instructors into our instructional program;
- offering financial support for professional development, e.g., attending meetings that enhance instructional abilities;
- holding regular meetings where their needs and instructional issues are discussed;
- developing a special mentoring program for part-time instructors;
- developing a handbook for part-time instructors.

Obviously, all of the things proposed above would require the expenditure of additional dollars and involve considerable effort by part-time instructors, School administration, and full-time faculty.

Qualifications of Individual Faculty in Research and Scholarship

III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

The reasonable teaching load (two courses per semester with optional summer teaching for full-time faculty members in the regular series, and three/two for faculty in special title series, depending on other responsibilities and activities) allows the faculty to engage in sustained research. The School provides adequate facilities and technical support. Where appropriate, the College has provided support for various research activities such as conducting surveys and summer institutes. Research equipment is often made available through funds from the University research foundation or external grants. The availability of clerical and research assistance for the faculty depends mostly on the individual's ability to secure external grants.

Lists of publications in faculty vitae demonstrate that faculty members generally engage in research and publishing in areas in which they teach. The faculty conduct research in a wide spectrum of areas and topics. These include expert systems, bibliographic control, subject access, metadata, information policy, computer applications in library- or information-services, medical informatics, user needs, the sociology of technology, library administrative structure, digital libraries, and library personnel and compensation.

Invitations or selections to present papers at conferences are also indication of the quality of faculty research. For lists of presentations by faculty, see Appendix III:C (faculty vitae).

Productivity

As can be seen from the summary in the Table below (reflecting only continuing faculty from date of hire as of the summer of 2004), most School faculty have published regularly during their careers. Collectively, School faculty have produced more publications during this review period than in the previous review period.

Typically, quantity and quality of publication are used as indicators of accomplishment in research. Details regarding "sustained record of accomplishment in research or other appropriate scholarship" are shown in the curriculum vitae of individual faculty members (see Appendix III:C) and are discussed in the section on Evaluation, below.

Although quantity does not always convey quality, it provides a tangible indicator of research activity. The faculty has shown considerable activity through the number of publications in various categories.

These include articles, books, chapters in books, edited works, proceedings, research reports, and book reviews. For complete lists of faculty publications, see Appendix III:C.

Table III-3 summarizes the productivity of faculty who have worked for the School since Fall 2004.

Table III-3 Research Productivity of Faculty, 2004-2010							
Faculty	Books	Articles	Chapters	Papers/ Proceed	Edited Work*	Reviews	Years Present
Bishop		3					.5
Black						6	2
Carrigan		1			12		7
Case	1	13	2	2		1	7
Chan	4	8	4				7
Gardner							2
Huber	1	4	1				2
Kim		8		3			6
McQueen							2
Miller, J.	1	2					7
Miller, R.				1			2
O'Connor		12	1				6
Reynolds			1				2
Sineath					2		6
White							5
Yi	1	9		10			6
*“Edited Work” includes published and unpublished reports, such as those written for ALISE or the University Libraries.							

Quality

Quality of research, on the other hand, is more elusive and often subjective. Internally, the assessment of the quality of research is typically carried out during the annual or biennial performance evaluation, two-year and four-year progress reviews of non-tenured faculty members, and consideration for promotion. Performance evaluation is the responsibility of the Director of the School. Progress review and promotion consideration, on the other hand, include peer review. In the last six years, performance evaluation and progress reviews have been carried out regularly, as required by the University. During 2004-2010, there was one appointment to a tenured position in the Special Title Series.

Quality of research is also assessed externally. For each review for promotion, five to six letters of evaluation are solicited from external sources.

Other sources of external assessment of the quality of research include the reviews and critical acclaims of publications produced by the faculty. Among the published monographs by the faculty, a number received highly acclaimed reviews.

The quality of research is also indirectly reflected in the faculty's ability to obtain research grants. Internally, the faculty of the School have acquired a number of substantial awards granted by the College, the University of Kentucky Research Foundation, or other UK offices. Following is a list of recently awarded internal grants:

- Yi, K. (2005). College Faculty International Travel Award, \$2,000.
- Kim (2006). University of Kentucky-Faculty Summer Research Grant, \$15,000.
- Yi, K. (2006). College Faculty International Travel Award, \$2,000.
- Yi, K. (2006). College Research Activities Grant, \$1,950.
- Kim, S. (2006). Department of Pathology and Laboratory Medicine and Markey Cancer Center, UK, Research Support Grant: two @\$6,750.
- Yi, K. and L. Chan (2006). UK Research Support Grant, \$16,000.
- Chan, L. (2007). College Faculty International Travel Award, \$1,000.
- Kim, S. (2007). College Faculty International Travel Award, \$2,000.
- O'Connor, L. (2007). College Research Activities Grant, \$3,000.
- Chan, L. (2008). College Faculty International Travel Award, \$1,000.
- Yi, K. (2008). College Faculty International Travel Award, \$2,000.
- Kim, S. (2008). College Faculty International Travel Award, \$2,000.
- Miller, R. (2008). College Faculty International Travel Award, \$2,000.
- Kim, S. (2009). College Faculty International Travel Awards, two @\$1,000.
- Kim, S. (2009) College Research Activities Grant, \$15,000.
- Yi, K. (2009). College Faculty International Travel Award, \$1,000.
- Case, D. & Miller, J. (2009) College Research Activities Grant, \$720.
- Kim, S. (2010). CCIS Dean's Research Grant, \$25,000.
- O'Connor, L. (with D. Sellnow et al., 2010). CCIS Dean's Research Grant, \$25,000.
- Case, D. (2010). College Faculty International Travel Award, \$1,950.

Following is a list of external grants and contracts received since 2004:

- Kim, S. (2005-2010). *Kentucky Biomedical Research Infrastructure Network (Subcontract)*. National Center for Research Resources (NCRR)-National Institute of Health (NIH), \$127,178.
- O'Connor, L. (2007). Emerald Research Award, \$5,000.
- Kim, S. (2008). Institute of Museum and Library Services (IMLS): Laura Bush 21st Century Librarians: "A Study of Metadata Framework for Digitized Pathologic Images." \$485,942. (original award = \$339,420; SLIS cost share = \$146,522)
- Huber, J. (2009). "Learning by Doing: Engaging LIS Students in an Outreach Impact Study." National Network of Libraries of Medicine, Greater Midwest Region. \$39,642.
- Kim, S. (2010) Medical Library Association's Donald Lindberg Research Grant Fellowship, \$9,945.
- Huber, J. (2010-2011) "GO KNOW NOW: Empowering Positive Living in Kentucky." National Library of Medicine. \$59,018.

Currently, incentives for faculty research productivity and grant activity have been in the form of ratings in the performance review and in promotion consideration, in addition to personal drive and satisfaction. Possible enhancement of incentives includes more research-assistant support for faculty. Research assistants could be either granted across-the-board for all faculty (e.g., a certain number of hours of RA time per academic year), or awarded on the basis of proposals. Such support would likely help with research productivity, but perhaps not with grant activity, since one of the incentives for writing grants is to obtain the RA support that is normally included in their funding.

One question warrants consideration. Increased faculty research productivity and grant activity will, almost certainly, come at the expense of instruction and service. In view of the need to balance the major missions of the University, what proportion should we increase faculty research productivity and grant activity and reduce faculty contributions in teaching and service?

Background and Expertise of Individual Faculty

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Qualifications considered in appointments to the faculty have included advanced degrees in library and information science or relevant fields and experience in teaching library and information science, as well as work experience in library and information agencies. Regular-Title faculty are expected to be eligible for membership in the University graduate faculty.

As shown in Table III-4, since 2004 the full-time faculty of the School have had the appropriate level of education for their assigned duties. Twelve of the seventeen faculty employed between 2004 and 2010 possess the doctorate. Of the 12 completed doctorates, 9 were in library science/information science, one in an aspect of education, one in comparative literature, and one in communication research. As is the norm at the University, future faculty recruitment will be directed mainly at doctorate-holding individuals.

Table III-4 Education of Full-Time Faculty				
Faculty	Highest Degree	Year	Institution	Field
Bishop	Ph D	2010	Florida State	Library & Info. Sci.
**Black	Ph D	2003	Florida	Library & Info. Sci.
Carrigan	MSLS	1986	Kentucky	Library & Info. Sc.
Case	Ph D	1984	Stanford	Communication
Chan	Ph D	1970	Kentucky	Comparative Lit.
**Gardner	MSLS	2000	Kentucky	Library & Info. Sci.
Huber	Ph D	1991	Pittsburgh	Library & Info. Sci.
Kim	Ph D	2003	Pittsburgh	Library & Info. Sci.
**McQueen	MLIS	1999	Wisconsin – Milwaukee	Adult Reference and Archives
J. Miller	MSLS	1992	Kentucky	Library & Info. Sci.
R. Miller	Ph D	2008	Emporia	Library & Info. Mgt
O'Connor	Ph.D.	2006	Kent	Cultural Foundation of Education
Reynolds	Ph D	2007	North Texas	Interdisciplinary Info. Science
*Sineath	Ph D	1970	Illinois	Library & Info. Sci.
*White	MSLS	1977	Kentucky	Library & Info. Sci.
Yi	Ph D	2005	McGill	Library & Info. Sci.
*Retired; **Left				

School faculty are cosmopolitan and outward-looking in their training and experience. The 2004-2010 School faculty are a diverse group, both geographically and ethnically. Thirteen of the 16 faculty members were born in the United States, while the other three are from Asia. They were educated in, and have worked in, 23 U.S. states, as depicted in Table III-5.

Table III-5 Diversity of Full-Time Faculty Backgrounds, Geographic			
Faculty	Place of Birth	Places of Education	Places of Work
Bishop	FL	FL	FL, KY
**Black	IL	FL, OH	OH, FL, GA, PA, IL
Carrigan	PA	OH, MA, KY	NY, NJ, WV, KY
Case	WA	WA, NY, CA	WA, NY, CT, CA, KY, Portugal
Chan	China	China, Hong Kong, Taiwan, FL, KY	NY, IN, IL, KY
**Gardner	KY	KY	KY
Huber	KY	NY, KY, PA	NY, TX, TN, KY
Kim	Republic of Korea	Republic of Korea, OH, PA, KY	PA, KY
**McQueen	WI	WI, NY	WI, NY, KY, IA
J.Miller	MN	MN, KY	KY, MN
R.Miller	NE	NE, France, KS	NE, KS, KY
O'Connor	Florida	SC, Ohio	SC, OH, KY
Reynolds	TX	TX	TX, KY
*Sineath	FL	FL, IL	GA, IL, MA, KY
*White	KY	KY	KY
Yi	Republic of Korea	Republic of Korea, IL, Canada	Rep. of Korea, IL, Canada
*Retired; **Left			

During the review period, 76 percent of the faculty were Caucasian, 18 percent Asian, and 6 percent African-American. Given that more than seven percent of the Kentucky population is African-American, it is reasonable to expect that the faculty make it a priority to recruit African-American faculty members, to more accurately reflect the composition of the state population.

Standard III.6 states that faculty should "have a substantial and pertinent body of relevant experience." Among them, School faculty have had considerable working experience in libraries and information agencies: a total of 69 years full-time and 12 years part-time across 16 individuals (an average of about four years). In addition, they have had extensive library and information studies teaching experience: a total of 184 years across 16 individuals (an average of almost 12 years). Ten faculty have worked in academic libraries, two in school media centers, four in public libraries, and three in special libraries. In addition, six have worked in non-library settings. Table III-6 shows the years and type of working experience among School full-time faculty.

Table III-6 Work Experience of Full-Time Faculty, in Years							
Faculty	Teaching		L i b r a r y				Other
	LIS	Related	Academic	Public	School	Other	
Bishop	.5	1	2 PT			1 PT Special	
**Black	2	1	2				
Carrigan	23		2 PT				9 ½ finance; 7 public administration
Case	26	1 PT	1 PT				1 Systems Analysis
Chan	40		5	1/2			
**Gardner	1	1			5		10 Classroom
Huber	14	1 PT		1/2		8 concurrent/ 1 ½ FT	
Kim	6						7 Cancer research
**McQueen							
J.Miller	6	9	11				14 Plant Pathology
R.Miller	11		7				2 Consult.
O'Connor	5	3PT	10				
Reynolds	2+	3	2	1		3 mos	15 Retail/Business
*Sineath	37	7	3	1			3 Consult.
*White	5	16			16		
Yi	5.5						4.5 Programmer, 0.6 engineer
*Retired; **Left							

In research, the School faculty continue to interact with faculty of other disciplines. Case has written several articles, conference papers and proposals with communication faculty member David Johnson, and with various medical center faculty, while Kim has written articles with other communication and medical center faculty; Huber has also written proposals with communication and medical faculty.

Teaching Assignments

III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

Teaching/Advising

The normal teaching load for Regular-Title faculty is two classes fall semester and two classes spring semester. Teaching in the summer is voluntary and with additional compensation. The list of courses taught by the full-time faculty, shown in Table III-7, coupled with the experience and course assignments

of part-time faculty, demonstrates that the teaching areas of both regular- and part-time faculty match their areas of expertise:

Table III-7 Courses Taught By the Full-Time Faculty								
Faculty	C o u r s e s 2 0 0 4 - 2 0 1 0							
Bishop	603							
Black	600	601	659					
Carrigan	600	603	609	645	659	675	690	695
Case	600	608	615	690	695			
Chan	602	630	655	656				
Gardner	603	644	647	648	676			
Huber	690	695	748	768				
Kim	602	624	639	640	690			
McQueen	611	613						
Miller, J	636	638	695					
Miller, R	601	608	623	659				
O'Connor	600	601	622	625	646	690	695	
Reynolds	610	611	613	614	690			
Sineath	603	690						
White	644	647	648	676				
Yi	602	637	668	695				

The milieu of teaching ranges from the traditional classroom face-to-face to distance/online learning, and methods used include class lectures with discussions and instructor-student communication through Blackboard, the online learning device adopted by the University of Kentucky. School faculty have begun to use the web conferencing Adobe Connect system. Class materials in both print and digitized forms are used where appropriate.

For those students who require more specific advising than can be provided by Mr. Buntin, each faculty member is responsible for advising those students assigned to her or him, both on the Lexington campus and off-campus. The number of advisees per faculty member varies, partly depending on the faculty member's specialty. Advising is conducted face-to-face, through e-mail, and by telephone. During the review period, Professor Jackie White and, following her retirement, Ms. Melissa Gardner, the faculty members in the school library media program, carried the heaviest advising load because of the requirements of the program. Ms. Gardner advised some students as many as three times during their final semester, because of the complexity of state certification. She continues in this role as a part-time instructor. Currently, three volumes of assessment and folio information for the school media certification pro-

gram are on file in the SLIS offices. In addition to advising the students, she maintains their folders in regard to the necessary items for admission, certification, and rank-advancement, which must meet explicit certification guidelines. As of fall 2010, 43 students are enrolled in the school media track of the School of Library and Information Science.

Other instructional activities include membership on doctoral committees outside of the School and participation in distance learning. Case and Sineath have served on numerous doctoral and masters committees outside of the School, chiefly in communication, education, and management. Currently, most faculty participate in distance learning over the World Wide Web.

Procedures for Systematic Evaluation

III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

Evaluation: University Mandated Procedure

The primary instrument used for evaluating faculty is the annual/biennial performance evaluation mandated by the University. Performance evaluation of faculty is the responsibility of the Director. Non-tenured members are evaluated annually; tenured members are evaluated either annually or, if preferred, biennially. In addition, non-tenured members are reviewed at the end of the second and fourth years. The reviews are by the Director and all tenured faculty members, and are for the purpose of assessing non-tenured members' progress towards tenure, which takes place during the sixth year. Thus, the tenured faculty members are involved in the biennial reviews and in the promotion considerations. For promotion, student and sometimes alumni input is also sought. The University's procedures for faculty appointment, promotion and tenure are set forth in Appendix III:D.

The Director of SLIS is evaluated annually by the Dean. Procedures for a biennial evaluation of a director or chair by the unit's faculty are typically established at the college level. However, such procedures were not codified in the College of Communications and Information Studies rules developed after the merger of the then College of Communications and College of Library and Information Science. In the absence of such College procedures, each unit has developed procedures, and SLIS is in the process of doing so in order to evaluate the Director in fall of 2011.

Teaching Evaluation

Other areas of consideration include indicators of the quality of teaching in the School. There are several instruments for assessing the quality of teaching, both collectively and individually.

The quality of teaching of the faculty as a whole may be assessed through comparison with other units at the University, particularly with units within the College. For example, a comparison of the results of teaching evaluation for the fall 2004-2009 semesters between the School and other units in the College and the University yields the data in Table III-8:

Table III-8 Course Evaluation Summaries			
Overall Quality of Teaching* 2004 - 2009			
Semester and Year	Lexington Campus	College of Communications and Information Studies	School of Library and Information Science
Fall Semester 2004	3.3	3.4	3.4
Fall Semester 2005	3.4	3.5	3.5
Fall Semester 2006	3.43	3.5	3.5
Fall Semester 2007	3.43	3.5	3.4
Fall Semester 2008	3.43	3.5	3.4
Fall Semester 2009	3.43	3.6	3.5

* Data in this Table are based on information obtained from the University web-site: <http://www.uky.edu/IR/tce.html>. The data were collected from paper evaluations filled out by students in face-to-face classes as well as those from some of the online courses (before online evaluation was implemented). They do not reflect evaluations conducted online since 2009.

Information in Table III-8 shows that the overall quality of teaching at the School remains generally at a level higher than the average of the other units in the University and at a comparable level or slightly lower when compared to the College as a whole.

The quality of teaching on the part of individual faculty members is typically assessed through course evaluations. Each semester, a course evaluation is undertaken in each class. The School uses a standardized form developed for the University as a whole. Copies of teaching and other evaluation forms appear as Appendix III:E.

Currently, the School relies to a large extent on course evaluation for assessing the quality of teaching of individual faculty members. The results are used as the basis for the annual or biennial performance evaluation of teaching, and for promotion.

Other indicators of excellent teaching include awards for good teaching (O'Connor received the College of Communications and Information Studies Excellence in Teaching Award during the review period), as well as invitations to speak in other classes or at professional events. Presumably, the latter happen because the invited faculty member is well known in the field or is a good speaker.

Yet another source of evidence regarding the teaching performance of School faculty is the survey the School gives to students graduating each semester. Graduating students fill out an exit survey on which they rate a number of aspects of their experience in the program. Six of these items have to do with faculty teaching performance. We consider the results of the graduating-student survey in two ways: first, the average ratings per criterion over the five academic years during the review period; and second, the changes in these ratings over the six-year period.

One set of questions on the forms asks students to rate the faculty as a whole on six criteria: good instruction, supportive to students, easy to contact, knowledgeable about subject, fair in grading, and good advisors for professional guidance. Student responses indicate the proportion of faculty who match those previous ideals: all, most, some or none.

Table III-9 Summaries of School Survey of Graduating Students 2004-2009				
Average Percent of Students Agreeing with Statements Regarding Faculty Teaching Performance, 2004-2009				
S t a t e m e n t s	Proportion of School Faculty			
	All	Most	Some	None
Offer Good Instruction	19.02%	67.32%	13.66%	0.00%
Supportive to Students	36.10%	53.66%	10.73%	0.00%
Easy to Contact outside Class Hours	40.98%	46.83%	11.22%	0.49%
Knowledgeable about Subject	69.76%	27.80%	2.44%	0.00%
Fair in Grading	50.24%	47.80%	1.95%	0.00%
Good Advisors for Professional Guidance	27.80%	39.51%	27.32%	3.41%

Table III-9 shows that over the six years, faculty received their highest ratings for “knowledgeable about subject” (for which 97.56 percent of students responded all or most) and “fair in grading” (98.04 percent responded all or most). The School faculty have done least well in offering good instruction (86.34 percent of students said all or most) and good advising (67.31 percent). In four of the six categories, no graduating student has said that none of the School faculty meet these criteria.

Regarding the individual items, it is clear that the School faculty (collectively) received their highest ratings for the criteria knowledgeable about subject and fair in grading (in which about 98 percent of students say all or most), and their weakest marks for good advising (in which 27 percent of students indicated that only some faculty adhered to the ideal). One reason for the low rating in faculty advising could be attributed to the fact that Student Affairs Officer Will Buntin is the first stop for general advising, and most students do not go further to seek advice directly from faculty.

Recommendations

Continue to actively recruit minority members in an effort to maintain an ethnically diverse faculty.

Actively recruit new faculty from the best doctoral programs in LIS and other fields.

Enhance, mentor, and provide other forms of support to assistant professors to ensure retention. Continue to grant a course release during the first year of service, special research assistant support, increasing joint research projects and co-authorship, and/or appointing a faculty mentor.

Consider the internal funding of research assistants for School faculty in order to help support faculty scholarship.

Consider ways to improve the use of part-time instructors through providing better instructional support, integrating them into the School's instructional program, enhancing technology support off-campus, holding regular meetings and mentoring sessions for part-time instructors, and increasing channels for communication between full-time and part-time faculty members.

Supporting Documents for III Faculty

Appendix III:A Diversity of FT/PT Faculty Backgrounds, by ALISE Classification Guide

Appendix III:B University of Kentucky Affirmative Action Plan
http://www.uky.edu/EVPFA/EEO/pdf/UK_AAP.pdf

Appendix III:C Vitae of Current Full-Time Faculty (see SLIS website)

Appendix III:D Procedures for Promotion; Procedural Summary Given to Candidate (see SLIS website)

Appendix III:E Materials Used to Evaluate Faculty (see SLIS website)

Appendix III:F University of Kentucky Office of Institutional Equity and Equal Opportunity
<http://www.uky.edu/EVPFA/EEO/>

IV. STUDENTS

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IV. STUDENTS

Introduction

In conjunction with preparing the 1997 *Program Presentation*, faculty at the School addressed the issue of optimum enrollment and determined it to be 180-220 on a headcount basis. In preparing the 2004 *Program Presentation*, faculty again addressed the issue of optimum enrollment, and again determined it to be 180-220. At that time we wrote: “This figure is based on the understanding that a student faculty ratio of between 18:1 and 22:1 is ideal for creating a learning environment conducive for direct student-faculty interaction.”¹ Since then, we have, again, addressed the issue of enrollment, and we continue to believe the optimum is 180-220. However, as data in Table IV-1 show, at times during the past 20 years enrollment exceeded the upper limit of that range. During the review period such was the case the fall semesters 2004, 2005, and 2006.

Table IV-1 Enrollment in Master’s Programs Fall Semester, 1970-2010 (Headcount)					
Year and Enrollment	Year and Enrollment	Year and Enrollment	Year and Enrollment	Year and Enrollment	Year and Enrollment
1970 129	1977 144	1984 128	1991 255	1998 219	2005 246
1971 149	1978 108	1985 115	1992 267	1999 209	2006 233
1972 156	1979 133	1986 130	1993 239	2000 199	2007 216
1973 171	1980 138	1987 146	1994 240	2001 184	2008 214
1974 161	1981 129	1988 171	1995 215	2002 210	2009 219
1975 164	1982 97	1989 206	1996 202	2003 236	2010 215
1976 134	1983 99	1990 241	1997 210	2004 251	
Enrollment numbers in bold exceed the upper limit of the range that was determined to be optimum, 180-220.					

If enrollment exceeds the upper limit by a small amount, it does not present a problem. However, when enrollment exceeds the upper limit by a large amount, we must add additional sections of core courses, with the result that faculty teach fewer electives. If we turn to part-time instructors to teach electives that would have been taught by SLIS faculty, there are financial implications for the School.

¹ 2004 *Program Presentation*, IV-4.

Although, for a while, we assumed the problem of high enrollment would take care of itself via a decline in the number of applications, it did not, and finally we acted. What, more than anything else, prompted us to take steps to reduce enrollment was a reversal of the typical pattern, in which enrollment in a spring semester is lower than in the immediately preceding fall term. As data in Table IV-2 show, enrollment spring 2005 was higher than in fall 2004. As a result, high enrollment was a theme of fall 2005 meetings of the School Council and precipitated the decision, at the November meeting, to discontinue spring admission and take other steps to *decrease* enrollment to the level that was appropriate, given the number of faculty. However, the following month, in December 2005, the University Board of Trustees adopted the goal of a substantial *increase* in undergraduate and graduate enrollment in coming years. Under the plan, graduate and first professional enrollment would grow by 390 between 2004 and 2012 and by an additional 360 between 2012 and 2020. This put the School's decision to decrease enrollment at odds with the University's goal to increase the number of students in the category that includes the LIS master's-degree programs. As a result, while the School remains sensitive to the need to retain an appropriate student faculty ratio, it has striven to maintain fall enrollment at the upper end of the enrollment range deemed to be appropriate.²

Academic Years	Enrollment	
	Fall	Spring
2009-10	219	199
2008-09	214	194
2007-08	216	186*
2006-07	233	188*
2005-06	246	235
2004-05	251	254
2003-04	236	232
2002-03	210	209

*Number admitted spring 2007 and spring 2008 was reduced to bring enrollment within the 180-220 optimum range.

Recruitment, Admission, Financial Aid, Placement

IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

Recruiting Students to the School

Campus Visits

Table IV-1 shows enrollment in the School's master's programs each fall semester for four decades. To those of us in the School, the data reveal not only the raw numbers but also the twin facts that, at no time since we prepared the 2004 *Program Presentation* has recruiting students been a problem, but at times dealing with high enrollment has been a challenge. The persistent reality of high enrollment since we pre-

² In most academic years, enrollment in the fall is greater than enrollment the following spring. Although the difference was greater in the years we did not admit in the spring, the pattern persists even with spring admission.

pared the 2004 *Program Presentation* may be seen as testament to the success of our recruiting efforts. Those efforts include campus visits by Student Affairs Officer Will Buntin to:

Kentucky State University	University of Louisville
Eastern Kentucky University	Northern Kentucky University
Berea College	Hanover College
University of Kentucky	

Professional Events

In addition to campus visits, Student Affairs Officer Buntin routinely attends professional events to recruit students, and in recent years has attended the following events:

Kentucky Public Library Association Meeting	Kentucky Book Mobile Conference
Kentucky Library Association/Kentucky School Media Association Joint Conference	

Advertisements in Student Newspapers

As an additional way to recruit students, the School has run advertisements in student newspapers at the following institutions:

Kentucky State University	University of Louisville
Eastern Kentucky University	Northern Kentucky University
Morehead State University	University of Cincinnati
Marshall University	University of Kentucky

Advertisements on Google

As yet another way to recruit students, Student Affairs Officer Buntin bids on search terms so that when someone enters a search phrase on Google.com, such as “online library science degree,” the School gets a prominent spot on the results page. This lets us target those people who are searching for information about library science programs, or more specifically online library science programs.

Distance Learning as a Form of Recruiting

We believe our recruiting efforts include our distance learning program. As the only ALA-accredited program in Kentucky, and at a public University, the School has for years been aware of an obligation to reach out to Kentuckians to make available the course of instruction that introduces career prospects to some and enhances career opportunities for others. For many years the School operated a very successful off-campus program at Northern Kentucky University (NKU). The success was due to several things:

- an excellent working relationship with NKU;
- an excellent market for our graduates in the Northern Kentucky/Cincinnati metropolitan area;
- a reciprocity agreement that enabled residents of several Ohio counties to take our courses at NKU and pay Kentucky’s then relatively attractive in-state tuition.

Kentucky includes what is often referred to as the “golden triangle,” defined by Lexington in the south, Louisville in the west, and Northern Kentucky/Cincinnati in the north. With its off-campus program at NKU, and its home on the UK campus in Lexington, the School could be seen as serving two-thirds of the golden triangle. That left Louisville/Jefferson County and that metropolitan area unserved. For years the

School tried to offer instruction in Louisville, but the demand was never remotely comparable to that at NKU. However, more than a decade ago the Dean of Libraries at the University of Louisville (UofL), the Director of the Louisville Free Public Library, and the Director of School Library Media Services for Jefferson County Public School District³ asked the School to try again, and the two library directors promised to help their employees with tuition. The School responded with a three-year program of courses in Louisville, beginning fall 1999, and response was immediately gratifying.

Distance Learning Task Force Report

Limited use was made of interactive television to deliver distance learning courses, but, for the most part, instruction was on-site; and, although some part-time instructors were used, many of the courses at NKU and in Louisville were taught by the School's regular faculty, who traveled to the location. With Internet course delivery growing in popularity, and with the three-year Louisville program of courses coming to an end, Director Timothy Sineath in March 2002 appointed a Distance Learning Task Force. The Task Force report, issued in November 2002, contained two major recommendations:

Recommendation 1: Off-Campus Degree Program⁴

The School should develop and implement an off-campus degree program that:

- is approved by the Graduate School;
- is delivered in Louisville and Northern Kentucky;
- uses the range of delivery methods, e.g., the web, compressed video, on-site instruction.

Recommendation 2: Internet Degree Program

The School should commit to a 3-year transition to an Internet degree program that:

- offers a way to complete the MSLS program that is an alternative to, but does not replace, the on-site Lexington program;
- uses the Internet to deliver the core courses and a thoughtfully arrived at list of other courses;
- is accompanied by the phase-out of the off-campus degree program (Recommendation 1).

In its report the Task Force listed steps to be taken to implement each recommendation and a deadline for the completion of each step. To implement recommendation 2 would require that there be Internet versions of all of the core courses, and the development of Internet versions of the core courses was to be completed by the *end* of the fall semester 2004. Two of the core courses were delivered via the Internet fall 2004, which beat the deadline, and a third was delivered online spring 2005, which essentially met the deadline. However, it was not until spring 2009 that the final core course was available online. In the meantime, Internet versions had been developed of a number of elective courses, so that, with the final core course available via the Web, a student could complete the School's master's-degree program online. We see this as a form of recruiting. Data in Table IV-3 compare the total number of courses and sections, all formats, and the total number of courses and sections, online format, available fall 2004 and fall 2009. The data reveal the degree to which the School's stated commitment to making its program available online has been implemented.

³ Louisville is the seat of Jefferson County, and the Jefferson County Public School District includes the City of Louisville.

⁴ Although the School had for years offered courses at Northern Kentucky University, it did not offer a degree program there. The three-year program of courses in Louisville also did not constitute a degree program.

	2004	2009
Total – All Formats		
No. of Courses	16	20
No. of Sections	30	27
Total – Online Format		
No. of Courses	7	18
No. of Sections	9	19

Recruiting a Diverse Student Body

The language of the standard refers to “policies to recruit and retain students who reflect the diversity of North America’s communities.” In one sense our students reflect the diversity of the Commonwealth of Kentucky. Fall semester 2009 our student body was 90.4 percent White, and, according to the most recent Census Bureau estimates, Kentucky’s population is 89.9 percent White. However, the distribution of the remaining approximately 10 percent differs. Only 3.6 percent of our student body is Black, whereas 7.7 percent of Kentucky’s population is Black.⁵ In the 2004 *Program Presentation* we reported that Kentucky’s population, according to the 2000 census, was 7.3 percent African American, whereas our student body fall semester 2003 was 3.0 percent African American.

Our inability to recruit a more diverse student body is a source of persistent frustration. Within the limits of our resources, we have tried various techniques. In the 2004 *Program Presentation* we discussed several strategies designed to recruit African American students. In one strategy, the School attempted to enlist the help of library directors at public and private colleges and universities in Kentucky and West Virginia. The directors were asked to assist in identifying students who might wish to pursue a career in library and information science, and, in asking the directors, we emphasized the need to increase African American representation throughout the library profession. We also asked the directors of selected public libraries to assist in identifying individuals who might wish to pursue a career in library and information science. The public libraries were chosen from among those serving larger cities in Kentucky, contiguous states, and the Southeast. Because many who apply to the School are employed in libraries, often while undergraduates and in other cases as staff members of public libraries, we hoped that seeking the assistance of academic and public library directors to recruit African American students to the School would be a successful strategy. It was not.

We also discussed, in the 2004 *Program Presentation*, our optimism that another strategy we were putting in place would improve our ability to recruit minorities in general and African Americans in particular. We noted that, for many years the School and Lexington Public Library jointly administered an internship at the library, which each year enabled a student enrolled in the School’s master’s program to earn valuable work experience at the library. At some point, discussing the internship, representatives of the School

⁵ Kentucky state estimates are as of July 1, 2008. U.S. Census Bureau, American FactFinder.

and of the library realized they shared a goal, to attract more minorities to the profession. As a result, the internship became available exclusively to members of the federally recognized ethnic minority groups. The first such intern, a young woman whose heritage included American Indian ancestry, was chosen for AY 2002-2003. Soon thereafter a second applicant to the master's program, an African American woman, was identified as a person especially well suited to the internship, and Lexington Public Library found the funds to support two interns. Following the graduation of the first minority intern at the library, we identified another applicant to the master's program, a woman of Hispanic ancestry, who, we believed, would make an excellent candidate for an internship, and she was appointed an intern at the time she enrolled in the master's program fall 2003.

We were pleased to be able to report, at that time, there were minority internships at three of the libraries at the University of Louisville which were open to those enrolled in our master's program. Moreover, we worked with the Associate Provost for Library Services at Northern Kentucky University to create a minority internship at NKU's Steely Library, beginning fall 2004. We conceded that, even in the aggregate, the internships would not increase substantially the number of minorities among the School's students, and we pointed out that efforts had failed to produce minority internships at two institutions that were good candidates for such a program, Kentucky State University (KSU) and Louisville Free Public Library. Still, the minority internships held out the promise of a successful strategy. Today, we must report that none of the minority internships exists, having fallen victim to a variety of things, certainly to include financial realities.

Today, Student Affairs Officer Buntin regularly attends career fairs at the two institutions in Kentucky that should hold out the best promise for greater success in recruiting minority students, Kentucky State University and the University of Louisville. Kentucky State University is located in Frankfort, just 25 miles west of Lexington. According to information on the KSU Web site, "The university was chartered in May 1886 as the State Normal School for Colored Persons, only the second state-supported institution of higher learning in Kentucky." Today, although the student body of approximately 2,700 is integrated, KSU continues to enroll many African American students. For that reason we have attended career fairs there for years – and been persistently disappointed at the little interest in library and information science as a career.⁶ Although, according to Census information, Kentucky's 2008 population, estimated to be 4,269,245, included only 329,225 African Americans, 7.7% of the total, nevertheless a substantial portion of that total live in Louisville-Jefferson County, which is not only Kentucky's largest community but also the only one with a substantial industrial base. As one result, African Americans are well represented in the University of Louisville student body. For that reason, for years we have attended career fairs at UofL, and, as with KSU, have been persistently disappointed at the little interest in library and information science as a career. It is not the case that no UofL undergraduates apply to our program. Indeed, some do and go on to earn the MSLS degree. However, their numbers are not great enough to significantly improve our ability to recruit a diverse study body.

⁶ A "recruiting fair" can comprise employers and graduate and professional schools, or only graduate and professional schools. At some recruiting fairs that have both employers and graduate and professional schools, there appears to be little interest in graduate and professional schools among the students who attend. We have suggested to placement offices that they hold separate career fairs for graduate and professional schools.

Admission⁷

Regular Admission

The following appears in the School *Bulletin*:

ADMISSION

High enrollment and a continuing large number of applications make it impossible for the School to admit all who meet the admission criteria. The School's budget and number of faculty limit enrollment, and meeting the GPA and GRE criteria (see below) does not guarantee admission. Admission decisions are competitive, based on analysis of a variety of relevant factors regarding the applicant and enrollment in the master's program, which determines the number of applicants who can be admitted. The goal of the admission criteria is to enable the School to estimate the applicant's potential as a graduate student and information professional.

Primary Factors; GPA and GRE Criteria

Three primary factors are considered in deciding whether to admit an applicant to the School:

- a bachelor's degree from an accredited institution
- an undergraduate grade point average of 2.75 or higher,⁸ and a grade point average of 3.0 or higher on any prior graduate work, in both cases on a scale with A = 4.0
- Graduate Record Examination scores, (a) on the General Test taken before October 1, 2002, of 450 or higher on the verbal section and of 400 or higher on the quantitative section or on the analytical section; (b) on the General Test taken on or after October 1, 2002, of 450 or higher on the verbal section and of 400 or higher on the quantitative section or 4.0 on the analytical writing section.

Other factors, which are also considered in the admission decision, include personal references, personal interviews, work experience, academic background, other graduate work, progressive academic improvement, and the cultural and geographic origin of the applicant. Applicants for whom English is not the native language must meet Graduate School minimums on the TOEFL exam. School faculty expect all students to have certain computer competencies before entering the program, including using microcomputer operating systems, word processing software, spreadsheet applications, and electronic mail.

Conditional Admission

The preceding discussion pertains to *regular* admission. However, the Graduate School also provides for special admission categories, one of which is *conditional* admission. The Graduate School *Bulletin* has this information:

CONDITIONAL ADMISSION

[A] Students wishing to pursue an advanced degree who are temporarily ineligible for regular graduate admission status may be recommended by the Director of Graduate Studies for conditional admission status in the following cases:

- Receipt of a final undergraduate transcript showing an awarded Bachelor's degree.
- Receipt of official GRE (or equivalent) scores.

⁷ As a result of another budget cut, 2% recurring effective July 1, 2010, the School has lost a faculty line and has suspended admission to the school library media program. We discuss this in the curriculum chapter.

⁸ The University Senate on February 8, 2010, approved the School's proposal to raise the undergraduate grade point average admission requirement to 3.00, effective fall 2010.

These requirements will be monitored by the Graduate School and must be met prior to the date set for priority registration during the first semester of enrollment. Students will not be allowed to priority register if these requirements are not met.

[B] Programs will also have the option to recommend that students be admitted “conditionally” for other reasons including:

- Completion of deficiencies, such as taking specific required undergraduate courses.
- Program review upon completion of a specified number of hours of course work.

These requirements will be monitored by the program; the Graduate School should be notified when they have been met so that the student's status can be changed to regular admission. Approval to proceed with the doctoral qualifying examination or the master's final examination will not be granted to students remaining in conditional status.

Although conditional admission as described in [A], above, has been used to admit applicants to the School, conditional admission as described in [B] had not been widely used, and for some time we included the following in the School *Bulletin*:

Conditional Admission

The Graduate School Bulletin states that a person who is “temporarily ineligible for regular graduate admission status may be recommended by the Director of Graduate Studies [in the program in which the person wishes to take courses] for conditional admission.” However, the School of Library and Information Science rarely recommends to the Graduate School that an applicant be granted conditional admission, preferring to award openings to those who present a completed application and meet the admission criteria. In the rare case in which the School does recommend conditional admission, it is typically for an individual who has a marginal undergraduate grade point average, but excellent GRE scores, strong recommendations, and especially relevant experience.

Requests for consideration for conditional admission must be in writing to the School’s Director of Graduate Studies. If the Admissions Committee recommends conditional admission, the conditions that must be satisfied for regular admission will be conveyed in writing to the applicant. Conditional status is limited to 12 semester hours.

In the SLIS *Bulletin* statement about conditional admission, we made it clear we rarely recommended to the Graduate School that an applicant be granted conditional admission. However, there have been exceptions. In February 2007 the Admissions Committee considered an application from a person whose undergraduate grade point average, 2.36, was substantially below the School’s UGPA criterion of 2.75.⁹ Moreover, whereas at times an applicant’s low UGPA is the result of low grades early in the undergraduate program, which better grades later in the program are unable, mathematically, to offset completely, such was not the case with this applicant; and, although two of the applicant’s GRE scores exceeded our criteria, the Admission Committee rejected his application. However, when he learned his application had been rejected, the man did what the SLIS *Bulletin* prescribed, he wrote to the School and asked that his application be reconsidered. When the Admissions Committee met to consider the applicant’s request for reconsideration, members noted, again, that two of the three GRE test results exceeded our criteria, the

⁹ The University Senate on February 8, 2010, approved the School’s proposal to raise the undergraduate grade point average admission requirement to 3.00, effective fall 2010.

verbal result by 100 points. Moreover, in the interim between voting to reject his application and meeting to reconsider it, one member had met with the applicant, and reported to the other Committee members that the applicant had made a favorable impression.

When the Admission Committee considered the applicant's request that his application be reconsidered, and decided to recommend that he be granted conditional admission, the Committee discussed whether greater use should be made of conditional admission, and decided that it should. As a result, from summer 2007 through fall 2009 16 applicants were offered conditional admission, 14 of whom enrolled. Table IV-4 presents information about the use of conditional admission over that period, to include performance in the program by those who were admitted conditionally.

Table IV-4 Report on Use of Conditional Admission Summer 2007 – Fall 2009							
A	B	C	D	E	F	G	H
Name*	Enroll?	UGPA	GGPA	GRE	Complete Program	Pass Exam	Program GPA
<i>Granted conditional admission for summer 2007</i>							
1.	yes	<u>2.36</u> !	----	550 260 4.5	yes	1 st time	3.83
2.	yes	4.00	----	<u>370</u> 600 4.5	yes	1 st time	4.00
<i>Granted conditional admission for fall 2007</i>							
3.	yes	<u>2.68</u>	----	<u>360</u> 350 4.5	yes	1 st time	3.58
4.	no	3.75	3.78	<u>420</u> 460 410	Did not enroll.		
5.	yes	<u>2.67</u>	----	580 470 4.0	yes	1 st time	3.57
6.	yes	<u>2.19</u>	----	500 410 5.0	yes	1 st time	3.50
7.	yes	2.91	----	<u>420</u> 540 5.0	enrolled		3.89/27
<i>Granted conditional admission for fall 2008</i>							
8.	yes	3.15	3.8	<u>380</u> 230 3.5	enrolled		4.00/
<i>Granted conditional admission for summer 2009</i>							
9.	yes	<u>2.62</u>	----	460 390 570	enrolled		3.0/12
<i>Granted conditional admission for fall 2009</i>							
10.	no	3.02	3.83	<u>400</u> 320 390	Did not enroll.		
11.	yes	3.92	----	450 <u>270</u> 3.5	enrolled		4.0/6
12.	yes	<u>2.67</u>	3.50	470 <u>230</u> 3.5	enrolled		3.0/9
13.	yes	<u>2.57</u>	----	500 480 4.0	enrolled		3.0/6
14.	yes	<u>2.45</u>	----	<u>410</u> 210 3.5	enrolled		3.5/6
15.	yes	<u>2.52</u>	----	590 350 5.0	no		1.75/12
16.	yes	<u>2.62</u>	----	500 600 5.0	no		2.67/9
*This table, with names of the individuals, is available to Review Panel members. !An underlined GPA or GRE score is below the School's criterion.							

Financial Aid

Financial aid comprises several categories, to include student loans. We direct an applicant to our program, or student enrolled in the program, who inquires about student loans to the University's Office of Student Financial Aid. Other categories of financial aid are fellowships, scholarships, and assistantships. Fellowships are administered by the Graduate School; some scholarships are administered by the Graduate School and others by the School of Library and Information Science; assistantships are administered by the School, in some cases in collaboration with University Libraries and other units on campus. Our *Bulletin* includes a section, Funding Your Education, that provides useful information as well as links to more information:¹⁰

Funding Your Education

Multi-Year Fellowships require no service. Their purpose is to attract outstanding first-year graduate students, and thus they are not available to those already enrolled in the graduate program. They are open only to individuals nominated by their UK graduate programs who meet GPA and GRE requirements established by the Graduate School; they are not open to off-campus students. Because of the schedule the Graduate School sets for these awards, it is essential that an application for admission be received by January 15. The School will nominate only those who, in the School's judgment and experience, are strong candidates.

Lyman T. Johnson Fellowships are available from the Graduate School to increase the number of underrepresented graduate students. The Fellowships match an award the student receives through the academic program. To take advantage of Lyman Johnson Fellowships, the School collaborates with libraries to create Internships.

Graduate Assistantships and Internships require the student to provide service, generally 15-20 hours per week. Most Assistantships and Internships are awarded to begin the fall semester. The application deadline is March 1. The application form for a Graduate Assistantship can be downloaded at <http://www.uky.edu/CIS/SLIS/admissions/forms.htm>.

For information about other fellowships and scholarships, visit the Graduate School web site at <http://www.research.uky.edu/gf/fellowship/fellowassist.html>

Scholarships from the School are also available. Scholarships include the Helen E Fry, Vivian J MacQuown, SLIS Alumni Endowed Fund, Hallie Day Blackburn Scholarship, and Williena Burdine Broyles Memorial Scholarship. For more information on SLIS scholarships, go to <http://www.uky.edu/CIS/SLIS/admissions/scholarships.html>

The Kentucky Library Association has offered the Kentucky Library Association Scholarship for Minority Students the past several years. More information about that scholarship can be found at <http://www.kylibasn.org/docs/klascholarship.pdf>

Other groups that may offer funding for library students include the American Library Association, the Medical Library Association, the Special Libraries Association. All applicants and students are encouraged to apply for Federal financial aid by submitting their FAFSA.

¹⁰ <http://www.uky.edu/CommInfoStudies/SLIS/bulletin/2009fall.pdf>

There is considerable information about financial aid on the School's Web site:¹¹

SLIS Scholarships

Hallie Day Blackburn Scholarship Fund supports students that seek careers in public libraries. The award honors the late Hallie Day Blackburn who worked for many years for the Kentucky State Library.

Williena Burdine Broyles Memorial Endowed Scholarship was established in 2004 by Marvin Burdine to honor his sister Williena, a librarian in the Somerset, Kentucky, School system for 25 years. To be eligible for the award students must be from one of Kentucky's Appalachian counties (as defined by the ARC), demonstrate financial need as determined by the Office of Financial Need and be a major in Library Science.

John Thomas Durham Graduate Student Fund was established by Henry Durham to honor his son Thomas, a graduate ('97) of the School of Library and Information Science. Income from the fund is used to support and enrich the experiences of SLIS graduate student(s) working in the UK Libraries. Graduate student expenses may be partially or totally supported with the income from the Fund. Recipients of the Fund are selected by the Director of School in consultation with the UK Dean of Libraries.

Helen E. Fry Memorial Scholarship Award supports student scholarships. The scholarship honors the memory of Helen Fry a ('34) School of Library and Information Science graduate.

Vivian J. MacQuown Endowment Scholarship supports graduate students seeking Library Science degrees. The award honors the memory of MacQuown a retired UK faculty member.

SLIS Alumni Endowed Fund provides one or more scholarships to graduate students who are enrolled in the School and show a need for financial assistance.

SLIS Endowed Graduate Fellowship Fund supports graduate fellowships based on qualifications.

To apply for any of the above scholarships, please submit our online scholarship application.

Other Funding Sources

Graduate Assistantships: Graduate Assistantships require the student to provide service, generally 20 hours per week. The majority are awarded to begin the fall semester. Due to the School's desire to use Graduate Assistantships and Internships to recruit students to the master's program, it is rare for such an award to be offered to a person already enrolled in the program. The application deadline is March 1. The application form can be found on our application forms page.

Ezra Gillis Graduate Tuition Scholarship: The Ezra Gillis Graduate Tuition Scholarship is available for non Kentucky residents. This scholarship provides \$2,500 per semester for a maximum of four semesters. The student must remain in good standing in order for the scholarship to be renewed on a semester basis. More information can be found at <http://www.research.uky.edu/gs/eggs.html>

Lyman T. Johnson Academic Year Fellowship: This fellowship is available as a matching award for those applicants holding the equivalent of a half-time teaching or research assistantship in one of UK's graduate programs. LTJ Fellowships, in combination with an assistantship, provide up to \$15,000 a year for the student plus tuition and health insurance. Open to all qualified individuals, the Graduate School will match department contributions up to a maximum of \$7,500 per year for stipends. More information about this award can be found at <http://www.research.uky.edu/gs/fellowship/LTJ.html>

¹¹ <http://www.uky.edu/CommInfoStudies/SLIS/admissions/scholarships.html>

Other Funding: Other fellowship opportunities can be found at <http://www.research.uky.edu/gf/fellowship/fellopps.html>. Students are encouraged to submit their FAFSA. Interested applicants should review the information available at the UK Financial Aid web site.

Financial Aid and the “Great Recession”

As would be expected, the University of Kentucky has not been insulated from the consequences of what has been referred to as “a recession as deep and painful as any we have known in generations,” an economy that was, for a while, “in freefall,” and described as the “Great Recession,” the use of “Great” and initial caps no doubt designed to convey how close we came to repeating the experiences of the 1930s.¹² State funding to the University has been reduced, and, as one result, the amount of money for graduate fellowship and scholarships has declined. Kentucky Graduate Scholarships (KGS), a source of financial aid we believed especially important in recruiting students, has fallen victim. In the 2004 *Program Presentation* we provided information about the KGS:

Kentucky Graduate Scholarships
*A merit scholarship opportunity for non-resident applicants to the
University of Kentucky Graduate School*

All new non-resident students enrolled in a University of Kentucky graduate degree program are eligible for tuition scholarships based on their prior academic performance. These scholarships will allow the candidate to attend the University of Kentucky at the in-state tuition rate.

In order to be eligible for the scholarship, the applicant must have achieved:

- an earned bachelor’s degree, with an undergraduate grade point average of 3.25 or higher on a 4.00 scale.
- a cumulative grade point average of at least 3.25 on any prior graduate work.

All non-resident applicants for admission (including international applicants) to the University of Kentucky Graduate School will be automatically considered for this award; no separate scholarship application is required.

The Kentucky Graduate Scholarships were a victim of reduced state funding and were replaced by the less generous Ezra Gillis Graduate Tuition Scholarship.

Ezra Gillis Graduate Tuition Scholarship

Beginning with fall 2009, newly admitted out-of-state master's and doctoral students may be eligible for the Ezra Gillis Graduate Tuition Scholarship. Awardees receive \$2500 per semester (fall and spring only) up to a maximum of four semesters, if nominated by their Director of Graduate Studies. Gillis Scholarship recipients must be full-time students without other funding; thus, programs may utilize it for students who will not have assistantships or fellowships in their first or second year of study.

Gillis Scholarships are potentially renewable up to four terms. If the student maintains a 3.5 grade point average after the first year of study, the DGS can nominate the student for an additional year of support. Thus, this is a potentially renewable scholarship with a maximum award of \$10,000, for both master's and doctoral students.

* * *

At the end of fall 2009, the Graduate School will assess the utilization and impact of the scholarship program to determine if adjustments are needed for the following year. Depending on budget availability, Gillis awards are potentially renewable for the following year.

¹² “a recession as deep and painful” appears in the first sentence of the *Economic Report of the President*; reference to an economy “in freefall,” and to the “Great Recession,” appear on page 28 in *The Annual Report of the Council of Economic Advisers*. The two reports are published together. Washington: USGPO, February 2010.

A major difference between KGS and Gillis Scholarships is the number available. Whereas there was no announced limit on the number of KGS, and the recipient's academic program was not involved in nomination or selection, each program is awarded one Gillis Scholarship. Additional Gillis Scholarships may be awarded to a program if funding is available. For fall 2009 the School nominated five individuals to receive Gillis Scholarships; the Graduate School awarded five of the Scholarships to the School, and two of those who were offered Gillis Scholarships enrolled.

Resident Tuition for Online Courses

Although information about financial aid paints a picture of a less-generous climate at UK than was the case when we prepared the 2004 *Program Presentation*, nevertheless there is an exception. A non-Kentucky resident is able to enroll in a University of Kentucky graduate program and pay in-state tuition, if the student takes courses exclusively online. The following information appears on the Web site of the UK Distance Learning Programs:¹³

Tuition, Fees, and Payment

Tuition is the cost for an academic course at the University of Kentucky. Additional fees may be charged along with your tuition. All Distance Learning courses are charged an additional \$10 per-credit-hour fee. Non-resident students taking only online courses will be charged Resident tuition.

However, UK in-state graduate tuition has risen substantially since the 2004 *Program Presentation*, and it compares unfavorably with in-state graduate tuition at nearby ALA-accredited programs.

Table IV-5 Graduate In-State Tuition, AY 2009-2010 Selected ALA-Accredited Programs				
	Indiana University	Kent State University	University of Kentucky	University of Tennessee
Credit Hour	\$343	\$422	\$459	\$380
Full Time*	\$3,431	\$3,798	\$4,389	\$3,874
* full time = 9 credit hours				

Graduate Assistantships

Graduate Assistantships (GAs) are financial aid awards that require service, for which the GA receives a stipend and a scholarship. Fall 2009 more than half of SLIS GAs were in University Libraries. Students typically provide 20 hours of service per week. In the 2004 *Program Presentation* we commented about Graduate Assistantships:

Unfortunately, there has been a significant decrease in the number of graduate assistantships in University Libraries. In the 1997 *Program Presentation* we reported there were 20 graduate assistantships in University Libraries. Fall semester 2003 there are only nine. The decrease has not been

¹³ <http://www.uky.edu/DistanceLearning/online/tuition.php>

limited to University Libraries. There had been graduate assistantships at the Kentucky Department for Libraries and Archives [KDLA], as many as four some years and three or two in other years, depending on KDLA's budget. Fall semester 2003 there are no graduate assistantships at KDLA. However, we are pleased to report a gratifying development, the creation of a Graduate Library Assistantship in Steely Library at Northern Kentucky University, to begin fall semester 2004.

Whereas in the 2004 *Program Presentation* we reported that 13 of our students had Graduate Assistantships fall 2003, as Table IV-6 shows, 18 SLIS students hold Graduate Assistantships fall 2010.

Table IV-6 Students Holding Graduate Assistantships Fall Semester 2010			
Recipient	A m o u n t		
	Assistantship	Scholarship	Total
School of Library and Information Science			
1. Rachel McGuire	\$9,152.00	\$9,306.00	\$18,458.00
2. Victoria Triplett	\$2,816.00	\$4,653.00	\$7,469.00
3. Thomas Pinkerton	\$5,100.00	\$9,587.00	\$14,687.00
U n i v e r s i t y L i b r a r i e s			
4. Mark Wetherington	\$9,152.00	\$9,306.00	\$18,458.00
5. Ashley Tussing	\$9,152.00	\$19,174.00	\$28,326.00
6. Rachel Staub	\$9,152.00	\$9,306.00	\$18,458.00
7. Stephanie Neimeyer	\$9,152.00	\$19,174.00	\$28,326.00
8. Julie VanHoose	\$9,152.00	\$19,174.00	\$28,326.00
9. Cassandra Rollins	\$9,152.00	\$9,306.00	\$18,458.00
10. Laura Hess	\$9,152.00	\$9,306.00	\$18,458.00
11. Esta Day	\$9,152.00	\$9,306.00	\$18,458.00
Center for Applied Energy Research			
12. LeKeishua Arthur	\$5,100.00	\$4,653.00	\$9,753.00
D i s t a n c e L e a r n i n g			
13. Kristine Nowak	\$3,000.00	\$4,653.00	\$7,653.00
College of Public Health			
14. Lauren Coil	\$8,253.60	\$19,174.00	\$27,427.00
College of Arts and Sciences			
15. Andrew Champion	\$10,800.00	\$9,306.00	\$20,106.00
16. Jessica Hohman	\$8,640.00	\$9,306.00	\$17,946.00
17. Sara Wood	\$4,320.00	\$4,653.00	\$8,973.00
T h e G r a d u a t e S c h o o l			
18. Holger Lenz	\$12,692.00	\$19,174.00	\$31,866.00
Table created by Student Affairs Officer Will Buntin.			

Placement

In the 1997 *Program Presentation*, we wrote:

There was a time, not so many years ago, when recruiters would visit the School to talk to its graduates and to those about to graduate. The Columbus, Ohio, Metropolitan Library sent representatives on several occasions, as did the Saint Louis Public Library and The Free Library of Philadelphia. OCLC once sent an individual to recruit. However, when funding for many public libraries became problematic a few years ago, such recruiting visits were halted and have not been resumed.

In the 2004 *Program Presentation* we noted that, although recruiting visits had not returned to the numbers we had in mind when we wrote the preceding paragraph, nevertheless the Public Library of Nashville and Davidson County visited the School to recruit, and the Louisville Free Public Library sent recruiters to campus once or twice each year for several years. Unfortunately, in preparing the current *Program Presentation*, we must say it has been a number of years since the last recruiting visit to the School.

In the last decade or so, the Internet has transformed the way employers go about filling positions, and that certainly includes libraries. Although the School continues to receive printed position notices from academic, public, School, and special libraries, and makes the notices available to students and graduates, nevertheless the number of printed notices has declined from what it once was, and it continues to do so. Some of that decline may reflect the economic climate and depressed job market, but the greater cause of the decline likely reflects the understandable decisions by institutions to take advantage of the efficiency of online notices.

An important part of the job search is the ability to construct an attractive resume and a winning cover letter, and the School, working with the student organization, regularly brings librarians to campus to conduct resume-writing workshops. In addition, UK Libraries faculty have talked to the School's students about how to interview. Further, Director Huber has introduced a lunch-n-learn program whose guests typically provide advice about interviewing. Finally, services of the University of Kentucky Career Center are available to graduate students, and we encourage our students to take advantage of those services, especially the opportunity for mock, video-taped interviews, which a Career Center staff member critiques with the student.

Student Retention and Graduation

In order to assess graduation rates in our program, we examined a cohort of 70 students who entered the master's program fall semester 2004. Sixty-one of the 70 students, or 87.1 percent, completed the program, and 60 of them did so within five years. Thus, of the 70 students who entered the program fall semester 2004, 87.1 percent completed the program, and 85.7 percent did so within five years. Although none of the nine who did not complete the program is enrolled at this time, it is not unusual for a student who did not complete the program to apply for readmission and, if s/he is readmitted, earn the MSLS degree. Appendix IV:A Table IV-A has information about the retention and graduation of the fall 2004 70-member cohort.

Information about the School and Its Programs

IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Responding to a Request for Information

In the 2004 *Program Presentation* we commented that, although we still received written requests for information about our program, we received far more phone, e-mail, and in-person requests. We noted, too, that prospective students could request information on the School's Web site. That much of what we wrote at that time remains the case. However, we also wrote that, no matter how a request reached us, the person making the request received:

- the School's *Bulletin*;
- the Graduate School application.

The *Bulletin* contains, in addition to information about the program and the University of Kentucky:

- the application to the School of Library and Information Science;
- the recommendation form (in triplicate) that may be used as an alternative to a letter of recommendation;
- the application for a graduate assistant and internship.

That information is no longer accurate. Today, a person who asks for information about our program receives a personalized email from Student Affairs Officer Will Buntin addressing any questions the person may have asked. Additionally, the email contains information about the program and application process, including deadlines. We provide the prospective applicant links to:

- course descriptions;
- scholarship information;
- previous course schedules;
- course planning guide;
- additional application forms including recommendation and Graduate Assistant application;
- online SLIS application;
- online Graduate School application;
- online SLIS Bulletin;
- online Graduate School Bulletin.

The email also provides contact information for the Student Affairs Officer, including mailing address, phone, fax, email, various IM clients and Skype.

***Bulletin* as a Source of Information**

The School *Bulletin*, which is available in electronic format on the School's Web site, is a convenient and popular source of easily accessible information about the School and our program.¹⁴ The *Bulletin* is re-

¹⁴ <http://www.uky.edu/CommInfoStudies/SLIS/bulletin/2010fall.pdf>

viewed annually and necessary revisions are made. The *Bulletin* contains a clear statement of program mission, goals and instructional objectives. Admission requirements are clearly stated. Information about financial aid, other than student loans, is provided in the *Bulletin*.

Web Site as a Source of Information

We believe we have an excellent Web site.¹⁵ Our *Bulletin* is available there, along with considerable additional information likely to be of interest to prospective applicants, including:

- class schedules
- course syllabi
- information about faculty
- link to our College
- news and announcements

Electronic Discussion List

The School maintains an electronic e-mail discussion list that students are required to join: SLIS@LSV.UKY.EDU The discussion list is intended to meet several goals:

- to provide a channel for distributing timely and important announcements to students about the program;
- to provide a forum for discussion of issues and topics of interest to the School community;
- to create a sense of "virtual community" among students, faculty, and interested alumni, that allows students to get to know faculty and other students regardless of their location.

We permit graduates to continue as members of the discussion list, and we have learned that alumni contribute significantly to the value of the discussion and also contribute information about available positions.

The importance of a virtual community has increased as more students take advantage of online courses. While many of these students may not need to come to campus for regular classes, there is still an opportunity for them to feel a part of the community of the School via the electronic discussion list. The School also provides an online student support organization through Blackboard. All students are expected to enroll in the organization and can participate in online discussions with classmates and faculty. Additionally, the School regularly posts videos of presentations from local professionals, prospective faculty members, and faculty discussions preparing for our final exam. The Blackboard organization both provides a means for distance students to participate more fully and allows all students to access materials on an as-needed basis.

Criteria for Evaluating Student Performance

Criteria for evaluating student performance are course-specific and are a part of the syllabus that the instructor prepares for a course. Faculty provide explicit feedback on student work, both in terms of written comments and, with some instructors, in the form of "plus-minus" grades, though the Registrar recognizes only "whole" letter grades. Instructors teaching Internet courses on Blackboard are able to make online grading available on Blackboard, allowing students instant access to their grade books.

¹⁵ <http://www.uky.edu/CommInfoStudies/SLIS/>

Program requirements for the MSLS and MA Plan B include the final examination, which students sit for during the last semester of coursework. We administer the final examination three times each year, and all students who sit for the exam during a semester do so on the same date and at the same location. The exam format has remained unchanged for some time: Each student is given a sheet of paper on which are five questions – the same questions for all of those sitting for the exam at that time – from which the student must select three and write an essay on each of those selected. The student has four hours in which to write the three essays. Prior final examinations are available on the School’s Web site.^{16,17}

Applying Admission Standards Consistently

IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

The School has published admission criteria in which quantitative measures figure prominently, and it would render the challenge of making admission decisions much simpler if we applied the quantitative measures inflexibly. It also would be inexcusably poor practice; and, as a result, we strive to apply our admission standards not only consistently but also reasonably and judiciously, and always in a way that we could explain if called upon to do so.

Three Primary Factors

As we state in the SLIS *Bulletin*, "Three primary factors are considered in deciding whether to admit an applicant to the School." The three have to do with:

- baccalaureate degree;
- grade point average;
- graduate record examination scores.

In what follows, we discuss each of the primary factors.

Primary Factor 1: Baccalaureate Degree Required

Among the primary admission factors, the easiest to apply is the requirement that the applicant have “a bachelor's degree from an accredited institution.” An individual who wishes to enter a graduate program at the University of Kentucky must apply not only to the program but also to the Graduate School, and the Graduate School determines whether an applicant has a baccalaureate degree, and, if so, whether it is from an accredited institution.

¹⁶ <http://www.uky.edu/CommInfoStudies/SLIS/academics/final.htm>

¹⁷ At the January 22, 2010, School Council meeting faculty voted to replace the final written examination with a portfolio. The process is underway to secure the necessary approvals.

However, the Graduate School provides for several special admission categories, two of which bear on the requirement that an applicant have a bachelor's degree. The two are Conditional Admission and Graduating Seniors as Part-Time Graduate Students. The following information, about each category, appears in the Graduate School *Bulletin*.¹⁸

CONDITIONAL ADMISSION

Students wishing to pursue an advanced degree who are temporarily ineligible for regular graduate admission status may be recommended by the Director of Graduate Studies [in the program to which the student has applied] for conditional admission status in the following cases:

- Receipt of a final undergraduate transcript showing an awarded bachelor's degree.
- Receipt of official GRE (or equivalent) scores.

These requirements will be monitored by the Graduate School and must be met prior to the date set for priority registration during the first semester of enrollment. Students will not be allowed to priority register if these requirements are not met.

GRADUATING SENIORS AS PART-TIME GRADUATE STUDENTS

Seniors at the University of Kentucky lacking no more than 6 credit hours for graduation and having an undergraduate average of at least 2.75 on all work attempted may register in the Graduate School in conditional status with the consent of the undergraduate college dean, the appropriate Director of Graduate Studies, and the Dean of the Graduate School. The total load of such students may not exceed 12 credit hours. Graduate credit will be allowed for each credit hour of graduate work beyond the six or fewer credit hours needed to complete undergraduate requirements. Requirements for the undergraduate degree must be completed during the semester in which the student is allowed to register for part-time graduate work.

The requirement that a person admitted to the School's master's program have "a bachelor's degree from an accredited institution" loses its meaning in the context of international applicants. Whereas U.S. institutions are accredited by one of the regional bodies (e.g., Southern Association of Colleges and Schools), only a very few universities outside the U.S. are so accredited. Most other countries have a national agency (e.g., ministry of education) that allows universities in that nation to confer degrees, and the names of universities that have been authorized to confer degrees appear in materials on file at the Graduate School. The Graduate School is responsible for determining equivalency of a baccalaureate degree for international students.

Primary Factor 2: Undergraduate Grade Point Average of 2.75¹⁹

Applying the second primary admission factor, which has to do with grade point average, is not as straightforward as applying the requirement that the applicant have a baccalaureate degree from an accredited institution. The first admission factor is unambiguous. It could be argued that the second admission factor – a grade point average of 2.75 or higher on undergraduate work, and a grade point average of 3.0 or higher on any prior graduate work – is also unambiguous.²⁰ We believe that is not the case. Among

¹⁸ http://www.research.uky.edu/gs/bulletin/current/bull10_Part1.pdf

¹⁹ The University Senate on February 8, 2010, approved the School's proposal to raise the undergraduate grade point average admission requirement to 3.00, effective fall 2010.

²⁰ Although grade point averages are to be on a scale with A = 4.0 or converted to such a scale, in fact we work with transcripts from non-U.S. institutions that report grades in percentage; and every once in a while a transcript from a

applicants, the nature of the course work that is distilled to a single, three-digit number varies greatly. At one end of the spectrum is the 22-year-old applicant who is in her 8th and final semester as an undergraduate, has spent her undergraduate career at a single institution, has performed consistently from first through 7th semesters, and has a cumulative GPA that comfortably exceeds our criterion of 2.75.²¹ At the other end of the spectrum is the 45-year-old applicant who entered the state University right out of high School, had no interest in academics but unbounded commitment to social life, earned grades that reflected his priorities, and dropped out after two years with a low GPA. Later, he returned to college and did much better. He earned a baccalaureate degree, with a GPA of 3.45 on the work he did when he returned to college. However, in calculating an applicant's GPA, the UK Graduate School treats all work of equal value, with the result the applicant's overall grade point average is 2.65, below the required 2.75.

Actually, both of those hypothetical (but not unusual) situations would be easy decisions to admit the applicants. We could describe other hypothetical (but also not unusual) situations, with undergraduate performance and GPAs that would be equally easy decisions to reject the applicants. But some applications are not easy admission or rejection decisions, and in such cases judgment is called for and experience is relied on. Fortunately, we have an alternative to categorical admission or rejection in the form of conditional admission, and, although for years we used it infrequently, in recent years the School's Admissions Committee has used it more frequently, as we discuss above.

Primary Factor 3: Graduate Record Examination Scores

Applying the third standard, which has to do with results on the GRE General Test, also is not the straightforward undertaking that the use of numerical scores might suggest. Before elaborating, however, we want to trace the evolution of the School's use of the GRE General Test as a primary admission factor.

Prior to January 1998, the admission standard was a score of 900 on the combined results of the verbal and quantitative tests. However, at the December 1996 School Council meeting, faculty voted to enact a new GRE admission standard, effective January 1998. There were two changes:

1. we would no longer combine test results;
2. we would consider results on the verbal test and on *either* the quantitative or analytical test.

There were two reasons for the change.

1. It brought our practice in line with advice from the Educational Testing Service and the UK Graduate School against combining test scores.
2. It precluded the possibility that an applicant achieved the required combined score of 900 by virtue of a very high quantitative test result compensating for a low verbal score. (The reverse – a very high verbal score compensating for a low quantitative score – was of course also possible but was not a significant concern to us; see following discussion.)

As we explained in the *1997 Program Presentation*:

Since few quantitative skills are required by the current curriculum, and yet librarians must have adequate language skills, the faculty decided to emphasize the verbal GRE score. It was thought that either strong analytical or quantitative abilities would be a secondary indicator, therefore the new GRE standard was stated as follows: a score of 450 or higher on the verbal test *and* a score of 400 or higher on the quantitative test *or* on the analytical test.

U.S. institution does not use the typical letter-grading system. We do not refuse to consider an applicant simply due to one of these situations.

²¹ The University Senate on February 8, 2010, approved the School's proposal to raise the undergraduate grade point average admission requirement to 3.00, effective fall 2010.

That remained the GRE admission standard until Educational Testing Service changed the GRE General Test, effective October 1, 2002, when an analytical writing section replaced the analytical section. As we state in our *Bulletin*, we will accept the results on either GRE General Test, that taken before October 1, 2002, or that taken on the current General Test. In considering an application, we continue to make use of the score on the verbal section and on *either* the quantitative or the analytical writing section, on which our criterion is 4.0.

For us to adhere inflexibly to the standard for the GRE would be nearly as serious a mistake as it would be to apply the standard capriciously. Two applicants with 430 verbal scores fail equally to meet our admission standard. However, if one of those applicants has an undergraduate grade point average of 2.80 and the other an undergraduate grade point average of 3.40, then applying the GRE standard in a thoughtful way very likely would lead to a decision to reject the former applicant, whose UGPA exceeds the 2.75 UGPA criterion by only .05, and to a decision to admit the latter applicant. What of two applicants with identical UGPAs and GRE verbal scores, 3.00 and 430, but greatly differing analytical writing scores, 4.0 versus 6.0? And what of an applicant whose GRE scores, if considered in isolation or even in the context of her UGPA, would lead to a decision to reject, but whose admission would further the School's desire to have a more diverse student body? For further discussion of using GRE scores in making admission decisions, see Appendix IV:B, "McNair Memos: Revisiting GRE Scores"

Other Factors Considered in the Admission Decision

We make clear, in the *Bulletin*, that although three factors are primary in considering an application, nevertheless there are other factors:

Other factors considered in the admission decision include personal references, work experience, academic background, other graduate work, progressive academic improvement, and the cultural and geographic origin of the applicant. Applicants for whom English is not the native language must meet Graduate School minimums on the TOEFL exam. School faculty expect all students to have certain computer competencies before entering the program, including using microcomputer operating systems, word processing software, spreadsheet applications, and electronic mail.

Although the factors fall into two categories, one of which comprises the primary factors, nevertheless we strive to apply our admission standards not only consistently but also reasonably and judiciously, and always in a way that we could explain if called upon to do so. We are keenly aware that admission decisions determine the composition of the student body, influence the make-up of the profession, and bear on the futures of the applicants. Great responsibility accompanies admission decisions; and we believe the record of admission-decisions, as illustrated in table IV-4, demonstrates that, in making such decisions, we are sensitive to this responsibility.

Coherent Programs of Study

IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Coherent Programs; Individual Needs

In the 2004 *Program Presentation* we wrote:

In developing a curriculum and in establishing master's-program requirements, a balance must be struck between breadth and depth. With the curriculum, there must be sufficient variety of courses to provide not only for the extent of student interests but also for the extent of employer needs; and there must be sufficient depth of courses to permit students to acquire knowledge that is more than introductory. Similarly with program requirements, there must be a balance between required courses, that are introductory, and elective courses, that allow students to acquire skills and pursue interests to a greater depth.

Those comments continue to reflect our views.

In the 2004 *Program Presentation* we also wrote:

We believe that in developing the curriculum and in establishing master's-program requirements, we have achieved the necessary balance. As one and a very important result, students have the opportunity to construct coherent programs of study that allow the students to meet their individual needs, goals, and aspirations. The rapid increase in number of courses delivered via the Internet during recent years evidences our ongoing efforts to address individual needs among students.

Reference to “rapid increase in number of courses delivered via the Internet” is as appropriate today as it was in 2004. As data in Table IV-3 show, the class schedule for fall 2004 included seven courses available online, whereas the class schedule for fall 2009 includes 18 courses available online. Moreover, all core courses have been available online since spring 2009, which since then has enabled a student to complete the program entirely online. However, although we have never offered synchronous online courses, some instructors of online courses have incorporated one, two, or several classroom sessions, which are synchronous. We know the requirement that a person in an online course travel to Lexington perhaps several times during the semester has prompted some Kentucky residents to enroll in other ALA-accredited programs. As a result, when we wrote the first draft of this chapter, we included among the recommendations:

Eliminate required classroom meetings in online courses.

At the March 12, 2009, School Council meeting faculty unanimously approved this motion:

It is the policy of the School of Library and Information Science that there be no face-to-face meetings, requiring students' physical presence, in LIS distance learning courses, effective fall semester 2010.²²

In spite of the growth in number and popularity of online courses, we continue to offer courses in the classroom format; and we must try, within the limits of our resources, to strike the right balance between online and classroom courses. With that in mind, fall 2009, soon after registration for spring 2010 classes, we surveyed students in an effort to learn the bases for their course selections. Survey results are presented in Appendix IV:C to this chapter.

²² Today, at UK SLIS, distance learning is synonymous with online.

We continue to receive comments from students that they want additional face-to-face courses, and some students say they moved to Lexington to be, in the words of a student, “fully engaged in the program.” Because of these comments, in early fall 2010, prior to developing the spring 2011 class schedule, a survey was distributed to students in an effort to determine preference between face-to-face and online courses. Nearly 50% (n=102) of students completed the survey; the findings are summarized in Table IV-7. We concluded that information obtained in the survey did not warrant offering more than the four face-to-face courses already planned for spring 2011. The four represent various aspects of the curriculum: information representation (a core course), organization of knowledge, instructional services, and youth literature. Twenty-eight percent of survey respondents indicated that they prefer face-to-face courses, while the remaining 72% prefer online, a mix, or have no preference. Within the 72%, 8.8% of respondents prefer whatever course delivery method will allow them to complete the program quickly. In addition, priority registration for spring 2011 was completed in early November 2010. This registration period allowed for students currently enrolled in the program to complete registration before newly admitted students. Most current students took advantage of priority registration. As of mid-November, while most of the online courses are at capacity (n=25) or have waiting lists, the highest enrollment in a face-to-face course is 12. Survey results are presented in Appendix IV:D to this chapter.

Table IV-7 Course Delivery Preferences: Online vs. Face-to-Face		
Do you have a preference for online or face-to-face? (n=102)	Percent	Number
Online Courses Preferred	36.3%	37
Face-to-Face Courses Preferred	28.4%	29
A mix of Both Online and Face-to-Face Preferred	25.5%	26
Whatever Method Allows for Quick Program Completion	8.8%	9
No Preference for Either Online or Face-to-Face	1%	1
Source: Student survey conducted October 2010.		

Revision of MA degree requirements from 36 to 42 credit hours was undertaken also as a way to enable a student to construct a program to meet the person’s interests, and we note in our *Bulletin*: “The MA degree requires 42 credit hours. The 6 additional hours can be used to develop a specialization in library science such as information technology or medical informatics.” Information technology and medical informatics are only examples of possible specializations, and we invite students to propose other specializations within the MA program. Moreover, MA Plan A provides a student the opportunity to write a thesis, which is yet another way the student may tailor a program to individual needs and interests.

Systematic, Multifaceted Evaluation

We discuss "Criteria for Evaluating Student Performance" on page 19. Students in a course receive grades based on criteria set forth in the course syllabus. Students are evaluated in a variety of ways in addition to grades, including:

- conferences with course faculty and with faculty advisers;

- evaluations by placement supervisors while in Professional Field Experience;²³
- evaluations by supervisors while holding Graduate Assistantships;
- interactions with professionals through local chapters of, e.g., ALA and SLA.

As we note in "Criteria for Evaluating Student Performance," much evaluation is course-specific and is described in the syllabus an instructor prepares for a course. Faculty provide feedback on student work, both in terms of written comments and, with some instructors, in the form of "plus-minus" grades, though the Registrar recognizes only "whole" letter grades. Instructors teaching Internet courses on Blackboard have further advantages of making online grading available on Blackboard allowing students instant access to their grades.

Guidance and Counseling

In the 1997 *Program Presentation*, we wrote:

The subject of guidance and counseling calls to mind the adage that one can lead a horse to water but cannot make the horse drink. The School believes in the importance of faculty guidance and counseling of its students, but there is reason to believe not all of its students share that belief. At each period of faculty advising prior to registration, there are students who do not take advantage of what the School believes to be an important ingredient in constructing a coherent program of study. Moreover, the ability of students to decide not to take advantage of advising was increased several years ago when the University introduced telephone registration, which eliminated the requirement that a student present an advisor's signature prior to the student's being permitted to register.

Since we wrote the preceding paragraph, we have introduced online courses, and today most of our courses are available online. Whereas the classroom format brought students and faculty together and created an environment in which a student might ask a faculty member – even if not the student's advisor – program-related questions, the same environment does not exist in an online class. In general, students' interest in taking advantage of advising seems to have decreased as the number of online courses has increased.

In an effort to address this issue – our belief in the value of faculty advising, but reduced student participation in advising – the School a number of years ago introduced a half-day orientation prior to the start of the fall semester, which all entering students were expected to attend. As a result of the perceived success of that, we subsequently introduced orientation for students entering the program in January, and invited those who entered the program in the summer to attend the orientation at the start of the fall semester. The August and January orientations followed the same format: The orientation began with a general session in the morning, during which information about the School and the University was provided, questions were invited and answered, and faculty and staff were introduced. Lunch was provided. Following the morning program, students met individually with faculty advisors. Attendance was generally good, especially at the fall orientation.

Fall 2009 it was decided to have the orientation after the semester began, and turnout among entering students was noticeably lower. Again, the School is using online technologies to help supplement face-to-face interaction. After receiving feedback that orientation was difficult to attend (primarily due to things like scheduling conflicts with work, day-of-week, length-of-event), the School also provides "live" orientation

²³ Course LIS 675 Professional Field Experience enables a student to gain experience and three hours of credit toward the degree by serving a structured semester-long or summer internship under the guidance of a placement supervisor, who completes a written evaluation at the end of the 140-hour placement.

and advising through Adobe Connect, which allows for real-time video communication and collaboration. Using this method also allows the School to host a day-long orientation online where students are free to “drop in” as their schedule permits.

Fall 2010 the School reinstated orientation prior to the start of the semester. All entering students were invited to attend, and the orientation included an opportunity to meet with faculty advisors.

Placement Assistance

For years the School had what we referred to as the “jobs bulletin board,” where we placed those once-popular print-on-paper job notices. Even casual observation of the jobs bulletin board over the years allowed a person to monitor the steady decline in the use of paper to alert job-seekers to available positions; and today, although we continue to receive printed job notices from time to time, each seems an anachronism, as those seeking to fill positions have taken advantage of the speed and efficiency of electronic means to distribute information. Employers send job notices, in digital format, to the School, and the information is distributed via the School’s listserv: slis@lsv.uky.edu Moreover, we permit graduates to remain on the listserv, and alumni who learn of available positions often post that information on the listserv.

Faculty continue to be available to advise students on job-search strategies and to review and comment on resumes and cover letters; we collaborate with the student organization to conduct regular resume-writing workshops; and we encourage students to take advantage of services, especially mock interviews, available to them at the University’s Career Center. Although it is likely the Career Center services are more popular among undergraduates, nevertheless the services are available to graduate students, and we make our students aware of that.

An Environment that Fosters Student Participation

IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

Students participate in “the total learning experience” in a variety of ways. For example, the School’s *Operating Rules and Procedures of the Faculty* provide that the president or vice president of the Library and Information Science Student Organization (LISSO), established in 1982, or their designates, shall be non-voting members of the School Council.

LISSO provides a means for students to gain experience in running an organization and to demonstrate leadership ability. LISSO elects officers annually, holds regular meetings, arranges for speakers, and organizes social events. The School works with LISSO to arrange resume-writing workshops and other activities.

The School has active student chapters of ALA (advised by Professor R. Miller), SLA (advised by Professor J. Miller), and ASIST (advised by Professor Case). The chapters organize activities that bring together students and men and women already in careers. Such activities not only provide students with a

vital part of their career preparation, that cannot be gained in the classroom, but also lay the foundation for the students' passage into the profession.

Students regularly participate in the annual conferences of ALA, MLA, the Southeastern Library Association, the Kentucky School Media Association, and the Kentucky Library Association. The School makes available funds to support student conference attendance whenever possible; and the John Thomas Durham Graduate Student Fund, established during the review period, is an endowed source of financial support that enables qualified students to participate in activities that enhance "the total learning experience."

Evaluation of Student Achievement Influences Program Development

IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Students have the opportunity to evaluate individual courses and are encouraged to do so. During spring semester 2010 a faculty member whose course evaluation was below a certain level on either of two measures was required to submit a written plan to improve the evaluation. Course evaluations received by part-time instructors determine whether they are retained. In addition to course evaluations, faculty receive formal evaluations that subsequently influence program development. We believe the excellent completion rates for the degree, as well as time-to-degree, exhibited by the 70-member fall 2004 entering cohort (See Appendix IV:A), are an indicator of several important considerations:

- effectiveness of course scheduling,
- perception of course quality,
- success in meeting student needs.

We also believe that, coupled with the exit surveys completed by graduating students, this information tells us how relevant and up-to-date the courses are. All of this information is shared with faculty committees, including those for curriculum, and planning and evaluation. Recommendations for change in the curriculum are considered in School Council meetings, of which there are eight regular meetings during the academic year.

In addition, as we discuss in the mission, goals, and objectives chapter, during the spring 2010 semester faculty discussed the need for holistic assessment of instructional objectives and decided to implement portfolio assessment as an exit requirement for students. This proposal is currently being reviewed by the Graduate Council and is expected to reach the Senate for approval during the spring 2011 semester. In the meantime, the School has approved an interim assessment process, which will be implemented during the spring 2011 semester. (See Appendix I:N.)

Recommendations

Continue efforts “to recruit and retain students who reflect the diversity of North America’s communities.”

Commit to the recommendations expressed in McNair Memos: Revisiting GRE Scores.

Continue to use conditional admission and to monitor the results.

Eliminate required classroom meetings in online courses.

Review current student advising practices for possible revision.

Institutionalize regular surveys of students, graduates, and employers.

Develop and implement holistic assessment of instructional objectives.

Supporting Documents for IV Students

Appendix IV:A Table IV-A Retention and Graduation Data

Appendix IV:B McNair Memos

Appendix IV:C Course Scheduling Survey December 2009

Appendix IV:D Course Scheduling Survey September 2010

LOOKING TO THE FUTURE

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LOOKING TO THE FUTURE

Introduction

The University of Kentucky School of Library and Information Science has enjoyed a number of successes as it has evolved during the past decade. We have responded in creative ways to the challenges of a changing field and a shifting academic environment. As we confront new challenges, we will continue to seek innovative ways to develop a clear vision of the path ahead in order to continue to be a leader in library and information studies education, research, and service.

Curriculum and Students

Central to achieving our goals will be continual curriculum review in order to make certain the curriculum is responsive to the changing market for information professionals. The School is committed to educating students to be leaders who are active in the profession in a number of ways, and who not only contribute to their respective institutions but also bring creative ideas and excellent leadership abilities to the field. Therefore, our curriculum should offer students a solid foundation in both theory and practice.

Survey results indicate that most of our students intend to work in a library following graduation.¹ We have excelled at preparing students for such work. However, data collected in 2008 show that a significant number of students aspire to work as information professionals but not in traditional libraries. The survey revealed these career interests:

- public/academic/special library 69.0 % of respondents;
- K-12 School 12.4 % of respondents;
- archive/special collection 2.7 % of respondents;
- none of the areas above 15.9 % of respondents.²

Moreover, there are students who will advance their careers by moving from a library to other areas in the profession, such as database vendors or the business sector.

Two Major Curriculum Challenges

I. Continual Curriculum Refinement

The School faces two major curriculum challenges. One is to maintain a process of continual curriculum refinement that responds to the changing market for our graduates and has, as its primary goal, establishing a foundation in information studies that is necessary and useful to all information professionals and a variety of information environments. We believe the School's MSLS and MA programs have been maintained for the full coverage of a broad range of information professionals and information environments and contexts (see in particular Table II-2 Course-Matrix of ALA Core Competences in the curriculum chapter). Our commitment to this is reflected in the information provided in the Curriculum Development Processes section of the curriculum chapter. These steps have been taken to accommodate a

¹ Data collected from the graduation survey conducted during the period 2005-2010 put the range at 68-83%.

² The data were collected from the alumni survey conducted in 2008.

variety of needs and demands that we identified since the most recent prior comprehensive accreditation review.

The information environment in which the School functions keeps changing, not only in terms of information technology and information infrastructure but also in terms of trends and patterns of students' interests and preferences. We are committed to continually revising our master's programs to respond to the evolving challenges of the information society in which we live.

II. Distance Education

The second major curriculum challenge has to do with distance education. The School has been a leader at the University of Kentucky in responding to the needs of students who are unable to take classes on the Lexington campus. Moreover, as the number of distance learning courses has grown (Table II-4) we have maintained teaching quality (Table III-8). The School has a long history in distance education, which has evolved from regular faculty teaching at off-campus sites, to combining regular and part-time faculty teaching at the sites, to the use of interactive television to facilitate distance learning, to today's use of the Internet as the means to deliver courses throughout the Commonwealth and beyond. The School took a major step in its distance learning program in fall 2002 when faculty endorsed the recommendation of the Distance Learning Task Force that the School commit to developing online master's programs, which commitment was realized spring 2009, when the last of the core courses was available online. Moreover, spring 2010 faculty adopted the policy that, effective fall 2010, there would be no required classroom sessions in online courses, which removes the final impediment to a person's enrolling in one of the School's programs, no matter how far the person is from Lexington.

A challenge related to distance learning remains, however, and it is the need not only to maintain the quality of online instruction but also to keep abreast of technology for online instruction. Our survey of alumni suggests the quality of distance learning classes is below that of face-to-face classes (Table I-6). As we comment in the mission, goals, and objectives chapter, when discussing Table I-6: "The School is committed to excellence in both face-to-face and online instruction, and as faculty pursue more innovative online strategies and students become more accustomed to this environment, this gap should narrow; we expect to monitor this 'quality gap' closely."³ The challenge that we refer to includes a continued exploration of innovative technology and effective methods to support online teaching to meet the diverse access and learning needs of our students. In that regard, we are using the real-time video conference tool Adobe Connect to enhance interaction with students in online courses.

The goal of our curriculum is to achieve breadth and depth in a manner that most efficiently uses faculty knowledge, expertise, and effort; that appeals to the greatest number of our students while not excluding those with more particular interests; and that reflects new demands and requirements derived from the ever-changing information environment. Through our outreach to metropolitan areas, Cincinnati/Northern Kentucky and Louisville, we have provided excellent training to those who otherwise might have been denied access to an ALA-accredited program. With the development of a fully online program with no required face-to-face meetings, our goal is to better serve all areas of the Commonwealth and region.

³ As we point out above, we have a long history in distance education, and over time the nature of distance education changed. Today, for the School, distance education is synonymous with Internet course delivery. However, that was not always so, and it *may* be the case that the form of distance learning that an off-campus student experienced affected her/his replies to questions about quality of distance learning classes.

WILIS 2

Several years ago a partnership of the University of North Carolina Chapel Hill (UNC) School of Information and Library Science and the UNC Institute on Aging received Institute of Museum and Library Services funding for the Workforce Issues in Library and Information Science (WILIS) project.⁴ WILIS has two major parts, and UK SLIS participated in WILIS 2. The School was especially interested in comparative data. After initially being told it would be available the end of May 2010, we received a comparison report interim version in September. Final comparison reports (with graphs) are not expected until after we have delivered the draft *Program Presentation*. Some findings in the interim version are puzzling and inconsistent with data we have obtained through surveys. Because of possible implications for curriculum review, we discuss this in the curriculum chapter and in greater detail in that chapter's Appendix II:O.

Two Possible Future Developments

I. Termination of School Library Media Program

At the January 22, 2010, School Council meeting, Director Huber announced Dean O'Hair had informed College unit heads that, anticipating another reduction in state funding, the Provost had ordered units to plan for a 2% recurring budget reduction in the fiscal year beginning July 1, 2010. At the School, the reduction had to be funded out of salary and meant the loss of a faculty line. The faculty line that was dedicated to the school library media program would become vacant effective July 1, 2010, and would be the only vacant line not supporting the School's core curriculum. After thorough discussion, faculty voted, in February 2010, to convey to Dean O'Hair the sentiment the School is no longer able to support the school library media program. In response, the College, in collaboration with the UK College of Education and the Kentucky Department for Libraries and Archives, is conducting a needs assessment for school library media programs at Kentucky's public universities. We discuss this in greater detail in the curriculum chapter.

II. Introduction of Undergraduate Program

The School may be on a path that will lead to the realization of what is seen as a significant expansion of our role not only at the University of Kentucky but also throughout the Commonwealth of Kentucky. It would be achieved through the introduction of an undergraduate program in information studies, which would begin as a minor but become a major after several years. To be a part of the undergraduate curriculum at UK has been an aspiration of the School for some time, always blocked by the lack of resources. That problem – lack of resources – may be about to be addressed. We discuss this important topic in the curriculum chapter.

⁴ <http://www.wilis.unc.edu/about.html>

Faculty

High-quality faculty is a key element of the School, and SLIS faculty have made contributions to all aspects of library and information science, from the local to the international level. Faculty turnover is inevitable. There will be two faculty retirements in the coming years. However, in conjunction with the new General Education Program of the University, a number of faculty/instructor positions for next year were created within the College and will be shared by units.

Hiring new faculty must be approached strategically. In seeking the most talented individuals in the field, both at senior and junior levels, our goal is to attract diverse and creative candidates who will support our vision of the School's future. The best new faculty will offer not only expertise in a particular area but also capabilities translatable throughout the core curriculum.

In today's academic environment, interdisciplinarity is a challenge. New faculty members are encouraged to engage with researchers from other disciplines within the College and across campus. As we seek new faculty, a key requirement will be demonstrated interest and capability in working with other scholars, to bring a variety of perspectives, knowledge, and tools to solve complex, multidisciplinary problems. Our College and School have a strong record of such collaborations, with regard to the areas of combining some or all of health, information, and communication. In addition, we agree that a more diverse faculty is one that may better serve the students and the Commonwealth. In particular, African Americans have been under-represented on our faculty, and different approaches for attracting such candidates are continually explored.

A major challenge to our vision of a dynamic and quality faculty has been retention of junior faculty. Clearly, there are unavoidable factors that result in the loss of talented faculty; for instance, personal issues requiring relocation. However, some junior faculty members have left for more prestigious institutions or for a higher salary. As noted in previous chapters of the *Program Presentation*, our goal is to address this problem, in part, by increasing compensation of junior faculty through the support of the University, when possible. Other, non-economic solutions are also part of our goals. A solution must include closer mentoring, with particular emphasis on an enhanced mentorship program to support successful career development with appropriate guidance. We may want to pursue and support such a program for the vision that the School is a place of growth and opportunity for new faculty.

Facilities

The changing nature of research and instruction in library and information studies requires new facilities that will further research, education, and service, as well as attract a more diverse student body and faculty. The importance of the School to the missions of the College and University is reflected in the completion of the final phase of our space project, which is especially significant in these times of economic challenge at the University of Kentucky.

As we discuss at greater length in the physical resources and facilities chapter, the proposal for the final stage of the space renovation, approved in spring 2010 with the projected completion by October 2010, includes close collaboration with the College research strategic plan and the University classroom expansion. The completion of the project will provide the School with new space for research staff and for the McConnell Center for the Study of Youth Literature, and will create eleven offices for the College

as well as two classrooms for the College and the University. Our current space has supported a variety of research projects, ranging from metadata research and practice (e.g., Dr. Kim's IMLS grant), to the development of innovative knowledge organization applications (e.g., Drs. Yi and Chan's research grant), to housing research assistants on various faculty research projects. The renovation project will bring the School's divided facilities together and will further support research that, ultimately, can lead to larger, federally funded grants. With the approved proposal, the School will not keep the CAIT laboratory that has long served as a teaching and research-support laboratory, but will have access to the Knowledge Center which will include a research and development laboratory within the Center for Instructional Communication Excellence, Research, and Development.

In the following section we discuss what we refer to as "budget realities." Given those realities, the success of acquiring external research funding may affect the sustainability of the School. We believe the prospect for acquiring external funding will increase with completion of the research facility. However, we also believe that the combination of the currently available SLIS research-support facilities and the allocation of space in the final phase of renovation will fall short of the requirements. As a result, enhancing the quality of the current research facilities is a priority of the School in the future.

Budget Realities

What has been referred to as the Great Recession has not spared the Commonwealth or the University of Kentucky. In President Lee Todd's message to accompany the University's 2009 Financial Statements, he notes that the University faced "a mid-year appropriations reduction for the sixth time in eight years."⁵ Moreover, the state's 2010-12 biennial budget, which the General Assembly passed on May 28, 2010, "reflects a net 1.4 percent reduction in state support for the University in FY 2010-11 and an additional 1.0 percent reduction in FY 2011-12."⁶

Nearly all of the appropriations reductions President Todd refers to led to budget cuts for academic units. Since the previous accreditation review, the School has suffered repeated budget decreases, sometimes more than one per year, typically in the range of 2-3% each, some non-recurring but others recurring. Moreover, at the January 22, 2010, School Council meeting, SLIS Director Huber announced Dean O'Hair had informed College unit heads that, anticipating another reduction in state funding, the Provost had ordered units to plan for a 2% recurring budget reduction in the fiscal year beginning July 1, 2010. Director Huber explained that the 2% recurring reduction had to be funded out of salary and meant the loss of a faculty line. The faculty line that was dedicated to the school library media program would become vacant effective July 1, 2010, and would be the only vacant line not supporting the School's core curriculum. That line has been lost.

When Kentucky's tax receipts will begin to increase remains to be seen. On July 12, 2010, the state Budget Director released information about tax revenues for the fiscal year ending June 30, 2010 (FY10). General Fund receipts were 2.4% below General Fund receipts for FY09. According to the press release, "Kentucky's General Fund receipts declined for the second straight year – the first time the state has seen a consecutive decline in receipts since the end of World War II. The state's tax collections hit their lowest

⁵ University of Kentucky, *2009 Financial Statements*, ii. http://www.uky.edu/Home/AnnualReport/2009_-Consolidated_Financial_Statements.pdf

⁶ University of Kentucky, *FY2011 Operating and Capital Budget*, 18. <http://www.uky.edu/OPBPA/docs/2010-11OperatingCapitalBudgetBook.pdf>

point in five years.” The release quotes Budget Director Mary Lassiter: “We have reduced the state’s budget seven times over the past two and a half years and are now in the process of cutting again.”⁷ Although the press release includes some good news, that FY10 revenues were 0.3% more “than the official revised revenue estimate rendered in December 2009 ... and modified by 2010 legislation, which projected a 2.7 percent decline in revenues,” considerable uncertainty remains.

The June 28, 2010, *Economic Letter* of the Federal Reserve Bank of San Francisco examines “Fiscal Crises of the States: Causes and Consequences.” The authors conclude:

“In many respects, fiscal conditions [for the states] are likely to get worse before they get better. Federal stimulus plan grants to state governments have helped states close budget gaps. However, federal stimulus funds are set to diminish in 2011 and all but disappear in 2012, leaving states to deal with their budget gaps without this federal support.”⁸

As we note above, the state’s budget for the biennium that began July 1, 2010, incorporates 1.4% reduction in state support for the University this fiscal year and an additional 1.0% reduction in FY12. Thus, further budget reductions for UK’s academic units, beyond the 2% recurring cut for the current fiscal year, seem likely. For the School, an additional budget reduction of 3% or greater would mean the loss of another faculty line. Because the faculty line that was lost effective the end of FY10 was the only line not supporting the School’s core curriculum, it can be argued that loss will not affect the School’s ability to carry out its mission. However, the same could not be said about the loss of an additional faculty line.

Conclusion

Predicting the future of the library and information studies discipline is certainly an exercise in guessing; however, with a clear sense of purpose and vision, the School will help determine its own destiny. By recognizing the significant challenges to growth and innovation, especially in distance learning education, we will continue to respond to changes with reflection. By keeping the interests of our students as the focal point, our curriculum, research, and service to the professional and academic library and information studies community will continue, in the words of our mission statement, *through teaching, to prepare students for an ever-expanding array of careers in the information field; through scholarship, to contribute to society’s fund of information and knowledge of ways to store, retrieve, and use that information; through professional service, to assist in the transfer of the discoveries of research to the improvement of lives.*

⁷ <http://www.osbd.ky.gov/NR/rdonlyres/112ED6BB-24DF-4F71-889C-83127034CEFB/0/1006TaxReceipt.pdf>

⁸ <http://www.frbsf.org/publications/economics/letter/2010/el2010-20.html>