

School of Information Science

Self-Study

**Master of Science in Library Science
for the American Library Association
Committee on Accreditation**

2017



University of
Kentucky

| see blue.™

School organized and maintained for the purpose of graduate education in Library and Information Science

School of Information Science

Degree program being presented for accreditation by the Committee on Accreditation

Master of Science in Library Science (MSLS)

The program presented for accreditation is a 36-hour graduate degree program through which students earn the Master of Science in Library Science (MSLS) degree. The American Library Association first granted accreditation to the Bachelor of Science in Library Science at the University of Kentucky in 1942. The MSLS program was first awarded accreditation from the American Library Association in 1949 and has continuously maintained its accreditation.

Parent Institution

The University of Kentucky

Chief Executive Officer, University of Kentucky

Eli Capilouto, President

Chief Academic Officer, University of Kentucky

Tim Tracy, Provost (stepping down effective December 31, 2017)

Principal Administrator, College of Communication and Information

Dan O'Hair, Dean

Principal Administrator, School of Information Science

Jeff Huber, Director and Professor

Regional Accrediting Agency and Status

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
Reaffirmed: 2013; Next Reaffirmation: 2023

Title and Version of the Standards Addressed in the Program Presentation

Standards for Accreditation of Master's Programs in Library and Information Studies,
2015

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List of Abbreviations

AASL	American Association for School Librarians
ACRL	Association of College & Research Libraries
ALA	American Library Association
ALISE	Association for Library and Information Science Education
ALSC	Association for Library Service to Children
ARL	Association of Research Libraries
ARLIS/na	Art Libraries Association of North America
AR	Administrative Regulation
ASB	Alternative Spring Break
ASIS&T	Association for Information Science & Technology
Assoc	Associate (Professor)
Asst	Assistant (Professor)
AY	Academic Year
CARES	Center for Academic Resources and Enrichment
CDC	Centers for Disease Control & Prevention
CELT	Center for the Enhancement of Learning and Teaching
CJT	Graduate Program in Communication
CLASS	Causality and Student Success
COA	Committee on Accreditation
CV	Curriculum Vita
DLLS	Distance Learning Library Service
DOE	Distribution of Effort
DRC	Disability Resource Center
EFMD	The Management Development Network
EEP	Employee Education Program
eLII	eLearning Innovation Initiative
GaCOMO	Georgia Council of Media Organizations Annual Conference
GCCR	Graduation Composition and Communication Requirement
GIS	Geographic Information System

GLC	Georgia Libraries Conference
GPA	Grade Point Average
GPS	Graduation Planning System
GR	Governing Regulation
GRE	Graduate Record Examination
IAL	Innovative Approaches to Literacy
ICR	Instructional Communication and Research
ICRC-S RTI	Injury Control Research Centers Research Training Institute
ICT	Information Communication Technology
IFLA	Indiana Federated Library Association Conference
ILF	Indiana Library Federation
IMLS	Institute of Museum and Library Services
IRB	Institutional Review Board
IS	Information Studies
ISC	Integrated Strategic Communication
IT	Information Technology
J.D.	Juris Doctor
KASL	Kentucky Association of School Librarians
KET	Kentucky Education Television
KLA	Kentucky Library Association
KPLA	Kentucky Public Library Association
LAN	local-area network
Lect	Lecturer
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer
LIS	Library and Information Science
LISSO	Library and Information Science Student Organization
LLP	limited liability partnership
LMS	Learning Management System
LOC	Library of Congress
LOEX	Library Orientation Exchange
LSAT	Law School Admissions Test
MALS	Master of Arts in Library Science

MLA	Medical Library Association
MLS	Master's in Library Science
MOOC	Massive Open Online Courses
MSLS	Master of Science in Library Science
NARA	National Archives & Records Administration
NCUR	National Conference on Undergraduate Research
NLM	National Library of Medicine
OTIS	Open Tools for Instructional Support
P-12	Pre-Kindergarten through Twelfth Grades
Prof	Full Professor
RDRC	Retroactive Drug Research Committee
RUSA	Reference & User Services Association
S.R.	Senate Rule
SACS	Southern Association of Colleges and Schools
SIG	Special Interest Group
SIG-CR	Classification Research Special Interest Group
SIG-MET	Metrics Special Interest Group
SIG-USE	Information Needs, Seeking, and Use Special Interest Group
SIS	School of Information Science
SL	Smithsonian Libraries
SLA	Special Libraries Association
SPA	Specialized Professional Association
STARS	Science, Technology, and Research Scholars
TCE	Teacher Course Evaluation
TLC	The Learning Center at Linlee
UK	University of Kentucky
UK ITS	University of Kentucky Information Technology Services
URL	Uniform Resource Locator
VIP	Violence Intervention and Prevention Center
VLA PAF	Virginia Library Association Professional Associates Forum
WELD	Women's Executive Leadership Development Program
YALSA	Young Adult Library Services Association

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Introduction

The Institution

Founded in 1865 as a land-grant institution, the University of Kentucky (UK) is dedicated to improving people's lives through excellence in education, research and creative work, service, and healthcare. The city of Lexington, which is located within the Bluegrass region of Kentucky, is home to the main campus of the University. Under the direction of President Eli Capilouto, the University's physical presence has undergone many changes in the last seven years, including the addition of several dormitories and a multidisciplinary science building. Future additions to campus include a new student center and an additional health science research building.¹

The University is unique in that it is one of only nine institutions that contain schools of Agriculture, Engineering, Medicine, and Pharmacy within a single, contiguous campus.² With 16 colleges and professional schools housing more than 200 academic programs, many of which are nationally ranked,³ the University is the premier and largest postsecondary educational institution in the Commonwealth of Kentucky. As of the Fall 2016 semester, the University had over 22,000 undergraduate and 7,000 graduate students.⁴ Total enrollment in Fall 2017 is expected to exceed 30,000 students.⁵ Additional information about the University is available through the Institutional Research and Advanced Analytics website,⁶ particularly the Interactive Fact Book.⁷

At the University of Kentucky, University upper administration controls most resources centrally. In terms of financial resources for the School of Information Science, the budget is flat from year to year. After several years of budget cuts, the School's budget covers only salary, benefits, a small amount for communications, and a small amount for office supplies. More specifically, in fiscal year 2012, 90.3% of the School's budget from the University was designated for salary and benefits. By fiscal year 2017, that amount had increased to 94.5%. The remaining budget is used to fund communications and networking charges, miscellaneous travel, institutional dues and memberships fees, printing, facilities charges, start up packages, and relocation assistance for new hires. All additional expenses (including part-time instructors, faculty development, marketing and promotion) are covered from summer tuition. Summer tuition is the one opportunity units have to add one-time nonrecurring funds to their annual

¹ "Campus Construction," University of Kentucky, accessed September 1, 2017, <http://construction.uky.edu>.

² "Benchmark Institutions," University of Kentucky, accessed September 1, 2017, <http://www.uky.edu/iraa/benchmark-institutions>.

³ "At A Glance: National Rankings," University of Kentucky, accessed September 1, 2017, <http://www.uky.edu/see/page/glance>.

⁴ "Quick Facts," University of Kentucky, accessed September 1, 2017, <http://www.uky.edu/iraa/quick-facts>.

⁵ "Enrollment & Demographics," University of Kentucky, accessed September 1, 2017, <http://www.uky.edu/iraa/enrollment-demographics>.

⁶ "Institutional Research and Advanced Analytics," University of Kentucky, accessed September 1, 2017, <http://www.uky.edu/iraa/>.

⁷ "Interactive Fact Book," University of Kentucky, accessed September 1, 2017, <http://www.uky.edu/iraa/interactive-fact-book>.

budget. Summer income, however, does not become part of a unit's recurring budget. During the summer term, Colleges receive a portion of the tuition revenue back as one-time funds (face to face courses earn Colleges 40% of tuition revenue generated while online courses earn 60%) if that College realizes a net profit for summer instruction. The College then decides whether or not those funds are kept at the College level, shared with the unit, or given entirely to the unit. The College of Communication and Information, for several years, has opted to funnel 100% of the generated income back to the home unit that generated the tuition.

With regard to physical resources, the Provost's Office controls office and classroom space centrally. The biggest increase in usable space for the School occurred when the School paid for renovations to its existing space, which increased the number of offices and cubicles available as of Fall 2012. A second renovation was made possible when the University agreed to reduce the size of two classrooms so that additional offices could be constructed. These offices were available as of Fall 2014.

Other resources like the learning management system (LMS; the campus LMS is Canvas), and several software packages (Microsoft Office, various Adobe products), are provided by University Information Technology Services (ITS). ITS does not provide direct support in terms of budget and services to the School. The School hires its own staff to serve as technical support to handle all software and hardware related issues. Rather, the School is able to benefit from resources made available to the campus at large. Similarly, UK Libraries does not directly support the School or the Library Science program. The program makes use of library resources that are made available to the full campus.

The School

The University of Kentucky has a long history of preparing individuals to serve their communities as information professionals. Classes in library science began at the University in 1918. At the time, those classes were offered through the English Department of the College of Arts and Sciences and had a focus on library instruction for educators. By 1929, students could enroll in a complete Library Science program, which became part of an official University department--the Department of Library Science--in 1932. In 1942, the American Library Association (ALA) accredited the program, making it the only ALA-accredited program in the Commonwealth, a distinction it continues to hold to this day. In 1968, the Department became the Graduate School of Library Science, and then the College of Library Science in 1970, what was then the first stand-alone college of library science in the United States.

Additional changes in structure occurred in 1982, when the College became the College of Library and Information Science, and 1993, when the College of Library and Information Science merged with the College of Communication to become the College of Communication and Information Studies. That merger created the School of Library and Information Science. In Summer 2012, the College name changed to the College of Communication and Information, and, in Fall 2012, the College became a member of the iSchools.

The second decade of the 21st century brought significant changes to the School. In 2013, the Instructional Research and Communication (ICR) program, which had been previously housed in the Department of Communication, became part of the School of Library and Information Science. The faculty in the ICR program teach many of the required composition and

communication courses for undergraduate students as well as several courses that count toward the Graduate Certificate in Instructional Communication.⁸

The 2013-2014 academic year also marked the initial point of significant expansion in the School's academic programs. The School expanded its offerings to provide additional avenues of preparation for students interested in the widening range of information professions. In addition to the established Library Science (LIS) master's program, the School created new programs in the areas of Information Studies (IS) at the undergraduate level and Information Communication Technology (ICT) at both the undergraduate and graduate levels. The IS online minor became available to undergraduates in 2013, with the ICT undergraduate major and ICT master's program following in 2014 and 2015, respectively. Given these programmatic expansions and the increasing diversity of professions in the information field, on July 1, 2015, the School's name changed to the School of Information Science (SIS).

In Fall 2017, the School has continued to extend its impact by offering the first online degree completion program at UK. This program allows students who have left school having completed some coursework toward a bachelor's degree to complete their remaining requirements online and earn a Bachelor's degree in ICT through UK.

The expansion of the faculty from 13 LIS faculty in 2011 to 11 LIS faculty, 6 ICT faculty, and 15 ICR faculty in 2017 has created new opportunities for interdisciplinary collaboration. The School also seeks to use the range of expertise this diverse pool of faculty provides by supporting opportunities for individual faculty members to teach outside of their home programs. For instance, ICT faculty have offered technology-focused electives for students in the Library Science program; LIS and ICR faculty have taught classes for both the undergraduate and graduate ICT programs. By teaching across the School, all faculty can share their expertise with the full range of the School's students, create stronger relationships with faculty who primarily teach in other programs, and diversify their teaching experience and approaches. Table i.1 shows the instances of other School faculty who have taught courses for the LIS program during this review period. Please note that the majority of these faculty came to the School in the latter part of the review period, between 2014 and 2017 (after the addition of the ICR and ICT programs), which accounts for the lack of outside faculty contributing to LIS course offerings prior to 2014.

Table i.1: Other School Faculty Teaching LIS Courses, 2011-2017

Name	Program	Course Taught	Semester and Year
David Nemer	ICT	LIS 690 Special Topics: Human Computer Interaction	Spring 2017 (to be offered again in Spring 2018)
Seungahn Nah ^a	ICT (joint appointment with Community Leadership Development)	LIS 690 Special Topics: Information Communication Technologies & Communities	Fall 2015
Timothy Sellnow ^a	ICT	LIS 690 Special Topics: Leadership in the Information Professions	Fall 2015

⁸ "Graduate Certificate in Instructional Communication," University of Kentucky School of Information Science, accessed September 1, 2017, <http://ci.uky.edu/sis/icr/graduate>.

Name	Program	Course Taught	Semester and Year
Jasmine McNealy ^a	ICT	LIS 690 Special Topics: Policy and Regulation	Spring 2014
Michail Tsikerdekis ^a	ICT	LIS 690 Special Topics: Content Management Systems	Spring 2015, Spring 2016, Spring 2017
Sherali Zeadally	ICT	LIS 690 Special Topics: Cybersecurity	Spring 2014
Brandi Frisby	ICR	ICT 610 ICT Research Methods	Fall 2016

^a Faculty member no longer with the School.

Courses, including online options for the Graduate Certificate in Instructional Communication directed by Dr. Brandi Frisby,⁹ are available for LIS students to take as part of their six credit hours of cognate courses. Students may also choose to complete their MSLS degree and the certificate in Instructional Communication concurrently, sharing those same six credit hours between the two.

For the School, the flexibility of having faculty who can and are willing to teach across programs ensures that the School can respond quickly to changes in enrollment and can offer courses outside of the areas of expertise of the core faculty of each program.

The Program

The Master of Science in Library Science (MSLS) degree is a 36-credit hour program that most students complete in two to three years. The program also offers an option for students to complete the requirements for School Librarian certification concurrently with the master's degree. Students may begin the program in the fall, spring, or eight-week summer semesters; the fall semester remains the most common semester in which to begin the program.

To earn the MSLS degree, all students must complete the four required core courses (12 hours) and an additional eight courses (24 hours). For those eight courses, students outside of the School Librarian program complete at least one technology class (3 hours) and seven electives (21 hours). For students in the School Librarian program, those eight courses are spread across the four courses meeting School Library Specialization Requirements (12 hours), two technology courses (6 hours), and two literature courses (6 hours).

The courses offered support academic concentrations in academic libraries, health information, information technology and systems, public libraries, school libraries, and youth services and literature. The program also supports a generalist track for students with interests across various areas of the field. A list of recommended courses for each of the academic concentrations is available on the program's website¹⁰ to help students create plans of study that will support their career goals. In terms of course availability, while the four core courses are all offered each fall and spring semester, the other courses are usually offered once each year, with most being offered either in the fall or spring semesters; the summer course

⁹ "Graduate Certificate in Instructional Communication," <http://ci.uky.edu/sis/icr/graduate>.

¹⁰ "Academic Concentrations," University of Kentucky School of Information Science, accessed September 1, 2017, <http://ci.uky.edu/sis/libsci/concentrations>.

schedule generally includes two core classes, one technology class, one school librarian class, and a few electives for students choosing to take courses outside of the fall and spring semesters.

Program Changes

Table i.2 provides an overview of major program developments and significant changes over the review period. A detailed timeline of significant changes along with supporting rationales may be found in Appendix 6.

Table i.2. Overview of Significant Program Events, 2011-2017

Academic Year	Change/Action	Effective	Source
AY 10-11	Addition of Alternative Spring Break	Spring 2011	Faculty led attempt to provide more opportunities for students to get real world experience; suggestion of alumna Deanna Marcum
AY 10-11	Exit requirement is a portfolio for all students	Fall 2011	Faculty led
AY 10-11	Approval of Policy for Mentoring Assistant Professors	Fall 2012	Faculty led
AY 11-12	Approval of Diversity Plan and creation of Diversity Committee	Fall 2012	Faculty led
AY 11-12	Development of course planning form	Spring 2012	Student affairs staff, feedback from Graduate Survey
AY 12-13	Revision to degree requirements: move from 4 core, 1 technology, and 7 electives to 4 core, 2 technology, 2 foundational, and 4 electives.	Spring 2014	Feedback from Employer Survey
AY 12-13	Suspension of the MA option (Plan A and B); MS option remains	Fall 2012	Based on input from Dean of the Graduate School, School administration, and approved by program faculty
AY 15-16	Addition of Canvas advising shells	Spring 2016	Graduate survey; informal feedback from students
AY 15-16	Addition of LIS 661 Introduction to Data Science and 690 Data Analysis and Visualization	Fall 2015	Faculty led
AY 15-16	Revision of 600 Information in Society	Fall 2017	Teacher course evaluations, survey results, informal feedback
AY 15-16	Revision of 603 Management in Information Organizations	Fall 2016	External Advisory Council; 2016 Employer Survey

Academic Year	Change/Action	Effective	Source
AY 15-16	Revision of student learning outcomes	Fall 2016	Portfolio analysis; faculty feedback
AY 15-16	Revision of vision, mission, goals, and learning objectives	Spring 2016	Response to feedback from the Office of Planning and Institutional Effectiveness;
AY 15-16	Revision to 601 Information Searching	Fall 2017	Teacher course evaluations, survey results, informal feedback
AY 15-16	Revision to 602 Knowledge Management	Fall 2017	Teacher course evaluations, survey results, informal feedback
AY 15-16	School Name Change	Fall 2015	Faculty and administration-led
AY 16-17	Revisions to School Rules approved	Spring 2017	Faculty led
AY 16-17	Revision of degree requirements; move from 4 core, 2 technology, 2 foundational, and 4 electives to 4 core, 1 tech, and 7 electives	Fall 2017	Faculty led
AY 17-18	Update to exit requirement (change to Exit Assessment)	Fall 2017	Faculty led

Degree Options

During the previous accreditation cycle, the program also offered the option of a Master of Arts in Library Science (MALS); however, the program elected to suspend that option in October 2012. As discussed in the External Review Panel report in response to the 2011 program presentation, between 2008-2011 only one new student had enrolled in the MA option with the intention of completing the required thesis and additional coursework. Furthermore, the option caused considerable confusion for applicants, some of whom mistakenly applied for the MALS option even though they intended to complete the MSLS. To address this issue, the program assists these students in the process of notifying the Graduate School of the need to update their student records to ensure proper processing of graduation paperwork and timely conferral of degrees. Currently, there are no students admitted prior to 2012 whose records indicate that they are in the MALS program.

Exit assessment

The structure of the program has also changed in regard to the exit requirement. Prior to the Fall 2011 semester, students entering the program had the option of taking the Comprehensive Examination as their exit requirement. Students who matriculated Fall 2011 or later completed the Portfolio. The program determined that the Comprehensive Examination did not provide a clear means of assessing the totality of what each student had learned. The Portfolio was developed to showcase the collective knowledge and experience students acquired during their time in the program. Even so, the Portfolio also fell short in several areas, such as ease of submission and overall assessment of student learning outcomes.

Completion of the Portfolio required the submission of no fewer than 14 files: a resume, personal statement, learning outcomes essay, list of course assignments used as evidence with grading information and/or instructor comments, and at least 10 course assignments known as artifacts. Of the available options for submission, the e-portfolio feature available in the University's designated Learning Management Systems (LMS) was the most straightforward way for students to compile and organize those files. From Fall 2011 to Fall 2015, students submitted the Portfolio in the Blackboard LMS. When the University moved to the Canvas LMS in 2016, so too did the submission of the Portfolios. To provide the faculty with ease of access to each student's submissions, a separate course shell is developed for each fall, spring, and summer semesters. Students graduating in a particular semester submit their exit requirements to the corresponding course shell.

While the e-portfolio features did allow students to create a centralized repository for the various components of the Portfolio, the features posed issues in each LMS. In Blackboard, portfolios existed only within the context of a specific Blackboard course shell; thus, students had to wait until they were enrolled in the graduation shell their final semester to begin compiling their portfolios. Thus, most students had to balance assembling their Portfolio while taking their final semester of coursework. In Canvas, the e-portfolio feature is separate from an individual class, allowing students to begin compiling their elements from the moment they entered the program. However, given that the e-portfolio is separate from an individual course in Canvas, students were required to complete an additional step for submission with no automatic indication that they had successfully submitted the correct link for the Portfolio. To alleviate anxiety over successful submission, a student affairs officer manually checked each submission to confirm the link was correct and functional. While this workaround was successful, it generated a new burden for student affairs staff. Furthermore, neither LMS provided a streamlined method of assessing the various portfolio submissions.

Additionally, the University of Kentucky Office of Planning and Institutional Effectiveness urged the program to develop an exit requirement that would provide a more complete assessment of students' learning. Feedback regarding the learning outcomes essay submitted as part of the Portfolio noted that the focus of the essay tended to skew toward students' work at the beginning of their program rather than throughout the program with particular emphasis on their level of mastery at the end of the program.

To address these issues, the faculty began discussions of possible alternatives or updates to the portfolio as the exit requirement in AY 2016-2017. These discussions continued during the retreats at the beginning of AY 2017-2018. At the August 2017 LIS curriculum retreat, the faculty decided to move to an Exit Assessment as the exit requirement for the degree effective Fall 2017. Updates to the exit requirement streamline the development and delivery experience for students and provide a more holistic view of students' progress toward mastery of learning outcomes. Furthermore, by attaching assessment rubrics to the Exit Assessment submissions using the outcome feature available in Canvas, the faculty can capture assessment data for all students for each outcome, rather than only a subset of students, as has been the case in previous years for the Portfolio assessment. Thus, the responsibility for assessment is shared among the LIS faculty, and the Planning Committee is now responsible for evaluating the resultant data and generating action items based on it.

Rather than a résumé, personal statement, learning outcomes essay, list of course assignments with grading information and comments, and series of course assignments, the Exit Assessment requires each student to submit two files: a résumé and a learning outcomes essay, which differs slightly in both content and format from its predecessor in the Portfolio. The Portfolio learning outcomes essay required students to explain their level of mastery for the program-level learning outcomes using their required and selected course artifacts as evidence. Students were required to include designated artifacts from the core courses and a technology class and had to choose at least one artifact from another class they completed. This structure led many students to rely heavily on their work from the core courses early in their programs, and, as a result, the portfolios were not always a true reflection of the entirety of what they had learned at the end of the program. In contrast, the Exit Assessment learning outcomes essay requires students to assess their level of mastery of each of the program-level learning outcomes at three distinct points prior to entering the program, after the completion of the required core classes, and at the end of the program--and to discuss how they plan to continue developing mastery the learning outcome following graduation. At this time students are reflecting on all three points at the end of their program

The Exit Assessment learning outcomes essay also incorporates content that had previously been captured in the separate personal statement, such as the students' motivations for completing the degree and their plans for continuing education. Adding content from the personal statement to the Exit Assessment learning outcomes essay streamlines the exit requirement and allows students to address their motivations and experiences while reflecting on their learning, thereby generating a more comprehensively reflective essay.

With regard to the course assignments/artifacts, since instructors grade course assignments within each class and the purpose of the exit requirement is not to re-grade the assignments included as artifacts, the LIS faculty determined that including the course assignments as part of the exit requirement submission was unnecessary and removed that requirement for the Exit Assessment. Doing so also eliminated the need for the list of artifacts and grading information document, further streamlining the assembly and submission of the exit requirement. Discussion of how the program will complete course-level assessment of learning outcomes is available in sections I.1.1 and I.1.2 in Chapter 1 of this document.

To help students with the transition from the Portfolio to the Exit Assessment, the program shared the Exit Assessment instructions on the website,¹¹ hosted an online information session via Zoom to explain the changes and answer questions, and shared that video as well as other resources with the students who intended to graduate in Fall 2017 semester in the Canvas Exit Assessment course shell.

Course Delivery

Another significant change in the program is the shift in available face-to-face classes. Having first offered distance learning options in the 1970s, the LIS program offered sufficient classes for students to complete the requirements for the master's degree entirely online by 2009. That said, a core group of local students continued to enroll in classes offered on campus for the next several years. From 2011-2013, sufficient student interest and enrollment in face-to-face

¹¹ "The Library Science Exit Assessment," University of Kentucky School of Information Science, accessed November 28, 2017, <https://ci.uky.edu/sis/lisexit>.

courses meant the program could offer each core course and one technology class in a face-to-face format each year. Enrollment in on-campus courses initially declined slowly, but between 2014 and 2016 the decline was much sharper. For instance, the face-to-face section of LIS 602 had 17 students in Fall 2012; in Fall 2013, only eight students registered for that section. As a result, since 2014, the vast majority of students have completed all of their classes online. Nevertheless, students do still have options for completing coursework on campus as several new electives have been offered in the face-to-face format.

Finally, the current makeup of the faculty is markedly different than it was at the beginning of this accreditation cycle. Four faculty have retired (Drs. Carrigan, Case, Chan, and Miller), and others have moved to industry positions or joined other academic programs. Drs. Jeff Huber, Stephanie Reynolds, and Sujin Kim already served as faculty for the LIS program when the current review period began in Fall 2011. That same semester, Dr. Namjoo Choi entered at the rank of Assistant Professor; he was promoted to Associate Professor in 2016. Dr. Shannon Oltmann entered at the rank of Assistant Professor in August 2012 and is currently undergoing tenure review. August 2013 brought in four new Assistant Professors: Drs. Melissa Adler, Sean Burns, Maria Cahill, and Youngseek Kim; Dr. Maria Cahill was promoted to Associate Professor in 2017 and Dr. Adler will take a leave of absence for the 2017-2018 academic year. In January 2014, Ashley DeWitt joined as a Faculty Lecturer. Later that year in August 2014, Dr. Soohyung Joo entered as an Assistant Professor. Finally, the program most recently welcomed Robert Shapiro in August 2017 as an Assistant Professor. Additional information about the faculty, including their service, publications, and honors, is available in Chapter 3 of this document.

Opportunities and Challenges

Over the last seven years, the LIS program has capitalized on opportunities for growth and development while also responding to challenges as quickly as possible. In regard to opportunities, the program has expanded the available technology electives, added a study abroad course, and developed new experiential activities to augment the total learning experience for the students in the program. Due to an expansion in areas of faculty expertise as a result of new hires, available technology courses now cover content in the areas of social media, content management systems, digital libraries, and data science. These courses have been well received, as has the option for studying abroad. The program offered a study abroad course for the first time in its history in 2013. The initial group of seven students traveled to Northern Ireland for a month in Summer 2013, where they studied the role of information professionals during times of cultural, religious, and social conflict. Running again in the summer of 2015, the class included 15 students, including several from other library science programs. The next study abroad course is scheduled for Summer 2018 in the Netherlands and will focus on access to information, empowerment, and marginalized and minority populations. In addition to this opportunity, LIS students can also take advantage of two new experiential activities: Alternative Spring Break (ASB) and Lex Week. Initiated in the Spring 2011 semester, the ASB program has allowed 68 students to gain work experience by interning with the Library of Congress, National Library of Medicine, National Archives, and Smithsonian Libraries during the University's scheduled spring break week. Due to the success of this program, the LIS program developed a similar experience called Lex Week in the Spring 2016 semester. For that program, students work with professionals in the University's libraries for a week. To date, four students have participated, and the program will return in Spring 2018.

The two most significant challenges the program has faced recently are the uncertainty surrounding state funding and fluctuating enrollments. Like the other higher education institutions in the Commonwealth, the University has faced the challenge of uncertainty regarding state appropriations and support in the last several years. Given this challenge, budgetary changes and plans are a topic of ongoing discussion and concern throughout the University. Despite efforts to absorb budget cuts centrally, changes in the budget can and do affect individual units. These effects can be challenging to manage since the University sets a general operating budget for each unit with little input from that unit's head administrator. In the case of the School, the University-issued budget has remained largely static during this accreditation period, and these funds are used to support staff and faculty salaries and benefits. However, the School has two means of generating funding that help to mitigate the effects of this issue.

The first is revenue generated through summer enrollment. For the summer semesters, each college receives 60 percent of the tuition revenue generated through classes offered online and 40 percent of the tuition revenue generated in campus courses. In the College of Communication and Information, when the tuition generated realizes a profit, the College then distributes the funds to the unit responsible for the courses generating them. The program then uses these summer funds to provide additional support and resources for students, faculty, and staff. Secondly, in developing the online degree completion program for ICT, the School negotiated a tuition sharing agreement that will provide an additional source of revenue to support its programs.

As has been the trend across the field in the last several years, the program has also experienced fluctuations in enrollment. From 2010-2012 the program experienced significant growth, beginning with 216 students in Fall 2010 and ending with 250 students in Fall 2012. However, beginning with the Spring 2013 semester, enrollment began to decline. The program experienced steady, though modest, growth again from Fall 2014 to Fall 2016. In most cases, spring enrollment numbers have been lower due to the high number of students completing the program each fall and the smaller size of the group of students admitted in the spring. Due to a large graduating class the previous spring, an increase in students needing time away from the program, and a smaller incoming class, enrollment for the Fall 2017 semester is just below 200 students. That said, the average enrollment from Fall 2010 to Fall 2017 is approximately 220 students, and over the last several years the program has established several new recruiting strategies to support the goal of stabilizing enrollment. Among these strategies are the expansion of in-person recruiting events to nearby states, contact with college and university programs and advisors, and the addition of more opportunities to engage with program representatives online.

Student and Alumni Accomplishments

The last seven years have been a time of significant accomplishment and honor for the program's students and alumni. Though certainly not exhaustive, the following list provides highlights for each year in the review period:

2011

Malinda Groff ('12) awarded Multi-Year Fellowship from the University of Kentucky
Leoma Dunn ('03) awarded a Special Library Association Fellowship

- 2012
Wayne Onkst ('79) received Kentucky Library Association Lifetime Achievement Award
Jim Blanton ('00), Tricia Racke Bengel ('96) and April Ritchie ('98) named among *Library Journal's* Movers and Shakers
- 2013
Dave Schroeder ('97) received Kentucky Public Library Association Outstanding Public Library Service Award
- 2014
Suzie Allard ('99) received *Library Journal* Teaching Award
Julia Allegrini ('01) and Jessica Holmes ('07) received Carnegie Corporation/New York Times "I Love my Librarian" Award
Don Barlow ('82) received Ohio Hall of Fame Librarian Award
Carol Bredemeyer ('81) received American Association of Law Libraries Hall of Fame Award
Patricia Guardiola ('14) named Kress Fellow in Art Librarianship at Yale University
Brian Lashbrook ('17) named among *Library Journal's* Movers and Shakers
Brittany Netherton ('16) invited to present at Rutgers iSchool Research Invitational
Valerie Perry ('94) appointed to Special Library Association Board of Directors
- 2015
Amanda Hurley ('05) named Kentucky Association of School Librarians Outstanding School Media Librarian
Tyler Nix ('15) named National Library of Medicine Associate Fellow
Teresa McGinley ('16), Matthew Noe ('16), and Robert Shapiro ('10) awarded first place research posted at Midwest Medical Library Association Conference
- 2016
Cynthia Butor (current student) awarded Multi-Year Fellowship and Daniel R. Reedy Quality Achievement Fellowship from the University of Kentucky
Rachel Lebo ('15) received National Library of Medicine Midwest Region Community Engagement Award
Heidi Neltner ('08) awarded Kentucky Society for Technology in Education Outstanding Teacher Award
Matthew Noe ('16) named University of Massachusetts Medical School Health Sciences Library Fellow
Valerie Perry ('94) received a Special Library Association Fellowship
- 2017
Sophie Maier ('10) named among *Library Journal's* Movers and Shakers

Ongoing Revision

Throughout the last seven years, the program has shared the information necessary for the Committee on Accreditation (COA) to provide ongoing feedback and suggestions for program improvement through annual statistical reports and the biennial narratives. To ensure a quality program for the students enrolled, the program has responded to concerns and suggestions as quickly as possible. For example, following the 2011 accreditation review, the COA recommended that the program focus its attention on strategic planning, the faculty mentoring

program, and the implementation and effect of the diversity plan. In its feedback on the program's 2012 Biennial Narrative, the COA noted that the program adequately addressed these issues and provided details about the actions and activities involved. In that feedback, the COA also requested additional details about the filling of vacant faculty lines and the effectiveness of the faculty mentoring program, which the program provided in the 2014 Biennial Narrative. At that point, the COA did not request additional details; however, in response to the 2016 Biennial Narrative, the COA did request additional explanation to be included in this self-study document as to the rationale for and effectiveness of the change in the number of program learning outcomes.

In the Fall 2017 semester, the program officially transitioned to the following four learning outcomes:

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

Prior to the Fall 2017 semester, there were nine major program-level student learning outcomes comprised of 39 sub-outcomes. The impetus for this change began in 2014. That year, in response to the University's preparation and development of its current strategic plan, the LIS program initiated a review of its own vision, mission, goals, and objectives. During the review, the faculty discussed the issues apparent with the assessment of the nine learning outcomes, namely that the nine outcomes and their 39 sub-outcomes continued to be difficult to assess fully in part due to inter-rater reliability issues with the assessment rubrics and students' inability to address all 39 sub-outcomes in their exit portfolio learning outcomes essay, which created gaps in the assessment data. Given these known issues and with feedback from the University's Office of Planning and Institutional Effectiveness, which strongly advised the program to streamline and clarify its learning outcomes, the program began revising the program-level student learning outcomes in the 2015-2016 academic year, as noted in the 2016 Biennial Narrative.

Meeting at least twice each month, the faculty decided to take a holistic approach to the review, first discussing what any LIS program should provide for its constituents, including which content and skills it should impart to students. As part of this process, the faculty also reviewed the program learning outcomes of other programs. These conversations helped the faculty to create a framework of content areas for the curriculum that met those needs and would also support the updated program vision, mission, and goals. From that point, discussions moved into the development of the learning outcomes, which the faculty worked on individually, in small groups, and as one large group. After several months of discussion and development, the faculty decided upon the four program-level learning outcomes included above and developed new rubrics for the purpose of assessment. Each rubric describes four progressive levels of mastery of each learning outcome, with the assumption that students will demonstrate mastery at the first or second levels after completing the required core classes and at the third and fourth levels upon completing the full LIS program.

Using the new outcomes and rubrics as a guide, the faculty then initiated discussion and revision of the required core classes: LIS 600, 601, 602, and 603. Having been revised in the 2015-2016 academic year as part of a campus faculty development program focused on multimodal communication, 603 needed only minor revisions. The other three courses,

however, required substantial revision to ensure they would align with the new program-level learning outcomes and address other issues identified during the program's planning and curricular review processes. The faculty responsible for teaching those courses met in small groups during the 2016-2017 academic year to develop the new versions of the courses, which they then presented to the full faculty for discussion and further revision. These revisions addressed the concerns and suggestions of the program's constituents and provided explicit connections between the new program-level learning outcomes and the course-level learning outcomes and assignments. Having received University approval, the new versions of 600, 601, and 602 were taught in the Fall 2017 semester.

While the new learning outcomes assessment rubrics were finalized in Spring 2016, the program elected not to use them to assess the assignments from the core classes during the 2016-2017 academic year. The versions of the core taught in that academic year predated both the creation of the new outcomes and assessment rubrics and for that reason were not likely to provide useful assessment data. Use of the new learning outcomes assessment rubrics will commence in the 2017-2018 academic year, as the core classes and Exit Assessment have incorporated the new learning outcomes as of the Fall 2017 semester. By the end of the 2017-2018 academic year, the program will be able to provide data from these two direct measures of student learning outcomes to evaluate the efficacy of the change from the nine previous learning outcomes to the current four.

In an effort to gain some feedback on the new program learning outcomes, the Planning Committee incorporated them into the Graduate Survey beginning Fall 2016. The survey asks recent graduates to rate how well they can

- Describe how communities and individuals interact with/in an information ecosystem
- Analyze the major tenets of information practice and apply them in multiple contexts
- Connect diverse communities and individuals with appropriate resources
- Explain the dependence of information retrieval on the organization of information

Initial feedback, shared in table i.3, has been very positive although these were not explicit goals of the program during this survey period. Answers are on a five-point scale with five corresponding to "Strongly Agree" and one corresponding to "Strongly Disagree."

Table i.3 Recent Graduates' Self-Assessment of Program Learning Outcome Attainment

Outcome	Average
Describe how communities and individuals interact with/in an information ecosystem	4.21
Analyze the major tenets of information practice and apply them in multiple contexts	3.67
Connect diverse communities and individuals with appropriate resources	4.19
Explain the dependence of information retrieval on the organization of information	4.58

Source: Graduate Survey AY 2016-2017

Details about other revisions to the program and its curriculum are available throughout this document.

The Self-Study Process

To prepare for the review, in January 2015 the program designated a self-study coordinator, created a timeline to direct activities, and established working committees for each of the chapters. From that point to June 2016, Dr. Lisa O'Connor (Associate Professor) served as the self-study coordinator. When she became Department Chair of the program at the University of North Carolina-Greensboro, Ashley DeWitt (Faculty Lecturer) took over the responsibility for coordinating efforts and activities for the self-study. In addition to the contributions of the faculty, several members of the staff have been instrumental in the construction of this document. These individuals include Will Buntin (Assistant Director), Heather Burke (Student Affairs Officer), Amber Troxell (Administrative Assistant), Harlie Collins (Communications Officer), and Tamika Tompoulidis (Student Affairs Officer).

The current committee structure has changed since it was originally established in January 2015 due to the approval of the 2015 Standards for Accreditation of Master's Programs in Library and Information Studies in February of that year and changes in the faculty. The current working committee assignments are as follows:

Standard I: Systematic Planning

Maria Cahill (Associate Professor, convener), Robert Shapiro¹² (Assistant Professor), Jeff Huber (Director and Professor)

Standard II: Curriculum

Stephanie Reynolds (Faculty Lecturer, convener), Shannon Oltmann (Assistant Professor), and Ashley DeWitt (Faculty Lecturer)

Standard III: Faculty

Namjoo Choi (Associate Professor, convener), Sean Burns (Assistant Professor), and Soohyung Joo (Assistant Professor)

Standard IV: Students

Ashley DeWitt (Faculty Lecturer, convener), Sujin Kim (Associate Professor), and Will Buntin (Assistant Director)

Standard V: Administration, Finances, and Resources

Will Buntin (Assistant Director, convener), Youngseek Kim (Assistant Professor), and Jeff Huber (Director and Professor)

During the Spring 2015 semester, the faculty established a planning process and approved the initial working committees. During that semester, they also reviewed the 2015 Standards for Accreditation of Master's Programs in Library and Information Studies and began to develop a list of relevant data sources to address the standards for their assigned chapters. During the 2015-2016 academic year, the committees continued to identify and gather necessary data. After making slight modifications to the committee assignments in Fall 2016, the faculty establish which data and resources would be used to address each of the standards. In

¹² As Dr. Adler is on a leave of absence AY 2017-2018, Robert Shapiro has been appointed in her place on the Systematic Planning Chapter.

October 2016, the program shared a draft of its Self-Study Plan with the members of its External Advisory Council to obtain their feedback.

The program used the Spring 2017 semester to produce drafts and then complete several rounds of revisions. During this time, each person with a committee assignment read an initial draft of each chapter and then the final draft of all chapters. The full faculty discussed the final drafts at the last faculty meeting of the academic year in May 2017. During the summer of 2017, the self-study coordinator, Assistant Director, and Student Affairs Officers reconciled contradictory content, addressed content gaps based on resources COA shared, applied initial formatting, and finalized in-text data and appendix materials. The program also shared self-study chapter drafts with the members of the External Advisory Council to obtain their feedback, which was then integrated into the content. Prior to the planning and curriculum retreats in August 2017, all committee members read the full updated self-study. During the retreats, the faculty then discussed any issues and necessary revisions and reviewed the timeline of activities before submission of the self-study draft in September 2017 and final self-study in December 2017.

Summary of Document

In the following chapters, the program explains how it has fulfilled the expectations outlined in each section of the 2015 Standards for Accreditation of Master's Programs in Library and Information Studies. Chapter 1 outlines the program's systematic planning process, situating it within the context of the program's mission, vision, and goals as well as those of the College of Communication and Information and UK. Chapter 2 reviews the curriculum, providing information on the current structure and classes and details about the changes that have occurred since the last full review. Chapter 3 details the role of faculty in the program and highlights their contributions to student success, the institution, and research and professional service in the field. Chapter 4 summarizes recruitment, admission, and retention activities as well as student experiences of the program and the assessment of student learning. Chapter 5 outlines the program's administration, finances, and resources and explains how they support students, faculty, and staff. In each chapter, relevant details are provided either in text or in the appendices. Information not shared in either format due to privacy or other concerns may be available on site for review.

Chapter 1: Systematic Planning

Introduction

The University of Kentucky (UK) 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 by the Carnegie Foundation as a Doctoral University: Highest Research Activity.

As stated in the introduction to The University of Kentucky Strategic Plan 2015-2020, "Through the education we provide, the creative research we conduct, and the care and service we render, we are the University **for** Kentucky. We are the institution our Commonwealth has charged with confronting the most profound of challenges -- in education, economic development, health care, and cultural and societal advance."¹

The three basic functions of the University of Kentucky--instruction, research, and service--represent the cornerstones of the mission and goal statements of the Library and Information Science (LIS) program offered through the University of Kentucky School of Information Science (SIS).

This chapter presents detailed information about the mission, goals, and program-level learning outcomes of the LIS program as well as information about activities and processes that demonstrate systematic planning.

Standard I.1

"The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education."

The degree to which the LIS program achieves its vision, mission, and goals can only be measured through ongoing cycles of planning and assessment. The planning process is critical to assessing the broader organizational environment, defining future goals, setting current

¹ "University of Kentucky Strategic Plan 2015-2017: Transforming Tomorrow," University of Kentucky, accessed July 17, 2017, http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf.

priorities, determining student learning outcomes, and identifying new opportunities. Planning occurs at multiple levels within the LIS program and the operational environment.

Planning Environment

The strategic planning process of the LIS program, described in detail later in this section, is the means by which the LIS program charts its future and measures its progress towards each of its goals, ultimately informing how the LIS program allocates and leverages its resources to move forward. The faculty, staff, students, and the External Advisory Council all have a voice in creating this road map.

The LIS program actively responds to assessment and feedback from its constituencies. The results of assessment are used as a focus for annual fall retreats, when the faculty assess the program's goals, activities in support of them, and measurable outcomes as described in the section on assessment measures used within the LIS program (see sections I.1.1 and I.1.2). In addition, these results are tracked, updated, and discussed during monthly LIS faculty meetings. The use of planning and assessment, including how it is connected to the University's strategic plan, is submitted to The University Office of Planning and Institutional Effectiveness.² These activities take place within the LIS program in the context of the broader organizational planning and assessment environment of the University, College, and School. Descriptions of the decision making bodies within the University that can impact the LIS program are available in Appendix 1.

University Planning

The planning, budgeting, and assessment cycle is detailed in the University's Administrative Regulation (AR) 1:4,³ which articulates how department and college planning and assessment are synchronized with that of the University. Institutional plans and resource allocation are aligned with the University of Kentucky Strategic Plan 2015-2020,⁴ which guides the actions of the University for the five year span reflected in the title. 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. The University's strategic plan drives all unit-level planning.

The University and its units monitor the effectiveness of programs in support of the University's strategic plan 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 periodic program reviews. The University Office of Planning and Institutional Effectiveness documents all University-level assessment activities. Figure 1.1 outlines the process.

² "Office of Planning & Institutional Effectiveness," University of Kentucky, accessed July 17, 2017, <http://www.uky.edu/ie/office-planning-institutional-effectiveness>.

³ "Administrative Regulation 1:4," University of Kentucky, accessed July 17, 2017, <http://www.uky.edu/regs/files/ar/ar1-4.pdf>.

⁴ "University of Kentucky Strategic Plan," http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf.

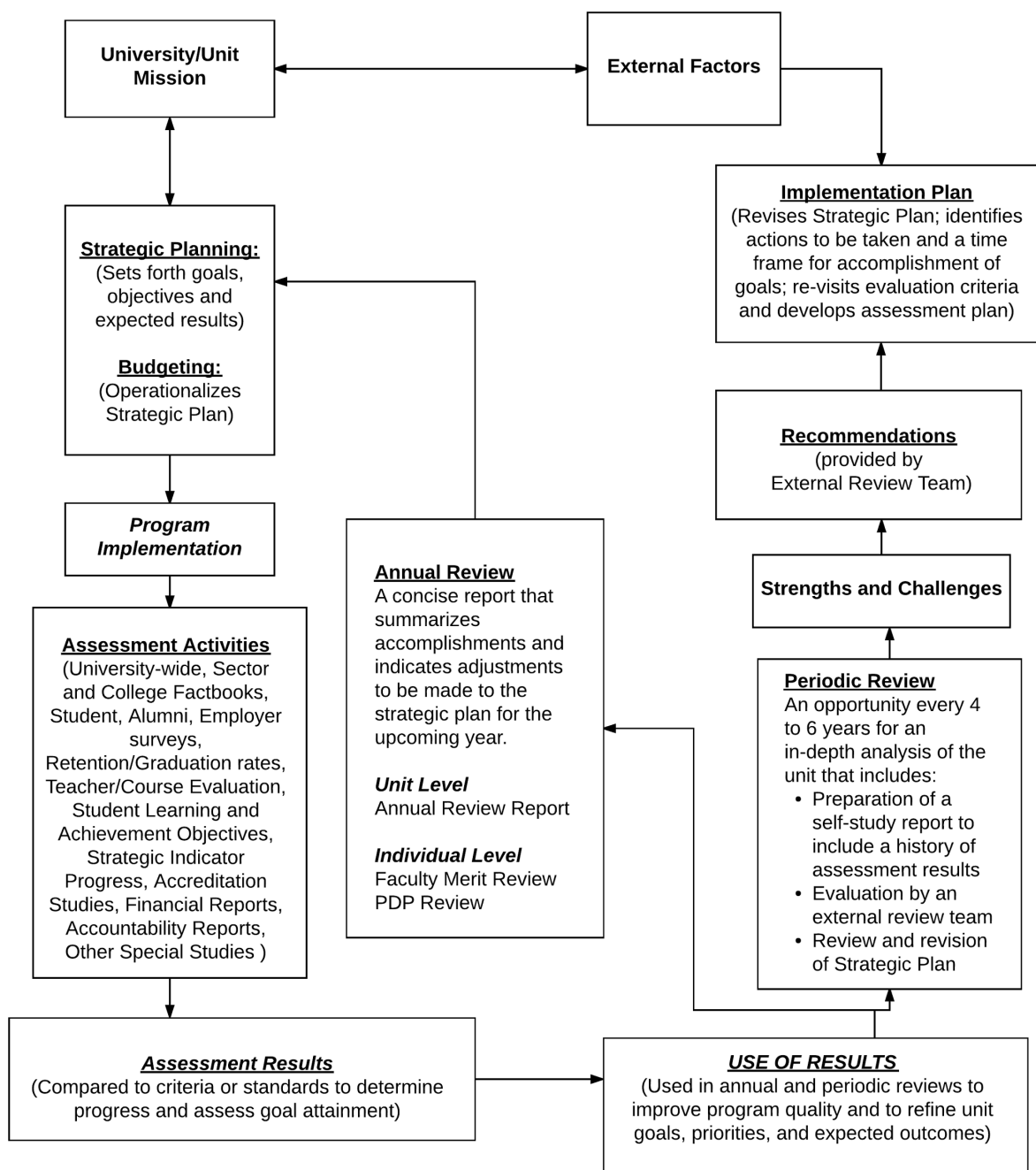


Figure 1.1. Institutional Effectiveness Process at the University of Kentucky

Source: Administrative Regulations 1:4⁵

The University Office of Planning and Institutional Effectiveness had previously documented all University planning and assessment activities and provided support to each unit in their planning needs. Recently, however, the Office of the Provost, after closely reviewing the operations and organizational structure of the institutional effectiveness and assessment

⁵ "Administrative Regulation 1:4," <http://www.uky.edu/regs/files/ar/ar1-4.pdf>.

processes, and with careful consideration of the current and future needs, began a restructuring by merging the offices of University Assessment and Planning and Institutional Effectiveness into one new organizational unit, called the Office of Planning and Institutional Effectiveness.⁶ The Associate Provost for Faculty Advancement and Institutional Effectiveness leads this new unit.

Support from the Office of Planning and Institutional Effectiveness includes assessment workshops and a website devoted to strategic planning⁷ as well as guidelines for units to follow.⁸ The University's strategic plan identifies benchmark institutions and the framework for University re-accreditation with the Southern Association of Colleges and Schools (SACS).

College Planning

The College of Communication and Information's Vision, Mission, and Goals webpage⁹ articulates the goals for the College, which are aligned to the University's strategic plan. Five strategic planning committees were organized in Fall 2014 to help revise the College strategic plan to ensure it was in line with the major revisions in the University plan. Each of these committees focused on one goal area, and each included an LIS program faculty or staff member. The College faculty adopted the 2015-2020 College of Communication and Information Strategic Plan at the College Assembly meeting on September 9, 2015.¹⁰

Program Planning

Strategic planning directs long-term activities for the LIS program, while the LIS program's annual retreats and Planning Committee focus on more short-term planning issues. Strategic planning within the LIS program is driven by internal needs, strategic planning initiatives within the School, College, and University, and the broader external environment. Evaluative feedback and outcome measures provide essential input to subsequent iterations of the planning cycle. What follows is an overview of LIS program planning and assessment activities within the larger operational environment.

Program Strategic Planning

Within the LIS program, the Planning Committee typically provides the primary focus for large-scale strategic planning and evaluation activities. The Planning Committee (consisting of three faculty members, two ex-officio members, and a student) advises the LIS program faculty, which is the primary decision-making body of the program, regarding planning issues. The Planning Committee is responsible for (1) defining planning objectives that will increase the

⁶ "Office of Planning & Institutional Effectiveness," <http://www.uky.edu/ie/office-planning-institutional-effectiveness>.

⁷ "Strategic Planning Library," University of Kentucky Office of Planning & Institutional Effectiveness, accessed July 17, 2017, <http://www.uky.edu/ie/content/strategic-planning-library>.

⁸ "Planning Guidelines," University of Kentucky Office of Planning & Institutional Effectiveness, accessed July 17, 2017, <http://www.uky.edu/ie/content/planning-guidelines>.

⁹ "Mission, Vision & Goals," University of Kentucky College of Communication and Information, accessed July 17, 2017, <http://ci.uky.edu/ci/mission>.

¹⁰ "2015-2020 Strategic Plan," University of Kentucky College of Communication and Information, accessed July 18, 2017, <https://ci.uky.edu/ci/sites/default/files/Strategic%20Plan%202015-20.pdf>.

effectiveness of the program; (2) recommending strategies for accomplishing defined planning objectives to the program faculty; (3) identifying major problems and/or opportunities affecting program performance; and (4) monitoring and evaluating the extent to which the program achieves its mission, goals and objectives. Although the 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 LIS program's External Advisory Council, alumni, employers, and graduating and current students. Details about the planning process are available in the LIS Program Assessment Process document (see Appendix 2).

Similar to the College and other units in the College, the LIS program revises its strategic plan on a regular five-year cycle to ensure alignment with the University's strategic indicators. The program's strategic plan guides the LIS program's planning and assessment activities. During the most recent review period, the LIS program revised its strategic plan, as discussed below.

The School of Library and Information Science Strategic Plan 2009-2014 (see Appendix 3) adopted by the then School Council in 2009, which was discussed in detail in the 2011 Program Presentation document,¹¹ served to guide decisions for the LIS program in the domains of curriculum; recruitment, retention, graduation, and placement of students; recruitment and retention of faculty and staff; facilities; internationalization; diversity; and engagement through 2014.

The Planning Committee crafted updates to the School of Library and Information Science Strategic Plan 2009-2014 and presented the Library and Information Science Program Strategic Plan 2015-2020 (see Appendix 3) to the faculty on October 23, 2014. It was approved at the External Advisory Council meeting on November 7, 2014. The Planning Committee gathered data on past performance in research, service, and teaching to inform the plan.

The Library and Information Science Program Strategic Plan 2015-2020 identifies six priority areas: Systematic Planning, Curriculum, Faculty and Staff, Students, Administration, Finances and Resources, and Evaluation. Within these priority areas, the LIS program faculty identified 17 objectives with one or more metrics for measuring the attainment of each. Several areas targeted for improvement in the plan are based on all data collected from the previous years. These include (1) increasing the annual average number of peer-reviewed publications from 1.2 to 2; (2) increasing the number of students who engage in practica; (3) taking a more systematic and regular approach to reviewing core curricula; and (4) improving the community experience for face-to-face and online learners.

Since the implementation of the strategic plan, the program has worked toward each of the targets and has made progress on several. Since 2015, peer-reviewed publications among tenure-track faculty exceed two per year. While we have continued to encourage students to engage in practica, participation has not changed significantly. Beginning in AY 2015-16 faculty have worked continuously on strengthening the core curricula. Finally, the program has taken several actions to improve the community experience of students including the adoption of Zoom as the platform for online conferencing, initiating Lex Week in 2016, and working collaboratively with the Information Communication Technology (ICT) program to enrich the graduate experience for students in both programs. For example, the two programs offered a

¹¹ "Assessment," University of Kentucky School of Information Science, accessed July 17, 2017, <https://ci.uky.edu/sis/assessment>.

joint program orientation and tailored breakout sessions to the unique needs of each group of students. Additionally, LIS program students are eligible to take ICT courses as electives or technology courses, thus increasing the number of face to face courses available to LIS program students.

Constituencies of the LIS program

Because the University of Kentucky is a land grant university with a mission to serve as the University **for** Kentucky, the LIS program places special value on serving the Commonwealth. That said, the reach of the University and the LIS program is much broader than a single state; hence, constituencies transcend the boundaries of the Commonwealth. The LIS program serves the following constituency groups:

Students

As conveyed in the LIS program's vision, a focus on learning defines the direction of the program's activities. As further articulated in the mission statement, the LIS program is committed to preparing students to be information professionals. Students receive information about program changes and related actions via the Student Handbook,¹² the bulletin published by the University of Kentucky Registrar,¹³ reminders sent at the beginning of each semester, and email listserv messages from Student Affairs, and the School website.¹⁴

School of Information Science

The LIS program is but one academic program contributing to the School of Information Science as it prepares both undergraduate and graduate students to “confront the most profound of challenges -- in education, economic development, health care, and cultural and societal advance.”¹⁵ The synergistic relationship between the LIS program, the Information Communication Technology (ICT) programs, and the courses in Instructional Communication and Research (ICR) brings new perspective and energy that refresh and motivate faculty, students, and staff across the School. Though each of these units is distinct, there is significant overlap in the interests of the faculty and students in all three areas. Pooled financial and human resources bring strength to all the units individually and collectively. Graduate students from the ICT program can participate in LIS courses, and LIS students can complement their studies by completing graduate-level ICT courses. The program is improving ways to incorporate the certificate in Instructional Communication into the LIS program for students with an instruction focus. Regular Student Affairs communications to the student email lists, the Student Handbook, the School website, and course bulletins from the Registrar for both the LIS and ICT graduate programs inform students of significant changes pertinent to either degree program.

¹² “Student Handbook,” University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/students/handbook>.

¹³ “Bulletin/Course Catalog,” University of Kentucky, accessed November 30, 2017, <http://www.uky.edu/registrar/bulletin-course-catalog>.

¹⁴ “School of Information Science,” University of Kentucky, accessed November 30, 2017, <http://ci.uky.edu/sis/>.

¹⁵ “University of Kentucky Strategic Plan” http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf.

College of Communication and Information

As one of four units in the College of Communication and Information, the LIS program faculty and staff are able to collaborate with colleagues in related but discrete information disciplines. Similarly, students from other units in the College participate in LIS program courses, and LIS program students can complement their studies by completing courses offered through other units in the College. Program changes pertinent to students and faculty throughout the College are reported on during regular College Assembly and Faculty Council meetings (see table 1.1).

University of Kentucky

Through collaboration with faculty and staff in other academic units, faculty in the LIS program hone teaching and research skills and likewise contribute to the professional development of faculty in units beyond the School and College. Through bodies such as Graduate Council and University Senate, curricular and program changes are submitted, reviewed, approved, and reported back to the University community at large (see table 1.1).

Library and information communities

Through practice-based research, field-based experiences, professional development endeavors, service activities, and professional association commitments, faculty, staff, and students in the LIS program collaborate with practitioners in teaching, research, and service. In particular, the External Advisory Council for the LIS program contributes annual feedback to and receives information from the School related to LIS program developments. This group's input has impacted a number of actions, including a revision of the LIS 603 Management in Information Organizations curriculum in Fall 2016 (see Appendix 6 for a thorough timeline of changes throughout the review period).

Employers

As the LIS program's mission statement indicates, the program is committed to preparing information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society. The program solicits feedback from employers biennially and uses it to determine what it means to be a successful and prepared information professional. The mechanism used to collect information from employers is the Employer Survey which has driven curricular changes such as those to LIS 600 Information in Society in Fall 2014 when the course content was broadened to cover a diverse range of information professionals (see Appendix 6 for a thorough timeline of changes throughout the review period).

Society

As the LIS program's mission statement indicates, the program is committed to preparing information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society. The program faculty are active in the library and information science field, and they relay new information to the profession at large through publishing research, participating in professional service (including serving as editors of peer-reviewed journal titles), and presenting at conferences. A more complete record of faculty service may be found in Chapter 3 of this self-study.

Alumni

The program maintains connections with alumni after they graduate from the program. The program solicits and uses feedback from alumni biennially to strengthen the program and ensure it does prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society. Input from alumni has prompted action, including the development of a new leadership Special Topics course in Spring 2013 in response to feedback from a prominent alumnus, Wayne Onkst (see Appendix 6 for additional information on this and other alumni-led program changes).

Table 1.1 outlines the means through which the program gathers feedback from these constituencies as well as the timing of those activities. Informal feedback mechanisms include students' conversations with their advisors and instructors, faculty and administrators' interactions with alumni and other constituents at conferences and other professional events, as well as email and other correspondence the faculty and administration receive throughout the year. While such means of feedback are not recorded formally, they provide valuable insight into both the program and the field. Additional details about these feedback mechanisms are available in sections I.1.1, I.1.2, and I.4 in this chapter.

Table 1.1. Constituent Feedback Mechanisms

Constituent Group	Mechanisms	Gathered/Meets
Students	Course evaluations	Semesterly
	Alternative Spring Break and Lex Week reflections	Annually (spring)
	Committee meetings	Monthly
	Learning Outcomes Essay	Semesterly
	Graduate survey	Semesterly
	Informal feedback	Ongoing
School of Information Science	School Council meetings	Triannually
College of Communication and Information	College Assembly	Semesterly
	Faculty Council	Monthly
University of Kentucky	Program review	Pentennially
	Senate Council	Biweekly
	Faculty Senate	Monthly
	Graduate Council	Biweekly
	University Senate	Monthly
Library and Information Science	External Advisory Council	Annually (fall)

Constituent Group	Mechanisms	Gathered/Meets
communities	Informal feedback	Ongoing
	ALA Biennial Narrative feedback	Biennially
	ALA full accreditation review	Septennially
Employers	Employers survey	Biennially
	Alternative Spring Break survey	Annually
	External Advisory Council	Annually (fall)
	Informal feedback	Ongoing
Society	Journals/professional literature	Ongoing
Alumni	Alumni survey	Biennially
	Informal feedback	Ongoing
	External Advisory Council	Annually (fall)

I.1.1 and I.1.2 Continuous Assessment and Review

LIS Program Assessment Plan

Prior to the adoption of the LIS Program Assessment Process in Fall 2017, the program had been operating under a similar but less comprehensive plan that had been approved by the School Council¹⁶ in October 2012 (see Appendix 2). Under the current plan, assessment data come from a variety of internal and external mechanisms. The internal mechanisms include core course assignment data, exit requirement data, the Graduate survey, the Technology Audit, and the Diversity Audit. The external mechanisms include the Alumni Survey, Employer Survey, and feedback from the External Advisory Council.

The sections below describe the processes for gathering data, analyzing it, setting annual goals, and assessing how well those goals are met. The first section describes the data gathering activities. The second outlines the planning cycle. Figure 1.2 outlines the current iterative program review process.

¹⁶ Prior to Fall 2013, the School only consisted of LIS faculty. At that time, meetings of the School Council served in the same capacity as the LIS program faculty meetings do currently.

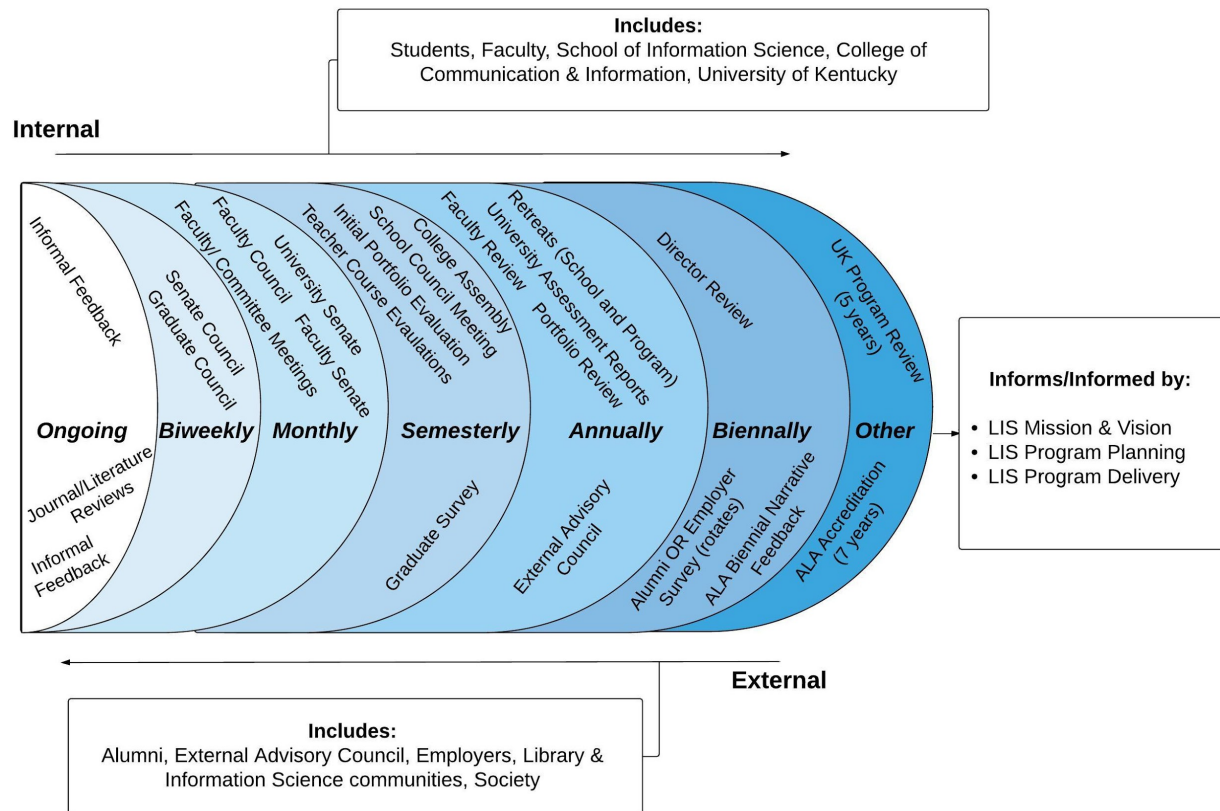


Figure 1.2. LIS Program Evaluation and Constituent Input Timeline

Program Data Gathering Activities

Internal Mechanisms

Course-level Data

As of Fall 2017, the faculty use standardized rubrics based on the new program learning outcomes (see Appendix 2 for list of rubrics) to assess specific assignments in the required core classes. These assignments include projects, papers, exams, or other products of student work. Assessing students' levels of mastery early in the program provides a point of comparison for the data gathered through the exit requirement and a means for evaluating the effectiveness of the program, particularly the required core classes.

Every core course instructor obtains the appropriate program learning outcome rubrics for their course through Canvas, the University's Learning Management System (LMS). The instructor then scores students' assignments using those rubrics during the regular grading process, though the scores on the program learning outcome rubric are not be used to calculate assignment grades. As the new core courses as well as new standardized rubrics went into effect in Fall 2017, data is not yet available, but an initial report of the course-level data will be available on site in January for review.

Each August, at the end of the academic year, the Assistant Director will export the program learning outcome rubric data to a spreadsheet in a shared space. The Curriculum Committee

will analyze the data in September and communicate findings and recommendations back to the faculty at the October faculty meeting. An initial report of the data from the Fall 2017 portfolios will be available on site in January. Comprehensive data analysis occurs on a three-year rolling review: one outcome during the first year, one during the second year, and two during the third year. This process will provide a measure of how well students are meeting program-level learning outcomes as demonstrated through the aggregated rubric scores.

Exit Requirement Data

The exit requirement review is an annual and ongoing process that the Planning Committee coordinates. Summaries of exit requirement assessment results are available in the Biennial Narratives (see Appendix 4) and the Planning Committee Reports (Appendix 9). Appendix 9 also contains learning outcomes essay analyses. Additional discussion of the results of exit requirement data and program changes made as a result is present in section IV.7 in Chapter 4.

Between Fall 2011 and Summer 2017, the exit requirement for the program was the Portfolio. In the Portfolio, students submitted a résumé, personal statement, and learning outcomes essay in addition to the graded versions of their completed assignments, called artifacts, as evidentiary support in the essay. As of Fall 2017, students complete the Exit Assessment, which consists of a résumé and learning outcomes essay.

The learning outcomes essay is the major component of both the Portfolio and Exit Assessment. Students organize this narrative around each of the learning outcomes. The goal of the learning outcomes essay is for students to reflect holistically on their educational attainment across the program. It demonstrates the extent to which students are able to articulate and demonstrate their accomplishments in each of the major areas. From Fall 2011 to Summer 2017, students organized the essay around the eight (through Summer 2014) and then nine (up through Summer 2017) learning outcome areas, with their associated 39 sub-outcomes. As of Fall 2017, students organize the essay based on the four new program learning outcomes. Furthermore, the essay changed in both structure and content from the learning outcomes essay required in the Portfolio; it now requires the student to discuss their competency related to each learning outcome prior to the program, after completing the required core courses, and after their remaining coursework in the program. Additional details about the changes to the exit requirement are available in the Introduction to the self-study and section IV.8 of Chapter 4.

Prior to Academic Year (AY) 2017-2018, each spring the Planning Committee assessed a random sample of the three previous semesters of learning outcomes essays using a standardized rubric to determine the extent to which the essays demonstrated students' attainment of specified programmatic learning outcomes. As outlined in the Biennial Narrative reports (Appendix 4), between AY 2012-2013 and AY 2014-2015, the rubric underwent several changes to allow for more specific assessment and to address ongoing issues with inter-rater reliability. These efforts to improve the assessment mechanisms have resulted in positive changes, but the ongoing changes have limited the ability of the faculty to identify meaningful trends over time.

Beginning in Fall 2017, the faculty reviewing each Exit Assessment will use the same rubrics used at the course level to assess students' mastery as demonstrated in the learning outcomes

essay. The Assistant Director will then export the data at the end of each academic year. In each case, the annual composite scores help to determine how well students demonstrate that they have met program objectives and to identify those learning outcomes that were not met consistently.

The main benefits of the transition to the new process for assessing the exit requirement are that (1) assessment data will be available for all students' exit requirements rather than only a subset of them, (2) all faculty will share the responsibility for assessment, and (3) assessment data will be available sooner than it was during the previous process. Furthermore, due to the restructuring of the learning outcomes essay, students will need to explain in more detail the how the program has contributed to their mastery of each outcome by addressing what they knew before entering the program, after completing the core, and after completing their remaining classes. By requiring this more specific narrative of their time in the program, the faculty will have an additional data point to help determine which courses are currently contributing to student mastery of the learning outcomes and which may need revisions.

Assessment Reporting

The Planning Committee creates a comprehensive report (see Appendix 9) based on exit requirement data from the previous academic year, describing the extent to which students demonstrate mastery of the program learning outcomes, and identifying areas of strength and weakness in the program. Prior to AY 2017-2018, the Planning Committee had submitted this report to the program faculty in the spring. Moving forward, the Planning Committee will submit the report at the October faculty meeting after discussing the assessment data with the Curriculum Committee in September. In AY 2017-2018, the Planning Committee will provide an initial report of the exit requirement data in December based on the Fall 2017 Exit Assessment submissions to measure at which level students can demonstrate mastery of the program learning outcomes through their learning outcomes essays and to test the reliability of the instrument. This report will be available on site for review in January. The Planning Committee will share the first full learning outcomes analysis with the LIS faculty for the Exit Assessment submissions for AY 2017-2018 in October 2018.

The Curriculum Committee uses the Planning Committee's report as well as other evaluation feedback and data to make recommendations for revisions to the core curriculum. Such revisions address those outcomes that are not demonstrated, or demonstrated weakly, in student work. For instance, as discussed in the AY 2013-2014 Curriculum Committee Annual Report (see Appendix 14), the Curriculum Committee recommended incorporating more oral and business writing into courses in cooperation with the Planning Committee and in response to feedback from students, alumni, and employers. That suggestion corresponded to what was at the time the ninth program learning outcome, "Other Competencies," which focused on effective written and oral communication and critical thinking. The committee highlighted LIS 603 as a course where such integration could occur. The AY 2014-2015 report indicates that a group multimedia presentation and a business letter assignment were incorporated into the proposed revision of LIS 603 in response to that recommendation.

Prior to AY 2017-2018, the Curriculum Committee submitted its report to the LIS faculty during the last spring faculty meeting. Moving forward, the Curriculum Committee will submit the report in October after discussing the results of the exit requirement assessment as well as the

course-level data generated through the use of rubrics for selected core course assignments with the Planning Committee. In AY 2017-2018, the Curriculum Committee will provide an initial report of the course-level data at the January faculty meeting based on students' completed assignments in the core classes. This report will be available on site for review in January. The Curriculum Committee will share its first full analysis of course-level learning outcome data with the LIS faculty in October 2018.

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

Technology and Diversity Audits

The Curriculum Committee conducts technology and diversity audits of the curricula biennially during alternating years. The Curriculum Committee summarizes the results of the audits and includes that summary and any suggested actions in the final Curriculum Committee report for that year (see Appendix 14). The committee's report informs planning and setting of annual goals.

External Mechanisms

As mentioned previously, constituent data from external feedback mechanisms has driven program changes throughout this review cycle (see Appendix 6 for a detailed list and rationales for changes). The primary mechanisms for this type of feedback are the Graduate Surveys, Alumni and Employer Surveys, and the feedback from the program's External Advisory Council.

Graduate Surveys

The Assistant Director and Admissions Coordinator administer student exit surveys to graduating students each semester (Graduate Survey, Appendix 5). The Assistant Director and the Planning Committee collate, analyze, and summarize the data annually and prepare a report for the faculty prior to the fall retreats. The Graduate survey helps the LIS faculty assess how well the program supports students' needs, goals, and aspirations. These survey responses have impacted the program in numerous ways, including the creation of course planning forms (see Appendix 17) for students and advisors to use in degree planning (see Appendix 6 for this and additional examples of program changes resulting from the Graduate Survey).

Alumni and Employer Surveys

The Planning Committee administers Alumni and Employer Surveys biennially during alternating years. The Planning Committee analyzes and summarizes data and prepares a report for the faculty in March. Like the Graduate Survey, results from the Alumni and Employer

Surveys help the faculty assess how well the program prepares students to meet the demands of library and information organizations. Results inform planning and the faculty who, in turn, set annual goals.

External Advisory Council Feedback

The External Advisory Council meets during the fall semester, usually in October. The Director presents the results of the assessment and planning described above and articulates the program goals for the coming year. Feedback from the Council is solicited and taken into account as the faculty further develop plans and assessment.

The Planning Cycle

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

At the beginning of each academic year during the fall program and curriculum retreats, the LIS faculty utilize the data and reports from the previous year's Graduate Survey and Planning and Curriculum Committees to identify the School's priorities for curricular review and/or revision and to set goals for the coming academic year. Monthly program faculty meetings provide opportunities for committees to report their progress toward meeting goals and to discuss issues that arise during the implementation of those goals.

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

Table 1.2 outlines the timeline of planning and assessment activities the program followed through Summer 2017. Table 1.3 outlines the timeline of planning and assessment activities effective Fall 2017 as a result of the revisions made to the learning outcomes assessment mechanisms described earlier in this section.

Table 1.2. Yearly Planning and Assessment Activities through Summer 2017

Month	Action	Entity Responsible
August	Hold program review and curriculum retreats	Faculty
	Discuss Graduate Survey results and previous year's Planning and Curriculum Committee reports	Faculty
	Conduct Graduate Survey (Summer graduates)	Assistant Director
September	Hold faculty meeting	Faculty

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

Table 1.3. Yearly Planning and Assessment Activities Effective Fall 2017

Month	Action	Entity Responsible
August	Hold program review and curriculum retreats	Faculty
	Discuss Graduate Survey results and previous year's Planning and Curriculum Committee reports	Faculty
	Set and begin implementing course and exit requirement goals for current year	Faculty
	Conduct Graduate Survey (Summer graduates)	Assistant Director
	Export core course and exit requirement learning outcomes rubric data for previous academic year	Assistant Director
September	Hold faculty meeting	Faculty

Month	Action	Entity Responsible
	Hold meeting to discuss previous year's core course and exit requirement learning outcomes rubric data	Planning and Curriculum Committees
October	Hold faculty meeting	Faculty
	Share reports on core course and exit requirement learning outcomes assessment	Planning/Curriculum Committee
	Launch Alumni or Employer Survey	Planning Committee
	Convene External Advisory Council	Director
November	Hold faculty meeting	Faculty
December	Hold faculty meeting	Faculty
	Conduct Graduate Survey (Fall graduates)	Assistant Director
January	Hold faculty meeting	Faculty
	Begin Technology or Diversity Audits (biennially)	Curriculum Committee
February	Hold faculty meeting	Faculty
March	Hold faculty meeting	Faculty
	Share results of Technology or Diversity Audit (biennially)	Curriculum Committee
	Share Alumni or Employer Survey report	Planning Committee
April	Hold faculty meeting	Faculty
May	Hold final faculty meeting	Faculty
	Share final reports	Curriculum and Planning Committees
	Conduct Graduate Survey (Spring graduates)	Assistant Director

Review of Vision, Mission, Goals, and Student Learning Outcomes

Because the University underwent a major self-study in the years leading up to 2015 in preparation for a five-year strategic vision and plan, the LIS program began revising its vision and mission statements, as well as the program goals and student learning outcomes, in 2014 to ensure alignment with the larger institution. These revisions also came in response to feedback collected through regular program planning processes. The LIS External Advisory Council provided input in Fall 2015, and a new vision, mission, and learning outcomes were adopted and shared with the UK SIS community in Fall 2016. The new learning outcomes took effect in Fall 2017 to coincide with revised core courses. Prior to this comprehensive review of

the program, the LIS program had engaged in the systematic planning processes outlined in this chapter and described in detail in the subsequent chapters.

Vision, Mission, and Goals, 2010-2016

Vision

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.

Mission

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

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.

Vision, Mission, and Goals, 2016-present

Vision

Empowered by information.
Transformed by learning.
Driven by research.

Mission

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

Goals

1. To develop further an inclusive culture that fosters effective research, teaching, and learning.
2. To produce competent information professionals who can facilitate the flow of information in a rapidly changing society.
3. To recruit, develop, support, and retain a diverse, talented and promising body of faculty, staff, and students.

A detailed explanation of the revisions made to the student learning outcomes is available in the next section.

I.1.3 Improvements Based on Data

The Planning Committee's analysis and assessment of data enable the program faculty to make improvements to both the program as well as the systematic planning and assessment processes. Below are descriptions of some improvements to the process and the program in each area. Additional improvements to the program based on the analysis of data are described in detail in Chapters 2, 3, and 4. A more comprehensive timeline of changes to the program is available in Appendix 6.

Program Learning Outcomes

In 2011 Program Learning Outcomes were reviewed and revised through a process in which the learning outcomes were mapped to American Library Association (ALA) core competencies, course-level learning outcomes, and core course artifacts to ensure continuity at all levels. Subsequently, the faculty revised the learning outcomes for all core courses and the assignments used as artifacts for the Portfolio to ensure correspondence with program learning outcomes. Additionally, faculty were encouraged to include applicable corresponding program learning outcomes to core course syllabuses to help students make connections between core courses and program learning outcomes.

In 2012, the LIS program developed a rubric for evaluating the learning outcomes essay included of the Portfolio to assess students' ability to articulate how well they met program learning outcomes (included in Appendix 2). Three faculty members tested this rubric in Fall 2013 by using it to rate 20 percent of the previous academic year's portfolios, both to establish

early measures for how well students demonstrated they met program learning outcomes through their portfolios, and to test the reliability of the instrument. The findings of this trial identified ways in which the portfolio process could be improved, including providing better instructions for students, a more concrete format for the learning outcomes essay, and a clearer picture of how assignment/artifact learning outcomes are related to course-level and then program-level outcomes. The faculty made all the necessary revisions to the portfolio template and instructions and implemented them for Fall 2014 graduates (see Appendix 2). The faculty also revised the learning outcomes essay rubric based on the findings to support a high level of inter-rater reliability.

As previously indicated, in alignment with the larger institution and in response to feedback collected through regular program planning processes, the LIS program began revising the vision and mission statements as well as the program goals and instructional objectives in 2015; the faculty completed this process in Spring 2016 and presented revisions to the External Advisory Council in Fall 2016. Based on the difficulties measuring learning outcomes at the program level as articulated above and using feedback from the University's Office of Planning and Institutional Effectiveness, the faculty reduced the number of program learning outcomes from nine to four in order to be able to assess them more effectively. Additionally, the faculty moved to a four-point rubric system for assessment purposes. The faculty also revised the learning outcomes for all core courses to ensure they correspond to and help fulfill the program learning outcomes. Furthermore, applicable corresponding program learning outcomes will be added to core course syllabuses to help students understand how their learning in core courses contributes to their attainment of program-level competencies. Finally, the faculty have revised learning outcomes for assignments to correspond to new course-level learning outcomes. These changes are effective Fall 2017 and should result in students being able to trace how completed work products and assignments contribute to the attainment of knowledge, skills, and dispositions reflective of course and program-level learning outcomes.

As the learning outcomes have changed, the faculty have added, removed, and revised items from the Employer, Alumni, and Exit Surveys to ensure full coverage of competencies, enable comparisons of data across constituency groups, and better reflect the current state of the program, thereby enabling the program to better triangulate learning outcomes assessment data. For instance, in the Graduate surveys conducted between Fall 2011 and Spring 2016, the question pertaining to students' satisfaction with faculty followed a one to four scale, where one represented all faculty and four represented no faculty. Beginning with the fall 2016 survey, this scale was change to one representing no faculty and four representing all faculty to make the scale used in this question more consistent with the rating schemes used in the other questions in the survey. Furthermore, the surveys began assessing the new student learning outcomes rather than the previous versions as of Fall 2016 to gather initial student self-assessment data in advance of the official transition to the new learning outcomes in Fall 2017.

Curriculum

Based on an analysis of data obtained as part of ongoing curriculum review in 2012, an ad hoc committee was formed to revise two core courses. LIS 601 Information Seeking, Retrieval & Services was revised to focus more on information needs, information seeking, and human/information interaction, and the course title was changed to LIS 601 Information Seeking. LIS 602 Information Representation and Access was revised to focus more on

information representation, access, and retrieval. LIS 601 and LIS 602 provide the theoretical and contextual basis for more advanced courses, including various electives designed to support a student's area of interest/specialization. The faculty revised these courses again during AY 2015-2016 to ensure greater focus on retrieval of information in LIS 601 and greater focus on organization of information in LIS 602 to make more explicit the connection between information organization and information retrieval. Additionally, the course title of LIS 602 was changed to Knowledge Organization, and the course title of LIS 601 was changed to Information Search. The program submitted the course changes for review in AY 2016-2017, and the new courses are being taught for the first time Fall 2017. Sections II.1 and II.7 in Chapter 2 contain additional information about changes to these course.

Based on analysis of data obtained through the Employer Survey in 2012, the program increased the number of required courses from four plus a technology elective, to four plus two technology electives and a second tier of courses related to information retrieval and information resources and services effective Spring 2014. However, as explained below, based on additional data, the faculty reversed this decision in AY 2016-2017. Additionally, the program added technology electives, initially as LIS 690 Special Topics courses, and as of 2015 LIS students have had the option of participating in the Information Communication Technology (ICT) master's level courses.

Data obtained from the surveys, student feedback on formal course evaluations, instructor feedback, and instructor expertise compelled us to add the following electives in the program: LIS 626 Electronic Information Resources in the Health Sciences (2014), LIS 627 Consumer Health Information Resources (2013), LIS 634 Information Architecture (2013), LIS 658 Knowledge Management (2013), and LIS 665 Introduction to Digital Libraries (2014). All courses were offered as special topics courses prior to being put forth as regular courses. Similarly, in 2015 the faculty added two courses: LIS 612 Youth Literature for a Diverse Society and LIS 661 Introduction to Data Science. Each course, having been previously offered as a special topics course, had received favorable evaluations from students.

Results from Employer Surveys indicated that employers perceived management as one of the weaker areas of the curriculum. In response, during AY 2014-2015, two LIS program faculty participated in a University-sponsored workshop to improve the LIS 603 Management in Information Organizations.

Given changes in the Pre-Kindergarten through Twelfth Grades (P-12) education context, which has recently placed much greater emphasis on college and career readiness, and in combination with feedback obtained from School Librarian program students in the personal statements component of the Portfolio and from informal communication with P-12 administrators, the LIS program convened a School Librarian Program Advisory Board in June 2015 (Appendix 7). Advisors recommended that School Librarian program course assignments, specifically in LIS 647 Current Trends in School Media Centers and LIS 648 Technology in the School Media Center, provide multiple opportunities for candidates to integrate 21st century skills and content curriculum for P-12 students. Additionally, advisory members proposed integrating more field-based experiences across the curriculum, thereby supporting application of learning while also making the culminating practicum experience more logistically manageable for candidates currently working in P-12 settings. LIS program faculty have begun working to implement these recommendations, and changes have been made to LIS 644 Administration of School Media Centers, LIS 647 Current Trends in School Media Centers, LIS

648 Technology in the School Media Center, and LIS 676 School Media Practicum. For example, students have opportunities to garner field experiences related to learning environments in LIS 644, guided inquiry in LIS 647, and project-based learning in LIS 648.

As mentioned, in 2012, the faculty voted to increase the number of required courses. In addition to the four required core classes, under the new degree requirements student needed to complete two of three “foundational” courses: LIS 630 Information Retrieval, LIS 621 Information Resources and Services, and LIS 672 Practicum. One motivation for this change was to encourage more students to take LIS 672 Practicum. Another motivation was to compel students to take an information retrieval course, since much of that content had been removed from the core courses (particularly LIS 601).

However, after four years, the faculty determined that this second tier of required foundational courses was neither effective nor necessary. In addition to the second tier requirement limiting the number of electives that students could take, revisions to LIS 601, which now includes a stronger focus on information retrieval, resulted in content redundancy. Thus, there was no longer a need to require students to complete a standalone information retrieval course. Furthermore, creation of the foundational tier of courses did not actually lead to more students completing a practicum, though the option to complete LIS 672 as an elective course remains available for interested students. Thus, in AY 2016-2017, the faculty voted to remove the requirement of foundational courses for incoming students effective Summer 2017.

Faculty

In response to faculty retention data, the SIS faculty approved a policy for mentoring assistant professors through a paired mentor program and informal junior faculty brown bag lunch open discussion, question and answer, and targeted topic sessions scheduled on a regular basis. The School’s Promotion and Tenure Committee conducted an evaluation of the mentoring program in October 2014 and again in October 2016 (Appendix 8). Overall, responses indicated good or high mentee satisfaction with the mentor, their mentor’s availability, and the quality of the mentoring interactions. Information about faculty improvements is articulated in full in Chapter 3 of this document.

Furthermore, after reviewing students’ assessment of their experiences with faculty advising, as reported in the Graduate Survey, the program decided to implement a course planning sheet in Spring 2012 to provide more guidance and facilitate initial interaction between students and their faculty advisors. Responses from the Graduate Survey as well as informal feedback from students also prompted the program to provide faculty with advising shells in the Canvas Learning Management System (LMS) beginning in Spring 2016 to continue to address the issues students raised about faculty advising.

Students

To better support a climate of diversity and inclusion, during AY 2011-2012, the LIS program faculty approved a Diversity Plan for the School and the creation of a Diversity Committee to help carry out the intent of the plan. Faculty also participate in events and provide presentations related to diversity. For instance, Dr. Melissa Adler attended the 2015 Conference on Inclusion and Diversity in Library and Information Science and presented a

paper titled "Indexing Intersectionality: Diversity and Inclusion as Problems of Classification." She also attended sessions related to diversity and inclusion in LIS education, microaggression and implicit bias, and cataloging and classification. In addition, most School faculty and staff members participated in an Everyday Bias training provided by Cook Ross¹⁷ during a College-level meeting in AY 2016-2017, and several faculty and staff members participated in a more extensive Everyday Bias training session as well.

As outlined in greater detail in Chapter 4 and in the section above, responses to advising questions on the Graduate Survey suggested student dissatisfaction with advising services. In response, the program developed advising shells for each faculty member in the Canvas LMS so students and faculty have a central hub for advising activities.

I.1.4 Communication and Consistency of Policies

Communication

To provide the program's constituents with information regarding the planning process and its effectiveness, the program shares assessment results¹⁸ in addition to the vision, mission, and goals¹⁹ on the website. The strategic plan is kept on site.

The program shares information with students, recent graduates, longstanding alumni, and other constituents through a variety of means including a listserv, social media, and direct email correspondence. Several announcements are sent across the listserv each day, and the program posts content several times each week on Facebook and Twitter. Other information is shared in person at events throughout the year. For instance, each August, the program hosts an orientation to share information with new students (for more details see section IV.4 in Chapter 4), and, each October, the faculty meet with the members of the External Advisory Council. Student representatives attend all meetings for the Planning and Curriculum Committees, which meet several times each semester, and faculty advisors for the student associations share information about the organizations at the monthly faculty meetings.

Consistency

To ensure consistency across the institution and provide a foundation for a quality education, the LIS program develops its vision, mission, and goals with those of the College and University in mind.

University-level

The UK Board of Trustees adopted the University of Kentucky Strategic Plan 2015-2020 in 2015.²⁰ Covering a five-year period, it identified five goals—Undergraduate Student Success,

¹⁷ "Unconscious Bias," Cook Ross, accessed July 17, 2017, <http://cookross.com/content-expertise/unconscious-bias>.

¹⁸ "Assessment," <https://ci.uky.edu/sis/assessment>.

¹⁹ "Vision, Mission and Objectives," University of Kentucky School of Information Science, accessed July 17, 2017, <http://ci.uky.edu/sis/libsci/mission>.

Graduate Education, Diversity and Inclusivity, Research and Scholarship, and Outreach and Community Engagement– that have guided the university’s planning and assessment activities. There are also 57 action steps and strategic indicators used to measure accomplishment of the goals. The LIS program’s planning and assessment is tied to this plan.

UK Strategic Vision

“As Kentucky’s indispensable institution, the University of Kentucky transforms the lives of its students and advances the Commonwealth it serves – and beyond – through teaching and learning, diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement.”²¹

UK Strategic Objectives

“Undergraduate Student Success: To be the University of choice for aspiring undergraduate students within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.

Graduate Education: Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service.

Diversity and Inclusivity: Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.

Research and Scholarship: Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world.

Outreach and Community Engagement: Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen scholars.”²²

The University of Kentucky Strategic Plan 2015-2020²³ serves as a guide for all programs and services offered through the institution, and these are reflected in the vision, mission, and goals of the College of Communication and Information as well as those of the LIS program.

²⁰ “University of Kentucky Strategic Plan,”
http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf.

²¹ Ibid.

²² Ibid.

²³ Ibid.

College-level

The College of Communication and Information's Vision, Mission, and Goals webpage²⁴ articulates the goals for the College, which are aligned to the University's strategic plan.

College Vision

"The College of Communication and Information will be a national leader at the undergraduate and graduate levels among public research universities in the fields of Communication, Journalism, Information Communication Technology, Integrated Strategic Communications, Media Arts and Studies, and Library and Information Science."²⁵

College Mission

"The College of Communication and Information is dedicated to improving people's lives through excellence in research, service, and education and training for undergraduate and graduate students in the multicultural, multiethnic global society of the information age. Our primary mission is to teach students how to communicate effectively, to obtain and evaluate information, to create, produce and disseminate effective communication messages, to make strategic use of knowledge, and to undertake research programs that contribute to the advancement of the Commonwealth and beyond. We seek to promote civic responsibility, service learning, and diversity."²⁶

College Goals

1. "Establish the College as a leader in ICT.
2. Prepare students for leading roles in an information-driven economy.
3. Promote research and creative activity that deepens and maximizes social, intellectual, and economic opportunities for all citizens.
4. Develop the human, physical and technological resources of the College to achieve the institution's Top 20 goals.
5. Promote excellence in inclusion and diversity across the College.
6. Improve the life of Kentuckians through engagement, outreach and service."²⁷

Program-level

Just as the University vision focuses on transformation, research, and learning, so too does the vision of the LIS program. Similarly, the LIS program's mission and goals reflect commitments to graduate education, diversity and inclusivity, research and scholarship, and outreach and

²⁴ "Mission, Vision & Goals," <http://ci.uky.edu/ci/mission>.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid.

community engagement as articulated in the Strategic Objectives of the University of Kentucky Strategic Plan 2015-2020²⁸ and the College's goals.²⁹

As described above, the LIS faculty met at least twice monthly in AY 2015-2016 to reassess the program's vision, mission, goals, and learning objectives. They approved the following statements, and in connection with these developed learning outcomes and redesigned the core curriculum (see Chapter 2 for full description).

As evidenced in table 1.4, the LIS program vision, mission, and goals are consistent with those of the University of Kentucky as articulated in the University of Kentucky's Strategic Plan 2015-2020.³⁰

Table 1.4. Alignment of University and Program Vision, Mission, and Goals

	University of Kentucky	LIS program	Explanation
Vision	As Kentucky's indispensable institution, we transform the lives of our students and advance the Commonwealth we serve – and beyond – through our teaching and learning , diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement.	Empowered by information. Transformed by learning . Driven by research .	Both the University and the LIS program are committed to transformation through empowerment, learning, and research.
Mission	<p>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.</p> <p>The University of Kentucky:</p> <ul style="list-style-type: none"> - Facilitates learning, informed by scholarship and research; - Expands knowledge through research, scholarship and creative activity; and - Serves a global community by 	We are a community of scholars , educators , and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society .	Through educating students to be leaders and change agents in meeting the needs of a diverse and evolving society, the LIS program demonstrates its dedication to improving lives and playing a critical leadership role promoting diversity, inclusion, and human well-being.

²⁸ "University of Kentucky Strategic Plan," http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf.

²⁹ "Mission, Vision & Goals," <http://ci.uky.edu/ci/mission>.

³⁰ "University of Kentucky Strategic Plan," http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf.

	University of Kentucky	LIS program	Explanation
	<p>disseminating, sharing and applying knowledge.</p> <p>The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.</p>		
Goals	<ul style="list-style-type: none"> - Undergraduate Student Success - Graduate Education: Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service. - Diversity and Inclusivity: Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all, to help ensure their success in an interconnected world. - Research and Scholarship: Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world. - Community Engagement: Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars. 	<ul style="list-style-type: none"> - To develop further an inclusive culture that fosters effective research, teaching, and learning. - To produce competent information professionals who can facilitate the flow of information in a rapidly changing society - To recruit, develop, support, and retain a diverse, talented and promising body of faculty, staff, and students 	Both the LIS program and the University focus on an inclusive culture of scholarly endeavors aimed at preparing individuals to meet the challenges of a diverse society.

Standard I.2

“Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

- I.2.1 The essential character of the field of library and information studies;
- I.2.2 The philosophy, principles, and ethics of the field;
- I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
- I.2.4 The importance of research to the advancement of the field's knowledge base;
- I.2.5 The symbiotic relationship of library and information studies with other fields;
- I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
- I.2.7 The role of library and information services in a rapidly changing technological society;
- I.2.8 The needs of the constituencies that the program seeks to serve.”

Learning Outcome Revision

During AY 2015-2016, the LIS faculty met at least twice monthly to assess and revise the program learning outcomes and course-level learning outcomes (see Appendix 9, the AY 2015-2016 Planning Committee report, and section II.7 in Chapter 2 of this report). Based on employer, alumni, and student feedback, as well as ongoing assessments of the portfolio, which was the basis for evaluation of learning outcome mastery, the LIS program faculty determined that the previous program learning outcomes did not provide appropriate guiding principles to advance the program and student learning. Thus, in consultation with the Office of Planning and Institutional Effectiveness, the program reduced the nine learning outcomes to four. The program vision, mission, and goals as well as the ALA Core Competencies provided the framework for developing the new outcomes. The faculty reviewed and discussed each of these foundational components as a group. Then, faculty worked individually and in small groups to develop draft outcomes. Through several rounds of revision and discussion, the faculty continued to refine the draft versions of the outcomes before voting to approve the outcomes in their current forms.

The current learning outcomes listed below are sufficient broad and flexible to be addressed across the curriculum in a variety of contexts. They speak to the general knowledge, skills, dispositions, and competencies that are expected of all graduates of the Master of Science in Library Science (MSLS) program.

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

Course-specific instructional objectives are located in the syllabus of each individual class.

Curriculum Revision

As a result of both formal and informal feedback--including student, employer, and alumni comments on the surveys--and the revision of the learning outcomes, the LIS faculty also reorganized the curriculum. Three key factors formed the basis for this revision:

1. An apparent lack of understanding of the relationship between the organization of information and its retrieval.
2. A need to more visibly and actively diffuse diversity and technology across the curriculum.
3. A need to emphasize the role libraries play in the broader information society.

Consequently, the faculty closely examined each of the core courses to identify necessary changes. The faculty then broke into teams to revise each. Each of the core courses, effective Fall 2017, now integrates diversity and inclusion readings and assignments, as well as incorporates appropriate technologies and assesses students' use, application, and understanding of technology. Per the recommendation of the AY 2016-2017 Curriculum Committee, the core course syllabuses should also make use of specific symbols to designate content related to diversity and technology. These symbols should help both students and faculty identify more easily which aspects of each course address each area.

Additionally, the faculty who teach LIS 601 and 602 dramatically revised with unique, but complimentary, assignments and applications that underscore the relationship of information organization and information retrieval. Furthermore, a greater emphasis has been placed on the role of libraries in a changing society in LIS 600, and LIS 603 has been revised to emphasize leadership and teamwork.

The faculty also reorganized specializations into more streamlined academic concentrations in AY 2016-2017. Chapter 2 contains further information on the revisions (see section II.3), and the program's website contains the current descriptions and recommended courses for each concentration.³¹

Student Learning Outcomes and Relevant Courses

Table 1.5 maps the new student learning outcomes to the ALA standards and the courses available to students in this program. Content below the table provides additional explanation for each of the ALA content areas.

³¹ "Academic Concentrations," University of Kentucky School of Information Science, accessed July 17, 2017, <http://ci.uky.edu/sis/libsci/concentrations>.

Table 1.5. Alignment of Program Learning Outcomes, Courses, and ALA Content Areas

ALA content areas	UK SIS program learning outcomes	Core courses	Advanced/intermediate courses
I.2.1 The essential character of the field of library and information studies	Describe how communities and individuals interact with/in information ecosystems Analyze the major tenets of information practice and apply them in multiple contexts	600, 603	644, 645, 646
I.2.2 The philosophy, principles, and ethics of the field	Analyze the major tenets of information practice and apply them in multiple contexts Explain the dependence of information retrieval on the organization of information	600,601, 602, 603	608, 610, 612, 613, 614, 644, 645, 648
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	Analyze the major tenets of information practice and apply them in multiple contexts Explain the dependence of information retrieval on the organization of information	600, 601, 602, 603	610, 612, 613, 614, 621, 626, 627, 629, 630, 634, 636, 638, 640, 641, 642, 643, 644, 645, 646, 647, 648, 658, 659, 661, 665, 668
I.2.4 The importance of research to the advancement of the field's knowledge base	Analyze the major tenets of information practice and apply them in multiple contexts	600, 601, 603	608, 644, 647
I.2.5 The symbiotic relationship of library and information studies with other fields	Analyze the major tenets of information practice and apply them in multiple contexts Explain the dependence of information retrieval on the organization of information	600, 601, 602	610, 612, 614, 626, 627, 629, 641, 644, 646, 647, 648, 676
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups	Describe how communities and individuals interact with/in information ecosystems Analyze the major tenets of information practice and apply them in multiple contexts Connect diverse communities and individuals with appropriate resources Explain the dependence of information retrieval on the organization of information	600, 603	610, 612, 613, 614, 621, 644, 647, 648
I.2.7 The role of library and information services in a rapidly changing	Analyze the major tenets of information practice and apply them in multiple contexts	600, 601, 603	627, 636, 638, 645, 646, 647, 648, 661, 662, 665

ALA content areas	UK SIS program learning outcomes	Core courses	Advanced/ intermediate courses
technological society	<p>Describe how communities and individuals interact with/in information ecosystems</p> <p>Connect diverse communities and individuals with appropriate resources</p> <p>Explain the dependence of information retrieval on the organization of information</p>		
I.2.8 The needs of the constituencies that the program seeks to serve	<p>Analyze the major tenets of information practice and apply them in multiple contexts</p> <p>Describe how communities and individuals interact with/in information ecosystems</p> <p>Connect diverse communities and individuals with appropriate resources</p>	600, 601, 602	611, 627, 640, 641, 642, 643, 644, 645, 646, 647, 648

Essential Character

“I.2.1 The essential character of the field of library and information studies;”

LIS 600 is the course that most directly addresses the character of the field. As stated in the syllabus: "The course provides the following content: the history of library science and information science; core concepts of the field; the ethics and foundational principles of the field; key issues faced by LIS practitioners, and relevant social, economic, and cultural trends." As demonstrated in the table 1.4, additional courses also address the character of the field.

Philosophy, Principles, and Ethics

“I.2.2 The philosophy, principles, and ethics of the field;”

All of the core courses address the foundational principles, techniques, and ethical concerns related to the course topic. For example, course objectives for LIS 600 include, “apply the core values and ethics of the discipline...” and modules within the course include: Core Values and Competencies; LIS Ethics; and Professionalism and Significance of LIS Professions. Furthermore, a course objective of LIS 603 is, “... examine the role of leadership in effectively posturing library and information within the evolving national and global information society,” and readings and activities prepare students for leadership roles.

Specializations

“1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;”

As the core courses provide introductions to specialized areas of the field, including organization of information, search and retrieval, management and administration, and each is considered a first step in specialization. Additionally, LIS 600 introduces students to different facets of the field, which helps students to situate themselves within concentrations, whether those be public, academic, special, or school libraries, or a specific position/type of work within any of those areas, such as public services, data management, or administration.

Principles of specialization naturally occur in the courses most closely related to those specializations. For example, all school librarian specialization courses integrate concepts from the American Library Association/American Association of School Librarians (ALA/AASL) Standards for Initial Preparation of School Librarians in units of study and assignments. Further, students who seek school librarian certification are required to demonstrate mastery of each of the ALA/AASL Standards in LIS 676 School Media Practicum. Similarly, LIS 610 Library Materials and Literature for Children incorporates Association for Library Service to Children (ALSC) principles; LIS 614 Library Materials and Literature for Young Adults infuses principles for Young Adult Library Services Association (YALSA) and AASL standards; and LIS 612 Youth Literature for a Diverse Society integrates principles from ALSC, YALSA, and AASL. Courses such as LIS 626 Electronic Information Resources in the Health Sciences and LIS 627 Consumer Health Information Resources infuse principles from the Medical Library Association (MLA).

Research

“1.2.4 The importance of research to the advancement of the field's knowledge base;”

Although the course learning outcomes do not directly account for research, two of the core courses, 603 and 600, contain a research component. For example, LIS 603 includes a semester-long strategic plan project, which requires students to conduct extensive research on an information organization, including interviewing a director or manager, consulting relevant documents about the library, and evaluating the role of the library in the community. In LIS 600 in the Information Ecology project, students attend and evaluate programming in an information organization and interview an information professional to discuss practical applications of ethics and values, including gaps or problems, and the extent to which the information professional is aware of and serves to meet the needs of diverse populations. LIS 608 Research Methods in LIS is offered annually as an elective and teaches qualitative and quantitative methods. Students complete a literature review, a research proposal, and a work-in-progress poster.

Symbiotic Relationships

“I.2.5 The symbiotic relationship of library and information studies with other fields;”

The relationship between library and information studies and other fields is probably most obvious in the courses in which fields are specified, such as medical informatics or law librarianship. Similarly, the symbiotic relationship of librarianship and academic disciplines is naturally discernable in LIS 646 Academic Libraries, and the relationship to education pervades all of the school librarianship courses (i.e., LIS 644, LIS 647, LIS 648, and LIS 676). Symbiotic relationships with other fields are also addressed in LIS 600, particularly with regard to education, law, and policy. Finally, assignments in LIS 601 and 602 directly address organization, search, and retrieval in the context of academic disciplines.

Roles in Diverse Global Society

“I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;”

The focus on underserved groups and the role of library and information services in a diverse global society are areas that the program recognized as targets and have been addressing throughout the review period. The faculty began conducting course audits for diversity beginning in 2012 and have been making strides toward improvement since. When revising the curriculum in 2015-2017, the faculty ensured that each core course addresses the role of information professionals in a diverse society through readings, exercises, discussions, and assignments. Moving forward, the new study abroad course, which is scheduled to be offered in Summer 2018, is focused on how information professionals can support empowerment for people belonging to marginalized and minority populations through access to information.

Role in Changing Technological Society

“I.2.7 The role of library and information services in a rapidly changing technological society;”

Since 2012, the faculty have conducted technology audits to ensure that technology is infused across the curriculum. For example, students are required to record, edit, and upload a digital presentation for the Elevator Speech assignment in LIS 600, and they use a variety of tools to communicate both synchronously and asynchronously with a group of classmates in LIS 603.

At the conclusion of the most recent audit in 2016, the faculty determined that the core courses require students to use, select, and critique technologies appropriate to lessons and tasks; however, the faculty recognized that the program could be more transparent and explicit about the infusion of technology by overtly identifying readings, activities, and assignments with technology components. Moving forward, the faculty have agreed to denote those items with a special symbol on the syllabuses.

Needs of Constituencies

“I.2.8 The needs of the constituencies that the program seeks to serve.”

The program takes multiple measures to ensure it meets the needs of the constituencies the program seeks to serve. First, as described earlier in the document, the program surveys employers on a biennial basis and makes program adjustments based on analysis of that feedback. Additionally, the program is strategic in soliciting External Advisory Council members to ensure they represent a variety of constituency groups across library and information professions. Sensitive to the needs of P-12 education constituency groups, the program convened a special School Librarian Program Advisory Board in 2015, and the faculty have made and are continuing to make significant changes to the School Librarian program curriculum and courses based on feedback from that day-long meeting and work session. These changes are described in detail in Chapter 2 (see section II.1).

Standard I.3

“Program goals and objectives incorporate the value of teaching and service to the field.”

The faculty wrote the program goals in a spirit that considers what graduates of the program will bring to the field. As indicated in the first goal, “to develop further an inclusive culture that fosters effective research, teaching and learning,” the faculty aim to have an organizational culture in which students and members of the LIS community thrive and carry their knowledge and talent out into the world. The faculty not only teach foundations and skills needed for practice, but also provide opportunities for growth and experiential learning outside of the courses.

For example, the Library and Information Science Student Organization (LISSO) participates in service activities on the UK campus and around the community. In AY 2016-2017, LISSO volunteered at the Pride Community Services Organization’s Library by cataloging and helping to maintain their collection. The organization will continue this service in AY 2017-2018. Students can also complete a practicum or independent study to gain hands-on experience in the field. More information about the practicum and independent study classes is available in section II.3 of Chapter 2.

Furthermore, the Alternative Spring Break (ASB) program in Washington, D.C., and Lex Week internship program on the UK campus provide students with excellent opportunities to engage directly with the field. For instance, in 2013, the ASB interns for the Serial and Government Publications Division of the Library of Congress processed several hundred newspapers to provide better access for both researchers and the Division. As part of this service, the interns showcased several of the items they found during a one-hour presentation in the Newspaper and Current Periodical Reading Room, which allowed them to explain their approaches to accession and to share their discoveries with professionals in the field. More recently, in 2017, several of the interns at the National Library of Medicine contributed to the Genetic Home Reference website³² by identifying and assessing web resources that could be used to improve

³² “Genetics Home Reference,” U.S. National Library of Medicine, accessed August 30, 2017, <https://ghr.nlm.nih.gov/>.

the content available on each page. By using the skills they had gained in information seeking, the students added valuable content to the pages and improved the resource for future users.

Similarly, the instructional objectives ensure that students who graduate from the program are prepared to serve diverse communities and individuals in libraries and information organizations. For example, in LIS 600 students explore an information organization in depth with investigations of the technological infrastructure of the organization, description of the organization's information ecology, analysis of information policies, observations and evaluations of engagement with members of the community, particularly engagement with diverse and underserved constituents, and an examination of ethics and values demonstrated by professionals in the organization. Students are expected to describe methods for providing information services to diverse communities and individuals in LIS 601, and in LIS 603 students gain hands-on experience with strategic planning for an information organization.

Standard I.4

"Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation."

1.4.1. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents."

Evaluation of Goals and Objectives

As described in section I.1, the program has established processes through which to assess the achievement of its goals and objectives with the input of its constituents.

Involvement of Constituents

As expected by the Committee on Accreditation (COA) standards, the active participation of the constituencies that a program seeks to serve is accomplished in several ways. The Curriculum Committee and Planning Committee each have a student member who represents the views of the students in important program issues. The program has an External Advisory Council of prominent information professionals, including alumni of the School, who meet annually to discuss significant issues facing the School and its program (See Appendix 10 for External Advisory Council membership). All students are given the opportunity to provide feedback and suggestions regarding the master's programs through recurring surveys of graduating students and standard course evaluations.

Student Input Measures

Student input into planning and assessment is essential to determining how well the LIS program is achieving its goals. Students provide such input by 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 Chapter 3, and the complete files are available on-site and on the University's website.³³

Since 2014, the LIS program has formally evaluated the orientation session offered to new students, and the Admissions Coordinator often received additional feedback in the form of emails. As conveyed in the Orientation Surveys (see Appendix 11), new students are appreciative of the opportunity for such a program introduction, and the evaluations are equally favorable regardless of whether students experience the orientation in an on-campus, face-to-face context or virtually via web conferencing software, demonstrating the program's commitment to "develop further an inclusive culture" and "develop, support, and retain a diverse, talented and promising body of...students." More specifically, in 2015 one student shared this feedback with the Admissions Coordinator via email following that year's orientation: "Thank you for organizing and presenting the new student orientation. Since I wasn't able to attend in person or through Adobe Connect I appreciate that you also posted the recording. As a distance student (who hasn't been in a college class in almost 20 years!), I was feeling a bit nervous and disoriented. I'm sure being a student again will still be a learning experience, but the information you provided in the orientation has helped me feel more prepared and informed." A student who completed the survey following the 2017 event responded, "Thanks for including distance students in such a simple, natural way!" The program also specifically asks students for suggestions for improving the event each year and uses that to plan for the next year's orientation. For instance, one student completing the 2016 survey remarked, "I wish the professors and faculty had spoken more when they were introducing themselves or talked to more students at lunch." In response to that feedback, the faculty introductions in 2017 were more robust and more faculty were included at each table for lunch to provide students with additional opportunities for interaction.

Graduating students have the opportunity to provide formal evaluation of their graduate experience with an exit survey (see Appendix 5). After successful completion of the exit requirement for the master's degree, students respond to the Graduate Survey. Formatted to correspond to the LIS program's goals and objectives, students are asked to assess the program, providing information regarding learning outcomes, faculty and advising, and facilities and student services. The survey is made available on a survey website and the Uniform Resource Locator (URL) is sent in an email message upon successful completion of the exit requirement. Portions of this survey--for instance, those related to facilities--directly relate to other sections of this Self-Study and are discussed in those sections. However, several questions allow for self-assessment of program learning outcomes as well as the perceived quality of instruction and advising.

Students are asked to indicate the level of agreement or disagreement on statements from the program instructional objectives. As detailed in Chapters 2 and 4, responses indicate a high level of agreement with these learning objective statements, indicating students are confident of their mastery of these concepts and skills. On this one-to-five-point Likert scale, all the overall rankings are primarily between four and five. As discussed in I.1.3 in this document, the faculty have responded to the lower ratings by redesigning core courses.

³³ "Teacher Course Evaluation Results," University of Kentucky, accessed August 30, 2017, <http://www.uky.edu/eval/results/tce-results>.

Students are also asked about their perceptions of LIS faculty characteristics. Overall, students find “all or most” LIS faculty to be good instructors, supportive, easy to contact, knowledgeable, fair in grading, and good advisors for professional guidance, demonstrating again, the program’s commitment to “develop further an inclusive culture that fosters effective...teaching, and learning,” and “develop, support, and retain a diverse, talented and promising body of... students.” More information about student perceptions of faculty is available in sections III.8 and III.9 in Chapter 3 and section IV.6 in Chapter 4.

Alumni Input Measures

The program conducts alumni surveys biennially to gather program information and feedback from the graduates. The aim is to ascertain whether/when graduates obtain employment and in what capacities and type of information institutions. The program also seeks to measure the extent to which alumni perceive that LIS program adequately prepared them for their work in a variety of different areas. As conveyed in table 1.6, the vast majority of respondents strongly agree that their MSLS degree led to a rewarding career path and that they were well prepared to enter the profession, demonstrating the LIS program commitment to the goal of “produc[ing] competent information professionals who can facilitate the flow of information in a rapidly changing society.”

Table 1.6. Alumni Perception of the Value of the MSLS and LIS Program^a

Scale: 1= Strongly disagree; 5= Strongly agree	2012 (n=20)	2014 (n=96)	2016 (n=75)	Total (N=191)
My MSLS degree led to a rewarding career path.	4.05	3.99	4.06	4.02
The SLIS program prepared me for my profession.	3.32	3.57	3.75	3.66
The SLIS program prepared me to work in a diverse society.	3.55	3.81	3.23	3.56

Source: Alumni Survey

^a Results filtered to show only graduates between 2011-2016.

Employer Input Measures

The Planning Committee devised the Employer Survey based on ALA competencies and background questions used in earlier surveys, and implements it via an online survey website (see Appendix 12) biennially.

Demographic information derived from earlier alumni surveys is used to target major employers in cities where program graduates live. The bulk of the program’s graduates are employed in three geographic areas: Lexington/Fayette County; Louisville/Jefferson County; and Cincinnati/Northern Kentucky. In addition to solicitations to the directors of all public and academic libraries in those areas, surveys also target specific employers of LIS program graduates.

The most recent survey took place in AY 2015-2016. The program asked employers 15 questions based on the ALA's required competencies. The program also requested open

feedback and asked employers about their type of library or organization and the number of graduates that have been employed at their library or organization. Responses are largely positive, indicating employers find the program's graduates to be well prepared for professional practice. Nevertheless, the survey is used to identify areas of strengths and weakness among graduates. Specifically, concerns over leadership skills have resulted in changes to the core courses and curriculum overall.

Based on these results, the AY 2015-2016 Planning Committee made the following recommendations:

1. Seek to increase the response rate and the number of types of organizations in the sample. Given that the program has strong concentrations in school libraries and health information, the faculty should actively find ways to acquire feedback from employers at these types of institutions.
2. Use this data to triangulate across the other data the program collects and analyzes, including learning outcomes analysis. The Planning Committee suggests that future discussions about the curriculum should consider the learning outcomes analysis in conjunction with this report and future surveys.

In response to the Planning Committee suggestions, the faculty will take necessary measures to examine gathered data both individualistically as well as holistically and to ensure better representation from a variety of employers. For example, prior to the administration of the Employer Survey in Fall 2017, the School Librarian program advisor will share employment data of program graduates to target principals' feedback.

External Advisory Council Input

Communication and planning with LIS program constituencies is both formal and informal. The LIS program currently has an eight member External Advisory Council consisting of senior administrators, employers of the program's graduates, and practitioners from a variety of types of library and information organizations. Advisors serve rolling one-year terms (see Appendix 10). The Council meets on an annual basis each fall, usually in October. Members are brought up to date on activities in the LIS program, review the School's strategic plan, and discuss topics of relevance to the program, such as facilities needs, distance learning, minority student recruiting, curriculum, and student outcomes.

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 outcomes. University program reviews are normally conducted every five to seven years. The review schedule of the LIS program has been allowed to coincide with the accreditation review, and the COA External Review Panel's report will be the major portion of the next internal review process. Thus, the most recent internal review of the program in AY 2011-2012 included the American Library Association COA review of 2011; the 2011 Program Presentation is available on the program's assessment webpage.³⁴

³⁴ "Assessment," <https://ci.uky.edu/sis/assessment>.

Standard I.5

“The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program’s success in achieving its mission, goals and objectives.”

As illustrated in figures 1.1 and 1.2 and table 1.1, the LIS program, taking into account the feedback it receives from its constituents, engages in ongoing analysis of evidence as a means to evaluate its success in achieving its mission, goals, and objectives. These processes are described in sections I.1.1, I.1.2, and I.1.3. Documentation of the data gathered and decisions made is available in the Planning committee reports (Appendix 9), Graduate survey results (Appendix 5), Employer survey results (Appendix 12), Alumni survey results (Appendix 13), Curriculum Committee reports (Appendix 14), faculty meeting minutes (Appendix 15), and Biennial Narrative reports (Appendix 4).

Chapters 2, 3, 4, and 5 provide additional details regarding the assessment of the curriculum, faculty, student learning, and administration of the program, respectively.

Standard I.6

“The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.”

As conveyed in sections I.1.3 and I.2, the LIS program systematically uses evaluation data to improve the program and plan for the future. While the Planning Committee takes charge of many of the assessment and planning activities, the full LIS faculty is ultimately responsible for making decisions and ensuring the program meets its goals. To ensure timely assessment and decision making, the faculty meets at least monthly during the academic year to review data gathered via the means discussed above and determine which, if any, actions need to be taken as a result. The faculty also hold two retreats at the beginning of each academic year to review progress and set priorities and meet later in the fall with the External Advisory Council to share those plans and solicit the members’ feedback about them and the program as a whole.

By engaging in these evaluation activities during this accreditation cycle, the program has used the results of evaluation to make positive changes to program learning outcomes, the curriculum, the faculty, and students’ experience in the program (see section I.1.3 and Appendix 2 for additional details). The results of evaluation have also prompted the program to update its evaluation mechanisms, including the process and rubrics to assess program learning outcomes and the Employer, Alumni, and Graduate surveys. These changes will assist in both improving the program and planning for the future.

Summary and Future Plans

Over the last seven years, the LIS program has continually sought feedback and used assessment data to improve both the program as a whole as well as its planning and assessment processes. Feedback from students, alumni, employers, and the External Advisory Council have allowed the program to identify areas in need of improvement, such as the need for students to learn more about management, and make plans to address those areas. The recent revision of the LIS Program Assessment Process (Appendix 2) has provided the faculty with a clearer timeline of evaluation and assessment activities and the individuals or groups responsible. Other significant changes include the revisions made to the vision, mission, and goals as well as the program learning outcomes, all of which are in alignment with their counterparts at the College and University levels.

Due to noted problems with the assessment processes for student learning outcomes, including inter-rater reliability, the program does not have reliable data for the full accreditation period. However, by recognizing and addressing these issues, the program has made improvements to the processes and tools used to evaluate student achievement of learning outcomes, which has provided data used to improve the curriculum and individual classes. The program will continue to review the effectiveness of the student learning outcomes assessment mechanisms and processes to ensure more reliable data in the future.

Moving forward, the program will continue to rely on the variety of assessment mechanisms detailed above and input from its constituencies to make plans for the development of the program in response to the needs of the field of library and information science and in alignment with the program's vision, mission, and goals. Furthermore, the program will continue to consider new ways of sharing the vision, mission, and goals in the curriculum.

Chapter 2: Curriculum

Introduction

The Master of Science in Library Science (MSLS) degree at the School of Information Science (SIS) is designed to provide a well-rounded education for graduate students in Library and Information Science (LIS). Students complete required and elective courses, and they have opportunities for experiential learning and independent study as well.

To earn the MSLS degree, each student must complete 36 hours (12 courses). Four courses (12 hours) are required: LIS 600 Information in Society, LIS 601 Information Search, LIS 602 Knowledge Organization, and LIS 603 Management in Information Organizations. These four core courses provide the foundation for subsequent electives the students select; the core courses also introduce the students to the program learning outcomes, which are then reinforced and expanded upon in subsequent electives.

In addition to the four required core courses, students must also choose one technology course (3 hours) from a prescribed list. This requirement ensures that all graduates have a foundation in information technology (IT), which is further reinforced throughout their academic program, as IT is a key component of many courses. The remaining seven courses (21 hours) are devoted to electives, which each student chooses based on their intended career paths.

During their last semester in the program, students also complete an exit requirement, which is the culminating experience in the Library Science master's degree program. It provides the student with the opportunity for self-reflection, formative self-evaluation, and synthesis of program learning outcomes. Through the exit assessment, students have the opportunity to holistically examine their program of study, highlight their accomplishments, reflect on their learning in the context of program learning outcomes, and examine how their work in the program has prepared them for their career goals. The exit assessment also allows the program to assess student success and identify program strengths and weaknesses.

In the seven years since the last review, the curriculum has undergone several changes. For instance, a second tier of required courses, known as the “foundational requirement”, was originally added for non-School Librarian Program students effective Spring 2014 (see Standard II.1 for information on changes for School Librarian Program students), but was deemed redundant and was removed effective Summer 2017. Furthermore, the faculty developed the current learning outcomes in Academic Year (AY) 2015-2016, which necessitated the revision of the core courses. Having completed the University course revision approval process in AY 2016-2017, the new core courses debuted alongside the new learning outcomes in Fall 2017.

This chapter provides additional details about these changes as well as curriculum development and revision, individual courses offerings, and the connections between courses and academic concentrations and professional organization standards.

Standard II.1

“The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.”

The curriculum for the University of Kentucky (UK) LIS program has evolved since the last accreditation review and continues to evolve in response to an ongoing systematic planning process, involving representatives of the constituent groups outlined in section I.1 in Chapter 1 (see table 1.1 and figure 1.2).

The full LIS faculty is ultimately responsible for and votes on all curriculum decisions; however, much of the revision and development activity is completed through the efforts of the Curriculum Committee, ad-hoc groups of faculty, and/or individual faculty members. The Curriculum Committee is an appointed body consisting of three faculty members, two ex-officios, and a student representative. Advising the LIS faculty on all curricular matters related to the LIS program, the Committee is responsible for analyzing and evaluating the curriculum and making curricular recommendations to the LIS faculty.

The curriculum is based on program goals and learning objectives. The goals for the program are as follows:

- To develop further an inclusive culture that fosters effective research, teaching, and learning
- To produce competent information professionals who can facilitate the flow of information in a rapidly changing society
- To recruit, develop, support, and retain a diverse, talented, and promising body of faculty, staff, and students

The current program learning outcomes are as follows:

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

These learning objectives encapsulate what the faculty believe are the core elements of a meaningful and effective library science program. As outlined in section I.1.3 of Chapter 1, the faculty devoted their attention in AY 2015-2016 to revising the learning outcomes in response to assessment issues and feedback from the University’s Office of Planning and Institutional Effectiveness. Meeting at least twice monthly, the faculty collaborated on the wording and emphases of each objective, taking into consideration the feedback of constituents. For instance, through the Alumni and Graduate Surveys, the program’s students provided feedback that guided the faculty in the construction of these learning outcomes. Having reached consensus on the new outcomes at the end of AY 2015-2016, the faculty shared the outcomes with the External Advisory Council in October 2016 to solicit the members’ feedback before fully incorporating the outcomes into the program.

These program learning outcomes, like the previous versions, provide a general framework for the creation and revision of courses and experiential learning in the Library and Information Science program. As table 2.1 below illustrates, the four new learning outcomes are thoroughly incorporated across the curriculum.

Table 2.1. Program Learning Outcomes and Course Alignment

Program Learning Outcome	Courses Covering the Outcome
1. Describe how communities & individuals interact with/in information ecosystems.	600, 603, 625, 626, 627, 634, 636, 640, 641, 644, 645, 646, 647, 648, 659, 665, 668, 672, 676, 690, 695
2. Analyze the major tenets of information practice and apply them in multiple contexts.	600, 601, 602, 603, 610, 611, 621, 625, 627, 629, 636, 637, 640, 642, 643, 644, 647, 648, 655, 658, 659, 661, 672, 676, 690, 695
3. Connect diverse communities & individuals with appropriate resources.	600, 603, 608, 610, 611, 612, 613, 614, 621, 641, 642, 644, 645, 646, 647, 648, 659, 672, 676, 690, 695
4. Explain the dependence of information retrieval on the organization of information.	601, 602, 626, 630, 634, 636, 638, 655, 658, 661, 665, 668, 672, 690, 695

School Librarian Program

As detailed in Chapter 1, students seeking their MSLS degree concurrently with school media certification follow a more prescribed coursework plan, as their coursework must meet outside standards for accreditation (see section I.1.3). Students seeking school media certification use a separate curriculum contract to ensure they are meeting coursework required for certification (see Appendix 17).

A School Librarian Program Advisory Board (see section I.2.8)—a body comprised of current school librarians, representatives at the state level including a member from the Kentucky Department of Education, and representatives from the UK College of Education—was convened in 2015 to provide input and guidance regarding School Librarian Program curricular changes. Appendix 7 provides a list of attendees. Table 2.2 provides a timeline of changes to School Librarian Program courses and requirements from this review cycle.

Table 2.2. Curricular Changes Impacting School Librarian Program Students, 2011-2017

Academic Year	Change and Rationale	Effective	Source
AY 11-12	Creation of LIS 612 Youth Literature for a Diversity Society Responded to the need for a more diverse course offering in the program, the challenges experienced by students in the preparation required for presenting at the McConnell Conference, the fact that other award books (e.g., Pura Belpré) were not covered in 611.	Spring 2013	Faculty led
AY 12-13	Case-by-case exceptions for PT instructors for core courses approved (previously, FT faculty only) Would allow for the delivery of core classes for students	Summer 2013	Faculty led

	needing to take them in the Summer II semester (such as School Librarian Program students who are working teachers) when traditional faculty may not be available.		
AY 13-14	Revision of 648 Technology in the School Media Center Changed textbook, changed assignments to march learning outcomes, emphasized Educational Fair Use Guidelines and Copyright, reduced redundancy with 636 and 644	Fall 2014	Student evaluations, PTI feedback
AY 13-14	Revision of LIS 644 Administration of School Library Media Centers Reduced redundancy with 636, emphasized collection development	Spring 2015	Faculty led
AY 13-14	Revision of LIS 676 School Media Practicum Added the OTIS database system for uploading course artifacts and practicum documents to comply with College of Education certification program requirements	Fall 2014	Faculty led
AY 14-15	Revision of LIS 647 Placed greater emphasis on guided inquiry	Summer 2015	Faculty led
AY 15-16	Removed 655 as a required course for School Library program students Most school library management software facilitates copy cataloging; necessary skills are learned in LIS 602	Fall 2015	School Library Program Advisory Board
AY 15-16	Addition of LIS 612 to regular curriculum Initially proposed to replace 611 (due to waning enrollments as the course is a face-to-face offering) as a regular online course offering in the Youth Literature concentration at the March 212 faculty meeting; became official in 2016.	Spring 2016	Faculty led based on surveys, course evaluations, instructor feedback and instructor expertise
AY 15-16	Revision of 644 Administration of School Library Media Centers Removed course restriction	2016-2017	School Library Program Advisory Board
AY 16-17	LIS program and Department of Educational Leadership Studies formally agree to support and promote dual master's degrees in LIS school library concentration and MEd in School Technology Leadership. Promote dual degree program option, particularly with education students. Optimize a natural connection between education and library science (i.e., school library certification).	Fall 2017	Faculty led
AY 17-18	Revision to 676 School Media Practicum Better integrated coursework with hand-on experience in school library contexts	Planned for Spring 2018	School Library Program Advisory Board

Curriculum Development

The faculty look internally at the program learning outcomes and goals and externally to the field of library and information science when developing curriculum. For instance, based on the report of an ad hoc committee of iSchool deans at the iConference in Hamburg in 2014, which recommended library science programs diversify offerings outside of the foundations of the field into areas with potential for employment growth, such as data science, curation, and big data, the faculty decided to create an ad hoc committee to develop courses for students who wished to focus on this area. As a result, the faculty developed two courses that focus on data analytics, LIS 661 Introduction to Data Science and LIS 690 Special Topics: Data Analysis and Visualization, which leverage the expertise of Drs. Youngseek Kim and Soohyung Joo.

When a faculty member develops a new course, he or she first shares the draft syllabus with the Curriculum Committee for review. During this review, the Curriculum Committee carefully reads the syllabus, paying particular attention to course objectives, topic outline, and assignments. The full faculty then review the course and any recommendation of the Curriculum Committee. The full faculty then decide whether or not to offer the new course. The course may be offered as an LIS 690 Special Topics course, proposed as a new official course, or both. If approved at the program-level, the course is then sent on to the College Faculty Council, then the University-level Graduate Council, Senate Council, and finally the full University Senate for their approval. This process may take up to a year and is outlined in figure 2.1

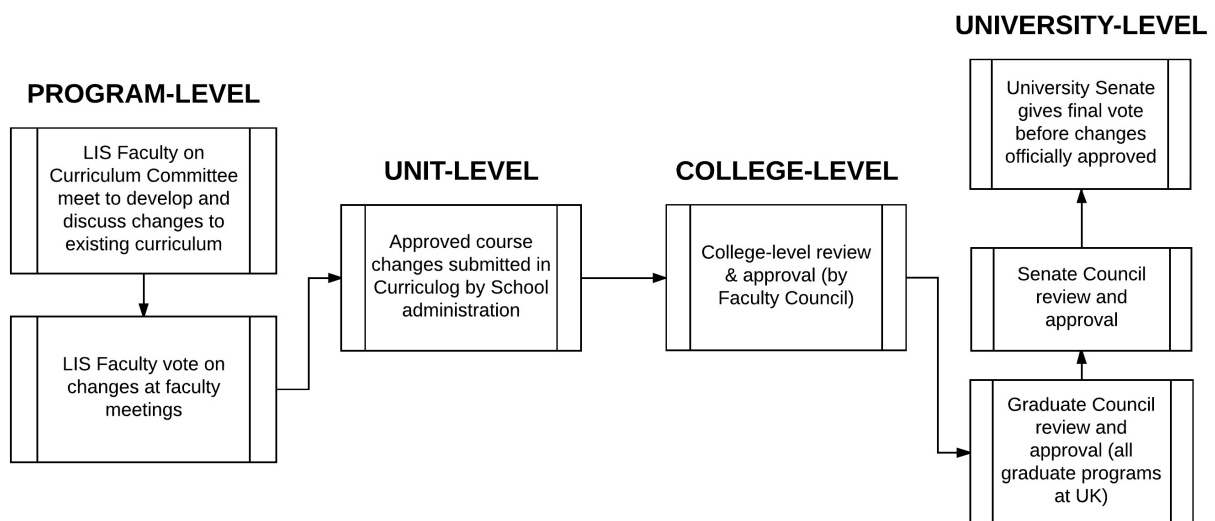


Figure 2.1 Curriculum Development and Review Process

Curriculum Review and Revision

LIS faculty receive ongoing feedback regarding the curriculum from their constituents and use that feedback during curricular review. The feedback may originate from mechanisms such as the Graduate (Appendix 5), Alumni (Appendix 13), and Employer (Appendix 12) Surveys; course-level evaluations; External Advisory Council; and exit requirement essays. A detailed list

of constituents and their feedback mechanisms is available in table 1.1 in Chapter 1. As a result of the curriculum review process, the faculty regularly revise and update the curriculum to reflect the current needs and foci of libraries and other information organizations.

Major course revisions follow the same approval process outlined above for new course development. Having a course approved for online delivery or making significant content changes constitute a major course revision. Minor course revisions, which include correcting errors in or clarifying course descriptions, adding cross listings, or changing prerequisite requirements, follow the same approval process through the College-level but bypass the Graduate Council at the University-level. Changes to course assignments and readings that do not constitute a major revision of content need only program-level approval. The University Senate provides additional details about the necessary approvals for course revisions.¹

Curricular revisions made in response to data gathered through the program's various feedback measures include the following examples. Based on an analysis of data obtained as part of ongoing curriculum review in 2012, an ad hoc committee was formed to revise two core courses. LIS 601 Information Seeking, Retrieval & Services was revised to focus more on information needs, information seeking, and human/information interaction, and the course title was changed to LIS 601 Information Search. LIS 602 Information Representation and Access was revised to focus more on information representation, access, and retrieval.

Another example of the curriculum adapting to the needs of the field can be found in the revisions faculty made to LIS 603 Management in Information Organizations in AY 2014-2015. Feedback from employers and alumni indicated that students needed more opportunities to practice leadership and group communication. Faculty revised the course to include a semester-long group project with rotating leadership, so that each student gets experience leading and following as part of a team; they then write a reflective paper on their leadership experience. In addition, students must write a formal business letter and interact with an information organization by interviewing key personnel and reviewing documents and websites.

Furthermore, as previously discussed in Chapter 1, during AY 2015-2016, the faculty met to review and revise three of the required core courses² in response to the changes in the learning outcomes and data gathered through mechanisms like the surveys. The faculty redesigned LIS 601 Information Search and LIS 602 Knowledge Organization to better complement one another and to demonstrate how information organization and information retrieval are related. The faculty also revised LIS 600 Information in Society, which now focuses on community engagement and inclusion in addition to various information organizations and the importance of the information society. These changes better prepare students for working in diverse settings and applying the master's degree in a variety of occupations. Table 2.3 provides a comparison of the previous descriptions for the core courses and the updated descriptions.

¹ "Course Proposals," University of Kentucky Senate, accessed July 19, 2017, <https://www.uky.edu/universitysenate/course-proposals>. See also "University Senate Academic Approvals," University of Kentucky, accessed August 30, 2017, http://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Files/Forms/Academic%20Approval%20Procedures_rev.pdf.

² Since LIS 603 had undergone revision in AY 2014-2015 and the faculty determined those revisions supported the new learning outcomes, that course did not need additional revision in AY 2015-2016.

Faculty who teach electives frequently revise and update these courses as well. This is a routine, expected aspect of teaching elective courses and is necessary to keep the content current and relevant. LIS 658 Knowledge Management was significantly revised in Spring 2014, integrating multiple knowledge management and community of practice technologies into the course and ensuring that teaching and learning were seen as knowledge management issues. These changes were made to provide students with a stronger understanding of this area. LIS 668 Database Management was redesigned to focus on database systems in Spring 2012. The Youth Literature and Services courses (LIS 610, 612, 613, and 614) are revised each year to reflect current trends in programming and literature, with reading lists updated to include the newest award winners from both the state and national levels.

Table 2.3. Required Course Description Revisions

Course	Previous description	Current description
600	An introduction to the nature of information (both utilitarian and aesthetic) in contemporary society, and to the role played by libraries and other information organizations in disseminating that information. Emphasis is on developing perspective.	Students investigate the Information Society and its relationships with our world including the impact on information organizations and communities. Students focus on the discipline's ethics, values, and core concepts.
601	This course provides an overview of the theory and practices of human information seeking behavior, including both basic models to understand user behavior, and techniques to effectively select, locate, evaluate, and use information to meet diverse information needs and facilitate human-computer interaction.	Within given theoretical contexts, students search and retrieve organized information. Students learn to construct, apply, and critically evaluate advanced information search and retrieval strategies.
602	This course provides an introduction to principles and practices of information description, organization, access, and retrieval by examining the representation of information through metadata records, indexes, and abstracts, as well as the operations, standards, tools, systems of categorization, bibliographic systems and methods of organizing and retrieving information sources.	Students describe and classify recorded knowledge and learn fundamental principles and practices that facilitate access and retrieval.
603	An introduction to the basic elements of management and how these are applied to the effective administration of information systems. Focus will be placed on two major roles in a system, the person who is supervised as well as the manager or supervisor. Examination of the functions of planning, organization, staffing and controlling as well as the theories of management and the effective use of these in an information system.	Students learn and apply the basic elements of management and leadership within the context of information organizations.

Standard II.2

“The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.”

The curriculum the LIS faculty design and teach addresses information resources and the relevant services and technologies. As described above, four courses are required for all LIS students: LIS 600 Information in Society, LIS 601 Information Search, LIS 602 Knowledge Organization, and LIS 603 Management in Information Organizations.

Through these four courses, students receive a thorough grounding in the fundamentals of the library and information science discipline. LIS 600 introduces students to the information society, informatics, the various types of information institutions, diversity in communities, community engagement, and key ethical issues such as privacy, intellectual freedom, and copyright. LIS 601 provides an overview of the theories and practices of human information seeking behavior, including both basic models to understand user behavior, and techniques to effectively select, locate, evaluate, and use information to meet diverse information needs and facilitate human-computer interaction. LIS 602 Knowledge Organization provides an introduction to principles and practices of information description, organization, access, and retrieval by examining the representation of information through metadata records, indexes, and abstracts, as well as the operations, standards, tools, systems of categorization, bibliographic systems, and methods of organizing and retrieving information sources. In LIS 603, students learn basic theories of management and leadership, basics of human relations management, how to manage diverse resources, how to plan strategically, and how to collaborate successfully in a group. Thus, within the four core (required) courses, students gain knowledge and skills in a wide array of library and information science topic areas. This knowledge is expanded upon in subsequent electives, as shown in table 2.4 below.

Table 2.4. Courses Mapped to Standard II.2

Component of Standard II.2	Program courses
Encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description.	600, 601, 602, 608, 610, 612, 613, 614, 621, 626, 627, 629, 630, 634, 636, 638, 640, 641, 643, 644, 645, 646, 647, 648, 658, 659, 661, 665, 668, 672, 676, 690, 695

Component of Standard II.2	Program courses
Storage and retrieval	601, 602, 621, 626, 627, 629, 630, 634, 636, 638, 648, 658, 661, 665, 668, 672, 690, 695
Preservation and curation	643, 644, 648, 661, 665, 672, 690, 695
Analysis, interpretation, evaluation, synthesis, dissemination	600, 601, 602, 603, 608, 610, 612, 614, 621, 629, 636, 643, 644, 645, 646, 647, 658, 659, 661, 672, 676, 690, 695
Use and users	600, 601, 603, 610, 612, 613, 614, 627, 634, 640, 641, 644, 645, 646, 647, 648, 658, 659, 672, 676, 690, 695
Management of human and information resources	603, 621, 629, 630, 634, 636, 638, 641, 643, 644, 645, 646, 659, 661, 665, 672, 676, 690, 695

As table 2.4 illustrates, most courses address “information and knowledge creation, communication, identification, selection, acquisition, organization and description.” This is covered in a wide variety of ways across the curriculum. Four of the other key areas have strong coverage as well: storage and retrieval; analysis, interpretation, evaluation, synthesis, and dissemination; use and users; and management of human and information resources. Currently, “preservation and curation” is not an area of focus for the program. More specific details about how each course addresses these components can be found by examining the syllabuses in Appendix 16.

Standard II.2.1

“Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;”

Courses are designed to foster library and information professionals who can assume a leadership role in their communities. In some courses, students work in a team, sharing leadership responsibilities, while other courses give them individual practice that hones their leadership skills. Activities in several of the courses illustrate this.

In LIS 603 Management in Information Organizations, students explicitly learn about leadership by taking turns leading their group throughout a semester-long project. This gives them an understanding of their own leadership strengths and weaknesses and enables them to lead other projects in the future. In LIS 608 Research Methods in Library and Information Science, students design and develop a research project of their own choosing, preparing them to conduct and lead research in their future careers. In LIS 636 Foundations of Information Technology, students create a library IT plan, determining which updates are needed for a particular institution; this gives them practice in leading such exercises for the future. In LIS 644 Administration of School Library Media Centers, students engage in a number of activities that prepare them to be leaders and advocates for school library programs. Furthermore, per the suggestion of the Commissioner of the Kentucky Department of Libraries and Archives at the time, the program developed a leadership course, Information Communication Technology (ICT) 650 Introduction to Leadership in Information Professions in AY 2015-2016; it is a

required course for ICT masters students but is also available as an elective for interested LIS students.

Standard II.2.2

“Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;”

Each course is expected to emphasize an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields. Faculty regularly revise and update their courses to ensure that students are reading and engaging with the most current and authoritative knowledge relevant to the specific course topic. The faculty adopt new textbooks or updated editions when necessary. The faculty select and adopt new textbooks as needed, as course content changes and new textbooks are published. Students provide input about textbooks via teacher course evaluations, and this input is considered when selecting new textbooks. Typically, the instructor for a course reviews several possible textbooks in conjunction with peers as appropriate. For example, when a new textbook for LIS 603 was selected, Dr. Adler and Dr. Oltmann, who both taught different sections of the course, reviewed three potential textbooks before selecting the one that was most appropriate and useful for students.

For example, in 2012, LIS 668 Database Management adopted a new textbook with more practical content and many hands-on exercises. In 2013, LIS 648 Technology in the School Media Center incorporated a new textbook that better explains and facilitates technology integration across the Pre-Kindergarten through Twelfth grades (P-12) curriculum. The faculty teaching LIS 603 Management in Information Organizations reviewed several textbooks before selecting a new one for Fall 2015; the new textbook contains up-to-date information about technology, human relations, and communication, ensuring that students have access to current literature and research. In addition, most courses rely heavily on professional and academic journal articles to keep the content current.

In addition, in many courses, students either write research papers or apply information and findings to practical assignments; these assignments may require students to conduct literature reviews and read in-depth in particular areas. For example, in LIS 645 Public Libraries, students write a term paper about library services, addressing the current state of affairs and future developments or trends. They are able to select a narrower topic that interests them and then conduct an in-depth literature review to become knowledgeable about that area.

Standard II.2.3

“Integrates technology and the theories that underpin its design, application, and use;”

A number of courses in the LIS program integrate technologies and relevant theories. This is perhaps most apparent in the courses that explicitly focus on technology, such as LIS 638 Internet Technologies and Information Services or LIS 661 Introduction to Data Science. For example, in LIS 661, students learn about metadata creation and analysis, general linear

method, cluster analysis, and the basics of information visualization using the R programming language.

Beyond the courses that explicitly focus on technology, the faculty have made a point to infuse technology across the curriculum. In many courses, students are required to complete projects that include technology, such as video presentations, podcasts, website development, and blog creation. For example, the Youth Literature and Services courses--LIS 610, 612, and 614--incorporate video, blog, and website development. LIS 658 Knowledge Management incorporates various technologies that support knowledge management theory and practice, such as social media, blogging software, bibliographic reference management applications, and online collaboration tools. LIS 648 Technology in the School Media Center focuses on the school librarian's role in integrating technology tools across the P-12 curriculum, as well as providing technology-based professional development for content area teachers. Course materials integrate learning theories for both children and adult learners. In addition to these specific examples of infusing technology across the curriculum, the Curriculum Committee has instituted the usage of new symbols in the syllabuses of core courses. This symbol (shaped like a computer mouse) indicates explicitly where technology is addressed in the syllabuses, making its infusion clear for students and faculty.

In addition, students can choose the Information Technology and Systems concentration area for their degree. Those students may seek positions such as IT coordinators, data specialists, or system developers in library or information organizations. Topics covered by courses in this concentration include database management systems, web development, digital libraries, data analytics, and information architecture. Those courses are LIS 630 Information Retrieval, LIS 634 Information Architecture, LIS 636 Foundations of Information Technology, LIS 638 Internet Technologies & Information Services, LIS 661 Introduction to Data Science, LIS 690 Data Analysis & Visualization, LIS 665 Introduction to Digital Libraries, and LIS 668 Database Management.

Standard II.2.4

“Responds to the needs of a diverse and global society, including the needs of underserved groups;”

The faculty have integrated diversity in courses whenever possible. Some courses are explicitly about diversity and underserved populations, such as LIS 612 Youth Literature for a Diverse Society. This course examines diversity in terms of race/ethnicity, sexual orientation, immigrant status, religion, developmental disabilities, and socioeconomic status. Other courses include diversity and underserved populations as one of the topics addressed. For example, LIS 621 Information Resources and Services includes a week on “Information services for diverse populations,” and LIS 627 Consumer Health Information Resources includes a week on “Diverse user populations.” LIS 646 Academic Libraries includes a module on “Underserved and special populations.”

Additionally, other courses may not explicitly label weekly topics as “diversity,” but do in fact address the importance of meeting the needs of diverse and underserved populations. For example, in LIS 644 Administration of School Media Centers, various assignments focus on the principles of universal design and learning environment compliance with the Americans with Disabilities Act. LIS 630 Information Retrieval covers assistive technology for the blind and

visually impaired. Additional examples as well as the syllabuses for the classes mentioned in this section are available in Appendix 16.

In AY 2016-2017, the Curriculum Committee discussed how to make this incorporation of content related to supporting the needs of a diverse society more explicit for the faculty and the students in the program. In response to the Committee's recommendations, the faculty voted to have all core courses include the following School of Information Science diversity definition on their syllabuses: "Diversity is defined as embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community." Furthermore, beginning Fall 2017, syllabuses for core courses include an explicit list of how diversity is addressed in the course and use a symbol to note readings, weekly topics, and/or assignments covering content related to diversity.

Standard II.2.5

"Provides direction for future development of a rapidly changing field;"

The LIS program provides students with needed direction for future development in this rapidly changing field. The courses in this program are forward-looking and focus on relevant, current information.

Some courses are explicitly focused on current trends to prepare students to engage with and contribute to the development of the field. For instance, LIS 647 Current Trends in School Media Centers focuses on processes that school librarians can employ to be nimble in responding to changes in technology and priorities in education, and students in LIS 648 Technology in the School Media Center integrate new educational tools into a variety of teaching and learning contexts.

Other courses discuss developments and the field's response as part of the larger course curriculum. For example, in LIS 600 Information in Society, students examine how different types of libraries and information organizations have changed and are likely to change in the future. Students in LIS 602 Knowledge Organization study the latest methods to describe, organize, and retrieve information, as well as discuss future trends in the field. LIS 629 Introduction to Medical Informatics includes cutting-edge information on telemedicine, bioinformatics, and other important topics. Most recently, in Fall 2017, students have been able to enroll in a special topics course in Electronic Resource Management, which may become a permanent elective. The course introduces students to the technical, legal, administrative, and social complexities involved in managing electronic resources across all types of libraries.

Standard II.2.6

"Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future."

Several courses capitalize on promoting lifelong learning. This emphasis first appears in the required core classes. LIS 600 Information in Society explicitly encourages students to continue lifelong learning. Furthermore, content covered in the required courses also prompts some students to extend their understanding through the LIS 695 Independent Study class. For instance, content first covered in LIS 600 has resulted in at least two students pursuing independent studies further their learning along particular lines. A discussion on information ethics led one student to create an independent study to examine information ethics and information poverty in greater detail. Another student, after learning about the influence of Andrew Carnegie on the development of libraries in the United States, engaged in extensive archival research to explore the impact of Carnegie Library grants in Lexington, Kentucky.

Beyond the core courses, other courses also prompt students to master skills, engage in behaviors, and develop attitudes in support of lifelong learning. Students who complete the LIS 608 Methods of Research in Library and Information Science learn research methods that facilitate their ability to contribute to the field through continuing research and engaging in evidence-based practice. The literature courses, such as LIS 610 Library Materials and Literature for Children and LIS 614 Library Materials and Literature for Young Adults, emphasize ongoing reading of the literature so that students, as future school or children's and/or teen librarians, always stay abreast of new trends and developments. The Professional Growth and Networking assignment in LIS 644 Administration of School Media Centers requires students to participate in a variety of continued learning opportunities and then reflect on the value of each of those opportunities and the likelihood of continued engagement in those opportunities. The continued learning opportunities include professional library conferences, school librarian Twitter chats, formal and informal professional resources such as journals, and school librarian blogs.

Students must also address lifelong learning in their exit requirements. In the Exit Assessment, students address both how they plan to continue achieving mastery in the areas of the four program learning outcomes as well as those areas outside of the outcomes that are relevant to their individual career interests. In the Portfolio, this discussion of plans for lifelong learning often took the form of students' discussion of plans to attend local, state, regional, and national conferences or subscribe to journals and magazines relevant to their professional work. The faculty expect similar discussions to appear in the Exit Assessment submissions.

In addition to the importance placed on lifelong learning in the curriculum, the program also highlights the importance professional development for students by supporting student organizations and opportunities for participation in conferences and other professional development events, such as webinars. By fostering the desire to engage in lifelong learning in students during their courses, the program hopes to contribute to graduates' dedication to professional development throughout their careers.

Per the 2016 Alumni Survey (Appendix 13), most respondents (82 percent) belong to professional associations (either state or national). About 80 percent of the respondents state that they attend professional development seminars. About 93 percent of the respondents indicate that they attend conferences. Finally, about 44 percent of the respondents report that they monitor official association discussion lists.

Of those respondents who are involved as members in professional associations, most belong to a state library association (72 percent), such as the Kentucky Library Association (KLA) (31 percent) or another state library association (41 percent). The most popular professional association that respondents belong to is the American Library Association (ALA) (64 percent). A smaller portion of the graduates indicated that they belong to the Special Library Association (SLA) (3.4 percent), the Medical Library Association (MLA) (13.6 percent), or the Society of American Archivists (SAA) (8.4 percent). Respondents left 17 open-ended comments that mentioned other specific associations, ALA divisions, or regional information-related associations.

Standard II.3

“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 the attainment of student learning outcomes. 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.”

Concentrations within the Program

Feedback from the Alumni (Appendix 13) and Graduate (Appendix 5) Surveys indicates that students feel prepared for their professional careers. Table 2.5 shares the results of the questions relating to students’ assessment of their professional preparation from the last three Alumni Surveys. In the questions specifically about constructing a coherent program of study and feeling prepared to enter the profession, the program’s performance has steadily improved since 2012. In the area of providing students with additional classes to fit their professional goals, the program has made progress since 2014 but will continue to work on developing a course catalog that meets students’ specialization and professional goals.

Table 2.5. Alumni Perception of Professional Preparation^a

Scale: 1= Strongly disagree; 5= Strongly agree	2012 (n=23)	2014 (n=96)	2016 (n=75)
Upon completing my degree, I felt well prepared to enter the profession.	3.32	3.67	3.75
The classes available allowed me to plan a coherent course of study that fit my professional goals.	3.50	3.76	3.84
My MSLS degree led to a rewarding career path.	4.05	3.99	4.06
The classes available allowed me to pursue a specialization that fit my professional goals.	3.75	3.56	3.62

Source: Alumni Survey

^a Results filtered to show only responses from respondents who graduated between 2011-2016.

No matter their academic concentration, all students are expected to complete the four required core courses (LIS 600, 601, 602, and 603) within their first 18 hours of coursework. While 601 and 602 have been redesigned to be complementary, the four core courses do not need to be taken in a particular sequence, thereby preventing scheduling issues for students, who may begin the program in the fall, spring, or summer. Beyond the requirement to complete the core courses in the first 18 hours, students may construct programs of study in different ways, thereby allowing for the variety required to meet individual needs and aspirations.

One tool that contributes to students' ability to construct their plans of study is the list of academic concentrations, which groups courses together for students interested in particular areas. The faculty revised these concentrations (previously called "tracks") and approved new versions in Spring 2017 to update the language and be more relevant and meaningful to libraries and other information organizations. The concentration descriptions and course lists are provided on the website³ and often serve as a starting point for students to plan their electives.

Table 2.6 provides the previous and current academic concentration descriptions as well as the relevant courses for each concentration. It is important to note that concentrations are recommendations (not requirements) of courses that are likely to be relevant for a particular concentration. Students are not required or expected to complete all courses listed under a concentration and may combine courses from two or more concentrations if that suits their career aspirations best. Throughout the process of course selection, all students are encouraged to review their plans and decisions with their advisors.

Table 2.6 Academic Concentration Description Revisions

Concentration	Previous description	Revised description	Relevant Courses
Academic Libraries	An academic library is attached to academic institutions above the secondary level, serving the teaching and research needs of students and staff. These libraries serve two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students. Because larger institutions may have several libraries on their campuses dedicated to serving particular schools such as law and medicine, academic librarianship offers a great opportunity to utilize subject expertise. Professional status varies by institution, but many academic librarians have faculty status, including tenure.	Academic libraries, sometimes referred to as college, university, or research libraries, are attached to public and private institutions of higher education. These libraries provide resources and services to meet the curricular and research needs of the academic departments and community. Academic librarians work in many different capacities, including administration, collection management, public services, information technology, special collections, preservation, and data services, and they provide instruction, support, and access to resources in digital, print, and other formats, very often with a specialization in a subject or discipline.	608, 626, 641, 643, 646, 658, 659, 661, 665

³ "Academic Concentrations," <http://ci.uky.edu/sis/libsci/concentrations>.

Concentration	Previous description	Revised description	Relevant Courses
Health Information	A health information professional or medical librarian assists physicians, health professionals, students, patients, consumers, and medical researchers in finding health and scientific information to improve health care. Medical libraries are typically found in hospitals, medical schools, private industry, and in medical or health associations. In addition to providing reference services and literature searches to hospital personnel and healthcare providers, medical librarians often provide orientation and instruction in the use of the library's resources and services, and provide training to hospital staff on the use of online resources.	A health information professional or medical librarian assists physicians, clinicians, allied health professionals, students, patients, consumers, and medical researchers in finding health and scientific information to improve health care and patient well-being. Medical libraries (and patient education centers) are typically found in hospitals, medical schools, academic health science centers, private industry, and in medical or health associations. In addition to providing reference services and literature searches to hospital personnel and healthcare providers, medical librarians often provide orientation and instruction in the use of the library's information resources and services, and provide training to hospital staff and healthcare consumers on the use of online resources. With the increased role of health information technology, medical librarians also play a crucial role in healthcare information systems.	626, 627, 629, 640, 661
Information Technology and Systems	Students in this track are interested in the network and systems side of Library Science. They may seek positions as IT coordinators, database administrators or website developers in a library or information organization. Topics covered by courses in this track include databases, content management systems, digital libraries, and information architecture	Students in this concentration are interested in the application of technologies and system development for library and information services. They may seek positions such as IT coordinators, database administrators, data specialists, or system developers in library or information organizations. Topics covered by courses in this area include database management systems, web development, digital libraries, data analytics, and information architecture.	630, 634, 636, 638, 661, 665, 668
Public Libraries	These days a public librarian does a lot more than check out	Public libraries provide information services to the	608, 610, 612, 613,

Concentration	Previous description	Revised description	Relevant Courses
	materials and shelve books. Technology expert, information detective, manager, literacy expert, trainer, community programming coordinator, reader's advisor, children's storyteller, material reviewer, and buyer are just a few of the hats a public librarian wears.	general public. They are supported by public funding and are governed by a board to serve the public interest. Public libraries serve their communities by offering access to educational and recreational materials in print and digital formats, internet and computer access, programming, outreach, and often, local history resources and genealogy. These institutions often function similar to a community resource center. Public librarians work in adult services, youth services, cataloging, electronic resources management, collection management, information technology, emerging technologies, administration, marketing, local history and genealogy, and outreach.	614, 627, 638, 645, 659, 665
School Librarian program	Today's school librarian or school media specialist works with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons. As a collaborator, change agent, and leader, the school librarian develops, promotes and implements a program that will help prepare students to be effective users of ideas and information, a lifelong skill.	As a skilled teacher and information specialist, the school librarian empowers children and young adults to be critical thinkers, engaged readers, and effective and ethical users of ideas and information. The school librarian facilitates access to literature and information in multiple formats, engages in evidence-based practice to ensure the school library program addresses the diverse needs of all students and teachers, and collaborates with other educators to design instruction promoting the development of an array of skills necessary for success in a technology, media, and information rich society.	608, 610, 612, 613, 614, 634, 636, 638, 644, 647, 648, 661, 665, 668, 676, EDL 650, EDL 661, EDL 662, EDL 664, EDL 665
Youth Services and Literature	Students in this track are interested in Public Libraries but want to focus their studies on children and youth services. They may be seeking a career as a	Students in this concentration are interested in pursuing careers in public libraries in which they serve children and/or teens, as well as their parents and other	610, 612, 613, 614, 659

Concentration	Previous description	Revised description	Relevant Courses
	Children's Librarian, Youth and Teen Services Coordinator or similar positions.	adults in their lives.	

In conjunction with their advisors, students use these concentrations as frameworks to guide their decisions about which electives to take. In Fall 2017, the concentrations were populated as shown in table 2.7. At the time, public libraries, academic libraries, and the School Librarian program were the most common area-specific concentrations among students. Data in this breakdown is determined by students' responses to the New Student Advising form (see Appendix 34) in which new program students indicate their chosen concentration area. Student Affairs staff maintain this data. Students may also opt to change their concentration area later into their program of study. This trend generally holds true across most semesters. In addition, the School had 49 students who did not choose one of the area-specific concentrations. The generalist concentration allows for further customization and exploration for students who have diverse or undecided career aspirations.

Table 2.7. Breakdown of Academic Concentrations, Fall 2017

Concentration	Number of students
Generalist	49
Academic Libraries	42
Health Information	2
Information Technology and Systems	10
Public Libraries	39
School Librarian program	31
Youth Services and Literature	19

Another way the program supports the construction of coherent plans of study for each student is through the use of the course planning form and curriculum contract (Appendix 17). These documents provide students with a means to plan their full curriculum prior to their first semester of courses. They also assist students with meeting their time-to-degree goals by serving as a guide for their subsequent registration periods. Each form is formatted in such a way to relay the requirements for the degree and which courses can be taken to meet those requirements.

A recent update to the course planning form also prevents students from planning a course in a semester in which it is not offered. While developing a course plan at the outset of the program is very helpful, students do also have the ability to update their plans during their time in the program if their career interests shift or if new or different courses better suit their needs. If students wish to modify their original plans, the program strongly recommends that they do so after consultation with their faculty advisor.

Course Offerings

The curriculum provides a variety of educational experiences, from discussion-based courses to experiential and independent learning opportunities. The primary experience is the asynchronous online classroom experience in which students take the majority of their coursework.

The current course listing for the LIS program is shown in table 2.8. Syllabuses from 2015 through the current semester are available on the syllabus page of the website.⁴ Syllabuses from courses taught prior to 2015 are available on the archived syllabus page.⁵ The most current version of the syllabus for each active course is available in Appendix 16. Enrollment statistics for each course offered during this accreditation period are available in Appendix 18.

Table 2.8. Current Courses, Schedule, and Delivery

Course Name	Course Number	Type	Offered	Delivery
Information in Society	600	Required Core	Fall, Spring, Summer ^a	Online
Information Search	601	Required Core	Fall, Spring, Summer ^a	Online
Knowledge Organization	602	Required Core	Fall, Spring, Summer ^a	Online
Management in Information Organizations	603	Required Core	Fall, Spring, Summer ^a	Online
Methods of Research in Library and Information Science	608	Elective	Spring	Online
Library Materials and Literature for Children	610	Elective	Fall	Online
Youth Literature for a Diverse Society	612	Elective	Spring	Online
Information Resources and Services for Children	613	Elective	Fall	Online
Library Materials and Literature for Young Adults	614	Elective	Spring	Online
Information Resources and Services	621	Elective	Spring, Summer	Online

⁴ "Syllabuses," University of Kentucky School of Information Science, accessed July 19 2017, <http://ci.uky.edu/sis/resources/syllabuses>.

⁵ "Archived Syllabuses," University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/archive/lis/syllabuses>.

Course Name	Course Number	Type	Offered	Delivery
Electronic Information Resources in the Health Sciences	626	Elective	Fall	Online
Consumer Health Information Resources	627	Elective	Spring	Online
Introduction to Medical Informatics	629	Elective	Every other year	Online
Information Retrieval	630	Elective	Spring, Summer	Online
Information Architecture	634	Technology	Fall	Online
Foundations of Information Technology	636	Technology	Fall, Spring, Summer	Online
Internet Technologies and Information Services	638	Technology	Spring	Online
Health Information Resource Services	640	Elective	Every other year	Online
Law Librarianship	641	Elective	Summer	Online
Archives and Manuscripts Management	643	Elective	Fall	Online
Administration of School Library Media Centers	644	Elective	Fall	Online
Public Libraries	645	Elective	Fall	Online
Academic Libraries	646	Elective	Spring	Online
Current Trends in School Media Centers	647	Elective	Spring	Online
Technology in the School Media Center	648	Technology	Fall, Summer	Online
Knowledge Management	658	Elective	Spring	Online
Collection Development	659	Elective	Summer	Online
Introduction to Data Science	661	Technology	Fall, Spring	Online & face-to-face
Data Analysis and Visualization	--- ^b	Technology	Fall	Online & face-to-face
Introduction to Digital Libraries	665	Technology	Spring	Online

Course Name	Course Number	Type	Offered	Delivery
Information Systems and Design	668	Technology	Spring	Online
Practicum	672	Elective	Fall, Spring, Summer	Online
School Media Practicum	676	Elective	Fall, Spring, Summer	Online
Special Topics in Library and Information Science	690	Elective or Technology	Fall, Spring, Summer	Online & face-to-face
Independent Study in Library and Information Science	695	Elective	Fall, Spring, Summer	Online

^a The program schedules at least two core courses each summer. The courses offered depend on student interest and instructor availability.

^b This course is in the process of undergoing University-level course approval and should have a dedicated course number by the end of the Fall 2018 semester.

The course offerings provide students many opportunities to develop their knowledge about library and information science and to prepare for the professional world. Within these courses, students learn about theory, principles, practice, legal and ethical issues, and values. For example, library science values, ethics, and principles are addressed in detail in LIS 600 Information in Society. Students learn about theories of information behavior and information seeking in LIS 601 Information Search. In courses such as LIS 645 Public Libraries and LIS 646 Academic Libraries, students study and apply principles and practices of library science, such as identifying and meeting community needs. Aspiring school librarians take a sequence of courses--LIS 644 Administration of School Library Media Centers, LIS 647 Current Trends in School Media Centers, and LIS 648 Technology in the School Media Center--that explicitly communicate essential principles, practices, ethics, and values in the P-12 school library context.

Students who enroll in the LIS 672 Practicum, LIS 676 School Media Practicum, and LIS 695 Independent Study continue to learn about these core principles and practices. Through these courses, students can focus on aspects of library and information science that are personally appealing and relevant. The sections below discuss experiential and independent learning opportunities in the program.

Experiential Classes

Recent student practica for the LIS 672 Practicum course have been conducted at numerous libraries, both in Kentucky and across the country, as demonstrated in the following list:

- Bingham Greenebaum Doll, LLP, Lexington, KY
- Council of State Governments, Lombard, IL
- Ithaka S + R, New York, NY
- Keeneland Library, Lexington, KY
- Kentucky Department of Libraries & Archives, Frankfort, KY

- Lexington Public Library, Lexington, KY (various branches)
- Mercantile Library, Cincinnati, OH
- Nashville Public Library (Metro Archives), Nashville, TN
- Thomas Branigan Memorial Library, Las Cruces, NM
- University of Kentucky Libraries (Special Collections, Law Library, Medical Center Library, William T. Young Library), Lexington, KY
- University of Kentucky Office of Development, Lexington, KY
- University of Louisville Libraries, Louisville, KY
- West Virginia University Libraries, Morgantown, WV

The students design these practica, which their site supervisor, faculty advisor, and the School Director must then approve. Within the semester, students must complete 140 hours of work and a final project that will contribute to and demonstrate their achievement of the learning outcomes they specify in their contracts. During the spring of 2015, the Curriculum Committee redesigned the practicum expectations and paperwork (Appendix 19) to make connections between the core competencies and the practicum more explicit and meaningful for students. As their final deliverable, students have constructed LibGuides, researched university donors, developed archival exhibits, created library training modules, and developed and performed programming. Enrollment in the course for this accreditation cycle is available in table 2.9.

Table 2.9. Enrollment in LIS 672 Practicum

Year	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Students enrolled	19	22	13	17	16	14

Additionally, students who are in the School Librarian program are required to complete a 10-day practicum in an elementary school and a 10-day practicum in a secondary school, which are completed as part of LIS 676 School Media Practicum. These practica complement the learning done in coursework and prepare students for success in the field. Upon completion of each segment of the practica, supervisors complete an evaluation form. Additionally, students submit a portfolio to demonstrate mastery of the AASL Standards and the Kentucky Teacher Standards, which the instructor of the course then reviews before assigning a final grade.

Based on feedback from the School Librarian Program Advisory Board that convened in Summer 2015, the program is in the process of changing requirements for the practica portions of LIS 676. Proposed changes are aimed at maintaining the value but increasing the manageability (on the part of students) of the practica. Beginning Spring 2018, School Librarian program students will be required to complete a total of 160 hours of field-based experiences. A minimum of eighty hours will be completed through two traditional practica experiences, one in an elementary school and one in a secondary school, near the end of the program of study. Each traditional practicum will consist of a minimum of five days. Students have options for completing the remaining eighty hours of field-based experiences throughout their programs of study. Students and LIS 676 instructors will track field-based hours on a regular basis through a dedicated site in Canvas.

Independent Studies

Students who want to conduct an independent study choose, with supervision and guidance from a faculty member, their own topic and final project, and then enroll in LIS 695 Independent Study in Library and Information Science. Similar to the practicum course, students in the independent study complete a learning contract (Appendix 20) prior to beginning their research. Recent independent studies have examined:

- Information ethics and information poverty
- Academic library services for individuals with disabilities (focusing on students on the autism spectrum)
- Embedded librarianship
- Digital preservation
- Information literacy
- Library open source software
- Carnegie library funding in Kentucky

Several students every year take advantage of the independent study option, as shown below in table 2.10.

Table 2.10. Enrollment in LIS 695 Independent Study

Year	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Students enrolled	5	6	7	4	3	5

Concurrent Degrees

Students wishing to pursue two graduate degrees simultaneously at the University of Kentucky may share up to nine hours of coursework between the programs provided the Director of Graduate Studies of both programs approve the plan for the concurrent degrees. Several prospective students have expressed their interest in the concurrent degree option in the last year.

University graduate students, either in fully online or campus-based programs, are eligible to complete concurrent degrees. The challenge for most students wishing to complete a concurrent degree with the LIS program at the University of Kentucky is that the LIS program is one of only 10 fully online master's programs⁶ at the institution. Since the majority of LIS students are distance students, they have limited options for completing a concurrent degree if they are only able to take classes online. However, while the LIS was at one point the only program available entirely online, students seeking concurrent online degrees have had increasing options do pursue those degrees during this accreditation cycle as new programs have become available. For the students who live in Lexington or nearby and can complete

⁶ The online programs are Digital Mapping, Applied Statistics, Public Financial Management, Library Science, Rehabilitation Counseling, Instructional Systems Design, Teacher Leadership, Research Methods in Education, Manufacturing Systems Engineering, and Arts Administration.

courses offered on campus, the options are significantly greater. The school currently has one student pursuing dual degrees in History and Library Science. One option for students in the LIS program who cannot take on-campus courses is available through the College of Education. The faculty of both the LIS program and the Teacher Leadership program in the Department of Educational Leadership Studies agreed to promote concurrent degrees in the two disciplines for students in the School Librarian program.

Cognate Courses

The program permits students to take courses outside of the program with the permission of their advisor and Director of Graduate Studies. These classes are known as cognate courses. Students must be actively enrolled in the LIS program and receive permission prior to enrolling in the cognate course for it to count toward the requirements for the MSLS degree. While the Graduate School allows students to take up to one third (twelve hours) of their coursework in related/cognate fields outside of the student's home program, the School of Information Science limits the number of cognate hours to six to ensure students have the necessary coursework within the field to be successful professionals.

Similar to the concurrent degree option, students seeking only online cognate courses to complement their MSLS degrees have limited options given that the majority of graduate-level courses at the University are only offered in a face-to-face format. Nevertheless, some students have pursued this option, taking courses in fields such as English, Sociology, and Education.

Practice-based Opportunities

Several experiential opportunities complement the coursework students complete. These include Alternative Spring Break (ASB), Lex Week, ALA Student-to-Staff program, conference volunteer work, the McConnell Conference for the Study of Youth Literature, and Study Abroad.

Alternative Spring Break

Initiated in Spring 2011, the Alternative Spring Break program provides students with the opportunity to intern at some of the nation's most prestigious information institutions, such as the National Library of Medicine (NLM), Library of Congress (LOC), Smithsonian Libraries (SL), and National Archives and Records Administration (NARA). While most students spend the week in Washington, D.C., some are in Maryland, and others may be across the country if selected for some of the NARA projects.

This program is available to all LIS students, including those who take all their classes online. The students selected for participation spend the University's designated spring break week in March working under the supervision of professionals in these institutions to gain practical experience in the field. Currently, the School provides \$1,000 for each student selected. In 2012, 2013 and 2014, the program was able to support more students due to a funding award from the UK Women & Philanthropy Network. Table 2.11 shares the number of student

participants and host institutions for the last seven years. Additional information about Alternative Spring Break is available in Chapter 4 of this document.

Table 2.11. Participants in Alternative Spring Break

Host Institution	2011	2012	2013	2014	2015	2016	2017
Library of Congress	5	5	10	10			
National Library of Medicine		2	3	2	3	3	5
National Archives			4				2
Smithsonian Libraries					5	5	4
Total Students	5	7	17	12	8	8	11

Lex Week

Started in 2016 as a local complement to the Alternative Spring Break program, Lex Week is a cooperative program between the School of Information Science and UK Libraries. Students spend a week interning with library and information professionals in on-campus libraries to gain practical experience. Lex Week 2016 occurred in the spring semester. The next Lex Week is planned for 2018. The school provides \$250 for each student selected with an additional \$750 available per student for expenses related to travel and accommodation. Table 2.12 provides information about the number of students and host units within UK Libraries.

Table 2.12. Participants in Lex Week

Host Unit	2016
W.T. Young Reference	2
Special Collections Research Center	2
Total Students	4

ALA Student-to-Staff

Each year, the University of Kentucky American Library Association student chapter (UK ALA) encourages current students who are also ALA members to apply for the ALA Student-to-Staff program, which allows students to attend the ALA Annual Conference in exchange for providing 16 hours of service to an ALA unit during the event. Only 40 students nationwide are selected to participate each year, and the UK LIS Program nominee has been selected to participate each year since 2012, as demonstrated in table 2.13, though one participant was unable to attend due to scheduling conflicts. Students gain valuable insight into the work and priorities of their units and are able to interact with current professionals and leaders in the field.

Table 2.13. Students Selected for ALA Student-to-Staff Program

Year	Participant	Location
2012	Julie VanHoose	Anaheim
2013	Debbi Lloyd	Chicago
2014	Ashley DeWitt	Las Vegas
2015	Brittany Netherton	San Francisco
2016	Lori Miller	Orlando
2017	James Johnson	Chicago

Conference volunteer work

Similar to the ALA Student-to-Staff program, the School provides opportunities for students to attend professional conferences by having them volunteer an hour of their time at the exhibit booth in exchange for reimbursement of their conference registration fees. These experiences allow students to interact with professionals in the field and to have exposure to the research that helps to drive innovation in the library and information science professions. Table 2.14 relates the number of participants and events during this accreditation cycle.

Table 2.14. Participants in Conference Volunteer Work

Event	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Kentucky Library Association Annual Conference	2	2	5	7	6	2
Indiana Library Federation Annual Conference	--	--	--	--	1	1
Total Students	2	2	5	7	7	3

McConnell Conference

The Anne McConnell Conference for the Study of Youth Literature is a professional development opportunity for students, alumni, and others in the field. Alumni and other library professionals, as well as students in LIS 611 Critical Analysis of Children's Literature, often present concurrent breakout sessions at the Conference; historically, the 611 students present on the current year's ALA Youth Media Awards. The Conference has been on hiatus since the 45th event in 2013 but returned in October 2017. Students enrolled in an Independent Study version of LIS 611 in Fall 2017 presented breakout sessions at the conference. These breakout sessions focused on the values and limitations of the diversity-focused ALA Youth Media Awards.

Study Abroad

In 2013, the program conducted its first study abroad experience to provide students with additional opportunities to interact with professionals and to expose them to different perspectives in the field. Seven students traveled to Northern Ireland for four weeks during the Summer 2013 semester. The study abroad was offered again in 2015; that group of 14 students visited both the Republic of Ireland and Northern Ireland. The course examined the relationships between information and cultural and political power in Northern Ireland and the Republic of Ireland. Students explored the various roles information agencies, such as public and academic libraries and archives, have played in the preservation and suppression of Irish culture across history, with a particular focus on the impact of information services during periods of profound political unrest.

The program has recently developed a new study abroad opportunity with plans to offer the course in Summer 2018. Having been re-designed in response to feedback from student evaluations and to avoid duplication of programs available at other institutions, the new course focuses on how information professionals and organizations can empower people, particularly those from marginalized and minority populations, by supporting access to information. Topics of discussion include professional values and actions; barriers and supports for access; assistive and other technologies; universal design; and local, national, and international efforts to address information access disparities and support empowerment. Students will travel to the Netherlands for two weeks to visit with information professionals at local institutions as well as international organizations, such as the International Federation of Library Associations and Institutions (IFLA), to observe and discuss the impact and responses of the profession in these areas.

In addition to earning 3.0 credit hours by completing the study abroad course, students can also elect to earn an additional 3.0 credit hours by designing an independent study project related to the topics covered in the study abroad course.

Standard II.4

“Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.”

The LIS program faculty design the curriculum to ensure students can meet the competencies developed by the ALA, MLA, the Association of College and Research Libraries (ACRL), the Association of Library Services to Children (ALSC), the Young Adult Library Services Association (YALSA), and AASL (Appendix 23). The faculty look to these competencies as they design and revise curriculum. Table 2.15 outlines which of the required and core courses address each of the ALA core competencies.

Table 2.15. Alignment of ALA Core Competencies and Courses

ALA Core Competency	LIS program courses
Foundations of the profession	600, 603, 608, 621, 626, 630, 641, 644, 645, 646, 647, 648, 658, 659, 665, 672, 676, 690, 695
Information resources	600, 601, 610, 612, 613, 614, 621, 626, 627, 640, 641, 643, 645, 646, 647, 648, 658, 659, 661, 672, 676, 690, 695
Organization of recorded knowledge and information	602, 627, 629, 634, 637, 638, 658, 661, 665, 672, 676, 690, 695
Technological knowledge and skills	602, 626, 629, 630, 634, 636, 638, 648, 658, 661, 665, 668, 672, 676, 690, 695
Reference and user services	601, 610, 612, 613, 614, 621, 626, 627, 629, 640, 641, 647, 648, 672, 676, 690, 695
Research	601, 603, 608, 621, 626, 629, 640, 641, 643, 644, 645, 646, 668, 672, 676, 690, 695
Continuing education and lifelong learning	600, 603, 608, 610, 612, 613, 614, 625, 640, 641, 644, 645, 646, 647, 648, 665, 672, 676, 690, 695
Administration and management	603, 625, 630, 641, 643, 644, 645, 646, 659, 665, 668, 672, 676, 690, 695

As this table demonstrates, the current courses adequately address the ALA core competencies. In addition to the ALA core competencies, the program also addresses core competencies from other organizations. For example, in LIS 640 Health Information Resource Services, students learn about the health sciences and health care environment as well as policies, issues, and trends that impact that environment, which meets MLA core competency one. In LIS 629 Introduction to Medical Informatics, students learn about and use technology and systems to manage all forms of information (MLA core competency five) and learn about scientific research methods and literature (MLA core competency seven). In the School Librarian program, students take LIS 644 Administration of School Library Media Centers, which explicitly addresses AASL core competency five (Program Management and Administration). A more comprehensive chart of the courses and the competencies they address is available in Appendices 22 and 23.

Standard II.5

“Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.”

The program has procedures and measures in place for ongoing evaluation of the curriculum. Table 2.16 identifies the direct and indirect measures used to evaluate individual courses classes as well as the full curriculum.

Table 2.16. Direct and Indirect Evaluation of the Curriculum

Measures	Individual Courses	Full Curriculum
Direct	<ul style="list-style-type: none"> • Teacher Course Evaluations • Exit requirement student learning outcomes assessment • Technology Audit • Diversity Audit 	<ul style="list-style-type: none"> • Teacher Course Evaluations • Exit requirement learning outcomes essay • Technology Audit • Diversity Audit
Indirect	<ul style="list-style-type: none"> • OTIS data for School Librarian student certification portfolios • PRAXIS scores for School Librarian Students 	<ul style="list-style-type: none"> • Graduate Survey data • Alumni Survey data • Employer Survey data • Alumni achievements/awards • University program review • Biennial narrative feedback • Reaffirmation of accreditation • Informal feedback from constituents, including the External Advisory Council

A more detailed description of the main evaluation mechanisms is included below. Information about the curricular review process is available in section II.1 of this chapter. Additional details about the program's overall planning and assessment processes, which include curricular review, are available in section I.1 of Chapter 1.

Evaluation Mechanisms

Prior to graduation, students are prompted to complete Teacher Course Evaluations (TCEs) for each course in which they are enrolled toward the end of each semester (see Appendices 24 and 25). TCEs provide both immediate and long-term data about the overall impact and success of individual courses as well as the curriculum more holistically. Students' comments as well as the numerical ratings for individual aspects of the course and the overall value of the course and instructor allow the program to identify and address perceived shortcomings in each course. Reviewing this feedback across several semesters and years can provide insight into the effectiveness of and/or need for course revisions across the full curriculum.

Furthermore, the Curriculum Committee conducts technology and diversity audits biennially during alternating years to determine if individual courses and the program as a whole is infusing technology and diversity across the curriculum. The Curriculum Committee summarizes the results of the audits and shares the results and any recommendations in their final year-end report (see Appendix 14), which informs planning and goal setting for the following year.

Student learning outcomes assessment also provides valuable information about both individual courses and the whole curriculum. Assessing student work in core courses using standardized rubrics corresponding to each learning outcome, which commenced Fall 2017,

will assist the program in determining whether a course is effective in helping students attain the desired level of mastery. The Curriculum Committee will conduct data analysis of the resultant rubric data on a three-year rolling review: one outcome during the first year, one during the second year, and two during the third year. This process provides one measure of how well students are meeting program-level learning outcomes as demonstrated by aggregated rubric scores. In AY 2017-2018, the Curriculum Committee will provide an initial report of the course-level data at the January 2018 faculty meeting based on students' completed assignments in the core classes in Fall 2017.

To complement this review at the course level, the program has assessed and will continue assessing the learning outcomes essay students complete as part of their exit requirements. Annual composite scores help determine how well students are able to demonstrate that they are meeting program learning outcomes. As a result, the faculty can determine how well the full curriculum provides the training and knowledge necessary for students to achieve mastery. If students across several semesters seem to struggle to show mastery of one or more learning outcomes, the faculty review all of the courses designed to cover the respective outcome(s) and determine how best to proceed to ensure all students can achieve mastery.

Among exit requirements for students completing the school library program are successful completion of a certification portfolio, in which the overall rating is "Proficient" or "Accomplished," and a passing score on the Praxis II Library Specialty Exam, if the candidate is seeking initial certification in school media librarianship (see Appendix 44 for Praxis scores from this review period). Within the portfolio, school library program students reflect upon and evaluate their work and connect it to the AASL Standards as well as the Kentucky Teacher Standards, and they submit portfolio documents to the UK Open Tools for Instructional Support (OTIS) online portfolio system where data pertaining to the overall score of each student and the sub-scores for each student can be generated (see Appendix 44 for OTIS data from this review period). Faculty can examine portfolio scores over time and identify areas for growth related to content knowledge. If specific content areas consistently appear as weaker areas, the school library program curriculum can be revised to address these areas.

According to the Praxis website,⁷ the Library Media Specialist test measures the professional knowledge of pre-service teachers who will serve as school librarians at any grade level. The test includes 120 multiple-choice questions covering multiple aspects of school librarianship. Because the Praxis II exam is a national exam, faculty are not aware of the exact items on the exam enough to adequately inform (or reform) the program unless a member of the faculty is a part of its development. However, as a whole, students who pass the Praxis II exam are assumed to be proficient in the school library content area.

Other constituents provide also provide indirect assessment of the curriculum through the means listed above in table 2.16. The three surveys--Graduate, Employer, and Alumni (Appendices 5, 12, and 13, respectively)--provide an opportunity for new graduates, alumni, and employers to rate students' mastery of the student learning outcomes and provide comments about the curriculum, such as suggestions for new courses or revisions to existing courses based on trends in the field. The program also receives feedback from the University after completing its program review that can be helpful in evaluating the efficacy of the

⁷ "The Praxis Study Companion: Library Media Specialist," Electronic Testing Service, 2015, <http://www.ets.org/s/praxis/pdf/5311.pdf>.

curriculum. Furthermore, the feedback the program receives from the American Library Association Committee on Accreditation also provides insights into the curriculum. The faculty use data and feedback from these mechanisms to revise and update the curriculum as necessary. Additional details about means through which constituents provide input and the timeline for evaluation and assessment activities are available in table 1.1 and figure 1.2 of Chapter 1.

Continual Evaluation

As described in section II.2, the LIS faculty review and make any necessary revisions to the curriculum each academic year based on these various means of input gathered throughout the year. Sections I.1.1 and I.1.2 in Chapter 1 provide a detailed discussion of the continuous assessment and review process. By assessing the curriculum through these various avenues of ongoing evaluation, the program develops a more complete picture of how well the curriculum meets the needs of the constituents the program serves. As a result, the faculty can identify areas of the curriculum that perform well and those in need of improvement and take action accordingly.

Standard II.6

“The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.”

The program assesses individual courses and the full curriculum by relying on feedback from constituents, including students, alumni, employers, and the External Advisory Council. Most of the data is gathered through formal mechanisms, such as the three surveys (Graduate, Alumni, and Employer) and Teacher Course Evaluations, but informal feedback from constituents also provides an ongoing means through which to keep abreast of changes in the field. With input from both the Planning and Curriculum Committees, which both have student representatives, the faculty use this data as well as other feedback gathered to identify areas of strength as well as areas in need of improvement within the curriculum.

The reports of the committees (Appendices 9 and 14) as well as faculty meeting minutes (Appendix 15) and the Biennial Narrative Reports (Appendix 4) provide documentation of the review of the data and feedback gathered as well as the decisions made as a result of the review. Appendix 6 provides a more chronological review of programmatic changes occurring in response to review of the curriculum and other aspects of the program. Other appendices provide the data gathered during the evaluation process; these appendices include Appendix 5 (Graduate Survey Results), Appendix 12 (Employer Survey Results), Appendix 13 (Alumni Survey Results), and Appendix 25 (Teacher Course Evaluation Results).

Standard II.7

“The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.”

The documents listed in section II.6 of this chapter, as well as the examples provided throughout this chapter and in section I.1.3 of Chapter 1, show that the faculty, with assistance from other constituents as appropriate, regularly discuss, review, and revise the curriculum based on the needs of the students and the needs of the profession. Other examples of data used during evaluation and revision of the curriculum are included below.

One of the most significant examples is the recent revision of the program learning outcomes and core courses. Prior to Fall 2016, the program had 9 learning outcomes with 39 sub-outcomes (organized by the eight ALA core competencies). Appendix 2 provides the previous learning outcomes as well as the implemented revisions.

Analysis of students' exit assessments revealed that students were not able to address all 39 of the sub-outcomes adequately (see Appendix 9). For example, students consistently demonstrated a lack of skill and sophistication regarding the interrelated nature of information seeking and information retrieval. Thus, the faculty began regular meetings to revise the learning outcomes. After meeting at least twice monthly throughout AY 2015-2016 and soliciting feedback from External Advisory Council members and The University Office of Planning and Institutional Effectiveness, the program adopted the following learning outcomes in Fall 2017.

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

These revised learning outcomes are stronger and better articulated. They describe the current curriculum and provided focus as the core courses were revised (see description above). Initial testing with alumni indicates that these learning outcomes are strongly represented in the curriculum, as shown in the results of the 2016 Alumni Survey (Appendix 13) reported in table 2.17. Most respondents indicated that they agreed or strongly agreed that they were able to meet the learning outcomes. Initial data on the Learning Outcomes implemented beginning Fall 2017 will be available by January 2018.

Table 2.17. Alumni Self-Assessment of Program Learning Outcomes Attainment

"After completing the master's program, do you believe that you were"	Strongly disagree/disagree	Neutral	Strongly agree/agree
Able to describe how communities and individuals interact with/in information ecosystems.	4.0%	14.7%	78.7%
Able to analyze the major tenets of information practice and apply them in multiple contexts.	2.6%	12.0%	82.7%
Able to connect diverse communities and individuals with appropriate resources.	9.3%	18.7%	69.3%
Able to explain the dependence of information retrieval on the organization of information.	2.7%	13.3%	82.6%

Source: Alumni Survey 2016

As a result of the development of the new learning outcomes, the faculty also continued revising the core classes. This revision began in AY 2014-2015 with the updates to LIS 603 in response in part to the results of the Employer Survey and feedback from the External Advisory Council. Employers who completed the Employer Survey (Appendix 12) in AY 2015-2016 were primarily from public libraries and academic libraries, and they agreed that the graduates of this program generally meet the core competencies. However, public library employers felt that some weaknesses of the graduates included management, and academic library employers reported that some weaknesses of the graduates include effective communication, information organization, effective technology use, and instructional capabilities. To address these issues, two faculty members participated in the University's Presentation U! Faculty Fellows Program. The Presentation U! team works with faculty fellows (in workshops, small groups mentoring, and individual consultations) to develop multimodal communication instructional modules, assignments, grading rubrics, and assessment methods they can integrate into their courses. The faculty members' work with the Presentation U! team resulted in the revision of LIS 603 Management in Information Organizations, giving students the opportunity to develop their communication and leadership skills in group settings, emulating real-world library and information center environments.

Feedback gathered earlier in this accreditation cycle also resulted in revision in and additions to the curriculum at the course-level. As described in section II.1, based on an analysis of feedback obtained as part of ongoing curricular review in 2012, which indicated a disconnect in students' understanding of storage and retrieval of information and lack of practical exercises to reinforce those concepts, the faculty formed an ad hoc committee to revise two core courses: LIS 601 Information Seeking, Retrieval & Services was revised to focus more on information needs, information seeking, and human/information interaction, and the course title was changed to LIS 601 Information Search. LIS 602 Knowledge Organization was revised to focus more on information representation, access, and retrieval.

In AY 2013-2014, the faculty revised the School Librarian program to better align it with American Library Association/American Association of School Librarians (ALA/AASL) Standards for Initial Preparation for School Librarians. Course-level learning outcomes were revised to better reflect language and priorities of twenty-first century school librarianship and P-12 education. For example, in the LIS 644 Administration of School Media Centers course, greater emphasis was placed on strategically aligning school library program goals with broader school-wide goals as part of the program planning process, and greater emphasis was placed on evidence-based practice within the school library context.

During Summer 2015, the School Librarian program convened a meeting with various stakeholders to discuss the goals and curriculum of this specialization (see Appendix 7). Stakeholders included teachers, principals, librarians, current program students, recent program graduates, and faculty members. Based on feedback from stakeholders, the faculty have made or are in the process of making a number of changes to the School Librarian program. For example, the faculty dropped the LIS 655 Organization of Knowledge requirement for School Librarian students effective AY 2016-2017. With input from their advisor and the Office of Teacher Certification, these students now select a course more closely aligned to their learning interests and needs, which could include LIS 655. Additionally, assignments in the School Librarian program have been revised to be more practice-based and to ensure courses reflect priorities and realities of the larger P-12 context while also

maintaining continuity across semesters. The program has also contracted practitioners as part-time instructors; these individuals work with full-time faculty to offer their perspectives on course assignments and readings. Finally, guidelines for the required school library practica are being adjusted to ensure that students are better able to integrate practice-based experiences with course learning across the program rather than through only concentrated practica at the conclusion of the program.

Regarding the addition of courses, most new classes are first offered as LIS 690 Special Topics classes. Doing so allows the program to offer and evaluate the course without having to first complete the entire new course approval process outlined above in section II.1. Based on the feedback from the course, the program may continue to offer it as LIS 690 Special Topics class, pursue new course approval and grant it a permanent number within the course catalog, or discontinue offering the class. During this accreditation cycle, the faculty have sent several classes that were originally offered as LIS 690 Special Topics classes through the new course approval process. Two such classes are LIS 612 Youth Literature for a Diverse Society, which became a regular course in AY 2015-2016, and LIS 634 Information Architecture, which became a regular course in AY 2013-2014.

Finally, ongoing review of the curriculum has also resulted in changes to the degree requirements. As previously mentioned, in AY 2012-2013, the faculty voted to add a second tier of required courses, known as the Foundational classes. To meet this requirement, students completed two of three possible courses: LIS 621 Information Resources and Services, LIS 630 Information Retrieval, and LIS 672 Practicum. One motivation for this change, which went into effect for those admitted beginning Spring 2014, was to encourage more students to complete LIS 672 Practicum. Another motivation was to provide additional training in information retrieval.

However, after three years, the faculty determined that the second tier of required foundational courses was not effective. Having the requirement limited the number of electives that students could take. Likewise, moving more information retrieval into 601 negated the need to have LIS 621 and LIS 630 as required courses. Thus, in AY 2016-2017, the faculty voted to remove the requirement of foundational courses for incoming students, which went into effect for students matriculating Summer 2017, as they will take the new versions of LIS 601. This change allows students to take additional electives, enabling them to better craft an individually tailored, meaningful, and practical academic path. LIS 672, the practicum course, which was offered as an option to fulfill the foundational requirement, remains available as an elective course for LIS students.

Appendix 6 provides additional examples of and details about the changes to the curriculum made in response to the data the program gathers and reviews.

Summary and Future Plans

Through regular documentation, analysis of student outcomes data, ongoing revision, and strategic partnerships both in and outside the University, the faculty ensure a strong Library Science curriculum that bolsters student achievement and encourages many forms of learning. The curriculum for the MSLS degree is designed to enable students to gain the knowledge and skills they need for success in their chosen career paths while also gaining mastery in the areas

outlined in the program's learning outcomes after completion of 36 hours of coursework. While all students complete four required core classes and at least one technology class, students then tailor their remaining coursework, including opportunities for independent study and experiential learning, to support their career interests. For School Librarian program students, the curriculum includes the four core courses and program courses necessary for school library media certification. Through the culminating exit requirement for the degree program, all students engage in self-reflection, formative self-evaluation, and synthesis of the program learning outcomes.

As discussed in this chapter, the curriculum is responsive to the needs of the program's constituents. The faculty review and revise the curriculum on a regular basis. The curricular review process outlined in this chapter ensures that the program seeks out and considers feedback from constituents in addition to the results from internal evaluation when developing and revising the curriculum at the course level and more holistically. These sources of data and feedback have resulted in many positive changes to the curriculum throughout this accreditation cycle.

With regard to delivery, as interest in completing face-to-face courses has dwindled, the program has moved all sections of the core classes online to provide for the needs of the increasing number of students who can enroll only in online classes due to their geographic location or other factors. Offering the core online ensures every student enrolled in the program can take any section of the course, which in turn promotes progress toward degree. To ensure consistency across sections, the four core classes and LIS 636 Foundations of Information Technology have standardized syllabuses, assignments, and textbooks that all instructors teaching the course must use. Students who are able to and interested in completing face-to-face classes have increasing opportunities to do so outside of the core, as several ICT courses, some of which are cross-listed with LIS classes, are offered face-to-face. These classes include ICT 650 Introduction to Leadership in Information Professions and LIS-ICT 690 Human Computer Interaction. Students can also look outside of the School to other graduate-level offerings if they are interested in face-to-face cognate classes outside of the fields of LIS and ICT. Both the ICT or cognate courses would count either as electives or technology classes for LIS students.

Moving into the future, the curriculum will continue to grow as the profession expands, particularly in areas such as diversity. The LIS program has already included diversity as a component of its core curriculum, such as in the LIS 600 Information in Society course, and as a primary focus in courses like LIS 612 Youth Literature for a Diverse Society. It will continue to do so through the revision or addition of other courses moving forward. Moreover, the faculty may consider expanding concentration areas for the degree to include emerging fields such as Data Science, for which the program introduced courses in Spring 2014. Current plans include developing a new study abroad program, testing the new course-level and exit requirement assessment processes, incorporating practical application into core courses, and exploring a dual degree option for the LIS and ICT master's programs. These plans provide exciting opportunities for positive change and growth for the program and its faculty, students, alumni, and other constituents.

Chapter 3: Faculty

Introduction

Full-time tenure- and non-tenure-track and part-time instructors contribute to teaching and instruction for the Library and Information Science (LIS) program at the University of Kentucky. Faculty serve students as advisors during their time in the program, serve the University of Kentucky (UK) and the School through leadership positions on campus, and serve the library science field and community at large through research and service.

This chapter demonstrates the role of faculty in the LIS program and illustrates their contributions to the School, LIS student success, and research and professional service in the field. The chapter also details the process of promotion and tenure, backgrounds and qualifications for instructors, and overall ways the program supports and is supported by its faculty in achieving its goals and objectives, including the program level goal to “develop further an inclusive culture that fosters effective research, teaching, and learning.”¹

Standard III.1

“The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. 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 the program.”

During this review period, the composition of the faculty underwent several changes. Since 2011, a total of 21 members have served on the faculty. Three faculty members retired, and seven left to take opportunities at other universities or private-sector companies. One faculty member is on a one-year leave of absence effective Fall 2017. Eleven faculty members joined, and three earned tenure and were promoted to the associate professor rank. In addition, one faculty member is currently under review for tenure and promotion to associate professor.

The program has employed faculty in the Regular Title Series, Special Title Series, and Lecturer Series. The Regular and Special Titles are tenure-track positions. A Regular Title position typically carries a 40-50 percent teaching and advising load, a 30-50 percent research commitment, a 5-20 percent service commitment, and a 0-5 percent commitment to administration and professional development. 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. At this time, there are no Special Title Series faculty members in the LIS program. Lecturer Series appointments are not tenure

¹ “Vision, Mission, and Objectives,” <http://ci.uky.edu/sis/libsci/mission>.

eligible and normally carry a 75 percent teaching load and a 25 percent service commitment (AR 2-9).² Currently, there are two lecture series faculty members in the LIS program.

The LIS program has maintained a balanced faculty who are qualified to cover the variety of courses offered in the curriculum, are productive in research and scholarship, and are capable of providing services to the University, the Commonwealth of Kentucky, and to national and international professional organizations. In recruiting faculty, overall, the program looks for fit: whether the program is a good fit for a prospective candidate and whether a prospective candidate is a good fit for the program in terms of research, teaching, and service.

Full-Time Faculty

The LIS program now has one full professor, three associate professors, five assistant professors, and two lecturers. Nine of the eleven full-time faculty (including the Director) in the program hold tenure-track Regular Title appointments. Also, two faculty members have a joint appointment, one at the Division of Biomedical Informatics and the other with the Department of Educational Leadership Studies. Table 3.1 shows which faculty, how many, and at which ranks have been present during each of the years since the last accreditation review.

Table 3.1. Presence of Full-time Faculty, 2011-2017

Faculty	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
Professor	3	2	2	1	1	1	1
Assoc Prof	3	3	3	2	2	2	3
Asst Prof	7	7	7	7	7	6	5
Lecturer	0	0	2	2	2	2	2
Total	13	12	14	12	12	11	11
Adler			Asst	Asst	Asst	Asst ^c	
Bishop	Asst	Asst					
Burns			Asst	Asst	Asst	Asst	Asst
Cahill ^a			Asst	Asst	Asst	Asst	Assoc
Case	Prof	Prof	Prof				
Chan	Prof						
Choi	Asst	Asst	Asst	Asst	Asst	Assoc	Assoc
DeWitt			Lect	Lect	Lect	Lect	Lect
Herdelin		Asst					
Huber	Prof	Prof	Prof	Prof	Prof	Prof	Prof
Johnston	Asst						
Joo				Asst	Asst	Asst	Asst
Kim, S. ^b	Assoc	Assoc	Assoc	Assoc	Assoc	Assoc	Assoc
Kim, Y.			Asst	Asst	Asst	Asst	Asst
Miller	Assoc	Assoc	Assoc				

² "Lecturer Series Faculty, Administrative Regulation 2:9," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/regs/Administrative/ar2.9.htm>.

Faculty	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
Naidoo	Asst						
O'Connor	Assoc	Assoc	Assoc	Assoc	Assoc		
Oltmann		Asst	Asst	Asst	Asst	Asst	Asst
Reynolds	Asst	Asst	Lect	Lect	Lect	Lect	Lect
Shapiro ^d							Asst
Yu	Asst	Asst	Asst				
Zhang	Asst	Asst					

^a Cahill has 25 percent of effort with Department of Educational Leadership Studies.

^b S. Kim moved 70 percent of effort to Division of Biomedical Informatics effective 2010.

^c Adler is on a one-year leave of absence effective Fall 2017.

^d Shapiro is a new faculty appointment to the School but previously occupied a full-time faculty line with UK Libraries.

New faculty appointments have brought enhancements to the curriculum through the creation of new courses and the redesign of existing courses, including two new courses that focus on data analytics and that were developed in Spring 2014: LIS 661 Introduction to Data Science and LIS 690 Data Analysis and Visualization. The breadth and depth in faculty teaching and research expertise supports the LIS program's instructional objectives that directly relate to the four core courses. Table 3.2 shows faculty alignment with the program's instructional objectives.

Table 3.2 Full-time Faculty Alignment with Program Instructional Objectives

Program Instructional Objective	Full-time Faculty
Describe how communities & individuals interact with/in information ecosystems	Adler, Cahill, Choi, Oltmann, Reynolds
Analyze the major tenets of information practice and apply them in multiple contexts	Burns, Cahill, Joo, Oltmann, S. Kim, Y. Kim, Shapiro
Connect diverse communities & individuals with appropriate resources	Adler, Cahill, Oltmann, Reynolds, Y. Kim
Explain the dependence of information retrieval on the organization of information	Adler, Burns, Choi, Joo, S. Kim, Y. Kim, Shapiro

Standard III.1 states, "Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution." Of the eleven members of the faculty, the program has four full members and four associate members in the graduate faculty,³ and the members contribute to governing, shaping, and supporting the graduate programs in the College through participating in its monthly meetings.

Standard III.1 also states: "The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered." Appendix 26 makes use of the Association for Library and Information Science Education (ALISE) LIS Research Classification Scheme to map the research specialties of the faculty in the program. As illustrated by the

³ Requirements for Graduate Faculty membership are described in the Bulletin of the University of Kentucky Graduate School. See "Graduate School Bulletin, Part 1- General Information," University of Kentucky Graduate School, accessed July 19, 2017, <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>.

Classification Guide, the full-time faculty of the program cover all of the major specialties and most of the minor ones. Relatively narrow specialties are unaddressed (information governance, altmetrics, artificial intelligence, libraries in the developing world, etc.). Section III.2 provides more details about service activities.

Part-Time Faculty

The program relies on part-time faculty to teach some of the courses. The contributions of part-time faculty strengthen the program's curriculum in terms of the subject expertise and professional experiences they bring into the classroom. Part-time faculty typically teach specialized courses outside of the areas of expertise among its regular faculty, thereby enriching the variety of the program's curriculum. Part-time faculty are engaged in areas such as archives, law, and special collections and also add depth in areas such as children's literature and school librarianship where the student enrollment is larger than the teaching loads of the full-time faculty can accommodate. Therefore, the part-time faculty balance and complement the full-time faculty as well as strengthen the balance between theory and practice with their years of practical experience.

The vitae of part-time instructors are on file in the Director's office and available electronically for the Committee of Accreditation (COA) visiting team to inspect. Most of the part-time faculty are professionals with degrees in Masters in Library Science (MLS) and are 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. Table 3.3 shows the distribution of courses across full-time and part-time faculty for 2011-2017.

Table 3.3. Sections Taught by Full-time versus Part-time Faculty, 2011-2017

Faculty	Semester or Term				Faculty	Semester or Term			
	Fall	Spring	4-week	8-week		Fall	Spring	4-week	8-week
AY 11-12					AY 14-15				
Full-time	21	25	1	7	Full-time	21	29	0	9
Part-time	10	8	0	5	Part-time	10	3	0	5
Total	31	33	1	12	Total	31	32	0	14
AY 12-13					AY 15-16				
Full-time	24	20	2	6	Full-time	22	25	0	9
Part-time	9	11	0	6	Part-time	8	5	0	5
Total	33	31	2	12	Total	30	30	0	14
AY 13-14					AY 16-17				
Full-time	26	26	0	10	Full-time	20	24	0	6
Part-time	9	5	0	3	Part-time	8	7	0	4
Total	35	31	0	13	Total	28	29	0	10
					AY 17-18				
					Full-time	21	--	--	--
					Part-time	8	--	--	--
					Total	29	--	--	--

During the regular academic year, the percentage of courses taught by full-time faculty ranged from 69 percent to 79 percent, with an average of 75 percent. In the summer, the percentage of full-time faculty teaching ranged from 57 percent to 77 percent, with an average of 64 percent of the sections.

Given the high percentage of full-time faculty involvement in the full-year program curriculum, the program 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 competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program."

Standard III.2

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

All current Regular Title Series full-time faculty members participate in teaching, research, and service. The School's guideline for distribution of effort (DOE) is shown in figure 3.1.

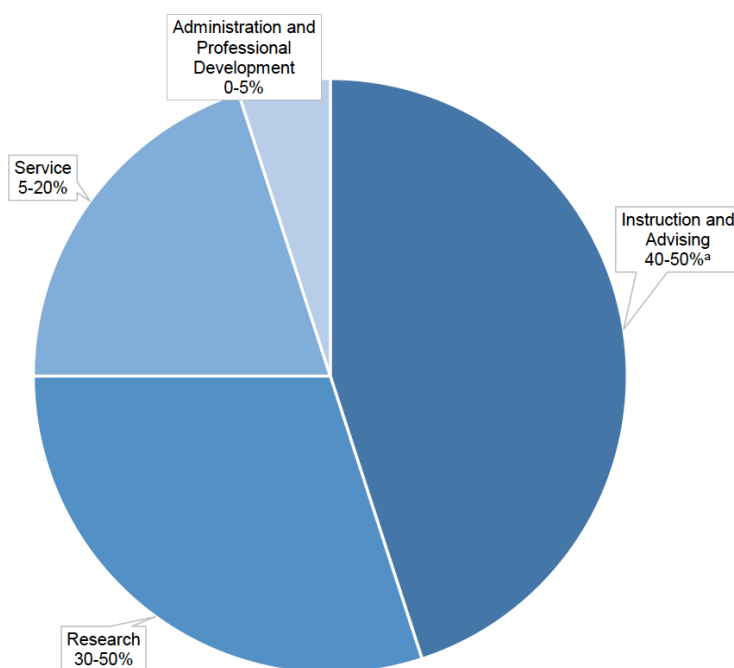


Figure 3.1. Distribution of Effort Guidelines for Regular Title Faculty

^a The course load for Regular Title faculty is two in the Fall and two in the Spring.

DOE for Special Title Series 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 appointments for some areas. The Special Title Series has minimal

expectations for research activity, with corresponding higher expectations for teaching and service. At this time, the program has no faculty appointment in that series. Lecturer series appointments normally carry a 75 percent teaching load and a 25 percent service commitment.⁴ Currently, there are two Lecturer series faculty members in the program.

The University of Kentucky Administrative Regulations, AR 2:1-1, Procedures for Faculty Appointment, Reappointment, and the Granting of Tenure are followed in activities related to these matters (see Appendix 27). Tenure-track faculty are recruited with the expectation that within six years of initial appointment they will qualify for promotion with tenure. The probationary period may be delayed one year for circumstances such as becoming a parent or due to significant responsibilities for the care of a relative (GR X-B.1.c).⁵

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 and the Dean of the College of Communication and Information review untenured faculty annually. The Director conveys these observations as well as their own to the faculty member. Procedures for promotion along with a summary given to the candidate appear in the Faculty Promotion Procedures section of the School Rules (Appendix 28).

In addition to the regulations in Appendix 27, the Provost sends out a memorandum (Appendix 29) prior to the start of each Fall semester to deans and unit heads, who then disseminate it to respective faculty. The memorandum details the University promotion and tenure process, materials required (such as the Review Dossier checklist⁶), and the timeline the overall process will follow for that academic year. Additional information and a detailed description of the faculty review process as it pertains to teaching, research, and service is provided in sections III.8 and III.9 in this chapter. During this period, three of the tenure-track faculty (Drs. O'Connor, Choi, and Cahill) underwent promotion and tenure review and were promoted to associate professor with tenure.

Between 2011 and 2017, the program successfully recruited 11 individuals at the rank of assistant professor: Drs. Adler (2013), Burns (2013), Cahill (2013), Choi (2011), Johnston (2011), Joo (2014), Y. Kim (2013), Naidoo (2011), Oltmann (2012), Yu (2011), and Zhang (2011). All entered with the Ph.D. degree, teaching experience, and a record of scholarly accomplishment. Ms. Herdelin, appointed in 2012 at the rank of visiting Assistant Professor on one-year temporary appointment, came with extensive experience in the area of school media. Mr. Shapiro, appointed in 2017 at the rank of visiting Assistant Professor on one-year temporary appointment, came with extensive experience in the area of health information; prior to his appointment, he occupied a full-time, tenure-track faculty line with UK Libraries in the Librarian title series (Librarian II, equivalent of Associate Professor, from June 2010-July 2017; see Appendix 30 for CV). These appointments of individuals with excellent credentials, who complement existing strengths of the faculty, are viewed as positive for the program.

⁴ "Lecturer Series Faculty, Administrative Regulation 2:9," <http://www.uky.edu/reg/Administrative/ar2.9.htm>.

⁵ "Governing Regulation, Part X, Regulations Affecting Employment," University of Kentucky, accessed July 19, 2017, <https://www.uky.edu/reg/files/gr/gr10.pdf>.

⁶ "Review Dossier Checklist," University of Kentucky, accessed August 1, 2017, http://www.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Dossier_Checklist.pdf.

Other than Ms. Herdelin who was on one-year temporary appointment, nine faculty have left the University between 2011 and 2017. Drs. Case, Chan, and Miller retired with many years of service in the program. Dr. Bishop left to join the faculty of the University of Tennessee; Dr. Johnston left to join the faculty of the University of Alabama; Dr. Naidoo left to join the faculty of the College of Commerce at the University of Alabama; Dr. O'Connor left to join the faculty of the University of North Carolina at Greensboro as its LIS Department Chair. Drs. Yu and Zhang left to join private-sector companies.

The program faculty recognize the importance of mentoring in their effort to retain assistant professors and believe such efforts warrant close monitoring and refining. Faculty mentorship includes providing guidance regarding the expectations of and the standards for teaching, research, and service so that the junior faculty are prepared for and less intimidated by the tenure review process.

In May 2011, the School approved a Policy for Mentoring Assistant Professors (Appendix 8). Under the policy, all junior faculty members in the program are paired with a senior faculty member in the School to help ensure their success at the University. Senior faculty members sponsor mentoring workshops for junior faculty at least once per semester. Topics include reviewing relevant University documents and procedures related to promotion and tenure, selecting appropriate publication venues, balancing teaching and scholarly initiatives, funding sources and strategies, etc. The School's Promotion and Tenure Committee conducted evaluations of the mentoring program October 2014 and 2016 (Appendix 8). Overall, the responses from both evaluations indicated good or high mentee satisfaction with the mentor assigned, their mentor's availability and helpfulness, and the quality of the mentoring interactions.

Service

In addition to teaching and research, all faculty members are expected to devote part of their time and effort to service. As faculty in a master's program geared toward professional preparation, our faculty acknowledge the need for various types of service activities and also view service activities as an important link between the practice of librarianship and professional programs. 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.

Activities relating to service occur at various levels as listed below in tables 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9. The service related in table 3.6 is in addition to faculty members' service on School and program committees. Any faculty member present during any of the years of the review cycle is included on the tables provided they complete service in that area. While each table covers activities from 2011-2017, not all faculty have items for each year during the review period. Faculty who do are included in alphabetical order.

Institutional Service

Table 3.4. Full-time Faculty University Service, 2011-2017

Faculty Member	Year(s) of Service	Description
Bishop	2011-2012	Geospatial Sciences and Technology Working Group, University of Kentucky, Committee Member
Burns	2017	Research Enablement and Outreach Task Force, Member
Case	2011	UK Graduate School Fellowship Committee, Member
	2010-2013	UK Graduate Council, Member
Choi	2016-present	University Senate, Member
DeWitt	2015-2016	myUK Graduation Planning System (GPS) Pilot Development, Pilot Program Representative
Huber	2016	Lewis Honors College Transition Team, Member
	2017	College of Education, Educational Leadership, Periodic Review, Committee Member
O'Connor	2013	Fulbright Selection Committee, Member
	2011-2016	University Senate, Member
Oltmann	2017	Institutional Review Board, Alternate Member
Reynolds	2014	Gaines Fellow Noora Aljabi's Thesis Committee, Chair
Shapiro	2017	Faculty Sustainability Council, Member

Table 3.5. Full-time Faculty College Service, 2011-2017

Faculty Member	Year(s) of Service	Description
Adler	2013-2017	College of Communication and Information CJT Graduate Faculty, Member
	2016-2017	College of Communication and Information Faculty Council, Representative
	2016-2017	Diversity Committee, Member
Burns	2013-present	College of Communication and Information CJT Graduate Faculty, Member
	2015-2016	Work-life Task Force, Member
	2014-2016	College of Communication and Information Faculty Council, Representative
	2014-2015	Graduate Program Web Site ad hoc Committee, Member
Cahill	2013-present	College of Communication and Information, CJT Graduate Faculty, Member
	2013-present	College of Education, University Supervisors Committee, Member
	2013-present	College of Education, Faculty Program Chairs Committee, Member

Faculty Member	Year(s) of Service	Description
	2015-present	College of Education, Faculty and Student Recognition Committee, Member
	2015-2016	College of Education, Undergraduate Recruitment and Retention Committee
	2014-2015	College of Communication and Information, Outreach Strategic Planning Committee
Choi	2011-present	College of Communication and Information, CJT Graduate Faculty, Member
	2016-2017	College of Communication and Information Faculty Council, Representative
Huber	2008-present	College Leadership Team, Member
	2008-present	College of Communication and Information, CJT Graduate Faculty, Member
Kim, S.	2004-present	College of Communication and Information, CJT Graduate Faculty, Member
	2012-2014	College of Public Health Faculty Council, Member
	2014-2015	College of Public Health Academic Affairs, Member
Naidoo	2011	College Faculty Council, Member
	2011-2012	College of Communication and Information, CJT Graduate Faculty, Member
Oltmann	2012-present	College of Communication and Information, CJT Graduate Faculty, Member
	2014-present	Diversity Committee, Member
	2013-2014	College Faculty Council, Member
Reynolds	2011-2012	College Faculty Council, Member
Shapiro	2011-2013	UK Libraries' Faculty Council, Member-at-large
	2013-2014	UK Libraries' Strategic Planning Committee, Member
	2016-2017	UK Libraries' Promotion and Tenure Committee, Member
	2016-2017	UK Libraries' Research Data Management & Scholarly Communication Committee, Member

Table 3.6. Full-time Faculty Program Service, 2011-2017

Faculty Member	Year(s) of Service	Description
Adler	2015-2017	Library and Information Science Student Organization (LISSO), Faculty Advisor
Cahill	2016-present	Department of Educational Leadership Studies (College of Education), Undergraduate Certificate in Leadership Studies, Director
DeWitt	2016-present	American Library Association (ALA) Student Chapter, Faculty Advisor

Faculty Member	Year(s) of Service	Description
Naidoo	2011-2012	American Library Association (ALA) Student Chapter, Faculty Advisor
O'Connor	2012-2016	American Library Association (ALA) Student Chapter, Faculty Advisor
Oltmann	2013-2015	Library and Information Science Student Organization (LISSO), Faculty Advisor

Community and Professional Service

Table 3.7. Full-time Faculty Community Service, 2011-2017

Faculty Member	Year(s) of Service	Description
Cahill	2013-present	Active and contributing member to various faith-based communities
	2013-present	Contributing member to various public broadcasting stations
	2013-present	Active and contributing member to various P-12 school communities
Oltmann	2014-2016	God's Pantry Food Bank, Volunteer
	2015-2016	Kentuckiana Epilepsy Foundation Annual Walk, Volunteer Photographer
Reynolds	2011	The Learning Center at Linlee (Fayette County Public Schools), Discussion Leader for "One Book, One TLC"
	2011-present	Active and contributing member to various faith-based, public service, and animal welfare communities
	2011-present	<i>Are You Smarter Than a Middle Schooler?</i> With the Harrison County Middle School Newbery Club (program name change in 2017); 28th year

Community and professional service factor into promotion and tenure as part of the service portion of a faculty member's DOE (see figure 3.1). In addition to membership in various professional organizations, recent activities of the current faculty relating to professional service are summarized in table 3.8.

Table 3.8. Full-time Faculty Professional Service and Activities, 2011-2017

Faculty Member	Year(s) of Service	Description
Adler	2013-2014	Association for Information Science & Technology SIG/Classification Research (ASIS&T SIG/CR), Secretary/Treasurer
	2015	Conceptual Crowbars and Classification at the Crossroads: The Impact and Future of Classification Research, Workshop sponsored by ASIS&T SIG/Classification Research, ASIS&T Annual Meeting, Workshop Organizer
	2015	Litwin Books Award for Ongoing Dissertation Research in the Philosophy of Information, Advisory Board Member
	2015	Library Juice Paper Contest, Jurist

Faculty Member	Year(s) of Service	Description
	2015	The Big Deal: 3rd Milwaukee Conference on Ethics in Knowledge Organization, Program Committee Member
	2015-2016	Association for Information Science & Technology SIG/Classification Research (ASIS&T SIG/CR), Chair
	2015-present	Journal of Critical Library and Information Studies, Editorial Board Member
Bishop	2012-2014	ASIST SIG USE, Treasurer
	2012-present	Journal of Map and Geography Libraries, Editorial Board
Burns	2012-2014	ASIS&T SIG-MET, Membership Officer
	2012-2014	ALISE Award for Professional Contribution to Library and Information Science
	2012-2015	ALISE Historical Perspectives Special Interest Group, Co-convener
	2013-2014	ALISE Centennial Celebration Committee, Member
	2014-2015	ASIS&T Thomson Reuters Doctoral Dissertation Proposal Scholarship, Member
	2014-2016	ALISE Nominating Committee, Member
	2015-2016	ALISE Historical Perspectives Special Interest Group, Co-convener
	2016-2017	ALISE Juried Papers, with Howard Rodriguez-Mori, Co-Chair
	2016-2017	ALISE Program Committee, Member
	2017-present	ALISE / Norman Horrocks Leadership Award committee, Member
Cahill	2011-2013	American Library Association, Literacy and Outreach Services Committee, Member
	2011-2013	Association of Library Service to Children, Managing Children's Services Committee, Member
	2012-2014	Texas Library Association, Media/Virtual Presence Award Committee, Member
	2013	Educators of School Librarians Section, American Association of School Librarians, Secretary
	2013-2015	Kentucky Public Libraries, School Readiness Task Force, Research Evaluation and Data subcommittee, co-Chair

Faculty Member	Year(s) of Service	Description
	2014	American Association of School Librarians Causality and Student Success (CLASS) IMLS Research Summit, Member
	2014	Kentucky Association of School Librarians, Barby Hardy Lifetime Achievement Award Committee, Member
	2016	Kentucky Department of Libraries and Archives, Children and Teen Services Region 5 Meeting, Presenter
	2012-present	Editorial Review/Advisory Board, School Library Research
	2016-present	American Association of School Librarians Innovative Approaches to Literacy (IAL) Grant Task Force, Member
	2016-present	Editorial Review/Advisory Board, Online Journal of Library and Information Science
	2016-present	Editorial Review/Advisory Board, Open Information Science
	2016-present	Editorial Review/Advisory Board, School Library Connection
	2017-present	Educators of School Librarians section Representative to the American Association of School Librarians Board of Directors
Case	1992-present	Journal of the American Society for Information Science and Technology, Editorial Boards
Choi	2014-present	Editorial Board Member, International Journal of Knowledge Content and Development & Technology
Huber	2011-2012	Medical Library Association, Janet Doe Lectureship Jury, chair,
	2013-2014	Medical Library Association, MLA Scholarship for Minority Students Jury, Member
	2014-2015	Medical Library Association, MLA Scholarship for Minority Students Jury, chair
	2016-2017	Medical Library Association, Journal of the Medical Library Association, Senior Editors Team, Member
	2015-2018	Medical Library Association, Journal of the Medical Library Association, Editorial Board, Member
Johnston	2011	American Association of School Librarians Committee Chair, 2011
Joo	2015	International Conference on Asia-Pacific Digital Libraries, Posters Chair
	2016	International Conference on Asia-Pacific Digital Libraries, Program Committee

Faculty Member	Year(s) of Service	Description
	2015-present	The Electronic Journal, Editorial Advisory Board
Kim, S.	2014	Medical Library Association, Grant Review Panel, Member
	2015-present	Journal of Medical Library Association, Editorial Board Member
Kim, Y.	2017	Program Committee, iConference
	2016-2017	Award Committee, ASIS&T SIG USE (Information Needs, Seeking, and Use)
	2015	Poster Committee, International Conference on Asia-Pacific Digital Libraries
Naidoo	2011	Library and Information Science Education Statistical Report, Associate Editor
	2011-2012	Association for Library and Information Science Education (ALISE), Birds of a Feather: Business Intelligence, Workshop Organizer
O'Connor	2010-present	Journal of Business & Finance Librarianship, Editor in Chief
Oltmann	2016-2017	ASIS&T Special Interest Group, Information Ethics and Policy, chair
	2014-present	Kentucky State Board for the Certification of Public Librarians, Member
	2015-present	Library Quarterly, editorial board Member
	2016-present	Journal of Intellectual Freedom & Privacy, editorial board Member
Reynolds	2011-2012	YALSA Past Presidents' Lecture Selection Committee for ALA Midwinter, 2012 Interest/Discussion Group Task Force
	2011-2012	ALA YALSA Interest/Discussion Group Task Force
	2011-2013	ALA YALSA Research Committee
	2015-2016	American Library Association, The advisory board for the 3rd edition of Michael Cart's text, Youth Adult Literature
Shapiro	2009-2012	Health Literacy Kentucky Steering Committee, Member
	2011-2014	Medical Library Association, National Conference Planning Committee, Member
	2012	Frontiers in Public Health Services and Systems Research, Managing Editor
	2013	National Networks of Public Health Institutes Grant Review Panel, Member

Faculty Member	Year(s) of Service	Description
	2013-2014	Frontiers in Public Health Services and Systems Research, Editorial Board
	2013-2014	Public Health/Health Administration Section of the Medical Library Association, Oral Presentation Review Subcommittee, Member
	2014-2016	Frontiers in Public Health Services and Systems Research, Director of Knowledge Management
	2015-present	Public Health/Health Administration Section of the Medical Library Association, Chair-elect/Chair/Past-chair
Yu	2011-2013	ASIS&T Special Interest Groups in Health Informatics
	2012-present	Journal of Information Science Theory and Practice, Consulting editor

Honors and Awards

A further indicator of outstanding teaching, research, and service is the awards and honors bestowed on the faculty, as outlined in table 3.9.

Table 3.9. Full-time Faculty Honors and Awards, 2011-2017

Faculty Member	Year Awarded	Description
Adler	2014-2015	Presentation U! Faculty Fellowship, University of Kentucky
Burns	2015	Teacher Who Made a Difference, College of Education
	2016	ALISE/Norman Horrocks Leadership Award
	2016	RUSA Reference Service Press Award
Cahill	2015	Presentation U! Faculty Fellowship, University of Kentucky,
	2015	Teachers Who Made a Difference Award, College of Education, University of Kentucky
	2016	eLearning and Innovation Initiative Faculty Development Program
	2016-2017	College of Communication and Information, Faculty Teaching Excellence Award
Choi	2015	Highly Commended Paper Award, Emerald Literati Network Awards for Excellence
	2016	Faculty Teaching Excellence Award
	2016	Wethington Research Excellence Award

Faculty Member	Year Awarded	Description
Huber	2011-2012	College of Communication and Information, Faculty Teaching Excellence Award
	2016	Medical Library Association, MLA Lucretia W. McClure Excellence in Education Award
Kim, Y.	2013	Best Information Behavior Conference Paper Award, ASIS&T SIG USE
	2014	The Eugene Garfield Doctoral Dissertation Award eLearning and Innovation Initiative Faculty Development Program
	2015	Emerald/EFMD Outstanding Doctoral Research Award (Highly Commended) in Information Science
	2015-2016	Presentation U! Faculty Fellowship, University of Kentucky
Oltmann, S.	2014-2015	Presentation U! Faculty Fellowship, University of Kentucky
Shapiro ^a	2015	Medical Library Association, Midwest Chapter Research Poster Award
	2015	UK Libraries' Charles T. Wethington Award
	2016	UK Libraries' Charles T. Wethington Award

^a Shapiro is a new faculty appointment to the School but previously occupied a full-time faculty line with UK Libraries.

Research

The quality of research is also indirectly reflected in the faculty's ability to obtain research grants. Internally, our faculty have acquired a number of awards granted by the College, the UK Research Foundation, and other University offices. For a list of external grants and contracts received since 2011, see section III.5.

Environment

The University, College, and School encourage excellence in teaching, research, and service by providing a stimulating learning and research environment as evidenced in their support of faculty in developing instruction, seeking collaborative research opportunities, obtaining funding for research, and in general encouragement and provision of resources for faculty within the campus environment.

In terms of course and instructional development, several resources exist to support faculty in developing innovative instruction--especially technology-based instruction. These include grants from the following campus resources to support redesigning course components:

- Presentation U! Faculty Fellows⁷
- Faculty Skill Development Fund⁸ from the eLearning Innovation and Design Lab
- UK Information Technology Services (ITS), which provides grants to develop/revise distance learning courses⁹

Additional information about major institutional resources for faculty is present later in this section.

In addition, the School and its home College host numerous events each semester promoting faculty research.¹⁰ Of particular interest in the College are collaborative research initiatives including lunch and learns offered in the School, research seminars offered in the College, and College-wide collaborative faculty events such as a Speed-Dating for Researchers workshop, which was offered last in February 2016 and provided faculty with a chance to compete for up to \$10,000 of internal funding for collaborative research projects.

In Academic Year (AY) 2015-2016, two of the LIS faculty, Dr. Joo and Dr. Choi, received funding for a collaboration with Dr. Tae Hyun Baek of the Department of Communication. In 2015, Dr. Cahill received funding for a collaborative project with Dr. Kyra Hunting of the School of Journalism and Media and Studies and Adriane Grumbein of the Department of Communication.¹¹ Section III.10 in this chapter provides more information.

Institution-wide initiatives further reinforce the requirement that Regular-Title Series faculty appointments include teaching, research, and service responsibilities with a close linkage of responsibilities to merit reviews, promotion, and tenure decisions, as detailed in the review process in III.8 and III.9. Expectations of high performance in all areas of work assignment in decisions of promotion and tenure along with encouragement of faculty to seek external funding of research are supported through the following:

- Summer University research grants for junior faculty
- Assistance from the UK Research Foundation in preparing grant applications
- Regular sabbaticals for all regular-title faculty
- Special assistance available to support research (STARS, statistical consulting services, etc.)

⁷ "Faculty Fellows," University of Kentucky Presentation U!, accessed August 1, 2017, <https://www.uky.edu/presentationU/faculty-fellows>.

⁸ "Faculty Skill Development," University of Kentucky eLearning Innovation Initiative, accessed August 1, 2017, <http://www.uky.edu/elii/facultyskilldevelopment>.

⁹ "Distance Learning Faculty," University of Kentucky UK Online, accessed August 7, 2017, <http://www.uky.edu/ukonline/distance-learning-faculty>.

¹⁰ "Welcome to the Office of Research," University of Kentucky College of Communication and Information, accessed August 7, 2017, <http://www.uky.edu/CommInfoStudies/RESEARCH/?page=Index>.

¹¹ "Cahill, Hunting, and Brumbein Receive 'Speed Dating' Grant for Research," University of Kentucky SIS archive Website, accessed August 1, 2017, <http://ci.uky.edu/archive/lis/content/cahill-hunting-and-grumbein-receive-speed-dating-grant-research>. Linked article may not be available offsite as it is hosted on an archived site but will be available on site.

Institutional Resources

Institution-wide resources strengthen faculty performance and allow faculty at the University to meet performance expectations. The list that follows is by no means representative of the entirety of resources available at the University for faculty, but does provide information about major resources that contribute to the regular evaluation of faculty members in the three areas outlined in this chapter; sections III.8 and III.9 also provide additional details. Various campus resources, including UK Libraries, may fall under more than one of these categories given the nature of their services. The resources listed under the Service category relate to initiatives for diversity, equity, and faculty advancement as well as opportunities for faculty to contribute to the community and their fields at large.

Instruction/Teaching

The Center for the Enhancement of Learning and Teaching (CELT) “supports excellence in teaching and learning by working collaboratively with all instructors to create engaging, innovative and inclusive learning environments in which diverse students can excel.”¹² CELT offers workshops, consultations, and numerous events and resources for faculty at the University.

Information Technology Services (ITS) provides technology support services for the University, including Canvas support, University email account assistance, access to downloads for University-licensed software (including Microsoft Office and Adobe Creative suites), and telecommunications/computer support.¹³ A notable service they provide for faculty is the Faculty Media Depot, which offers instructors “media and technology support in the creation of courses” through “drop-in services include LMS training, video studio recordings, audio and screen recordings, as well as support with the utilization of media in courses.”¹⁴

Presentation U! is “a state of the art multimodal communication center offering tutoring for students and support services for faculty to increase oral, written, and visual communication competence both inside and outside of the classroom, as part of UK's Quality Enhancement Plan.”¹⁵ They offer a Faculty Fellows program that supports participating faculty in creating lesson plans, designing course rubrics, and related instructional development activities.

Student and Academic Support has the mission “to provide a challenging and supportive learning environment to promote development in the areas of critical thinking and reflection.”¹⁶ They run services such as academic alerts and develop advising materials for faculty and staff.

¹² “The Center for the Enhancement of Learning and Teaching,” University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/celt/>.

¹³ “Information Technology Services,” University of Kentucky, accessed August 1, 2017, <https://www.uky.edu/its/>.

¹⁴ “Faculty Media Depot,” University of Kentucky, accessed August 1, 2017, <https://www.uky.edu/its/faculty-media-depot>.

¹⁵ “Presentation U!,” University of Kentucky, accessed August 1, 2017, <https://www.uky.edu/presentationU/>.

¹⁶ “Student and Academic Support,” University of Kentucky, accessed August 1, 2017, <https://www.uky.edu/studentacademicsupport/>.

UK Libraries conducts numerous instructional support activities, including (but not limited to) academic liaison librarians, research and course guides, electronic course reserves for class, and most recently an embedded librarian program through Canvas.¹⁷ More information on the library system is available in Chapter 5.

Institutional Effectiveness¹⁸ at the University houses the Office of Planning and Institutional Effectiveness¹⁹ as well as the Office of University Assessment,²⁰ which administers and archives data from Teacher Course Evaluations.²¹

The Office of eLearning provides support services for distance learning programs and faculty at the University.²² As previously mentioned, they offer funding for online course development.

Scholarship/Research

Office of Research Integrity “provides support for seven federally mandated review committees: four Medical and one Nonmedical Institutional Review Board (IRB), and the Radioactive Drug Research Committee (RDRC).”²³ They maintain and enforce the data retention and ownership policies at the University and ensure researchers meet standards for research compliance.

Institutional Research and Advanced Analytics supports “strategic decisions and initiatives at the University of Kentucky [...] by studying past trends, completing detailed analyses, delivering interactive data visualizations and dashboards, and providing official institutional data to external stakeholders.”²⁴

The staff of the Proposal Development Office “provide wide-ranging support to faculty, staff, and students across all stages of their grant and fellowship applications.”²⁵

The Office of the Vice President for Research “provides programs and services to support UK faculty, staff and students in grant development and submission, compliance and regulatory affairs, development of intellectual property and in highlighting their research achievements.”²⁶

¹⁷ “Distance Learning Library Services,” University of Kentucky, accessed August 1, 2017, <http://libraries.uky.edu/DLLS>.

¹⁸ “Institutional Effectiveness,” University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/ie/>.

¹⁹ “Office of Planning and Institutional Effectiveness,” <http://www.uky.edu/ie/office-planning-institutional-effectiveness/>.

²⁰ “Office of University Assessment,” University of Kentucky, accessed August 1, 2017, <https://www.uky.edu/oua/>.

²¹ “Teacher Course Evaluations,” University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/eval/>.

²² “Office of eLearning,” University of Kentucky, accessed August 1, 2017, <https://www.uky.edu/elearning>.

²³ “Office of Research Integrity,” University of Kentucky, accessed August 1, 2017, <http://www.research.uky.edu/ori/>.

²⁴ “Institutional Research and Advanced Analytics,” <http://www.uky.edu/iraa/>.

²⁵ “Proposal Development Office,” University of Kentucky, accessed August 1, 2017, <http://www.research.uky.edu/pdo/PDO/AboutPDO.htm>.

UK Libraries, in addition to its instructional support services, provides research support services available to faculty.²⁷ These include, but are not limited to, interlibrary loan, electronic journals and databases, research data services, and the UKnowledge database, which is the official institutional knowledge repository at the University of Kentucky.²⁸

Service

The Office of Institutional Equity and Equal Opportunity supports faculty, staff, students, and members of the University community. They manage Title IX cases, complaints of discrimination and harassment, and enforce compliance with the Americans with Disabilities Act. In addition, they offer training on a variety of equal opportunity issues.²⁹

The Office for Institutional Diversity is “committed to providing an enriching UK experience for all students, faculty, and staff by actively exploring and adopting new initiatives that will expand both the diversity and inclusivity of our campus community.”³⁰ They house the Center for Academic Resources and Enrichment Services (CARES), Center for Graduate and Professional Diversity Initiatives, the Office of LGBTQ* Resources, Student Support Services, and the Martin Luther King Center.³¹ As part of their initiatives, each college has its own Diversity and Inclusion Officer chosen from the faculty.

UK Human Resources manages hiring, benefits, compensation and employee relations at the University.³² In addition to programs for wellness, financial resources, and work-life balance, they run the Employee Education Program (EEP),³³ which covers tuition for full-time employees at the University to take up to two classes a semester. They also provide professional development training in a number of areas for faculty and staff at the University.³⁴

The Office of Faculty Advancement “promotes academic and administrative excellence by working collaboratively with members of the University community and external stakeholders through professional development, assessment, and accreditation and compliance activities.”³⁵

²⁶ “Office of the Vice President for Research,” University of Kentucky, accessed August 1, 2017, <http://www.research.uky.edu/vpresearch/>.

²⁷ “UK Libraries,” <http://libraries.uky.edu/>.

²⁸ “UKnowledge,” University of Kentucky, accessed August 1, 2017, <http://uknowledge.uky.edu/>.

²⁹ “Office of Institutional Equity and Equal Opportunity,” University of Kentucky, accessed August 1, 2017, <https://www.uky.edu/eeo/>.

³⁰ “Office for Institutional Diversity,” University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/diversity/>.

³¹ “Programs, Centers, and Units,” University of Kentucky Office for Institutional Diversity, accessed August 1, 2017, <http://www.uky.edu/diversity/programs-centers-and-units>.

³² “UK Human Resources,” University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/hr/>.

³³ “Employee Education Program,” University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/hr/benefits/more-great-benefits/employee-education-program>.

³⁴ “Professional Development Training,” University of Kentucky Human Resources, accessed August 1, 2017, <http://www.uky.edu/hr/training/offerings/professional-development-training>.

³⁵ “Office of Faculty Advancement,” University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/ofa/>.

Notably, they conduct the Women's Executive Leadership Development Program (WELD), which offers women at the university opportunities to contribute to leadership efforts on campus through an eight-month curriculum.³⁶

Community of Concern is a group of agencies at the University including the Office of Institutional Equity and Equal Opportunity, the Academic Ombud, UK Police, UK Counseling Center, and others who operate an online reporting system as "part of the University's commitment to proactively addressing issues of concern involving our students and/or employees."³⁷

The Office of Community Engagement connects "organizations, community groups, schools and agencies to University students, faculty and staff" to promote engagement.³⁸ They focus on four areas of service: health/human needs, economic development, education, and quality of life.

In addition to the University-wide resources, faculty may participate in the College of Communication and Information's several ongoing research and engagement projects³⁹ and take advantage of its special research facilities.⁴⁰

Standard III.3

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

The School Rules (Appendix 28) define the School's and LIS program's strategies for faculty recruitment and retention. The following section discusses the tools and policies for retention and recruitment of faculty along with where said policies are accessible.

Recruitment

The University sets goals for recruiting faculty that inform the School's policies, and these in turn dictate recruitment processes for the LIS program. Section five of the University of Kentucky Strategic Plan 2015-2020⁴¹ states:

³⁶ "Women's Executive Leadership Development Program," University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/ofa/content/WELD>.

³⁷ "Community of Concern," University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/concern/>.

³⁸ "Office of Community Engagement," University of Kentucky, accessed August 1, 2017, <http://www.uky.edu/engageuk/>.

³⁹ "Research and Engagement Programs," University of Kentucky College of Communication and Information, accessed August 1, 2017, <https://ci.uky.edu/ci/research/research-engagement>.

⁴⁰ "Research Facilities," University of Kentucky College of Communication and Information, accessed August 1, 2017, <https://ci.uky.edu/ci/research/facilities>.

⁴¹ "University of Kentucky Strategic Plan," http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf.

“Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.

We will achieve this objective by working collaboratively to create an environment where all of our students, faculty, and staff live or work in an environment of openness and acceptance, and in which people of all backgrounds, identities, and perspectives can feel secure and welcome.

We are committed to providing an enriching UK experience for all students, faculty, and staff by actively exploring and adopting new initiatives that will expand both the diversity and inclusivity of our campus community.”

A link to the following statement from the University on equal opportunity is provided in the footer on the School’s homepage to provide access across pages:⁴²

“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, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability.”

Towards the purposes stated above, the University has established the Office of Institutional Equity and Equal Opportunity⁴³ and developed an Affirmative Action Plan.⁴⁴ 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: the Office for Institutional Diversity⁴⁵ and President's Commission on Diversity.⁴⁶ In support of growing a diverse faculty, the University’s Provost also sponsors funds for new hires of minority status, including salary support, as part of its Diversity Incentive Fund.⁴⁷

Furthermore, the School has established explicit faculty hiring steps and a diversity plan in its rules (Appendix 28), and the program followed these policies in all hiring and promotion actions during this review period. Figure 3.2 demonstrates the diversity of full-time faculty in the LIS program. Each of the past two years the School has also invited Human Resources to give presentations to the faculty and staff regarding allowable and non-allowable practices for

⁴² “School of Information Science,” University of Kentucky, accessed July 19, 2017, <http://ci.uky.edu/sis/>.

⁴³ “Office of Institutional Equity and Equal Opportunity,” <https://www.uky.edu/eeo/>.

⁴⁴ “University of Kentucky Affirmative Action Plan,” University of Kentucky, accessed July 19, 2017, <https://www.uky.edu/eeo/sites/www.uky.edu.eeo/files/documents/AAP%202016.pdf>.

⁴⁵ “Office for Institutional Diversity,” <http://www.uky.edu/diversity/>.

⁴⁶ “The President’s Commission on Diversity,” University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/PCD/index.html>.

⁴⁷ “Moving Forward Together: Recruiting and Retaining Underrepresented Minority Faculty,” UKNow-University of Kentucky News, accessed August 1, 2017, <https://uknow.uky.edu/campus-news/moving-forward-together-recruiting-and-retaining-underrepresented-minority-faculty>.

interviewing. A resource Human Resources has developed entitled “Do’s and Don’ts of Interviewing”⁴⁸ is also circulated to SIS faculty and staff participating candidate interviews to review those practices and ensure everyone is in compliance with the University’s and School’s expectations and policies.

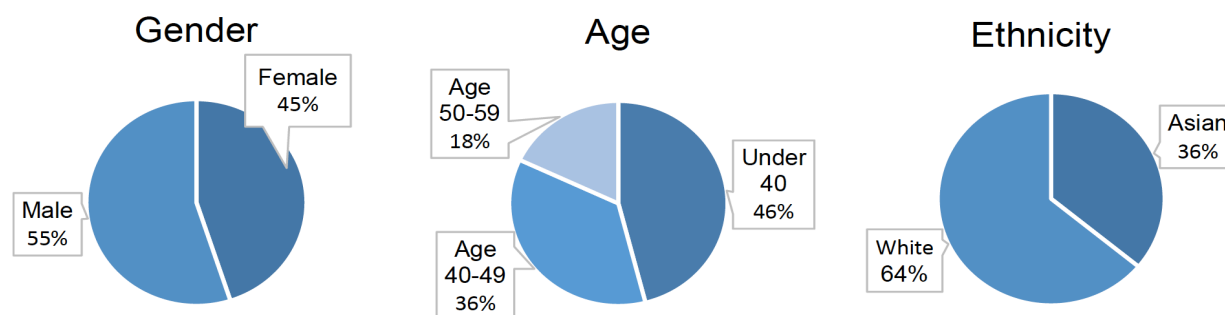


Figure 3.2. Full-time Faculty Demographic Data, Fall 2017

Retention

At the University-level, the Provost designates certain portions of the budget, otherwise known as “faculty fighting funds,” for faculty retention. These funds are intended to “minimize the loss of valued faculty” to “competitive offers at other institutions at an unacceptable rate,” and the University has guidelines in place governing their use.⁴⁹

In addition to University-level support, the School and its home College have in place strategies for faculty recruitment and retention. The Director of the School and the Dean’s Office of the College provide junior faculty with ongoing information about possibilities for research grants, research collaborations, teaching support and other opportunities for career advancement. All non-tenure faculty up for review receive copies of evaluation documents well in advance so they have ample time to respond, and the School keeps responses on file. Additional information about ongoing strategies is available in the School Rules (Appendix 28). Such strategies incentivize continued career development of LIS faculty and aid in retention.

Standard III.4

“The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.”

⁴⁸ “Resource 3-2: Do’s and Don’ts of Interviewing,” University of Kentucky, accessed November 28, 2017, <http://www.uky.edu/hr/sites/www.uky.edu.hr/files/employ/documents/Faculty%20Hiring%20Guide%203-2.pdf>.

⁴⁹ “Resources: Faculty Fighting Funds,” University of Kentucky Office of the Provost, accessed August 1, 2017, [http://www.uky.edu/provost/resources-0#Faculty%20Salary%20Adjustments/Retention%20Requests%20\(Faculty%20Fighting%20Fund\)](http://www.uky.edu/provost/resources-0#Faculty%20Salary%20Adjustments/Retention%20Requests%20(Faculty%20Fighting%20Fund)).

Qualifications of Full-Time Faculty

The program has chosen each new full-time faculty member 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 technological skills and knowledge. Appendix 26 shows the diversity of full-time faculty background, using the ALISE Classification Guide. The faculty have nine years of teaching experience on average and currently offer more than 30 different courses. The program regularly assesses the qualifications of full-time faculty in terms of effectiveness in teaching (Teaching and Course Evaluation, See table 3.18), scholarly productivity, and service.

The program's faculty members have rigorously adopted new technologies in their teaching, research, and service. In addition, some recently hired full-time faculty with strong technology backgrounds have enriched our curriculum with more technology courses in areas such as data science and information technology and systems. In addition, many of our faculty are active members or frequent participants in various professional organizations as previously demonstrated in section III.2 (see table 3.8).

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 tenured/tenure-track and non-tenure-track 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 include the individual's expertise, their availability and willingness to teach, the need and suitability of the course the individual would teach, and current course offerings. The School also requires a minimum of a master's degree in Library/Information Science and/or related experience for part-time instructors. Curriculum vitae of part-time faculty for the review period are documented in the Biennial Narrative Reports (see Appendix 4).

In an attempt to improve the program's relations with part-time instructors, the program has implemented the following two approaches: 1) creating and increasing opportunities for communication between full-time and part-time faculty members, especially between those who teach the same or related courses to provide support and improve consistency; and 2) providing better instructional support. For example, the School employs an instructional technologist who specifically provides instructional support for all faculty, including part-time faculty. This staff member helps with equipping faculty with various instructional technologies and locating helpful resources. In terms of inter-faculty communication, when a part-time instructor is appointed to teach a core course, they are directed to a full-time faculty member with experience in that course for guidance in order to better acclimate them to the content, assignments, and any assigned texts. Part-time faculty also receive teacher course evaluations.

Standard III.5

“For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.”

The School provides adequate facilities and technical assistance to support the sustained research of the faculty. For example, the School provides \$1,000 in faculty development funds for each full-time faculty member every year to support research activities and professional development, and it also provides start-up funds for new hires to support their initiation of new research projects as well as purchasing equipment. The reasonable teaching load expected of full-time faculty members, i.e., two courses per semester with optional summer teaching, allows the faculty sufficient time to engage in research. The School reduces this load by one course during the first year for new full-time tenure-track faculty hires. The School also provides technical support for research and an IT lab in room 303 of the Lucille Caudill Little Fine Arts Library with relevant equipment. Additionally, research assistance for the faculty and other equipment is often made available through internal or external grants.

Productivity

In addition to personal drive and satisfaction, incentives for faculty research productivity and grant activity come in the form of performance review ratings and promotion consideration. Faculty may use their development funds for research activities, such as data collection, equipment, and subject payment. The School also provides a start-up fund to new hires to help them establish a new research environment. At the College level, several research support mechanisms exist, such as a grants officer, internal grants, and college awards with funding.

Lists of publications in faculty vitae demonstrate that faculty members engage in a wide spectrum of contemporary topics in various areas information and library science (see Appendix 30). These include information policy, information ethics, health librarianship, bibliometrics, subject access, metadata, information systems, information retrieval, online community, information user behavior, school librarianship, information literacy, digital libraries, and library administration. In addition, invitations or selections to present papers at conferences are also an indication of the quality of faculty research. Appendix 30 provides additional details regarding the faculty’s publications and presentations.

The faculty have shown considerable activity through the number of publications in various categories. These include articles, books, chapters in edited books, proceedings, research reports, and book reviews. As shown in table 3.10, most of the LIS program faculty have published scholarly books, articles, and proceeding papers regularly during their careers. Collectively, the faculty have produced more publications during this review period than in the previous review period. For the recent six years, the LIS faculty published six books and 125 peer-reviewed articles. Both quantity and quality of publication serve 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 30) and are discussed in the sections III.8 and III.9.

Table 3.10 summarizes the productivity of faculty who have worked in the program since Fall 2011.

Table 3.10. Full-time Faculty Publications, 2011-2017

Faculty Member	Books	Articles (peer reviewed)	Articles (non peer reviewed)	Chapters	Proceeding Papers	Reviews	Years Present
Adler	1	9	1	1	2		4
Bishop		9	2	1	1		2
Burns ^a		9		1	3		4
Cahill ^a		11	16	3	2		4
Case	2	1			3		3
Chan							1
Choi ^a		14			2		6
DeWitt ^{a, b}							4
Herdelin							1
Huber ^a	2	9		1			6
Johnston		3		1	2		1
Joo ^a		10					3
Kim, S. ^a		9					6
Kim, Y. ^a		10			2		4
Miller, J.		1					3
Naidoo	1		1	1		1	1
O'Connor		6					5
Oltmann ^a		13	2		6		5
Reynolds ^{a, b}						1	6
Shapiro ^a		7		1	1		1
Yu		3		1	2		3
Zhang		1			1		2
Total	6	125	22	11	27	2	65

^a Current faculty as of Fall 2017.^b DeWitt and Reynolds are in the full-time Lecturer Series, which does not include a research component.

Quality

Internally, the assessment of the quality of research occurs regularly in the following ways: (a) annual or biennial performance evaluation for every faculty member; (b) two-year and four-year progress reviews of non-tenured faculty members; and (c) evaluation for tenure or full professor promotion for tenure-track faculty members. The Director of the School is responsible for faculty performance evaluations and uses multiple criteria to assess the quality of research outputs, such as journal ranking, citations, reputation in discipline, and others.

During the review period, the faculty produced publications in top-ranked journals in the field, such as the Journal of the Association of Information Science and Technology, Journal of Documentation, Library and Information Science Research, Library Quarterly, Scientometrics, and others. The faculty presented in leading conferences in library and information science, such as the Association for Information Science and Technology (ASIS&T) annual meeting, iConference, and ALISE. In addition, quality of research is assessed externally for promotion. Each review for promotion requires at least six letters of evaluation from external sources. Other sources of external assessment of the quality of research include the reviews and critical acclaim of publications the faculty produce.

Internally, the faculty of the program have acquired a number of substantial awards granted by the College, the UK Research Foundation, or other University offices. Table 3.11 provides the names and award amounts of the internal grants the full-time faculty have received since Fall 2011. While the table covers the full accreditation period from 2011 to 2017, not all faculty have items for each year in the period.

Table 3.11. Full-time Faculty Internal Grant Awards, 2011-2017

Faculty Member	Year	Grant Name	Amount
Adler	2015	Presentation U! Faculty Fellowship	\$1,500
Bishop	2011	Summer Faculty Research Fellowship	\$7,000
Cahill	2015	Presentation U! Faculty Fellowship	\$1,500
	2015	Speed Dating for Researchers V, College of Communication and Information	\$7,931
	2016	Summer Research Grant	\$7,000
	2016	eLearning Innovation Initiative (eLII) Innovation + Design Lab	\$4,000
Choi	2015	Speed Dating for Researchers V, College of Communication and Information	\$5,765
Joo	2015	Speed Dating for Researchers V, College of Communication and Information	\$5,765
Kim, S.	2012	Academic Planning, Analytics & Technologies Research Grant	\$13,000
	2014	eLearning Innovation Initiative (eLII) Innovation + Design Lab	\$6,000
	2014	Distance learning course development funds,	\$6,000
Kim, Y.	2014	eLearning Innovation Initiative (eLII) Innovation + Design Lab	\$4,000
	2015	Summer Faculty Research Grant	\$7,000
	2015	Presentation U! for Undergraduate Education Faculty Fellowship	\$3,000
	2016	2016 The Southeastern Conference (SEC) Visiting Faculty Travel Grant	\$500
Oltmann	2013	Summer Faculty Research Fellowship	\$7,000
	2015	Faculty Fellows Presentation U!	\$1,500

Faculty Member	Year	Grant Name	Amount
Reynolds	2016	Alternative Textbook Grant Program	\$1,500
Yu	2012	Summer Faculty Research Fellowship	\$7,000

The quality of research is also indirectly reflected in the faculty's ability to obtain research grants (see table 3.12). Table 3.12 provides the names and amounts of the external grants the full-time faculty have been awarded since Fall 2011. Of particular note is Drs. Cahill and Joo's recent receipt of an Institute of Museum and Library Services (IMLS) grant as part of the National Leadership Grants for Libraries Program and the Laura Bush 21st Century Librarian Program for 2017.⁵⁰

Table 3.12. Full-time Faculty External Grant Awards, 2011-2017

Faculty Member	Year	Grant name	Amount
Bishop	2012	Natural Hazards Center, National Science Foundation	\$1,302
	2012	Laura Bush 21st Century Librarian Program, Institute of Museum and Library Services.	\$345,270
Case	2011	Fulbright Specialists Program Award for Lectureship	\$7,014
Cahill	2017	National Leadership Program, Institute of Museum and Library Services	\$393,876
Joo	2016	Laura Bush 21st Century Librarian Program, Institute of Museum and Library Services.	\$49,844
	2017	National Leadership Program, Institute of Museum and Library Services	\$393,876
Oltmann	2014	Annual Diversity Research Grant, American Library Association	\$2,500
Shapiro	2011	Evaluating Public Health Financing, Programs, and Services, National Opinion Research Center	\$13,041
	2012	AcademyHealth Health Services Research Information Science Community	\$1,000
	2012	National Coordinating Center for Public Health Services and Systems Research	\$209,950
	2013	National Coordinating Center for Public Health Services and Systems Research	\$1,221,130
	2013	Building Analytic Capacity Linkages Between Accountable Care Organizations and Public Health Departments	\$142,290
	2014	National Coordinating Center for Public Health Services and Systems Research	\$1,799,755
	2015	Tracking and Assessing the Evidence Base Supporting the Public Health Accreditation Board's Standards and Measures for Health Department Accreditation	\$12,500

⁵⁰ "Federal Investments of \$10 Million will support Library Leadership and Model Library Project," Institute of Museum and Library Services, accessed September 1, 2017, <https://www.ims.gov/news-events/news-releases/federal-investments-10-million-will-support-library-leadership-and-model>.

Standard 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.”

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. As shown in table 3.13, since Fall 2011 the full-time faculty of the LIS program have had the appropriate level of education for their assigned duties. Eighteen of the twenty-one faculty during the review period possess the doctorate. Of the 18 completed doctorates, seven were in library science/information science, six in information science or equivalent areas (e.g., informatics), 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 3.13 only conveys the qualifications and highest degrees for full-time faculty for this review period; Appendix 26 provides a complete breakdown of faculty specializations.

Table 3.13. Qualifications of Full-time Faculty, Highest Degrees

Faculty	Highest Degree	Year	Institution	Field
Adler	Ph.D.	2012	Wisconsin, Madison	Library & Information Studies
Bishop	Ph.D.	2010	Florida State	Library & Information Science
Burns	Ph.D.	2013	Missouri	Information Science & Learning Technologies
Cahill	Ph.D.	2009	Tennessee	Education
Case	Ph.D.	1984	Stanford	Communication
Chan	Ph.D.	1970	Kentucky	Comparative Literature
Choi	Ph.D.	2011	SUNY, Albany	Informatics
DeWitt	MSLS	2014	Kentucky	Library & Information Science
Herdelin	MSLS	2004	Kentucky	Library & Information Science
Huber	Ph.D.	1991	Pittsburgh	Library & Information Science

Faculty	Highest Degree	Year	Institution	Field
Johnston	Ph.D.	2011	Florida State	Library & Information Science
Joo	Ph.D.	2013	Wisconsin, Milwaukee	Information Science
Kim, S.	Ph.D.	2003	Pittsburgh	Library & Information Science
Kim, Y.	Ph.D.	2013	Syracuse	Information Science & Technology
Miller	MSLS	1992	Kentucky	Library & Information Science
Naidoo	Ph.D.	2011	Alabama	Communications and Information Sciences
O'Connor	Ph.D.	2006	Kent	Cultural Foundation of Education
Oltmann	Ph.D.	2012	Indiana	Information Science
Reynolds	Ph.D.	2007	North Texas	Interdisciplinary Information Science
Shapiro	MALS	2010	Kentucky	Library Science
Yu	Ph.D.	2011	Indiana	Information Science
Zhang	Ph.D.	2011	Illinois	Library & Information Science

The Fall 2011-Fall 2017 program faculty comprise a diverse group, both geographically and ethnically. Fourteen of the 22 faculty members were born in the United States, while one is from South Africa and the other seven are from Asia. They were educated in, and have worked in, different states across the United States, as depicted in Table 3.14. As to ethnic background, 64 percent of the faculty are Caucasian and 36 percent are other races (see Figure 3.2).

Table 3.14. Full-Time Faculty Educational and Employment Backgrounds

Faculty Member	Places of Education	Places of Work
Adler	WI	WI, KY
Bishop	FL	FL, KY
Burns	IL, MO	MO, KY
Cahill	TN, SC	SC, TN, TX, KY
Case	WA, NY, CA	WA, NY, CT, CA, KY, Portugal
Chan	China, Hong Kong, Taiwan, FL, KY	NY, IN, IL, KY
Choi	Korea, MI, NY	MI, NY, KY
DeWitt	GA, KY	KY

Faculty Member	Places of Education	Places of Work
Herdelin	NH, NJ, KY	PA, KY
Huber	NY, KY, PA	NY, TX, TN, KY
Johnston	GA, FL	GA, FL, FL, KY
Joo	Korea, CA, WI	Korea, WI, KY
Kim, S.	Korea, OH, PA, KY	PA, KY
Kim, Y.	Korea, MO, NY	NY, KY
Miller	MN, KY	KY, MN
Naidoo	South Africa, MA, AL	South Africa, AL, KY
O'Connor	SC, OH	SC, OH, KY
Oltmann	IN	IN, KY
Reynolds	TX	TX, KY
Shapiro	NC, KY	KY
Yu	China, IN	CA, IN, KY
Zhang	China, IL	IL, KY

Standard III.6 states that faculty should "have a substantial and pertinent body of relevant experience." As shown in table 3.15, the full-time faculty have considerable working experience in libraries and information agencies: a total of 55.75 years full-time and 15 years part-time. Nine faculty have worked in academic libraries, three in school media centers, three in public libraries, and three in special libraries. In addition, they have had extensive teaching experience in library and information science: a total of 186 years of full-time teaching experience across 21 individuals (an average of almost nine years as full-time instructor). Table 3.15 shows the years and type of working experience among the full-time faculty.

Table 3.15. Full-Time Faculty Work Experience in Years, May 2017

Faculty Member	Teaching		Library appointment			
	Full-time	Part-time	Academic	Public	School	Other
Adler	4	4	3 + 4PT			
Bishop	2	1	2PT			1PT
Burns	6	2	3			
Cahill	8	2	1PT		6.25 + 0.5PT	
Case	29	1	1PT			
Chan	42		5	0.5		
Choi	6	4				
DeWitt	3.5	4.5				
Herdelin	1			0.5PT	5	

Faculty Member	Teaching		Library appointment			
	Full-time	Part-time	Academic	Public	School	Other
Huber	24	1		1		4 + 8PT
Johnston	1				7	5
Joo	3	3				1PT
Kim, S.	13					
Kim, Y.	4	2.5				
Miller	9		11			
Naidoo	1	1.5				
O'Connor	10	3	10			
Oltmann	5	4				
Reynolds	10	4	2.5PT	1PT		
Shapiro	0	1	6.5 + 1PT	0.5PT		
Yu	3	1	1.5PT			
Zhang	2					

The LIS faculty have also actively engaged in collaboration with other disciplines. For example, Dr. Burns has worked with an ecologist on a research project examining bias in the scientific peer review process. Dr. Cahill collaborated with researchers in early childhood special education, educational psychology, and educational leadership studies on a multi-state study investigating the family literacy practices of families of children enrolled in early intervention programs. She also worked with an early childhood researcher in the UK Human Development Institute on a project proposal to investigate public library storytime programming for preschool children, and she is currently collaborating with researchers in other units in the College to investigate educational messaging in children's television programming. Drs. Choi and Joo collaborated with a researcher from the advertising field to investigate social media use in libraries and produced practical implications to support effective social media marketing in public libraries. Dr. Sujin Kim has been collaboratively developing research with several faculty whose research interests include personal digital archiving, autoimmune disease, and patient education.

Standard 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 and Advising

The standard teaching load for Regular-Title Series faculty is two classes each fall semester and two classes each spring semester. This teaching load allows full-time faculty to distribute effort across teaching, professional development, research activities, advising, and professional service (see figure 3.1). Teaching in the summer is voluntary and provides additional compensation. Summer classes typically include both core courses as well as a limited number of electives. Table 3.16 shows the list of courses the full-time have taught, and Appendix 26 showcases the areas of expertise of the current full-time faculty within the ALISE Classification Taxonomy, which provides evidence for the course assignments detailed in table 3.16.

Table 3.16. LIS Courses Taught by the Full-Time Faculty, 2011-2017

Faculty	Courses
Adler	602, 603, 608
Bishop	601, 602, 603
Burns	601, 621, 658
Cahill	644, 647, 648, 676
Case	600, 601, 608
Chan	602, 655, 656
Choi	602, 603, 668
Herdelin	647, 648
Huber	626, 627
Johnston	644, 647, 676
Joo	601, 630, 636, 690, 665
Kim, S.	629
Kim, Y.	601, 602, 634, 636, 638, 661
Miller	636, 638
Naidoo	603, 605, 690
O'Connor	600, 601, 622, 625, 646, 690
Oltmann	600, 603, 645
Reynolds	600, 610, 611, 612, 613, 614, 645, 659, 690
Shapiro	602, 640
Yu	601, 630, 690
Zhang	602, 690

The format of teaching ranges from the traditional classroom to online learning, and methods used include class lectures with discussions, learner-centered activities, and instructor-student

communication through Canvas, the University's online Learning Management System (LMS). Current faculty members have extensive experience in online teaching. In addition, the faculty use the web conferencing system Zoom to communicate with distance students. Class materials in both print and digitized forms are used where appropriate. Instructors teaching the same or similar courses, often work together to update course materials and share their experience to enhance the quality of instruction as well as update with emerging technologies.

Each faculty member is responsible for advising those students assigned to them, both on the Lexington campus and off-campus. The number of advisees per faculty member varies, partly depending on the faculty member's specialty. Due to the LIS program's having rolling admission, students matriculate and graduate during all semesters, presenting a barrier in regard to accurately assessing advising numbers. LIS faculty who serve as advisers are Adler, Burns, Huber, Cahill, Choi, Joo, Oltmann, Y. Kim, and Reynolds. Burns and Adler are currently not taking advisees as the former has transitioned to primarily advising ICT students, and the latter is on a year-long leave of absence. Dr. Huber's role as program director is considered in advising matters; therefore, his advising load is usually no more than ten. The other faculty have the rest of the students divided between them for advising as equally as possible based on the students' indicated areas of interest. Students often change concentrations and advisors during their time in the program as well given alterations in their career interests.

Advising is conducted face-to-face, through e-mail, via video through Skype and Zoom, by telephone, and within the learning management system. Currently, the program actively utilizes Canvas for student advising. Each faculty member has their own Canvas shell for advising, and they share important announcements or communicate with their students via Canvas.

Additionally, Student Affairs staff coordinate course registration, practicum paperwork, and the exit requirement. The Admissions Coordinator is responsible for recruitment, admission, and graduation. These individuals as well as the Assistant Director also serve as secondary advisors to all students when the need arises and coordinate paperwork for withdrawal, leaves of absence, and other student concerns.

Standards III.8 and III.9

"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."

And

"The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty."

The review process for all faculty is based on the UK's Administrative Regulations. Applicable regulations include: AR 2:1-1,⁵¹ AR 2:2-2,⁵² AR 2:4,⁵³ and AR 2:9.⁵⁴

⁵¹ "Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure, Administrative Regulation 2:1-1," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/regs/files/ar/ar2-1-1.pdf>.

Evaluation: University Mandate Procedure

The annual/biennial performance evaluation mandated by the University is the primary instrument for evaluating faculty. Performance evaluation of faculty is the responsibility of the Director, with input and feedback provided by the Dean. Non-tenured members are evaluated annually; tenured members are typically evaluated biennially or, if preferred, annually. Faculty in the lecturer series are reviewed annually until they become senior lecturers, when they are evaluated on the same timeline as tenured faculty.

A full description of the evaluation process is available in the School Rules (Appendix 28) in the section titled Faculty Evaluation Overview. The following three criteria form the basis for annual performance evaluations: (1), Instruction/Teaching, (2) Scholarship/Research, and (3) Service.

As well as specific comments from the Director, faculty receive scores from one (Performance is deficient) to five (Performance is exceptional), and these scores are weighted based on the faculty member's distribution of effort. For assistant, associate, and full professors, the distribution of effort is normally 45 percent Instruction, 50 percent Scholarship, and 5 percent Service, with some minor variation. For lecturers, the distribution of effort is around 75 to 90 percent Instruction, 10 to 25 percent Service, and 0 percent Scholarship. Each August, all tenured and tenure-track faculty meet individually with the Director to discuss their distribution of efforts and goals for area for the year.

The annual performance evaluation is based on a report the faculty member prepares. The report addresses the three criteria above and includes reflections on instruction, scholarship, and service, as well as statements about the progress the non-tenured faculty member made over the course of the year. To create the report, faculty use Digital Measures, an online faculty tracking system to log accomplishments and activities. The faculty export these logs as a document that includes summary information related to instruction, scholarship, and service. This document serves as the foundation of the faculty's report, and each faculty member may attach additional evidence to support the activities described in the document. Additional evidence includes current CV, course syllabuses, teaching evaluation comments, student course feedback, lists of awards, and example research publications. Faculty at the rank of Associate and full Professor undergo the same performance evaluation process but undergo biennial evaluation, if preferred.

The Director uses the performance reviews to calculate a merit review score for each faculty. Table 3.17 reports the average scores, total and by program, within the School. The comparisons of LIS faculty to faculty from Instructional Communication and Research (ICR)

⁵² "Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure, Administrative Regulation 2:1-2," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/regs/files/ar/ar2-1-2.pdf>.

⁵³ "Appointment, Reappointment, Promotion, and the Granting of Tenure in the Special Title Series," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/regs/files/ar/ar2-4.pdf>.

⁵⁴ "Lecturer Series Faculty, Administrative Regulation 2:9," <http://www.uky.edu/regs/Administrative/ar2.9.htm>.

ICR and with faculty from Information Communication Technology (ICT) began in 2014. Scores above three are considered good and scores above four are considered excellent.

Table 3.17. Average Merit Review Score for SIS Faculty

Year	SIS (total)	ICR	LIS	ICT
AY 11-12	3.38	-	-	-
AY 12-13	3.79	-	-	-
AY 13-14	3.71	-	-	-
AY 14-15 ^a	4.08	4.26	4.08	4.3
AY 15-16	4.16	3.72	4.16	3.03
AY 16-17	3.99	4.36	3.99	3.64

^a Prior to 2014, the School consisted of only LIS faculty.

In addition to the performance review, faculty at the rank of Assistant Professor submit a two-year dossier review at the beginning of their third year and a four-year dossier review at the beginning of their fifth year. These dossier reviews mimic the full promotion and tenure process other than not requiring outside letters. The dossier reviews are based on more complete information than the annual performance evaluations, and include full teaching, research, and service narratives that the faculty write to expound upon their efforts.

All senior faculty (associate and full) of the School, as well as the members of the School's Promotion and Tenure Committee, the Director, and the Dean, are involved in reviewing these dossiers. Based on the dossiers, assistant professors receive recommendations and additional guidance from the Dean of the College, the Director of the School, as well as all senior faculty in the School. The Administrative Assistant is responsible for keeping records of all performance reviews and promotion and tenure dossiers, including the two-year and the four-year mock dossiers.

These reviews serve the purpose of assessing tenure-track members' progress toward 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, and external reviews are required. The University's procedures for faculty appointment, promotion, and tenure are set forth in Appendix 27.

A timeline of the review cycle at the School-level for full-time faculty may be found in the current School Rules (Appendix 28). Figure 3.3 displays the overall timeline for tenure-track faculty and activities.

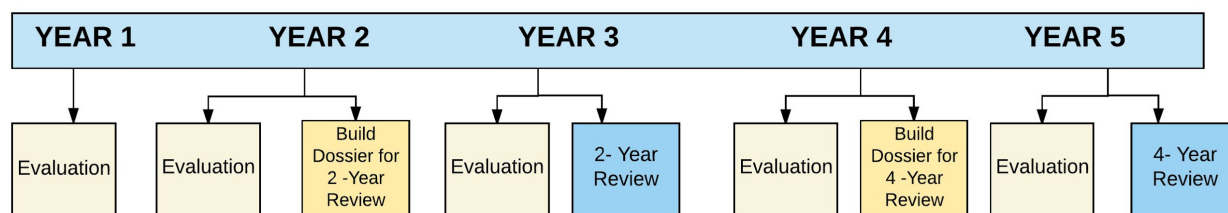


Figure 3.3. School-level Faculty Review Timeline

The Dean evaluates the Director biennially. Procedures for a biennial evaluation of a director or chair by the unit's faculty are typically established at the college level. The SIS Promotion and Tenure committee members gather input from all School faculty and forwards it to the Dean. A full description of this process is outlined in the School Rules (Appendix 28); the University's Governing Regulations GR IX-2 and IX-3 dictate this process.⁵⁵

These efforts toward evaluation at the School-level provide faculty candidates for promotion and tenure with ample time to review all descriptive materials in their dossier before University-level materials are submitted, after which the Associate Provost for Faculty Advancement must approve changes.

The Provost has issued a policy statement regarding the timing of dossier updates,⁵⁶ and further details are also provided in the Provost's annual Promotion and Tenure Memorandum (Appendix 29 provides the most recent version of this memo). The memo contains a timeline for the overall process within that given academic year, and provides guidance on the preparation of review materials, selection of evaluators, solicitation of letters, documentation of the procedural steps, and best practices.

The selection of evaluators and solicitation of letters is handled at the unit-level (or School-level, in the LIS program's case). The Provost's memo offers the "following considerations for the selection of and guidance conveyed to outside evaluators:

- they are recognized experts in their disciplines;
- they are at peer or benchmark research institutions;
- they stand at arms-length from the candidate (e.g., not dissertation advisor or post-doctoral supervisor)."

The educational unit administrator (i.e., the Director of SIS) also provides a letter comprehensively evaluating the candidate.

A relative timeline for the University-level process found in Appendix 27 and discussed in Appendix 29 is provided in figure 3.4:

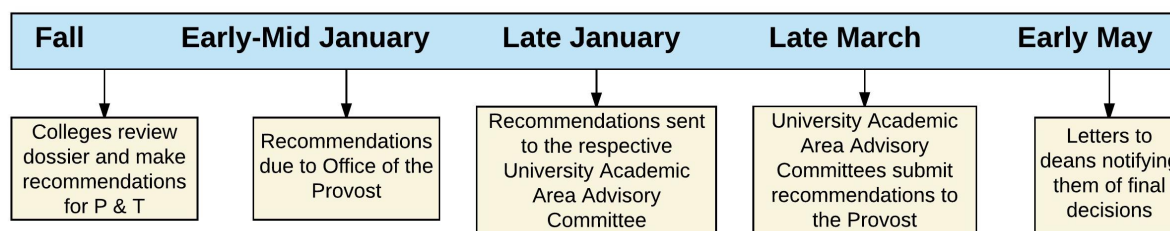


Figure 3.4. University-level Faculty Review Timeline

⁵⁵ "Review of Organization Units and The Chief Administrative Officers, Governing Regulation, Part IX," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/regs/files/gr/gr9.pdf>.

⁵⁶ "Policy on the Inclusion of Unit Statements on Evidences in Promotion and/or Tenure Dossiers," University of Kentucky Office of the Provost, accessed August 1, 2017, http://www.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Statement_on_Evidences_Annual_Memo.pdf.

Teaching Evaluation

Other areas of consideration include indicators of the quality of teaching in the LIS program. 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 2011–2016 semesters between the LIS program, the School, the College, and the University yields the data in table 3.18.

Data in this table are based on University issued Teacher Course Evaluations (TCEs) that are given to all students each semester. Students are heavily encouraged to complete these evaluations, but completion and submission remains optional. The University uses a single format for TCEs, but individual colleges are allowed to add additional questions if they see fit. The College of Communication and Information uses the standard University-issued form. The University has long used a four-point scale in these surveys but moved to a five-point scale before AY 2016-2017. Example evaluation forms appear as Appendix 24.

The Director of the School reviews TCEs each semester, and further discussion with each faculty member occurs during performance reviews. Table 3.18 reports the average scores (rounded to the nearest tenth) for the question about quality of teaching for all faculty for all courses by administrative level.⁵⁷ The faculty of the LIS program have scored consistently well for the last six years, outperforming the University as a whole and scoring on par with the College and with the School as a whole.

Table 3.18. Student Assessment of Overall Quality of Teaching

Year	University of Kentucky	College of Communication and Information	School of Information Science	Library Science
AY 11-12	3.3	3.6	3.4 ^a	3.4
AY 12-13	3.2	3.7	3.4 ^a	3.4
AY 13-14	3.3	3.4	3.5	3.5
AY 14-15	3.3	3.5	3.5	3.4
AY 15-16 ^b	3.3	3.5	3.5	3.5
AY 16-17 ^c	4.2	4.4	4.5	4.4

^a Same as Library Science, as the ICR and ICT programs were not yet part of the School of Information Science.

^b In Summer 2016, the University moved from a 4-point scale to a 5-point scale.

^c AY16-17 does not yet include Summer 2017 data.

Other indicators of excellent teaching include awards for outstanding teaching. Dr. Huber received the College of Communication and Information *Faculty Teaching Excellence Award* in 2011, Dr. Choi received the award in 2015, and Dr. Cahill received the award in 2017. Drs.

⁵⁷ Evaluations for part-time instructors are available on site.

Burns and Cahill each received *A Teacher Who Made a Difference* award from the College of Education in 2015. Dr. Huber also received the Medical Library Association's Lucretia W. McClure Excellence in Education Award in 2016.

Another source of evidence regarding the teaching performance of LIS faculty is the Graduate Survey the program gives to students graduating each semester (Appendix 5). On this survey, students rate a number of aspects of their experience in the program. Six of these items have to do with faculty teaching performance. The program considers 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 3.19 shows that over the five years, faculty received their highest ratings for “knowledgeable about subject” (for which 97.32 percent of students responded all or most) and “fair in grading” (95.23 percent responded all or most). The faculty have done well in “offer good instruction” (90.19 percent responded all or most, which is approximately four percentage points higher than the program’s 2011 Program Presentation), “supportive to students” (88.26 percent of students responded all or most), “easy to contact outside of class” (90.08 percent of students responded all or most), and “good advisors for professional guidance” (74.38 percent of students responded all or most, which is approximately seven percentage points higher than the 2011 Program Presentation). We attribute the higher ratings for advising to new faculty and to increased infrastructural support via staff and faculty (Will Buntin, Heather Burke, Matt Cockerell, and Ashley DeWitt) and technology (particularly the use of Canvas shells for individual faculty’s advising).

Table 3.19. Graduates’ Assessment of Faculty Teaching Performance, 2011-2017

Statements	Proportion of Program Faculty			
	All	Most	Some	None
Offer Good Instruction	21.48%	68.83%	9.69%	0%
Supportive to Students	37.46%	52.25%	9.87%	0.43%
Easy to Contact Outside Class Hours	43.31%	47.92%	8.35%	0.43%
Knowledgeable about Subject	62.63%	34.13%	3.24%	0%
Fair in Grading	50.95%	44.06%	4.99%	0%
Good Advisors for Professional Guidance	31.55%	44.57%	22.40%	1.48%

Source: Graduate Survey, AY 11-12 through AY 16-17

Standard III.10

“The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.”

The results of the annual/biennial performance evaluations and the two-year and four-year dossier reviews are meant to identify areas of strength and in need of improvement for the individual faculty under review. These performance evaluations and dossier reviews include evidence of the quality of teaching, research, and service that students, fellow faculty, and School and College administration provide.

Systematic feedback on these evaluations and dossiers helps improve faculty. For instance, review of TCEs assists the administration in identifying instructors who have not performed well in a given course, which may prompt a change in course assignment. In such a case, the faculty member is moved to a course where they can better succeed and a new instructor is assigned to the course to ensure students receive the best instruction possible. Performance meetings also provide the faculty with an opportunity to discuss teaching preferences, which is one factor in determining teaching assignments. These faculty reviews and evaluations are conducted in one-on-one meetings with the Director, when such meetings involve sensitive information (e.g., annual reviews), and during retreats and meetings when the topics involve more generalized content, advice, and mentorship.

The Planning Committee conducts annual reviews of student exit assessments and alternating annual surveys of employers or alumni. The reviews of these documents reflect the faculty's efforts to deliver a current and relevant curriculum; thus, the faculty spend much time considering the results of these reviews and surveys to help improve, among other things, the quality of their teaching and their advising. For example, the 2015 Alumni Survey (Appendix 13) found that students were only moderately happy with the advising they received. As a result, the faculty requested Canvas shells for advising only. These shells are populated only by each faculty's advisees and allow the faculty member to communicate directly with their advisees.

Evaluations of faculty and faculty accomplishments inform curricular decisions as well: Drs. Joo and Y. Kim, for example, both have research backgrounds in Data Science. They have developed two new courses, LIS 661 Introduction to Data Science and LIS 690 Data Analysis and Visualization. Dr. Choi recently revised the LIS 690 Social Media course given his background in social media and online communities, including his participation in an AY 2015-2016 funded grant proposal on social media marketing in public libraries with Dr. Joo and another colleague in the College, mentioned in section III.2 of this chapter.

A detailed list of individual program faculty and their accomplishments in teaching, research and service is available in the tables in section III.2. Additional details about program changes the faculty have led are available in Appendix 6. The program will continue to rely on these means of faculty evaluations in planning the degree program and constructing solutions to advance program goals and objectives.

Summary and Future Plans

The teaching and research expertise of the faculty provide the necessary support for the program. As shown in Appendix 26, the program's full-time faculty cover all of the major research specialties and most of the minor ones of the ALISE Classification Taxonomy. Furthermore, the program maintains the high percentage of full-time faculty involvement in providing the full-year program curriculum while relying on the contributions of part-time faculty to enrich the variety of courses available. The faculty have actively engaged in diverse research agendas and produced quality publications in various venues. The faculty as a whole have published 125 peer-reviewed articles, including many in top-tier journals, in the last seven years and have acquired a number of awards and grants. Additionally, the faculty have many years of teaching experience in higher education as well as considerable working experience in the field.

The faculty have been active in terms of research and service as evidenced by the quality and quantity of their publications, and their varied involvement in professional communities. In addition, the faculty have already made efforts in interdisciplinary work by collaborating with researchers from diverse disciplines, which will extend the scope of knowledge structure in our field. As with teaching, the full-time faculty have diverse teaching expertise covering the extent of curriculum. The part-time faculty, who bring in many professional experiences, further enrich the program's curriculum. The faculty have also actively adopted new instructional technologies to enhance the quality of instruction and to form learner-centered learning experience.

Moving forward, the program will continue supporting the mentoring program for junior faculty members to ensure retention. The faculty will also continue contributing to the scholarly field in various areas and will produce implications for evidence-based practice in the field. In keeping with the goals and expectations of the University, the faculty will continue exploring opportunities to expand their effort in interdisciplinary research to better survey emerging technologies needed in digital information environments. To better support research activities, the faculty will continue seeking extramural opportunities for research grants. As to teaching, the faculty will regularly review and update courses to reflect up-to-date theories and knowledge as well as emerging technologies. Finally, as the library science field continues to evolve, the LIS program will maintain the goal of attracting and retaining diverse faculty whose research and instruction contributes to preparing information professionals for an ever-changing and diverse information environment.

Chapter 4: Students

Introduction

In developing the University of Kentucky's Master of Science in Library Science (MSLS) degree program, the Library and Information Science (LIS) faculty remain mindful of the various experiences, needs, and characteristics of students as individuals and as a group, while also looking to trends in the field to inform the ongoing development of the program. Providing a supportive and effective educational experience requires that the faculty make decisions and formulate policies and procedures based on an understanding of student needs, the program's goals and objectives, and the results of systematic evaluation. One way in which the program meets students' needs is by providing access to critical information, such as admissions standards, through a variety of channels. Furthermore, the program allows students to construct plans of study supportive of their career goals while also ensuring each student finishes the program with the necessary knowledge and skills to succeed as an information professional. Students may take advantage of opportunities to expand their education through extracurricular activities, including internship opportunities, participation in research, and involvement in student and professional organizations.

One of the most successful opportunities the LIS program has added since the last accreditation cycle is Alternative Spring Break (ASB), which began in Spring 2011 and has run each year since. Through this program, students work with current information professionals at some of the top institutions in the country to put their theoretical knowledge into practice during the University's official spring break week. Students and site supervisors have expressed high satisfaction with the program as evidenced by their feedback. A 2016 participant had this to say: "It is amazing that in only one week's time I received such clarity and learned so many important things that will truly impact my career" (Appendix 31). Furthermore, as one supervisor from the Spring 2017 program stated, "It is a great outreach program and early career opportunity to sample the variety of the library field" (Appendix 31).

The success of that program led to the creation of Lex Week, a program in which students complete a week-long internship with information professionals in the various libraries and information centers on the University's campus in Lexington. The first Lex Week was held in the Spring 2016 semester, and it will return again in the Spring 2018 semester. More information about Alternative Spring Break and Lex Week is available in this chapter as well as in section II.3 in Chapter 2.

The following chapter provides additional details about the faculty's efforts to create an educational program intended to support students and to uphold the program's mission: "We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society."¹

¹ "Vision, Mission, and Objectives," <http://ci.uky.edu/sis/libsci/mission>.

Standard IV.1

“The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives.”

The program's mission provides the foundation for its recruitment, admission, retention, financial aid, career services, and other policies for students. These policies also reflect the aims of the program's goals, including “to recruit, develop, support, and retain a diverse, talented and promising body of faculty, staff, and students,” “to produce competent information professionals who can facilitate the flow of information in a rapidly changing society,” and “to develop further an inclusive culture that fosters effective research, teaching, and learning.”²

Recruitment

The School of Information Science (SIS) takes a multi-faceted, high-touch approach to recruiting in an effort to develop a student body that is ready to face the challenges of graduate-level work and the information professions and that reflects the numerous and variable backgrounds critical to the success of the profession. To support this approach, the School has devoted additional resources to recruitment, including adding three individuals to assist with recruiting, since the last accreditation cycle. A combination of direct and indirect engagement with prospective students allows the School to extend its reach across the United States to find students who have the qualities necessary to become “leaders and change agents in meeting the needs of a diverse and evolving society.”³

In-person efforts

To provide direct interaction with prospective students in Kentucky, the program has exhibited at the following local events:

- Kentucky Library Association/Kentucky Association of School Librarians Annual Joint Conference (KLA/KASL)
- Kentucky Public Library Association Conference (KPLA)
- University of Kentucky Graduate and Professional Showcase

In an effort to expand knowledge of the program outside of Kentucky and attract additional students from a variety of backgrounds and experiences, the LIS program began to recruit outside of Kentucky in 2011 by exhibiting at the Virginia Library Association Annual Conference. A representative of the program continues to exhibit at this event each year.

To increase the visibility of SIS within the profession, the School allocates resources in support of the Association of Information Science and Technology (ASIS&T), iSchools, and Association

² Ibid.

³ Ibid.

for Library and Information Science Education (ALISE) and also sends a representative to exhibit at their respective conferences whenever possible.

The LIS program significantly expanded its recruitment events in 2014 to include the following:

- Georgia Libraries Conference (GLC)⁴
- Indiana Federated Library Association Conference (IFLA)
- National Conference on Undergraduate Research (NCUR)
- Virginia Library Association Professional Associates Forum (VLA PAF)

Staffing an exhibitor table at the NCUR in particular provides the program with an opportunity to recruit outside of more traditional channels, such as library association sponsored events. The program continues to seek out similar opportunities to share information about the field of library and information science with individuals who may not have had much or any interaction with the profession or the program otherwise.

Like the American Library Association (ALA), the program continues to focus attention on recruiting students reflective of the diversity in North American communities. In the School Rules (Appendix 28), the faculty of the School define diversity as “embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community.” As shown in tables 4.4, 4.5, and 4.6, the current student body is diverse in terms of residency, pace through the program, age, and educational and professional backgrounds; that said, the program plans to continue to focus on increasing the gender and ethnic and/or racial diversity of the student body. Like the field as a whole, the program does have challenges to overcome in order to do so.

For instance, as demonstrated in the results from the 2010 Census, Kentucky’s overall population has low ethnic and/or racial diversity, which poses a challenge for recruiting a diverse student body from the local population. That said, Louisville and Lexington are considerably more diverse than the rest of the state, and the program does concentrate effort in recruiting students from these areas. Furthermore, the program also recruits at events in other states with more diverse populations, such as Georgia and Virginia. Appendix 32 provides additional demographic information from the 2010 Census. Nevertheless, recruiting to address the limited diversity of the student body in this area remains a challenge for both this program and the field as a whole. The program will continue to consider other opportunities that could address this issue and to look to other programs and the field for additional innovative practices and approaches.

In addition to attending the annual events outlined above, the program also pursues additional recruitment opportunities as they become available to reach a wider pool of potential applicants. Such opportunities have included the following:

- Kentucky State University Career Fair (2011)
- Joint Conference of Librarians of Color (2012)

⁴ This event was previously know as the Georgia Council of Media Organizations (GaCOMO) Annual Conference.

- Kentucky Teachers Network Career Fair (2014)
- Kentucky Education Television (KET) Multimedia Professional Development Day (2015)
- Midwest Chapter Medical Library Association Conference (2015)
- Innovations for Learning Conference (2016)
- Metro Atlanta Library Association/ Georgia Library Association New Members Roundtable Master's in Library Science (MLS) Program Fair (2016, 2017)
- Presentations for employees of the Louisville Free Public Library system (2014, 2016)

Other in-person or direct recruiting efforts include the program's online information sessions, responses to inquiries made via email and phone, and prospective student visits. Online information sessions are hosted twice each month, with eight sessions each year targeting students at the University of Kentucky with majors or minors in English, History, and Health Sciences as well as individuals in and outside of the institution who are interested in public and school librarianship. The dates and times of all information sessions are shared with library directors, state library association leaders, and across various listservs to reach as many prospective students as possible. During the sessions, prospective students meet synchronously with the Admissions Coordinator via the University's supported video conferencing platform to discuss the program and admissions requirements. Table 4.1 highlights the growth of recruiting activities throughout the accreditation cycle.

Table 4.1. Recruitment Events, 2011-2017

Event	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
International Conferences	-	1	1	1	2	2
National Conferences	-	1	-	1	1	4
State/Regional Conferences	3	3	4	6	7	6
On-campus events	-	-	2	1	1	2
Online Information Sessions	8	8	18	24	24	24
Additional Events	1	1	1	2	3	1
Totals	12	14	26	35	38	39

Other Recruitment Efforts

Additional recruiting avenues allow the program to reach even more potential students who may not be able or inclined to attend the previously mentioned events. The program purchases names from the GRE Search service, which students opt into when signing up for the GRE. When possible, the list of students interested in information professions generated from this service is combined with names from the National Name Exchange. Potential applicants then receive a prospective newsletter series (Appendix 33) through MailChimp⁵ that introduces them to the field, the program, online learning, and other relevant material. Individuals interested in this newsletter series can also sign up for it on the program's website. This newsletter series began in December 2012 and has been updated several times since its inception.

⁵ MailChimp is a software that allows users to automate marketing emails. For additional information see "About MailChimp," MailChimp, accessed September 1, 2017, <https://mailchimp.com/about/>.

The program also sends brochures and other promotional materials to conferences or events that representatives are unable to attend in person. In recent years, the program has sent materials to the Kentucky Association of School Librarians Summer Refresher (2014), Metro Atlanta Library Association/Georgia Library Association New Members Roundtable MLS Program Fair (2015), and the New Mexico Library Association Mini-Conference (2017).

At least every other year if not more frequently, the program also sends e-mails and physical letters to share information about scholarships, online information sessions, and special features of the LIS program, such as the option for School Librarian certification, to relevant groups. During this accreditation cycle, the program has sent emails to public library directors in Kentucky, Virginia, and West Virginia; principals in public and private schools in Kentucky; and directors of library associations in states without accredited programs. In addition to emails, the program has also sent physical letters to superintendents in Kentucky, Virginia, and West Virginia. These mailings help the program reach a broader audience and ensure knowledge of the program is shared with sufficient frequency to combat any issues related to changing personnel in these positions.

These efforts complement the program's reach through Google and other online advertisements and provide another means through which to develop a diverse, talented, and promising student body.

Results and Future Avenues for Recruitment

As table 4.2 demonstrates, this program did experience a significant decline in applications this accreditation cycle, as is reflective of the trend in the field as a whole. However, the number of applications submitted has largely stabilized since Academic Year (YA) 2013-2014.

Table 4.2. Submitted Applications, 2011-2017

Year	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Submitted applications	227	184	126	133	137	124

During this period, the program has also seen a rise in unsubmitted applications. Reviewing the provided information of the prospective students who did not submit their applications indicates that the program has an opportunity to develop a more diverse student body in terms of residency, gender, race, age, and educational background by finding means of prompting all prospective students to submit their applications for consideration.

Recognizing that unanswered questions or difficulty navigating the application portal may present barriers for prospective students, the program started reaching out to applicants proactively beginning with the Spring 2017 application cycle. Once students begin an application, they receive a welcome email from the Admission Coordinator inviting them to reach out if they have questions or concerns. These emails are sent in addition to a series of reminders all applicants receive about upcoming admissions deadlines that begin eight to ten weeks prior to the deadline. One advantage to the additional email is that students are contacted at the beginning of their individual application cycles instead of only as the

application deadlines approach. This allows the Admissions Coordinator to provide more timely and individualized assistance.

As shown in table 4.3, over the last seven years, enrollment in the LIS program, like submitted applications, has experienced a decline. While enrollment did grow modestly between Fall 2014 and Fall 2016, the trend did not continue in the Fall 2017 semester.

Table 4.3. Student Enrollment, 2010-2017

Semester	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Students Enrolled	216	232	250	244	204	212	219	192

Student Body Demographics

As of Spring 2017, the student body of the LIS program was comprised of 216 students. These students range in residency, gender, pace through the program, ethnicity, age, and educational and professional backgrounds. For instance, while many of the students have backgrounds in History, English, Education, and Law, others come from Anthropology, Environmental Engineering, Linguistics, Biology, and Religious Studies. While additional identities and characteristics, such as marital or economic status, are important components of diversity, the University does not collect data in those areas to share with programs. Tables 4.4, 4.5, and 4.6 share demographic data of the student body gathered institutionally and available to the program, and provide a comparison of the student body at the beginning of this accreditation cycle to the current student body. The program plans to continue its efforts to recruit and retain a diverse student body in all areas, but particularly in terms of ethnicity and gender.

Table 4.4. Residency, Gender, and Pace of Enrolled Students, Fall 2011 versus Fall 2017

Semester	Residency			Gender			Pace		
	Resident	Non-Resident	% Resident	Male	Female	% Female	Fulltime	Parttime	% Parttime
Fall 2011	161	71	69.40%	59	173	74.57%	102	130	56.03%
Fall 2017	113	79	58.85%	39	153	79.69%	55	137	71.35%

Table 4.5. Self-Reported Ethnicity of Enrolled Students, Fall 2011 versus Fall 2017

Semester	American Indian/Alaska Native	Asian	Black or African American	Hispanic or Latino	Multiracial	Native Hawaiian or Pacific Islander	White	% White ^a	Unknown/Declined to Respond
Fall 2011	1	1	4	1	2	0	210	95.89%	13
Fall 2017	0	0	4	3	3	0	163	94.21%	19

^a Calculated based on the subtotal of students with a known ethnicity omitting "Unknown/Declined to Respond": 219 for Fall 2011 and 173 for Fall 2017.

Table 4.6. Age of Enrolled Students, Fall 2011 versus Fall 2017

Semester	20-29	30-39	40-49	50-59	60+	% under 30
Fall 2011	137	56	25	13	0	59.31%
Fall 2017	90	64	27	10	1	46.88%

Admissions

In determining the policies used in the admissions process, which the faculty review and update as necessary, the program has a degree of autonomy but must also abide by the policies of the University of Kentucky and the Graduate School.

For instance, the program may set deadlines for admission, but it must ensure that those deadlines do not exceed those the Graduate School sets, namely that all master's program applications must be submitted no later than one month prior to the semester of matriculation.⁶ That said, the program does permit students to begin in the Fall, Spring, or Summer II semesters. This policy allows students to begin the program in the semester best suited to their needs and schedules. For example, students planning to become school librarians often choose to matriculate in the summer as that allows them to begin their coursework at a time when they are not also engaged in teaching.

Similarly, the program's requirement that each applicant submit GRE scores is the result of the combination of program and Graduate School policies.⁷ While the Graduate School permits some programs to waive the GRE score requirement entirely, the master's program in LIS is not one of those programs. For this reason, all applicants must submit GRE scores. The only exemption the Graduate School grants is for students who have earned an academic doctorate. Beyond this waiver, the program also petitions the Graduate School to waive the GRE score requirement for applicants who have completed a Juris Doctor degree, allowing them to submit LSAT scores instead. This policy is meant to show recognition of the academic achievement of such students similar to that afforded students with academic doctorates during the application process.

For all other applicants, the program continues to include GRE scores as part of the admissions criteria because it recognizes the utility of this examination as a standardized means for assessing academic potential. However, given the limitations of what this examination can reveal about an individual student, the program's policy is to review every applicant holistically. GRE scores serve as only one means of assessing an applicant's academic qualifications and determining whether or not to recommend admission. Other required components of the application include a personal statement, three letters of recommendation, a résumé or CV and, for students in the School Librarian program, a current

⁶ "Apply for Admission," University of Kentucky Graduate School, accessed July 19, 2017, <http://www.research.uky.edu/gs/ProspectiveStudents/Admission.html>.

⁷ "Graduate School Bulletin," <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>.

teaching certificate or equivalent. Students are also welcome to submit an explanation regarding GPAs that do not meet the program's stated requirements.

A more comprehensive review of admissions requirements and procedures is available in the discussion in section IV.3.

Retention

The success of a graduate program depends on clear and accessible policies that are communicated effectively, applied consistently, and designed to support both the individual student's needs as well as the program's goals. The program follows a standardized system for monitoring individual student performance and success, but it also responds to students with attention and guidance personalized to their needs whenever possible in order to meet its goal "to... support, and retain a diverse, talented and promising body of...students." As in the case of admission, the faculty review and update retention policies as needed and develop policies in alignment with those of the University and the Graduate School.

The program designs its retention policies in part to help students comply with the program's and Graduate School's academic performance standards, which are intended to develop and maintain an academically strong student body capable of succeeding in the program and in the profession.

The first step in retaining a diverse, talented, and promising student body is admitting students who are capable of success in a graduate program. The admissions standards and criteria described above provide the framework needed to develop a student body that appears capable of that success.

The next step involves providing students with sufficient advising and guidance at the beginning of their time in the program and following up as necessary to ensure they are supported throughout it. Upon admission, students are enrolled in an advising newsletter series sent via MailChimp (Appendix 34). In addition, a member of the Student Affairs staff follows up via email and phone whenever possible to ensure students respond to advising prompts in a timely fashion and that their contact information is current. As part of the advising newsletter series, students share their career goals and interests. A Student Affairs staff member then uses that information to assign students' faculty advisors. Keeping in mind the need to provide balanced advising responsibilities for the faculty, the staff member places students with advisors with similar interests as often as possible. Students may request a new advisor at any point in their course of study.

To ensure students begin the program with a coherent and feasible course of study that will support their career goals, students are ineligible to register for their first semester of classes until they have consulted their advisor and completed a course planning form, or, in the case of School Librarian program students, a curriculum contract (Appendix 17). Students also receive ongoing support through the advising shells set up in Canvas, the University's Learning Management System (LMS). These shells provide a central location for advising activities and serve as a continuously accessible repository for announcements and resources. Students are encouraged to contact their advisors directly at any time throughout the program for additional

guidance. In addition to faculty advisors, students are always welcome to contact other faculty and staff involved in Student Affairs. These individuals serve as ongoing resources for all students throughout their course of study. More detail about the advising process is available in section IV.4.

A final step in retaining students is providing oversight and guidance when students struggle to meet the required level of academic performance. The program holds all students accountable for the general regulations related to academic performance detailed in the University of Kentucky Graduate School's Bulletin.⁸ These policies include academic load, grades and grade point average, scholastic probation, termination, and the repeat option.

To provide guidance to students in a timely manner, a member of the program's Student Affairs staff reviews final grades each semester and then contacts all students receiving grades of C or lower to reiterate the program's relevant policies and procedures, such as the repeat option, which allows graduate students to repeat one class and count only the grade from the second class toward their GPA. While students put on academic probation due to poor performance do receive notification from the Graduate School, the program's Assistant Director also follows up with each student. In either instance, students' advisors are also contacted to ensure all relevant parties have the necessary information and can provide assistance. Advisors may then work on developing a support plan with the student, which can include a limited course load and/or strategies to help the student succeed.

Student retention also requires that the faculty and staff are aware of and recommend campus resources and services when necessary. Additional details about campus services, including the Writing Center and Disability Resource Center, are available in section IV.4.

These retention efforts as well as the program's admissions requirements, which are reviewed in section IV.3, help the program to prepare students for success during their education. A manual review of the 59 students to were admitted and enrolled in Fall 2014 is provided below in table 4.7 and helps to demonstrate the effectiveness of the program's retention efforts. Each column shows how many of the 59 students were enrolled, on leave/inactive, or graduated by the end of that semester. This group of students was selected to show the process over time as sufficient time has passed for most of these students to either have graduated or reached their final few courses in the program.

Table 4.7. Graduation Statistics of Fall 2014 Students

Status	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017
Enrolled	59	56	54	50	32	29	22	13	11	7
On leave/ Inactive	--	3	5	6	8	8	8	8	8	8
Graduated	--	--	--	3	19	22	29	38	40	44

⁸ Ibid.

Thus, of the 59 students who enrolled in Fall 2014, 75 percent have graduated as of December 2017, and 12 percent remain actively enrolled in coursework and should graduate within the next two years. Of the students who began coursework but are not actively enrolled in class, 2 (3 percent of the total) are expected to return to complete their degrees. Thus, the program expects this group of students to have a graduation rate near 90 percent.

Financial Aid

Another way through which the program supports the recruitment and retention of a diverse, talented, and promising student body is through opportunities for financial aid. Funding information is available on the program website.⁹ One advantage the program has in recruiting applicants is the University of Kentucky's policy to charge in-state tuition for students enrolled in all online classes. Prospective students are made aware of this policy throughout the recruitment process.

Outside of the affordability offered by the resident tuition billing rate for students enrolled in all online classes, students are encouraged to apply for fellowships, graduate assistantships, and School-sponsored scholarships as well as to consider other funding opportunities, such as federal financial aid, external scholarships, and part-time employment. The program also supports conference funding for students. Furthermore, students enrolled at the University of Kentucky have access to a financial aid counselor who can assist them with navigating the options available for funding their education.

Fellowships

Most fellowships are awarded centrally through the Graduate School, and applicants compete with students from across the University. Students are encouraged to apply for any fellowships for which they qualify. In the event that more students than may be nominated apply for a given fellowship, the Director reviews the applications and chooses the applicants he feels to be most competitive for consideration at the institutional level. Two students have been awarded Multi-Year Fellowships during this accreditation cycle. This fellowship provides master's-level recipients with a tuition scholarship, healthcare, and a generous stipend for two years.

Assistantships

The program awards graduate assistantships in cooperation with the Graduate School and UK Libraries. The Graduate School determines the number of assistantships the program can offer each year, SIS manages the applications and contracts, and UK Libraries selects its preferred candidates and directly supervises the students. Students selected for full-time assistantships must provide 20 hours of service each week in an on-campus library in exchange for a small stipend, health insurance, and a tuition scholarship. Half-time fellowships require only 10 hours of service and provide half-tuition scholarships.

⁹ "Funding Your Education," University of Kentucky School of Information Science, accessed July 19, 2017, <https://ci.uky.edu/sis/resources/funding>.

In the past, the Graduate School also supported research assistantships for the program; however, due to institutional budgetary constraints and policies enacted in Fall 2014, it no longer funds such positions, focusing instead on supporting only positions that contribute directly to student learning. Currently the only two units on campus that provide assistantships without responsibility to an academic course are the School of Information Science and the Department of Statistics. As mentioned previously, all SIS assistantships are used in support of UK Libraries, and the assistantships for the Department of Statistics are used to staff the Applied Statistics Lab, which provides statistical support and resources for students and faculty.¹⁰

Table 4.8 shows the number of fellowships and assistantships that have supported LIS students during this accreditation cycle. Given that the program's assistantships are limited, students are also encouraged to seek out positions in other units across the University.

Table 4.8. Awarded Fellowships and Assistantships, 2011-2017

Funding Type	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Fellowships	1	-	-	-	-	1
SIS Assistantships	14	13.5	10	10	10	10
Other Unit Assistantships	3	4	2	1	1	1

Scholarships

The program awards academic scholarships each year, several of which, such as the Williena Burdine Broyles Memorial Endowed Scholarship and Hallie Day Blackburn Scholarship, have particular criteria that students must meet in order to be eligible. The criteria and the scholarship application deadlines for the LIS program are available on the funding page of the website.¹¹ Some funds are also specifically set aside in support of students in the School Librarian program. In selecting scholarship recipients, the program assesses the following criteria: strength of application, financial need, academic performance, and any other characteristics needed for a particular scholarship, such as interest in public librarianship or being from one of Kentucky's Appalachian counties. Scholarship funds also support the students selected to participate in the ASB and Lex Week programs, as discussed in section II.3 in Chapter 2.

Students are also encouraged to seek out external scholarship funding. The program posts announcements about external scholarships on the listserv, provides links on the funding page of the website,¹² and lists external funding sources in the Student Handbook¹³ to make

¹⁰ "About the ASL," University of Kentucky College of Arts and Sciences, accessed August 2, 2017, <https://stat.as.uky.edu/overview-asl>.

¹¹ "Funding Your Education," <https://ci.uky.edu/sis/resources/funding>.

¹² Ibid.

¹³ "Student Handbook," University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/students/handbook>.

students aware of opportunities and deadlines. Local support from The Louisville Free Public Library Foundation, the Kentucky Library Association (KLA), and Kentucky Association of School Librarians (KASL) has helped many students in the program finance their education.

For instance, the Louisville Free Public Library Foundation established a scholarship program in 1999 to support employees as they completed their MSLS degrees.¹⁴ This program provided students with funds to cover tuition and other educational expenses on a semester-by-semester basis. Between 2013 and 2015, this program supported more than a dozen students in the LIS program at the University of Kentucky. At this time, the scholarship program has been suspended; however, students do have an opportunity to seek funding through the Friends of the Louisville Public Library,¹⁵ though this funding is more modest than that offered through the Louisville Free Public Library Foundation.

KLA also provides significant assistance to the program's students. For example, KLA awarded eight scholarships for AY 2016-2017; all recipients were students in the LIS program at the University of Kentucky (Appendix 35). Additional support for students in the School Librarian program residing in central Kentucky is available through the Central Kentucky Association of School Librarians. Students have also received national awards, such as ALA's Century Scholarship (2013-2014) and Spectrum Scholarship (2016-2017) and the Association of Research Libraries (ARL) Career Enhancement Program Fellowship (2016).

Additionally, the program encourages students presenting at conferences to apply for funding to help offset the cost of their participation in the event. Students attending but not presenting at conferences may also apply for funding, but preference is given to those presenting. Similar to scholarship funding, the program also posts external conference funding opportunities on the listserv. Several students have been awarded scholarships and awards in support of conference attendance, such as the Midwest MLA Student Outreach Award (2013 and 2014) and the Association of College & Research Libraries (ACRL) Conference Scholarship (2017).

Table 4.9 outlines the School's financial contributions for travel and scholarships for LIS students, rounded to the nearest whole number. During the process of gathering this data, it became apparent that the financial reporting system for the University is not designed to generate reports with more than this level of specificity. Manual review of the records reveals that the program's financial support was at least equal to the amounts provided below, though it may have been greater. To provide more accurate and comprehensive reporting of financial support for students in the future, the program will begin keeping more detailed internal records to complement the records available in the financial reporting system.

¹⁴ "Librarian Scholarships," The Library Foundation, accessed July 19, 2017, <http://www.lfpplfoundation.org/librarian-scholarships/>.

¹⁵ "Sara Bein Scholarship," Friends of the Louisville Free Public Library, accessed July 19, 2017, <http://www.friendsofthelfpl.org/scholarship.html>.

Table 4.9. School-sponsored Funding, 2011-2017

Funding Type	AY 11-12	AY 12-13 ^a	AY 13-14	AY 14-15 ^a	AY 15-16	AY 16-17
Travel	\$2,200	\$2,759	\$1,633	\$468	\$845	\$250
Scholarships	\$25,789	\$22,350	\$10,250	\$25,418	\$17,750	\$17,500

^a Two grants from the UK Women & Philanthropy Network (\$10,000 in 2012-2013 and \$14,315 in 2014) supplemented funding for the Alternative Spring Break program.

This School-sponsored support for LIS students is available in large part due to restricted gifts, but additional funds, such as those provided by the UK Women & Philanthropy Network in AY 12-13 and AY 14-15 or the School's general operating fund, may also be used to provide student scholarships and travel funding when available. To ensure funding is available for future students, the School is mindful of its use of restricted gifts. Chapter 5 provides additional details about annual giving (see section V.6) as well as University-sponsored support of students by means of the tuition scholarships provided to graduate assistants, teaching assistants, and resident advisors (see table 5.3 in section V.2).

Career Services

In addition to sharing job search resources on the website, the program uses a listserv to share job announcements, professional events, and other activities such as webinars with current students and alumni. Members of the listserv are also encouraged to post individual announcements. At this time, the program's resources are insufficient to support a dedicated placement center. However, the University of Kentucky is home to the James W. Stuckert Career Center, which provides many online resources the program's students can access.¹⁶ The LIS program's student organizations also support professional activities and events, such as résumé workshops and panels on interviewing and alternative careers, in which faculty and staff often participate. Furthermore, faculty have the opportunity to provide résumé feedback during the final exit requirement review process. A member of the Student Affairs staff also serves as a facilitator between students and site supervisors and provides guidance about the internship process as needed for students completing the LIS 672 Practicum course, which allows students to complete internships for degree credit.

Even though the program does not have the resources to provide formal career placement, the Alumni Survey results compiled in tables 4.10 and 4.11 demonstrate that graduates between 2011 and 2016 who completed the survey have had increased success in finding employment following graduation, particularly in terms of holding full-time, professional positions and working in the field.

¹⁶ "James W. Stuckert Career Center," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/careercenter/welcome>.

Table 4.10. Alumni Employment Rates^a

		2012	2014	2016
Status	Employed	23	105	78
	Unemployed	0	4	3
	% Employed	100% (n=23)	96.33% (n=109)	96.29% (n=81)
Hours	Full-time	15	81	63
	Part-time	8	22	15
	% Full-time	65.21% (n=23)	78.64% (n=103)	80.77% (n=78)
Level	Professional	9	61	53
	Faculty	4	15	-
	Paraprofessional	2	12	17
	Other	8	15	-
	% Professional	39.13% (n=23)	59.22 % (n=103)	75.71% (n=70)

Source: Alumni Survey

^aResults filtered to show only graduates from 2011-2016.Table 4.11. Alumni Employment in Information Organizations^a

Information Organization	2012 (n=23)	2014 (n=110)	2016 (n=81)
School Library	2	5	7
Public Library	4	32	29
Academic Library	7	24	9
Special Library	0	5	6
Medical Library	0	0	4
Government	0	0	4
Other LIS position	0	2	10
Subtotal	13	68	69
% Employed in Information Organizations	56.52%	61.82%	85.18%

Source: Alumni Survey

^aResults filtered to show only graduates from 2011-2016.

Standard IV.2

“Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement 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 program demonstrates that it has procedures to support these policies.”

In keeping with the goals “to recruit, develop, support, and retain a diverse, talented and promising body of faculty, staff, and students” and “to produce competent information professionals who can facilitate the flow of information in a rapidly changing society,” the program is committed to providing access to the information that students and the general public need. To meet their needs, the program shares information across a variety of channels, including the school’s website, student handbook, social media accounts, email and listservs, web conferencing events, and LMS.

Website

To provide convenient and continuous access, the program houses most information on its website: <http://ci.uky.edu/sis/>. In 2015, the website underwent a complete overhaul due to institutional changes in content management themes and branding. The program took advantage of this time to update the navigation and content of the site as well as the aesthetics to provide a better experience for users. The program updates the website whenever necessary to keep the information current and accurate.

Information regarding the program’s progress toward achievement of program goals and objectives is available on the Assessment page, which contains the previous accreditation reports, biennial narratives, and institutional program data.¹⁷ Students and the general public also have access to general information about the program,¹⁸ admissions requirements,¹⁹ degree requirements,²⁰ faculty information,²¹ descriptions of curricula,²² financial aid,²³ and criteria for evaluating student performance²⁴ through the website. Information about job

¹⁷ “Assessment,” <https://ci.uky.edu/sis/assessment>.

¹⁸ “Library Science,” University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/libsci>.

¹⁹ “Admissions,” University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/libsci/admissions>.

²⁰ “Degree Requirements,” University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/libsci/degree>.

²¹ “Directory,” University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/directory>.

²² “Course Catalog,” University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/resources/catalog>.

²³ “Funding Your Education,” <https://ci.uky.edu/sis/resources/funding>.

²⁴ “The LIS Portfolio,” University of Kentucky School of Information Science, accessed July 19, 2017, <http://ci.uky.edu/sis/lisportfolio>.

seeking, which was previously housed on the website itself, is now contained in a LibGuide²⁵ accessible from the website.

Student handbook

The information most relevant to current and prospective students is also provided in a more consolidated form in the Student Handbook.²⁶ The handbook, which is housed on the website, discusses registration, withdrawal, incomplete grades, admissions, deferment, tuition, orientation, program requirements, graduation procedures, transfer credits, cognate classes, GPA requirements, leaves of absence, dismissal, extracurricular opportunities, and funding and employment. The program updates the handbook at the beginning of each academic year.

Social media

SIS currently maintains accounts on several platforms to reach its students, alumni, and the general public in other communication spaces. Facebook²⁷ and Twitter²⁸ remain the School's main platforms for disseminating information through social media, but the School does have a presence on Instagram,²⁹ Pinterest,³⁰ Tumblr,³¹ YouTube,³² and LinkedIn³³ as well. The School recently consolidated its handle, ukinfosci, across its main accounts to promote ease of use and brand recognition. Through these accounts, the School can share announcements, relevant news articles, and reminders across the programs, thereby keeping the current students, alumni, and general public up to date with the actions and activities of the various programs within the School. For instance, posts at the beginning of each semester redirect LIS students to an announcement hosted on the website that reminds them of program deadlines, policies, and requirements.

Email and Listserv

Due to the online nature of the program, most communication with students is handled through email, particularly listservs. The program shares information with prospective students through a new student prospective newsletter series sent via email through MailChimp (Appendix 33).

²⁵ "Resources for MSLS Students: Finding a Library Job," University of Kentucky Libraries, accessed July 19, 2017, <http://libguides.uky.edu/c.php?g=507654&p=3473470>.

²⁶ "Student Handbook," <http://ci.uky.edu/sis/students/handbook>.

²⁷ "UK School of Information Science," Facebook, accessed July 19, 2017, <https://www.facebook.com/ukinfosci>.

²⁸ "UK Info. Science," Twitter, accessed July 19, 2017, <https://twitter.com/ukinfosci>.

²⁹ "School of Information Science," Instagram, accessed July 19, 2017, <https://www.instagram.com/ukinfosci/>.

³⁰ "UK Information Science," Pinterest, accessed July 19, 2017, <http://www.pinterest.com/ukinfosci>.

³¹ "UK School of Information Science," Tumblr, accessed July 19, 2017, <http://ukinfosci.tumblr.com>.

³² "UK Information Science," YouTube, accessed July 19, 2017, <https://www.youtube.com/user/UKSLIS>.

³³ "University of Kentucky School of Information Science," LinkedIn, accessed July 19, 2017, <https://www.linkedin.com/edu/school?id=177014>.

The program also uses email is also used to share the newsletter advising series, which is also managed through MailChimp (Appendix 34).

The program's listserv allows current students and alumni to remain up to date on course offerings, deadlines, degree requirements, job postings, scholarships and other funding opportunities, program news, and upcoming conferences and professional events. For instance, at the beginning of each semester, students receive an email through the listserv reminding them of critical deadlines for adding and dropping classes as well as other events throughout the semester. The listserv is an invaluable communication tool, especially when used in combination with the website, Canvas advising shells, and social media accounts. New students receive instructions to add themselves to the listserv during the advising process as well as in several of the core classes. Alumni may remain on the listserv to take advantage of the job and other postings and to share information that would be helpful for current students.

Web conferencing events

Given that the majority of the LIS students cannot attend activities hosted in Lexington, the program uses web conferencing platforms to ensure these students can also participate in and benefit from those activities. Prior to the University moving to Zoom in 2016, Adobe Connect served as the web conferencing platform. The program has used both platforms to provide synchronous access as well as recordings of events, which are accessible via the School's YouTube account.³⁴ The transition to Zoom has provided more consistent access and more robust sharing tools.

These services allow the program to reach students regardless of their ability to attend any given event in person. They also provide the program with a means to share information with prospective students through online information sessions, which occur twice each month.

Learning Management Systems

A final means of information sharing for current students occurs through the University's LMS. The University officially moved from the Blackboard LMS to the Canvas LMS in 2016. Much like the transition to Zoom for web conferencing, the move to Canvas has provided students with a more consistently accessible and easy-to-use platform.

To capitalize on these features and provide another central hub of contact, the program established advising shells for each of the faculty advisors in Canvas. These shells allow advisors and advisees to have a shared space for communication and information sharing. Materials in the advising shells are updated as needed to keep them current and accurate. Individual academic course shells also allow students to have constant access to course materials, grades, and feedback. Canvas also provides multiple means of contact for both students and instructors through the internal messaging service, announcements, and discussion boards.

³⁴ "UK Information Science," <https://www.youtube.com/user/UKSLIS>.

Print materials

To assist in information sharing at in-person recruiting events, the program creates and provides print materials, including flyers and brochures (Appendix 33). These materials are also available for on campus students in the reception area within the School of Information Science as well as lobby just outside of it on the third floor of the Lucille Little Fine Arts Library. The program also shares print materials it receives from the American Library Association and other organizations and institutions in these spaces.

Standard IV.3

“Standards for admission are applied consistently. Students admitted to the 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 the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.”

While prospective students find specific instructions for the admissions process on the program's website³⁵ and more general instructions on the Graduate School's website,³⁶ they complete the application externally via the ApplyYourself portal.³⁷ The Graduate School's adoption of ApplyYourself in 2014 greatly streamlined the graduate admissions process. Students now submit only one application, which both the program and the Graduate School can access for review.

As noted previously, the program shares responsibility for the admission process and standards with the Graduate School. The Graduate School sets and maintains minimum requirements for admission, finalizes and issues admissions decisions, determines residency, and collects and houses any required documents, such as transcripts and GRE scores. The program sets additional requirements for admission, recommends admissions decisions, and routes any misdirected documents to the Graduate School.

Requirements

The Graduate School's admissions standards are shared on its website³⁸ and are as follows:

- Bachelor's degree from an accredited institution
- GPA on 4.0 scale for undergraduate work
- GPA on 4.0 scale for graduate work

³⁵ “Admissions,” <http://ci.uky.edu/sis/libsci/admissions>.

³⁶ “The Graduate School,” University of Kentucky, accessed July 19, 2017, <http://www.gradschool.uky.edu>.

³⁷ “Online Application Login,” ApplyYourself, accessed July 19, 2017, https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=ukgrad.

³⁸ “Apply for Admission,” University of Kentucky Graduate School, accessed July 19, 2017, <http://www.research.uky.edu/gs/ProspectiveStudents/Admission.html>.

To ensure applications are assessed on the basis of academic, intellectual, and other relevant criteria and to support the program's goals "to produce competent information professionals who can facilitate the flow of information in a rapidly changing society" and "to recruit, develop, support, and retain a diverse, talented and promising body of faculty, staff, and students," the program's admissions requirements, which are also available on its website,³⁹ are as follows:

- Transcripts confirming an earned bachelor's degree from an accredited institution with a GPA \geq 3.0 on a 4.0 scale
- Transcripts confirming a GPA \geq 3.0 on a 4.0 scale for any graduate work, if applicable
- GRE scores
- Current: Verbal \geq 150, AND either Quantitative \geq 140 or Analytical Writing \geq 4.0
- Pre-2011: Verbal \geq 450, AND either Quantitative \geq 400 or Analytical Writing \geq 4.0
- A valid teaching certificate, Teacher Internship Statement of Eligibility, or equivalent for applicants seeking to join the School Librarian program to ensure necessary credentials for certification
- A personal statement to allow the program to gauge the intellectual interests of the students and assess their potential fit within the program
- Three recommendations to provide the program with additional information on an applicant's preparedness both for graduate level work and a career in the information professions
- A résumé or curriculum vitae relating relevant experience that would help the student succeed in graduate-level course work and the profession.

Applicants may also choose to include any of the following supplemental materials if they feel they will add to their application:

- Writing sample
- Additional explanation related to academic performance and preparedness in the case of applicants whose GPAs do not meet the stated minimum requirements.

Waivers

As per the Graduate School's Bulletin,⁴⁰ the program waives the GRE requirement for students who have earned a Ph.D. Beyond this waiver, the program also petitions for a waiver of this requirement to be granted to students who have completed a Juris Doctor (J.D.) and can submit LSAT scores.

Application Review

When the application is complete, the Admissions Coordinator routes the application to the Assistant Director to begin the review process. The number of reviewers and duration of the internal review depend on the strength and competitiveness of the application.

³⁹ "Admissions," <http://ci.uky.edu/sis/libsci/admissions>.

⁴⁰ "Graduate School Bulletin," <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>.

To ensure an equitable and fair review, the logic presented in figure 4.1 is applied to admissions recommendations provided the applicant's personal statement and recommendations indicate that they will be a good fit within the overall LIS program:

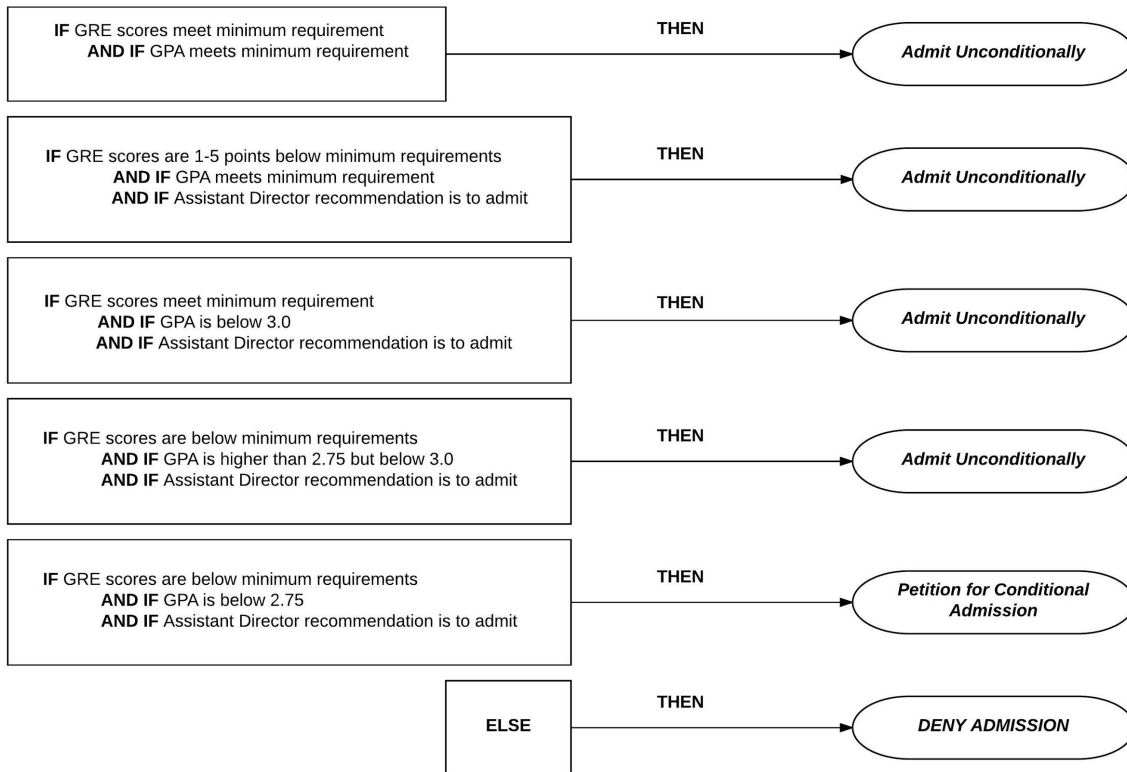


Figure 4.1. Admissions Decisions Logic

At the end of the internal review process, the reviewers reach an admission recommendation--admit, admit conditionally, petition to admit conditionally, or deny admission--which the Assistant Director submits to the Graduate School through the online application system.

The Graduate School admission staff then review the application to ensure it meets the Graduate School's requirements and consider the program's admission recommendation. An admission staff member then officially admits or denies admission to the applicant and attaches a decision letter to the application.

Post-Baccalaureate Admission

In the event that prospective students are unable to meet the requirements for regular admission, the program suggests they consider submitting a post-baccalaureate application if they would like to begin taking classes while they address the issues preventing them from fulfilling the LIS program admission requirements. Students admitted in post-baccalaureate status are admitted to the Graduate School only. They have no official standing in the LIS program until they are admitted as master's students.

Beginning coursework in post-baccalaureate status is an appealing option for students for a variety of reasons. In many cases, students who seek post-baccalaureate admission are unable to take the GRE by the deadline for admission to the LIS program and need more time to schedule and complete the exam. In other cases, students with lower undergraduate GPAs want to demonstrate their ability to succeed in graduate-level courses before applying to the LIS program.

Provided they earn a grade of B or better, students taking classes in post-baccalaureate status are permitted to complete and count up to 9 hours of LIS coursework toward their master's degree. The option for beginning coursework in post-baccalaureate status has helped students begin pursuing their goal of becoming information professionals while providing additional time to take the GRE, demonstrate academic potential, or address any other issues before submitting their complete application for the master's program.

Admission

The admissions criteria and process have provided the program with the necessary framework to develop and maintain a body of students who have the interest, skills, and potential critical for success in the program and the information professions. Table 4.12 relays the mean undergraduate GPA and GRE scores for admitted students since the previous accreditation review. With the exception of the mean Analytical Writing score for AY 12-13, the admitted students have met or exceeded the requirements for admission in these areas each academic year.

Table 4.12. Mean Undergraduate GPA and GRE Scores for Admitted Students, 2011-2017

Academic Year	GPA	GRE Verbal ^a	GRE Quantitative ^a	GRE Analytical Writing
AY 11-12	3.37	154	144	4.15
AY 12-13	3.46	155	145	3.93
AY 13-14	3.36	154	146	4.14
AY 14-15	3.40	154	146	4.00
AY 15-16	3.40	156	146	4.03
AY 16-17	3.46	156	146	4.03

^a Pre-2011 GRE scores were converted to the current scoring system using the GRE concordance tables⁴¹ to provide more direct comparison across semesters.

Time to Degree

Given that the majority of students take courses on a part-time basis, most students graduate within two to four years after matriculation. In keeping with the retention statistics provided in table 4.7, the program looked at the time to degree for students who first enrolled in classes in

⁴¹ "Concordance Information," Electronic Testing Service Graduate Record Examination, accessed July 19, 2017, https://www.ets.org/s/gre/pdf/concordance_information.pdf.

Fall 2014 as these students are currently within that period. Of the 59 students who began classes in Fall 2014, the 44 who have graduated or will graduate in Fall 2017 have taken an average of 27.8 months to complete their degrees, which is consistent with the average of 27.6 months that the AY 2016-2017 program graduates reported on the Graduate Survey (see Appendix 5). The 7 students who began classes in Fall 2014 and are still actively enrolled in coursework have completed an average of 25 of the required 36 hours, and all should graduate within the next 6 to 24 months based on their current course completion rates. Thus, these students are on track to continue the trend of graduating within four years of beginning coursework.

Standard IV.4

“Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.”

Coherent Plan of Study

To assess how well the program supports students’ needs, goals, and aspirations, alumni are asked to complete surveys. These formal feedback mechanisms suggest that students have a positive experience in the program and feel prepared for their professional careers. Table 2.5 in Chapter 2 provides the results of the last three alumni surveys, which indicate that the program steadily continues to improve its ability to provide a program that allows students “to plan a coherent course of study” in support of their individual goals. The program continues to work on developing a course catalog that meets students’ specialization and professional needs. Additional discussion of courses can be found in sections II.2 and II.3 of Chapter 2.

The options for completing concurrent degrees and cognate courses can also assist students in developing a coherent plan of study.

Concurrent Degrees

If the Directors of Graduate Studies for two programs agree, students may pursue a concurrent degree option and share up to 9 hours of coursework between the two programs. This option is available to both campus-based and online students. Students seeking concurrent programs that are offered entirely online have had increasing opportunities to do so during this accreditation cycle as the University has approved additional online graduate-level programs.⁴² Historical data for the number of concurrent students is not available, but the program does currently have one student pursuing dual degrees in History and Library Science. Moreover,

⁴² “Fully Online Programs,” University of Kentucky UK Online, accessed July 19, 2017, <http://www.uky.edu/ukonline/fully-online-programs>; only the graduate certificate in Historical Preservation is noted as being offered fully online on the College of Design’s website, though the University’s Distance Program webpage lists the Master’s degree in Historical Preservation as being online as well. See “Historic Preservation Curriculum,” College of Design, accessed July 19, 2017, <http://design.uky.edu/historic-preservation-curriculum/>.

several prospective students have expressed their interest in this option in the last year. Additional information about concurrent degrees is available in section II.3 in Chapter 2.

Cognate Courses

Students may also take coursework outside of the LIS program after consultation with their advisor and the Director of Graduate Studies. For the LIS program, students may take up to six hours in cognate courses. While the Graduate School permits up to twelve hours of cognate coursework, SIS limits the number of cognate hours to six to ensure students have the necessary coursework within the field to be successful professionals.

Like the concurrent degree option, online cognate courses are limited because the majority of graduate-level classes at the University of Kentucky are only offered in a face-to-face format. That said, some students have taken courses in fields such as English, Sociology, and Education that have counted toward their MSLS degrees.

Feedback

Advising

Students receive feedback regarding their achievements from their academic advisors, instructors, and from the SIS office. The advising procedures in place are designed to support the need for systematic evaluation of student achievement. Students are required to consult their advisors prior to their first semester and are strongly encouraged to continue meeting with their advisors at least one each subsequent semester, if not more frequently. During the initial meeting, advisors often direct students to the academic concentrations webpage,⁴³ which lists the recommended courses for each of the program's concentrations. Once students have determined the plan that will suit their needs and goals best, they and their advisors complete and submit a course planning form (Appendix 17).

As noted in section III.7 in Chapter 3, the program's rolling admissions policy renders tracking exact advising statistics difficult as students matriculate and graduate each semester, including summer. Despite this challenge and the ability of students to change advisors and concentration areas in the program during their tenure, the School ensures that current program students are consistently served formally by a faculty advisor and informally by Student Affairs staff in order to provide the most thorough support possible.

All advisors have open office hours and will schedule meetings outside of those times when necessary. Meetings can take place in person, over the phone, via video conferencing services, or by email. Topics of discussion include course planning and registration, progress toward degree, professional aspirations, etc. Students also work with their faculty advisors during the construction of their exit requirement. Advisors provide draft feedback and are also one of the required readers for the final submission. Commenting on the draft provides students with

⁴³ "Academic Concentrations," <http://ci.uky.edu/sis/libsci/concentrations>.

individual feedback, while assessing the final submission provides invaluable information about both the student's individual performance as well as the program's effectiveness.

The SIS office, particularly the members of the Student Affairs staff, the Assistant Director, and the Admissions Coordinator, also serve as informal advisors. These individuals assist students with questions regarding planning and registration, progress toward degree, graduation procedures, and other logistical concerns, such as paperwork for practicums, independent studies, repeat options, leaves of absence, etc. The Admissions Coordinator and members of the Student Affairs staff also support students by providing an orientation as they enter the program.

Each August, the program hosts an orientation event on campus prior to the start of the fall semester to provide an introduction to the program and expectations for its students. This orientation complements the advising students receive from their faculty advisors. Since 2014, this event has been streamed live via either Adobe Connect or Zoom and recorded. The recording and presentation slides are made available after the orientation for all students on the School's website and through a direct email to newly admitted students. Once the presentation video and slides have been made available, the program asks students to provide feedback about orientation; a discussion of that feedback and changes made as a result is available in section I.V of Chapter 1.

The fall orientation event is open to all students who matriculated that calendar year. In the spring, the program shares the recording and presentation with the incoming students through direct email. The 2017 New Student Orientation recording and presentation are currently available on the 'recent news' section of the School's website to promote ease of access.⁴⁴ Table 4.13 provides information regarding new student attendance for the orientations held since 2014. Attendance statistics for previous orientations were not kept.

Table 4.13. New Student Orientation Attendance, 2014-2017

Attendance Type	2014	2015	2016	2017 ^a
In-person	33	26	18	12
Online	5	-- ^b	4	7

^a In 2017, the School offered its first joint orientation. LIS and ICT master's students participated in a combined morning session before having program-specific sections after lunch. Of the 12 students who attended in person, 9 were from the LIS program. Of the 7 students who attended online, 4 were from the LIS program.

^b Data for online participants for the 2015 orientation is not available.

All faculty and staff are encouraged to attend the orientation. Speakers include alumni, current students, and professionals in the field. Officers from the student organizations also share information about their groups, and they plan and host an afternoon activity for students who would like to participate.

⁴⁴ "Fall 2017 Combined LIS & ICT Master's Orientation," University of Kentucky School of Information Science, accessed August 25, 2017, <https://ci.uky.edu/sis/blog/fall-2017-combined-lis-ict-masters-orientation>.

By providing students with multiple avenues through which to receive feedback, the program supports the need for students to have access to continuing and multifaceted guidance. Students are able to provide feedback on their advising experiences through the exit surveys they complete. This feedback has prompted the program to make several changes to advising during this accreditation cycle; section IV.6 provides a more detailed discussion of student assessment of advising and resultant changes.

Course-level feedback

Instructors provide immediate feedback to students on their performance in individual courses. The form feedback takes depends both on the instructor and the assignment, but the Canvas LMS provides means for making comments directly on documents as well as grading with rubrics that can also include comments. Instructors also provide feedback in-person or virtually during office hours and meetings.

All grades for coursework follow the Graduate School's grading scale,⁴⁵ which allows instructors to assign an A, B, C, or E. Students must maintain a GPA ≥ 3.0 to remain in the program and to be eligible for graduation once they complete the degree requirements. Instructors are required to specify the means of assessment and grading scale on their syllabuses. Other required components for syllabuses relevant to student evaluation include the University's policies on academic integrity and accommodations as well as services available to Distance Learners.

In the case of the LIS 672 Practicum course, students receive feedback both from their academic advisors, who serve as the instructors of record for the course, as well as from their site supervisors. Taking into consideration the supervisor's feedback and the student's final project, the advisor assigns the final grade for the course. Students also submit a self-evaluation. This process is outlined in the learning contract for the course (Appendix 19). School Librarian program students completing the LIS 676 School Media Practicum course also develop their practicum experiences in cooperation with their faculty advisor. Again, course assessment is shared between the site supervisors and instructors of record, with the latter determining and assigning the final course grade.

Students seeking to appeal either individual assignment or final course grades must first contact the instructor of record. If the students wish to escalate the dispute, they must then contact the Assistant Director or Director of the School. If students are not satisfied with the response at the unit level, they may bring their concern to the Academic Ombud, who determines if the case has merit. Students may appeal the Ombud's decision by writing to the University Appeals Board. All grade appeals must be made within 180 days.⁴⁶ Additional details about student grade appeals are available in the University Senate Rules S.R. 6.1.0 and S.R. 6.2.0.⁴⁷

⁴⁵ "Graduate School Bulletin," <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>.

⁴⁶ "Grade/Appeal Policies," University of Kentucky Academic Ombud Services, accessed July 19, 2017, <https://www.uky.edu/ombud/grade-appeal-policies>.

⁴⁷ "University Senate," University of Kentucky, accessed July 19, 2017, <https://www.uky.edu/universitysenate/>.

Additional Guidance

Beyond the means of receiving feedback outlined above, students also have access to other resources that can provide guidance during their education, some of which have been mentioned previously in this and other chapters.

Student Resources

Several of these resources are the result of previous and current student efforts. For example, a student-maintained LibGuide is linked on the SIS website to provide current students with another resource for academic and career advice.⁴⁸ An LIS student created this guide in Fall 2016. A second LibGuide serves as an access point for information about the Library and Information Science Student Organization (LISSO) and its activities, though it also contains other helpful information for students.⁴⁹ A different LIS student created this LibGuide in Summer 2016.

Additionally, the UK ALA student chapter began a student mentorship program in 2012. Returning students volunteered to be paired with new students to provide guidance for a semester. The chapter assigned new pairs each semester but encouraged students to maintain contact with their mentor/mentees. The program ran from Fall 2012-Spring 2016, at which point student interest was not sufficient to sustain the program. At its height in AY 2013-2014, more than 40 students participated in the program. Currently, the student mentorship program is inactive due to lack of interest after AY 15-16; however, the UK ALA student chapter advisor is working with the current officers to review the program, gauge interest, and determine how to proceed with regard to student mentorship in the future.

Campus Resources

In the event that a student's needs are beyond the capabilities or training of the academic advisor or program administrators, the program may refer the student to other resources. Students are also introduced to many of these resources through class syllabuses and the Student Handbook.⁵⁰

Academic

Academic Ombud⁵¹

Students experiencing academic issues or conflicts that cannot be resolved within the administrative structure of the program are directed to the Office of Academic Ombud Services.

⁴⁸ "Resources for MSLS Students," <http://libguides.uky.edu/c.php?g=507654&p=3473460>.

⁴⁹ "LISSO: Library and Information Science Student Organization," University of Kentucky Libraries, accessed July 19, 2017, <http://libguides.uky.edu/c.php?g=520775&p=3561275>.

⁵⁰ "Student Handbook," <http://ci.uky.edu/sis/students/handbook>.

⁵¹ "Academic Ombud Services," University of Kentucky, accessed July 19, 2017, <https://www.uky.edu/Ombud/>.

Canvas/Blackboard⁵²

As of June 1, 2016, the University officially moved from using Blackboard as its LMS to Canvas. Student feedback across the University about the switch to Canvas has been largely positive. Both systems allow students to access their grades in each course, which helps students assess their performance and progress toward degree.

Career Center⁵³

While the James W. Stuckert Career Center limits some programming or support programs to undergraduate students, students in the master's program can take advantage of the many online resources available through the center's website for career development and planning.

Disability Resource Center⁵⁴

The Disability Resource Center provides services to all University students as well as resources for students, faculty, and staff. Both on-campus and distance students can receive support from the center through services, such as providing access to alternative texts, and academic accommodations, such as extended time for examinations.

Distance Learning Library Services⁵⁵

The full-time Distance Librarian staffs the Distance Learning Library and assists students and faculty who participate in UK Online (distance education) classes in determining how to access and use the materials available in the University's library collection. The goal of the Distance Learning Library Services is to ensure students in UK Online programs and classes are provided with the same quality of services and access to materials as their on-campus counterparts.

McConnell Collection for the Study of Youth Literature⁵⁶

Located in the SIS office suite on the 3rd floor of the Lucille Little Fine Arts Library Building, the McConnell Collection, which was established in 1983 as the Center for the Study of Children's Literature, is a non-circulating collection of books intended for children, teens, and young adults. This collection supports teaching, learning, and research on both current and historical literature.

myUK⁵⁷

Students have access to their current transcript and cumulative GPA through the myUK portal, which also houses their financial aid information as well as the course planning and registration

⁵² "Canvas Sign In," University of Kentucky, accessed July 19, 2017, <http://uk.instructure.com/>.

⁵³ "James W. Stuckert Career Center," <http://www.uky.edu/careercenter/>.

⁵⁴ "Disability Resource Center," University of Kentucky, accessed July 19, 2017, <https://www.uky.edu/DisabilityResourceCenter/>.

⁵⁵ "Distance Learning Library Services," University of Kentucky Libraries, accessed July 19, 2017, <http://libraries.uky.edu/DLLS>.

⁵⁶ "The McConnell Collection for the Study of Youth Literature," University of Kentucky School of Information Science, accessed July 19, 2017, <https://ci.uky.edu/sis/mcconnell>.

⁵⁷ "myUK," University of Kentucky, accessed July 19, 2017, <http://myuk.uky.edu/>.

system. The program worked with the Graduate School on the myUK Graduation Planning System (GPS) program meant to improve the degree audit available to students, which helps them to make informed choices to meet their degree completion goals.

Presentation U!⁵⁸

The creation of Presentation U! occurred as part of the University's Quality Enhancement Plan. The goal of the service is to provide tutoring and other support for students and faculty as they use written, oral, and visual communication. Students can make in-person or online tutoring appointments and access resources on the website.

UK Online⁵⁹

UK Online, a website the Office of eLearning⁶⁰ maintains, provides information about online programs as well as resources for prospective and current students and faculty. Resources for students include links to the Disability Resource Center, Distance Learning Library Services, and financial aid information.

UK Software Downloads⁶¹

By logging in with their university credentials, students have access to free or discounted software programs, including Microsoft Office and Adobe Creative Cloud. The site supports software for both PC and Mac computers.

Veteran's Center⁶²

Veterans enrolled in the program can contact the University of Kentucky Veterans Resource Center for ongoing support and assistance, including help with G.I. benefits and transitioning from service to education. The Veteran's Center also provides mental wellness services.

Writing Center⁶³

Students needing additional guidance to develop written and oral communication skills can work with consultants at the Robert E. Hemenway Writing Center. Both online and face-to-face assistance is available to all students, faculty, and staff of the University of Kentucky.

⁵⁸ "Presentation U!," <https://www.uky.edu/presentationU/>.

⁵⁹ "UK Online," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/ukonline/>.

⁶⁰ "Office of eLearning," <https://www.uky.edu/elearning/>.

⁶¹ "UK Software Downloads," University of Kentucky, accessed July 19, 2017, <https://download.uky.edu>.

⁶² "Veterans Resource Center," University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/Veterans/>.

⁶³ "The Robert E. Hemenway Writing Center," University of Kentucky College of Arts and Sciences, accessed July 19, 2017 <https://wrd.as.uky.edu/writing-center>.

Mental and Physical Wellness

Community of Concern⁶⁴

According to its website, the UK Community of Concern is an “online resource and reporting system. This office is part of the University’s commitment to proactively addressing issues of concern involving our students and/or employees. Our paramount concern is maintaining the safety of all members of the University community.”⁶⁵ This new campus-wide system provides more comprehensive assistance for students who are experiencing issues impacting their ability to succeed at the institution or in their personal lives. The Community of Concern web portal allows UK community members to report matters of concern to a group of campus safety bodies including the Office of Institutional Equity and Equal Opportunity, the Academic Ombud, UK Police, UK Counseling Center, and others.

Counseling Center⁶⁶

Students who need psychological counseling or support can contact the University of Kentucky Counseling Center, which provides daily and emergency assistance. On-campus students have access to all services. Online students do not have access to some campus-based services due to their locations and issues with the clinicians practicing outside state lines. That said, the clinicians can help online students find care in their areas, and all students have access to the after hours clinician as well as the resources on the Counseling Center website.

Office of LGBTQ* Resources⁶⁷

According to their website, this office “is the central hub for accessing information, groups, and services related to diverse sexual orientations and gender identities.”⁶⁸ Faculty, students, staff, and alumni are able and encouraged to take advantage of the resources and services the Office can provide, which helps support both the School’s and University’s goals relating to diversity.

University Health Services⁶⁹

On-campus students, who are required to pay the student health fee, have access to primary care as well as services such as nutritional and behavioral health services. The University Health Services website also contains valuable information on a variety of health topics that is also accessible to online students.

⁶⁴ “Community of Concern,” <http://www.uky.edu/concern/>.

⁶⁵ Ibid.

⁶⁶ “University of Kentucky Counseling Center,” University of Kentucky, accessed July 19, 2017, <http://www.uky.edu/counselingcenter/>.

⁶⁷ “Office of LGBTQ* Resources,” University of Kentucky, accessed July 19, 2017, <https://www.uky.edu/lgbtq/>.

⁶⁸ Ibid.

⁶⁹ “University Health Service,” University of Kentucky, accessed July 19, 2017, <http://ukhealthcare.uky.edu/uhs/>.

The Violence Intervention and Prevention (VIP) Center provides valuable online resources for students who have experienced violence, know others who have experienced it, or would like to take an active role in providing support for those who have.

Standard IV.5

“The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

- IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;
- IV.5.2 Participate in research;
- IV.5.3 Receive academic and career advisement and consultation;
- IV.5.4 Receive support services as needed;
- IV.5.5 Form student organizations;
- IV.5.6 Participate in professional organizations.”

The program is committed to providing students with a range of opportunities to participate in and contribute to a total learning experience. Students provide feedback on the overall quality of their program experience in the Graduate Survey (Appendix 5). As shown in table 4.14, throughout this accreditation cycle, most students have indicated that they have a good or very good experience in the program.

Table 4.14. Graduates’ Perception of Program Experience Quality

Scale: 1= Very poor; 5= Very good	AY11-12 (n=50)	AY12-13 (n=41)	AY13-14 (n=61)	AY14-15 (n=39)	AY15-16 (n=48)	AY 16-17 (n=33)
Overall quality of your program experience	4.24	4.42	4.33	4.05	4.25	4.36

Source: Graduate Survey

IV.5.1 Policy Development

Students can “participate in the formulation, modification, and implementation of policies affecting academic and student affairs” in several ways. Providing feedback on the Graduate and Alumni Surveys allows students to give anonymous feedback that can contribute to the modification of policies. For instance, student feedback on the Graduate Survey regarding advising led the program to institute both the required initial meeting between new students and their faculty advisor and the creation and revision of the course planning form. Students can also provide more direct feedback by participating in smaller scale initiatives, such as the Online Learning Survey (Appendix 36) conducted in 2015 which helped the program assess the

⁷⁰ “Violence Intervention and Prevention Center,” University of Kentucky, accessed July 19, 2017, <https://www.uky.edu/vipcenter/>.

strengths and weaknesses of the online learning environment, and the Elective Survey (Appendix 37) in 2017, which collected the suggestions of recent alumni and current students regarding future elective offerings in the program. A final avenue through which students can contribute to the total learning experience in terms of policy formulation, modification, and implementation is through participation as a member of program committees. Interested students can serve as student representatives on the Planning and Curriculum Committees. These students provide a valued and much-needed perspective as the faculty continue to assess the program and seek means for improving it. Policies are detailed in the Student Handbook⁷¹ which is available on the School's website. Changes in degree requirements or exit procedures are also reported to students via the email list. Course additions, description changes, and other course-related data is provided in the bulletin prepared by the UK Registrar.⁷²

IV.5.2 Research

Students seeking to “participate in research” can do so through both self-directed study and in cooperation with the faculty. LIS 695 Independent Study allows students to earn 3.0 credit hours toward the degree by designing and completing a directed study in a subject or problem of interest to them under the supervision of a member of the full-time faculty. Traditionally, an independent study culminates in a research paper. However, students can and do pursue a variety of creative final deliverables for their independent study including film, informative websites/blog projects, and resource guides using multimedia content. Table 2.10 in section II.3 of Chapter 2 provides the number of students who have enrolled in independent studies during this accreditation cycle.

Students seeking more formal collaboration outside of coursework are encouraged to approach faculty whose research interests align with their own to collaborate on research projects. Faculty are supportive of working with students, as shown in table 4.15. Since 2011, seven of the current faculty have completed or initiated thirteen projects with twelve different students in the program. The projects range from conference presentations to published articles, including “The Current State of Library Open Source Software Research: A Descriptive Literature and Classification,” a Library Hi-Tech article published in 2014 that earned Dr. Namjoo Choi and student Aaron Palmer one of the 2015 Library Hi-Tech Commended Paper awards.⁷³

⁷¹ “Student Handbook,” <http://ci.uky.edu/sis/students/handbook>.

⁷² “Bulletin/Course Catalog,” University of Kentucky, accessed November 30, 2017, <http://www.uky.edu/registrar/bulletin-course-catalog>.

⁷³ “Choi and Palmer receive 2015 Highly Commended Paper award from Library Hi-Tech,” University of Kentucky School of Information Science, accessed September 1, 2017, <https://ci.uky.edu/sis/blog/choi-and-palmer-receive-2015-highly-commended-paper-award-library-hi-tech>.

Table 4.15. Student and Current Full-time Faculty Collaborative Projects

Year	Projects	No. Faculty Involved	No. Students Involved
2011	1	1	5
2012	-	-	-
2013	1	1	1
2014	3	2	2
2015	-	-	-
2016	2	2	3
2017	1	2	1
Ongoing	5	5	4

The program also encourages students to present their research at conferences. While statistics are not kept for student presentations as students are not required to report this information to the program, some information is known based on faculty and program presence at events. For instance, many students presenting their research do so at local events, such as the annual conferences of KLA, KASL, KPLA, and the Kentucky Special Library Association. However, the program has also had students present outside of Kentucky at events such as the Rutgers University iSchool Research Invitational, the Library Orientation Exchange (LOEX) annual conference, and the Art Libraries Association of North America (ARLIS/na) annual conference.

IV.5.3 Advisement and consultation

As discussed in detail in section IV.4, students receive academic advisement and consultation from their assigned academic advisors, as well as the Assistant Director, Admissions Coordinator, and members of the Student Affairs staff as needed. These individuals can also provide basic career advisement and consultation as well. Students also have the opportunity to provide feedback about academic advisement through completion of the Graduates Survey.

IV.5.4 Support services

Section IV.4 also discusses the support services available to students, which include the Writing Center, Disability Resource Center, Counseling Center, Veterans Resource Center, etc.

IV.5.5 Student organizations

The program currently has three active student organizations: LISSO, UK ALA, and SLA Student Chapter. Currently, these associations offer some events separately, but they also

often work in tandem to make the most of their resources. The organizations are not currently required to report membership or event attendance statistics to the program.

LISSEO, or the Library and Information Science Student Organization, is the social organization for the program. All students automatically belong to this organization upon enrollment in classes.

UK ALA is the American Library Association student chapter for the program. The chapter had been inactive for some time before students brought it back in 2011. The chapter elects new leadership at the end of each academic year. All students are eligible to participate in UK ALA events, but chapter officers must be current members of ALA.

The Special Library Association Student Chapter, or SLA, was very active between 2011-2013; however, due to a lack of student interest, the chapter was largely inactive until interested students revived it in 2015. All students are eligible to participate in SLA Student Chapter events, but chapter officers must be current members of SLA.

The program had a student chapter of the Society of American Archivists until 2014, when interest and participation declined and the chapter leaders and advisor decided to disband the group.

The student groups host a variety of opportunities for both on-campus and off-campus students. Activities for the last several years have included participation in the new student orientation event, a student mentorship program, a canned food drive (with options for on campus and online participation), facility tours of local library and information centers, and professional development events (such as résumé workshops, interviewing techniques, etc.). Other events include bake sales and campus cleaning programs to raise funds. Two of the most recent additions to the student organizations' activities are the Student Conference, which began in 2014, and service to The Pride Library, which began in 2016.

Officers from the student organizations coordinate and host the Student Conference to provide LIS program students with an opportunity to present their work. The Fall 2016 Student Conference had ten participants who presented posters on topics ranging from the information seeking needs and behaviors of physicians to sensitivity training for academic librarians to serve individuals with Autism Spectrum Disorder.⁷⁴ Two students also presented, to the full audience, a session on the changing nature of reference work. The presentations are currently available on the University's institutional repository, UKnowledge.⁷⁵ During the 2017 Student Conference, held on November 12, six students, including one distance student, presented their research to approximately 20 attendees, including faculty members, practicing information professionals, and current students. The students also organized a panel of information professionals to share career advice. This panel session was recorded and made

⁷⁴ "Library Science Student Conference Hits Record Numbers," University of Kentucky School of Information Science, accessed July 19, 2017, <https://ci.uky.edu/sis/blog/library-science-student-conference-hits-record-numbers>.

⁷⁵ "LIS Student Conference," University of Kentucky UKnowledge, accessed July 19, 2017, <http://uknowledge.uky.edu/lissc/>.

available on the School's YouTube channel for students unable to attend the conference in person or virtually.⁷⁶

The Pride Library is a service offered by the Pride Community Services Organization (PCSO) in Lexington.⁷⁷ The collection consists of about two thousand items, including adult, young adult, and children's fiction and nonfiction books as well as media in the form of DVDs, VHS, CDs, and cassettes. LIS student volunteers helped to create a taxonomy and labeling system for cataloging and shelving. They also process new donations, determine which items will be included in the collection, and catalog them appropriately in Library Thing.⁷⁸ The student volunteers have also made readers' advisory bookmarks on various genres in the collection, including horror, sci-fi, and romance. Most recently, they re-shelved biographies about transgender individuals to house that part of the collection together with a shelf label to promote ease of access. The students also added spine labels to other books about transgender people and posted signs describing these books to draw awareness to more marginalized groups with the LGBTQ community. Their current project involves adding tags to the audiovisual collection, which is currently only tagged by genre.⁷⁹ The students hope to include identities, location, and subgenres to provide even more nuanced access to the materials.

IV.5.6 Professional organizations

Students receive encouragement to participate in professional organizations and activities throughout their time in the program. The UK ALA and SLA student chapter officers are required to be active members of their respective organizations, and these students encourage their peers to join as well. The program sends additional announcements about professional memberships, particularly those highlighting special student rates or opportunities, via the listserv.

The program also encourages students to attend professional events such as conferences, as discussed in section II.3 of Chapter 2. To support this attendance, the program provides opportunities for students to volunteer time in exchange for reimbursement of conference registration fees and for students to travel as a group to events, as was the case for the 2013 Kentucky Library Legislative Day and 2014 Kentucky Library Association/Kentucky Association of School Librarians annual conference. The program also nominates one student each year to participate in the ALA-Student-to-Staff program, which provides an excellent opportunity to gain valuable insight into the work and priorities of the students' assigned units and to interact with current professionals and leaders in the field. The students have represented the UK LIS

⁷⁶ "SIS Student Conference Career Advice Panel," UK Information Science, November 14, 2017, <https://youtu.be/GfYGrpgYzn8>.

⁷⁷ "Pride Library," Pride Community Services Organization, accessed November 28, 2017, http://www.pcsoky.org/site/?page_id=856.

⁷⁸ Pride Community Services Organization, Pride Library Catalog, *Library Thing*, accessed December 1, 2017, <http://www.librarything.com/catalog/GLSO>.

⁷⁹ Pride Community Services Organization, "AV Collecton," *Google Drive*, accessed December 1, 2017, <https://docs.google.com/spreadsheets/d/14Y-ur84H3ZMUm22XEGVRxOd1SH2bpBx0dw-M-Ec3GDo/edit#gid=745377721>

program every year between 2012-2017 except for one, when the selected participant had to withdraw due to an unforeseen conflict.

Additional support is available to students presenting at conferences to encourage that level of participation. Specific information about the program's financial contributions to supporting student participation in professional organizations is available in section IV.1.

Standard IV.6

"The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the 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."

In addition to the discussions faculty and staff have about academic and administrative policies during meetings, retreats, and regular conversation, the program also relies on feedback from students in the Alumni and Graduate Surveys to determine the effectiveness of policies. Responses from the surveys shown in table 4.16 suggest that alumni feel the overall quality of the support services and advising is sufficient but improvements could provide a higher quality of support. Responses from the Graduate surveys shown in table 4.17 indicate a similar trend in regard to advising; respondents were asked to rate how well they felt their advisor provided the listed guidance.

Table 4.16. Alumni Assessment of Administrative and Academic Support

Rank the following from low (1) to high (5)	2012 (n=23) ^a	2014 (n=96) ^a	2016 (n=75) ^a
The quality of School support services (admissions)	4.30	4.11	3.86
The quality of School support services (academic advisory)	3.85	3.76	3.50
The quality of my faculty advisor.	3.85	3.94	3.64

Source: Alumni Survey

^aResults filtered to show only graduates from 2011-2016.

Table 4.17. Graduates' Assessment of Academic Advising

Scale: 1 = Strongly disagree; 5 = strongly agree.	AY 11-12 (n=50)	AY 12-13 (n=41)	AY 13-14 (n=61)	AY 14-15 (n=39)	AY 15-16 (n=48)	AY 16-17 (n=33)
Planning my classes	3.48	3.48	3.60	3.05	3.81	4.16
Succeeding in the SLIS program	3.97	3.82	3.54	3.33	3.93	4.31
Understanding University procedures	3.92	3.80	3.54	3.03	3.67	4.39
Preparing for an LIS career	3.81	3.81	3.56	3.18	3.81	4.27

Source: Graduate Survey

While the responses on the survey do not specify which aspects of the support services students found to be in need of attention, the faculty and staff have identified areas in which they feel improvements are possible. For instance, the program is already taking steps to address disconnects in the admissions process by contacting applicants sooner to provide better ongoing support. Likewise, to provide a better advising experience, the program developed advising shells for each faculty member in the Canvas LMS in Spring 2016 to provide students and faculty with a central hub for advising activities. One student indicated approval of this change in the comments section of question 19 of the AY 2015-2016 Graduate Survey: “The idea of having an advising section on Canvas is good-this should of [sic] happened on Blackboard” (Appendix 5).

Additional changes include updates to the course planning form to reflect changes in required classes and to improve the functionality of the form (Spring 2017) and the use and subsequent revisions of the new student advising newsletter series (begun in Summer 2013 and updated as necessary). The faculty will continue to assess the academic and administrative policies in place to ensure they support students throughout the program and will discuss additional means of improving the program’s performance in these areas.

The program also uses data from these surveys to assess the curriculum and student learning outcomes. Additional details about the assessment mechanism used and the resultant changes made in response to data and feedback are available in sections IV.7 and IV.8 of this document as well as sections I.1.3 in Chapter 1 and II.5 in Chapter 2.

Standard IV.7

“The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.”

The program has procedures and performance measures in place for ongoing student learning assessment. Table 4.18 identifies the direct and indirect measures used to evaluate student learning outcomes and individual student learning.

Table 4.18. Direct and Indirect Measures of Student Learning

Measures	Student learning outcomes	Individual student learning
Direct	<ul style="list-style-type: none"> Exit requirement student learning outcomes assessment OTIS data for School Librarian student certification portfolios 	<ul style="list-style-type: none"> Graded assignments Final course grades Practicum supervisor survey data Exit requirement student learning outcomes assessment OTIS data for School Librarian student certification portfolios PRAXIS scores for School Librarian students

Measures	Student learning outcomes	Individual student learning
Indirect	<ul style="list-style-type: none"> Graduate Survey data Alumni Survey data Employer Survey data 	<ul style="list-style-type: none"> Graduate Survey data Alumni Survey data Practicum self-evaluation Alternative Spring Break and Lex Week reflections/survey Alumni achievements/awards Teacher course evaluations Exit portfolio personal statement

The program assesses student learning outcomes and individual student learning by asking faculty members, staff, practicum supervisors, employers, External Advisory Council members, alumni, and students to constructively assess student performance and achievement in relation to each of the stated learning outcomes. Some of this data is gathered through formal surveys, which capture the feedback of recent graduates, alumni, and employers. Additional feedback mechanisms, such as the External Advisory Council meeting, course evaluations, and exit requirements, gather data from other constituents including current students.

The LIS faculty meet monthly and use the results of these evaluations to identify areas of improvement; standing or ad-hoc committees may then be responsible for developing plans to address those areas and bringing those plans before the full faculty for approval prior to implementation. The reports of these committees and the faculty meeting minutes provide documentation of this on-going decision making and evaluation process. Additional details about the planning process and means of evaluation are available in section I.1 of Chapter 1.

A more detailed description of the review process, main evaluation mechanisms, and examples of how they have been used for program improvement is included below.

Mechanisms

Exit requirement assessment

Students who matriculated prior to Fall 2011 completed the Comprehensive Examination in which they selected three of five questions to demonstrate their mastery. Due to challenges with the assessment of the Comprehensive Examination, the program developed the Portfolio exit requirement effective Fall 2011; the Portfolio attempted to showcase the collective knowledge and experience students acquired during their time in the program and provided a more complete means of assessing individual student learning and the student learning outcomes that the Comprehensive Examination. Thus, between Fall 2011 and Summer 2017, the major summative assessment in place for students was the exit portfolio. Issues the faculty identified in the Portfolio during this period led to the development of the Exit Assessment, which became the program's exit requirement effective Fall 2017. Additional details regarding the shift from the Portfolio to the Exit Assessment are available in the Introduction of this document.

The Portfolio and Exit Assessment are completed inside the University's LMS to protect students' privacy and provide a centralized area for exit requirement activities. A learning outcomes essay is the main component of both the Portfolio and Exit Assessment, though the structure and required elements have been modified for the Exit Assessment. In either case, students organize part of the narrative around each of the program learning outcomes and use the essay to reflect holistically on their educational attainment across the program.

For the purpose of determining whether or not a student has successfully passed the exit requirement, two faculty members, the individual student's faculty advisor and another randomly assigned faculty member, assess the learning outcomes essay to determine if the content sufficiently explains how that student has gained competence in each student learning outcome. Each faculty member assigns either result of Pass or Fail to the submission. If faculty members disagree or both assign a Fail, the three faculty members of the Final Exam Committee review the submission and assign the final result of either Pass or Fail.

From a program assessment standpoint, the learning outcomes essay demonstrates the extent to which students are able to articulate and demonstrate their accomplishments in the areas of each of the learning outcomes. To assess program learning outcome mastery, the faculty use standardized rubrics while reviewing the learning outcomes essays. Prior to AY 2017-2018, the three faculty members of each year's Planning Committee completed this analysis on a randomly selected subset of the exit requirement submissions from the previous Summer, Spring, and Fall semesters. Beginning in AY 2017-2018, both faculty reviewers assigned to each exit requirement submission will assess the learning outcomes essay using the new standardized rubrics (see the 2017 LIS Program Assessment Process document in Appendix 2), thereby providing data for all student submissions for the purpose of program learning outcome assessment. Data from an initial review of the Fall 2017 Exit Assessment learning outcomes essays will be available on site in January.

During the initial years of this assessment in AY 2011-2012 and AY 2012-2013, interrater reliability issues resulted in data of little use for program learning outcomes assessment. Nevertheless, as discussed in the 2014 Biennial Narrative (see Appendix 4), the testing of a new rubric in Spring 2013 did result in positive changes to the assessment rubric for the exit requirement as well as to the instructions for students, which went into effect for Fall 2014 graduates. More specifically, the rubric moved from a pass/fail scale to a numerical system, and instructions for students provided more guidance about structure for the essay and connections between the course assignments and learning outcomes.

Program learning outcome analyses for the learning outcomes essays are available in Appendix 9. In the AY 2015-2016 Program Learning Outcome Essays Analysis, the three faculty raters had strong or almost perfect agreement in their assessments of the majority of the learning outcomes and related sub-outcomes. This trend continued in the AY 2016-2017 Program Learning Outcome Essays Analysis, though the agreement between raters was less strong in the AY 2017-2018 Program Learning Outcome Essays Analysis. Nevertheless, these results demonstrate that the faculty have made progress in addressing the interrater reliability issues that impacted the initial year of assessment for the exit requirement.

The results from the more recent reports support the changes the program has made to the core classes and exit requirement. For instance the AY 2015-2016 Program Learning Outcome

Essays Analysis recommended that “Faculty should finish work on revising the core courses and seek to rigorize students’ two weakest areas: organization of recorded knowledge and information and reference and user services.” The current versions of LIS 601 and 601, which were first offered in Fall 2017, addressed these issues by attempting to provide more explicit connections between the concepts of information organization and seeking. The faculty’s decision to move to the current Exit Assessment with the revised learning outcomes essay responds to the recommendation from the AY 2015-2016 report that “Faculty should design a learning outcomes project that functions as a better instrument for measuring the “now” student that is, the student’s progress from the start of the program to the end.” The current learning outcomes essay in the Exit Assessment, which went into effect in Fall 2017, requires students to reflect on their level of mastery at the beginning of the program, after completing the required core classes, and at the end of the program. Finally, the challenges and difficulties the program has experienced in attempting to assess the 9 learning outcomes with their 39 associated sub-outcomes in combination with the feedback received from the University’s Office of Planning and Institutional Effectiveness prompted the program to consider streamlining the program learning outcomes.

Sections I.1.1 and I.1.2 provide additional details about the change in exit requirements as well as the timeline of assessment activities related to them. In sum, yearly analysis of the learning outcomes essay allows the program (1) to determine how well students are able to demonstrate that they are achieving mastery for each student learning outcome and (2) to identify any learning outcomes that are not met consistently to provide evidence for curricular and programmatic review.

Certification portfolio assessment

Students in the School Librarian program submit an additional certification portfolio as part of the required 676 School Media Practicum course. Within this portfolio, students demonstrate mastery of the ALA/AASL Standards for Initial Preparation of School Librarians (2010) and the advanced level indicators of the Kentucky Teachers Standards. The ALA/AASL Standards document includes rubrics for each of the standards, and School Librarian program faculty use these rubrics to assess the extent to which the student-selected artifacts demonstrate mastery of the ALA/AASL Standards. Since the 2013-2014 academic year, the certification portfolio has been compiled and housed in the UK Open Tools for Instructional Support (OTIS) online portfolio system. Within OTIS, faculty can examine certification portfolio assessment data at the student level with overall scores and sub scores for each candidate. Additionally, aggregated data can inform program development in low performing areas. As conveyed in Appendix 44 collectively, students meet target expectations across the five ALA/AASL Standards.

Prior to the School Librarian Program Advisory Board meeting in June 2015, program faculty examined the aggregate data from OTIS (see Appendix 44) and noted the score for Standard 4: Advocacy and Leadership was still within the target range but lower than the students’ other scores. To address this concern, the faculty revised LIS 647 Current Trends in School Media Centers and integrated an advocacy component into the Current Trends Presentation assignment and added a Persuasive Presentation assignment. Additionally, faculty now encourage students to re-purpose the Current Trends Presentation assignment by presenting it

at a professional conference: three groups of students presented variations of their Current Trends presentations at the 2017 Kentucky Library Association/Kentucky Association of School Librarians' Joint Conference. Section II.5 of Chapter 2 provides additional information about the School Librarian program portfolio.

Praxis scores

School Librarian students are also required to take the Praxis II Library Media Specialist examination⁸⁰ and earn a score of at least 156 to be eligible for certification in Kentucky. Based on teacher preparation standards the American Association for School Librarians (AASL) created, the test includes 120 multiple choice questions covering the following aspects of school librarianship: program administration, collection development, information access and delivery, learning and teaching, professional development, leadership, and advocacy. If specific content areas consistently appear as weaker areas, the faculty can revise the curriculum to address these areas. Otherwise, faculty can refer to the expectations set forth by the Commonwealth of Kentucky and the school library Specialized Professional Associations (SPA) to better program development by adjusting the curriculum in specific classes. In the case of the LIS program, students during this accreditation cycle have all earned passing Praxis scores, and in most cases scores well above 156, indicating that the program is providing students with opportunities to develop mastery in the areas covered in the exam (see Appendix 44). For this reason, the Praxis score data has not provided the main impetus for changes to the School Librarian program curriculum or the overall program.

Surveys

The Assistant Director or the Admissions Coordinator sends the Graduate Survey to the students who will graduate each semester. The Assistant Director prepares a report for the faculty prior to the fall faculty retreat. To streamline data collection and processing, the program administers these surveys through SurveyMonkey. The results from the Graduate Survey provide a measure of students' perceived mastery of the learning outcomes and help the program to identify areas of strength as well as those in need of improvement in the curriculum. Each survey asks the graduates to rate their mastery on each of the program learning outcomes. The results of this survey, in combination with feedback from other mechanisms, have resulted in changes to the core curriculum to provide better foundations for students to begin building mastery of the program learning outcomes. For instance, the question related to students' perceived ability "to be a good manager" on the surveys distributed between AY11-12 and AY 15-16 indicated that many students did not feel as prepared in this area as in others. This feedback, as well as that from the Employer Survey and External Advisory Council, led to modification of the LIS 603 course.

The LIS Planning Committee administers the Alumni and Employer Surveys biennially during alternating years. The Planning Committee analyzes and summarizes data and prepares a report for the faculty in the spring. Feedback from the Employer survey led to the inclusion of more opportunities for students to develop communication and leadership skills in LIS 603

⁸⁰ "The Praxis Test," Electronic Testing Service Praxis, accessed July 19, 2017, <https://www.ets.org/praxis>.

Management in Information Organizations to address perceived weakness in this area of learning.

For practicum experiences, students complete a reflection and self-evaluation while site supervisors for practicum experiences complete a survey at the end of the semester. As of Fall 2015, the self-evaluation and survey moved online to Survey Monkey to promote easier completion and data analysis. While these mechanisms are invaluable for assessing individual student learning, they also allow the program to gather feedback used to improve the overall practicum experience. For instance, in response to student reflections and evaluations and supervisor feedback, the faculty developed a new Learning contract and practicum evaluation form in AY 14-15 to make the expectations for the course more transparent for students, faculty advisors, and site supervisors. Supervisor evaluations for practicum students from 2014-2017 are available as Appendix 45 (evaluations earlier than this are kept on file in students' physical records on site.) Fall 2017 practicum supervisor evaluations will not be available until after December 15, 2017.

Given the utility of the practicum supervisor survey, the program decided to add a survey component to the Alternative Spring Break experience as well beginning with the 2017 program. The results of the survey are available in Appendix 31. As indicated in the introduction for this chapter, supervisors were pleased with the work students completed. One supervisor commented, "The ASB students from UK are typically some of the most engaged and eager interns we have all year. Overall, our experience has been great and the program seems well organized and beneficial for everyone involved." Moving forward, the survey will again be shared with all supervisors from each year's Alternative Spring Break program and may be modified to gather additional feedback related to student learning performance and the program overall to provide data for evaluation.

External Advisory Council Feedback

The External Advisory Council convenes annually during the fall semester. The Council members review the results of the program's assessment and planning described above and help to set goals for the coming year. Their feedback provides an additional means for evaluating the program as well as developing strategies to address any shortcomings and capitalize on strengths. For instance, feedback from the Fall 2015 External Advisory Council meeting introduced the need for increased opportunities for student development of communication and leadership skills in LIS 603 Management in Information Organization. As discussed above, the Employer Survey offered additional support for that feedback, and the faculty updated the course to address those issues in response.

Program Planning and Assessment Processes

Additional details about the program's planning and assessment processes are available in section I.1 of Chapter 1. For the purpose of this chapter, the most important activities to develop, review, and assess policies, procedures, and data related to students are the fall program and curriculum retreats, monthly LIS program faculty meetings, committee meetings, and the final spring LIS program faculty meeting.

At the beginning of each academic year during the fall program and curriculum retreats, the faculty review the past year's data and reports to identify priorities for programmatic review and/or revision. Based on the data and the recommendation of the Curriculum Committee, goals are set for curricular evaluation and revision for the coming year.

Monthly LIS program faculty meetings provide an opportunity for committees to report their progress on meeting goals and to discuss issues that arise during the implementation of activities and changes related to those goals.

Standing committees, such as the Curriculum and Planning Committees, meet during the academic year to discuss priorities and make progress toward goals related to students. Ad-hoc committees, such as the committee that began discussing possible forms for a new exit requirement in AY 2016-2017, meet as necessary to work on their assigned responsibilities.

To wrap up each academic year, the final spring faculty meeting provides an opportunity for the committees to submit reports on their activities and for the faculty to begin outlining goals and issues to address in the upcoming academic year. The reports, in addition to the data reports generated throughout the year, help the faculty to assess the progress the program has made on meeting the annual goals generated in the fall program and curriculum retreats. The minutes of this meeting serve as a final report on the planning process and its outcomes for the year.

Beginning in January 2018, the School will also have a Director of Assessment, Dr. Jessalyn Vallade (Assistant Professor, ICR) whose duties will include directing ongoing assessment measures for faculty across programs.

Standard IV.8

"The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future."

The following evidence demonstrates how the faculty uses the regular evaluation of student learning outcomes and individual student learning to improve the program and plan for the future.

Learning Outcomes

Since the last accreditation cycle, the program revised the learning outcomes twice. During AY 2011-2012, the program responded to feedback from ALA and constituents concerns about the learning outcomes. As noted in the Planning Committee Report from AY 2011-2012 (Appendix 9) and 2012 Biennial Narrative (Appendix 4), the faculty aligned the student learning outcomes to the ALA competencies and developed outcomes that were both clear and measurable with the help of the University of Kentucky Center for the Enhancement of Learning and Teaching (CELT).

After reviewing the results from final portfolio assessment for several semesters after the previous revision, the faculty determined that the outcomes needed additional revision in AY

2015-2016 for several reasons. The number of outcomes was unwieldy both for the students addressing them and the faculty assessing them, and students consistently failed to address some outcomes, which provided little to no content for the faculty to assess for either individual student learning or program goals. Keeping in mind informal student feedback and faculty concerns, the revisions to the learning outcomes during AY 2015-2016 were meant to align the outcomes with the new program goals and to provide the foundation for developing clearer tools for ongoing assessment, as noted in the Planning Committee report from AY 2015-2016 (Appendix 9). The faculty developed the new learning outcomes over the course of several months and sought feedback from the External Advisory Council before adopting them officially.

Exit Requirement

Updates made to the outcomes necessitated revision of the exit requirement and evaluation mechanisms as well. Each year, the faculty have modified these elements based on feedback from the program's constituents. In some years, the modifications were minor, such as clarifying the submission process, while in others the modifications resulted in significant changes, such as the restructuring of the assessment process.

In AY 2011-2012, the program revised the portfolio exit requirement and created a rubric for assessment to ensure those elements matched the new learning outcomes. As noted in the AY 2011-2012 Planning Committee report (Appendix 9), the 2012 Biennial Narrative (Appendix 4), as well as the Employer, Alumni, and Graduate surveys (Appendices 12, 13, and 5), there was a need to develop a clearer assessment mechanism and to align the exit requirement to the new outcomes. These revisions were a promising first step, but the faculty noted the need for additional modification in later semesters.

After reviewing the results from AY 2012-2013, the faculty determined additional revisions to the rubric and guidelines would provide a better framework for consistent review of student and program achievement, as the 2014 Biennial Narrative (see Appendix 4) explains. The faculty continued to make adjustments in AY 2014-2015 to address issues with inter-rater reliability. As stated in the 2014 Biennial Narrative report, additional updates to the portfolio assessment rubric sought to improve the program's ability to assess Student Learning Outcomes by moving from a pass/fail to a numerical system "to allow [the program] to weigh performance not only for the competencies, but also for associated learning outcomes" (see Appendix 4). While the changes in the first several years of the accreditation cycle make it difficult to identify any meaningful trends from the gathered data, the faculty feel comfortable using the data gathered from the 2015-2016 and 2016-2017 portfolio review for assessment of student mastery of learning outcomes as well as the performance of the program overall. Appendix 9 relates the result of those assessments.

During AY 2016-2017 faculty retreats and meetings, the faculty resumed discussion of the Portfolio exit requirement and identified several issues both with the assignment as well as the assessment of it. Inter-rater reliability continued to remain an issue, though changes to the assessment rubric have mitigated the issue to some degree. Furthermore, due to the structure of the Portfolio, students were not required to address every sub-outcome, and, as a result, the graduating students consistently did not address several sub-outcomes and competencies,

which impacted the faculty's ability to conduct comprehensive review. Furthermore, the faculty realized that the Portfolio exit requirement was meant to serve too many functions. Finally, based on feedback from the Office of Institutional Research, Planning, and Effectiveness, the faculty determined that the Portfolio focused on what students have done in past courses rather than on what they are capable of at the end of the program. In an effort to focus on the "now" student, the faculty began discussion of alternative exit requirements in AY 2016-2017.

At the AY 2017-2018 fall curriculum retreat, the faculty decided to move to the Exit Assessment as the program's exit requirement. Students completing this exit requirement continue to write a learning outcomes essay, as they did in the Portfolio, but the Exit Assessment essay has two significant differences from the previous essay. Firstly, it incorporates personal content, including students' motivations for seeking the degree, which was originally shared in a separate personal statement. This change helps to streamline the content and provide a more comprehensive evaluation of students' experience in the program. Secondly, the essay requires students to reflect on their level of mastery before entering the program, after completing the required core classes, and at the end of the program as well as detailing their plans for continued development of mastery. This new structure captures information about where the students began, which is key for assessment and which the Portfolio did not capture, while also providing better details about students' levels of mastery at the end of the program and how they plan to continue developing mastery. In the previous essay, students often focused too much on the past and did not provide a sense of where they were currently or hoped to be in the future in terms of mastery of learning outcomes.

The goals for these changes are to provide a better framework for assessing individual student learning and to have students complete an exit requirement that will provide a more comprehensive record of their progress throughout the program. Furthermore, using the exit requirement as only part of the learning outcomes assessment will provide more flexibility in the form that requirement takes as well as in the topics and issues students can choose to address while completing it.

Curriculum

Using feedback from course evaluations and the External Advisory Council as well as data from the exit requirement (Appendix 9) and the program's surveys (Appendices 5, 12, and 13), the faculty identified weaknesses in students' understanding of and ability to engage in information retrieval and organization. As a result, the faculty spent AY 2015-2016 meeting at least twice monthly outside of the regular monthly faculty meetings to discuss this issue. By the end of the year, the faculty had developed new learning outcomes and also made significant revisions to three of the core courses. In regard to student learning outcomes, the goals of these changes were to ensure the core courses aligned clearly with the new student learning outcomes and to establish a better foundation for learning the content and skills covered in these courses to support students' mastery of the related outcomes. This process is discussed in more detail in section II.1 of Chapter 2.

Extracurricular Opportunities

Over the last seven years, few students have chosen to complete a practicum (LIS 672). For some students, this choice is the result of their already having experience in the field. For other students, responsibilities outside of the program present significant barriers to completing the practicum. Recognizing both this trend and the need for students to gain practical experience in the field prior to graduation, the program established two extracurricular opportunities during this accreditation cycle to support this means of individual student learning: ASB and Lex Week. The concentration of these experiences within a single week compared to the semester-long LIS 672 Practicum course allows students who might otherwise have little opportunity to intern in the field the ability to do so.

Beginning in Spring 2011, ASB provides an opportunity for students to complete a one-week internship during the University's Spring Break at some of the leading information institutions in the country, namely the Library of Congress, National Library of Medicine, National Archives and Records Administration, and Smithsonian Libraries. Over the last seven years, 68 students have participated in the program. Their reflections about the experience (Appendix 31) as well as the comments about the program provided in the Graduate and Alumni surveys (Appendices 5 and 13, respectively) demonstrate the overall positive impact of the program for the students in terms of their individual learning. Furthermore, feedback from supervisors indicates that this program is also a beneficial and positive experience for the institutions hosting the students. As one supervisor from 2017 stated, "The ASB students from UK are typically some of the most engaged and eager interns we have all year. Overall, our experience has been great and the program seems well organized and beneficial for everyone involved." The program plans to continue supporting Alternative Spring Break in the future given the benefit it has provided for students and the host institutions thus far.

Due to the success of the ASB program and the School's desire to build stronger relationships with campus units and increase student participation in practical experience opportunities, the program reached out to UK Libraries in 2015 to begin developing a new on campus program to take advantage of the available local resources. Through discussion with the Associate Dean of Academic Affairs and Research of the University of Kentucky Libraries, the program established Lex Week in 2016, which complements the ASB program by providing additional opportunities for students to gain practical experience in the field to support their individual learning. Like the students who completed the ASB program, Lex Week participants highlighted how much the experience allowed them to learn and their overall satisfaction with the program (Appendix 38). Based on their experiences as well as informal feedback from the supervisors and coordinators, the program and UK Libraries plan to continue Lex Week. The next Lex Week is scheduled for Spring 2018.

Summary and Future Plans

The high-touch, multifaceted approach the program has developed for recruiting should help to continue developing a student body capable of being "leaders and change agents in

meeting the needs of a diverse and evolving society”⁸¹ and that reflects the diversity of communities in North America. In the future, the program plans to continue building on these efforts by taking advantage of other opportunities for interaction, either physically or virtually, with both prospective applicants already interested in this field as well as individuals who may not have previously considered it. For example, participating as an exhibitor at the National Conference on Undergraduate Research and developing a targeted email campaign using names purchased from the GRE search service as well as from the National Name Exchange has allowed the program to reach outside of more traditional recruiting events. The program plans to seek out and participate in other opportunities like this in the future.

While recruitment efforts are critical to the success of a program, the faculty focus most of their attention on providing a program that supports the current students through the construction of coherent plans of study firmly grounded in the foundations of the field, ongoing evaluation and guidance, and opportunities to participate in programs, events, and organizations within and outside of the School of Information Science.

The revision of the program learning outcomes, core courses, and exit requirement undertaken this accreditation cycle has and will continue to strengthen the foundations of the program. The changes to the exit requirement and means for assessing program learning outcomes have the potential to provide new and more effective means for evaluating both individual student learning as well as the student learning outcomes. The results of these changes and discussions will provide the program with valuable information regarding its effectiveness that can be used to plan for the future.

In response to the issues outlined in section IV.4, the faculty have already made positive changes to provide a more effective advising experience, including the addition of the Canvas advising shells. Nevertheless, the program will continue to consider additional methods of providing guidance and support. One suggestion currently under discussion is the development of a central Canvas shell of resources introduced to students upon matriculation and available to them throughout their time in the program. These resources may include information about program policies and procedures, announcements about key events and deadlines, guidance on achieving expected levels of academic performance, etc.

Finally, the program will continue to support the current opportunities to participate in extracurricular activities that enhance their education. The Alternative Spring Break program, for instance, has provided the program's students with a unique opportunity not only to gain professional experience but also to work alongside and network with leading professionals. The program plans to continue expanding these opportunities through Lex Week and by seeking out other partnerships with institutions to ensure as many of our students as possible can engage with the field and current professionals in an authentic and meaningful way during their course of study.

⁸¹ “Vision, Mission, and Objectives,” School of Information Science, <http://ci.uky.edu/sis/libsci/mission>.

Chapter 5: Administration, Finances, and Resources

Introduction

School administration and its management of available resources—including financial, technological, information, and human resources—play a key role in the continued success of the Library and Information Science (LIS) program at the University of Kentucky (UK). The School of Information Science (SIS) administration’s role in the organizational context of the University is as follows: the University is led by a President and a Provost; the President reports to the University of Kentucky Board of Trustees; academic units fall under the direction of the Provost; academic units are organized by college and headed by a dean and, within colleges, subunits are organized as schools or departments. Appendix 39 contains organizational charts that illustrate these hierarchical relationships.

Currently, the School offers two master’s degrees: the Master of Science in Library Science (MSLS) and the Master of Science in Information Communication Technology (MS-ICT). The School also offers an undergraduate major in ICT along with a minor in Information Studies. The LIS program and the ICT program are both funded out of one University budget. The Instructional Communication and Research (ICR) non-degree program is funded through a separate budget, also provided by the University. Because ICR focuses on undergraduate core courses, the University chooses to keep its budget separate from the School’s other programs. Faculty from the School are also able to join and participate in the College’s PhD program, courses for which are designated by the prefix CJT, which stands for Communication, Journalism, Telecommunications.

During this review period, Dr. Jeff Huber has served as Director of the School of Information Science, Director of Graduate Studies for both master’s programs, and Director of Undergraduate Studies for the ICT undergraduate program. Dr. Huber has served as Director and Director of Graduate Studies for the LIS master’s program since he joined the University of Kentucky in 2008. He began serving as the Director of Undergraduate Studies in 2014 and as the Director of Graduate Studies for the ICT master’s degree in 2015. As Director of the School of Information Science, Dr. Huber reports to the Dean of the College of Communication and Information, Dr. Dan O’Hair, who has served as the College’s dean since his initial appointment in 2009.

This chapter provides detailed information about the role of School personnel and leadership, both within a University-level organizational framework as well as in the context of other LIS programs nationwide. The chapter also explains the documented decision-making processes of the School, budgetary and other forms of support for the LIS program, and the overall infrastructure in place to uphold the program’s mission, objectives, and goals.

Standard V.1

“The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of the program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.”

Integral yet Distinct

As discussed in the introduction of this Self-Study, the organizational unit to which the program belongs has changed several times since the program’s inception. However, as of 1993, the School has been part of the College of Communication and Information at the University of Kentucky. The School of Information Science is one of four academic units housed in the College. Directors or chairs of the four units meet as needed at the request of the Dean of the College to discuss issues affecting the College at large. The head of the School is the Director, who reports to the Dean of the College. While the School must follow University and College rules, its faculty are a distinct group who are largely responsible for issues pertaining to its curriculum, faculty selection and promotion, and student admission.

While the School’s status as a unit in the College has remained the same, several important changes for the School have occurred during this period of review. In 2011, the College of Communication and Information, the School’s home college, joined the iSchools organization. During Fall 2012, the School received final approval to begin offering an online minor in Information Studies. In May of 2013, the existing Division of Instructional Communication and Research merged with the School as ICR. The ICR program (non-degree) is primarily responsible for delivering the CIS 110 Composition and Communication I & CIS 111 Composition and Communication II sequence that nearly half of all University undergraduate students take to fulfill their Composition and Communication UK Core requirement. The ICR faculty also teach courses that fulfill the Graduation Composition and Communication Requirement (GCCR) requirement at UK such as CIS 300 Strategic Business and Professional Communication.

During Academic Year (AY) 2013-2014, the School received approval to begin a new program in ICT, consisting of both an undergraduate and graduate program. The name of the School was changed from the School of Library and Information Science to the School of Information Science in 2015. In April 2017, the School received final University approval for a new online undergraduate degree completion program, which takes the form of an Information Studies track in the ICT undergraduate degree program. These changes help to anchor the School more broadly across the University.

Table i.1 in the Introduction provides more information on how faculty in the School outside of the LIS program have contributed to instruction and course development for the LIS program. Beginning in January 2018, the School will also have a Director of Assessment, Dr. Jessalyn Vallade (Assistant Professor, ICR) whose duties will include directing ongoing assessment measures for faculty across programs. The School will also have a Director of Undergraduate

Studies, Dr. Troy Cooper (Assistant Professor, ICR) who will oversee the undergraduate programs, services, and course offerings for the School, which were previously managed by the Director along with the School's graduate programs. Dr. Cooper's appointment provide more time for the Director to focus on the development of the LIS and ICT graduate programs and the establishment of new faculty lines.

Financial Support, Administrative Infrastructure, and Resources

Currently, the University provides a budget of approximately \$1.9 million to the School to support the LIS and ICT programs. The ICR program is supported through a separate budget of approximately \$1.2 million. This budget largely supports staff and faculty salaries and benefits. This annual budget is also supplemented through summer income. For summer terms, generated tuition dollars are directed back to the College from the University. Online courses generate a 60 percent revenue return to the College while face-to-face courses generate a 40 percent tuition return to the College. The College chooses to then transfer the tuition revenue generated to the responsible unit.

This additional funding is used for other budgetary line items including part-time instructors, faculty development, travel, advertising, and additional student support. Over the last three years, the combined additional tuition revenue the LIS and ICT programs generated has averaged \$183,000. Appendix 40 provides a detailed overview of both summer tuition income and associated expenditures across the review period.

From an administrative standpoint, the School employs a Director and six full-time staff to serve all programs. At the last review, the School employed only two full-time staff. Staff work across the School to support accounting, student services, faculty needs, marketing, and technology. All administrative staff are located on the third floor of the Lucille Little Fine Arts Library. While the School's faculty are split across multiple buildings, the LIS faculty are all located in the 320 suite on the third floor of Lucille Little Fine Arts Library.

The LIS program makes use of several University resources including the Disability Resource Center,¹ Distance Learning Library Services,² the Faculty Media Depot,³ the Office of eLearning,⁴ and others. These services are provided to programs free of charge and aid in instruction, classroom management, and program management. Additionally, School and program faculty are able to tap into College-level resources including Speed Dating for Researchers grants, National Science Foundation conference support, workshops, and the College of Communication and Information faculty research seminar series.

While the enrollment in the program has remained comparable between Fall 2010 and Fall 2017, the number of full-time positions dedicated to library science courses has decreased by

¹ "Disability Resource Center," <https://www.uky.edu/DisabilityResourceCenter/>.

² "Distance Learning Library Services," <http://libraries.uky.edu/dlls>.

³ "Faculty Media Depot," <https://www.uky.edu/its/faculty-media-depot>.

⁴ "Office of eLearning," <https://www.uky.edu/elearning/>.

three, as shown in table 5.1. During this time, the School has experienced significant variance in the number of students enrolled in the program - from a high of 250 in Fall 2012 to a low of 192 in Fall 2017. Given the national trend in recent years of library science programs facing lower enrollments, the School does not expect to reach enrollment numbers in excess of 250 in the foreseeable future. However, LIS program enrollment is expected to remain in a general 180-200 range. Figure 5.1 provides additional detail regarding student enrollment in the program. Furthermore, table i.1 in the Introduction outlines the program faculty from ICT and ICR who have taught courses available to the LIS master's students. Thus, while the full-time LIS program faculty to student ratio has fluctuated over this accreditation period, students do have opportunities to interact with other full-time faculty in the School.

Table 5.1. Full-time Library Science Program Faculty to Student Ratio, Fall 2011-Fall 2017

Semester	Enrolled Students	Faculty ^a	Student/Faculty Ratio
Fall 2011	232	12	19.3 : 1
Fall 2012	250	11	22.7 : 1
Fall 2013	244	13	18.8 : 1
Fall 2014	204	10	20.4 : 1
Fall 2015	212	9	23.6 : 1
Fall 2016	219	8	27.4 : 1
Fall 2017	192	8	24.0 : 1

^a The number of faculty listed in this table has been adjusted to reflect the number of faculty with a primary teaching responsibility in Library Science for each semester, and for that reason does not agree with the data presented in table 3.1. This adjustment was made to provide a more accurate number of full-time Library Science program faculty teaching each semester for the purposes of comparisons across semesters. From 2011-2017, Dr. Sujin Kim has taught primarily in the College of Medicine. Since 2014, Ashley DeWitt has taught in the Information Communication Technology program. Since 2016, Dr. Sean Burns has taught primarily in the Information Communication Technology program. These faculty interact with students in other capacities and provide service to and can teach in the library science program.

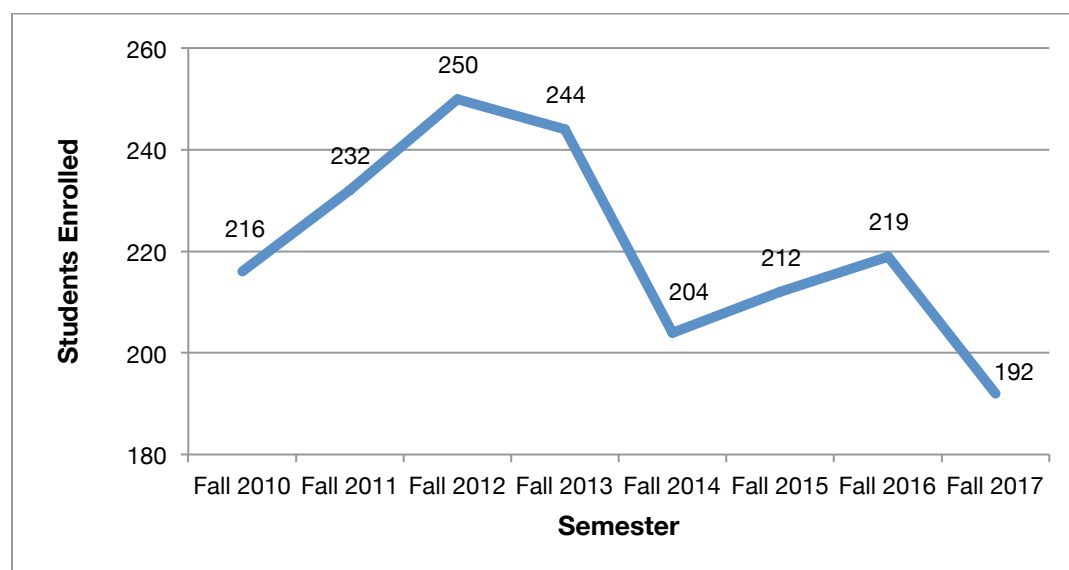


Figure 5.1. Student Enrollment, Fall 2010-Fall 2017

As the School has grown, faculty from other School programs as well as other units of the College, including Dr. Timothy Sellnow (formerly with CJT), Dr. Sherali Zeadally (ICT) and Dr. Michael Tsikerdekis (ICT), have taught courses applicable to LIS students. In August 2017, the ICT program welcomed three new full-time faculty. Two of those faculty, who have background in Information Science including emphasis on information policy, expressed interest in teaching courses in the LIS program.

Intellectual Content of the Program

The School's faculty jointly decide the rules (see Appendix 28) that govern actions of the School, and meet regularly to discuss and act on matters regarding School governance. The Dean of the College of Communication and Information and the Provost review and approve these rules. Additionally, each program within the School has considerable autonomy in dealing with matters related to faculty hiring (through the Promotion and Tenure Committee), student admissions (through the Admissions Committee), and curriculum development (through the Curriculum Committee).

Information related to curriculum may come from a variety of sources - assessment data, employer surveys, graduate surveys, faculty observation, etc. In AY 2015-2016, for example, the LIS faculty initiated and carried out revisions to the four required core courses, as detailed in Chapters 1 and 2. While the faculty are not bound by other units or the College in discussing and initiating changes to their program and its curriculum, all significant changes--e.g., new courses, substantial course revisions, program changes--must have the approval of the College Faculty Council, the Graduate Council, the Senate Council, and the University Senate before taking effect.

Selection and Promotion of Faculty

Searches to fill faculty positions are initiated after receiving permission from the Dean and Provost. The selection of new faculty begins in the home program with those faculty largely guiding the search process with input from other School faculty. Each program is ultimately responsible for making hiring recommendations to the Director of the School, who then makes a hiring recommendation to the Dean of the College. The Director and School has a goal of faculty working across programs, so input from the other programs is be very beneficial in the new faculty selection process. For example, of the three new faculty members who joined the School's faculty in Fall 2017 and are housed primarily in the ICT program, two have expressed interest and capabilities to teach across both the ICT and LIS programs.

The University sets forth basic guidelines for promotion and tenure in the Administrative Regulations and Governing Regulations (Appendix 27). Within that framework, the School has adopted its own promotion and tenure guidelines. Additionally, the faculty have developed guidelines for the promotion of faculty in the lecturer series (Appendix 28). The faculty developed these guidelines jointly to meet the needs of all faculty in the School.

As discussed in Chapter 3, new untenured, tenure-track faculty have an annual performance evaluation during the probationary period. Additionally, they have both a two- and four-year review towards tenure. In the sixth year, faculty submit their dossier for promotion and tenure consideration. Tenured faculty are evaluated no less frequently than every other year.

New lecturers also have an annual performance evaluation. During their fourth year of continual service, lecturers must either be granted a two-year rolling contract or a terminal contract. Lecturers who receive a two-year rolling contract may be considered for promotion to Senior Lecturer after five years of service. Details on faculty promotion and tenure guidelines are included as an appendix in the School Rules (see Appendix 28).

Selection of Students

As discussed in more detail in Chapter 4, selection of students for the LIS graduate program rests with the program exclusively, as long as those selection criteria stay within the UK Graduate School's guidelines. LIS faculty have, in the past, adjusted minimum GRE scores and minimum GPA scores for application to the program. No significant changes to admissions criteria have been made during this program review time period.

Autonomy in Context

The LIS program is autonomous, having its own committees for program planning as well as curriculum. Programs within the School regularly share information and processes to ensure success across the unit. For example, the LIS master's program's standards and processes for admissions heavily influenced those for the ICT master's program. Additionally, the ICR faculty regularly hold professional development sessions, primarily focused on teaching, that are open to and may benefit all faculty in the School.

Standard V.2

"The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution."

Opportunity to Engage

The School's faculty, staff, and students regularly participate in University, College, School and program committees and workgroups. The College, in addition, elects representatives to serve on the College Faculty Council as well as the University Senate. During that time, representatives may be elected or appointed to various Senate subcommittees. Faculty from the LIS program have served on University-level committees, addressing issues related to teacher course evaluations, the Institutional Review Board (2017), and the UK Graduate Council amongst others. Staff have served on campus committees involved in University-wide

efforts, including selecting the latest online Learning Management System (LMS), Canvas, and providing leadership and constructive input on a proposed year-in-advance campus class scheduling initiative, which is postponed at this time. The Director of the School has served on campus-wide committees, including a committee to develop a new budget model and a committee to develop a plan for the implementation of the new Honors College. He has also served on a recent periodic program review committee for the College of Education.

At the College level, faculty and staff have additional opportunities to engage. All faculty are members of the College Assembly, a description of which is available in Appendix 1. School faculty and staff also served on the College-wide strategic Planning Committee in 2014. Beyond these means of engagement, each of the four units elect two faculty representatives, for a total of eight representatives, to serve on the College Faculty Council. Each unit head in the College also recommends a representative to serve on the College-level Promotion and Tenure Committee. All tenured and tenure-track faculty members hold graduate faculty status in the School and have the option of joining the College graduate faculty for the master's and doctoral programs at the College level. Section III.2 of Chapter 3 provides additional details about faculty activities, Appendix 28 contains a list of School-level committees, and Appendix 41 provides the list of current committees and members.

In terms of student engagement, at the University level, all students can submit teacher course evaluations to provide direct feedback on the overall quality of teaching and course content. Additionally, graduate students have the opportunity to participate in the Graduate Student Congress. Finally, the School also invites students to serve alongside faculty as members on both its Planning and Curriculum Committees so students are represented in decisions affecting programmatic learning outcomes and program-level goals and objectives.

Relationships with Other Units

The School enjoys a healthy relationship with the other units in the College--the School of Journalism and Media, the Department of Integrated Strategic Communication, and the Department of Communication--both in terms of administration as well as faculty collaboration. Unit heads meet with each other and with senior leadership from the College as needed throughout the academic year. These meetings allow the different units to discuss College-level issues.

College funding encourages collaboration across programs. College-level internally funded opportunities are open to all College faculty whose Distribution of Effort (DOE) include a significant percent of effort in research. This funding and the emphasis placed on collaboration have resulted in the following collaborative efforts: Drs. Soohyung Joo and Namjoo Choi collaborated with faculty from the Integrated Strategic Communication (ISC) program on an internally funded project looking at social media marketing strategies in libraries. Dr. Maria Cahill collaborated with faculty in Journalism and Media Studies and ISC on a project analyzing educational messaging in children's television programs. This research project was funded through the College-level 'speed dating' research program.

Similar to its efforts at the College-level, the School fosters working relationships across the University. For example, in 2014, the Director of the School of Information Science met with

administration from the Computer Science Department to solicit feedback on the proposal to establish an undergraduate program in ICT, which would be housed in the School of Information Science. Additionally, the School currently shares two faculty members with other units on campus: Drs. Sujin Kim and Maria Cahill hold joint appointments with the School of Information Science and another unit on campus - Dr. Kim with the College of Medicine's Division of Biomedical Informatics and Dr. Cahill with the College of Education's Department of Educational Leadership Studies.

Furthermore, as mentioned previously, the Director of the School of Information Science was invited to serve on a periodic program review committee for the College of Education (2016-2017). Faculty from the LIS program also collaborate with faculty from other units, including one faculty member, Dr. Sean Burns, who has published articles with a faculty member from the Entomology Department in the College of Agriculture, Food and Environment and another faculty member, Dr. Soohyung Joo, who has a funded grant partnership with a faculty librarian. Dr. Maria Cahill and Dr. Soohyung Joo recently collaborated with faculty from the Human Development Institute to submit a project proposal to the Institute of Museum and Library Services (IMLS) in February 2017. The proposal was among the forty-nine IMLS selected to receive funding as part of the National Leadership Grants for Libraries Program and the Laura Bush 21st Century Librarian Program for 2017.⁵

Funding and Resource Allocation

Within the College, resources and funding are determined in a process that is on par with the other units in the College. At the University level, University Senior Administration determined College budgets, and individual departments have few mechanisms to provide input regarding their program budgets. Ninety-five percent of the School's University-provided budget is allocated for salary support. The remaining funds are budgeted for items like communications and office supplies. Again, the importance of summer funding cannot be overstated. The funds from summer courses support further School activities and needs, including salary support for part-time instructors, faculty development funds, and marketing and promotion for all programs in the School. Appendix 40 provides a breakdown of the allocation of summer funds at the School.

Due to the contributions of many donors, the program also has several scholarship funds that are made available to program students as balances allow. Since the last program review in 2011, the School has awarded approximately \$125,000 in School-sponsored scholarships and travel funding to LIS students, as noted in table 4.8 in Chapter 4. Additionally, LIS students have received approximately \$799,000 in University-sponsored tuition scholarships between Fall 2011 and Spring 2017, as shown below in table 5.2. Students receive this University-sponsored support when they are selected as fellowship recipients or provide service to the University through assistantships. Table 4.7 in Chapter 4 provides more detail about the breakdown of students in each of those categories over the period under review. Other details about student funding are available in section IV.1 of Chapter 4.

⁵ "Federal Investments of \$10 Million," <https://www.imls.gov/news-events/news-releases/federal-investments-10-million-will-support-library-leadership-and-model>.

Table 5.2. University-sponsored Tuition Scholarship Funds Awarded, 2011-2017

	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Total
Students Supported	18	18	12	11	11	12	82
Tuition Scholarships	\$158,498	\$169,791	\$112,726	\$113,949	\$111,467	\$132,301	\$798,731

Standard V.3

“The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.”

The administrative head of the School of Information Science is the Director of the School. The Director’s appointment is for four years, and Dr. Huber has been reappointed twice. Similar positions exist in the other three academic units in the College, with those units using either the title Department Chair or School Director. In addition, the Director of the School of Information Science currently serves as the Director of Undergraduate Studies and the Director of Graduate Studies for all programs in the School. The School plans to hire a Director of Undergraduate Studies effective January 2018. As Director of the School, Dr. Huber reports to the Dean of the College of Communication and Information, who sets the Director’s salary.

Dr. Huber was appointed to the position of Director in Fall 2008. He received his MSLS from the University of Kentucky in 1987 and earned his PhD in Library and Information Science in 1991 from the University of Pittsburgh. He was promoted to Full Professor in 2004 while working at Texas Woman’s University. Currently, Dr. Huber is the only faculty in the School with the position of Full Professor. Dr. Huber enjoys a national reputation for his work and experience in Health Information Sciences. Dr. Huber has a long and impressive research and publication record and has received many honors, including the 2016 Medical Library Association’s Lucretia W. McClure Excellence in Education Award. He also served on the Senior Editor Team for the *Journal of the Medical Library Association* (2016-2017). His Curriculum Vita (CV) is included as a separate appendix, Appendix 43.

In his nine years at the University, Dr. Huber has transformed the School of Information Science. Upon his arrival, the School of Library and Information Science, as it was known then, consisted of the single master’s degree program in Library Science with a consistent enrollment of 200 students. He now oversees three separate academic programs, which include two master’s degrees, an undergraduate minor, and an undergraduate bachelor degree. The number of declared majors in our school is quickly approaching 400 students, including over 200 master’s students and 150 undergraduate students. ICR faculty teach over 4,000 undergraduates annually. Credit hour production for the School has grown from 1,500 hours/semester to 9,700 hours/semester.

In 2012, Dr. Huber was reappointed by the Dean of the College, who commented favorably on Dr. Huber’s ability to lead the School. Additionally, the School’s faculty regards Dr. Huber

highly favorably. In 2016, Dr. Huber was appointed to a third term, again with the full support of the staff, faculty, Dean of the College, and Provost. The School Director receives an administrative stipend as well as a course release (teaching a 1/1 instead of the customary 2/2) in exchange for added administrative duties.

Table 5.3 displays the AY 2016-2017 salary information for unit heads and the Dean of the College of Communication and Information. The School of Information Science has the largest ratio of faculty to unit head (33:1).

Table 5.3. Salaries for College of Communication and Information Unit Heads, AY 2016-2017

Unit	# of Faculty	Title	Years at UK	Rank	Salary
School of Information Science	33	Director, DGS, DUS	9	Professor	\$251,478
Communication	26	Department Chair	10	Professor	\$147,594
Journalism and Media ^a	18	Director	2	Professor	\$158,400
Integrated Strategic Communication ^a	12	Director	23	Associate Professor	\$102,631
College of Communication and Information	93	Dean	8	Professor	\$274,482

^a Salaries reflect nine-month appointments. All others reflect 12-month appointments. Data reflect salaries for AY 2016-2017.

The primary role of a School Director is specified in the University of Kentucky Governing Regulations VII.F.2c-2d. This document defines a School Director as “serv[ing] as chair of the faculty of the school in the performance of its assigned functions and is an ex officio member of all committees of the school”.⁶ The document goes on to state that the Dean of the College may delegate additional duties to the Director. The Dean of the College has delegated additional duties to the School Director, including curriculum, instruction, recruitment, administrative duties, and service. Areas where the Dean of the College is involved in School activities include faculty performance reviews, salaries, college-level promotion and tenure reviews, and budgeting.

Standard V.4

“The program’s administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.”

Since his arrival in 2008, Dr. Huber has worked diligently on developing the LIS program. In this process, he consistently looks to faculty for input in defining and accomplishing program goals

⁶ “GR II-Governance of the University of Kentucky,” University of Kentucky, accessed August 2, 2017, <http://www.uky.edu/regs/Administrative/gr2.htm>.

and objectives. One such way was the adoption of the faculty mentoring program; additional details about this program and other faculty-related initiatives are available in Chapter 3.

While the financial support from the University mostly covers salaries and benefits for faculty and staff, Dr. Huber has worked within the UK financial model to secure additional funds, including the generation of summer tuition revenue (Appendix 40). At the University, courses taught during the summer semesters earn tuition dollars that revert back to the College. The Dean of the College has chosen to funnel those funds directly to the unit responsible for the tuition generation in years when the College has realized a net profit from summer instruction. The Director has made efficient use of these funds, from providing faculty travel and development funds to marketing for student recruitment, funding student scholarships, and supporting the School's equipment purchases and computer replacement schedule.

Additionally, the Director is encouraging and supportive of faculty seeking additional financial resources. Several of the School faculty have received University support for summer salaries, eLearning Innovation Initiative (eLII) funds for online course projects, and online course development money from the Office of eLearning; tables 3.9 and 3.11 in Chapter 3 provides additional details on awards.

To assist with the socialization of students in the field, the School provides conference funding for students who are presenting or have a poster accepted. Additionally, student volunteers are recruited for help with the Kentucky Library Association and the Indiana Library Federation (ILF) conference events. In exchange for their time as volunteers at the School's table, the School reimburses those students for their conference registration fees. Finally, the School sponsors the Alternative Spring Break program for LIS students. Started in 2011, this program has sent 68 students on one-week internships to the Library of Congress, National Library of Medicine, National Archives and Records Administration, and the Smithsonian Libraries. In Spring 2016, the School also launched the Lex Week program, which matches students with projects sponsored through the University of Kentucky Libraries. More information about both programs is available in Chapters 2 and 4.

The students in the LIS program also maintain three active student groups: a student chapter of the American Library Association (UK ALA), a student branch of the Special Library Association (SLA), and the Library and Information Science Student Organization (LISSO), which is the social organization for LIS graduate students. As the LIS program is 95% online only, face-to-face events (particularly on campus) are infrequent. However, the Library Science Student Organization (LISSO) does hold semesterly events, and the students organizations sometimes provide joint events, most notably a Student Conference started in Spring 2014 in which LIS students present their research and/or field experiences to their peers and attending faculty. The Fall 2016 Student Conference had the highest attendance of any in recent years and featured 10 presenters.⁷

To provide additional means for socialization, the LIS program hosts an on-campus orientation each fall for all students who matriculated that calendar year. Students have the option of attending in person or participating virtually through Zoom, and the orientation is also recorded

⁷ "Library Science Student Conference Hits Record Numbers," <https://ci.uky.edu/sis/blog/library-science-student-conference-hits-record-numbers>.

and made available to all students, particularly for the benefit of those who could not attend in person or synchronously online. The videos from the fall orientation are shared with the students matriculating the following spring and summer, though, as stated above, those students are also invited to attend the on-campus orientation the fall after their admission.⁸

Standard V.5

“The program’s administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program’s mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.”

The Director of the School is the primary administrative officer responsible for managing the daily operation of the School. As the spokesperson for the School and its programs, the Director interacts with the Dean of the College on a regular basis, keeping the Dean current on all matters pertaining to the School and the LIS program. Six staff assist the Director in managing the School: an Assistant Director, Administrative Assistant, a technologist, two student affairs officers and one communications officer. The staff are highly educated--all have college degrees and five have a master’s degree; the library science program awarded three of those master’s degrees. All staff are evaluated on an annual basis according to University guidelines,⁹ and details of staff positions and descriptions are available in Appendix 46.

Staff have an integral role in the program, including recruiting students and contributing to student success. For example, the communications officer is responsible for developing marketing materials, which are an essential component of student recruitment and retention. Furthermore, the student affairs officer who developed the Canvas advising shells is often the student’s first point of contact. This student affairs officer also schedules courses for the School as part of enrollment management, thereby enabling staff to provide valuable input to students in the course planning and registration process. These individuals also act in an informal advising capacity, particularly assisting students who are facing challenges to their education by connecting students with various university-based support mechanisms.

The student affairs officer and a full-time lecturer with a reduced teaching load are the primary team responsible for addressing the needs of the LIS students. These individuals assist students from the initial admissions stage through to degree completion, including the program application process, assignment of faculty advisors, planning of courses, and completion of exit requirements and paperwork for the master’s degree and School Librarian certification. The full-time lecturer hosts regular online information sessions to recruit students, represents the program at various events throughout the year, and organizes and presents at the new student orientation each fall. The lecturer also manages applications, assists with student advancement within the LIS program, processes graduation paperwork, and coordinates two student development opportunities: the Alternative Spring Break and Lex Week programs. The

⁸ “Fall 2017 Combined LIS & ICT Master’s Orientation,” <https://ci.uky.edu/sis/blog/fall-2017-combined-lis-ict-masters-orientation>.

⁹ “Policy # 61.0: Performance Evaluation,” University of Kentucky Human Resources, accessed September 1, 2017, <https://www.uky.edu/hr/policies/performance-evaluation>.

student affairs officer matches students with faculty advisors, registers students for their initial semester, manages all paperwork and registration for the LIS 672 Practicum and LIS 695 Independent Study courses, and assists with the paperwork for School Librarian certification.

Faculty and staff serve the program in separate, but complementary capacities. For instance, staff provide services that support both students and faculty, including managing and reporting textbook data, collecting and making syllabuses available, and providing information and reminders about important dates relevant to the program. Faculty, on the other hand, oversee academic issues like curriculum development, assessment, exit requirements, and program planning. Administrative personnel and staff handle administrative tasks, like building class schedules, assigning office space, and maintaining office space.

Staff also help build and maintain communication methods for LIS graduate students. They maintain several listservs for the School, including one specifically for the LIS students. As previously mentioned, staff are also responsible for building and monitoring advising shells in Canvas. Each LIS faculty has her/his own shell populated with their advisees. Faculty can use these shells to communicate with their students; for example, faculty may answer questions, make students aware of courses of interest, or hold virtual office hours. Staff also maintain School-level social media accounts including Facebook, Twitter, and YouTube and the School's web site, which includes sections specific to each program. Figure 5.2 describes how various staff interact with students.

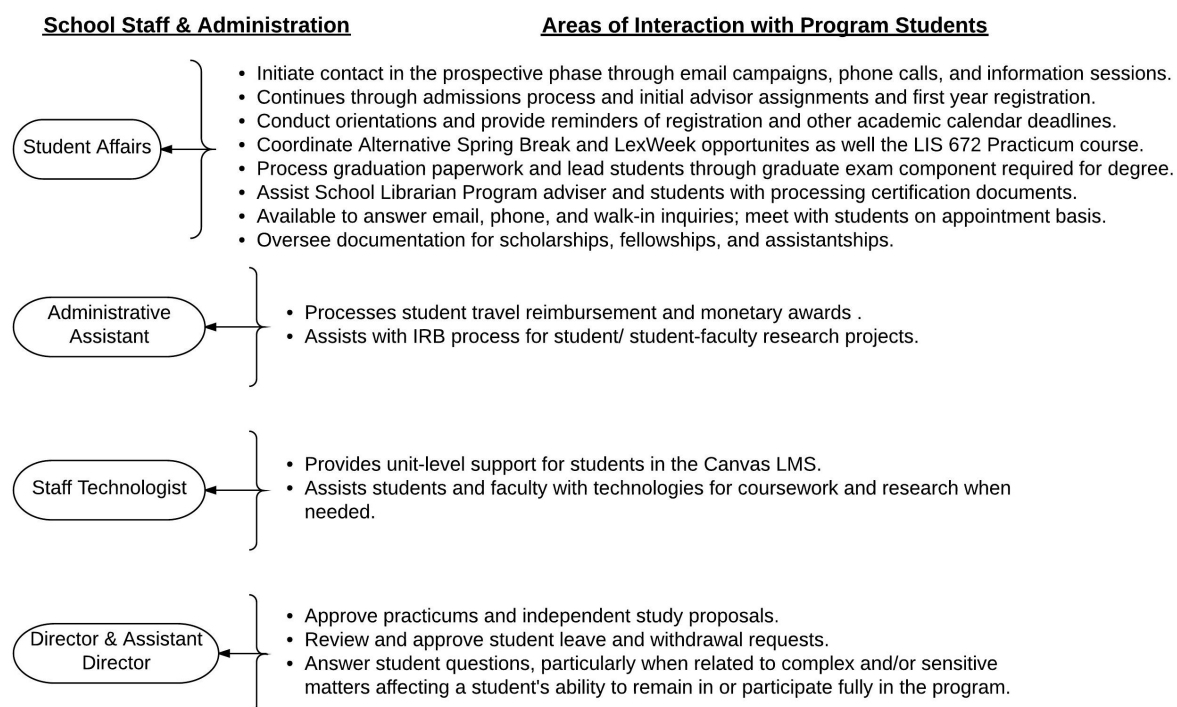


Figure 5.2 Staff and Student Interaction

Administrative staff also assist faculty with the creation of their faculty dossier used for two-year, four-year, and promotion and tenure reviews. The administrative assistant processes travel and related professional development materials for LIS faculty as well as faculty and staff

throughout the School, obtaining reimbursement and assisting faculty and staff with scheduling flights and hotels. This position also coordinates funds and resources for search committee activities, recruiting events, student orientations, and student funding, and attends all major School-wide and program meetings to provide coverage of minutes, distributing those to the attending parties.

In regard to decision-making processes, regular meetings provide a forum for discussing and voting on changes that impact the School and the LIS program. Program administration, faculty, and sometimes staff are involved in these meetings. The faculty begin each year with a program retreat followed by a curriculum retreat. A program faculty meeting is held each month. The LIS program has standing Curriculum and Planning Committees. Faculty will, on occasion, establish ad hoc committees to look at particular issues. For example, in AY 2016-2017, the faculty established an ad-hoc committee to perform a technology survey to inform discussion regarding necessary technology competencies for students in the program.

The program also has an annual meeting for its External Advisory Council. This advisory council is made up of graduates of the School's and other library science programs, as well as working professionals from a variety of backgrounds. The faculty inform the group of current issues in the school and solicit feedback. Members and agendas for the External Advisory Council are included in Appendix 10.

In addition to regular faculty meetings and retreats, each academic year, there are at least three School Council meetings that include faculty and staff across all programs in the School. All full-time faculty and staff are welcome to attend and vote in these meetings during which School-level updates such as information pertinent to travel and leave requests, major curriculum or program changes, updates related to faculty and staff hiring, and reports from School-level committees (such as the Diversity and Promotion and Tenure committees) is shared. Faculty and staff also discuss and vote on changes to School rules (see Appendix 28) at these meetings. The School Council approved the latest version of the School rules in April 2017.

In this way, faculty, staff, and administration of the School are informed and involved in its overall documented decision-making processes, while faculty of the LIS program are able to meet distinctively for the purpose of governing the needs of their program.

Standard V.6

"The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service."

The budget process at the University of Kentucky is fairly static, though it has remained a topic of campus conversation for the past several years. Currently, departments and schools are given an annual budget based on historical budgets. As shown in table 5.4, the budget for the School and the LIS program have been largely flat for the last several years with the only

increases coming from campus-wide salary increases and the addition of new faculty primarily housed within the ICT program.

Table 5.4. Annual LIS/ICT Budget

Year	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Base Univ. Budget	\$1,520,740	\$1,540,463	\$1,980,195	\$2,008,872	\$1,957,286	\$1,902,564

The School remains competitive in acquiring new funds. In 2010, due to decreased enrollment and budget cuts, the LIS program elected to suspend its School Librarian Program and eliminate the full-time faculty position devoted to that area. The Director then actively engaged the community at large and convened a panel of stakeholders. Eventually, this led to additional funds to hire a new full-time faculty member to oversee the School Librarian Program in fall of 2011. Given that school media is an extremely competitive area in Kentucky, which has four programs offering certification to school teachers, the overall LIS program is pleased with the enrollment in this academic concentration. The School Librarian Program at the University of Kentucky is the only state program to also have continuing accreditation through the American Library Association.

Donations from friends and alumni of the LIS program are another source of funding for the program. University staff manage gift giving from graduates. Each year, the University conducts a phone-a-thon as the primary means to raise funds for programs. Table 5.5 below summarizes fundraising for the LIS program over the last several years. While table 5.5 reflects total School donations, the School currently only has funds set up for the LIS program. The spike that is visible in 2013-2014 and 2014-2015 is largely due to the establishment of a new fund honoring the late Dr. Lois Mai Chan.

Table 5.5. School Annual Gifts

	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Gifts to Endowments	\$17,980	\$14,405	\$43,360	\$34,920	\$17,104	\$19,042
Restricted Gifts	\$29,600	\$13,193	\$12,580	\$19,290	\$6,050	\$2,930
Total	\$47,580	\$27,598	\$55,940	\$54,210	\$23,064	\$21,972

The School also provides faculty yearly development funds up a maximum of \$1000 per individual full-time faculty member whenever funds are available. Appendix 28 provides more information about faculty development funds. Other support, such as support for family and other leave,¹⁰ fall under the Office of Human Resources. The Office of Faculty Advancement governs sabbatical leave policies.¹¹ Eligibility is governed by the policies laid out in AR 2:1.¹²

¹⁰ "UK Human Resource Family Medical Leave," University of Kentucky, accessed August 2, 2017, <http://www.uky.edu/hr/employee-relations/family-medical-leave>.

¹¹ "Sabbaticals," University of Kentucky Office of Faculty Advancement, accessed August 2, 2017, <http://www.uky.edu/ofa/node/14>.

¹² "Administrative Regulation 2:1-1," <http://www.uky.edu/regs/files/ar/ar2-1-1.pdf>.

Many resources at the University are centrally funded and maintained, allowing the program to focus its attention in using its available funds to support the efforts and activities described above. The University-funded resources include the University of Kentucky Libraries, Disability Resource Center, Writing Center, classrooms, Canvas, online conferencing tool (Zoom), and many other physical and electronic services (i.e., additional services for students and software packages including Microsoft Office). Section III.2 in Chapter 3 provides a more detailed list of institutional resources available to faculty the University of Kentucky.

Standard V.7

“Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.”

The School and LIS program offer salaries to faculty and staff in line with University guidelines. In the last several years, the program has been able to benefit from the addition of several staff with little to no turnover in each position. Additionally, the program has been able, over time, to grow the introductory salary for assistant professors. Each year, the University determines how much money is available for staff and faculty raises. Table 5.6 below summarizes the merit raise pool percentage over the last several years.

Table 5.6. Merit Raise Pools

Year	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Merit Raise Percentage ^a	3%	0%	5%	2%	3.5%	2%

^a This number reflects a merit pool and not a guaranteed percent increase.

As table 5.7 below shows, the School of Information Science has been fairly successful in increasing the floor salary for assistant professors. From Fall 2011 to Fall 2016, the average salary for an assistant professor primarily responsible for library science instruction increased 12.8 percent. Associate professors' average salaries increased a similar 12.9 percent.

Table 5.7. UK SIS Library Science Faculty Salary Averages

Year	Assistant	Associate	Full ^a	Lecturer
AY 11-12	\$61,384	\$66,914	\$132,242	--
AY 16-17	\$69,210	\$75,517	--	\$47,272

^a This table does not include the Director's salary.

Salaries for library science faculty fare well when compared to other faculty in the Commonwealth of Kentucky, as per the information available from the Chronicle of Higher Education in table 5.8. However, when compared at regional and national levels, the program salaries do not fare as well, as evidenced in table 5.8, which also provides the comparative data for southeastern library science faculty, faculty from four-year public institutions, and library science faculty nationally.

Table 5.8. Local and National Faculty Salary Averages, 2015-2016

Region	Assistant	Associate	Full	Lecturer
UK SIS Library Science faculty	\$67,865	\$73,186	--	\$46,404
Kentucky all faculty ¹³	\$57,600	\$64,627	\$83,524	\$48,702
Southeast LIS faculty ¹⁴	\$61,004	\$92,747	\$116,086	... ^a
National all 4-year public faculty ¹⁵	\$70,246	\$81,969	\$113,738	\$59,241
National LIS faculty ¹⁶	\$85,341	\$110,682	\$161,323	\$82,120

^a The 2016 ALISE Statistical Report does not include this information.

Based on student enrollment, faculty in the School may have the option to teach summer courses. Faculty who do so are compensated with additional salary. According to College policy, all full-time faculty are paid a base rate of \$5,000 for teaching a summer course. If the College realizes a profit from the summer, then faculty are compensated additional funds so that their payment for teaching a summer course equals 10 percent of their base nine-month salary up to a maximum of \$7,500.

Standard V.8

“Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.”

University funding for academic units is determined by central administration. Funding for the School of Information Science is on par with other units in the College. Additionally, the School makes excellent use of summer funding to help supplement the annual University budget. Summer funding, for example, funds faculty development funds. Since 2008, the School has committed to offering each full-time faculty member \$1,000 in faculty development funds annually. This amount may be increased depending on the current budget climate. The University does not cover these funds; instead they come out of the summer tuition revenue, which covers research-related expenses, such as travel to conferences and workshops, as well as any equipment the faculty might need, including books, special software, etc. Summer tuition revenue also covers startup funds for new faculty. Appendix 40 provides additional details about summer tuition revenue expenditures. When funds are available, faculty may

¹³ “Faculty Salaries at Kentucky Colleges,” Chronicle of Higher Education, accessed August 2, 2017, <http://data.chronicle.com/category/state/Kentucky/faculty-salaries/>.

¹⁴ “ALISE Statistical Report and Database,” Association for Library and Information Science Education, accessed August 2, 2017, <https://ali.memberclicks.net/alise-statistical-reports>. See 2016 ALISE Statistical Report, Table I-13a, Mean Salary for Faculty by Region, 2015. 2016.

¹⁵ “Faculty Salaries at 4-year public colleges,” Chronicle of Higher Education, accessed August 2, 2017, <https://data.chronicle.com/category/sector/1/faculty-salaries/>.

¹⁶ “ALISE Statistical Report and Database,” <https://ali.memberclicks.net/alise-statistical-reports>. See 2016 ALISE Statistical Report, Table I-13, Faculty Salaries, 2015-2016.

apply for additional funds for conferences where they are presenting a paper, poster, or taking part in a panel. The School also sets aside a portion of its budget to replace employee computers on a rotating basis, purchasing a new main work computer (desktop or laptop) at least every five years. The School and College provide start-up funds for all new faculty hires as well.

Until summer 2016, the University provided funding for new faculty with its Summer Faculty Research Fellowship Program. Faculty from across the University could apply. The School's faculty successfully obtained this funding, as shown in table 5.9. Tables 3.11 and 3.12 in Chapter 3 provide a more detailed listing of faculty research awards.

Table 5.9. Summer Funding Awards

Faculty	Program	Year	Amount
Wade Bishop	LIS	AY 2011-2012	\$7,000
Ning Yu	LIS	AY 2012-2013	\$7,000
Shannon Oltmann	LIS	AY 2012-2013	\$7,000
Amy Gaffney	ICR	AY 2013-2014	\$7,000
Jasmine McNealy	ICT	AY 2013-2014	\$7,000
Youngseek Kim	LIS	AY 2014-2015	\$7,000
Maria Cahill	LIS	AY 2015-2016	\$7,000

The University's Office of Research began a new funding source Summer 2017: "Programs to Support Research, Scholarship and Creative Excellence in Areas that are not Traditionally Amenable to External Funding."¹⁷ One faculty member, Dr. David Nemer of the ICT program, received funds for summer research in the program's inaugural year. Additionally, funds are available to support course development. When a faculty member develops a new online course, the Office of eLearning¹⁸ provides \$1,500 and another \$1,500 once the course has been taught. Furthermore, the University offers sabbatical leave to "provide opportunities for study, research, creative effort, improvement of instructional or public service capabilities and methods, and related travel in order that the quality of each recipient's service to the University may be enhanced."¹⁹ The policy on sabbatical leave is available in the Governing Regulation document, B.2.d.1.²⁰

¹⁷ "Research Support Guide," University of Kentucky, accessed September 1, 2017, http://www.research.uky.edu/vpresearch/guide/ResearchScholarships_CreativeExcellence.html.

¹⁸ "Office of eLearning," <https://www.uky.edu/elearning/>.

¹⁹ "Governing Regulation, Part X," <http://www.uky.edu/regs/files/gr/gr10.pdf>.

²⁰ Ibid.

Student Financial Aid

The University of Kentucky offers a wide variety of options for students who are in need of financial assistance, thereby ensuring that “student financial aid from the parent institution is available on the same basis as in comparable units of the institution.” All students at the University of Kentucky, regardless of their home unit or status as undergraduate or graduate student, have access to a Financial Aid Counselor.²¹ These counselors are valuable resources for students needing assistance understanding the processes, procedures, and options available for financial aid. Furthermore, centralizing Financial Aid resources helps to ensure students can discuss their financial aid needs and plans with knowledgeable staff who can direct them to the most current and useful information. In addition to Federal aid, which students may apply for through the University Financial Aid office, the School supports opportunities for fellowships, scholarships, internships, and graduate assistantships. Other opportunities are offered through the University or regional and national library associations. Additional information on School-level scholarships and funding opportunities for LIS students is available in Chapter 4. The School’s website also has a “Funding Your Education” resource that the School’s student affairs staff maintain that provides access to financial aid information and other tuition support opportunities for students across its degree programs, with specific scholarships for LIS program students.²²

Standards V.9 and V.10

“The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.”

And

“V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.”

Physical Space and Resources

The LIS program is located entirely on the third floor of the Lucille Little Fine Arts Library; Appendix 42 provides the floor plan. This 20,370-gross-square-foot space provides office space for all full-time faculty, two conference rooms, four classrooms, and a classroom/computer lab that can be reserved by any member of the School. Having the program located entirely in one suite allows LIS faculty to have ample time and opportunity to engage with each other, as well as with other faculty in programs across the School, to discuss research and pedagogical issues. All staff are located in the floor as well, making it easy for faculty to obtain assistance whenever needed.

²¹ “Find Your Counselor,” University of Kentucky Office of Student Financial Aid and Scholarships, accessed August 2, 2017, <http://www.uky.edu/financialaid/find-your-counselor>.

²² “Funding Your Education,” <http://ci.uky.edu/sis/resources/funding>.

The offices for the LIS program and the School have undergone significant changes in the years after the last review period. In 2012, the front lobby space was transformed to include four cubicle spaces in the reception area for support staff. In the following two years, 2013 to 2014, additional faculty offices were created through the conversion of a filing room, one large office, and a waiting area into four individual office spaces. Furthermore, four office spaces were added along the interior side hallway by appropriating excess classroom space. In total, eight offices were added by October 2014. Lastly, between 2015 and 2016, the School added additional signage outside its offices and on the main floor and entry to the building. The expansion procured essential space for faculty offices and support staff workspaces and provided the School and its programs with better campus presence and visibility to students and the wider community.

Even though nearly all the students in the LIS program take exclusively online courses, the program has access to four smart classrooms and a classroom/computer lab. The lab is outfitted with a MondoPad that faculty have used to hold conferences with their class via Adobe Connect or Zoom. In service to the University, the School permits use of the conference rooms and classrooms by groups and individuals outside of the unit provided the spaces are not needed for School meetings or classes. For example, these rooms have been used for dissertation and thesis defenses, qualifying examinations, student association meetings, undergraduate advising, and interviews.

For students with disabilities, the Lucille Little Library Building is outfitted with an automatic door as well as an elevator with access to classrooms and ground level.²³ Additional details about the building housing the LIS program can be found on the University of Kentucky Physical Plant Division's website.²⁴ For online students, the School is able to meet ADA accommodations for students through the resources already discussed in this and previous chapters, such as Distance Learning Library Services and the Disability Resource Center.

Technology

The School maintains an inventory of computers purchased for faculty and staff. Computers are replaced every five years, if not sooner. The School also maintains a classroom/lab space, which provides access to 29 laptops, six iPad minis, and a MondoPad. This space is available to all programs in the School. The University provides the campus-wide LMS, Canvas, as well as licenses to several software programs including Zoom, Microsoft Office, Adobe products, and statistical software. Additionally, the University of Kentucky Information Technology Services group (UK ITS) provides access for students to personal web space, which the LIS program makes use of in several courses including LIS 636 Foundations of Information Technology, LIS 638 Internet Technologies and Information Services, and LIS 665 Introduction to Digital Libraries.

²³ "Access Map for the University of Kentucky," University of Kentucky, accessed August 2, 2017, <http://kgs.uky.edu/kgsmmap/AccessMap/index.htm?ID=0224>.

²⁴ "eFacTS Building Information, Lucille Little Fine Arts Library," University of Kentucky Physical Plant, accessed August 2, 2017, <http://www.ppd.uky.edu/Facilities/Bldg/BldgDetail.asp?BldgNo=0224>.

Additionally, the program's faculty and students have access to UK Libraries, Faculty Media Depot, Student Media Depot, eLearning, and the Center for Enhancement of Learning and Teaching (CELT) to assist with matters relating to instruction and in the case of the libraries, research. Online students have access to the same tools as campus-based students in terms of educational support. The UK ITS Help Desk²⁵ takes requests for assistance by email or by phone. LIS faculty are available to students through campus appointments, email, phone, or synchronous online video conferencing through Zoom. UK Online²⁶ provides some aggregated information on services available to online students. In addition to these resources, UK Libraries maintains Distance Learning Library Services,²⁷ including a Distance Learning Librarian, who specifically assists online students.

Standard V.11

"Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities."

The Vice President for Research maintains funding and support for research-based activities on campus. The College employs an Associate Dean for Research who acts as a liaison with the University research personnel and provides further support for faculty research initiatives. This individual assists with Institutional Review Board (IRB) applications, grant submissions, as well as administration of grant funds. As funds are available, the College has offered competitive funding for research projects in the College. These awards typically focus on collaborative research across units, programs, and Colleges. For a detailed list of institutional resources available to faculty, see section III.2 in Chapter 3.

To access information resources and services, the program's faculty and students make use of the University of Kentucky Libraries, which consist of 10 major facilities: William T. Young Library, Agricultural Information Center, Hunter M. Adams College of Design Library, Education Library, John A. Morris Equine Library, Lucille Caudill Little Fine Arts Library, Medical Center Library, Science and Engineering Library, Special Collection Research Center, and the Kentucky Transportation Center Library. Collections include, but are not limited to, 4.2 million volumes, 588,428 electronic books, and over 400 commercial databases. More than \$11.1 million is spent annually on collections. UK also serves as the Regional Depository for Kentucky as part of the Federal Depository Library Program.²⁸

Faculty have access to several services and facilities on campus to support their teaching. The Faculty Media Depot "provides media and technology support in the creation of courses," and their "drop-in services include Learning Management System (LMS) training, video studio recordings, audio and screen recordings, as well as support with the utilization of media in

²⁵ "Customer Services," University of Kentucky Information Technology Services, accessed August 2, 2017, <https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>.

²⁶ "UK Online," <http://www.uky.edu/ukonline/>.

²⁷ "Distance Learning Library Services," <http://libraries.uky.edu/DLLS>.

²⁸ "About the UK Libraries," University of Kentucky Libraries, accessed August 7, 2017, http://libraries.uky.edu/page.php?lweb_id=988.

courses.”²⁹ The Office of eLearning also provides many services for faculty. As described on their website, they offer “Support and guidance of online course development and implementation; Consultation (for fully online, hybrid, MOOC, technology, etc.); Review of online courses (before, during, and/or after the course has launched); Funding opportunities for online course development, revision, Echo360, MOOC Partner with CELT and other campus teams that support faculty.”³⁰

Furthermore, the University funds the UK ITS group, which provides support and services for faculty, staff, and students. This includes logging onto campus computers while not on campus, providing access either free or at a reduced rate to several software packages including Microsoft Office and Adobe products. They also provide local-area network (LAN) and wireless Internet access throughout campus in addition to support for the Canvas LMS. These services are of particular import to the program, which, as previously stated, is primarily online. Canvas itself has a Voluntary Product Accessibility Template (VPAT), a “tool that administrators and decision-makers can use to evaluate Canvas’ conformance with the accessibility standards.”³¹ Additional information about faculty resources is available in section III.2 of Chapter 3.

Students engaged in independent study have a variety of resources available, including Distance Learning Library Services and the Writing Center. Additional details about the LIS 695 Independent Study course are available in section II.3 of Chapter 2. Student resources available to support students engaged in independent study include the Writing Center, UK ITS and the software downloads site it supports, and the Distance Learning Library Services. Additional details about these resources and others are available in section IV.4 in Chapter 4.

Standard V.12

“The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.”

In addition to the information shared in section V.11, UK Libraries also provides library services for all distance education students, which includes the majority of the LIS students. According to the Distance Learning Library Services (DLLS) website, “The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through UK Online and for the faculty who teach those classes. The Distance Learning Library Service is staffed by a full-time librarian.”³² The DLLS profile page provides more details. Additionally, UK Libraries provides a liaison librarian specifically for the LIS program. Liaison librarians assist students and faculty in their specified area with teaching, research, and

²⁹ “Faculty Media Depot,” <https://www.uky.edu/its/faculty-media-depot>.

³⁰ “What We Do,” University of Kentucky Office of eLearning, accessed August 2, 2017, <https://www.uky.edu/elearning/whatwedo>.

³¹ “Canvas Voluntary Product Accessibility Template,” Canvas, accessed August 2, 2017, <https://www.canvaslms.com/accessibility>.

³² “Distance Learning Library Services,” <http://libraries.uky.edu/DLLS>.

library collection needs. The current liaison librarian for Library Science is Dr. Stacey Greenwell. The UK Libraries website provides more information on the collections and services available to students, faculty, and staff.³³

Information Technology groups on UK's campus fall under UK ITS. This includes, but is not limited to, the Office of eLearning,³⁴ which provides support for students and faculty engaged in an online learning environment; and CELT,³⁵ which supports faculty in developing online courses, and UKOnline.³⁶ These groups assist faculty with training for the online LMS and other technologies, meeting course development standards, and developing media for use in online courses. The School also employs a full-time instructional technologist to support faculty, staff, and students.

The Disability Resource Center (DRC) assists distance students as well as campus-area students at the University of Kentucky with support for print/visual impairment, learning disabilities, and other conditions that warrant accommodations.³⁷ LIS students with documented disabilities are able to work with the DRC to receive accommodations from the University. The DRC works with instructors to ensure students received their necessary accommodations as efficiently, effectively, and confidentially as possible.

Standard V.13

"The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process."

The LIS program, as part of the School of Information Science, adheres to the rules the School faculty have established. These rules are reviewed and edited as needed, most recently in AY 2016-2017 (see Appendix 28). Planning and evaluation are the responsibility of the full-time faculty of the LIS program. However, some activities, such as the assessment of technology resources, are managed as part of the duties of staff in conjunction with the Director.

With regard to physical space, the program assesses the availability, maintenance, and use of space as needs change to ensure the resources are used appropriately and effectively. For instance, in response to growth in faculty and staff, the program made changes to the office and classroom spaces as detailed in section V.10 of this chapter.

In terms of technology and other resources, the University selects and maintains access to Canvas and the Zoom live video conferencing software. The University also provides access to software, such as the Microsoft Office and Adobe suites, and assistance through ITS. At the

³³ "About the UK Libraries," http://libraries.uky.edu/page.php?lweb_id=988.

³⁴ "Office of eLearning," <http://www.uky.edu/elearning/>.

³⁵ "Center for the Enhancement of Learning and Teaching," <http://www.uky.edu/celt/>.

³⁶ "UK Online," <http://www.uky.edu/ukonline/>.

³⁷ "Disability Resource Center," <https://www.uky.edu/DisabilityResourceCenter/>.

School-level, students and faculty of the LIS program have the support of the School's technologist. Access to information resources is the responsibility of UK Libraries, which works with faculty to develop course reserves and ensure their accessibility for online students. To ensure the collection meets the needs of the program, the faculty are given the opportunity to provide input to UK Libraries each year on collection development issues and items that have been de-selected.

Students provide feedback regarding resources through the completion of Teacher Course Evaluations, which are sent for every lecture course in the LIS program. By completing the standard University-developed questionnaire, students can rate various factors of both the specific course as well as the instructor of that course and provide commentary about the effectiveness of resources; Appendix 24 provides a sample evaluation. This information is provided to the Director and individual faculty members, who then use the feedback to make any necessary adjustments. Students also evaluate technology and support services each academic year through the Graduate Survey (see Appendix 5) distributed to the students graduating each semester.

Standard V.14

"The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources."

The LIS faculty meet monthly to discuss matters relating to the program, including those related to administration, finances, and resources when applicable. The LIS program's strategic plan, along with minutes from the regular faculty meetings and reports from the Curriculum and Planning Committees all serve as evidence of the ongoing decision-making processes the faculty undertake.

Evaluation of administration is handled at the School level, as noted in the Promotion and Tenure Guidelines regarding the Director review of the School Rules (Appendix 28). Together, the School Promotion and Tenure Committee conducts a biennial review of the Director that includes soliciting feedback from all staff and faculty in the School, ensuring they have direct involvement in the evaluation process. The results are shared with the Dean of the College, who is the official supervisor of the Director. The Dean then summarizes his thoughts and shares those through an email to the School. Staff performance evaluations are conducted on an annual basis and are the responsibility of the Assistant Director. Like faculty, staff are asked to summarize their accomplishments for the year and identify areas for future development in support of the School and its programs.

The faculty review the finances of the School and program whenever new information is available; however, the scope within which the faculty can act is narrow. Budgeting at the University of Kentucky is a centrally managed process. Central administration assigns funding to programs with little input from the unit. However, the Director makes the faculty aware of current and potential budget changes at the regular meetings of program faculty. With the constraints of the institution in mind, the faculty focus most of their attention on opportunities to increase funding available to the program, i.e., tuition revenue generated from summer courses.

Standard V. 15

“The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.”

The LIS program’s Strategic Plan 2015-2020 (Appendix 3) speaks specifically to administration, finances, and resources, including the biennial technology audits to address technology related issues and the maintenance of the current environment of one faculty member per office and one staff member per office or cubicle.

With respect to the administration, the Graduate and Alumni Surveys (Appendices 5 and 13) generally rate administrative staff highly. To continue this level of service and support, the School has sought additional funds to expand support staff whenever the budget allows.

While the program has little control over much of its funds due to the central allocation and dispersal of the budget, the School is responsive to the needs of the program and uses available summer funding in support of the program’s needs. Review of the current needs of the program determine the use of summer funding each year. For example, the School provides additional funds to the LIS program to ensure adequate part-time instructors to cover course offerings. School funds also provide additional technology available across the School, including a MondoPad and a bank of 29 laptop computers, and for the renovations to the front area of the main 320 Lucille Little office suite to include more cubicle space for staff. Additional details about summer funding expenditures are available in Appendix 40.

Furthermore, the program and School have sufficient resources to ensure all faculty are provided with an office, phone, internet connection and a computer, which is replaced at least once each five years. Fortunately, the semi-annual technology review has yet to identify any significant personal technology barriers thanks, in part, to this process. Each faculty member is also awarded the same amount of faculty development funds. The faculty have brought up faculty development funds as a potential issue, contending that some years \$1,000 may not be enough. In response, when the budget allows, the Director makes additional development funds available, usually on a competitive basis; for example, if a faculty member is presenting at a conference, they may apply for additional funding to help cover those costs.

Summary and Future Plans

While the current accreditation period has been one of much change in the School, the next several years are expected to be a time when the School can focus on strengthening its programs, including the first-ever online undergraduate degree completion program at the University, which launched in Fall 2017. The program was awarded a tuition sharing agreement with the Provost that allows funds to come back to the School. This additional means of generating revenue will provide the funding necessary to increase faculty and student support for both the LIS and ICT programs.

With regard to administration, changes in leadership are likely to occur within the next several years at both the College and School level due to the age and length of service of both the

Director and Dean of the College. While changes in College leadership are beyond the direct control of the School, the School is taking an active role in preparing for any possible internal changes in leadership. The Director has recently received final approval for two faculty lines with modified duties. One line will serve as a Director of Undergraduate Studies and the second will serve as Director of Assessment. Each of these positions will assist the Director in the daily running of the School and provide additional resources to maintain, as well as improve, the School's performance in both undergraduate education and assessment. These new appointments support the Director's administrative role at the undergraduate level, allowing the Director more time and resources to manage initiatives for both the LIS and ICT graduate programs. In the coming years, other faculty may also assume leadership positions in the program and the School.

The School also recognizes the need to monitor the number of courses offered by full-time faculty. While the number of LIS program faculty lines is lower than at the start of this accreditation cycle, the program has compensated in several ways. One full-time faculty line was converted to a lecturer position, which increased the number of courses taught by that position. Also, faculty in the ICT master's program teach courses that may be used as electives for LIS students, particularly for those in the Information Technology & Systems concentration.

Ever mindful of the challenges of compensation during trying economic times, the School seeks to continue its upward trajectory of salaries for Associate and Assistant Professors to help make the School more competitive in attracting and retaining excellent researchers and instructors. Furthermore, through the Director's efforts, the School has maintained, and in some cases grown, its budget despite Kentucky's state government regularly decreasing funding for higher education.³⁸

In spite of challenges such as these, the human, physical, information, financial, and other resources discussed throughout the chapter all contribute to the continuing success of the LIS program. With a rapidly growing undergraduate program and a new undergraduate program with tuition sharing, the School is well positioned to maintain needed funds and resources to continue to deliver excellent programming to all its students. The School administration and the LIS program faculty strive to overcome obstacles and deliver the best possible curriculum, support, and resources to students, empowering them to be leaders in the field.

³⁸ "Kentucky higher ed spared in budget cuts," Louisville Business First, accessed August 2, 2017, <https://www.bizjournals.com/louisville/news/2017/06/05/kentucky-higher-ed-spared-in-budget-cuts.html>.

Synthesis and Overview

As demonstrated throughout the chapters of this self-study, the Library and Information Science (LIS) program at the University of Kentucky uses the results of systematic evaluation to identify areas of strength, identify areas in need of improvement, and inform decisions impacting program and curricular development. Each of the five chapters reviewed key aspects of the program, including student performance, faculty development, and changes made in response to internal evaluation and feedback from constituents. This section provides a summary of the content for each chapter as well as the program's plans moving forward.

Chapter 1 provided an overview of the program's institutional context; vision, mission, goals, and program learning outcomes; and systematic planning and evaluation processes, including the constituents and mechanisms involved. Among the most significant revisions in regards to planning discussed in the chapter were the updates to the vision, mission, goals, and learning outcomes and the new assessment procedures effective Fall 2017. As part of the wider institutional strategic planning activities, the faculty revised the program's vision, mission, and goals in Academic Year (AY) 2015-2016. Furthermore, in response to feedback from the Office of Institutional Effectiveness and as a result of identified issues with the assessment of the previous learning outcomes, the faculty also revised the program learning outcomes in AY 2015-2016. The new vision, mission, goals, and learning outcomes should provide a stronger framework for program development and assessment. For instance, effective Fall 2017, the faculty are gathering additional data at the course level to provide another point of assessment of program learning outcomes. The course level data, combined with the assessment data from the exit assessment and other evaluation mechanisms, will provide a more holistic view of the program's impact on students' levels of mastery throughout the program. This data and holistic view will, in turn, affect curricular decisions. Moving forward, the faculty will evaluate these revisions to systematic planning and evaluation to ensure the program has effective mechanisms in place to assess students' growth and the impact of the overall program.

Chapter 2 reviewed the curriculum, including how the faculty assesses individual courses as well as the overall curriculum of the program. Major revisions discussed included the updates the faculty made to the core courses and changes in degree requirements. Beginning in AY 2014-2015, the faculty made substantial revisions to the four core courses: LIS 600 Information in Society, 601 Information Search, 602 Knowledge Organization, and 603 Management in Information Organizations. Responding in part to feedback from the Employer Survey, two faculty members added more content on leadership and communication to LIS 603 in AY 2014-2015. In AY 2015-2016, teams of faculty continued revising the core courses. The new version of 600 provides a broader context for the field and information professions. The revised 601 and 602 emphasize the relationship between information organization and retrieval. The changes to the core courses, particularly the inclusion of additional information retrieval content in 601, prompted the faculty to reconsider the degree requirements. Effective Summer 2017, students complete the four core courses, at least one technology, and seven elective courses to earn their degrees. This change eliminates duplication of content between the revised core and the foundational requirement. The new degree requirements should allow students to pursue courses of study more tailored to their individual career aspirations by allowing them to choose additional electives. Moving forward, the faculty plan to look for

means to increase practical application across the curriculum to help students make concrete linkages between course content and information practice. The faculty will also explore new opportunities for integrating emerging technology into courses as well as student interest in a concurrent degree option combining the Master of Science in Library Science and Master of Science in Information Communication Technology programs.

Chapter 3 presented information about the faculty, demonstrating that both the full- and part-time faculty have the background and credentials necessary to lead courses and contribute to the field at large through research. As discussed in the chapter, the arrival of new faculty during this accreditation cycle allowed the program to expand course offerings focused on technology including data science, data analysis and visualization, electronic resource management, and digital libraries. In addition to expanding the course catalog, the faculty have also attempted to address the issues alumni and recent graduates have raised in regard to advising; the faculty now meet with incoming students prior to enrollment to create an initial course plan. Faculty also use advising shells in the Canvas Learning Management System to provide a central hub for advising activities. Furthermore, the faculty have increased their research productivity since the last review, and junior faculty participate in the faculty mentoring program, which the program initiated in 2011. Moving forward, the faculty plan to continue increasing program visibility through conference attendance and publications. They will also explore open-access options to disseminate their contributions to the field and continue to develop areas of strength across the School that could benefit students in the LIS program, incorporating expertise from faculty in our information communication technology program as well as the instructional communication program.

Chapter 4 discussed the resources, processes, and opportunities related to students and the ways in which the program assesses individual student learning and student learning outcomes. Among the most significant changes for students discussed in the chapter were the addition of new experiential learning activities and the recent changes to the exit requirement. To support a total learning experience for students, the program added the Alternative Spring Break (ASB) program in Spring 2011 and expanded students' opportunity to gain field experience by collaborating with UK Libraries to offer the Lex Week program in Spring 2016. To date, 68 students have completed week-long internships with the Library of Congress, National Archives and Records Administration, National Library of Medicine, or Smithsonian Libraries as part of the ASB program. Four students participated in Lex Week 2016, and the program hopes to have at least as many students participate in the 2018 program. In terms of the exit requirement, as a result of feedback from the Office of Institutional Effectiveness and ongoing challenges with the assessment of the portfolio, the faculty decided to move to the Exit Assessment effective Fall 2017. The restructured learning outcomes essay should provide a more comprehensive overview of students' progress toward mastery of program learning outcomes, allowing the program to conduct more holistic assessment. Moving forward, the program will continue to monitor enrollment and explore other avenues for recruiting. To meet the needs of enrolled students, the program will strive for more effective student support, including higher satisfaction with advising. The program will also sustain current and explore new experiential opportunities for students to ensure that they can gain practical experience and engage with practitioners during their time as students in the program. The program will continue to build these kinds of experiences including the return of the McConnell Conference in Fall 2017 and the development of the new study abroad course, scheduled for Summer 2018.

Chapter 5 outlined the finances, resources, and administration of the program, particularly as they impact students, faculty, and staff. Major considerations of this chapter included the financial and other resources available to support the program. Given the static nature of the budget provided from the University's central administration, the School has pursued additional means of generating revenue to support the faculty, staff, and LIS students. These funds include income generated through summer enrollment and the tuition sharing agreement for the new ICT online undergraduate degree completion program. The program has also increased its physical and human resources by converting available space into more offices and adding staff positions to provide additional support for faculty and students across the School's programs. Moving forward, anchoring the School across the university more broadly will help support all of the School's programs, including the LIS program. The School plans to do so by growing the ICT undergraduate and graduate programs, offering service courses to help undergraduate students across the University complete the core requirements, and continuing to collaborate with other units on campus.

The current environment for the library science program presented in this self-study is markedly different than the environment discussed in the program's 2011 Program Presentation. In 2011, the Master of Science in Library Science was the only degree the School offered. Now, the LIS program is one of three degrees the School offers in addition to an undergraduate minor and several service courses in support of University undergraduate core requirements. The declared student count for the School's degree programs has grown from 216 LIS master's students in Fall 2010 to over 350 students between the LIS master's program (192 students), ICT master's program (16 students) and ICT undergraduate program (160 students) in Fall 2017. The number of faculty and staff has grown as the School has broadened its offerings. In this context, the library science program has more stable footing given the wide variance the program has seen in enrollment. The addition of faculty in other areas provides library science faculty with more opportunities for new avenues of research and courses to teach. Furthermore, the LIS students can now draw on expertise relevant to library science but outside the program faculty's area - namely in instructional communication and advanced technology courses in ICT. In combination with the full LIS curriculum, added course offerings in these areas will provide more opportunities for LIS students to tailor their programs of study and develop transferable skills that will prepare them "to be leaders and change agents in meeting the needs of a diverse and evolving society"¹ in libraries, other information centers, and non-traditional employment options.

¹ "Vision, Mission and Objectives," <http://ci.uky.edu/sis/libsci/mission>.



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