BIENNIAL NARRATIVE REPORT

SCHOOL OF INFORMATION SCIENCE

UNIVERSITY OF KENTUCKY

February 1, 2017

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    c. Joseph Kohlburn, Librarian, Jefferson College

    d. Heidi Neltner, School Librarian, Robert. D. Johnson Elementary School

    e. Marianne Follis, Children and Youth Services, Irving Public Library

    f. Shannon Barniskis, PhD Student, University of Wisconsin-Milwaukee

2. Revised Program Learning Outcomes

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In its letter dated April 21, 2016, the ALA Committee on Accreditation (COA) did not request additional information after reviewing the annual statistical data report via the ALISE survey. This report follows the sequence of the Standards.

Standard I: Systematic Planning

- The School's Library and Information Science (LIS) Program faculty continues to review its stated Program Learning Outcomes. The most recent Program Assessment documents can be found at https://ci.uky.edu/sis/assessment . The LIS Program faculty revised program learning outcomes based on our experience with those reported in 2014 and using feedback/input from the University's Office of Planning & Institutional Effectiveness. We reduced the number of program learning outcomes from thirty-nine to four in order to be able to assess them more effectively. Learning outcomes for all core courses were revised to ensure they correspond to and help fulfill the program learning outcomes. Furthermore, applicable corresponding program learning outcomes will be added to core course syllabi to help students understand how their learning in core courses contributes to their attainment of program level competencies. Finally, learning outcomes for artifact assignments are being revised to correspond to new course level learning outcomes and will become effective Fall 2017. This should result in students being able to trace how completed work products/artifacts/assignments contribute to the attainment of knowledge/skills/attitudes reflective of course and program level learning outcomes. Program Assessment documents are being revised to reflect these revisions and will be completed prior to Fall 2017 implementation (draft attached).

- The School's faculty continues to review its Program Assessment Plan that was revised and approved October 12, 2012. The portfolio data is triangulated with data from student exit surveys, alumni surveys, employer surveys, internal audits, and Advisory Board feedback. The planning cycle includes an annual fall planning retreat, monthly LIS Program meetings where

committee progress reports are reviewed, work meetings that are scheduled as necessary, and a final spring LIS Program meeting where the Curriculum and Planning Committees submit reports on activities completed during the course of the year. Changes to the curriculum based on any of the data we review are tracked and documented in the Curriculum Committee's annual report. Similarly, other program changes based on assessment data are documented in the Planning Committee's annual report. Curriculum and Planning Committee reports from spring semesters were reviewed during the fall planning retreats to help set annual goals and objectives.

- After revising our assessment process and student's instructions for constructing their portfolio, particularly their learning outcomes essay, the scoring rubric was revised to reflect these changes, to derive more meaningful scores and increase inter-rater reliability. Most notably, rather than using pass / fail ratings, we moved to a numerical system that allows us to weigh performance not only for the competencies, but also for associated learning outcomes. We are in the process of transitioning this numerical evaluation to new program learning outcomes that were approved during AY 2015-2016.

- With support from the School, Melissa Adler, chair of the Diversity Committee, attended the 2015 Conference on Inclusion and Diversity in Library and Information Science on October 15 and 16. She presented a paper titled "Indexing Intersectionality: Diversity and Inclusion as Problems of Classification," and she attended sessions related to diversity and inclusion in LIS education, microaggression and implicit bias, and cataloging and classification. Conference participants included practitioners, educators and scholars interested in issues of diversity, inclusion, and social justice in LIS. In addition, several School faculty and staff members participated in Everyday Bias training provided by Cook Ross and sponsored by the University.

- The Library Science Program faculty met repeatedly through the 15-16 academic year to discuss both the Mission and Vision for the program. After much discussion, the faculty revised our Vision and Mission to the following: 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.

- The LIS Program continues to utilize the exit questionnaire that is administered each semester to graduating students. Based on the responses, students are very satisfied with their programs, faculty, advising, and general quality. We are also in the process of conducting our biennial alumni survey. The alumni survey builds on elements of the exit questionnaire and is available via SurveyMonkey. An announcement about the alumni survey – including the URL – was distributed by the UK Alumni Association and e-mailed directly to recent graduates of the MSLS program. We administer the alumni survey every other year. On off years, we administer an employer survey. The employer survey also builds on elements of the exit questionnaire and is conducted via SurveyMonkey. Results from the employer survey conducted Fall 2015 indicate employers generally strongly agree or agree that our graduates meet the ALA core competencies. However, the replies illustrate some weaknesses, and these were different by organization type. Among public library responses, management appears to be one of the weakest areas and promoting and evaluating information services also shows weakness. There appear to be a greater frequency of reported weaknesses among responses from academic libraries. These weaknesses are in the areas of: are effective communicators, are able to organize information, are effective users of technology, are able to understand and/or conduct original research, and are good instructors. This feedback helped guide the work completed during the 2015-2017 academic year related to curriculum revisions (see Standard II: Curriculum for additional information). Both the exit questionnaire and alumni survey were updated Fall 2016; the employer survey will be updated Fall 2017.

- Effective Fall 2016, the School received start-up funding ($200,000) from University of Kentucky Analytics & Technologies to develop an online degree completion track in our

undergraduate Information Communication Technology program. Students pursuing this track will earn a Bachelor of Arts in Information Communication Technology with an emphasis on Information Studies. With these start-up funds, the School hired a tenure-track assistant professor (Renee Kaufmann) to assist with developing this new track. The online degree completion track will target students who have completed a minimum of 60 credit hours and have withdrawn from the University. We have initiated the University approval process for this program change and anticipate launching the online Information Studies track beginning Fall 2017.

Standard II: Curriculum

- The school library program advisory group met in June 2015. The purpose of the advisory meeting was to elicit stakeholders' perceptions regarding components of and experiences within a preparation program that are essential for effectively preparing school librarian candidates to (1) support the college and career readiness of P-12 students and (2) serve as leaders within P-12 school communities. Necessary school librarianship skills and dispositions identified by stakeholders fall primarily under the Instructional Partner and Leader roles (American Association of School Librarians, 2009). Advisors recommended that school library 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; thus, 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 are currently working to implement these recommendations.

- Over the course of AY 2015-2016, the faculty met repeatedly and revised the four core required courses. Changes included revised course titles, revised course descriptions, changes in content emphasized in each course, and changes in assignments. The revisions were made in line with

data gathered from assessment, surveys, and discussions with external stake holders. Additionally, changes to our program learning outcomes and our revised Mission and Vision statements heavily contributed to the changes.

LIS 600: minor changes; retained course name (Information in Society); minor changes to course description; course and assignments refocused to explore information ecosystems, look at information organizations more broadly, focus on context and communities.

LIS 601: name change from Information Seeking to Information Searching; more closely connected to LIS 602; stronger emphasis on searches and search construction.

LIS 602: name change from Information Representation and Access to Knowledge Organization; focuses more on current information organization/metadata environment; more integrated with LIS 601.

LIS 603: little to no modifications; 603 had undergone revisions previously; change in title from Management in Library and Information Science to Management in Information Organizations.

- Beyond the revisions to the course content, program requirements were also modified. Previously, students were required to complete six hours in a secondary tier of courses. That tier has been removed effective Fall 2017. This action reflects changes made to core courses and supports allowing students to have greater flexibility in determining their program of study.

- We added the following electives in the program: LIS 612 Youth Literature for a Diverse Society and LIS 661 Introduction to Data Science. Both courses were offered as special topics courses prior to making them permanent courses.

- ICT master's level courses are open to LIS students and may be used to supplement LIS course offerings.

Standard III: Faculty

- Donald Case and Joe Miller retired from the LIS program faculty effective June 30, 2014. Lisa O'Connor accepted a position as Chair, Department of Library and Information Studies,

University of North Carolina at Greensboro, effective August 2016. Namjoo Choi (LIS) was promoted and tenured effective July 2016. The School has not hired any new full-time LIS faculty members since the 2014 Biennial Narrative Report was submitted. This is due, in part, to a decline in our LIS master's enrollment. However, we did hire two new ICT faculty members (David Nemer and Renee Kaufmann). In addition, Seungahn Nah joined the ICT faculty with 49 percent effort (51 percent effort remains in the University of Kentucky's Community Leadership and Development program). The additional ICT faculty positions are due, in part, to enrollment growth in the ICT undergraduate major and ICT master's program.

- The School appointed six new part-time instructors: Amanda Hurley, School Librarian, Henry Clay High School; Timothy Sellnow, Professor, University of Central Florida; Joseph Kohlburn, Librarian, Jefferson College; Heidi Neltner, School Librarian, Robert. D. Johnson Elementary School; Marianne Follis, Children and Youth Services, Irving Public Library; Shannon Barniskis, PhD Student, University of Wisconsin-Milwaukee.

- The School approved a Policy for Mentoring Assistant Professors May 9, 2011. Under the policy, all junior faculty members are paired with a senior faculty member to help ensure their success at the University of Kentucky. This is a School-wide effort and includes faculty members from Library Science (LIS), Information Communication Technology (ICT), and Instructional Communication (ICR). Following is a list of current mentors/mentees:

  Brandi Frisby (ICR/ICT) – Maria Cahill (LIS), Shannon Oltmann (LIS)

  Jeff Huber (LIS/ICT/ICR) – Melissa Adler (LIS/ICT), Sean Burns (LIS/ICT)

  Seungahn Nah (ICT) – David Nemer (ICT)

  Patric Spence (ICR/ICT) – Renee Kaufmann (ICT), Youngseek Kim (LIS/ICT)

  Sherali Zeadally (ICT) – Soohyung Joo (LIS/ICT), Michael Tsiderdekis (ICT)

  The School's Promotion and Tenure Committee conducted an evaluation of the mentoring program October 2016 (copy attached). Overall, responses indicated good or high mentee

satisfaction with the mentor, their mentor's availability, and the quality of the mentoring interactions. Senior faculty members continue to meet with their mentees at least once a semester. In addition, we are currently scheduling 2 informal group mentor/mentee meetings each semester. Topics include reviewing relevant University documents and procedures related to promotion and tenure, managing a productive scholarly agenda, selecting appropriate publication venues, balancing teaching and scholarly initiatives, etc.

- The LIS program faculty members continue to be recognized for their expertise. In 2016, Sean Burns received the ALISE Norman Horrocks Leadership Award as well as the RUSA 2016 Reference Service Press Award. Namjoo Choi received the 2015 Highly Commended Paper Award from Library Hi-Tech. In 2016, Jeff Huber received the Medical Library Association's Lucretia W. McClure Excellence in Education Award and was appointed to the *Journal of the Medical Library Association* Senior Editor Team. In 2016, Soohyung Joo received a grant from the Institute of Museum and Library Services (Laura Bush 21st Century Librarian Program) to support his work related to data service librarianship.

Standard IV: Students

- When we submitted our 2014 Biennial Narrative Report, our LIS master's enrollment had dropped 16% since 2013. As of Fall 2016, our LIS master's enrollment is down 10% from what it was in 2013. However, this represents a 7% growth over our low in 2014 for a total current LIS master's enrollment of 219. While this compares favorably to some of our sister programs (according to ALISE data), we realize that the current national capacity for students outweighs the current market for the degree. Our current strategic plan reflects a target enrollment of 200-235 LIS master's students (this was adjusted down from the previous strategic plan which indicated a target enrollment of 225-250 master's students). And the School has actively worked toward anchoring it more broadly by developing new academic programs outside of, but related to, the LIS master's degree program.

- The School continues its efforts in recruiting a more diverse student body. We publicize all relevant scholarship information in multiple venues. In addition, the Kentucky Library Association provides scholarship funds for minority students. In Spring 2016, one of our students participated in the ARL Career Enhancement Program for MLIS students from traditionally underrepresented racial and ethnic minority groups with UK Libraries. In Fall 2016, one of our students received a Spectrum Scholarship from the American Library Association.

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

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

Standard V: Administration, Finances, and Resources

- The School continues to be successful in obtaining funding to support faculty research initiatives. One LIS faculty member received funds from the Institute of Museum and Library Services.

- The School received $200,000 seed funds to develop and launch an undergraduate Information Studies online degree completion program. The School also negotiated a tuition revenue sharing agreement with the Provost's Budget Office for the new program that will become effective once the program is operational. Under this arrangement, the School will receive 60% of the tuition revenue generated by students enrolled in the Information Studies online degree completion program.

- The School is at capacity as far as space is concerned. The School's Director is working with the Dean of the College to explore potential solutions to future space issues.

Amanda Hurley

315 Chippendale Circle ● Lexington, KY 40517 ● (859) 492-1648 ● atanis3612@hotmail.com

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EDUCATION AND CERTIFICATIONS

- **National Board Certification, Library Media Specialist** — July 2011
- **Master of Library and Information Science** — July 2005
  University of Kentucky
- **Bachelor's Degree in Secondary Education, English** — May 2000
  Toccoa Falls College (GA)
- **Teaching English as Second Language Endorsement** — May 2000
  Toccoa Falls College (GA)

PROFESSIONAL EXPERIENCE

Henry Clay High School, Lexington, KY (July 2005-Present)
Library Media Specialist

- Co-teaches and co-plans with teachers and professional learning communities
- Collaborates with teachers to assess student technology and literacy skills
- Designs and implements school-wide reading programs to encourage reading for pleasure
- Creates and facilitates professional development, including instructional technology and literacy PDs
- Communicates with parents, teachers and students about Internet safety, digital citizenship and 21st century skills
- Researches, models, and teaches educational apps
- Writes and oversees grants for collaboration projects
- Analyzes and builds resource collection, including e-books, graphic novels, and audio CDs
- Assists students with identifying research needs, evaluating and selecting materials, and using information ethically
- Supervises Library Science practicum students at WKU, UK, & EKU
- Responsible for daily administration of Active Directory and P-Counter software, both with over 3,000 users

Henry Clay High School, Lexington, KY (July 2008-Present)
Measures of Academic Progress (MAP) Coordinator

- Schedules & administers approximately 2,500 MAP tests, three times a year, to monitor student progress in reading and math
- Compiles school wide data, creates in-depth data and trend reports
- Work with students, teachers and administrators to analyze data
- Presents data analysis results to SBDM

Henry Clay High School, Lexington, KY (July 2007-June 2012)
School Technology Coordinator

- Co-author RFP grants
- Maintains fixed asset inventory and collection of technology in the building

Tates Creek High School, Lexington KY (August 2000-June 2005)
English and Journalism Teacher

SCHOOL COMMITTEE INVOLVEMENT

Budget Committee Chair, Henry Clay High School (August 2007 - present)
School Improvement Plan Committee, Henry Clay High School (August 2012 – present)
Assessment Committee, Henry Clay High School (August 2013 – present)
Reconsideration Committee, Henry Clay High School (August 2010 - present)

Technology Committee, Henry Clay High School   (August 2005 - June 2014)
Professional Development Committee, Henry Clay High School   (August 2012 - June 2013)
Site Base Decision Making Council, elected teacher rep, Henry Clay High School   (July 2006-present)

PROFESSIONAL COMMITTEE INVOLVEMENT
Central Kentucky Association of School Librarians, President   (July 2013 – present)
KASL Board Member   (July 2013 – present)
OPGES Pilot Program Participant   (August 2014 – present)
Fayette County Certified Evaluation Plan Committee   (January 2015 – present)
Aspiring Leaders I Program, Fayette County Schools   (July 2012-May 2013)
CKSMA Scholarship Chair   (November 2010-June 2012)
Kentucky Bluegrass Awards Committee, Co-Chair of High School 9-12 Master List (August 2010-present)
University of KY / FCPS Librarian Partnership, co-founded   (April 2010 – present)
Superintendent Screening Search Committee, Fayette County Public Schools   (March 2010 – July 2010)

PROFESSIONAL DEVELOPMENT PRESENTATIONS
"Rule the Standards: Ideas, Tools & Assessments" submitted proposal for AASL Fall Conference   (November 2015)
"Tales from the Trenches" submitted proposal for KLA/KASL Fall Conference   (September 2015)
"KY Bluegrass Award Nominees" submitted proposal for KLA/KASL Fall Conference   (September 2015)
"OPGES overview" at District LMS Professional Learning Community   (March 2015)
"Gasp! It's a book challenge" at KLA/KASL Fall Conference   (September 2014)
"MAP & Role of the LMS" at KLA/KASL Fall Conference   (September 2014)
"2015 KY Bluegrass Award Nominees, grades 9-12" at KLA/KASL Fall Conference   (September 2014)
"PLN and the Power of Twitter" at KASL Summer Refresher Conference   (July 2014)
"KY Bluegrass Award Books for HS Students: 2014-2015 Nominees" at Summer Refresher   (July 2014)
Facilitated and co-led Guided Inquiry Design PD for district librarians   (June 2014)
Co-Facilitate biweekly #KyLChat discussions   (September 2013 – Present)
Facilitator of online book discussion groups at Henry Clay High School   (January 2013 – July 2013)
"2014 KY Bluegrass Awards, grades 9-12" at KASL Summer Refresher   (July 2013)
"Twitter" @ IFL Conference, Lexington KY   (June 2013)
"Power Collaboration Opportunities" at Content Literacy Warriors Conference   (June 2013)
Organized and oversaw author signing at KLA of over 30 authors   (March 2010 – September 2010)
"Collaboration: Lexington High School and Univ. of KY Librarians" at KLA/KASL   (September 2010)
"Animoto" at KLA/ KSMA Fall Conference   (October 2011)

AWARDS & RECOGNITION
2014 Reforma Southeast Mini-grant recipient   (March 2014)
2013 Reforma Southeast Mini-grant recipient   (March 2013)
CKSMA Outstanding Librarian of the Year   (April 2011)
Great Compromiser Award, Henry Clay High School   (August 2009)

PERSONAL COMMUNITY INVOLVEMENT
Guest Speaker for UK SLIS class   (February 2015)
PTA Reflections Contest Co-Chair at Cassidy Elementary   (August 2013-present)
Cassidy Elementary, Homeroom mom 1st grade class   (August 2014-present)
Cassidy Elementary, Math Tiles volunteer   (August 2013 – June 2014)
Cassidy Elementary, Homeroom mom Kindergarten class   (August 2013-June 2014)

REFERENCES
Greg Quenon, Principal of Henry Clay High School
Adam Stephens, PGES Coach at Henry Clay High School
Bob Moore, Director of Technology Madison County Public Schools
Mary Ann Kolloff, EKU Instructor
Janet Wells, KASL Past President & LMS at Rockcastle County High School
Kelly Fischer, Fayette County Technology Resource Teacher
Catherine Jaquith, NBCT & Academy Facilitator at Henry Clay High School
James Allen, KASL President Elect & LMS at Oldham County HS

Timothy L. Sellnow
Curriculum Vita

PERSONAL

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133 Grehan Building   Lexington, KY 40515
University of Kentucky
Lexington, KY 40506-0042

Phone: (859) 218-0288   Phone: (859) 309-3822

EDUCATION

Ph.D.   Wayne State University, Department of Speech Communication,
Theatre and Journalism, June, 1987

M.A.   North Dakota State University, Department of Speech and
Drama, May, 1984

B.S.   Saint Cloud State University, Department of Speech
Communication, May, 1982

ADMINISTRATIVE EXPERIENCE

Associate Dean for Graduate Programs, College of Communications and Information
Studies, University of Kentucky, 2009 - present

Risk Communication Theme Leader, National Center for Food Protection and Defense, A
Department of Homeland Security Center of Excellence, 2007-present. (Oversee
collaborative research focusing on risk communication at six universities.)

Editor, *Journal of Applied Communication Research,* 2006-2008

Department Chair, Department of Communication (Including Communication and Mass
Communication) 1994-1997 and 1997-2000 (elected to two consecutive terms,
voluntarily declined third term)

Initiated and received approval of Ph.D. program in Communication at North Dakota
State University, 1997-2000

Director of Graduate Programs in Communication, Department of Communication, North
Dakota State University, 1991-1994

Director of Internships in Communication, North Dakota State University, 1991-1996

EMPLOYMENT/TEACHING EXPERIENCE

<u>University of Kentucky</u>

Associate Dean for Graduate Studies   2009 - present
Professor   2007- present

<u>North Dakota State University, Fargo, ND</u>

Professor   2000-2006
Associate Professor   1993-2000
Assistant Professor   1988-1993

<u>Department of Speech Communication, University of Mary, Bismarck, ND</u>

Assistant Professor   1987-1988

<u>Department of Communication, Wayne State University, Detroit, MI</u>

Part-time Instructor   1984-1987

RISK/CRISIS COMMUNICATION RESEARCH, PUBLICATION, AND SCHOLARLY ACTIVITY

Grants and Contracts

National Center for Risk and Economic Analysis of Terrorist Events: Homeland Security Center
        2010-2011
        Department of Homeland Security
        Risk Communication in Case of Intentional Food Contamination
        $224,000.00
        Principal Investigator (Shari Veil, Co-Principal Investigator)

        This project focuses on information acquisition and interpretation during crisis situations.
        The study focuses specifically on message the convergence of message content from
        distinct sources during crisis events.

National Center for Risk and Economic Analysis of Terrorist Events
        2010
        Department of Homeland Security
        Risk Communication in Case of Intentional Food Contamination
        $70,606.00
        Principal Investigator
        This project focuses on media preferences of television viewers during crisis events. The
        research focuses on medial coverage of actual crises and simulations to determine
        audience perceptions of source credibility and compatibility.

National Center for Food Protection and Defense: Homeland Security Center
  2007-2009
  Department of Homeland Security
  Robust Case Study Research and Translational Research
  $483,402.00
  Theme Leader for Risk Communication, Principal Investigator and Risk Communication Activities and Advisory Board Member

  As principal investigator I oversee a project in collaboration with systems strategists at the University of Minnesota and Louisiana State University designed to better understand the correlation between media coverage of food-related crisis events and consumer confidence. A portion of this project also involved collaboration with event modelers from Rutgers University and Wayne State university to determine key communication points in the pre-crisis, crisis, and post-crisis periods associated with a food-related crisis.

  As Theme Leader for Risk Communication I oversee risk communication projects sponsored by the NCFPD. Projects are currently underway at North Dakota State University, University of Arkansas at Little Rock, Howard University, University of Kentucky, University of Southern Mississippi, and Wayne State University

National Center for Food Protection and Defense: Center of Excellence
  Department of Homeland Security
  $15,000,000
  2004-2007
  Co-Principal Investigator and Risk Communication Activities and Advisory Board Member

  As co-principal investigator of the Risk Communication Project (3 years, $1.1 million), I oversaw risk communication projects at six different universities. As a member of the Advisory Board, I represent North Dakota State University in the four university consortium (University of Minnesota, University of Wisconsin-Madison, Michigan State University, and North Dakota State University).

Intentional Food Safety Risk Assessment of *Salmonella* on ready to eat meats.
  USDA Cooperative State Research, Education, and Extension Service
  $5,808,670
  2002-2007
  Co-Project Director of Food Safety Risk Assessment grant.

  As co-project director, I wrote and directed the risk communication research segment of the grant. Other components include Microbiology, Economics, Psychology, and Epidemiology. The risk communication segment included individual projects involving employee training, risk perception, and crisis message testing. Overall, the project sought to develop a comprehensive, interdisciplinary model for risk assessment, crisis planning, and policy development.

Risk Communication Segment funding: $527, 607

2006-2007 ($137,592)
2005-2006 ($127,015)
2004-2005 ($95,500)
2003-2004 ($95,500)
2002-2003 ($72,000)

Agrosecurity: Disease Surveillance and Public Health
USDA
$3,000,000
Co-Project Director and Communication Activities and Advisory Board Member
Communication is one of eight sub-projects under the Biosurveillance Program.

As co-project director, I oversaw the risk and crisis communication segment of the project. Specifically, the project involved crisis planning for a disease outbreak, either intentional or unintentional, in cattle. The crisis communication project focused on overcoming innovation diffusion constraints related to animal trace-back technology that were perceived by ranchers in the Great Plains.

Also Principal Investigator on the following grants:

Cooperative agreement with USDA-APHIS focusing on communication dimensions of a risk-based staffing model, 2002	$52,800
Cooperative agreement with USDA-APHIS focusing on organizational communication channels for risk management, 2001	$51,000
Contract for Strategic Planning Sessions, Dakota Heartland Health System, 1999-2000	$1,200
Central States Communication Association Federation Prize for Research, Crisis Communication Study of the 1997 Red River Valley Flood Recovery, 1999-2000	$2,500
Institute for Regional Studies, Community presentations regarding crisis communication and the Red River Valley Flood Recovery, 1999	$1,450

Risk/Crisis Communication Works in Progress

Sellnow, T. L., & Seeger, M. W. *Theorizing crisis.* Under contract with Wiley Blackwell for completion on August 30, 2011.

Books on Risk/Crisis Communication

Ulmer, R. R., Sellnow, T. L., & Seeger, M.W. (2011). *Effective crisis communication: Moving from crisis to opportunity* (2nd ed.)*.* Thousand Oaks, CA: Sage.

Sellnow, T. L., Ulmer, R. R., Seeger, M. W., & Littlefield, R. S. (2009). *Effective risk communication: A message-centered approach.* New York: Springer Science+Business Media, LLC.

Seeger, M. W., Sellnow, T. L., Ulmer, R. R. (Eds.) (2008). *Crisis communication and the public health*. Cresskill, NJ: Hampton Press.

Ulmer, R. R., Sellnow, T. L., & Seeger, M.W. (2007). *Effective crisis communication: Moving from crisis to opportunity.* Thousand Oaks, CA: Sage.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2003). *Communication and organizational crisis* Westport, CT: Praeger.

Refereed Journal Articles on Risk/Crisis Communication

Sellnow, T. L., Sellnow, Lane, D. R., Littlefield, R. S. (in press). The value of instructional communication in crisis situations: Restoring order to chaos. *Risk Analysis.*

Anthony, K. E., & Sellnow, T. L. (in press). Beyond Narnia: The necessity of C.S. Lewis' *First and Second Things* in applied communication research. *Journal of Applied Communication Research.*

Veil, S. R., Sellnow, T. L., & Heald, M. (2011). Memorializing crisis: The Oklahoma National Memorial as Renewal Discourse. *Journal of Applied Communication Research*, *39(2), 164-183.*

Millner, A. G., Veil, S. R., & Sellnow, T. L. (2011). Proxy communication in crisis response. *Public Relations Review,37,* 74-76*.*

Sellnow, T. L., Littlefield, R. S., Vidoloff, K. G., & Webb, E. M. (2009). The interacting arguments of risk communication in response to terrorist hoaxes. *Argumentation and Advocacy, 45,* 135-149.

Novak, J. M., & Sellnow, T. L. (2009). Reducing organizational risk through participatory communication. *Journal of Applied Communication Research, 37,* 349-373.

Reierson, J. L., Sellnow, T. L., & Ulmer, R. R. (2009). Complexities of crisis renewal over time: Learning from the case of tainted Odwalla apple juice. *Communication Studies, 60,* 114-129.

Veil, S., Reynolds, B., Sellnow, T. L., & Seeger, M. W. (2008). CERC as a theoretical framework for research and practice. *Health Promotion Practice, 9*(4), 26S-34S.

Veil, S. R., & Sellnow, T. L. (2008). Organizational learning in a high-risk environment: Responding to an anthrax outbreak. *Journal of Applied Communications, 92*(1&2), 75-83.

Ulmer, R. R., Seeger, M. W., & Sellnow, T. L. (2007). Post-crisis communication and renewal: Expanding the parameters of post-crisis communication. *Public Relations Review, 33,* 130-134.

Streifel, R., Beebe, B., Veil, S. R., & Sellnow, T. L. (2006). Significant choice and crisis decision making: MeritCare's public communication in the Fen-Phen case. *Journal of Business Ethics, 69,* 389-397.

Littlefield, R. S., Sellnow, T. L., & Attansey, M. (2006). Mysticism and crisis communication: The use of ambiguity as strategy by the Roman Catholic Church in Response to the 2004 Tsunami. *KB Journal, 3.* http://kbjournal.org/mysticism

Lyonga, A. N., Nganje, W. E., Sellnow, T. L., Venette, S. J., & Kaitibi, S. (2006). Characterizing human factor risks in food processing. *Food Protection Trends, 26,* 593-600.

Novak, J. M., Sellnow, T. L., Venette, S. J., & Nganje, W. E. (2006). Perceptions of risk communication messages: Applications in a food processing environment. *Food Protection Trends, 26,* 236-243.

Veil, S. R., Liu, M., Erickson, S. L., & Sellnow, T. L. (2005). Too hot to handle: Competency constrains character in the Chi-Chi's green onion crisis. *Public Relations Quarterly, 50,* 19-22.

Seeger, M. W., Ulmer, R. R., Novak. J. M., & Sellnow, T. L. (2005). Post-crisis discourse and organizational change, failure and renewal. *Journal of Organizational Change Management, 18,* 78-95.

Spence, P. R., Westerman, D., Skalski, P. D., Seeger, M., Ulmer, R. R., Venette, S., & Sellnow, T. L. (2005). Proxemic effects on information seeking after the September 11 attacks. *Communication Research Reports, 22*, 39-46.

Venette, S. J., Veil, Shari, & Sellnow, T. L. (2005). Essential communication resources for combating bioterrorism: Some practical and generalizable recommendations. *Communication Research Reports, 22,* 29-37.

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Ulmer, R. R., & Sellnow, T. L. (1995). External agencies as advocates in organizational crisis communication: The Bismarck Wood House as a case study. *North Dakota Journal of Speech and Theatre, 8,* 56-64.

Johnson, D., & Sellnow, T. L. (1995). Deliberative rhetoric as a step in organizational crisis

management: Exxon as a case study. *Communication Reports, 8,* 54-60.

Sellnow, D. D., & Sellnow, T. L. (1994). John Corigliano's 'Symphony No.1' as a communicative medium for the AIDS crisis. *Communication Studies, 44*, 87-101.

Sellnow, T. L. (1993). North Dakota's 1989 tax referral as organizational crisis: The response of Governor George Sinner. *North Dakota Journal of Speech and Theatre 8,* 38-54.

Sellnow, T. L. (1993). Scientific argument in organizational crisis communication: The case of Exxon. *Argumentation and Advocacy, 30,* 28-42.

Sellnow, T. L., & Seeger, M. W. (1990). Crisis messages: Wall Street after the fall. *Speaker and Gavel, 26,* 9-19.

Book Chapters on Risk/Crisis Communication

Veil, S. R., Mitcham, C., & Sellnow, T. L. (in press). Lost in translation: How emergency managers understand multicultural communication in emergency preparedness. In B. Olaniran, D. Williams, & W. T. Coombs (Eds.), *Pre crisis management: Preparing for the inevitable.* New York: Peter Lang Publishing.

Sellnow, T. L., & Veil, S. R., & Anthony, K. (in press). Organizational learning. In C. Carroll (Ed.). *Handbook of Communication and Corporate Reputation.* New York: Wiley-Blackwell.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2010). Expanding the parameters of crisis Communication: From chaos to renewal. In R. L. Heath (Ed.), *Public relations handbook* (2nd ed.) (pp. 489-500). Thousand Oaks, CA: Sage Publications, Inc.

Sellnow, T. L., Veil, S. R., & Streifel, R. A. (2010). Credibility seeking through interorganizational alliance: Instigating the Fen-Phen confrontation crisis. In W. T. Coombs and S. J. Holladay (Eds.). *Handbook of crisis communication* (pp. 657-674). Malden, MA: Wiley-Blackwell.

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Littlefield, R., Rowan, K. Veil, S. R. Kisselburgh, L., Beauchamp, K., Vidoloff, K., Dick, M. L., Russell-Loretz, T., Kim, I., Ruvarac, A., Wang, Q., Hoang, T. S., Neff, B., Toles-Patkin, T., Troester, R., Hyder, S., Venette, S., & Sellnow, T. L. (2010). "We tell the people. It's up to them to be prepared." Public relations practices of local emergency managers. In W. T. Coombs and S. J. Holladay (Eds.). *Handbook of crisis communication* (pp. 245-26). Malden, MA: Wiley-Blackwell.

*Seeger, M. W., Reynolds, B., & Sellnow, T. L. (2009). Crisis and emergency risk communication in health contexts: Applying the CDC Model to Pandemic Influenza. In Heath, R. L., & O'Hair, D. H. (Eds.), *Handbook of risk and crisis communication* (pp. 302-322). New York: Routledge Taylor and Francis Group.
This book won the "PRide" award from the National Communication Association's Public Relations Division for the best book in 2009.

*Ulmer, R. R., Sellnow, T. L., & Seeger, M. W. (2009). Post-crisis communication and renewal: Understanding the potential for positive outcomes in crisis communication. In Heath, R. L., & O'Hair, D. H. (Eds.), *Handbook of risk and crisis communication* (302-322). New York: Routledge Taylor and Francis Group.
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Sellnow, T. L., Ulmer, R. R., Seeger, M. W., & Veil, S. R. (2008). Terrorism as chaos: A chaos model for managing random acts of terror. In O'Hair, D., Heath, R., Ayotte, K., & Ledlow, G. (Eds.), *Terrorism: Communication and rhetorical perspectives* (pp. 411-424). Cresskill, NJ: Hampton Press.

Sellnow, T. L., Seeger, M. W., & Ulmer, R. R. (2005). Constructing the "New Normal" through post-crisis discourse. In H. D. O'Hair, R. L. Heath, & G. R. Ledlow (Eds.), *Community preparedness and response to terrorism: Communication and the media* (pp.167-189). West Port, CT: Praeger.

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Seeger, M. W., Venette, S., Ulmer, R. R., & Sellnow, T. L. (2002). Media use, information seeking, and reported needs in post crisis contexts. In B. S. Greenberg (Ed.), *Communication and terrorism: Public and media responses to 9/11* (pp. 53-64). Cresskill, NJ: Hampton Press, Inc.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2001). Public relations and crisis communication: Organizing and chaos. In R. L. Heath (Ed.), *Public relations handbook* (pp. 155-166). Thousand Oaks, CA: Sage Publications, Inc.

Sellnow, T. L. (1995). Iacocca speeches in defense of Chrysler. In M. W. Seeger (Ed.), *I Gotta Tell ya: The collected speeches of Lee Iacocca* (pp. 97-108). Detroit: Wayne State University Press.

Invited Journal/Encyclopedia/Magazine Articles on Risk/Crisis Communication

Sellnow, T. L. & Veil, S. R., (2011). Implementing an effective risk communication plan. *Chinese Food Technology, 14-18.*

Sellnow, T. L. (2010, August). BP's crisis communication: Finding Redemption through renewal. *Communication Currents, 5*(4). Retrieved from http://www.communicationcurrents.com/index.asp?bid=15&issue=60&issuepage=234

Sellnow, T. L., & Sellnow, D. D. (2010). The instructional dynamic of risk and crisis communication: Distinguishing instructional messages from dialogue. *The Review of Communication, 10*(2), 111-125).

Novak, J. M., & Sellnow, T. L. (2009). Food safety: It's a talking matter. *Communication Currents, 4*(6), Retrieved from http://www.natcom.org/CommCurrentsArticle.aspx?id=795

Sellnow, T. L., & Vidoloff, K. G. (2009, September). Getting crisis communication right: Eleven best practices for effective risk communication can help an organization navigate the slippery path through a crisis situation. *Food Technology, 63*(9), 40-45.

Sellnow, T. L., Ulmer, R. R., & Seeger, M. W. (2005). Stakes. In R. L. Heath (Ed). *Encyclopedia of public relations* (pp. 811-812). Thousand Oaks, CA: Sage.

Ulmer, R. R., Seeger, M. W., Sellnow, T. L. (2005). Stakeholder theory. In R. L. Heath (Ed). *Encyclopedia of public relations* (pp. 808-811). Thousand Oaks, CA: Sage.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2005). Speechwriting. In R. L. Heath (Ed). *Encyclopedia of public relations* (pp. 799-800). Thousand Oaks, CA: Sage.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2005). Ghostwriting. In R. L. Heath (Ed). *Encyclopedia of public relations* (pp. 363-364). Thousand Oaks, CA: Sage.

Sellnow, T. L., Seeger, M. W., Ulmer, R. R. (2005). Codes of public relations practice In R. L. Heath (Ed). *Encyclopedia of public relations* (pp. 140-142). Thousand Oaks, CA: Sage.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2005). Codes of ethics. In R. L. Heath (Ed). *Encyclopedia of public relations* (pp. 138-139). Thousand Oaks, CA: Sage.

Ulmer, R. R., & Sellnow, T. L. (2003). Jack in the Box as a case study. In D. T. LeClair, L. Ferrell, and O. C. Ferrell (Eds.), *Business and society: A strategic approach to corporate citizenship*. Boston, MA: Houghton Mifflin Company.

Sellnow, T. L., & Seeger, M. W. (2001). Exploring the boundaries of crisis communication: The case of the 1997 Red River Valley flood. *Communication Studies, 52, 153-168.*

Refereed Conference Presentations on Risk/Crisis Communication

Frisby, B. N., Sellnow, D. D., Sellnow, T. L., Lane, D. R., & Veil, S. R. Instructional messages in times of crisis: Targeting learning preferences and self-efficacy. Paper presented at the

International Communication Association Conference, Boston, MA, May, 2011.

Sellnow, T. L. (respondent) Instructional communication @ the center of instruction beyond traditional classroom walls. Paper presented at the International Communication Association Conference, Boston, MA, May, 2011.

Veil, S. R., Frisby, B. N., Lane, D. R., Sellnow, T. L., & Sellnow, D. D. Designing effective media messages for crisis, risk, and health communication. Paper presented at the DC Health Communication Conference, Fairfax, VA, April, 2011.

*Veil, S. R., Sellnow, T. L. Memorializing crisis: the Oklahoma City National Memorial as Renewal Discourse. National Communication Association, San Francisco, CA, November 14-17, 2010. *Top paper in the Public Relations Division.*

Sellnow, T. L. (respondent) Organizational (in)security: Papers in crisis, risk, and security. National Communication Association, San Francisco, CA, November 14-17, 2010.

Veil, S. R., & Sellnow, T. L. The Oklahoma City National Memorial Museum: Lessons learned from terrorism. Preconference on Communicating Science in Routine, Recreational, Controversial, and Crisis Contest: Theory, Research, Funding. National Communication Association, San Francisco, CA, November 14-17, 2010.

Vidoloff, K. G., & Sellnow, T. L. Collaboration and competence within Public Health: Preliminary findings from the 2009 H1N1 emergency risk communication response. Preconference on Communicating Science in Routine, Recreational, Controversial, and Crisis Contest: Theory, Research, Funding. National Communication Association, San Francisco, CA, November 14-17, 2010.

Sellnow, T. L., Sellnow, D. D., & Littlefield, R. R. Contemplations on the ethic of first and second things in risk and crisis communication. Communication Ethics Conference, Pittsburgh, PA, June 5, 2010.

Anthony, K. E., & Sellnow, T. L. Information Acquisition, Perception, Preference and Convergence by Gulf Coast Residents in the Aftermath of the Hurricane Katrina Crisis. Society for Risk Analysis Annual Meeting, Baltimore, MD, December 9, 2009.

Sellnow, T. L. (respondent) Bad food requires good PR: Crisis communication and the food Industry. National Communication Association, Chicago, IL, November 12-15, 2009.

Sellnow, T. L. (co-planner and presenter) Exploring stability and change at the intersection of risk and crisis communication: Theoretical and research convergence, (Preconvention Thematic Conference). National Communication Association, Chicago, IL, November 11, 2009.

Vidoloff, K. G., Sellnow, T. L., Seeger, M. W., & Ulmer, R. R. Collaboration in fighting terrorism: The role of risk communication. Southern States Communication Association

Conference, Norfolk, VA, April 4, 2009.

*Sellnow, T. L., Littlefield, R. S., Vidoloff, K. G., & Webb, E. M. The interacting arguments of risk communication in response to terrorist hoaxes. National Communication Association, San Diego, CA, November 21-23, 2008. *Selected for Top Papers Panel in the Argumentation and Forensics Division.*

Venette, S. J., Sellnow, T. L., & Veil, S. R. Crisis simulation as experiential learning. National Communication Association, San Diego, CA, November 21-23, 2008.

Wolf, K., & Sellnow, T. L. Problem based learning as experiential communication: Lessons learned in crisis communication. National Communication Association, San Diego, CA, November 21-23, 2008.

Veil, S. R., Reynolds, B., Sellnow, T. L., & Seeger, M. W. CERC as a theoretical framework for research and practice. National Communication Association, San Diego, CA, November 21-23, 2008.

Ulmer, R. R., Sellnow, T. L., & Seeger, M. W. Crisis Communication and Renewal: Understanding the Potential for Positive Outcomes in Crisis Communication. Paper presented at the Pre conference on "What is an Organization? Materiality, Agency, and Discourse." International Communication Association, Montreal, Canada, May 21, 2008.

Sellnow, T. L. (respondent). Organizational learning and renewal: Emerging perspectives in risk communication. International Communication Association, Montreal, Canada, May 22-26, 2008.

*Novak. J. M., & Sellnow, T. L. Organizational mindfulness shaped by and sustained by democratic communication processes. National Communication Association, Chicago, IL, November 15-18, 2007. *Awarded Top Paper in the Applied Communication Division.*

Veil, S. R., Sellnow, T. L., & Venette, S. J. Conducting crisis simulations in public relations classes. National Communication Association, Chicago, IL, November 15-18, 2007.

Sellnow, T. L., & Ulmer, R. R. In search of unifying concepts of understanding and responding to disasters. American Public Health Association, Washington, D.C., November 5, 2007.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. Distinguishing characteristics of renewal in post crisis communication. National Communication Association, San Antonio, TX, November 16-19, 2006.

Sellnow, T. L., Sellnow, D. D., Ulmer, R. R., Garden-Robinson, J., & Sandvik, T. Creating, interpreting, and negotiating risk and crisis messages: Strategies for increasing Awareness and comprehension of communication designed to ensure public health. International Communication Association, Dresden, Germany, June, 2006.

Sellnow, T. L., & Vidoloff, K. Charting the course: Establishing ten best practices for risk and crisis communication. Central States Communication Association, Indianapolis, IN, April 5-9, 2006.

Veil, S., McIntyre, J. J., Beebe, B., & Sellnow, T. L. Message mayhem in the Magic City: Vicarious organization learning through a surrogate of a chemical terrorist attack. National Communication Association, Boston, MA, November 16-20, 2005.

Sellnow, T. L. Integrating research and outreach in crisis and risk communication (Preconvention Thematic Conference). National Communication Association, Boston, MA, November16-20, 2005.

Sellnow, T. L. (panelist). NCA roundtable on research opportunities in crisis and risk communication. National Communication Association, Boston, MA, November16-20, 2005.

Sellnow, T. L., Hasbargen, K., Veil, S., & Venette, S. Organizational learning theory and crisis communication practice. National Communication Association, Chicago, IL, November11-14, 2004.

Sellnow, T. L., & Liu, M. Less ambiguity, more hope: The use of narrative in Chinese newspaper reports of the SARS crisis. National Communication Association, Chicago, IL, November11-14, 2004.

Sellnow, T. L., Seeger, M. W., & Ulmer, R. R. Keynote Address: "The Current State of Crisis." ECA Pre-conference: Theorizing about crisis. Eastern Communication Association, Boston MA, April 22, 2004.

Sellnow, T. L. (panelist). Academic-Practice partnerships in bioterrorism and public health preparedness. National Communication Association, Miami, FL, November 20-23, 2003.

Sellnow, T. L., & Ulmer, R. R. Experiencing crisis communication: A model for student learning. Paper presented at the meeting of the National Communication Association, New Orleans, LA, November 21-24, 2002.

Sellnow, T. L. (panelist). Current events in health communication: Lessons learned from the CDC's response to anthrax. National Communication Association, New Orleans, LA, November 21-24, 2002.

Sellnow, T. L., & Ulmer, R. R. Crisis management and a discourse of renewal: Understanding the potential for positive outcomes of crisis. Annual meeting of the Central States Communication Association, Cincinnati, OH, April 5-8, 2001.

Ulmer, R. R., & Sellnow, T. L. Crisis management and the discourse of renewal: Understanding

the potential for positive outcomes of crisis. Paper presented at the meeting of the National Communication Association, Atlanta, GA, November, 2001.

Sellnow, T. L., & Ulmer, R. R. Crisis as epistemic: Organizational learning in response to natural disasters. Annual meeting of the Central States Communication Association, Detroit, MI, April 13-16, 2000.

Sellnow, T. L. Ethical tensions in communicating to multiple audiences in the aftermath of crisis. Annual meeting of the National Communication Association, Chicago, IL, November, 1997.

Ulmer, R. R., & Sellnow, T. L. Responsibility and organizational communication: Environmental uncertainty and crisis communication. Annual meeting of the Speech Communication Association, San Diego, CA, November, 1996.

Ulmer, R. R., & Sellnow, T. L. Responsibility and organizational communication: Environmental uncertainty and crisis communication. Fourth National Communication Ethics Conference, Gull Lake, MI, May 9-12, 1996.

Sellnow, T. L., & Ulmer, R. R. Consistent questions of ambiguity in organizational crisis communication. Annual meeting of the Central States Communication Association, St. Paul, MN, April 17-21, 1996.

Coumbe, M., & Sellnow, T. L. System-wide advocacy through a single spokesperson: A state's higher education system in crisis. Annual meeting of the Speech Communication Association, San Antonio, TX, November 18-21, 1995.

Sellnow, T. L. Lee Iacocca's crisis communication. Annual meeting of the Central States Communication Association, Indianapolis, IN, April 20-23, 1995.

Sellnow, T. L., & Ulmer, R. R. Upon further investigation, we know less: The role of ambiguity in Foodmaker, Inc.'s response to the *e. coli* crisis. Annual Convention of the Central States Communication Association, Oklahoma City, OK, April 7-10, 1994.

Sellnow, D. D., & Sellnow, T. L. Music as a communicative medium for the AIDS crisis: John Corigliano's Symphony No. 1 as aesthetic symbolism. Annual Convention of the Central States Communication Association, Lexington, KY, April 14-18, 1993.

Johnson, D., & Sellnow, T. L. Purification as a policy phase in organizational crises: W.D. Stevens' response to the Exxon Valdez crisis. Annual Convention of the Central States Communication Association, Cleveland, OH, April 9-12, 1992.

Sellnow, T. L. Transformation through mortification: A governor's response to crisis. Annual Meeting of the Speech Communication Association, Chicago, IL, Nov. 1-4, 1990.

Sellnow, T. L. The formation of messages in the crisis situation. Central States Speech

Association Annual Conference, Schaumburg, IL, April 14-16, 1988.

Invited Presentations/Conference Presentations on Risk/Crisis Communication

Sellnow, T. L. (featured speaker) Effective communication during the acute phase of a crisis. Annual meeting of the Colombian Association of Food Science and Technology on behalf of the International Union of Food Science and Technology, Bogota, Colombia, September 23, 2011.

Sellnow, T. L. (panelist) Hot topics in media: Winds of destruction and change: The impact of social media on crisis coverage and crisis management during a natural disaster. Annual meeting of the Association for Education in Journalism and Mass Communication, St. Louis, MO, August 10-13, 2011.

Sellnow, T. L., & Sellnow, D. D. Messages matter: Crisis communication strategies for encouraging self-protection. Center for Toxicology and Environmental Health, LLC, Little Rock, AR, May 12, 2011.

Sellnow, T. L., & Veil, S. R. Risk and crisis communication research. Presented at the Kentucky Department for Public Health, Frankfort, KY, July 2011.

Sellnow, T. L., & Veil, S. R. Media tracking and message testing in risk and crisis communication research. Presented at the Oak Ridge Associated Universities, Oak Ridge, TN, June, 2011.

Sellnow, T. L., & Veil, S. R. Best practices in risk communication: Addressing Challenges for food safety and defense. International Dairy Show, Dallas, TX, September 15, 2010.

Sellnow, T. L. & Vidoloff, K. G. The 11 best practices of risk communication. Institute of Food Technologists annual meeting and food expo, Chicago, IL, July 17-20.

Palenchar, M. & Sellnow, T. L. Managing risks associated with food ingredient safety. Institute of Food Technologists annual meeting and food expo, Chicago, IL, July 17-20.

Sellnow, T. L., Petrun, E. L., & Johnson, S. Media surveillance in public health crises: Lessons learned from the H1N1 Pandemic. Kentucky Conference on Health Communication, April 22, 2010.

Sellnow, T. L. Messaging, risk communication and risk perception. Workshop on Public Response to Alerts and Warnings on Mobile Devices: Current Knowledge and Research Needs, National Academies, Washington, D.C., April 13, 2010.

Sellnow, T. L., & Vidoloff, K. G. Distinct applications of dialogue and instructional messages for enhancing community resilience. The Fourth Annual DHS University Network Summit, Washington, D.C., March 10-12, 2010.

Sellnow, T. L., & Vidoloff, K. G. Complexity in prioritizing risk messages: Instructional complexities in response to the H1N1 Pandemic. Risk Perception and Risk-Related Behaviors: Anticipating and Responding to Crisis, conference sponsored by the National Center for Risk and Economic Analysis of Terrorist Events, Los Angeles, CA, March 6, 2010.

Sellnow, D. D., & Sellnow, T. L. What do learning styles have to do with crisis communication messages? Implications for the college classroom. "Mind Matters" series sponsored by the University of Kentucky Teaching Academic Support Center and the Chellgren Center for Excellence in Undergraduate Education, March 25, 2009.

Sellnow, T. L., Vidoloff, K. G., Seeger, M. W., Flood, A. Risk communication as an intervention strategy. The Third Annual DHS University Network Summit, Washington, D.C., March 19, 2009.

Sellnow, T. L., Ulmer, R. R., & Vidoloff, K. G. Key points of intervention: Communicating during a foodborne outbreak. Videoconference presentation for Dairy Management Inc. March 10, 2009.

Sellnow, T. L., & Kathleen Vidoloff. Key points of intervention: Communicating during crisis. 11th Annual Communication Symposium: A Vision for the Future, University of Kentucky, March 2, 2009.

Sellnow, T. L. Working with large interdisciplinary grants in the social sciences. Gaylord College of College of Journalism and Mass Communication. University of Oklahoma, February 25, 2009.

Seeger, M. W., & Sellnow, T. L. Mediated pre-event public education. Department of Homeland Security Risk Communication/Perception Research Meeting. Maryland, July, 2007.

Sellnow, T. L., Venette, S. J., Littlefield, R. S., & Sellnow, D. D. (2007). Risk communication as an intervention/mitigation strategy. Risk Analysis for Homeland Security and Defense: Theory and Application, hosted by the Los Alamos National Laboratory, Santa Fe, NM, March 26-28, 2007.

Venette, S. J., & Sellnow, T. L. (2006, March). Best practices in risk and crisis communication. Risk Analysis for Homeland Security and Defense: Theory and Application, hosted by the Los Alamos National Laboratory, Santa Fe, NM, March 20-22, 2006.

Sellnow, T., Seeger, M., Ulmer, R., Venette, S., Boone, K., & Veil, S. When the sky falls: Communicating in a biosecurity crisis. Poster session presented at the Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences (ACE) International Conference, San Antonio, TX, June, 2005.

Sellnow, T. L., Venette, S., & Veil, S. Best practices in risk and crisis communication. Panel presentation at the National Extension Disaster Education Network (EDEN) Conference, Fargo, ND, October, 2005.

Sellnow, T. L., & Venette, S. J. *Charting the Course*. Paper presented at the Bioterrorism and Food Security Conference, Fargo, ND, October 2002.

Sellnow, T. L. Crisis Communication and the 1997 Red River Valley Flood. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 15-17, 1999

Selected Professional Consulting/Speeches/Presentations on Risk/Crisis Communication

Evaluation Stakeholder Group for Emergency Communication System, Centers for Disease Control and Prevention, 2009.

Ulmer, R. R., & Sellnow, T. L. Keynote speakers, Annual Convention of the Insurance Marketing and Communication Association, Seattle, Washington, June 29, 2008.

Ulmer, R. R., & Sellnow, T. L. Keynote speakers, Annual Convention of the Insurance Marketing and Communication Association, Cincinnati, Ohio, June 11, 2008.

Centers for Disease Control and Prevention, 2008 Risk Communications Evaluation Summit, Presenter, April 22-23, 2008

Centers for Disease Control and Prevention, Crisis Emergency-Risk Communication: Pandemic Influenza Faculty member, 2006

Emergency Disaster Extension Network, Crisis Management Plan Development workshop, 2006

Centers for Disease Control and Prevention, subject matter expert for the development of the CDCynergy crisis communication training program, 2002

Centers for Disease Control, communication consulting during the internal Anthrax Crisis Debriefing sessions, 2001

Professional Instruction on Risk/Crisis Communication

2009 Preconference on Research in Crisis Communication, National Communication Association Conference.

Sellnow, T. L., & Ulmer, R. R. Building a business case for effective crisis communication. Public Relations Day 2008, University of Tennessee, November 14.

2007 Preconference on Teaching Public Relations (Crisis and Risk Communication Simulations), National Communication Association Conference

2006 Preconference on Research in Crisis Communication, National Communication Association Conference.

2005 Preconference on Research in Crisis Communication, National Communication Association Conference.

Major Advisor for Doctoral Dissertations on Risk/Crisis Communication

Millner, A. G. (2011). *Strategic ambiguity and proxy communication in organizational crises: The Peanut Corporation of America case.* Doctoral dissertation. University of Kentucky, Lexington.

Vidoloff, K. G. (2011). *Explicit and implicit structures in public health's response to the 2009-2010 H1N1 outbreak: The ties that bind public information officers and emergency risk communication efforts.* Doctoral dissertation. University of Kentucky, Lexington. (Co-advised by Derek Lane, Ph.D.)

Wolf, K. E. (2009). *Risk and crisis communication message testing: The creation and testing of an instrument.* Doctoral dissertation. North Dakota State University, Fargo. (Co-advised with Ross Collins, Ph.D.)

McIntyre, J. J. (2007). *Creating community order from chaos.* Doctoral dissertation. North Dakota State University, Fargo.

Novak. J. M. (2006). *Risk communication in high reliability organizations: Democratic Communication as the bridge between mindfulness and mindlessness.* Doctoral dissertation. North Dakota State University, Fargo.

Veil, S. R. (2006). *Crisis communication and agrosecurity: Organizational learning in a high-risk environment.* Doctoral dissertation. North Dakota State University, Fargo.

Traynor, P. A. (2005). *The role of epideictic rhetoric in post-crisis metanarration: The Concorde crash, relaunch and retirement.* Doctoral dissertation. North Dakota State University, Fargo.

Venette, S. J. (2003). *Risk communication in a high reliability organization: APHIS PPQ's inclusion of risk in decision making.* Doctoral dissertation. North Dakota State University, Fargo.

Major Advisor for Master's Theses on Risk/Crisis Communication

Anthony, K. E. (2010). *Information acquisition by Gulf Coast residents in the aftermath of Hurricane Katrina: A message convergence framework.* University of Kentucky, Lexington.

Petrun, E. L. (2010). *China's response to the Melamine crisis: A case study in actional legitimacy.* Master's thesis. University of Kentucky, Lexington.

Vidoloff, K. G. (2007). *Where there is smoke, is there fire? Learning about hoax terrorist threats from New Zealand's Operation Waiheke.* Master's thesis. North Dakota State University, Fargo.

Buxa, G. A. (2005). *Lessons on image restoration and issues management: The archdiocese of Boston's sexual abuse crisis.* Master's thesis. North Dakota State University, Fargo.

Sjoberg, L. M. (2005). *Chi-Chi's crisis: An examination of organizational apologia.* Master's thesis. North Dakota State University, Fargo.

Ngale Lyonga. A. (2005). *High reliability organizations and intentional food contamination: A case study of a turkey processing plant.* Master's thesis. North Dakota State University, Fargo. (Co-advised with Steven Venette, Ph.D.)

Streifel, R. A. (2003). *Significant choice and crisis communication in the Fen-Phen case.* Master's thesis. North Dakota State University, Fargo.

Overland, K. M. (2002). *The United States Department of Agriculture as a high reliability organization: Identifiers' perceptions of risk.* Master's thesis. North Dakota State University, Fargo.

Johnson, C. E. (2001). *Group decision making and public communication in times of crisis: The Fen-Phen story.* Master's thesis. North Dakota State University, Fargo.

Cowden, K. J. (2000). *Issues advertising as crisis communication: A case study of the Northwest Airlines pilots' strike of 1998.* Master's thesis. North Dakota State University, Fargo.

Schaefle, J. (2000). *Crisis communication in organizations: A state-of-research review.* Master's thesis. North Dakota State University, Fargo.

Ulmer, R. R. (1994). *Ambiguous argument in the apologetic messages of Jack in the Box, Inc.* Master's paper, North Dakota State University, Fargo.

Dyrstad, H.L. (1992). *The evolution of AIDS in the Advocate.* Master's thesis, North Dakota State University, Fargo.

Johnson, D.R. (1991). *Exxon's rhetorical response to the Valdez crisis: An examination of purifiction strategies*. Master's thesis, North Dakota State University, Fargo.

NON-RISK/CRISIS PUBLICATIONS AND SCHOLARLY ACTIVITY

Refereed Journal Articles

Ahlfeldt, S., Mehta, S., & Sellnow, T. (2005). Measurement and analysis of student engagement in university classes where varying levels of PBL methods of instruction are in use. *Higher Education Research and Development, 24(1),* 5-20.

Oster-Aaland, L., Sellnow, T. L., Nelson, P. E., & Pearson, J. C. (2004). The status of service learning in departments of communication: A follow-up study. *Communication Education, 4,* 348-356.

Sellnow, D. D., & Sellnow, T. L. (2001). The "Illusion of Life" rhetorical perspective: An integrated approach to the study of music as communication. *Critical Studies in Media Communication, 18,* 395-415.

Sellnow, T. L., and Oster, L. (1997). The frequency, form and perceived benefits of service learning in communication departments. *Journal of the Association for Communication Administration, 1997*(3)*,* 190-197.

Coumbe, M. J., & Sellnow, T. L. (1996). System-wide advocacy through a single spokesperson?: North Dakota's higher education system as a case study. *North Dakota Journal of Speech and Theatre, 9,* 44-51.

Sellnow, T. L., Littlefield, R. S., & Sellnow, D. D. (1994). A national profile of experiential education trends in communication master's degree programs. *Journal of the Association for Communication Administration, 1994* (2)*,* 68-76.

Sellnow, T. L., & Brock, B. L. (1994) Redemption and the Presidency: A Burkean analysis of Hubert H. Humphrey's political career. *Communication & Theatre Association of Minnesota Journal, 21*, 43-58.

Littlefield, R. S., Sellnow, T. L., & Meister, M. (1994). Controlling speech anxiety: academic recommendations and forensic applications, *National Forensic Journal,* 15-28.

Sellnow, T. L. (1992). Senator Phil Gramm's 1992 keynote address: A case of strategic ambiguity. *National Forensic Journal, 10,* 111-122.

Sellnow, T. L. (1992, Summer). The Talkathon: A rewarding fund raising alternative. *The Speech Communication Teacher, 6,* 10.

Littlefield, R. S., & Sellnow, T. L. (1992). Assessing competition and stress: The perceived effect of tournament atmosphere on students and coaches. *National Forensic Journal, 10,* 1-10.

Sellnow, T. L. (1993). Toward enhancing the educational value of persuasive speaking. *Speaker and Gavel, 28,* 14-21.

Sellnow, T. L. (1992, Winter). An oral history exercise for the self-evaluation of interview skills. *The Speech Communication Teacher, 6,* 11.

Sellnow, T. L., & Hest, T. (1991, Fall). Coaching for the camera: An analysis of techniques used to maximize a contestant's effectiveness. *The Forensic, 77*, 14-19.

Sellnow, T. L., & Sellnow, D. D. (1991). The appeal of the tragic rhythm: Bruce Springsteen as a case study. *Speaker and Gavel, 27,* 38-50.

Sellnow, T. L. (1991, Spring). Enhancing the educational value of impromptu speaking through the use of effective quotations." *The Forensic, 76*, 1-5.

Sellnow, D. D., and Sellnow, T. L. (1990, Fall). The human relationship from idealism to realism: A rhetorical analysis of the music of Bruce Springsteen. *Popular Music and Society, 14,* 71-89.

Sellnow, T. L., & Hanson, C. T. (1990). Some questions about questions in contest rhetorical criticism. *National Forensic Journal, 8,* 189-195.

Sellnow, T. L. (1989, Fall). 'Proving it' in impromptu speaking: A description of supporting examples used by impromptu speakers. *The Forensic, 75,* 7-14.

Littlefield, R. S., and Sellnow, T. L. (1988). The use of self-disclosure as a means for reducing stage-fright in beginning speakers. *Communication Education, 36,* 62-64.

Sellnow, T. L. (1988). Government suppression of free speech in South Africa's Black Consciousness Movement: Bantu Stephen Biko as a case study. *The Michigan Association of Speech Communication Journal, 23,* 39-51.

Sellnow, T. L., & Ziegelmueller, G. (1988). The persuasive speaking contest: An analysis of twenty years of change. *National Forensic Journal, 6,* 75-89.

Sellnow, T. L. (1988). Small group communication in the classroom: Its value, format and standard requirements. *North Dakota Journal of Speech and Theatre, 2,* 59-66.

Sellnow, T. L. (1985). The 1984 Michigan United States senate race: A battle of negative dramas. *The Michigan Association of Speech Communication, 20,* 37-50.

Sellnow, T. L., & Sellnow, D. D. (1986). The Use and Abuse of 'Teasers' in competitive oral interpretation events. *The Forensic, 71,* 40-45.

Book Chapters

Warren, J. L., & Sellnow, T. L. (2010). Learning through service: The contributions of service learning to the communication discipline. In D. Fassett, & J. Warren (Eds.), *Handbook of communication and instruction* (129-145)*.* Thousand Oaks, CA: Sage.

Seeger, M. W., Sellnow, T. L., Ulmer, R. R., Novak, J. M. (2009). Applied communication ethics: A summary and critique of the research literature.* In L. Frey & K. Cissna (Eds.). *Handbook of applied communication research* (pp. 280-306). New York: Routledge Taylor and Francis Group.
This book won the 2010 Distinguished Award for an Edited Scholarly Book from the Applied Communication Division at the National Communication Association

Invited Publications

Sellnow, T. L. (1986). A missing beat. In Ehninger, Gronbeck, McKerrow and Monroe. *Principles and Types of Speech Communication* (10th ed.) (pp. 329-331). Glenview, IL: Scott, Foresman and Company.

Sellnow, T. L. (1982). A Missing Beat. *Winning Orations*. Mankato, MN: Interstate Oratorical Association.

Sellnow, T. L. (1980). Liberty Through a Free Press. *Winning Orations*. Mankato, MN: Interstate Oratorical Association.

Refereed Conference Presentations

Sellnow, T. L. (panelist). Getting published in NCA journals and annuals: A user's guide. National Communication Association, San Antonio, TX, November 15-18, 2007.

Seeger, M. W., Ulmer, R. R., Novak, J., & Sellnow, T. L. Applied communication ethics: A summary and critique of the research literature. National Communication Association, San Antonio, TX, November 16-19, 2006.

Sellnow, T. L. (panelist). Getting published in NCA journals and annuals: A user's guide.

National Communication Association, San Antonio, TX, November 16-19, 2006.

Sellnow, T. L., & Venette, S. J. Teaching public relations in the undergraduate curriculum. Central States Communication Association, Indianapolis, IN, April 5-9, 2006.

Sellnow, D. D., & Sellnow, T. L. (respondents).Developing consideration of Kenneth Burke: Graduate student analysis. Central States Communication Association, Cleveland, April 6-10, 2005.

Sellnow, T. L. (panelist). Getting published in NCA journals and annuals: A user's guide. National Communication Association, Boston, MA, November16-20, 2005.

Sellnow, T. L. (panelist). Tributes to Bernard Brock. National Communication Association, Chicago, IL, November11-14, 2004.

Sellnow, T. L. (panelist). Publishing in NCA journals and annuals: A user's guide. National Communication Association, Chicago, IL, November11-14, 2004.

Sellnow, D. D., & Sellnow, T. L. Music as persuasion: The "Illusion of Life" rhetorical perspective. Central States Communication Association, Cleveland, OH, April 1-4, 2004.

Sellnow, T. L. (panelist). Celebrating the 25th anniversary of experiential learning in communication: Reaching into the past; reaching out to the future. National Communication Association, Miami, FL, November 20-23, 2003

Sellnow, T. L., & Ulmer, R. R. Ambiguity or deception: Modeling ethical communication in the classroom. Annual meeting of the Central States Communication Association, Central States, Omaha, NE, April 2003

Sellnow, T. L. (panelist). Celebrating community and service learning. Paper presented at the meeting of the National Communication Association, New Orleans, LA, November 21-24, 2002.

Overland, K., Mindt, T., & Sellnow, T. L. Technology and textbooks: Enhanced learning or aggravated frustration. Paper presented at the meeting of the Central States Communication Association, Milwaukee, WI, April, 2002.

Sellnow, D. D., Sellnow, T. L., & Venette, S. J. Educational images and identities in a global society. Annual meeting of the World Communication Association. Santander, Spain, July 1-6, 2001.

Sellnow, T. L. (panelist). Radicals at work and play: Service-learning nuts and bolts: A discussion circles approach. Annual meeting of the National Communication Association, Atlanta, GA, November 2001.

Sellnow, T. L. Student rights and responsibilities: The real world. Annual meeting of the Central States Communication Association, Detroit, MI, April 13-16, 2000.

Sellnow, T. L. (panelist). The potential value of group assisted software in communication education. Central States Communication Association, St. Louis, MO, April 8-11, 1999.

Sellnow, T. L. (panelist). Pre-conference: When the corporation meets the classroom: Learning communication experientially. Annual meeting of the National Communication Association, Chicago, IL, November 4-7, 1999.

Sellnow, T. L. Faculty scholarships, training, and development in North Dakota. Annual meeting of the National Communication Association, Chicago, IL, November, 1999.

Conville, R., Sellnow, T. L., & Honeycut, J. Short course: Using community service in communication courses. Annual meeting of the National Communication Association, Chicago, IL, November 4-7, 1999.

Sellnow, T. L. (panelist). Workshop: Teaching interactively. Annual meeting of the Central States Communication Association, Chicago, IL, April 2-5, 1998.

Sellnow, T. L. Experiential teacher as ethicist. Annual meeting of the National Communication Association, November 20-22, 1998.

Sellnow, T. L. (panelist). Experiential activity. Annual meeting of the National Communication Association, November,1997.

Sellnow, D. D., & Sellnow, T. L. A dialectic of fortune and fate: The messages of female protagonists in the musicals of Andrew Lloyd Webber. Annual meeting of the Speech Communication Association, San Diego, CA, November, 1996.

Sellnow, T. L. Experiential learning: The department chair's perspective. Annual meeting of the Speech Communication Association, San Diego, CA, November 23-26, 1996.

Sellnow, T. L. (panelist). Top teacher's tips for first-time teachers. Annual meeting of the Central States Communication Association, Indianapolis, IN, April 20-23, 1995.

Sellnow, T. L., & Ulmer, R. R. Using games and simulations in the classroom: Designing, doing, debriefing. Annual meeting of the Speech Communication Association, San Antonio, TX, November 18-21, 1995.

Sellnow, T. L. (respondent). Live it! Learn it!: Applications and assessment of experiential learning. Annual meeting of the Speech Communication Association, San Antonio, TX, November 18-21, 1995.

Sellnow, T. L. (panelist). Pre-convention Conference: Using experiential learning in the college

classroom. Annual meeting of the Speech Communication Association, San Antonio, TX, November 18-21, 1995.

Sellnow, D. D., & Sellnow, T. L. Music as a unifying social force for neo-Nazi skinheads: Skrewdriver's *White Ryder* as a Case Study. Annual Meeting of the Speech Communication Association, New Orleans, LA, November 19-22, 1994.

Sellnow, T. L. (panelist). Round 'em up and move 'em in: Retention and recruitment procedures in intercollegiate forensics," Annual Convention of the Central States Communication Association, Oklahoma City, OK, April 7-10, 1994.

Sellnow, T. L. Hubert H. Humphrey and civil rights: Building community between north and south, black and white, left and right. Annual Meeting of the Speech Communication Association, New Orleans, LA, November 19-22, 1994.

Sellnow, T. L., Sellnow, D. D., & Littlefield, R. S. A national survey of experiential education trends in communication master's degree programs. Annual Meeting of the Speech Communication Association, Miami, FL, November 18-21. 1993.

Sellnow, D. D., & Sellnow, T. L. Synthesizing story and style to maintain listener appeal over time: Bruce Springsteen's music as a case study. Annual Meeting of the Speech Communication Association, Miami, FL, November 18-21, 1993.

Sellnow, T. L. (chair). Parents, partners, and professionals: Exploring the diverse roles of teacher and family member. Annual Convention of the Central States Communication Association, Lexington, KY, April 14-18, 1993.

Sellnow, T. L. Evaluating internships and overcoming program concerns and constraints. Annual Convention of the Speech Communication Association, Chicago, IL, Oct. 29-Nov. 1, 1992.

Sellnow, T. L., & Meister, M. Controlling speech anxiety: Academic recommendations and forensic applications. Annual Convention of the Speech Communication Association, Chicago, IL, Oct. 29-Nov. 1, 1992.

Dyrstad, H., Gowin, J., & Sellnow, T. L. The environmental awareness speaker corps: A two-step model for empowering young leaders. Annual Conference of the Minnesota Leadership Educators' Network, Moorhead, MN, June 18, 1992.

Larson, J., & Sellnow, T. L. Identification strategies in health care systems: A case study. Annual Convention of the Central States Communication Association, Cleveland, OH, April 9-12, 1992.

Sellnow, T. L. Strategies for coaching and future directions of contest persuasion. Annual Convention of the Speech Communication Association, Atlanta, GA, Oct. 31-Nov. 3, 1991.

Sellnow, D. D., & Sellnow, T. L. The comic embellishment of a tragic situation: The evolution of the Farm Aid telecast. Central States Communication Association Annual Conference, Chicago, IL, April 11-14, 1991.

Sellnow, D. D., & Sellnow, T. L. New age music: Audio valium or anthem for an age of self-awareness. Annual Meeting of the Speech Communication Association, Chicago, IL, Nov. 1-4, 1990.

Sellnow, T. L., & Hest, T. Coaching for the camera: An analysis of techniques used to maximize a contestant's effectiveness. Annual Meeting of the Speech Communication Association, Chicago, IL, Nov. 1-4, 1990.

Sellnow, T. L. Myth, mystery and mire in forensic recruitment now and into the nineties. Annual Meeting of the Speech Communication Association, San Francisco, CA, Nov. 18-21, 1989.

Sellnow, T. L. The meaning of the fall: Speech acts and black Monday. Central States Communication Association Annual Conference, Kansas City, KA, April 13-16, 1989.

Sellnow, D. D., & Sellnow, T. L. The human relationship from idealism to realism: A rhetorical analysis of Bruce Springsteen. Central States Communication Association Annual Conference, Kansas City, KA, April13-16, 1989.

Sellnow, T. L. Identification in political rhetoric: Burkean analyses of public speech. Annual Meeting of the Speech Communication Association, San Francisco, CA, Nov. 18-21, 1989.

Sellnow, T. L. Enhancing the educational value of impromptu speaking through the use of assertive quotations. Annual Meeting of the Speech Communication Association, New Orleans, LA, Nov. 3-6, 1988.

Sellnow, T. L. Including experimental events in national speech tournaments. Annual Meeting of the Speech Communication Association, New Orleans, LA, Nov. 3-6, 1988.

Sellnow, T. L. The manifestation of consistent judging standards in persuasive speaking. Seventy-third Annual Meeting of the Speech Communication Association, Boston, MA, November 5-8, 1987.

Sellnow, T. L. Government suppression of free speech in South Africa: Bantu Stephen Biko as a case study. Seventy-third Annual Meeting of the Speech Communication Association, Boston, MA, November 5-8, 1987.

Sellnow, T. L. Symmetry in identification: The advantage of contradiction. Central States Speech Association Annual Conference, Cincinnati, OH -- April 17-19, 1986.

Littlefield, R. S., & Sellnow, T. L. The use of self-disclosure as a means for reducing communication apprehension in beginning speakers. Central States Conference on the

Basic Speech Communication Course, Saint Cloud, MN, April 26-28, 1984.

Littlefield, R. S., & Sellnow, T. L. Who's teaching the basic course? A panel of diversity. Central States Conference on the Basic Speech Communication Course, Saint Cloud, MN, April 26-28, 1984.

Invited Conference Presentations

Sellnow, T. L. (panelist). Reaching out/reaching in through service learning. National Communication Association, Miami, FL, November 20-23, 2003

Sellnow, T. L. (panelist). Research Roundtable. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 14-16, 2000.

Sellnow, T. L. Interpersonal communication in the classroom. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 17-19, 1998.

Sellnow, T. L. Pre-conference for university educators in North Dakota. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 11-13, 1997.

Sellnow, T. L. (panelist). Research roundtable. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 12-14, 1996.

Sellnow, T. L. Internships in speech communication. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 14-16, 1995.

Sellnow, T. L. (panelist). Research roundtable. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 14-16, 1995.

Sellnow, T. L. (panelist). Research roundtable. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 15-17, 1994.

Sellnow, T. L. Communication consulting as a teaching option. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 15-17, 1994.

Sellnow, T. L. (panelist). Speech communication research roundtable. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 17-18, 1993.

Sellnow, T. L. The role of internships in communication education. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept.16-17, 1992.

Sellnow, T. L., Dyrstad, H., & Gowin, J. The advantages for students who participate in research conferences. Annual Conference of the Communication and Theatre Association of Minnesota, Duluth, MN, Sept. 19-21, 1991.

Sellnow, D. D., & Sellnow, T. L. Perspectives on Music as Persuasion. Annual Convention of

the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 13-14, 1991.

Sellnow, T. L. Applications for using impromptu speaking in the classroom. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 13-14, 1991.

Sellnow, T. L. Interactive telecommunications systems and forensics in North Dakota: Implications for the future. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 14-15, 1990.

Sellnow, T. L. (panelist). Outstanding graduate student research. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 14-15, 1990.

Sellnow, T. L. Innovative strategies for teaching organizational communication. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 15-16, 1989.

Sellnow, T. L. Freshman catharsis: Preparation for the introductory college speech Course. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 9-10, 1988.

Sellnow, D. D., & Sellnow, T. L. Music as persuasion: Analyzing music in the communication classroom. Annual Convention of the North Dakota Speech and Theatre Association, Bismarck, ND, Sept. 9-10, 1988.

Sellnow, T. L. Small group communication in the classroom: Its value, format and standard requirements. North Dakota Speech and Theatre Association State Convention, Bismarck, ND, September 11-

Sellnow, T. L. An equity perspective of campaign organizations: A case study. Michigan Association of Speech Communication Annual Conference, Ann Arbor, MI, October 35, 1986.

Sellnow, T. L. Selecting scripts: Ethical and legal considerations. Michigan Association of Speech Communication Annual Conference, Battle Creek, MI, October 11-12, 1985.

Major Advisor for Master's Theses

Knox Johnson, M. (1999). *The implications for using anxiety-reducing strategies in the high school classroom.* Master's paper, North Dakota State University, Fargo.

Omlid, T. (1999). *The functions of narrative in nonprofit organizations.* Master's paper, North Dakota State University, Fargo.

Cheatham. J. A. (1998). *Sports sponsorship as a legitimizing endeavor for female-orientated businesses.* Master's paper, North Dakota State University, Fargo.

Pearson, N.R. (1998). *An assessment of critical thinking skills for Communications 103 students at Minot State University.* Master's thesis, North Dakota State University, Fargo.

Miller, K.R. (1997). *Technology and communication satisfaction: Using communication channels effectively.* Master's thesis, North Dakota State University, Fargo.

Snider, M.J. (1997) *How corrective action interacts with other image restoration strategies: A case study of Schwan's Sales Enterprises.* Master's thesis, North Dakota State University, Fargo.

Conlon, L. (1996) *The problems and advantages of being a female teacher Contract negotiator in Class A public school districts in North Dakota.* Master's paper, North Dakota State University, Fargo.

Kopf, J.L. (1996). *Student perceptions of volunteer recruitment strategies at North Dakota State University.* Unpublished master's paper, North Dakota State University, Fargo.

Schneider, S.A. (1996). *Stress and the chemotherapy care professional: coping through communication.* Master's paper, North Dakota State University, Fargo.

VanHorn, S.B. (1996) *Discovering effective communication channels in a non-profit organization.* Master's paper, North Dakota State University, Fargo.

Oster, L.K. (1995). *Service learning: A national survey of undergraduate communication departments.* Master's thesis, North Dakota State University, Fargo.

Markstrom, R.L. (1994). *A case study of source citations found in the 1993 AFA-NIET final round of extemporaneous speaking.* Master's paper, North Dakota State University, Fargo.

Gowin, J.S. (1992) *An environmental speaking corps as an experiential education opportunity in Speech Communication.* Master's paper, North Dakota State University, Fargo.

Iverson, J.O. (1992). *George Bush's delegitimization of Saddam Hussein.* Master's thesis, North Dakota State University, Fargo.

McKelvey, W.C. (1991). *Organizational patterns of winning orations.* Master's thesis, North Dakota State University, Fargo.

Sellie, K.O. (1991). *Exploring Montessori as an innovation.* Master's paper, North Dakota State University, Fargo.

Larson, J.A. (1990). *Organizational identification: A case study.* Master's paper, North Dakota State University, Fargo.

Nordhagen, L.R. (1990). *Enhancing the organizational socialization process.* Master's paper, North Dakota State University, Fargo.

AWARDS AND HONORS

Research Excellence Award—College of Communications and Information Studies, University of Kentucky, 2010.

Wethington Award—For research, University of Kentucky: 2008, 2009, 2010

Top Paper Award—National Communication Association Public Relations Division, 2010.

Top Papers Selection—National Communication Association Argumentation and Forensics Division, 2009

Top Paper Award—National Communication Association Applied Communication Division, 2008

Outstanding Article Award—National Communication Association Applied Communication Division, 2003

Outstanding Educator Award—Advisory Board for the College of Arts, Humanities and Social Sciences, North Dakota State University, 2000

Distinguished Educator Award--Blue Key Honor Fraternity, North Dakota State University, 1996

Central States Communication Associations **State Journal Manuscript Award**, 1996

Honored as an **Outstanding Faculty Member**--NDSU Student Ambassador's, North Dakota State University, 1991, 1996

Inducted as **Honorary Faculty Member**, Order of Omega Student Honor Fraternity, North Dakota State University, 1996

Outstanding Teacher Award--College of Humanities and Social Sciences, North Dakota State University, 1993

Outstanding New Teacher Award--Central States Communication Association 1992

1992 Teacher of the Year--North Dakota Speech and Theatre Association

Inspirational Award-- NDSU Senior Challenge—1992

Preferred Professor Award--Mortar Board Society, North Dakota State University--1989, 1991, 1992

Outstanding Young Men of America--1988

Thomas C. Rumble University Graduate Fellowship Recipient, Wayne State University--1984-86

SERVICE TO PROFESSIONAL SOCIETIES/JOURNALS

Editorial Board, *Journal of Applied Communication Research*, 2002-present

Guest Reviewer, *Risk Analysis,* 2009-2011

Guest Reviewer, *Journal of Crisis and Contingency Management,* 2010-2011

Guest Reviewer, *Argumentation and Advocacy,* 2009-2011

Guest Reviewer, *Management Communication Quarterly,* 2009-2011

Guest Reviewer, *Journal of Applied Psychology,* 2010

Editorial Board, *Communication Monographs,* 2007-2010

Guest Reviewer, *Journal of Health Communication,* 2004, 2009

Editorial Board, *Communication Studies*, 1989-1991, 2000-2002

Editor, *Journal of Applied Communication Research,* 2006-2008

Member, National Communication Association Legislative Council, 2004-2008

Selection Committee for National Communication Association's Donald H. Ecroyd Award for
      Outstanding Teaching in Higher Education, 2003, 2004 (Chair 2004)

Guest Reviewer, *Communication Yearbook,* 2005

Guest Reviewer, *Journal of Communication*, 2004

Guest Reviewer, *Communication Yearbook*, 2004

Guest Reviewer, *Communication Education,* 2002

Guest Reviewer, *Journal of Advertising,* 2002

Guest Reviewer, *Journal of Business Ethics,* 2002

President, NDSU Chapter of Phi Kappa Phi, 1999-2000

National Communication Association's Task Force on Service Learning, 1997-2000

Editorial Board, *North Dakota Journal of Speech and Theatre*, 1996

National Communication Association/Central States Communication Association
    Representative for the State of North Dakota 1993 - 2002

Speech Communication Association State Membership Representative 1987-1990

National Communication Association Commission on Experiential Learning in Communication,
    Officer 1992-1996, Chair 1995 (Sponsored by the Speech Communication Association)

Public Relations Interest Group Reader, Central States Communication Association, 1994

Editorial Board, *National Forensic Journal*, 1990-1992

Editor, *North Dakota Journal for Speech and Theatre*, 1988-1992

State Representative to the States Advisory Committee of the Central States Communication
Association, 1990-1992

Pi Kappa Delta Liaison for North Dakota, 1988-1990

At-Large Collegiate Board Member, North Dakota Speech and Theatre Association -- 1987-88

District V Chair, American Forensic Association's National Individual Events Tournament
National Committee -- 1985-87

Chair, American Forensic Association's National Individual Events Tournament Re-
Districting Committee -- 1986

Secretary, Pi Kappa Delta, Northern Lights Province -- 1983-84

UNIVERSITY/COLLEGE COMMITTEES AND POSITIONS

University of Kentucky:

University Committee on Academic Planning and Priorities, 2010-present

University Senate, 2008-2010

Dean's Advisory Committee, 2007-2008

College Promotion and Tenure Committee, 2007

North Dakota State University:

Faculty Athletics Representative to the NCAA, 2003-2006

Chair, Search Committee for the director of the Great Plains Institute of Food Safety, 2003-2004.

Internal Review Board, 1999-present

Chair, Peer Review of Faculty Advisory Board, 2002-2003

Advisor to North Dakota State University chapter of Blue Key National Fraternity, 1996-1998

Keynote Speaker, North Dakota State University Annual Staff banquet, 1998

Keynote Speaker, North Dakota State University's Phi Kappa Phi Chapter Banquet, 1998

University Cooperative Sponsorship Committee 1991-1998 Chair 1993-1994

University Standing Committee on Teaching and Professional Service, 1996-present

Search Committee Member for Director Financial Aid, 1996

Search Committee Member for Faculty Position in Department of Apparel and Textiles, 1996

Faculty Speaker for the Opening Assembly of all Freshman Orientation Sessions, 1995

Search Committee Member for Director of the Memorial Union, 1994

Awards Committee, College of Humanities and Social Sciences, 1994-2006

Outstanding Teacher in the College of Business Administration Selection Committee, 1994

College of Humanities and Social Sciences Promotion and Tenure Committee 1993

Search Committee Member for Associate Dean of Student Life, 1993-1994

Graduate Program Review Committee for the Master's Degree in Business Administration, 1993

Search Committee for Director of Continuing Education, 1993-1994

North Dakota State University's Community Service Program Task Force 1992-present

North Dakota State University's College of Humanities and Social Sciences Assessment Resource Team, 1991-1993

Advisor to North Dakota State University's Mortar Board National Honor Society, 1990-1993

North Dakota State University's Memorial Student Union Board of Directors, 1990-present

Faculty Representative on Homecoming Royalty Selection Committee, 1992

North Dakota State University's College of Humanities and Social Sciences Curriculum Committee, 1990-1992

North Dakota State University's Student Publications Board of Directors, 1992

Faculty Representative on Judging Panel for Bison Brevities--Sponsored by North Dakota State University's Blue Key Organization, 1991

North Dakota State University's College of Humanities and Social Sciences Student Retention Committee, 1991

North Dakota State University's Planning Committee for Peer Leadership during Freshman Orientation, 1990

Advisory Committee for North Dakota State University's Student Leadership Program, 1988-1990

DEPARTMENTAL COMMITTEES AND POSITIONS

University of Kentucky

Strategic Planning Committee, 2007-2011

Personnel Committee, 2009-1010

Promotion and Tenure Committee, 2007-2008

North Dakota State University:

Member, Graduate Committee, 2000 –2007.

Chair of Search Committee for Organizational Communication Position, 2003.

Chair, Department of Communication, 1994-1999 (elected to and completed two full terms)

Chair of Search Committee for a Public Relations Position, 1996-1997

Director of Graduate Programs in Communication, 1991-1994

Director of Internships in Communication, 1991-1995

Administrator for Student Interviews Related to Curriculum Assessment, 1993-1994

Chair of Department of Communication Promotion, Evaluation and Tenure Committee,
    1991-1992, 1993-1994

Director of the Red River Valley Student Communication Conference, 1988-1993
    (The conference features the communication research of graduate and undergraduate
    students from North Dakota, South Dakota and Minnesota)

Chair of Departmental Library Acquisitions Committee, 1991-1992

Member of steering committee to establish the Communication Club for communication
    majors and minors, 1991-1992

Member of Search Committee to fill one faculty position in Mass Communication, 1991

Outstanding Graduate Student Award Committee, 1990-1991

Associate Director of Forensics, 1988-1991

Director of the North Dakota State University Summer Speech Camp, 1988-1990

PROFESSIONAL ORGANIZATIONAL MEMBERSHIPS

International Communication Association

National Communication Association

Association for Education in Journalism and Mass Communication

Society for Risk Analysis

Central States Communication Association

Southern States Communication Association

JOSEPH R KOHLBURN

1610 BRADFORD AVENUE, PAGEDALE, MO 63133

618-973-5711• JOEKOHLBURN@GMAIL.COM

October 20, 2015

Will Buntin
Administration and Enrollment Planning
University of Kentucky
319 Little Library Building
Lexington, KY 40506-0224

Dear Mr. Buntin,

Please consider this letter my sincere expression of interest in the instructor position for LIS 621: Introduction to Information Services at University of Kentucky . I am in an ideal position to teach foundational skills in reference, because I am able to draw both on my professional experiences, as well as my empathy for the plight of the information science student (I graduated in 2013). In my tenure as a librarian, I have taught 60+ library use instruction one-shots , and am presently teaching a library research methods class for freshman.

I perform reference interviews daily: face-to-face, over the phone, and digitally. As a faculty librarian at Jefferson College, I pursue professional development opportunities through conferences, webinars, autodidacticism, and the mentorship of my generous library director. Recent projects include collection development for our art collection, history collection, and our student group- the Legion of Gamers (will be available by November), creating various libguides on all manner of subjects- LGBT History Month, Ferguson, Women's History Month, Online Privacy and more (see jeffco.libguides.com), and coordinating a library talk by Pam Klipsch, Chair of the ALA's Intellectual Freedom Committee.

My reference philosophy is service-based. Throughout my training, I have had the good fortune to interact with patrons from all walks of life. I find that people in every community experience struggles that are not identical, but certainly related. These difficulties along with the ubiquitous digital expanse encourage a sort of hollow confidence in literacy skills, which studies show are on the decline. I help patrons deal with this situation, and I am comfortable mentoring other librarians in the reference skills required to do so.

The reference interview is a pivotal juncture at which information passes between two minds. It is an opportunity to empower, enable, and elucidate patron ideas, hopes, and needs. There is much more to being a reference librarian than just this, of course, but I find (so far) that being a librarian begins and ends with patron interaction.   I would be quite pleased to support others as they grow in their capacity as custodians of information and advocates for the community.

Thanks for your time and consideration.

Best,

Joe Kohlburn

Enclosure: Resume (References available upon request)

JOSEPH R KOHLBURN

1610 Bradford Avenue, St. Louis, Missouri 63133

joekohlburn@gmail.com (618) 973- 5711

- 10+ years experience working in academic, public, and special libraries,
- MA in Information Sciences and Learning Technology, and MA in Art History
- Demonstrated passion for education, information literacy, community participation, and the arts.

RECENT WORK EXPERIENCE

2014-Present <u>Emerging Technologies Librarian</u>, Jefferson College, Hillsboro, MO.
- Faculty Librarian position- taught over 30 library use instruction sessions in Fall 2014-Spring 2015, worked on syllabus design, and learning outcome planning. Working on a college experience course for 2015- Library Research.
- Daily reference interviews, student instruction, and research help
- Managed projects for monthly events- E.g. Black History Month, Women's History Month, Poetry Month.
- Created displays, and performed numerous other duties in support of institutional, library, and student goals.

2009-14 <u>Circulation Supervisor</u>, St. Louis College of Pharmacy, the O.J. Cloughly Alumni Library. St. Louis, MO.
- Performed and managed circulation duties.
- Hired and trained student workers- managed ~15 a semester.
- Ready reference for students and faculty.

2008-09 <u>Library Circulation Assistant I</u>- The Public Library of Cincinnati and Hamilton County, Walnut Hills Branch/ Main Branch. Cincinnati, OH.
- Answered ready reference questions.
- Assisted with programing. (Children's Story Time, Anime Night)
- Circulation duties- various

2007- 09 <u>Student Assistant</u>- Visual Resources Center, DAAP Library. University of Cincinnati. Cincinnati, OH.
- Cataloged slides, worked with Getty authorities, and Cincinnati Historical Preservation. Edited scanned analog slides in photoshop.
- Used Project Muse database features, as well as ArtSTOR.

EDUCATION

2010-13   University of Missouri-Columbia, MA-Information Science and Learning
            Technology. School of Information Science and Learning Technologies
            (SISLT)- ALA-accredited- Graduated 2013.

2007-09   University of Cincinnati, M.A., Art History.
            College of Design, Architecture, Art, and Planning
            Thesis: "The Ghost of Dissent: Utagawa Kuniyoshi (1797-1861) as Agent of
            the *Edokko Chōnin"*. Graduated 2009.

2003-06   University of Missouri St. Louis, B.A., Art History.
            College of Fine Arts and Communication. Graduated *magna cum laude*
            2006.

LECTURES AND CONFERENCES

'The Role of the Library in Online Courses.' Co-presented with Elizabeth Reecht at
faculty CTL session- Jefferson College, Hillsboro, MO (February 26, 2015)

"Hope for the Humanities or False Promises? : The Effects of Neoliberalism on Digital
Humanities Funding." Co-presented with Carl Hess at LISGSA Conference – Columbia,
MO (University of Missouri) (April 27, 2013)

"The Hegemonic Lure: Propagating Inequality Through Global Visual Culture." Co-
presented with Dr. Teresa Pac at Global Studies North America Conference- Victoria, BC
(May 4, 2012)

SERVICE

Missouri Library Association
  ● Intellectual Freedom Committee-2014-present

Jefferson College Institutional Committees
  ● Curriculum Committee- Ex Officio
  ● Cultural Events and Community Outreach Committee- Voting
  ● Missouri Authors Subcommittee- Chair

Critical Mass for the Visual Arts- St. Louis. Critical Mass for the Visual Arts is a
        nonprofit, self-formed visual arts collaborative dedicated to promoting, enhancing
        and initiating contemporary visual art in the St. Louis region.
  ● Secretary of the Board- 2013-present
  ● Treasurer of the Board 2012-2013
  ● Homegrown Committee- 2012-present-Fundraiser for Critical Mass

- Critical Conversations Committee- Founding member- 2014-present

  Panel discussions that seek to foster art criticism in St. Louis, as well as to bring awareness to crucial issues -social practice, arts funding, gentrification, gender and identity issues.

  http://www.criticalmassart.org

Art History Graduate Student Association, University of Cincinnati.
- Treasurer- 2008-2009.

STUDY ABROAD Traveled to Pylos, Greece with the IKLAINA Archeological
                   project. (06/2004)

SKILLS

Library Use Instruction
- Various classes- college experience, english comp, sociology, psychology, occupational therapy, nursing, biology, history, business and entrepreneurship, ecology, and others.

Library Software
- Sierra and Millennium
- Libguides 2.0, LibraryH3lp [sic] and Gimlet
- RefWorks, Zotero, EBSCO, and Gale citation export systems.

Graphic Design and Office
- Adobe Creative Suite- INDesign, Photoshop, Illustrator
- Microsoft Publisher, as well as MS Office (Word, Powerpoint, etc)
- Google Docs and Open Office
- Digitization Processes-editing and scanning analog slides

Social Media
- Extensive experience managing Twitter, Facebook, Pinterest, Instagram, Snapchat, and LinkedIn for community outreach.

Languages
- Basic familiarity- Latin
- Reading-proficient- French

Event Planning
- 3+ years experience in event planning (Homegrown for the Arts, public and academic library programing- National Day of Unplugging, Black History Month, Banned Books Week, etc.)

#KyMakes Makerspace ideas

#KyGoPlay
Play to learn!

#KyLChat

Heidi Neltner

E-Mail: heidi.neltner@gmail.com
Blog: learninprogress.blogspot.com
Website: kymakes.weebly.com

Personal Statement

Forward thinking, hard working and inventive teacher librarian with profound success in reinventing the role of the school library to encourage transformative learning experiences for all members of the learning community.

Seeks to inspire students and teachers to "learn by doing" through research driven project based learning, best practices, a transparent sharing of ideas and new technologies, and through the development of a school community makerspace that facilitates creation over strictly consumption of ideas.

Key Competencies

- **Instructional Leader**, in testing and developing best practices for teaching and learning models such as Genius Hour and Project Based Learning
- **Intentional Learner**, identifies areas of growth and seeks resources, answers, training and materials to support professional learning
- **Program Administrator**, effectively manages the physical and digital library and develops programming to encourage literacy and personal learning for students
- **Technology Integrator**, seeks information about new and emerging technologies to test and develops materials to aide in the integration of technology into teaching and learning.

Awards & Recognition

KySTE Outstanding Teacher of the Year	2015-2016
A.D. Albright Award: Outstanding Teacher	2015
Golden Apple Award	2015
ISTE Librarian Network Panel Member	2015
Kentucky Connected Educator	2013

Education

NORTHERN KENTUCKY UNIVERSITY Highland Heights, Kentucky
Rank I program for Instructional Leadership
Overall GPA: 4.0

UNIVERSITY OF KENTUCKY Lexington, Kentucky
Masters of Science in Library Science, December 2007
Overall GPA: 4.0

XAVIER UNIVERSITY Cincinnati, Ohio
Completed 15 hours in course work towards a Master of Arts in Counseling
Overall GPA: 3.93

NORTHERN KENTUCKY UNIVERSITY Highland Heights, Kentucky
Bachelor of Arts May 2000, English/Secondary Education, Overall GPA: 3.74
Bachelor of Arts May 1998, Psychology, Overall GPA: 3.698

Teaching Experience

Robert D. Johnson Elementary	Fort Thomas, Kentucky
Teacher Librarian & Media Specialis	July 2012-Present

- Supports classroom instruction through collaboration with classroom teachers
- Restructured the space to create a makerspace
- Restructured delivery of services to focus on project based learning, digital citizesnhip and a primary center based approach
- Maintains and provides troubleshooting for school technology resources
- Administers the library program and maintains inventory
- Journalism Club sponsor – responsible for live morning announcements, publications that include augmented reality
- MinecraftEDU morning organizer and moderator
- Sponsor of three coding clubs

Teaching Experience   continued...

Fort Wright Elementary   Fort Wright, Kentucky
Library Media Specialist   July 2010-June 2012

- Priority was to support classroom instruction and development of research skills through discussions with teachers and administration
- Communicated directly with teachers to provide lists of library (books, videos, magazines) and Internet resources that would be useful in supporting classroom instruction/units of study – often on a daily basis
- Developed and identified resources for teachers to implement teaching and learning practices that will support K-PREP testing
- Implemented a program that included the use of learning centers to support classroom skill development as well as direct instruction that promoted knowledge of books and research skills at appropriate levels
- Managed and worked to update an aged collection that would begin to support learning and leisure reading in the 21stcentury

Highlands High School   Fort Thomas, Kentucky
English Teacher   July 2004-June 2010

- 82% of English IV students earned a proficient or distinguished on the 2010 writing portfolio
- English III Advanced class gained 5 points in reading between practice ACT in the fall and the state ACT administered in March
- Responsible for organizing materials and providing professional development for implementation of teaching strategies and resources to improve ACT scores
- Identified and maintained a list of ACT recommended websites to aid teachers in creating lessons that would integrate ACT standards for college readiness
- Taught English II, English II Advanced, English III, English III Advanced, English IV

Scott High School   Taylor Mill, Kentucky
English Teacher   July 2001-June 2014

- Taught: English IV Man, Myth and Magic (Spring 2004), English IV Literature of the Working World (Spring 2004), English IV Portfolio (Fall 2002, 2003), English II Advanced (Fall 2003), Creative Writing (Spring 2003, Spring 2004), English II (Fall/Spring 2001-2003), English IV British History and Literature (Spring 2003), Special Topics in Literature (Fall 2002) , English I (Spring 2002), Journalism I (Fall 2001)
- Technology Resource Teacher
- School Improvement Committee

Simon Kenton High School   Independence, Kentucky
English Teacher   July 2000-June 2001

- Taught Senior level English, Journalism
- Responsible for Kentucky Writing Portfolio at the Senior level
- Chaperoned field trips to Parish Kitchen
- Scheduled speakers from Hoxworth Blood Center, Sullivan College

Professional   Affiliations & Committees

- KySTE, ISTE, AASL, KASL
- KASL Mentor Chair   2015-2016
- EdCampNKY Planning Committee   2014-2016
- KCAS ELA Challenge Review Committee   2015
- University of Kentucky School of Library Science External Advisory Council   2015
- University of Kentucky School of Library Science Advisory Board   2015
- #KyLChat - Twitter chat founder
- #KyEdChat - moderator
- #KyGoPlay - co-founder

Publications

- • Blog: Learning in Progress www.learninprogress.blogspot.com (Fall 2012- present)
  • Tuesday Teacher Tips – technology and teacher tip emails using Smore
  • Fractus Learning – Guest writer "All Work and No Play Makes Everything Dull"
  • "Create an Impression using Infographics in your Next Library Report". School Librarians Workshop.
  • "Using Canva and Powtoon to Promote your Library Programming". School Librarians Workshop
- YouTube - tech training videos https://goo.gl/4BM05r

Publications Featured In

- " Heidi Neltner Receives 2016 Kentucky Society for Technology in Education's Outstanding Teacher Award." KQ Express. AASL 2016 May. http://us1.campaign-archive1.com /?u=9011bdd5ff860316c0afae3f0&id=66824da705&e=8fb6242cc6
- Mansfield, Kathy. "Northern Kentucky School Librarian is 2016 Kentucky Outstanding Teacher". Kentucky Teacher. 14 April 2016
- Watson, Adam. "Makerspaces". Adam Watson EdTech Elixirs. 1 December 2015. http://watsonedtech.blogspot.com/2015/12 /makerspaces.html
  • Kelly, Brenna. "Other" School Professionals Test Drive PGES. Kentucky Teacher. 23 September 2014. http://www.kentuckyteacher.org/features/2014/09/other-school-professionals-test-drive-pges/

Professional Presentations

Makerspaces

- **Persistence to Graduation Summit 2016** Makerspace as a Student Engagement Strategy
- **KASL Summer Refresher 2016** Project Based Learning - Make the Most of your Makerspace
- **KySTE 2016** KyGoPlayground Makerspace Event
- **KySTE 2016** Harnessing the Power of the Makerspace for Project Based Learning and Genius Hour
- **KLA/KASL Fall Conference 2015** Makerspaces on a Budget
- **KLA/KASL Fall Conference 2015** KyGoPlayground - makerspace event
- **ISTE 2015** Makerspace Panel - Elementary representative
- **Kenton County & WCPS June 2015** - Makerspaces Getting Started

Project Based Learning & Genius Hour

- **KASL Summer Refresher 2016** Project Based Learning - Make the Most of your Makerspace
- **KySTE 2016** Harnessing the Power of the Makerspace for Project Based Learning and Genius Hour
- **FTIS PD Days 2015** Research Models to Support Project Based Learning
- **KLA/KASL Fall Conference 2014** Genius Hour: Nourishing Intrinsic Motivation
- **FTIS Summer PD 2014** Genius Hour

Technology Training

- **KySTE 2016** App Development - Come on Get Appy
- **KySTE 2016** Programming in Primary - Coding
- **After School 2015** MinecraftEDU Teacher basics
- **GET Talks 2016** - Screen Time, Social Media and MinecraftEDU
- **NKU Library 2015**- Crash Course in Creating an App for your Library
- **FTIS PD Days 2015** NGSS Multimedia Resources
- **KySTE 2015** Using Augmented Reality to Bring your School to Life
- **KySTE 2015** Tech Tools for Communicating with your Stakeholders
- **KySTE 2015** Redefining Technology Use in your Classroom with SAMR and Bloom's
- **FTIS PD Days 2014** SAMR Smash Integrating iPads in Teaching and Learning
- **KASL Summer Refresher 2014 & KLA/KASL Fall Conference** Twitter for Educators
- **Power Lunch Mini Sessions 2014-2015** Office 365, Voxer, Augmented Reality, Twitter, QR Codes, Backing up Files,

Library Advocacy

- **KySTE 2016** Library Advocacy Toolkit
- **#CLD14** Connected Librarian Toolkit - National Webinar
- **KLA/KASL Fall Conference 2014** Building Advocacy for your School Library Program

Library Programming

- **KASL Summer Refresher 2016** Encouraging a Love of Reading through One Book, One School and the Forty Book Challenge
- **KySTE 2014** 21st Century Book Talks
- **KASL Summer Refresher 2014** 21st Century Book Talks Using Digital Tools to Share Books
- **KASL Summer Refresher 2014** Primary Centers in the Library

MARIANNE CRANDALL FOLLIS

VITA

EDUCATION

2012   TEXAS WOMAN'S UNIVERSITY, Denton, TX
            Doctor of Philosophy, School of Library and Information Studies

2004   TEXAS WOMAN'S UNIVERSITY, Denton, TX
            Master of Library Science

1990   TEMPLE UNIVERSITY, Philadelphia, PA
            Bachelor of Science, Elementary/Early Childhood Education

PROFESSIONAL EXPERIENCE

2016   IRVING PUBLIC LIBRARY, Irving, TX
            Manager, Valley Ranch Library

2015   SAM HOUSTON STATE UNIVERSITY, Huntsville, TX
            School of Library and Information Science, Adjunct Professor

2012-2016   IRVING PUBLIC LIBRARY, Irving, TX
            Senior Librarian

2012   TEXAS WOMAN'S UNVIERSITY, Denton, TX
            School of Library and Information Science, Adjunct Professor

2009-2012   IRVING PUBLIC LIBRARY, Irving, TX
            Librarian

2007-2012   TEXAS WOMAN'S UNIVERSTY, Denton, TX
            School of Library and Information Science, Graduate Teaching/Assistant

2008-2009   LEWISVILLE PUBLIC LIBRARY, Lewisville, TX
            Librarian

2007-2008   CARROLLTON PUBLIC LIBRARY, Carrollton, TX
            Librarian

2004-2007   WILLIAM T. COZBY PUBLIC LIBRARY, Coppell, TX
            Librarian

CERTIFICATIONS

2009   Motorola Six Sigma Green Belt

TEACHING

2007-2009   LS 3013 Library Materials for Children
               Texas Woman's University, Denton, TX
               Assistant Instructor

2012   LS 5603 Literature for Children and Young Adults
               Texas Woman's University, Denton, TX
               Adjunct Professor

2015   LS 5330 Collection Development
               Sam Houston State University, Huntsville, TX
               Adjunct Professor

PRESENTATIONS

PUBLIC LIBRARY ASSOCIATION, 2016
Celebrating Diversity with Picture Books Plus Poetry: Making Cross-Genre & Cross-Cultural Connection
Presenting with professor, Sylvia Vardell and author Janet Wong

AMERICAN LIBRARY ASSOCIATION MIDWINTER MEETING, 2016
Macmillan Publisher Breakfast
Presented new title, *Saving Montgomery Sole* (April 2016) to conference attendees.

AMERICAN LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2015
Diversity Dynamism: Mixing Resources and Making Connections
Presented with Professors Sylvia Vardell and Antero Garcia, and authors Janet Wong, Margarita Engle, and Lesléa Newman, discussing how diversity is the key—in literature, media, and programming and in embracing and exploring questions of cultural and sexual identity.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2015
Unplug and Play: Screen Free Week Programs
Lead panel participant with Dan Yaccarino, Ed Masessa, and Paige Britt discussing the Screen Free Week events implemented at the Irving Public Library.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE, 2015
Dan Vs. Dan
Referee authors Dan Yaccarino and Dan Gutman as they take their online "feud" to the stage of TLA and discuss their technique of using social media to engage readers, students and teachers.

PRESENTATIONS (contd)

AMERICAN LIBRARY ASSOCIATION MIDWINTER MEETING, 2015
Macmillan Publisher Breakfast
Presented new title, *Shutter* (February 2015) to conference attendees.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE**,** 2014
Animals Behaving Badly
Moderated a panel of children's authors and illustrators including Jim Benton, Peter
Brown, Aaron Reynolds, Jenni Holm, and Nick Bruel.

AMERICAN BOOKSELLERS ASSOCIATION CHILDREN'S INSTITUTE, 2014
Selling Picture Books in the Wake of Age Compression
Panelist

ROSE F. SPICOLA FORUM IN READING, 2012
Librarian's Choices: Finding the Best New Books for Children
Presented with Sylvia Vardell, Ph.D.; Janet Hilbun, Ph.D. and Jill Bellomy.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE**,** 2011
Picturing Greatness
Moderated a panel of children's authors and illustrators including Eric Rohmann, Dan
Yaccarino, Kevin O'Malley and Chris Barton.

FAY B. KAIGLER CHILDREN'S BOOK FESTIVAL, 2010
Librarian's Choices: Finding the Best New Books for Children
Presented with Kim Kinnaird

BILLIE J. ASKEW READING RECOVERY/EARLY LITERACY INSTITUTE, 2006,
2008, 2009, 2010, 2011, 2012, 2013 and 2014
Librarian's Choices: Finding the Best New Books for Children
Presented with Sylvia Vardell, Ph.D.; Janet Hilbun, Ph.D. et. al

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE**,** 2007
How to Host a Bluebonnet Event
Presented with Lexanne Seifert, Coppell ISD and Deb France, Barnes and Noble.

PUBLICATIONS

Follis, M. (2015). *Get Real with Storytime*. Santa Barbara, CA: ABC-CLIO

Follis, M. (2012). *Newbery and Notables 2000-2009: Investigating trends*. Dissertation. Denton, TX: Texas Woman's University

Follis, M. Assistant Editor. (2011). *Librarian's choices: Recommendations of 100 new books for children and young adults selected and reviewed by librarians.* Denton, TX: Texas Woman's University

Follis, M. Assistant Editor. (2010). *Librarian's choices: Recommendations of 100 new books for children and young adults selected and reviewed by librarians.* Denton, TX: Texas Woman's University

BOOK REVIEWS

Follis, M. (2012). Reviews of *Lemonade and other poems squeezed from a single word, One foot, two feet: An exceptional counting book, Orchards, Sidekicks, Warp Speed, Woof meow tweet-tweet* and *Why we broke up* in *Librarians' choices; Recommendations of 100 new books for children and young adults selected and reviewed by librarians.* Denton, TX: Texas Woman's University.

Follis, M. (2011). Reviews of *Borrowed names, Kneebone boy, Oh No!, The other half of my heart, Please ignore Vera Dietz, Ubiquitous, What happened on Fox street* in *Librarians' choices; Recommendations of 100 new books for children and young adults selected and reviewed by librarians.* Denton, TX: Texas Woman's University.

Follis, M. (2010). Reviews of *Almost astronauts, Duck! Rabbit! Everafter, Forest of hands and teeth, Harry and Horsie, My little polar bear, The one and only Marigold, Pouch, The Snow Day* in *Librarians' choices; Recommendations of 100 new books for children and young adults selected and reviewed by librarians.* Denton, TX: Texas Woman's University.

PROFESSIONAL MEMBERSHIPS

ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION

AMERICAN LIBRARY ASSOCIATION**:** Public Library Association; Association for Library Service to Children; and Young Adult Library Services Association

TEXAS LIBRARY ASSOCIATION**:** Children's Round Table and Young Adult Round Table

PROFESSIONAL DEVELOPMENT

PUBLIC LIBRARY ASSOCIATION
Leadership Boot Camp, Nashville, TN, 2015

TEXAS LIBRARY ASSOCIATION
Texas Summit on Diversity in Youth Publishing, 2015.

AMERICAN LIBRARY ASSOCIATION ANNUAL CONVENTION
San Francisco, CA, June 2015; Las Vegas, NV June 2014; Chicago, IL. June 2013;
Anaheim, CA, June 2012; New Orleans, LA. 2011; Washington, D.C., June 2010.

AMERICAN LIBRARY ASSOCIATION MIDWINTER CONFERENCE
Boston, MA, 2016; Chicago, IL, 2015; Philadelphia, PA, 2014; Dallas, TX, 2012; San
Diego, CA, 2011; Boston, MA, 2010.

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE
Austin, TX, 2015; San Antonio, TX, 2014; Fort Worth, TX, 2013; Houston, TX, 2012;
Austin, TX, 2011; Houston, TX, 2009; Dallas, TX, 2008; San Antonio, TX, 2007;
Houston, TX, 2006; Austin, TX, 2005; San Antonio, TX, 2004; Houston, TX, 2003;
Dallas, TX 2002.

FAY B. KAIGLER CHILDREN'S BOOK FESTIVAL
Hattiesburg, MS, 2010.

PUBLIC LIBRARY ASSOCIATION SPRING SYMPOSIUM
Chicago, IL, March 2005; San Jose, CA, March 2007.

PUBLIC LIBRARY ASSOCIATION ANNUAL CONVENTION
Boston, MA, March 2006; Denver, CO, April 2016.

COMMITTEES AND OFFICES

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Chair Elect, 2015-2016

AMERICAN LIBRARY ASSOCIATION
Councilor at Large, 2015-2018

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Tayshas Book Selection Committee, 2013-2015

TEXAS LIBRARY ASSOCIATION: CHILDREN'S ROUND TABLE
Past Chair, 2013-2014; Chair 2012-2013, Chair-Elect 2011-2012

COMMITTEES AND OFFICES (contd)

THE PENNSYLVANIA CENTER FOR THE BOOK
Lee Bennett Hopkins Poetry Award Judge, 2013

AMERICAN LIBRARY ASSOCIATION,
YALSA Midwinter Marketing & Local Arrangements Taskforce, 2011-2012

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Lone Star Book Selection Committee, 2011-2013

AMERICAN LIBRARY ASSOCIATION,
John Newbery Medal Award Committee, 2010-2011

AMERICAN LIBRARY ASSOCIATION,
Bill Morris Book Evaluation Seminar, 2010

LIBRARIAN'S CHOICES: FINDING THE BEST NEW BOOKS FOR CHILDREN
Selection Committee: 2009, 2010, 2011, 2012, 2013.

TEXAS LIBRARY ASSOCIATION: EXECUTIVE BOARD'S TASK FORCE ON THE
INCLUSION OF 6TH GRADE IN THE TEXAS BLUEBONNET AWARD
Children's Round Table Representative, 2008-2009

TEXAS LIBRARY ASSOCIATION: YOUNG ADULT ROUND TABLE
Secretary, 2007-2008

TEXAS LIBRARY ASSOCIATION: CHILDREN'S ROUND TABLE
Alternate Councilor, 2004-2008

TEXAS STATE READING ASSOCIATION: GOLDEN SPUR AWARD
Selection Committee, 2006-2008

HONORS

NATIONAL HONORS AND LEADERSHIP STUDENT
Virginia Chandler Dykes Leadership Luncheon, 2012

GRANTS

YALSA GRANT FOR TEEN INTERNS
Grant funds used to award stipends for peer mentors to run programs in THE GREEN
ROOM, Valley Ranch Public Library's Teen Digital Media Lab.
2014

PROFESSIONAL PROJECTS

VALLEY RANCH (IRVING) PUBLIC LIBRARY RENOVATION.
Worked with architects, designers, city officials and departments to refinish and incorporate five thousand unused square feet of library storage, into a new configuration that optimized space, visual impact, usability and customer needs.
2014

THE SUCCESS ZONE OF THE IRVING PUBLIC LIBRARY
Worked in collaboration with city departments and neighboring school district to build upon "The Leader in Me" program by creating a collection for young people and the adults who care for them, and programs to reinforce the program's tenets.
2012, 2013, 2014

"THE GREEN ROOM" AT THE VALLEY RANCH (IRVING) PUBLIC LIBRARY
Designed a Teen Digital Media Lab for the encouragement of youth participation in digital literacy through the use of equipment and software that may not be available elsewhere. Included: digital camera, video recording, Go-Cam, T-1 Collaborative Surface Table. Classes offered for youth have been on Photoshop, Stop-Go Motion.
2014

SCREEN FREE WEEK AT THE IRVING PUBLIC LIBRARY
Worked in conjunction with the Center for Commercial Free Childhood to create a weeklong series of events at multiple Irving Public Library locations to encourage patrons to opt to "Unplug" from technology.
2014, 2015

STEM PROGRAMS
Developed a weeklong series of events to take place during spring break for school age children with concepts of Science, Technology, Engineering and Technology as their focus. The program evolved into a weekly storytime featuring STEAM concepts for preschool children.
2013, 2014, 2015

DIVERSE AUTHORS PROGRAM
In planning process. A series of visits from authors who are of Asian descent to offer readers of the Valley Ranch Library community an opportunity to see themselves in books and in the role of author.
2015

AUTHOR VISITS
In the last three years, I have designed programs and procured funds to have the following authors and illustrators visit the Valley Ranch Library:
Kelly Light, Varsha Bajaj, Jan Peck, David Davis, Rachel Caine, P. N. Elrod, Shanna Swendson, Laini Taylor, Dan Yaccarino; Jason Henderson; Eric Litwin; Marissa Meyer; Leigh Bardugo; Anna Banks; Jessica Brody; S.A. Bodeen; Emmy Laybourne; Kat Falls; Rebecca Stead; Gail Carson Levine; Christopher Paul Curtis; Jordan Sonnenblick; Kendare Blake; Sonia Gensler; Jennifer Archer; Tara Hudson; Sophie Jordan; Victoria Scott; Tamara Ireland Stone, Janee Trasler; Neal Shusterman; Kate Klise

Shannon Crawford Barniskis

University of Wisconsin-Milwaukee School of Information Studies
Northwest Quadrant Building B, Room 6488
2025 E. Newport
Milwaukee, WI 53211
920.763.6761
crawfo55@uwm.edu
shannonbarniskis.com

Education

University of Wisconsin-Milwaukee School of Information Studies
>2012-present, expected graduation December 2016
>Doctoral student focusing on information policy
>Dissertation title: Convivial Making: Power and the Library Faith in Public Library Creative Places
>Adviser: Joyce M. Latham
>Committee members: Michael Zimmer, Tomas Lipinski, Nadine Kozak, Matt Ratto
>Planned defense date: October 2016

University of Wisconsin-Milwaukee School of Information Studies
>2009-2011
>Masters of Library and Information Science degree.
>Adviser: Elizabeth Buchanan
>Committee members: Joyce M. Latham, Iris Xie
>Thesis title: Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens
>Generated a grounded theory of how public library art programs affect civic engagement in teens.

University of Wisconsin-Superior
>1998-2002, 2008-2009
>Bachelor of Science, individually-designed major: "Epistemology through the Lens of Library Science."
>Adviser: Mary Nordgren, MSE, Director, Jim Dan Hill Library.
>Senior thesis title: "Hot Cognition, Cold Cognition: What Librarians Should Know about How Teen Brains Work." Synthesized latest neuroscience regarding adolescence for librarians to focus programs and services that best serve teens.
>Philosophy focus on epistemology, pragmatic philosophy, and the philosophy of science.

University of Illinois-Chicago
>1990-1991
>Double-majored in Art and Philosophy.

Shimer College
>1988-1989
>Awarded the Hutchins Plan Scholarship as an Early Entrant at Shimer College; left high school one year early to focus on the humanities and social sciences at this Great Books Socratic method-based school.

Significant continuing education

University of Wisconsin-Milwaukee Center for Excellence in Teaching and Learning Online and Blended Teaching Course, 2015.

University of Wisconsin-Milwaukee Center for Excellence in Teaching and Learning Open Textbook Workshop, 2015.

Center for 21st Century Studies, "Chronos, Chronos Again: Composing Media-Rich Timelines with Timeline JS" Workshop, 2013.

Center for 21st Century Studies, "Interrogating Big Data" Workshop, 2013.

Academic and professional jobs held

Instructor, onsite and online sections of Information Technology Ethics
  September 2015-present, University of Wisconsin-Milwaukee
Research Assistant, Drs. Latham, Walker, Kozak, Aman, and Peekhaus
  August 2012-present, University of Wisconsin-Milwaukee
Teaching Assistant, Drs. Zimmer, Peekhaus
  August 2014-May 2015, University of Wisconsin-Milwaukee
Independent Consultant
  January 2001-present
Editorial Assistant, Encyclopedia of Digital Communication & Society, edited by Sandra Braman
  2013-2014
Library Director
  January 2012-September 2013, Lomira QuadGraphics Community Library, Lomira, WI
Youth Services Librarian
  July 1999-January 2012, Horicon Public Library, Horicon, WI
Children's Librarian
  December 1998-July 1999, Columbus Public Library, Columbus, WI
Library Associate, Level III
  June 1994-December 1998, Horicon Public Library, Horicon, WI

Research, Scholarship, and Professional Activities

Research interests

Community informatics, public libraries, information policy, social justice, critical space studies, research
  methods, practitioner-scholar research collaborations

Ongoing Projects

"Public Library Research Needs and Uses," co-investigator with Dr. Joyce Latham, 2015-present, IRB#
  15.381.

Research projects conducted and grants received

"Library Use, Non-Use, and Fines," 2014-2016, IRB #14.346.
"Converging Knowledge: Networking the Gap between Public Librarians and Researchers" and "The
  Digital, the Traditional and You," with Dr. Joyce Latham, Renee Bennett-Kapusniak, Adriana McCleer,
  and Jennifer Thiele, 2013-2015, IRB#13.382.
 "Our mission is: A case study of public library mission statements," 2012-2015, IRB# 13.311.
"STEAM: Science and art meet in rural library makerspaces," 2013-2016, IRB# 14.061
"Creative space: Creativity, agency, and a public library makerspace" a study of users' life histories of
  creativity and use of a library makerspace, 2012-2015, IRB# 13.332.
"Public Library Leadership Education in ALA-Accredited Schools" with Dr. Joyce Latham, 2012.
 "Graffiti, Poetry, Dance How Public Library Art Programs Affect Teens." Shannon Crawford Barniskis (PI),
  thesis advisor Elizabeth Buchanan, PhD. Won 2011 Frances Henne/VOYA research grant. Amount
  $1000. Phase I of Teen Art Programs in Public Libraries series.
"Teen Art Programs in Public Libraries" phases II and III of a study of teen librarians' and teens perspectives
  on how library art programs impact civic engagement, based on grounded theory developed in phase I,
  2011-2013, IRB# 11.135.
"Mission, Meet Your Makers: Hacking the Public Library Mission to serve DIY and Library 2.0 Principles"
  (2010).
"Public Practitioner-Researchers: How LIS Research is Informed by Praxis" (2010).
"Hot Cognition, Cold Cognition: What Librarians Should Know About How Teen Brains Work" (2009).
"Homeschoolers and Libraries" (2001).

Publications

Crawford Barniskis, S. (2016, forthcoming). To what ends, by what means?: The development of the library faith from moral uplift to makerspace. *Information Research*. (Refereed)

Crawford Barniskis, S. (2016, forthcoming). Access and express: Professional perspectives on public library makerspaces and intellectual freedom. *Public Library Quarterly, 35*(3). (Refereed)

Crawford Barniskis, S. (2016). Deconstructing the mission: A critical content analysis of public library mission statements. *The Library Quarterly, 86*(2), 135-152. doi:10.1086/685403 (Refereed)

Crawford Barniskis, S. (2015, March 24-27). *Metaphors of privilege: STEAM and public library makerspaces*. Poster presented at the iConference, Newport Beach, CA. In the iConference proceedings, http://hdl.handle.net/2142/73726 (Refereed abstract, won Best Poster Award)

Crawford Barniskis, S. (2014). *STEAM: Science and art meet in rural library makerspaces*. Poster presented at the iConference 2014, Berlin, Germany. In the iConference 2014 proceedings, http://hdl.handle.net/2142/47328 (Refereed abstract)

Crawford Barniskis, S. (2013). Makerspaces and Teaching Artists. *Teaching Artist Journal, 12*(1), 6-14. doi:10.1080/15411796.2014.844621 (Refereed, Invited)

Crawford Barniskis, S. (2013). Embedded, participatory research: Creating a grounded theory with teenagers. *Evidence Based Library and Information Practice, 8*, 47-58. https://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/18153 (Archived by WebCite® at http://www.webcitation.org/6f0Gg4iTk) (Refereed)

Crawford Barniskis, S. (2013). Teaching art to teens in public libraries. *Teaching Artist Journal, 11*(2), 81-96. doi:10.1080/15411796.2013.761055 (Refereed)

Crawford Barniskis, S. (2012). Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens. Part 1: Introduction & Literature Review. *Journal of Research on Libraries and Young Adults*, 2(3). http://www.yalsa.ala.org/jrlya/2012/09/graffiti-poetry-dance-how-public-library-art-programs-affect-teens-part-1-introduction-literature-review/ (Archived by WebCite® at http://www.webcitation.org/6f0BWc6DP) (Refereed)

Crawford Barniskis, S. (2012). Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens. Part 2: The Research Study and Its Practical Implications. *Journal of Research on Libraries and Young Adults*, 2(3). http://www.yalsa.ala.org/jrlya/2012/09/graffiti-poetry-dance-how-public-library-art-programs-affect-teens-part-2-the-research-study-and-its-practical-implications/ (Archived by WebCite® at http://www.webcitation.org/6f0GbshKF) (Refereed)

Papers and other presentations at academic and professional meetings

IFLA Annual Congress (2016, 13-19 August, forthcoming). Paper presentation. Columbus, OH.

CoLIS (2016, 25-29 June, forthcoming) Paper presentation. Uppsala, Sweden.

ALISE (2016, 5-8 January). The Public Library Collaboratory. Poster presentation. Boston, MA.

ALISE (2016, 5-8 January). An imaginaire: Makerspaces as radical change in the library faith. Poster presentation. Boston, MA.

Wisconsin Library Association conference (2015, 3-6 November). Why you should give a shit* about banned books week: Intellectual freedom fighting for the faint (and not-so-faint) of heart. Panel discussion, Middleton, WI. Invited convener.

Southwest Wisconsin Library System (2015, 24-25 August). Conviviality, contingency & connections: Making a successful creative space through policy & practice. Presentation at SWLS Mobile Makerspace Training, Fennimore, WI. Invited speaker.

iConference (2015, 24-27 March). Metaphors of privilege: Public library makerspaces. Poster presentation, Newport Beach, CA.

ALISE (2015, 27-30 January). Resist*rs: A political economic analysis of public library makerspaces. Poster presention, Chicago, IL.

Wisconsin Library Association conference (2014, 4-7 November). Librarian as Enzyme: Access, Intellectual Freedom, and Creative Library Spaces/Makerspaces. Presentation, Wisconsin Dells, WI. Invited speaker.

Library Research Seminar VI (2014, 7-9 October) The Public Library Research Collaboratory: Creating digital space for the intersection of practitioners, scholars, and educators. Presentation at University of Illinois at Champaign-Urbana, with Dr. J.M. Latham, Dr.S. Joo, S. K. Trainor, A. McCleer.

UW Fond du Lac. (2014, 9 September). Library as platform: Medialabs, makerspaces, studios, and other creative spaces in libraries. Invited speaker.

ALA (2014) ""Leveraging National Data to Advocate Locally," presentation with Renee Bennett-Kapusniak, Adriana McCleer, and Jennifer Thiele.

ALA (2014) "Library Fines: Barriers to Access?" paper presentation. Peer reviewed submission for Library Research Roundtable.

iConference (2014) "STEAM: Science and art meet in rural library makerspaces" poster presentation.

ALISE (2014) "Converging Knowledge: Networking the Gap between Public Librarians and Researchers" poster presentation with Dr. Joyce Latham, Renee Bennett-Kapusniak, Adriana McCleer, and Jennifer Thiele.

Wisconsin Library Association annual conference (2013) "Let's Create with Makerspace." Invited panelist.

Wisconsin Library Association annual conference (2013) "The Traditional, the Digital, and You: Discussing the Pew Reports and What They Mean In Wisconsin" with Dr. Joyce Latham, Renee Bennett-Kapusniak, Adriana McCleer, and Jennifer Thiele.

Southwest Wisconsin Library System (2014). "Makerspace in the Library: Full STEAM Ahead." Invited Speaker.

Webinar on makerspaces, Utah State Library (2014). Invited speaker.

Intellectual Property instruction, all K-8 students, Mayville WI school district (2013). Invited speaker.

Lakeshores Library System Trustees Meeting (2013) "Library as Platform." Invited Speaker.

Winding Rivers Library System (2013) "Makerspace in the Library: Full STEAM Ahead." Invited Speaker.

Manitowoc Library System (2013). "Makerspace in the Library: Full STEAM Ahead." Invited Speaker.

Winnefox Library System (2014). "Makerspace in the Library: Full STEAM Ahead." Invited Speaker.

Canadian Association of Information Science Annual Conference (2013). "Teens in the Research Team: Telling the Story of Teen Experiences in Public Libraries."

Wisconsin Association of Public Libraries annual conference (2013) ""Making It @ Your Library."

Wisconsin Association of Public Libraries annual conference (2013) "The Traditional, the Digital, and You" with Dr. Joyce Latham, Renee Bennett-Kapusniak, Adriana McCleer, and Jennifer Thiele.

Webinar on makerspaces, Indianhead Federated Library System (2012). Invited speaker.

American Library Association Annual Conference (2012) "Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens."

Rhode Island Library Association Annual Conference (2012) "Making It: Content Creation in Public Libraries." Invited Speaker.

Mid-Wisconsin Federated Library System (2011) "Enliven Your Collection." Co-authored and co-presented with Sarah Jones Cournoyer.

SOIS Student Poster Presentation (2010) "Users prefer weeded collection" poster presentation. Co-authored and co-presented with Sarah Jones Cournoyer.

SOIS UW Milwaukee Research Symposium (2010) "Public Practitioner-Researchers: How LIS Research is Informed by Praxis."

SOIS UW Milwaukee Research Symposium (April 2011) "Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens, Part One"

SOIS UW Milwaukee Research Symposium (November 2011) "Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens, Part Two"

Wisconsin Library Association annual conference (2011) "POW! Using Internet Tools to Rock Your Programs." Invited panelist.

Wisconsin Library Association annual conference (2010) "Collection Perception: The Effect of Weeding." Co-authored and co-presented with Sarah Jones Cournoyer. Invited speaker.

Wisconsin Library Association annual conference (2005) "Teaching Knitting in Public Libraries." Invited panelist.

Wisconsin Parents Association, 2001, 2002. "Homeschoolers: Programming and services in libraries, and research on homeschooler-library relations."

Mid-Wisconsin Federated Library System (2001) "Homeschoolers: Programming and services in libraries, and research on homeschooler-library relations."

Mid-Wisconsin Federated Library System (2003) "Building Spanish-language collections in rural libraries."

Upcoming scholarly and professional projects

Crawford Barniskis, S. (2016 (in process). Convivial making: Power and the library faith in public library creative places. (Ph.D.), University of Wisconson-Milwaukee.

Crawford Barniskis, S., & Dadlani, P. (in process). The five whys: Scholars, practitioners, and users explore the reasons for public library makerspaces. Latham, J. M., & Crawford Barniskis, S. (in process). Public Librarian Research Needs and Uses: Planning a Public Library Collaboratory.

Reports of completed research, professional manuals

"Graffiti, Poetry, Dance How Public Library Art Programs Affect Teens." (2011) Report to the Frances Henne/VOYA research grant committee.

Articles, papers, chapters or projects under review

Crawford Barniskis, S., Gillis, S., & Nagy, D. (in review). Library fines: Barriers to access? *Library and Information Science Research*.

Video and audio productions

"Libraries are our Bootstraps" audio campaign. (2010) Written and produced by Shannon Crawford Barniskis. Distributed by local radio and television stations.

Research or professional awards

Chancellor's Award at the University of Wisconsin-Milwaukee, 2012, 2013, 2016.

iConference Best Poster Award, 2015, for Metaphors of Privilege: Public library makerspaces.

Young Adult Library Services Association (YALSA) Writing Award 2013, for "Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens" articles.

SOIS Student Poster Presentation (2010) "Users prefer weeded collection" poster presentation, won first place prize. Co-authored and co-presented with Sarah Jones Cournoyer.

Beyond Books News, Literacy, Democracy and America's Libraries summit, awarded an IMLS Fellowship as a SOIS student. MIT, Cambridge, MA., 2011.

Teaching

Teaching area of specialty

Information ethics, community informatics, public libraries, creative spaces in libraries, library programming and policy, access and intellectual freedom

Instruction in the classroom, laboratory, studio, or clinic

Instructor, INFOST 120, UWM SOIS (Fall 2015, online, 19 students)

Instructor, INFOST 120, UWM SOIS (Fall 2015, on-site, 28 students, teaching effectiveness evaluation: 4.82 out of 5)

Poster Workshop, convener and speaker, PhD Program Workshop, UWM SOIS (2015)

Guest Lecturer, INFOST 736, UWM SOIS, The Public Library (2011, 2014)

Guest Lecturer, INFOST 501, Foundations of Library and Information Science (2014)

UWM SOIS, Workshop on 3D Printing, invited to teach, for all students at UWM (2014)

Preparing for the Preliminary Exam, convener, PhD Program Workshop, UWM SOIS (2014)

UWM SOIS, Makerspaces and Digital Production, invited to teach, for all students at UWM (2013)

Service

Professional Expertise

Makerspaces/creative spaces, library policy, library space & long-range planning, ethics, access and intellectual freedom, practitioner research, qualitative and mixed research methods, programming for all ages, collection management, homeschooling, practitioner research, outreach services.

Academic Service

Committee on Accreditation, faculty subcommittee member, 2015-
Reviewer, *The Library Quarterly*, 2015-
Doctoral Student Mentor, 2014-
Reviewer, iConference, 2015
SOIS doctoral student mentor, 2014-
President, Doctoral Student Organization at SOIS, 2014-2015
Established "faux" peer-review service for SOIS doctoral students, 2013-
Student representative, Doctoral Planning Committee, 2014-2015
Student representative, Faculty Council, 2014-2015
Student representative, Academic Planning Committee, 2013-2014

Professional Affiliations

American Library Association, 2008-present
Social Responsibilities Roundtable, 2008-present
Library Research Roundtable, 2009-present
Young Adult Library Services Association, 2009-present
Wisconsin Library Association, 2002-present
ASIST, 2013-present
Wisconsin Center for the Book board of trustees, 2013-present
Association of Internet Researchers, 2014-present
ALISE, 2014-present

Recent Community Service

Vice President, Horicon Phoenix Program, 2013-2014, Director of Economic Development, 2010-2013, member at large, 2014-present.

References

Joyce M. Latham, University of Wisconsin-Milwaukee, Major Professor. 414.229.3205 latham@uwm.edu
Michael Zimmer, University of Wisconsin-Milwaukee, Committee member, TA professor, Director of Doctoral Program. 414.229.3627 zimmerm@uwm.edu
Iris Xie, University of Wisconsin-Milwaukee, former Director of Doctoral Program. 414.229.6835 hiris@uwm.edu
John Budd, University of Missouri. Emeritus Professor. buddj@missouri.edu

Library Science Program Learning Outcomes

Adopted April, 2016

Graduates can

1. Describe how information ecosystems interact with communities/individuals

2. Analyze the major tenets of information practice and apply them in multiple

   contexts

3. Connect diverse communities/individuals with appropriate resources

4. Explain the dependence of information retrieval on the organization of information.

Program Assessment Process
In process, Spring 2017

The following working document outlines a program review process that involves gathering and analyzing data, setting annual goals and assessing how well those goals were met. The first section will describe the data gathering cycle. The second will outline the review process.

Data to inform continuous program review will come from a variety of sources. They are:

I.   Curriculum Review
II.   Student Exit Surveys
III.   Alumni Surveys
IV.   Employer Surveys
V.   Internal Audits

        Review of Administrative and Fiscal policies
        Review of School Rules in Relation to Program
        Review of Physical Facilities
        Review of Technology

VI.   Advisory Board Feedback

Data Collection

I. Curriculum Review

Curricular review is an annual and ongoing process coordinated by the Curriculum and Planning Committees.

Program level student learning outcomes will be assessed using data obtained at the course level, through course artifacts, and from students' program exit requirements. These artifacts are course assignments from core courses, including the technology elective, that have been selected because they provide the best measure for how well students have met the programmatic learning outcomes addressed by the content of each of the core courses (See Appendix A for UK SLIS's programmatic learning outcomes mapped to the American Library Association's (ALA) core competencies). Artifacts include projects, papers, exams or other products of student work.

Course Level Data

Standardized rubrics will be developed for required core course artifacts to reflect our new program learning outcomes, effective fall 2017. These rubrics will be used to assess how well artifacts demonstrate the acquisition of UK LIS Program Learning Outcomes. Each student's artifact will be scored by the course instructor during the regular grading process. (Whether or not these elements are used to calculate assignment grades is left to the discretion of the instructor.) Artifact rubrics will be submitted through the University LMS at the time of grading.

At the end of each semester each core course instructor will be responsible for exporting their rubric data in a spread sheet format to a shared space. Data will be compiled and stored for all courses each semester.

Data analysis will occur on a three-year rolling review. At the end of the three-year period, all program learning outcomes will have been assessed. This process will provide some measure of how well students are meeting program level learning outcomes as demonstrated by aggregated rubric scores. The Planning and Curriculum Committees will ensure this analysis is carried out and communicated effectively and in a timely matter.

Goals for aggregated scores will be set initially at:

80% of students will score a 3 – 4, with 15% scoring a 4.
5% or fewer will score a 1.

Program Exit Requirement Level Data

Currently, the library science program utilizes a portfolio as the exit requirement. Faculty decided at the end of AY 2016 to revisit both the exit requirement and the exit assessment instruments. In the interim, we will continue to use the portfolio.

The learning outcomes essay reflects the major effort of the portfolio. Students are asked to organize this narrative around each of the ALA eight core competencies and their direct connection to the program 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 (by the evidence presented in their portfolio) their accomplishments in each of the major competence areas.

Learning outcomes essays will be assessed by two portfolio graders using a standardized rubric to determine the extent to which they demonstrate students' attainment of specified programmatic learning outcomes in each of the eight competencies (See Appendix B: Programmatic Assessment Rubric). This assessment will occur during the regular portfolio grading process. Annual composite scores will allow us to determine how well students are able to demonstrate that they are meeting program objectives and identify those learning outcomes that are not met consistently.

Goals for aggregated scores will be set initially at:

 80% of student portfolios will earn a rating of Pass or higher. Fewer than 5% will earn a Fail rating.

Assessment Reporting

The faculty will work with the Planning Committee to analyze data and create a comprehensive report, including both course level and portfolio level data, describing the extent to which students demonstrate the programmatic level learning outcomes articulated by the program and identifying areas of strength and weakness in the

curriculum. This report will be submitted to the Faculty Council by the Planning Committee at the final spring semester meeting.

The Curriculum Committee will study the assessment report and make recommendations for revisions to the core curriculum. Such revisions will address those outcomes which are not demonstrated or demonstrated weakly by student work. The Curriculum Committee will submit its report with recommendations to the LIS faculty prior to the fall semester of year two. The fall semester curriculum retreat will be used to discuss these recommendations. The fall program review retreat will be used to set specific goals for any necessary curricular revision during the year.

Instructional teams for core courses will be responsible for planning improvements to course curricula during the fall based on goals set at the program faculty meeting. These teams will report on the outcome of their planning process to the Curriculum Committee, which will summarize the activity for the program faculty at its first spring meeting. Curricular revisions will be implemented as expediently as possible. The Curriculum Committee will submit a final report on this process to the faculty at the final spring Faculty Council meeting.

II. Student Exit Surveys

Student exit surveys are administered by administrative staff to graduating students each semester. The Assistant Director and the Planning Committee will collate, analyze and summarize that data annually and prepare a report for the faculty prior to the fall faculty retreat.

III. & VI. Alumni and Employer Surveys

Alumni and employer surveys are administered by the Planning Committee biennially during alternating years. The Planning Committee will analyze and summarize data and prepare a report for the faculty prior to the fall faculty retreat.

V. Internal Audits

The LIS program faculty will be responsible for conducting a biennial internal audit of the administrative and fiscal policies, school rules and physical facilities. These audits will be informed by any relevant data gathered from other sources, such as the student and alumni surveys for example. The faculty will be also responsible for conducting an audit of current technology resources and identifying future needs. The reviews will culminate with a report at the fall program review retreat. The reports will be utilized to inform planning and to set annual goals for the program.

VI. Advisory Board Feedback

The Advisory Board will be convened during the fall. The Advisory Board members will be presented with the results of our assessment and planning described above and with our goals for the coming year. Their feedback will be sought and incorporated through the year as appropriate.

The Planning Cycle

Fall Planning Retreat: The program faculty will utilize the data and reports described above to identify the LIS program's priorities for curricular review and/or revision. Based on the data and the recommendation of the Curriculum Committee, goals will be set for curricular evaluation and revision at that meeting for the coming year.

Monthly Program Faculty Meeting: Monthly program faculty meetings provide an opportunity for committees to report their progress meeting goals and to discuss issues that arise during the implementation of those goals.

Final Spring Program Faculty Meeting: The Curriculum and Planning Committees will submit reports on their activities at the final faculty meeting in the spring semester. These reports, in addition to the data reports generated throughout the year, will be used to assess the progress the program has made on meeting its annual goals generated in the curricular and program review retreats. The minutes of this meeting will serve as a final report on the planning process and its outcomes for the year.

Additional Work Meetings: The faculty will call, as needed, additional work meetings throughout the year to allow the full faculty to review and contribute to any issues the program is reviewing.

Appendix A

Program Learning Outcomes

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

UK LIS Program Learning Outcomes	Artifacts	Course
Describe how information ecosystems interact with communities/individuals	TBD	600, 603
Analyze the major tenets of information practice and apply them in multiple contexts	TBD	600, 603
Connect diverse communities/individuals with appropriate resources	TBD	601, 602
Explain the dependence of information retrieval on the organization of information.	TBD	601, 602

Artifacts:
LIS 600: TBD
LIS 601: TBD
LIS 602: TBD
LIS 603: TBD

Appendix B

Learning Outcomes Essay Rubric

Program Learning Outcome	1	2	3	4
Describe how information ecosystems interact with communities/individuals				
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.				

1: Little or no convincing evidence of attainment of core competencies is provided. The essay does not demonstrate the ability to synthesize and analyze master's work within the framework of the core competencies. There is little or no discussion of how the knowledge gained from the program in this area will be applied in the future.

2: An Area of Weakness: Evidence of attainment of core competencies is provided, but with some weakness. The essay demonstrates adequate ability to synthesize and analyze master's work within the framework of the core competencies with some exceptions. There is some demonstration of how the knowledge gained from the program in this area will be applied in the future.

3: Convincing evidence of attainment of core competencies is provided. The essay demonstrates the ability to synthesize and analyze master's work within the framework of the core competencies. There is adequate demonstration of how the knowledge gained from the program in this area will be applied in the future.

4: An Area of Strength Convincing evidence of attainment of core competencies is provided. The essay demonstrates a particularly strong ability to synthesize and analyze master's work within the framework of the core competencies. There is superior demonstration of how the knowledge gained from the program in this area will be applied in the future.

Library and Information Science
University of Kentucky
Program Strategic Plan 2015 -2020

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.

Standard I: Systematic Planning

Objective 1.1 Systematic planning will leverage all data available.

Metric 1.1-1. 100% of all committees will report minutes and file annual reports to document activity.

Metric 1.1-2. All curricular or program changes will be made based on data gathered, and the changes and rationale will be documented.

Metric 1.1-3. Establish a rotating schedule for reviewing core courses and making revisions based on data collected.

Standard II: Curriculum

Objective 2.1 Ensure that graduates are able to demonstrate expertise in the information professions through quality curriculum.

Metric 2.1-1. Review Program Learning Outcomes Assessment and Curriculum Review data conducted annually by the Curriculum and Planning Committees to ensure quality explicit curriculum (See Program Assessment Process for metrics and method; e.g., review 10% of portfolios). Make curriculum and planning recommendations based on collected data.

Metric 2.1-2. Review Student Exit Surveys, Alumni and Employer Surveys, and curriculum

data to ensure quality implicit curriculum. Make curriculum recommendations based on feedback from students, alumni, and employers.

Metric 2.1-3. Conduct a systematic biennial review of technology across the curriculum to ensure that the use of technology and the development of technical skills is a component of at least 90% of courses.

Metric 2.1-4. Conduct a systematic biennial review of the curricula to ensure development of communication skills is infused in at least 80% of the courses.

Objective 2.2 Promote curricular and co-curricular transformation that recognizes the educational advantages of diversity.

Metric 2.2-1. Conduct a systematic biennial review of how diversity is covered across the curricula and develop and implement a strategy to ensure that factors of cultural diversity are infused in at least 80 % of classes.

Standard III: Faculty and Staff

Objective 3.1 Recruit professional staff with high potential for success at a top 20-level research university.

Metric 3.1-1. Increase the average all-ranks instructional faculty salary as a percentage of the benchmark median to 90%.
Metric 3.1-2. Recruit and hire at least 50% of faculty from highly ranked universities.
Metric 3.1-3. Increase the percentage of staff at the appropriate point between the minimum and mid-point of the pay grade, based on performance and years of experience, to 90%.
Metric 3.1-4. Increase the number of tenured faculty by 2.

Objective 3.2   Increase faculty research and scholarly productivity.

Metric 3.2-1. Increase the annual journal publications to 2 per non-administrative regular title tenure-track or tenured faculty member.
Metric 3.2-2. Increase the annual total for submitted grant proposals to 3.
Metric 3.2-3. Increase the annual total for internally funded projects and awards to 3 (e.g., Summer Fellowship, College Travel Grants).

Objective 3.3 Promote inclusive excellence across the University through diverse faculty.

Metric 3.3-1. Focus on recruiting applicants from diverse or underrepresented backgrounds for any future faculty searches.

Objective 3.4 Enhance the success, retention, and advancement of all cadres of faculty and professional staff engaged in the varied missions of the University.

Metric 3.4-1. Offer two faculty mentor/mentee events per year.

Metric 3.4-2. Maintain high mentee satisfaction with formal mentoring relationships.

Metric 3.4-3. Promote a culture of research by increasing participation in research related events, such as research seminars.

Metric 3.4-4. Maintain budget for faculty and staff development funding.

Objective 3.5 Enhance faculty and staff connection with community through engagement, outreach, and service.

Metric 3.5-1. Increase the number of faculty and staff attending state professional conferences to 60%.

Metric 3.5-2. Maintain active partnerships with outside organizations (e.g., *Kentucky Department for Library and Archives (KDLA)*) and hold at least two school-wide activities annually that increase outreach, service, and engagement activities that provide university knowledge and expertise.

Objective 3.6 Enhance campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.

Metric 3.6-1. Maintain active partnerships with community organizations (e.g., *I am... I am Kentucky. I am diversity*) and hold at least two school-wide activities annually that promote diversity and inclusion (See Diversity Plan).

Objective 3.7 Enhance the impact and public awareness of the University's research and scholarship on the knowledge-based economy of Kentucky and the nation.

Metric 3.7-1. Increase the percentage of faculty presenting at internal events to 70% annually.
Metric 3.7-2. Increase the percentage of faculty presenting at external events to 60% annually.
Metric 3.7-3. Increase the number of faculty and staff attending national and/or international professional conferences to 90%.
Metric 3.7-4. Increase the number of faculty and staff participating in state, national and/or international professional associations to 90%.

Standard IV: Students

Objective 4.1 Recruit and enroll high-ability students.

Metric 4.1-1. Maintain annual GRE verbal average score of 155; quantitative of 145.

Metric 4.1-2. Increase the number of applicants and students by:
(1) increasing recruitment activity by 10% annually;
(2) increasing annual applications by 10%.

Metric 4.1-3. Maintain average enrollment at 200 – 235 students.

Metric 4.1-4. Increase the number of students who participate in high impact co-curricular activities that support the student's classroom experience in the areas of research, community service, leadership development, internationalization, and inclusion to 20% of the student body. These events include alternative spring break, study abroad and conference attendance.

Metric 4.1-5. Increase rate of students participating in practica to 15%.

Metric 4.1-6. Maintain a minimum graduation rate of 95%.

Metric 4.1-7. Collect data on the dissemination of information to students concerning the program through multifaceted social and traditional communication, including: (1) mandatory interaction between advisors and advisees to review and approve a program planning document for each student (e.g., 90 % of students in their first semester); (2) announcements sent from the program coordinator and student affairs officer; (3) analytics on various social media platforms; and (4) Number of attendees and views of school developed content (See Communication Plan).

Objective 4.2 Promote inclusive excellence across the University through diverse students.

Metric 4.2-1. Increase the proportion of students from diverse ethnic groups and other underserved populations by 1 % annually.

Objective 4.3 Increase student engagement with their local communities.

Metric 4.3-1. Hold one service event for students, coordinated through student association, annually.

Standard V: Administration, Finances, and Resources

Objective 5.1 Strengthen the integration and utilization of innovative, cost-effective information technology solutions to enhance all missions of the University.

Metric 5.1-1. Conduct biennial technology audit to strengthen solutions to enhance the School's mission.

Updated: 1/12/2017

Objective 5.2   Maintain building space available to academic programs and for research and support functions.

Metric 5.2-1. Maintain ratio of one office per faculty and one office or cubicle per staff member.

Standard VI: Evaluation

Objective 6.1 Course level rubrics will be used for programmatic assessment.

Metric 6.1-1. Course rubrics will be revised and used for all core courses.

Metric 6.1-2. 80% of students will score a 3 – 4, with 15% scoring a 4. 5% or fewer will score a 1.

Objective 6.2 Portfolio assessment will demonstrate successful attainment of learning outcomes.

Metric 6.2-1. In programmatic assessment, 80% of student portfolios will earn a rating of Pass or higher, with 15% scoring "Pass-An Area of Strength." Fewer than 5% will earn a Fail rating.

Library Science Program
Vision and Mission
adopted fall 2015

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.

2016 Curriculum Committee

Infusing Diversity and Technology across the curriculum

1. Suggested language to incorporate into LIS syllabi. The Curriculum Committee proposes that we make the sentences in italics the required language. Then, each syllabus should include extra sentences, specific to that particular course, that explicitly explain <u>how</u> diversity and technology are incorporated.

> General language for every syllabus:
>
> **Diversity:** *The School of Information Science defines diversity as "insert definition." In this course, we address diversity in several ways.*
>
> **Technology:** *The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology in a variety of ways.*
>
> Example for LIS 600:
>
> **Diversity:** *The School of Information Science defines diversity as "insert definition." In this course, we address diversity in several ways.* Many readings that discuss countries other than the U.S. are included in several different weeks. We spend a full week focusing on diversity in information professions. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization's community.
>
> **Technology:** *The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology in a variety of ways.* We discuss technology infrastructure and its importance in information organizations, as well as the role of technology in information ecosystems. We spend a week discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course.

2. Include specific symbols in syllabi to indicate where diversity and technology are incorporated. The symbols are:

> Diversity: the capital letter C in Wingdings font. It looks like a thumbs-up hand: 👍
> Technology: the number 8 in Wingdings font. It looks like a computer mouse: 🖱

Example from LIS 600 syllabus:

Week One: The Information Society & Contextualizing the Field

- Webster, F. (2002). The information society revisited. In *Handbook of New Media: Social Shaping and Consequences of ICTs* (Eds. L.A. Lievrouw & S. Livingstone): pp. 22-33. Thousand Oaks, CA: Sage.
- Moodley, S. (2004). The 'information society': A critical assessment. *Mousaion, 22*(2), 230-254.
- ✍ Bornman, E. (2016). Information society and digital divide in South Africa: Results of longitudinal surveys. *Information, Communication, & Society, 19*(2), 264-278.
- Einasto, O. (2015). Transforming library communication: From Gutenberg to Zuckerberg. *New Library World, 116*(5/6), 247-263.
- *Optional:* Sims, J. (2008). Librarianship in the 21st century: A British Library perspective. *Legal Information Management, 8*(2), 1-8.
- *Optional:* Wyatt, S. (2008). Feminism, technology and the information society: Learning from the past, imagining the future. *Information, Communication & Society, 11*(1), 1111-1130.

2016 Promotion and Tenure Committee Report: Mentoring program evaluation

Using a modified version of the 2014 SIS Promotion and Tenure Committee evaluation instrument, The 2016 Promotion and Tenure Committee distributed an instrument on October 3rd and the instrument was open until October 7th 2016. The instrument was sent to nine faculty members and 8 respondents for a response rate of 88%. A summary of responses following the structure of the 2014 report is provided below.

Mentor Assignments

Junior faculty indicated a preference for a mentor based on their interests and research area from among the senior faculty, current Professors (Jeffrey Huber) or Associate Professors (Brandi Frisby, Seungahn Nah, Sherali Zeadally, and Patric Spence). Five respondents (63.5%) were assigned their mentor last academic year, and three (37.5%) were assigned a mentor this year.

Meetings with Mentors and Other Mentoring Sources

One respondent (12.5%) report meeting at least once with their mentor to discuss general or specific questions, three (37.5%) report meeting several times (more than once), three (37.5%) report meeting on a regular basis, and one (12.5%) reported not meeting at all with their mentor in this year.

When asked to identify all sources of mentoring, seven (87.5%) reported using their assigned mentor, six (75.0%) reported consulting with other SIS faculty, three (37.5%) reported consulting with University of Kentucky faculty outside our college, and five (62.5%) reported consulting with colleagues or advisors at other institutions. One (12.5%) reported seeking no mentoring advice.

Mentor Availability and Helpfulness

When asked to rate the availability of the assigned SIS mentor one (12.5%) selected "Moderately available," two (25.0%) selected "Very available, and five (62.5%) selected "Extremely available."

When asked how helpful the assigned mentor has been, one (12.5%) selected "Moderately helpful," two (12.5%) selected "Very helpful," and five (62.5%) selected "Extremely helpful."

Ranking of Mentoring Activities

The table blow outlines the distribution of scores for the question of ranking of mentor activities. However, because no anchor was provided in this survey or in previous surveys the results of this question (and previous mentor reports) have little or no value. The instrument has been updated to prevent this problem in the future.
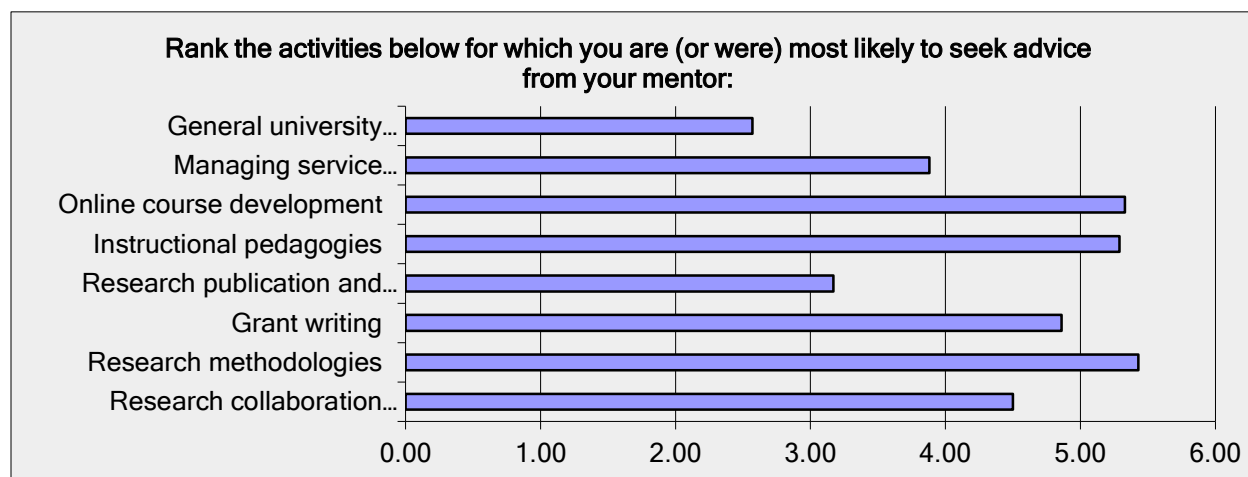
Rank the activities below for which you are (or were) most likely to seek advice from your mentor:

Activity	Score
General university…	2.55
Managing service…	3.85
Online course development	5.30
Instructional pedagogies	5.25
Research publication and…	3.15
Grant writing	4.85
Research methodologies	5.40
Research collaboration…	4.50

Table 1.

No Comments were provided for the open-ended question which asked "Do you have ideas on how your mentoring experience of the mentoring program can be improved"

Summary

For the past two years, the SIS P&T Committees have offered informal and formal mentoring programs to its junior faculty members. The mentoring program offered through individual mentors or a group workshop provided the mentees diverse types of mentoring opportunities. As with previous assessments of the program, responses indicate good or high mentee satisfaction with the mentor assigned, their mentor's availability, and the quality of the mentoring interactions. A broad range of activities and issues appear to be considered important by mentees.

The following recommendations are offered:

1. We recommend that P&T committee formalize recommendations about how often mentor meetings should take place. Moreover, mentors should outline caution to assistant professors regarding consulting with members outside the college. Simply reminding assistant professors that rules and procedures are not always standardized across the college.

2. We believe that the P&T committee should continue to provide the once-a-semester workshops devoted to faculty development and continue to solicit input from junior faculty on what would best meet their needs.

3. The next survey should add an open ended question about what types of workshops assistant professors would like for professional development. This will allow future P&T Committee members to use those responses to plan workshops in the future.
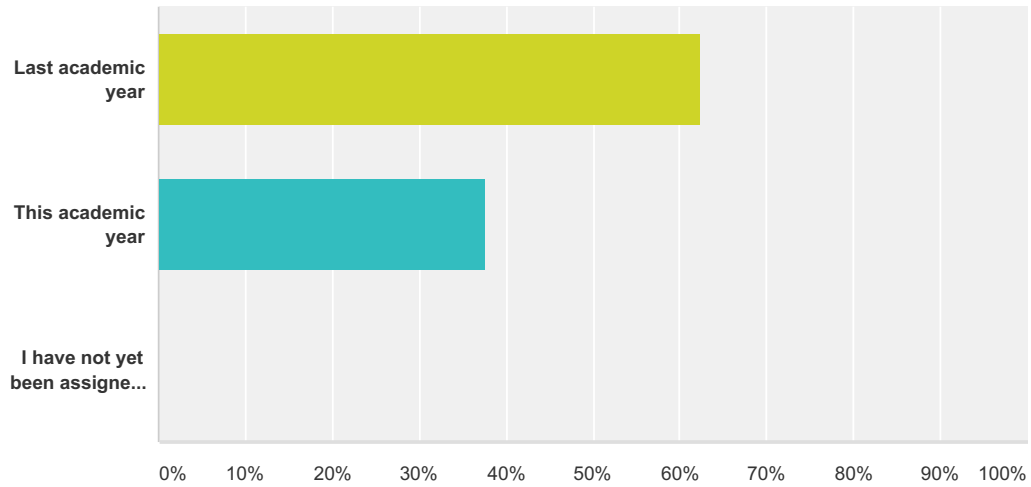
Q1 Who is your assigned mentor?

Answered: 8   Skipped: 0
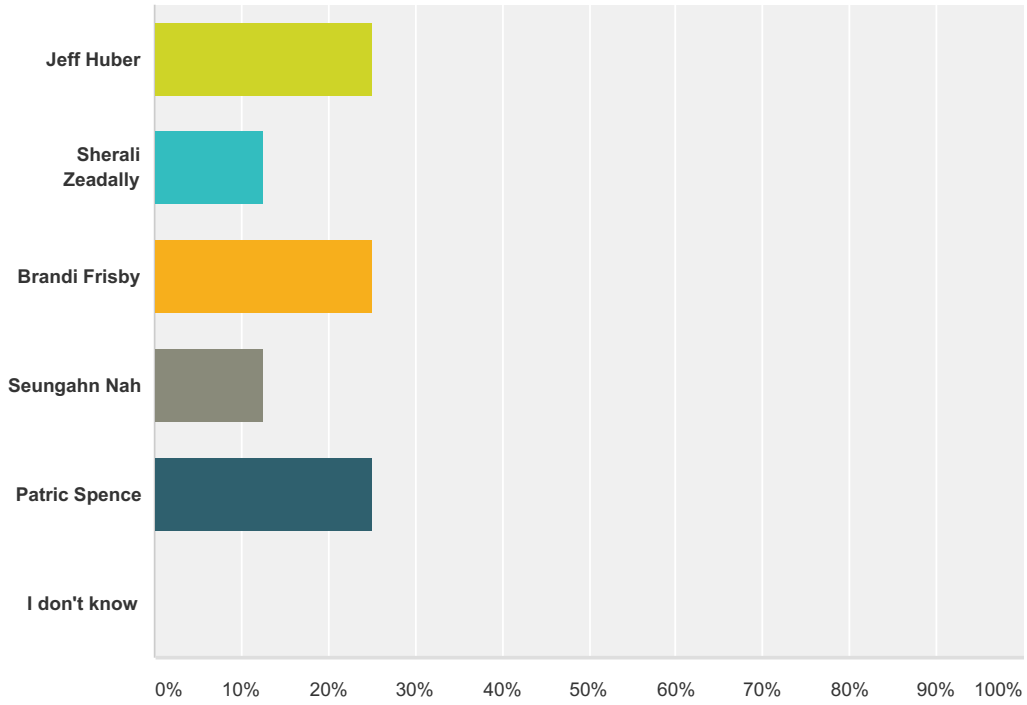
Answer Choices	Responses	
Jeff Huber	**25.00%**	2
Sherali Zeadally	**12.50%**	1
Brandi Frisby	**25.00%**	2
Seungahn Nah	**12.50%**	1
Patric Spence	**25.00%**	2
I don't know	**0.00%**	0
Total		**8**

Q2 When were you assigned your mentor?

Answered: 8   Skipped: 0

Answer Choices	Responses	
Last academic year	**62.50%**	5
This academic year	**37.50%**	3
I have not yet been assigned a mentor	**0.00%**	0
Total		**8**

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

Answered: 8　Skipped: 0
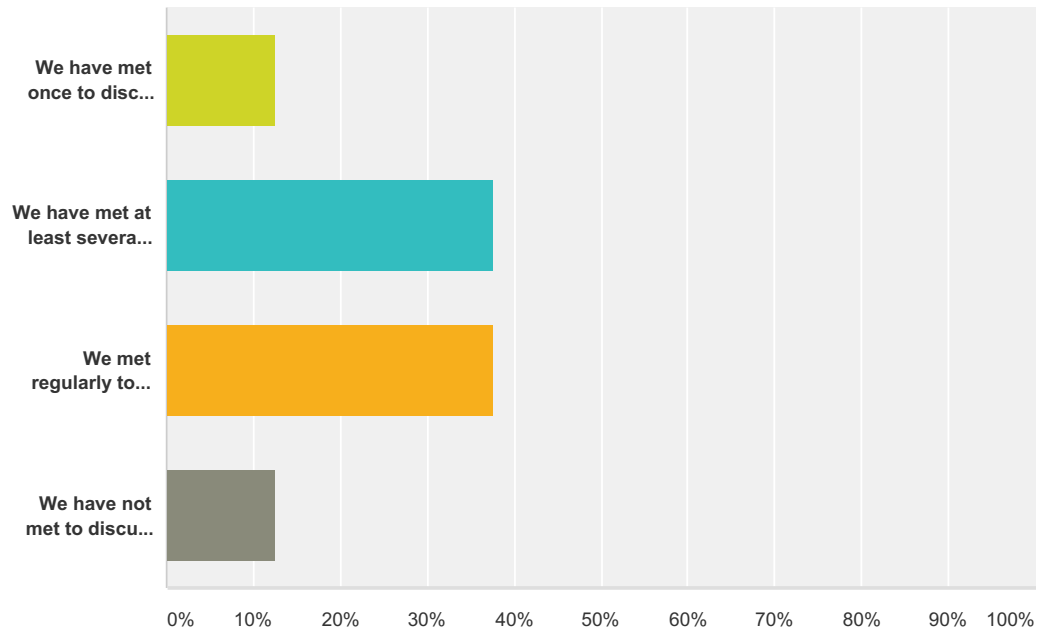
Answer Choices	Responses	
We have met once to discuss general or specific questions	**12.50%**	1
We have met at least several times to discuss general or specific questions	**37.50%**	3
We met regularly to discuss general or specific questions	**37.50%**	3
We have not met to discuss general or specific questions	**12.50%**	1
Total		**8**

Q4 Check any of these statements that apply

Answered: 8   Skipped: 0
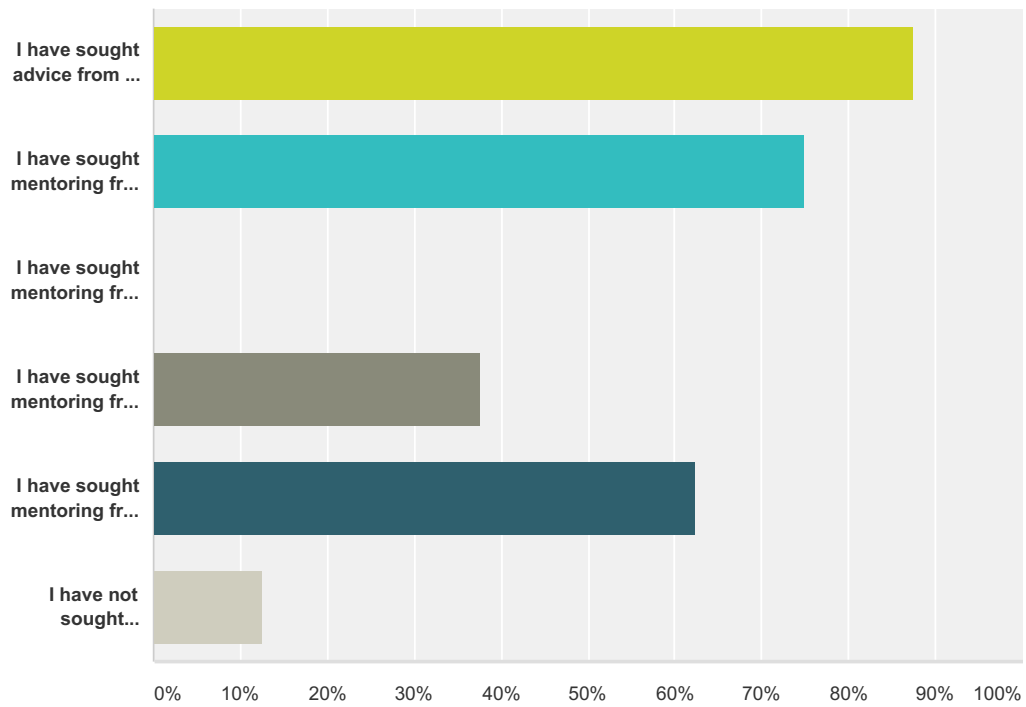
Answer Choices	Responses	
I have sought advice from my assigned mentor	**87.50%**	7
I have sought mentoring from other SLIS faculty	**75.00%**	6
I have sought mentoring from other College faculty outside of SLIS	**0.00%**	0
I have sought mentoring from other University of Kentucky faculty outside our college	**37.50%**	3
I have sought mentoring from colleagues or advisors at other institutions	**62.50%**	5
I have not sought mentoring advice	**12.50%**	1
Total Respondents: 8		

Q5 Rate how available your mentor is to you

Answered: 8   Skipped: 0
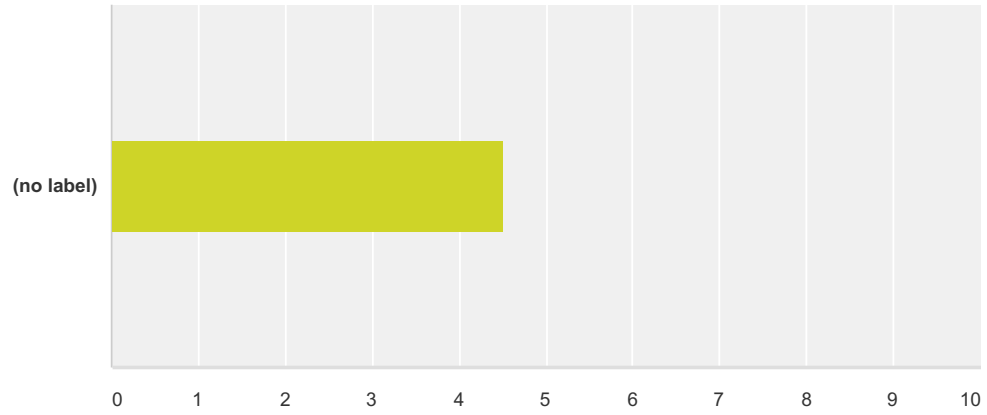
	Not at all available	Slightly available	Moderately available	Very available	Extremely available	Total	Weighted Average
(no label)	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50

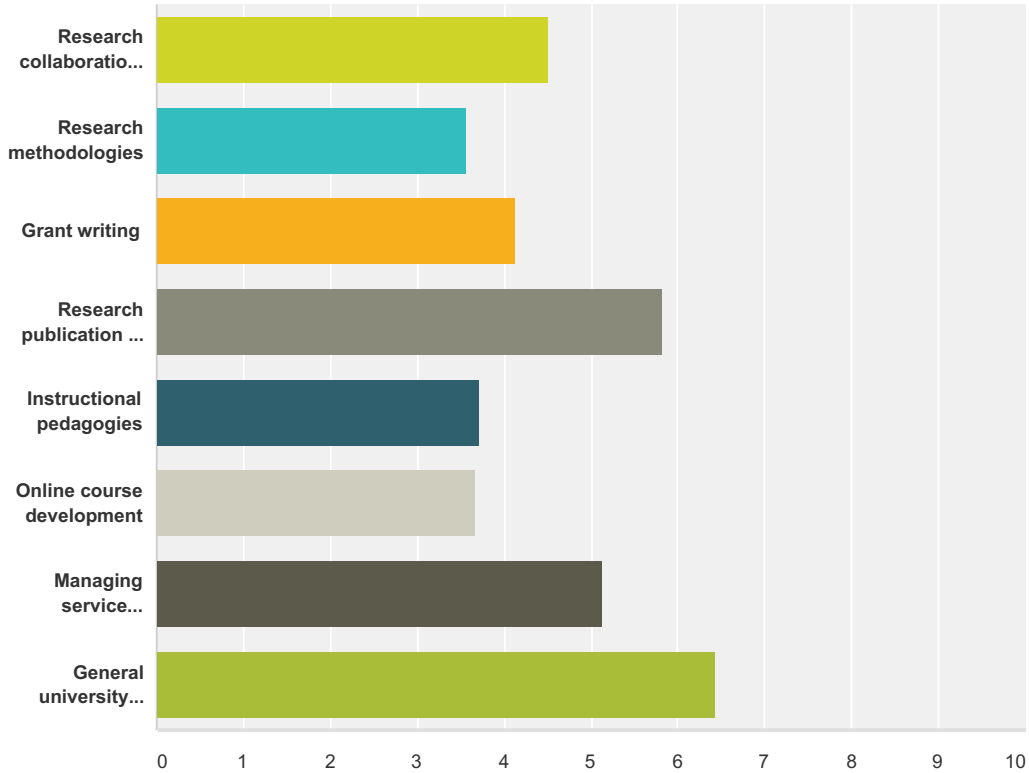# Q6 How would you rate your mentor

Answered: 8   Skipped: 0
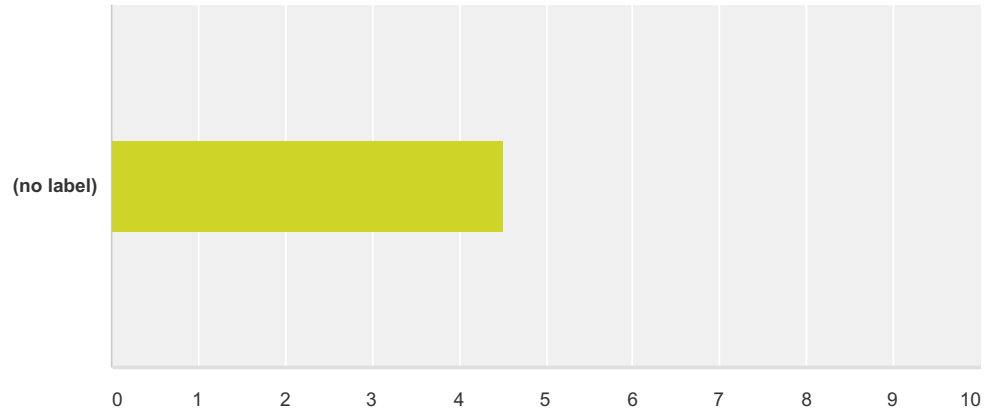
	Not at all helpful	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful	Total	Weighted Average
(no label)	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50

Q7 Rank the activities below for which you are (or were) most likely to seek advice from your mentor:

Answered: 8　Skipped: 0

	1	2	3	4	5	6	7	8	N/A	Total	Score
Research collaboration opportunities	0.00% 0	14.29% 1	28.57% 2	0.00% 0	0.00% 0	28.57% 2	14.29% 1	0.00% 0	14.29% 1	7	4.50
Research methodologies	14.29% 1	0.00% 0	0.00% 0	28.57% 2	0.00% 0	14.29% 1	14.29% 1	28.57% 2	0.00% 0	7	3.57
Grant writing	0.00% 0	0.00% 0	12.50% 1	25.00% 2	37.50% 3	0.00% 0	0.00% 0	12.50% 1	12.50% 1	8	4.14
Research publication and venues	14.29% 1	14.29% 1	42.86% 3	0.00% 0	0.00% 0	0.00% 0	14.29% 1	0.00% 0	14.29% 1	7	5.83
Instructional pedagogies	0.00% 0	12.50% 1	12.50% 1	0.00% 0	25.00% 2	0.00% 0	25.00% 2	12.50% 1	12.50% 1	8	3.71
Online course development	0.00% 0	12.50% 1	0.00% 0	0.00% 0	25.00% 2	25.00% 2	0.00% 0	12.50% 1	25.00% 2	8	3.67
Managing service commitments	12.50% 1	25.00% 2	0.00% 0	25.00% 2	12.50% 1	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	5.13
General university culture/environment	50.00% 4	12.50% 1	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	12.50% 1	12.50% 1	8	6.43

Q8 Do you have ideas on how your mentoring experience or the mentoring program can be improved?

Answered: 0   Skipped: 8

Library & Information Science
University of Kentucky
Planning Committee

2015/2016 Employer Survey Analysis

May 6, 2016

Members

Sean Burns (Convener)
Namjoo Choi
Shannon Oltmann
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

Report/Summary

In Fall 2015, the Planning Committee conducted our biennial employer survey in order to acquire feedback from employers about graduates from our LIS program. We asked employers 15 questions based on the American Library Association's required competencies. We 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.

We used SurveyMonkey to distribute the survey to 238 recipients on November 4, 2015 and a follow up/reminder on November 11, 2015. We used the recipient list from the 2013 employer survey and updated this with information gathered from the most recent alumni survey, LinkedIn profiles, and a recent graduate survey (with help from Will Buntin and Heather Burke). We received 46 complete responses for a 19.3% response rate. There were problems identifying potential respondents from school libraries, and thus the survey respondent list did not include school libraries. We received most responses from public libraries (n = 34), followed by academic libraries (n = 11). We received one response from a corporate library and one response from a higher education department. We received no responses from other organizational or library types. We merged responses from academic libraries-main and academic libraries-branches.

We exclude from this report data about the number of graduates that were hired by these libraries (see survey responses for details) but present the two tables and one figure below that indicate employers generally *strongly agree* or *agree* that our graduates meet the core competencies. However, the replies illustrate some weaknesses, and these were different by organization type. Among public library responses, *management* appears to be one of the weakest areas and *promoting and evaluating information services* also shows weakness. There

appear to be a greater frequency of reported weaknesses among responses from academic libraries. These weaknesses are in the areas of: *are effective communicators*, *are able to organize information*, *are effective users of technology*, *are able to understand and/or conduct original research*, and *are good instructors*.

Based on these results, the Planning Committee makes the following recommendations:

1. Seek to increase the response rate and the number of types of organizations in the sample. Given that we have strong programs in school libraries and health information, we should actively find ways to acquire feedback from employers at these types of institutions. For school libraries, this will require working with Maria Cahill (and possibly her contacts at the College of Education) to develop a recipient list.
2. Use this data to triangulate across the other data we collect and analyze, 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.

Table 1. Survey responses from public libraries (n = 34). Cells with the highest frequency (or tie) are highlighted.

Public Libraries, Responses					
Qualities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fundamental Principles	13	6	1	1	1
Analyze Problems	10	7	4	1	1
Effective Communicators	12	6	2	2	1
Manage Information Resources	9	10	1	1	1
Organize Information	7	12	1	1	1
Effective Technology	12	7	1	1	1
Emerging Technology	10	8	2	1	1
Assist Clients	11	7	3	1	1
Promote & Evaluate Services	6	9	7	0	1
Original Research	6	8	3	1	1
Good Learners	11	8	3	0	1
Good Instructors	8	8	5	1	1
Good Managers	7	7	7	1	1
Good Leaders	8	10	4	0	1
Well Prepared	9	10	1	2	1

Table 2. Survey responses from academic libraries (n = 11). Cells with the highest frequency (or tie) are highlighted.

Academic Libraries, Responses					
Qualities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fundamental Principles	4	3	0	2	0
Analyze Problems	3	5	0	1	0
Effective Communicators	4	2	3	0	0
Manage Information Resources	3	4	2	0	0
Organize Information	3	1	4	1	0
Effective Technology	3	2	4	0	0
Emerging Technology	2	3	2	2	0
Assist Clients	4	5	0	0	0
Promote & Evaluate Services	3	2	2	2	0
Original Research	3	0	3	1	1
Good Learners	5	3	0	0	1
Good Instructors	3	3	3	0	0
Good Managers	2	3	1	0	2
Good Leaders	2	5	1	0	1
Well Prepared	3	2	2	1	1

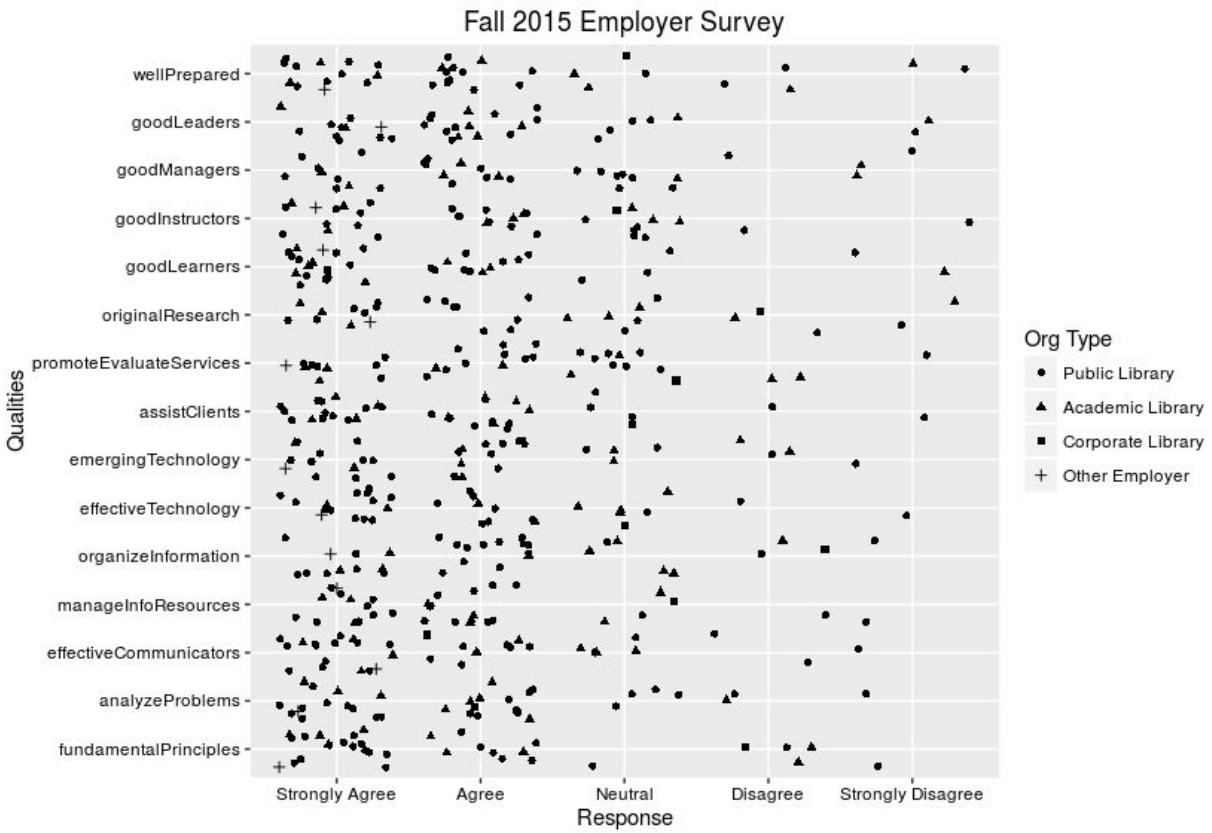Figure 1 illustrates the distribution of responses from each of the four organizational types.

Fig 1. Distribution of responses by organization type.