

Biennial Narrative Report 2020-2022
Continued Accreditation
University of Kentucky
School of Information Science
February 15, 2023

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

Standard I: Systematic Planning

- The LIS program conducted its biennial Alumni Survey in 2020-2021. The survey received 200 responses.
- Seventy-nine percent of graduates after 2015 indicated that they were working, either part- or full-time. Seventy-four percent indicated that their position is directly related to their MSLS degree.
- The table below shows how graduates rated the program (on a five-point scale) on various attributes.

Item	before 2009	2010-2014	after 2015	Total
My MSLS degree led to a rewarding career path.	4.43	4.24	3.77	4.26
The classes available allowed me to plan a coherent course of study that fit my professional goals.	3.96	4.00	3.75	3.91
The advising I received for my course of study was helpful.	3.52	3.39	3.58	3.53
The classes available allowed me to pursue a specialization that fit my professional goals.	3.95	3.61	3.69	3.86
The MSLS program prepared me for my profession.	4.06	3.67	3.73	3.95
The MSLS program prepared me to interact with diverse populations (e.g., non-native English speakers, people with disabilities, people suffering from addiction or mental illness)	2.80	3.22	3.35	2.97

The quality of my classes	4.32	4.13	4.04	4.23
The quality of the virtual community of the school	3.24	3.35	3.77	3.47
The quality of MSLS support services: A diverse learning community	3.48	3.65	3.72	3.57
The quality of MSLS support services: Admissions	3.75	4.19	4.19	3.91
The quality of MSLS support services: Academic advising	3.53	3.41	3.71	3.57
The quality of my instructors	4.44	4.39	4.34	4.41
The quality of my faculty advisor	3.93	3.81	4.04	3.95
The quality of my program experience	4.35	3.94	4.09	4.25
The quality of my practicum experience	4.56	3.60	4.05	4.32

- The table below shows how respondents rated the program (again, on a five-point scale) based on the program learning outcomes.

Learning outcome	before 2009	2010-2014	after 2015	Total
... able to describe how communities & individuals interact with/in information ecosystems.	3.78	4.11	4.44	3.97
... able to analyze the major tenets of information practice and apply them in multiple contexts.	4.02	3.89	4.44	4.11
... able to connect diverse communities & individuals with appropriate resources.	3.57	4.00	4.17	3.75
... able to explain the dependence of information retrieval on the organization of information	4.04	4.18	4.47	4.16

- Also in 2021, the faculty conducted assessment on the learning outcomes essay, the exit requirement for students in the library science program.
- Overall, the average means scores for all the LO areas were above 1.90. In particular, the scores for SLO2 and SLO3 were 2.00 or higher on a 3 point scale. The scores for all four areas were above 1.90 across the three semesters. This implies that students showed high proficiency across the four learning outcomes, and across Spring, Summer, and Fall 2020 semesters.

Standard II: Curriculum

- Students are now able to repeat the independent study course a second time with credit.
- The following courses were added to the regular curriculum: Literature and Related Materials for Early Childhood; Advanced Multi-modal Communication Skills; and Intellectual Freedom and Core Values.
- The Curriculum Committee worked to better incorporate the certificate in instructional communication (housed at the College level) into the library science curriculum by adding two LIS courses to the certificate. Now, students can pursue the certificate without needing additional course hours.
- ICT master's level courses are open to LIS students to supplement LIS course offerings.

Standard III: Faculty

- The School hired two library science instructors, Dr. Beth Bloch and Dr. Yu Chi.
- Ashley DeWitt, lecturer in LIS, was promoted to senior lecturer.
- Dr. Maria Cahill was named a 2021-2022 University Research Professor.
- Dr. Maria Cahill received two funding awards from IMLS. One, including Dr. Soohyung Joo, awarded \$393,876 for "Storytimes for School Readiness and Community Needs", and a second for \$499,693 for "Services for Children of All Abilities in Libraries: An Exploration".

- The School appointed six new part-time instructors: Amy Olson, Ben Alexander, Jackie Brodsky, James Oliver, Lynn Reynolds, and Sarah Searles.
- The School approved a Policy for Mentoring Assistant Professors on 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:

Mentor	Mentee(s)
Shannon Oltmann	Shannon Barniskis
Sean Burns	Luke LeFebvre, Sarah Barriage, Meghan Dowell
Maria Cahill	Brian Real, Yu Chi
Namjoo Choi	Fatima Espinoza Vasquez
Jeff Huber	Kody Frey, Troy Cooper
Renee Kaufmann	Daniela DiGiacomo, Beth Bloch, Firaz Peer
Jessalyn Vallade	Spencer Greenhalgh

- Several faculty members formed YISE – Youth: Information, Spaces and Experiences – a group that aims to be child and youth-centered in their work (research, teaching, and service) by focusing on the everyday lived experiences of children and youth in communication and information contexts, with particular emphasis on promoting their well-being and creating space for their voices.
- In 2019, Shannon Oltmann was awarded \$54,000 by IMLS to investigate internet

filtering, digital literacy, and information poverty. In 2020, Dr. Shannon Oltmann received the College Faculty Community Service Award.

Standard IV: Students

- Fall 2020 saw our highest MSLS enrollment in many years. Fall 2021 saw no significant change in enrollment. Due to this growth, the School was able to add two new full-time faculty lines in the library science program.
- The School continues its efforts in recruiting a more diverse student body. We publicize all relevant scholarship information in multiple venues. In addition, the Kentucky Library Association provides scholarship funds for minority students.
- The School continues to receive donations to existing scholarship and endowed funds. Each year, the College conducts email and direct mail solicitations targeting alumni and encouraging them to make donations to the School.
- All students with graduate assistantships are charged in-state tuition and receive paid health benefits.

Standard V: Administration, Finances, and Resources

- The School began a conversation regarding the current work culture. This conversation began after two years of a pandemic where many employees experienced (in some cases for the first time) either full-time work from home, flexible work hours, or partial work from home. Now, the School is starting a dialogue to understand how its employees work best and how to balance that while rebuilding a dynamic and interactive on campus work environment. A summary of the conversation so far is included as an attachment.

- The School continues to be successful in obtaining funding to support faculty research initiatives. In 2021, four of our faculty were awarded funds to support summer research from our College.
- The College receives funds from the University as part of a tuition sharing agreement, in line with campus decisions to share income generated from program growth back to the home College. The fund amount may change every year, based on overall College growth in credit hour production. Funds are generated by growth across all our programs - an undergraduate online degree completion program track in Information Communication Technology, the library science master's program, and the information communication technology master's program. The funds are released to the College based on its overall performance. Unit budgets are centralized at the College level with the College providing recurring funds to the School of Information Science as well as the other units in the College. So, for example, if LIS experiences significant growth, but other units experience declining enrollments, the College may receive no additional funds. Distribution of any funds received to individual programs or units is left to the discretion of the Dean.
- The College recently renovated the space the School occupies. This resulted in the loss of a general-purpose room, but the gain of six new offices. Even with the addition of those offices, the School currently has five full-time employees who do not have office space. Four of those are designated as remote workers. The fifth has taken office space in another unit in the College. The School is at capacity as far as space is concerned.

Beth Strickland Bloch

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School of Information Science
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ACADEMIC BACKGROUND

- Ph.D.** **Library & Information Science, 2020**
University of Illinois, Urbana-Champaign, Illinois
Phi Kappa Phi
Dissertation: *The Values and Ethics of Biomedical Engineering Practices in the Design of Novel Biotechnologies*
Dr. Peter Darch, D.Phil, Advisor
- M.L.I.S.** **Library and Information Science, 2007**
Concentration: Library and Information Resource Technology
University of Denver, Denver, Colorado
Beta Phi Mu
Thesis: *Women's Ways of Information Seeking: Feminist Analysis of Information Behavior and Evaluation*
Dr. Rich Gazan, Ph.D., Advisor
- M.A.** **Women's Studies, 2005**
San Diego State University, San Diego, California
Concentration: International Policy Studies
Phi Beta Delta
- B.A.** **Women's Studies, 1999**
University of Colorado, Boulder, Colorado
Concentration: Philosophy; Science Studies

RESEARCH INTERESTS

Academic Libraries, Health Informatics, Science & Technology Studies, Clinical & Translational Sciences, Values in Design

PROFESSIONAL POSITIONS

Assistant Professor, School of Information Science (Aug. 2020 – Present)
University of Kentucky, College of Communication and Information, Lexington, KY

RESEARCH:

- Focus Area One: Information behaviors of academic biomedical researchers; The design and evaluation of STEM-related databases; Collaborations between academic library administrators and STEM researchers.
- Focus Area Two: Health information technologies; Biomedical engineering laboratory

practices, Social scientific approaches to understanding clinical and translational science; Communication and mentoring practices between preclinical and clinical stakeholders.

TEACHING:

- MSLS-required core course, *LIS 602: Knowledge Organization*. Course foci: metadata standards, classification, encoding, digital libraries, OPACs, subjects & relationships, linked data & semantic web, search engines.
- MSLS-elective course, *LIS 659: Collection Development*. Course foci: selection, assessment, acquisitions, policies, budgets, access, shared collections, & preservation.
- MSLS-elective course, *LIS 646: Academic Libraries*. Course foci: academic libraries in higher ed., modern library services, library collections, scholarly communication, models of reference, communities and spaces, literacy instruction, digital techs., LibGuides.
- MSLS-elective course, *LIS 629: Introduction to Health Informatics*. Course foci: biomedical information, electronic medical records, evidence-based clinical decision making, informatics standards, system analysis and assessment.

SERVICE:

- Founding Member, LIS Program, ALA Accreditation Committee.
- Member, LIS Program, Strategic Planning Committee.
- Member, LIS Program, Admissions Committee.
- Member, LIS Program, Exit Assessment Planning Committee.
- Member, College of Communication and Information, Curriculum Committee.
- Annually present at multiple international conferences.

LEADERSHIP & SUPERVISION:

- Serve as advisor to 45-50 enrolled graduate students in the LIS program; primary faculty advisor to students in academic libraries concentration.
- Received Research and Creative Activities Grant (\$10,000) from College of Communication and Information for study: “Achieving Translational Efficacy” (Co-P.I.).
- Co-P.I. for NIH grant (under review): UKFIRST: Building Inclusive Excellence through Sustained and Transformative Culture. Proposed budget: \$18,653,003.
- Founding member of ALA accreditation committee for the LIS program.
- Supervise student assistants working on my research projects.
- Advise LIS graduate students completing independent study projects and practicums.

Senior Associate Librarian, Social Sciences Division (Jan. 2013 - Sept. 2014)
Associate Librarian, Women’s & LGBTQ Studies (Sept. 2008 - Dec. 2012)
University of Michigan, Harlan Hatcher Graduate Library, Ann Arbor, MI

- Served as an academic department liaison on behalf of the library which required working closely with members of the Women’s Studies Department and with members of the Institute for Research on Women and Gender.
- Designed and delivered 100+ course-integrated research instruction sessions (~3000 contact hours) for undergraduates and graduate students. Class size: 10-400 students.
- Provided general reference services to users at a public in-person service point, via email, and through instant-messaging.
- Provided one-on-one and small group research consultations (average 40-50 people per term) for undergraduates, graduate students, campus staff, and faculty members.
- Created digital learning objects to support the instructional needs of librarians and the

- research needs of users (e.g. screencasts, videos, LibGuides, online modules).
- Worked closely with the Director of Learning Programs and Initiatives in establishing the pedagogy behind and curriculum for teaching the undergraduate credit-bearing course: “Research Methods in the Digital Library”.
- Participated in campus-wide conversations about the library’s provision of various data research services (e.g. data management plans, data curation, data archiving).
- Provided vision and set goals focused on e-learning on the E-Learning Task Force.
- Mentored iSchool graduate students on library projects and career objectives.
- Chaired the Public Access Resources Committee (manages the library’s online web presence and catalog) made up of representatives from all departments in the library.
- Represented the needs of librarians to library administration when serving as the Vice-Chair of Librarians’ Forum (governing board representing 150+ faculty librarians).

Instructor, Social Sciences Librarian (Sept. 2007- Aug. 2008)
University of Colorado at Boulder, Norlin Library, Boulder, CO

- Bibliographer for Sociology and Women’s Studies with collection development and instruction responsibilities.
- Shared responsibilities to provide research instruction for students in the first-year writing program.
- Provided in-person and instant-messaging reference service to library community groups.
- Elected Chair for the Web Advisory Committee (WAC) and lead redesign project of the library homepage.
- Served as Chair of the Instant-Messaging Task Force with the charge to implement and expand virtual reference services.

Manager, Corporate Training & Development (Oct. 2002 – Sept. 2004)
Video Professor, Lakewood, CO

- Provided single-session and multiple-session training and development sessions to a company of approximately 500 employees.
- Trained employees at all levels: entry-level, middle-management, and executives.
- Focused on social skills training (e.g., interpersonal skills, anger management), and on technical skills training (e.g., project management, product development).
- Managed a team of 8-12 quality control specialists.
- Implemented a company-wide training program with multiple courses offered rotationally.
- Developed a continuing education program with Regis University for company employees.

PUBLICATIONS

PEER-REVIEWED

Bloch, Beth Strickland. (*under review*). Biomedical engineering laboratories as Sociotechnical Interaction Networks. *Social Studies of Science*.

Bloch, Beth Strickland, & Proctor, Julia. (*under review*). Scholarly database indexing: Implications for Interdisciplinary Biomedical Researchers. *Journal of the Medical Library Association*.

Bloch, Beth Strickland. (2021). The design of novel cellular biomedical technologies:

Implications for responsibility, transparency and patient wellbeing. *Proceedings of the 1st International Conference on ICT for Health, Accessibility and Wellbeing (IHAW 2021)*, Cyprus

Bloch, Beth Strickland. (2018). The values and design of emerging medical biotechnologies: A grounded theory analysis of TED talks. *Proceedings of the Association for Information Science and Technology*, 55(1), 757-758.

Bloch, Beth Strickland, & Bashir, Masooda. (2017, 17-21 July). Privacy and security of cardiovascular implantable electronic devices: Applying a contextual integrity analysis. *Proceedings of the 8th International Conference on Applied Human Factors and Ergonomics (AHFE 2017)*, Los Angeles, CA.

Bashir, Masooda, **Strickland, Beth,** & Bohr, Jason. (2016, 11-14 November). What motivates people to use Bitcoin?. *Proceedings of the 8th International Conference on Social Informatics (SocInfo 2016)*, Bellevue, WA. http://link.springer.com/chapter/10.1007/978-3-319-47874-6_25

Strickland, Beth., & Lawrence, E.E. (2015). What's your epistemology?: Quiz design as a pedagogical tool in library & information science doctoral education. *Proceedings of the Association for Information Science and Technology*, 52(1), 1-3.

Strickland, Beth, and Jennifer Bonnet. (2011). Are all reference transactions created equal?: How gender might matter to our patrons. *Association of College and Research Libraries*, 7-19.

ARTICLES, CHAPTERS, BOOK REVIEWS

Stoicher, Alissa, **Bloch, Beth Strickland,** & Elias, Anne. (2018). "Women in Canada". *Women's Lives Around the World: a Global Encyclopedia*, edited by Susan M. Shaw, Nancy Staton Barbour, Patti Duncan, Kryn Freehling-Burton, & Jane Nichols, ABC-CLIO: Santa Barbara, CA.

Strickland, Beth, Laurie Alexander, Amanda Peters, and Catherine Morse. "Leveraging Emerging Learning Technologies to Promote Library Instruction." *Educause Review*, June 3, 2013. <http://www.educause.edu/ero/article/leveraging-emerging-learning-technologies-promote-library-instruction>.

Strickland, Beth. "Handbook on Gender Roles: Conflicts, Attitudes and Behaviors". *Feminist Collections* 31, no:1/2 (Winter 2010): 30.

Strickland, Beth. "Handbook of Diversity in Feminist Psychology". *Feminist Collections* 31, no.4 (Fall 2010): 27.

PEER-REVIEWER

ACM iConference
First Monday (journal)
Journal of Academic Librarianship
Resources for College Libraries (book series)
Science, Technology & Human Values (journal)

GRADUATE FELLOWSHIPS & RESEARCH APPOINTMENTS

Research Assistant, School of Information Sciences (Summer 2019)

University of Illinois, Urbana-Champaign, IL

- Worked with Dr. Peter Darch, Assistant Professor of Information Sciences.
- Developed two new courses (one undergraduate and one graduate) for the iSchool: *IS490/590: Ethics & Policy for Data Science*.
- Courses part larger campus-based initiative to establish a cross-disciplinary (computer science, informatics, statistics, and information sciences) data science program.
- These courses include a grounding in socio-technical and critical social theory and address the following topics (not a comprehensive list): algorithmic bias, classification, regulations & compliance, policies (e.g. HIPAA, FERPA), normative ethics (western & eastern theories), distributed responsibility, values (e.g. privacy, justice).
- Courses will be cross-listed with one or more of the above listed departments and will be offered to I.S. students from any degree program (Info Sciences (B.S.), Library & Info Sciences (M.S.), Info Management (M.S.), and Library/Info Sciences (PhD)).

Predocctoral Fellow, Maurer Dissertation Fellowship (Fall 2018 - Spring 2019)

University of Illinois, Urbana-Champaign, IL

- Provides dissertation research funding for selected doctoral candidates.
- Nominated to the Graduate College on behalf of the College of Information Sciences.

Predocctoral Research Fellow, Science & Technology Studies (Fall 2015 - Spring 2017)

University of Illinois, Urbana-Champaign, IL

- Competitively awarded science and technology studies fellowship administered by the Seeing Systems Graduate College program.
- Participated with an interdisciplinary group of faculty and students interested in science and technology studies research.
- Collaborated with the community and fellows to host scholars and events on campus.
- Completed coursework with other fellows to establish a shared curricular experience.
- Received tuition, stipend, and additional financial support to attend conferences, workshops and deliver presentations.

Research Assistant, School of Information Sciences (Summer 2016 - Fall 2016)

University of Illinois, Urbana-Champaign, IL

- Worked with Dr. Masooda Bashir, Assistant Professor of Information Sciences.
- Conducted a literature review of interdisciplinary articles about empirical studies regarding online information privacy behaviors.
- Prepared a review manuscript based on the findings of 198 interdisciplinary articles about online information privacy behaviors, beliefs, and attitudes.
- Mentored undergraduate students working with Dr. Bashir on additional privacy and security-related projects.
- Organized, submitted, and revised manuscripts for submission to various computer and information science conferences.

Research Assistant, School of Information Sciences (Fall 2014 - Spring 2015)

University of Illinois, Urbana-Champaign, IL

- Worked with Dr. Lori Kendall, Associate Professor of Information Sciences.
- Conducted literature reviews and analytical content summations on various projects.

- Assisted with an Intangible Cultural Heritage, Preservation, and Food Studies project (Spring 2015).
- Provided research support with a project about the field of Internet Studies and related methodologies (Fall 2014).

Research Fellow, Colorado State Library (Fall 2006 - Fall 2007)
Library Research Service, Denver, CO

- Conducted data mining and analysis of a variety of academic library, public library, and school library statistics.
- Assisted in the design and implementation of library surveys.
- Produced state publications which utilized the data collected from surveys and reports.
- Served as back-up webmaster for LRS.org.

Research Assistant, Department of Women’s Studies (Fall 2001 - Spring 2002)
San Diego State University, San Diego, CA

- Worked with Dr. Doreen Mattingly in the department of women’s studies with the project: “Listening to Parents” which examined parental activism in K-12 schools.
- Interviewed participants and transcribed interviews.
- Assisted Dr. Mattingly with the coding of interviews.

ADDITIONAL TEACHING APPOINTMENTS

UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

Teaching Assistant, School of Information Sciences (F 2019-Sp 2020; F 2017-Sp 2018)
University of Illinois, Urbana-Champaign, IL

- Assisted Dr. Peter Darch to deliver the MSIS-required graduate course, *LIS 543: Sociotechnical Information Systems*.
- Course focuses on sociotechnical design and analysis, sociotechnical failures/successes, agile development, participatory & user-centered design, research data lifecycle, open source software, big data ethics
- Provide student feedback and grade assignments; including: research paper proposals, UML activity diagrams, individual research papers, and group re-design projects.
- Worked with a primarily international group of students and provide tailored support as needed to help them achieve success in the course.

Teaching Assistant, School of Information Sciences (Summer 2018)
University of Illinois, Urbana-Champaign, IL

- Worked with Dr. Emily Knox to deliver the online version of the MLIS-required graduate course, *LIS 502: Libraries, Information and Society*.
- Course focuses on major issues related library and information science professions and locations, the role both libraries and information centers play in society, and the value of bringing a social justice lens to the profession.
- Students gain a firm theoretical understanding of the role information plays in society, and they will also improve skills in critical reading, discussion, and presentation.
- Delivered lectures, graded assignments, and communicated regularly with students.

Lecturer, School of Information Sciences (Summer 2017)
University of Illinois, Urbana-Champaign, IL

- Designed and delivered online version of the MLIS-required graduate course, *LIS 502: Libraries, Information and Society*.
- Course focused on major issues related library and information science professions and locations, the role both libraries and information centers play in society, and the value of bringing a social justice lens to the profession.
- Students gained a firm theoretical understanding of the role information plays in society, and they also improved their skills in critical reading, discussion, and presentation.

Lecturer, School of Information Sciences (Spring 2017)
University of Illinois, Urbana-Champaign, IL

- Developed and delivered the cross-listed (Information Sciences/Gender Studies/Media Studies) undergraduate/graduate course, *LIS 490/590: Dialogues on Feminism and Technology*.
- Course brings together the work of science and technology studies and women and gender studies to create a dialogue among various perspectives.
- Students gain critical skills in reading, research, and writing. They also learn how to be active listeners and respectful communicators with other students when discussing feminist and political topics.

Teaching Assistant, School of Library and Information Science (Summer 2015)
University of Illinois, Urbana-Champaign, IL

- Assisted with the course, *LIS 502: Libraries, Information and Society* lead by Dean Emeritus Leigh Estabrook.
- Taught daily two-hour sessions to a group of incoming LIS graduate students.
- Graded assignments including reaction papers, long essays, and poster presentations.
- Collaborated daily with other LIS 502 teaching assistants to assure consistent delivery of material to students.

UNIVERSITY OF MICHIGAN

Associate Lecturer, College of Literature, Science, and the Arts (Fall 2009 - Fall 2013)
University of Michigan, Ann Arbor, MI

- Designed the curriculum and provided instruction for the undergraduate course: *UC 174: Research Methods in the Digital Library*.
- Provided this course in a face-to-face only format and in a blended (face-to-face and online) format.
- Taught students how to engage critically in the research process by learning how to formulate research questions, select research methods (qualitative and quantitative), structure search statements, and evaluate informational resources.
- Interacted with a diverse body of students coming from a variety of disciplinary perspectives (Humanities, Social Sciences, Natural Sciences).
- Addressed basic and advanced skills of searching for information in the library catalog, databases, and online.
- Other topics of the course included: academic integrity, citation building/searching, and learning the stages of the scholarly publishing process.
- Created online modules about: Search Strategies, Evaluating Web Resources, Using Databases, Data Literacy, Academic Integrity, Finding and Using Images, Creating Annotated Bibliographies, and Cited Reference Searching.

SAN DIEGO STATE UNIVERSITY

Lecturer, Department of Women’s Studies (Fall 2001 - Fall 2003)
San Diego State University, San Diego, CA

- Facilitated class discussion and gave lectures for multiple sections of the course: *WS 501: Women and the Social Sciences*.
- Designed new syllabus for this course which has an international focus.
- Received recruitment award for registering the most new students to become women’s studies majors.
- Met regularly with students to advise, motivate, and encourage success in my classes and with internships.

Teaching Assistant, Department of Women’s Studies (Fall 2000 - Spring 2001)
San Diego State University, San Diego, CA

- Assisted with the women’s studies undergraduate course: *WS530: Women’s Work*.
- Worked with the professor to shape sections of the course syllabus; specifically, sections about the history of women’s work.
- Taught 50 minutes sessions once per week.
- Held office hours, met with students, and graded assignments.

CONFERENCE PRESENTATIONS

PAPER PRESENTATIONS

“Scholarly Database Indexing: Implications for Interdisciplinary Biomedical Researchers”, Electronic Resources and Libraries annual conference, Austin, TX, March 2022.

“The Design of Novel Cellular Biomedical Technologies: Implications for Responsibility, Transparency and Patient Wellbeing”. First International Conference on ICT for Health, Accessibility and Wellbeing (IHAW), Cyprus (virtual), November 2021.

“Regulating Novelty (or Not): The Case of Biomedical Devices and the Double-Bind Problem”, Society for Social Studies of Science (4S) annual conference, Toronto, ON, October, 2021.

“Algorithmic Bodies: Health, Power, and Hierarchy in the Lab”, Gender & Sexuality in Information Studies Annual Colloquium, Washington DC (virtual), July, 2020.

“The Values and Ethics of Biomedical Engineering Practices in The Design of Emerging Biotechnologies”, Society for Social Studies of Science (4S) annual conference, New Orleans, LA, September, 2019.

“Privacy and Security of Cardiovascular Implantable Electronic Devices: Applying a Contextual Integrity Analysis”, Eighth International Applied Human Factors & Ergonomics (AHFE), Los Angeles, CA. July, 2017.

“Implantable Brain Technologies and the Creation of Cyborgs”, Society for Social Studies of Science (4S) annual conference, Barcelona, Spain. August, 2016.

“Self-Efficacy in Cybersecurity Tasks and Its Relationship with Cybersecurity Competition

and Work-Related Outcomes”, Advances in Security Education Workshop (USENIX), Austin, TX. August, 2016.

“MyLifeBits and Conceptions of Memory”, Personal Digital Archiving (PDA) conference, University of Michigan, Ann Arbor, MI. May 2016.

“What’s Your Epistemology?: Quiz Design as a Pedagogical Tool in LIS Doctoral Education”, Association for Library and Information Science Education (ALISE) conference, Boston, MA. January 2016.

“Are All Reference Transactions Created Equal? How Gender Might Matter to Our Users”, Academic College & Research Libraries (ACRL) conference, Philadelphia, PA. March, 2011.

“Women’s Ways of Information Seeking”, Colorado Association of Libraries (CAL) annual conference, Denver, CO. November, 2008.

“Exploring a Feminist Approach to Providing Information Services”, Reference & User Services Association (RUSA) and Bibliographical Center for Research (BCR) co-sponsored Reference Renaissance Conference, Denver, CO. August, 2008.

“International Water Development Policies: Welfare, Efficiency, and Empowerment Approaches”, presentation at National Women’s Studies Association (NWSA) annual conference, New Orleans, LA. June, 2003.

“Gendered Politics of Rural Community-Managed Water Supplies”, presentation at the National Women’s Studies Association (NWSA) conference, Las Vegas, NV. June, 2002.

“International Water Policies: A feminist Perspective”, presentation at the PSWSA (Pacific Southwest Women’s Studies Association) conference, San Diego, CA. April, 2001.

POSTER PRESENTATIONS

“The Values and Design of Emerging Medical Biotechnologies: A Grounded Theory Analysis of TED Talks”, Association for Information Science and Technology (ASIS&T) conference, Vancouver, Canada, November, 2018

“Coding with Cyborgs: Using Metaphors as Codes”, Association for Library and Information Science Education (ALISE) conference, Boston, MA. January 2016

“What’s Your Epistemology?: Quiz Design as a Pedagogical Tool in Library & Information Science Education”, Association for Information Science and Technology (ASIS&T) conference, St. Louis, MO. November, 2015

“Gendering the Reference Desk: An Exploratory Study of Patron and Librarian Interactions”, poster session at American Library Association (ALA) annual conference, Washington D.C. June, 2010.

“Women’s Ways of Information Seeking”, poster session at American Library Association (ALA) annual conference, Chicago, IL. July, 2009.

GRANTS, HONORS, AND AWARDS

National Institutes of Health, UKFIRST: Building Inclusive Excellence through Sustained and Transformative Culture (*under review*). One of 40 named co-P.I.s on proposed project to improve diversity and inclusion of faculty hires within the biomedical sciences. Proposed budget: \$18,653,003: 2021

Research and Creative Activities Award, College of Communication and Information, University of Kentucky, Lexington, KY, \$10,000: 2021-2022

Predoctoral Dissertation Fellowship, Maurer Fellowship, Graduate College, University of Illinois, Urbana-Champaign, \$19,000: 2018-2019

Best Poster Award, ASIS&T 81st Annual Meeting, Vancouver, ON, ASIS&T SIG-Health Informatics, \$75: 2018

Predoctoral Research Fellowship, Seeing Systems Program, Graduate College, University of Illinois, Urbana-Champaign, \$50,000: 2015-2017

Faculty Invitation to **Phi Kappa Phi**, All-Discipline Honor Society: 2015

Creative Projects Grant, University of Michigan Libraries, \$5,000: 2009

Faculty Invitation to **Beta Phi Mu**, Library Science Academic Honor Society: 2007

Research Fellowship, Colorado State Library, Library Research Service: 2006-2007

Colorado Graduate Grant: 2005-2007

Carl Grant **NISO Scholarship**, \$1,000: 2006

Dean's Scholarship, University of Denver, \$30,000 (\$5,000/term-quarterly): 2005-2007

Women's Studies Research Grant, San Diego State University, \$1,500: 2002

Phi Beta Delta Scholarship, International Scholars Honor Society, \$1,000: 2001

International Study Abroad Scholarship (China), San Diego State University, \$1,000: 2001

PROFESSIONAL SERVICE

INTERNATIONAL/NATIONAL

- Member, American Assoc. for The Advancement of Science (AAAS), 2018 – Present
- Member, Assoc. for Library and Information Science Education (ALISE), 2015 - Present
- Member, Assoc. for Information Science and Technology (ASIS&T), 2015 - Present
- Member, Society for Social Studies of Science (4S), 2015 – Present
- Chair, ACRL Women and Gender Studies Section, Research Committee, 2013-2015.
- Member-at-Large, ACRL Women and Gender Studies Section, 2012-2014.
- Member, ACRL Women and Gender Studies Section, Research Committee, 2011-2013.
- Newsletter Editor, ACRL Women and Gender Studies Section, 2010-2012.
- Member, ACRL Women and Gender Studies Section, Publication Cmte., 2009-2014.
- Member, American Library Association (ALA), 2006 – Present

UNIVERSITY OF KENTUCKY

- Founding Member, Library and Information Science Program, ALA Accreditation Committee, 2021-2026
- Member, Library and Information Science Program, Strategic Planning Committee, 2021-2024
- Member, Library and Information Science Program, Admissions Committee, 2021-2024
- Member, Library and Information Science Program, Exit Assessment Planning Committee, 2021-2024
- Member, College of Communication and Information, Curriculum Committee,

2021-2014

UNIVERSITY OF ILLINOIS

- Member (invited), Graduate School of Information Sciences, Data Science Initiatives Committee, 2019 - 2020.
- Student Representative (elected), Graduate School of Information Sciences, Curriculum Committee, 2018-2019.
- Student Organizer, Seeing Systems, conference planning group, and panel co-moderator, for “Interdisciplinary Encounters: Graduate STS Workshop” on the UIUC campus, 2016-2017.
- Student Representative (elected), Graduate School of Library and Information Science Faculty Department Meetings, 2015-2016.
- Student Representative, School of Information Sciences, attended various campus and department functions including an external academic programmatic review process, 2015 - present.

UNIVERSITY OF MICHIGAN

- Member, Research/Data Lifecycle Committee, 2013-2014.
- Member, Undergraduate Student Research Award Committee, 2013-2014.
- Editor, Drupal webpages for Social Sciences Research unit, 2013-2014.
- Member, E-Learning Task Force, 2012-2013.
- Vice-Chair (elected), Librarians’ Forum (governing board representing 150+ faculty librarians), 2010-2011.
- Co-Facilitator, cross-unit group discussions regarding organizational re-structuring of the Michigan library system, 2011.
- Chair (appointed), Public Access Resources Committee (manages the library’s online web presence and catalog), 2009-2011.
- Member, Electronic Resources Steering Committee, 2009-2011.
- Chair, Librarians’ Forum Salary Report Task Force, 2010-2011; 2008-2009.
- Supervisor, student assistants working on my “Gender and Reference Desk” research study, 2009-2010.
- Mentor, School of Information graduate students working on collection development and instruction internships, 2009-2014.
- Member, Learning Communities Committee (parent group: Instruction Steering Committee), 2009-2010.
- Member, Future Librarian Committee (multi-phased event series), 2009-2010.
- Member, Social Sciences Electronic Resources Committee, 2008-2014.
- Member, Librarian’s Forum Election Committee, 2009.
- Member, VuFind (catalog) Usability Task Force, 2008-2009.
- Speaker (invited), “Women and Work: The Reality of Being Rosie the Riveter”, presented as a part of the library’s event series: “United We Win: WWII on the Homefront”, November 2009.
- Member, “Party for Your Mind” library orientations for new students, 2009-2010.

UNIVERSITY OF COLORADO

- Chair (elected), Web Advisory Committee (manages the library’s online web presence and catalog), 2007-2008.
- Chair, Instant-Messaging Task Force, 2007-2008.

- Member, Colorado Assoc. of Libraries Conference Planning Comm., 2007- 2008.
- Member, Colorado Assoc. of Libraries Website Development Comm., 2007- 2008.

UNIVERSITY OF DENVER

- Interviewer, prospective School of Education, Library and Information Science, graduate students, 2006-2007.
- Student representative, School of Education, Library and Information Science graduate student orientation week, 2006-2007.

SAN DIEGO STATE UNIVERSITY

- Student Representative (elected), Women’s Students Faculty Department Meetings, 2000-2001.
- Student Representative, “Women in China” International Study Abroad Program (Peking University & Schechuan Normal University), Beijing & Chengdu, China, June-July 2001.

PROFESSIONAL DEVELOPMENT

LEADERSHIP & RESEARCH INSTITUTES

- Consortium for the Science of Sociotechnical Systems (CSST) Summer Research Institute (competitive), Rutgers University, New Brunswick, NJ, June18-22, 2019.
- National Nanotechnology Coordinated Infrastructure (NNCI) & Arizona State University Winter School, Tempe, AZ, January 3-10, 2019.
- Data Information Literacy Symposium, Purdue University, September 23-24, 2013.
- Harvard Leadership Institute for Academic Librarians, Harvard University, August 2-7, 2009.
- University Leadership Development Institute: Collaboration, Social Networking, and New Technologies, Colorado Academic Library Summit, May 2007.

COLLOQUIUMS

- iConference Doctoral Colloquium (competitive), at the annual iConference, Washington DC, March, 2019.
- ASIS&T Doctoral Colloquium (competitive), at the 81st Annual ASIS&T Conference, Vancouver, Canada, November, 2018.

WORKSHOPS & OTHERS

- Biomedical Engineering Society Annual Conference, Atlanta, GA, October 17-20, 2018.
- Interdisciplinary Encounters: Graduate STS Workshop, University of Illinois, Urbana-Champaign, March 10-11, 2017.
- Signal/Noise: A FemTechNet conference on Feminist Pedagogy, Technology, and Transdisciplinarity, University of Michigan, April 8-10, 2016.
- Collaborative Data Management Services at the University of California, ACRL webinar, December 5, 2012.
- Working With Omeka (open source online exhibit tool) Workshop, University of Michigan, July 2012.
- Getting Started with InDesign CS5, University of Michigan, Fall 2010.
- Introduction to SPSS, Center for Statistical Consultation and Research (CSCAR),

University of Michigan, Fall 2009.

- Training and documentation on Adobe products, including Dreamweaver, Photoshop and Illustrator, University of Michigan, May 2009.
- Faculty Development Committee: Teaching in a Nutshell Workshop, University of Colorado, April 2008.
- Changing Cultures: Generations, Working Together, University of Colorado, May 2007.
- Managing Electronic Collections Workshop, National Information Standards Organization (NISO), September 2006.

Yu Chi

School of Information Science, University of Kentucky
351 Little Fine Arts Library, Lexington, KY, 40506

Email: yu.chi@uky.edu
[Google Scholar](#)

Research Interests

- Health Informatics, Health Information Behavior, Online Health Community
- Interactive Information Retrieval, Search as Learning, Human Data Interaction
- Web analytics, Clickstream Data Analysis

Professional Experience

08/2021-present	Assistant Professor , University of Kentucky
09/2015-07/2021	Graduate Research Assistant & Teaching Fellow , University of Pittsburgh
06/2020-08/2020	HCI Research Intern , Dataminr Investigated human geographic location search behaviors in the social media to support AI models that generate real-time information alerts with geo locations
05/2019-07/2019	UX Research Intern , UPMC Enterprises Identified key users and their information needs on structured and unstructured data in the healthcare industry for designing a patient-search system
09/2012-06/2015	Graduate Research Assistant , Wuhan University

Education

2015 - 2021	University of Pittsburgh Ph.D. in Library and Information Science (Advisor: Daqing He) Dissertation Title: Health Consumers' Knowledge Learning in Online Health Information Seeking
2012 - 2015	Wuhan University M.S. in Information Science (Advisor: Tingting Jiang) Fellowship for Graduate Students
2008 - 2012	Wuhan University B.S. in Information Science Honor Graduates


Publications

Refereed Journal Articles

- [J9] *JMIR Cancer* **Chi, Y.**, Thaker, K.M., He, D., Hui, V., Donovan, H., Brusilovsky, P., Lee, Y.J. Knowledge Acquisition and Social Support in Online Health Communities: Analysis of an Online Ovarian Cancer Community. *Journal of Medical Internet Research Cancer*. doi:10.2196/39643.
- [J8] *IP&M* Zou, N., **Chi, Y.**, He, D., Xie, B., & Wang, Z. (2022). Together they shall not fade away: Opportunities and challenges of self-tracking for dementia care. *Information Processing & Management*, 59(5), 103024.
- [J7] *JMIR Cancer* Thaker, K., **Chi, Y.**, Birkhoff, S., He, D., Donovan, H., Rosenblum, L., Brusilovsky, P., He, D., Donovan, H., & Lee, Y. J. (2022). Exploring Resource-Sharing Behaviors for Finding Relevant

- Health Resources: Analysis of an Online Ovarian Cancer Community. *Journal of Medical Internet Research Cancer*, 8(2), e33110.
- [J6] *JASIST* **Chi, Y.**, He, D., & Jeng, W. (2020). Laypeople's Source Selection in Online Health Information-Seeking Process. *Journal of the Association for Information Science and Technology*. 71, 1484-1499. <https://doi.org/10.1002/asi.24343>.
- [J5] Bowler, L., Acker, A., & **Chi, Y.** (2019) Perspectives on youth data literacy at the public library: Teen Services staff speak out. *Journal of Research on Libraries & Young Adults*. 10 (2).
- [J4] Jeng, W., He, D., & **Chi, Y.** (2017). Social science data repositories in data deluge: A case study of ICPsR's workflow and practices. *The Electronic Library*, 35(4), 626-649.
- [J3] *LISR* Jiang, T., **Chi, Y.**, & Gao, H. (2017). A clickstream data analysis of Chinese academic library OPAC users' information behavior. *Library & Information Science Research*, 39(3), 213-223.
- [J2] *J Doc* Jiang, T., Liu, F., & **Chi, Y.** (2015). Online information encountering: modeling the process and influencing factors. *Journal of documentation*, 71(6), 1135-1157.
- [J1] Jiang, T., **Chi, Y.**, & Shi, M. (2013). Information Seeking in Social Tagging Systems: An Empirical Survey of Douban Users. *Library and Information Service*, 57(21), 112-118.

Refereed Conference Papers

- [C7] *PervasiveHealth'20* **Chi, Y.**, He, D., Xiao, F., Zou, N. (2020). Connections and Disconnections between Online Health Information Seeking and Offline Consequences. In *Proceedings of the 14th International Conference on Pervasive Computing Technologies for Healthcare*.
- [C6] *CHIIR'19*
 Xiao, F., He, D., **Chi, Y.**, Jeng, W., & Tomer, C. (2019). Challenges and Supports for Accessing Open Government Datasets. In *Proceedings of the 2019 Conference on Human Information Interaction and Retrieval* (pp. 313-317). (**Best Short Paper Award**)
- [C5] *iConference'18* **Chi, Y.**, Jeng, W., Acker, A., & Bowler, L. (2018). Affective, Behavioral, and Cognitive Aspects of Teen Perspectives on Personal Data in Social Media: A Model of Youth Data Literacy. In *International Conference on Information* (pp. 442-452). Springer, Cham.
- [C4] *ACL'17* Meng, R., Zhao, S., Han, S., He, D., Brusilovsky, P., & **Chi, Y.** (2017). Deep Keyphrase Generation. In *55th Annual Meeting of Association for Computational Linguistics*.
- [C3] *iConference'17* **Chi, Y.**, Jiang, T., He, D., & Meng, R. (2017). Towards an integrated clickstream data analysis framework for understanding web users' information behavior. In *International Conference on Information*.
- [C2] *ASIS&T'17* Bowler, L., Acker, A., Jeng, W., & **Chi, Y.** (2017). "It lives all around us": Aspects of data literacy in teen's lives. In *Proceedings of the Association for Information Science and Technology*, 54(1), 27-35.
- [C1] *ASIS&T'17* Han, S., He, D., & **Chi, Y.** (2017) Understanding and modeling behavior patterns in cross-device web search. In *Proceedings of the Association for Information Science and Technology*, 54(1), 150-158

Workshops, Posters, Consortia, and Extended Abstract

- [W8] *ASIS'T21* **Chi, Y.**, Hui, V., Kunsak, H., Brusilovsky, P., Donovan, H., He, D., & Lee, Y. (2021). Challenges of Ovarian Cancer Patient and Caregiver Online Health Information Seeking. In *Proceedings of the 2021 Association for Information Science and Technology* (pp. 687-689).
- [W7] *CHIIR '19* **Chi, Y.** (2019). Examining and Supporting Laypeople's Learning in Online Health Information Seeking. In *Proceedings of the 2019 Conference on Human Information Interaction and Retrieval* (pp. 425-428).ACM.
- [W6] *AHIC'19* Zou, N., He, D., **Chi, Y.** (2019). From Data to Action: Exploring older adults with prediabetes lifestyle self-management with H-IoT technology. *Aging and Health Informatics Conference*.
- [W5] *CHIIR '18* **Chi, Y.**, He, D., Han, S., & Jiang, J. (2018). What Sources to Rely on: Laypeople's Source Selection in Online Health Information Seeking. In *Proceedings of the 2018 Conference on Human Information Interaction & Retrieval* (pp. 233-236). ACM

- [W4] *iConference'17*  Meng, R., Lu, W., Chi, Y., & Han, S. (2017). Automatic classification of citation function by new linguistic features. In *International Conference on Information. (Best Poster Award Nominate)*
- [W3] *iConference'17* Li, L., He, D., Zhang, D., Chi, Y., & Zhang, C. (2017). Types of Tags for Annotating Academic Blogs. In *International Conference on Information.*
- [W2] *iConference'17* Meng, R., Zhao, Z., Chi, Y., & He, D. (2017). Automatic Course Website Discovery from Search Engine Results. In *International Conference on Information.*
- [W1] *SIGIR '16* Chi, Y., Han, S., He, D., & Meng, R. (2016). Exploring knowledge learning in collaborative information seeking process. Special Interest Group on Information Retrieval.

Grants, Honors and Awards

- Principle Investigator, “Self-disclosure and Social Support in a Reddit Community for Opioid Recovery”, Summer Faculty Research Fellowship, College of Communication and Information, University of Kentucky, \$5000 (2022)
- Principle Investigator, “Self-disclosure and Social Support in a Reddit Community for Opioid Recovery”, Research and Creative Activities Program, University of Kentucky, \$1650 (2022)
- ACM SIGIR Student Travel Grant, \$2000 (2019)
- Project Research Assistant, “Keyphrase Generation”, \$100,000 Funder: Amazon, PI: Dr. Daqing He (2019-20)
- Teaching Fellow Scholarship, University of Pittsburgh (2018-19)
- Project Research Assistant, “Exploring Data Worlds”, Funder: IMLS, PIs: Dr. Leanne Bowler & Dr. Amelia Acker (2016-17)
- Teaching Assistant Scholarship, University of Pittsburgh (2015-17)
- Tung-Li & Hui-His Yuan Memorial Scholarship, \$2000 (2015,16,17)
- SIG Information Needs, Seeking, & Use (USE) Travel Award, \$1000 (2017)
- Travel Grant for Autumn School for Information Retrieval & Foraging (ASIRF), Schloss Dagstuhl, Germany (2016)
- H. W. Wilson Scholarship for full-time dissertation (2018)
- Catherine Ofiesh and Gerald Orner Award (2017,18)
- iSchool Student Travel Grant (2017,18)
- Honor Graduates, Excellent Student Leader Award, Wuhan University (2012)

Teaching

Instructor, University of Kentucky

- ICT301 Introduction to Databases (Fall 2021, Spring 2022, Fall 2022)

Instructor, University of Kentucky

- ICT320 Information Architecture (Spring 2022, Fall 2022)

Guest Lecturer, University of Kentucky

- LIS 600 Information in Society - Topic: Information Overload and Information Literacy (Fall 2021)

Graduate Instructor, University of Pittsburgh

- LIS 2680 Database Design & Applications (Online & On-campus, Spring 2018)

Guest Lecturer, University of Pittsburgh

- LIS 2672 Technologies and Services for Digital Data (Fall 2015, Spring 2016)
- INFSCI 2140 Information Storage and Retrieval (Fall 2016)
- LIS 2630 Human Information Interaction (Spring 2017)

Teaching Assistant, University of Pittsburgh

- LIS 2672 Technologies and Services for Digital Data (Fall 2015, Spring 2016, Fall 2017)
- LIS 2184 Intellectual Property & "Open" Movements (Summer 2016, Summer 2017)
- LIS 2322 Resources for Children (Fall 2016, Fall 2017)
- LIS2680 Database Design & Applications (Spring 2017)

- LIS 2630 Human Information Interaction (Spring 2017)
- LIS 2194 Information Ethics (Summer 2017)
- INFSCI 1022 Database Management Systems (Fall 2018, Spring 2019)
- LIS 2021 Identifying Information Needs in Knowledge Organizations (Fall 2019)
- LIS 2022 Implementing Solutions for Knowledge Organizations (Spring 2020)

Invited Talk

- Talk Title: Health Consumers' Knowledge Learning in Online Health Information Seeking
University of Wisconsin-Madison, Oct 2021

Professional Service

- Editorial board member and reviewer of Aslib Journal of Information Management (Aug 2021-present)
- Editorial board member and reviewer of Data and Information Management (May 2022-present)
- Journal reviewer of Information Processing and Management, Journal of Information Science, The Electronic Library
- Conference reviewer of ASIS&T, CSCW, CHI, AMIA 2022, KCHC 2022

Amy Olson
2224 Taylor Ridge Road
Nicholasville, KY 40356
859-533-8480
amy.olson@ky.gov

EDUCATION

University of Illinois, Champaign-Urbana, IL
M.S., Library and Information Science

Wheaton College, Wheaton, IL
B.A., Modern Languages - Spanish
B.A., Biblical and Theological Studies
Minor, Music/Vocal Performance

Fluent in English and in Spanish

EXPERIENCE

Youth Services Consultant – Kentucky Department of Library and Archives

March 2020 – present

- ❖ supports public librarians who serve children and young adults by providing training, consultation, and coordination of statewide reading promotions
- ❖ provides consultative and resource services to public library staff, trustees, regional librarians, and professional organizations, connecting libraries with community agencies and organizations that work with children and their families
- ❖ design, promote and conduct live online, face-to-face, and asynchronous trainings, multi-session workshops and/or webinars for public library staff serving children and their families
- ❖ develops, monitors and evaluates library grants
- ❖ analyzes library activities and survey data to evaluate agency administered programs

Creator and Presenter/Performer - Morpho Literacy, Kentucky

<https://amadaolson.wixsite.com/mysite-morpho>

April 2009 – March 2020

- ❖ Bilingual preliteracy music, art, and drama programming incorporating essential literacy skills into art, music, and drama for elementary, middle, and high schools and parent education classes
- ❖ Cultural awareness and sensitivity programming through storytelling
- ❖ Cross-curricular programming designed to meet Fayette County standards of teaching
- ❖ Grant writing

Adjunct Professor, University of Kentucky Graduate School of Library Science and Information, Lexington, KY

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

July 2012 – January 2013

- Online Course Developed/Taught: Multicultural World Literature (LIS 690-202)
- Strongly emphasized to students the importance of:
 - ❖ using primary source materials and evidence-based practices
 - ❖ remaining current with trends, pedagogical methods, and curricular structures, local and global
 - ❖ being involved in committees and task forces, thinking both local and global
 - ❖ collaborating with peers and establishments

Research Director for Girl360 Project, Chicago, IL

January 2005 – December 2012 (organization closed), non-profit organization, pro bono
<http://www.girl360.net/>

- Locate and review strong materials about American women heroines appropriate for tweens for advocacy/promotion on website and in print
- Provide in-depth research to assure accurate data for publication and promotion
- Offer ongoing assessment of current research pertinent to female tweens
- Maintain online database of pertinent information for organization

Bilingual (English/Spanish) Children's/Teen Librarian I - Lexington Public Library/Village Branch, Lexington, KY

August 2004 – April 2009

- Created, formed and maintained a children's/teen's department (and all it entails) prior to the bilingual Branch opening and then onward, including through a quickly required expansion.
- Supported bilingual patrons and staff with research using primary source materials and links
- Formed partnerships with school systems in Village Branch service area, numerous community businesses, and KDLA.
- Created programs to use art, music, and storytelling to break through language and cultural barriers
- Coordinated artist, publisher, author visits for family-oriented bilingual programming
- Taught about library services, literature, databases, etc. at a multitude of locales, both scholastic and non-scholastic, advocating for the services of the library
- Wrote grants, either by self or in team, for additional support for children/teen services and general library services provided
- Compiled monthly statistics and monthly highlights reports about children/teen programming

PUBLICATIONS

Two Chapters in Textbook:

Celebrating Cuentos: Latino Children's Literature & Literacy in Classrooms & Libraries. Naidoo, J.C., ed.

- Using Bilingual Music Programming as a Tool to Increase Preliteracy in Young Children
- Breaking Through Cultural Barriers: Using Latin American Folktales in Literacy and Library Programming

Reviews for Journals / Associations

REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking

Fall 2008 – Spring 2013

School Library Journal

Fall 2008 - Spring 2011

GRANTS AWARDED

Prime Time Kentucky Humanities Grant 2018

- co-authored with Fayette Schools/Early Starts to offer a bilingual literacy program
- endowment awarded

Blue Grass Community Foundation Teacher Mini-Grants (2010 – 2018)

- co-authored with Fayette Schools/Early Starts to offer a bilingual musical preliteracy program that I created
- \$1000 awarded each year

American Dream Fund, Public Interests Projects \$50,000

- team-authored grant for Village Branch, Lexington Public Library
- \$50,000 awarded over two years

Toyota Grant

- co-authored grant for Village Branch, Lexington Public Library
 - \$2,961 awarded
- Picturing America, National Endowment for the Humanities
- authored grant for Village Branch, Lexington Public Library
 - 40 large color reproductions of selected masterpieces with Teacher's Resource Book

PRESENTATIONS/TEACHING EXPERIENCES, extensive additional information available, if desired. Educational classes/programs primarily offered within the Fayette County School System, Kentucky.

BEN ALEXANDER

524 Orange Grove Ave, Los Angeles, CA, 90036

(c) (323) 632-6660

Benalexander@fas.harvard.edu

EDUCATION

- Ph.D. 2005 English and American Literature, The Graduate Center, The City University of New York. Dissertation title, *Yaddo: A Creative History*.
- M.A. 2000 English and American Literature, Columbia University. Master's Thesis title: "*These Fragments*": *The Material History of The Waste Land*.
- B.A. 1994 English and American Literature, Clark University, High Honors in English, Concentration in History and Art History.

ACADEMIC APPOINTMENTS

2018 - 2019 Academic Year. Harvard University. Director American Century Project & The China Century Project.

2017-2018 Academic Year. Harvard University. Visiting Scholar, Department of English. Faculty sponsor Luke Menand

2015-2017 Academic Year. University of Sichuan, China. Associate Professor, American Literature & Associate, American Studies Center

2014-2015 Academic Year. Stanford University, Visiting Scholar Department of English and Digital Lit. Lab.

2007-2014 Queens College, The City University of New York, Graduate School of Library and Information Studies.

Assistant Professor, The Graduate School of Library and Information Studies (Fall 2007-2014)

Head of Special Collections and Archives, Queens College Libraries (Fall 2008-2014)

Director, Archival Studies Program, Graduate School of Library and Information Studies (Fall 2010-2014)

Graduate Advisor for Continuing Students (Fall 2013-2014)

2005 – 2007 The University of California Los Angeles, Department of Information Studies

Post Doctoral Scholar & Associate Director, The Center for Information as Evidence

PUBLICATIONS

Monographs

Anticipated Spring 2021. Yaddo: Arts Matronage, "Affirm America," and the Politics of American Artistry. In contract, Cornell University Press.

November 2009. Co-Editor with Jeannette Bastian (Simmons College). Community Archives: Shaping Memory. Facet Publications.

PUBLICATIONS Cont.Monographs

In Proposal. Norman Lear and The Politics of American Television¹

Chapters

- Alexander, Ben. *The Salman Rushdie Archive and the Re-Imagining of a Philological E-volution. Texts, Transmissions, Receptions.* eds. H. Hoeken, A. Lardinois & S. Levie. Leiden: Brill, 2015.
- Alexander, Ben. “Freedom Summer”: *Remembering and (re)Remembering Civil Rights in America. Identity Palimpsests: Archiving Ethnicity in the U.S. and Canada.* eds. Dominique Daniel and Amelia Levi. Sacramento, CA: Litwin Books, 2014.
- Alexander, Ben. “This Really is a Delightful Place to Work”: *Langston Hughes at Yaddo. Black Writers and the Left.* ed. Kristin Moriah. London: Cambridge Scholarly Publishing, 2013.

Special Journal Editions

- Ben Alexander and Andrew Flinn co-eds. “Archiving Activism,” Archival Science; November 2015.
- Ben Alexander ed. “From Memory to Marriage: The Archive Political Agency and the Advance of LGBTQ Rights in America,” European Journal of American Studies; January 2021.

Articles

- Alexander, Ben. From "From The Henry Ford to the Jianchuan Museum Complex: A Comparative Study of China's 'Museum Craze,'" American Archivist. (Accepted)^[1]_[SEP]
- Alexander, Ben. “What a Setting for a Mystery”: *Yaddo, the Yaddo Records, and the Memory of Place.* Archival Science Vol. 9. Issue 1- 2 (2011): pp. 87-98.
- Alexander, Ben. “For Posterity”: *The Private Audio Recordings of Louis Armstrong.* American Archivist Vol. 7. Number 1 (2008): pp. 50-86.
- Alexander, Ben. *The Lovell Affair.* New England Quarterly Vol. LXXX. No. 4 (2007): pp. 545-587.
- Alexander, Ben. *Excluding Archival Silences: Oral History and Historical Absence.* Archival Science Vol 6. Issue 1 (2006): pp. 1-11.
- Alexander, B. *The Yaddo Records: How an Institutional Archive Reveals Creative Insight.* English Studies

¹ I have met with Norman Lear on several occasions to discuss this prospective book. He is very supportive. I have access to his personal archivist. Lear is also allowing for my interview with cast and crew from his previous series and allowing me to observe the process of production of his current show, One Day at A Time

Canada Vol. 30 No. 1 (2004): pp. 86-100.

Articles in Process of Translation to Mandarin for Submission to Chinese Academic Journals

- Alexander, Ben. “*For Posterity*”: *The Private Audio Recordings of Louis Armstrong*. American Archivist Vol. 7. Number 1 (2008): pp. 50-86.

Articles In-Process and In Peer Review

- “Reimagining Tragedy: The Mississippi Civil Rights Trail.”^[1]_[SEP]
- “Breaking Bad, Madmen & The Wire: The Aughts and the Rise of American Hyper-Realist Visual Novel”
- “Never has a Country been so Hungry for News of Itself”: The American ‘Documentary Aesthetic’ and the Rise of American Television.

Digital Humanities Projects

Ben Alexander, Project Director, The China Century Project, Harvard University, 2018 -

Ben Alexander, Project Director. The American Century Project. Harvard University, 2018 - . (Dev. Stanford University Digital Lit Lab. 2015).²

Ben Alexander and Alexandra Dolan-Mescal (GSLIS Fellow). The Queens College Occupy Project, 2012.

Ben Alexander, Christine Parker (GSLIS Fellow) & Justine Manchine (GSLIS Fellow). Queens College Digital Rare Book Project, 2011.

Ben Alexander & Natalie Milbrodt (GSLIS Fellow). The Queens Memory Project. Queens College and Queens Public Library, 2008.

Ben Alexander, Valery Chen (GSLIS Fellow), Kevin Schlotmann (GSLIS Fellow), Jing SI (GSLIS Fellow) & Annie Tummino (GSLIS Fellow). The Queens College Digital Civil Rights Collection. Established 2008.

SELECTED COURSES TAUGHT

Academic Year 2015-1016. University of Sichuan, China.

UNDERGRADUATE

- *Introduction to American Studies*

² Professor Adam Kola (Nicolaus Copernicus University) and I have already shared discussion of collaboration between Harvard University and Nicolaus Copernicus University. Discussed project includes the design of comparative perspective on Cold War events, especially the Vietnam War, between the United States and Poland.

- *The American Century*
- *American Poetry*
- *Major American Writers*
- *20th Century British Literature*

GRADUATE

- *African American Literature*
- *American Poetry*

SEMINAR LEADER, AMERICAN STUDIES CENTER

- *The Wire, Madmen and Breaking Bad: American Mythmaking in a Golden Age of Television*
- *Yaddo: Shaping American Aesthetics 1800 – 1970*
- *“Colleges, Primaries and SuperPacs”: The American Electoral Process*
- *Introduction to Digital Humanities*
- *From Margaret Sanger to Agnes Smedley: A Half Century of Revolutionary American Women.*
- *“Becoming Visible”: Gay Rights in America from Stonewall to the Present.*

2007 – 2014 Queens College, The City University of New York. The Graduate School of Library and Information Studies.

GRADUATE

- Director, *Queens College Special Collections Fellows Program* (Spring, 2008-2014)
Program proposed, established and administered at my direction. I served as the primary advisor and sponsor to approximately 10 students per semester pursuing an advanced archival practicum consisting of: appraisal; arranging and describing archival collections; preservation; donor relations; grant writing; oral history; and, creation of sites of digital memory. I mentored approximately 100 students in this capacity.
- *Archives, Manuscripts and the Shapes of History* (16 sections)
- *Archival Appraisal, Description and Access* (8 sections). New course designed and introduced at my direction.
- *From Manuscript to E-Book: Studies in Print Culture* (5 sections). New course designed and introduced at my direction.
- *Practicing Oral History* (1 Section) Course developed and co-taught with Professor Bette Weidmen (Professor of English and Director of American Studies) and includes introduction to theory and practice of Oral History.
- *Conservation and Preservation of Cultural Memory* (3 sections)

2005 – 2007 The University of California Los Angeles, The Department of Information Studies

GRADUATE

- *American Archives and Manuscripts* (2 sections)
- *Archival Seminar in Arrangement and Description* (1 section)
- *History of the Printed Book in Europe, 1450 – 1950* (1 section)
- *Historical Methodologies* (1 section)

- *A Social History of Books and Printing* (1 section)

Additional Teaching Appointments

- July 2015 – Visiting Professor, University of Glasgow. Humanities Advanced Technology Information Institute (HATII). Courses taught:
 - *From Manuscript to Printed Text*
 - *From Printed Text to E-World*
- June 2015 – Visiting Professor, Department of English and American Studies & Department of Public Policy and Information Studies. Courses taught:
 - *The Jazz Age, Yoknapatanpha, and the Rise of Suburban Consumerism: The Literature of “The American Century.”*
 - *Archives, Texts, Bits and Bytes: The Shapes of American History*
- Summer 2013 – Visiting Professor, University of Glasgow. Humanities Advanced Technology Information Institute (HATII). Course taught:
 - *History of Books and Printing*
- Spring 2013. Visiting Professor, Renmin University, China. Course taught:
 - One-week seminar, *Creating Digital Memory Projects*.
- March 25 – 29, 2013. Visiting Professor, University of Glasgow, Humanities Advanced Technology Information Institute (HATII). Course taught:
 - *History of Books and Printing*
- Summer 2012 – Invited appointment, Visiting Scholar. Renmin University of China. Course taught:
 - *Archives and the Shapes of History: An American Perspective*
- Summer 2009 –Adjunct Professor. Department of English. Claremont Graduate University. Course taught:
 - *“These Fragments”:* *Archives, Texts and the Shapes of Literary Memory*

SELECTED CONFERENCE PRESENTATIONS AND LECTURES

Selected Invited Lectures

- December 2017. Sun Yet-sen University, China. *How We Got Here: Digital Humanities Past, Present and Future*
- December 2017. Nicolas Copernicus University, Poland. *Explaining Trump; Yaddo: Arts Matronage, ‘Affirm America,’ and Politics of mid-Century American Artistry; History Bytes: Perspectives on Digital Humanities*
- November 2017. Renmin University, China. *History Bytes: Perspectives on Digital Humanities*
- November 2017. Beijing Institute of Technology. *Explaining Trump*
- November 2017. North China University of Technology: *History Bytes: Perspectives on Digital Humanities*
- August 2015. Pre-Conference Seminar Leader: “The American Century Project in Practice and Theory”
- February 2015. *Yaddo and the Shapes of the American Century*. Radboud University, Department of American Studies. Nijmegen, Netherlands.
- November 2013. *Archival Studies at Queens College: From Fellows to the Queens Memory Project*. Lecture given to a delegation of Chinese archival educators and professional archivist at Queens College.

- October 2011. Modernist Studies Association. Panel Chair, *Libraries and the Contemporary Crisis*. (Panel included junior faculty from Cornell University, New York University, Penn State University, and State University of New York Buffalo.)
- October 2011. Modernist Studies Association. Seminar Leader, “*These Fragments*”: *Transmission in Modernity from Typewriter to Twitter*. Participants included graduate students and faculty from Michigan State University, Ohio State University, Stanford University, University of California Los Angeles, University of Indiana and Vanderbilt University.
- September 2011. *Remembering and Remembering: Creating Social Memory in 21st Century Contexts*. Renmin University, China.
- September 2011. *Remembering and (Re)Remembering: Creating Social Memory in 21st Century Contexts*. University of Sichuan, China.
- October 2010. Claremont Graduate University.
Remembering “America’s Music”: Jazz, Audio capture, and the Archive.
- October 2010. Invited Panelists: *Text Transmission, Reception*. Radbound University, Nijmegen, Holland. (fully sponsored)
Salman Rushdie, The Archive, and The Capture of a Textual Revaluation.
- January 2010. Guest Lecturer Graduate Archive Class, University of Glasgow
MetaData (And All That). Lecture provided by Video Feed.
- November 2009. New York Archivists Roundtable.
From Capture to Access: The Private Audio Recordings of Louis Armstrong
- November 2009. University of Glasgow
The Nature of the Palimpsest: From Archimedes to Kindle
- October 2008, Claremont Graduate University
“These Fragments”: The Archive and the Shapes of History
- November 2006, University of Glasgow
“From Memory to History: The Archive and the Shapes of Historiography” and “For Posterity’ The Private Audio Recordings of Louis Armstrong”
- October 2006, Claremont Graduate University
“For Posterity’: The Private Audio Recordings of Louis Armstrong”
- September 2006, The University of Nevada, Los Vegas
“Yaddo: A Creative History”

Selected Conference Presentations and Lectures

- August 2015. Pre-Conference Seminar Leader: “The American Century Project in Practice and Theory”
- October 2012. *New Critical Perspectives on The Nature of the Trace*. The University of Malaga. Spain.
“The Nature of the Trace from Manuscript to E-World.”
- May 2011. *Chinese Literature in Global Contexts*. Beijing Normal University.
“The Salman Rushdie Collection and the Archival Challenges of Textual (E)volutions.”
- November 2010. *8th International Conference on the Book*. St. Gallen, Switzerland.
“The Twenty-First Century Palimpsest”
- July 2010. *Questions of trust? Archives, Records and Identities*. Wolfson College, Oxford, UK.
“The Nature of the Palimpsest: From Archimedes to Kindle”
- July 2010. *Material Cultures*. University of Edinburgh.
“The Nature of the Palimpsest: From Archimedes to Kindle”
- April 2010. *American Comparative Literature Association*.
“Questioning Oral History: From Nixon to Satchmo”

- May 2010. *The Archive and Everyday Life*. University of Hamilton, Ontario.
“The Archive and the Civil Rights Movement in America.”
- November 2009. University College London
“Nothing is But What it Seems”: 21st Century Memory and the Technology of Collage”
- October 29, 2009. *MARAC (Mid-Atlantic Regional Archive Conference)*
“Change Begets Change: The Future of Archival Education”
- August 2008, *Fourth International Conference on the History of Records and Archives*, The University of Western Australia, Perth.
“Communities and their Archives: Documenting and Sustaining Memory.”
- July 2008, *Archive Fervour / Archive Fever*, The University of Wales, Aberystwyth.
“Forty or so Acres’: The Archive and the Formation of Literary Intention.”
- January 2008, Modern Language Association Annual Conference, Chicago.
“Archive Trouble.”
- October 2006, *Modernist Studies Association Annual Conference*, Tulsa, OK
Invited Panelist: “Open Forum on Teaching: The Archive and the College Classroom.” Panelists include: Michael Coyle, Professor of English, Colgate University; Jerome McGann, University Professor and John Stewart Bryan Professor of English, The University of Virginia; Christine Miller, Professor, Department Chair and Edward H. Butler Endowed Chair in English, The State University of New York Albany.
- April 2006, *College English Association Annual Conference*, San Antonio, TX
“These Fragments’: The Material History of *The Waste Land*”
- April 2006, *O’Connor and Other Georgia Writers*, Georgia College and State University
“If Only She Were Civil’: Katherine Anne Porter, Carson McCullers and Yaddo”

RESEARCH AND DEVELOPMENT

Institutional Grants

1. Institutional Grant. Alexander, Ben, Primary Investigator Agency: METRO, 2010 Collaborative Digitization Grant. Fall 2010. Total Award: \$25,000.
2. Institutional Grant. Alexander, Ben. Primary Investigator. “Rosenthal Library Special Collections and Archives Preservation Assessment Grants.” National Endowment for the Humanities. Fall 2009. Total Award, \$5,982.
3. Institutional Grant. Alexander, Ben. *Queens College Special Collections Fellow, Rare Book Collection Development Award.* Queens College GII Award. 2009. Total Award: \$2,000.00.

Curricular Grants

1. Curricular Grant. Weidman, Bette Co-Pi and Alexander, Ben Co-Pi. Curriculum Development grant awarded from Asian American Center in 2011. Award provided for instruction of a team-taught course entitled, “Theory and Practice of Oral History” Award allowed for Total Award: \$7,000.
2. Curricular Grant. Cooper, Marianne Co-Pi and Alexander, Ben Co-Pi “Archival Education at Queens College: Updating Knowledge Base: Planning and Curriculum Building.” Laura Bush 21st Century Librarian

Program, Institute of Museum And Library Services. Academic Year 2008 – 2009. Total \$99,999

Total Allocations: \$144,981.

GENERAL DEVELOPMENT

PRIMARY RESPONSIBILITY

1. Fall 2011. *Mordine Mallory Scholarship Fund*. Scholarship donated by Joan Nestle (QC Alum and teacher in SEEK Program 1966-1995) Scholarship dedicated to support one minority female candidate per annum committed to studying archives and the preservation of cultural heritage materials. Each award amounts \$1,500.
2. Academic Year 2009-2010. Private Donations. *Queens College Civil Rights Archive Fund*. Total Donations: \$4,000.

ACTIVE PARTICIPANT

Spring 2010. Private Donation. Szilvia Tannenbaum & Pine Tree Foundation of New York: Special Collections Classroom, Rosenthal Library. I was active in the donation process. I gave an invited presentation to Szilvia Tannenbaum and her lawyer during which I described in detail the Archival Studies Program (GSLIS), the Queens College Special Collections Fellows Program, and, the continued development of the Department of Special Collections and Archives, Queens College Libraries. Donation has allowed for new and technology specific classroom to support Special Collections instruction (study of archives and book history) and incorporation of Archival and Primary Source Materials into the more general College Curriculum. Total Gift, \$150,000

TOTAL: \$155,500

SELECTED PRESS AND MEDIA COVERAGE

1. Alexander, Ben. "MLK's Legacy Extends to Queens Remembering the Dream." *Queens Tribune*. 12 June 2012. http://www.queenstribune.com/feature/Feature_011212_MLK.html
2. Alexander, Ben. "Remembering Freedom Summer." *MSNBC Positively Black*.
3. Alexander, Ben. "Mid-Day Extra: Occupy Wall Street as History." National Public Radio, *Marketplace*. 28 December 2011. <http://www.marketplace.org/topics/life/mid-day-update/mid-day-extra-occupy-wall-street-history>
4. Flegenheimer, Matt. "'Far North of Selma, An Allotment of Civil Rights History.'" *The New York Times*. 27 September, 2011. http://cityroom.blogs.nytimes.com/2011/09/27/far-north-of-selma-an-allotment-of-civil-rights-history/?_r=0

Organized Lectures

- 1) Kastan, David (George M. Bodman Professor of English Yale University) *The Body of the Text: John Donne, Done and Undone*. Queens College, The City University of New York. (Lecture commemorated the opening of the Szilvia Tannenbaum Special Collections Classroom) 15 March 2013.

- Faye, Brandon. *Remembering Robert: A Celebration of GLBT and AIDS Activist Robert Rygor's Life and Papers*. Queens College, The City University of New York. 17 May 2012. Lecture commemorated acquisition and opening of Robert Rygor Papers by *Department of Special Collections and Archives*.
- 3. De Kreij, Mark (Seminar fur Klassische Philologie, Universitat Heidelberg) *Winged Words: Material and Immaterial Aspects of Greek Texts*. Queens College, The City University of New York. 24 February 2011.
- 4. Moss, Michael. (Research Professor, Humanities Advanced Technology and Information Institute, University of Glasgow). *From Cabbages to Kings: Meta-Data And All That*. Queens College, The City University of New York. 16 and 17 November 2011.
- 5. Vicky and Bill Stewart. (Owners of Vamp & Tramp, Booksellers LLC). *Artists' Books: When the Goblet Becomes the Wine*. Queens College, The City University of New York. 24 November 2011
- 6. Bond, Julian. *Looking Back, Moving Forward: The Legacy of James Foreman*. (Lecture commemorated the acquisition of the James Forman Library by the Department of Special Collections and Archives, Queens College). Queens College, The City University of New York. 17 February 2011.
- 7. Noel, William. (Head of Special Collections and Archives, University of Pennsylvania) *The Archimedes Palimpsest*. Queens College, The City University of New York. 10 November 2010.

SPECIAL COLLECTIONS AND CURATORIAL EXPERIENCE

2008 – Queens College, The City University of New York

Head of Special Collections and Archives, Queens College Libraries

- In Collaboration with Robert Shaddy (Director, Queens College Libraries) established the College's Archives and Special Collections Department and assumed responsibility for the entire of its administration and development. Department website:
<http://www.qc.cuny.edu/Academics/Degrees/DAH/library/SpecialCollections/Pages/default.aspx>
- Established the Queens College Special Collections Fellows program. Program identified outstanding students from the GSLIS Archival Studies Program and offered professional development opportunities and direct experiential learning (as expansion of the GSLIS Curriculum) within the Department of Special Collections and Archives.³ Learning experiences focused on: processing (cataloging) of newly acquired and extant (but inaccessible to researchers) archival collections; donor relations and acquisitions; oral history; fund raising and development; engaging professional and scholarly communities (through publication and conference presentations); and, archives administration.
- Responsible for the Acquisition of: 18 Personal Collections of Freedom Summer / Civil Rights Collections donated by College Alum; The James Forman Collection; The Carol DeLouise (Mrs. Dom DeLouise) Broadway Theatre Collection; and, a Collection of WPA Theatre Scripts.
- Managed, in collaboration with GSLIS Faculty member K.B. NG, the design and implementation of the Queens College Civil Rights Digital Archive: <http://www.archives.gslis.net/>. Site construction was developed as a curriculum project and completed by Special Collections Fellows.
- Administered the establishment of the Queens Memory Project. This project, directed by GSLIS Alum Natalie Milbrodt, combined 20th and 21st century preservation strategies to document daily process of life in Queens, the most ethnographically, linguistically and economically diverse county in the world. Digital archive is available: <http://www.queensmemory.org/>
- Established the *Queens College Digital Book Project*. Advisory Board members include David Kastan (Professor of English, Yale University). Intention of the project to provide 21st century access to Rare Book Materials by adding archival search and descriptive strategies to established rare book catalog and to create a digital

³ Approved Application Attached

environment that provides historiographical and artifactual context to the production (nature) of books.

- Arranged consortia building trips with Annie Tummino (Director, Queens College Civil Rights Archive) and Natalie Milbrodt (Director, Queens Memory Project) to Renmin University, Sichuan University, University of Glasgow, University of Edinburgh, and University College London.
- Arranged consortia building trip through Southern states with two Fellows (David Gary and Kevin Schlottmann) which introduced the Queens College Civil Rights Archive to established institutions; including: University of Georgia; Mississippi State Archives; Birmingham Civil Rights Museum and the Auburn Avenue Research Library on African American Culture and History. As a direct result of this trip the Queens College Civil Rights Archive now has recognized Consortia relationships with The Civil Rights Digital Library (University of Georgia) a premier center for the documentation of the Civil Rights Movement.
- During the Fall 2010 semester organized the introduction of a related digital presence (also designed and constructed by Fellows), which exposed the College's estimable Performing Arts Archive. Intention of this project (like the Civil Rights Digital Archive) was to establish a basis for donation and development opportunities focused on the College's rich history in the performing arts.

2003-2005 The New York Public Library, Manuscripts and Archives Division

Manuscripts Specialist II

- Arranged and described archival collections in The Manuscripts and Archives Division according to APPM protocol and accepted archival practice. Collections processed whole or in part include, The Schwimmer-Lloyd Papers (1600 linear feet of material documenting various pacifistic movements between the years 1890 and 1969 including, and especially, the Campaign for World Government) and The William Bradford Osgood Field Papers (150 linear feet of family papers recording the history of a prominent New York Gilded Age Family.)
- Provided research assistance to users of The Manuscripts and Archives Division
- Planned and led orientation sessions to the holdings of The Manuscripts and Archives Division for graduate and undergraduate students as well as faculty of local and regional institutions
- Represented The Manuscripts and Archives Division at national and international professional association conferences

2000 – 2005 The New York Public Library, Manuscripts and Archives Division

Project Archivist: The Yaddo Records

- Arranged and described materials comprising *The Yaddo Records* consisting of approximately 275 linear feet of material including manuscripts, monographs, and various photographic and recorded sound media
- Identified items for preservation treatment
- Wrote Finding Aid for *The Yaddo Records*, electronic version of Finding Aid available at, <http://digilib.nypl.org/dynaweb/ead/human/mssyaddo/>
- Acted as Library liaison to The Corporation of Yaddo
- Interviewed, hired, trained, and supervised project assistants
Administered oral history project (ongoing). Interviewed, among many others: Joseph Caldwell, Dorothy Farrell (wife of James T. Farrell), Allan Gurganus, Elizabeth Hardwick, Jane Mayhall, Ned Rorem, and Eileen Ward

Additional Teaching and Mentorship

Director of Archival Studies Program– Primary Advisory to (approximately) 120 Archival Studies Students within the GSLIS.

Faculty Advisor - GSLIS Student Chapter of The Society of American Archivists. Primary and sole advisor to governing board (President, Vice-President, Treasurer and Secretary) of Student Chapter. Advisor and Coordinator of Archival (Fall) and Book History (Spring) lecture series as well as arrange for student lecture and panel discussion series (inaugural lecture Fall 2010, *E-Readers and the Fluidity of Thought*). Advised on fund raising initiatives as well as coordinated

Chapter representation with the regional (Mid-Atlantic Regional Archives Conference) national professional body of The Society of American Archivists.

Director, Queens College Special Collections Fellows Program – Served as Faculty Advisor to classes of 8 to 15 Archival Studies Students per semester who were engaged in primary (professional) experiential learning involving recently acquired and long held materials from Queens College Department of Special Collections and Archives. In this advisory role I worked to provide students with a breadth of professional and experiential exposures including: appraisal (hosting students in Los Angeles to tour regional Special Collections and visit with donors (Mrs. Dom DeLouise)); sponsor student panels and poster session at regional and national conferences; arranged for students to participate directly in donor relations, collection appraisal and fund raising processes; and, arranged for students to participate in a breadth of administrative processes.

Selected Student Publications

- Johnathan Thayer. *Mythmaking and the Archival Record: The Titanic Disaster* American Archivist (cover article), Fall / Winter 2012.
- Hannah Mermelstein. *Overdue Books: Returning Palestine's "Abandoned Property" of 1948.* The Jerusalem Quarterly. Fall 2011.
<http://www.jerusalemquarterly.org/ViewArticle.aspx?id=386>
- Rebecca Hymes. *The Hidden Rare Book Collection of the Queens College Music Library*. In Review. Notes: Quarterly Journal of the Music Library Association.
- David Gary and Annie Tummino. *The James Forman Library and the Building of a Civil Rights Archive*. The New York Metropolitan Archivist. Fall 2010.
- Annie Tummino and LuAnn Lupia. *Queens College Special Collections Fellowship: Building a Civil Rights Archive*. Provenance (Journal of the Society of Georgia Archivists). Fall, 2010.
- Paul Morris. *An Enforceable Code of Ethics: Why Archivists Should Be Demanding One*. Chapter News (Journal of Special Libraries Association New York Chapter).
- Valery Chen, Jing Si Feng, Kevin Schlottmann. *Digitizing Civil Rights: An Omeka-based Pilot Digital Presence for the Queens College Civil Rights Archive*. Digitizing in the Real World (Editors, Kwong Bor Ng and Jason Kucsma). Fall, 2010. N.B. This article was authored by Fellows under a combined advisement with GSLIS Faculty member KB NG. Digital version available: <http://metroblogs.typepad.com/ditrw/digitization/>
- Amanda Siegel. (In Yiddish). *"Du host 'cream cheese'?: Gazlente, iz vos zhe shvaygstu?": Nukhem Stutchkoffs yidishe radio-programen un reklames"*. *Afn Shvel*, num. 348-349, zumer-harbst 2010, zz 37-43. Nyu york: Yidish-lige.
[Abbreviated English translation of citation] Seigel, Amanda. "Matzah and cream cheese: Nahum Stutchkoff's Yiddish Radio Programs and Commercials." *Afn shvel*, num. 348-349, Summer-Fall 2010, pp. 37-43. New York: League for Yiddish]
- Amanda Siegel. "Nahum Stutchkoff's Yiddish play and radio scripts in the Dorot Jewish Division, New York Public Library" [Article and Appendix/Bibliography]. *Judaica Librarianship*, vol. 16 (2010).

Selected Student Conference Presentations

- Natalie Milbrodt and Annie Tummino. *Reinvisioning the 21st Century Archive: The Queens College Civil Rights Digital Archive and The Queens Memory Project*. University of Glasgow. February, 2012.
- Natalie Milbrodt and Annie Tummino. *Remembering and Remembering: Creating Social Media in 21st Century Contexts*. Renmin University, China. September 2011.
- Natalie Milbrodt and Annie Tummino. *Remembering and Remembering: Creating Social Media in 21st Century Contexts*. University of Sichuan, China. September 2011.
- Annie Tummino. Panel Chair: *Archiving the Civil Rights Movement: North and South, Past and Future*. Panelists include: Julia Marks Young (Director, Mississippi Department of Archives and History), Sheila McAlister (Associate Director, Digital Library of Georgia), Laura Caldwell Anderson (International Oral History Project Administrator, Birmingham Civil Rights Institute).
- Natalie Milbrodt. *Queens Contemporary History Project*. New York Chapter of the Visual Resources Association. October 2010.
- Nathan Coy. *Listen to This: Access at a School of Music Sound Archive*. Graduate Student Poster Session. Society of American Archivists Annual Conference. August 2010.
- Raymond Pun. *British Librarianship: A Look Inside*. The New York Public Library. September 2010.
- David Gary. *The Early Years of Rufus King*. King Manor Museum. (June 2010)
- David Gary. *Rufus King and the Jay Treaty*. King Manor Museum. (August 2010).
- Amanda Siegel. "Klez Kanada Lectures." The New York Public Library "*Matzah with Cream Cheese*": *The Yiddish Radio Commercials of Nahum Stutchkoff*" (based on study of the Nahum Stutchkoff collection in the Jewish Division, New York Public Library). Lecture given in Yiddish.
- Amanda Siegel. *Broder Singers: Forerunners of the Yiddish Theatre*. The New York Public Library. Lecture Given in English.
- Katie Hughes. "*Change Begets Change*": *New Directions in Archival Education*. (Offered a brief orientation to her work as College Assistant and Special Collections Fellow as part of my invited paper). MARAC (Mid-Atlantic Regional Archives Conference). October 2009.
- Annie Tummino and LuAnn Lupia. Represented Department and College at a commemorative event in Prince Edward County Virginia recognizing work of Queens College Freedom Summer Alum, additional activist, and local veterans of the Civil Rights Movement. May 2010.
- Heather Ball (*Digitizing Medieval Manuscripts*) and Timothy Randall (*Berlin's Wertheim Department Store: Four Generations of Records and their effect on the Contemporary Cultural and Urban Landscape*). Student Paper Session, MARAC (Mid-Atlantic Regional Archives Conference). N.B. MARAC sponsors one student panel each conference. Queens College GSLIS students represented two of the three student papers. MARAC. April 2010
- Heather Ball. *The Alternate Medieval Medium: Experiencing Medieval Manuscripts through Digital Technologies*. The Past's Digital Presence: Database, Archive, and Knowledge Work in the Humanities. Yale University. February 2010.

SERVICE

Queens College

Academic Year 2013 - 2014, Alternate Senator, Queens College Academic Senate

Fall 2013 – Graduate Advisor for Continuing Students, GSLIS

Academic Year 2012-2013, Alternate Senator, Queens College Academic Senate

2012 - Planning and Assessment Committee, GSLIS

2010 – 2013 Chaired, Committee on Admissions, Academic Standing and Student Affairs, GSLIS

2010 – 2013 Chaired, Special Events Committee, GSLIS

PROFESSION

2007-2013. Chair, Archives in History Roundtable. *The Society of American Archivists*.

2009 – Present. Peer Review article submissions for *American Archivist*.

2007 – Present. Peer Review article submission for *Archival Science*.

COMMUNITY

Fall 2013. Invited Lecture, *Remembering Freedom Summer*. Lecture given to group of approximately 100 eighth graders at Queens School of Inquiry.

Summer 2013. Taught a one-week seminar to middle school students from the Queens School of Inquiry. Course entitled: *The Archive and the Civil Rights Movement in American*.

Summer 2010 – 2013 Annual participant in New York City Public Schools history immersion program. Each summer the Department of Special Collections and Archives hosts one or two high school interns who are introduced to working in an archival environment and who perform basic tasks.

Jackie Brodsky

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Northport, Alabama 35475
Phone (205) 792-0451
jackie.brods@gmail.com

EDUCATION

PhD, Communication and Information Sciences, The University of Alabama,
Tuscaloosa, AL, 2014

- Dissertation: Information Technology Learning in Sexagenarian +:
Social Supportive Interactions

MLIS, The University of Alabama, Tuscaloosa, AL, 2009

BA, Telecommunication and Film, The University of Alabama, Tuscaloosa, AL, 2005
Magna cum laude.

PROFESSIONAL EXPERIENCE

Director, Lorrie Memorial Library, Holt, Alabama
January 2008 - present

- Build, catalog, and organize a 4,000+ volume library of donated materials
- Supervise library volunteers
- Create weekly videos

Instructor, School of Information Sciences, Wayne State University
Fall 2012 - Winter 2020

Courses

LIS 6080 Information Technology (Online)

INF 7410 Software Productivity Tools for Information Professionals (Online)

Instructor, School of Library and Information Studies, The University of Alabama
Spring 2018 - Spring 2019

Courses

LS 560 Information Technologies (Online)

Outreach Librarian, Thomas University Library, Thomasville, Georgia
Fall 2016 - Spring 2018

- Provided online reference services for students and faculty in Education
and Business departments
- Conducted online information literacy instruction sessions

Graduate Assistant to Project Accessible Libraries for All (ALFA), School of Library and Information Studies, The University of Alabama

Fall 2011 - Summer 2014

- Co-developed Mobile Experiential Sensory Laboratory (MES Lab)
- Developed data collection instruments and collected and analyzed data
- Co-authored project-related publications and reports
- Supervised 30 MLIS fellowship recipients in program activities

Courses co-taught

LS 560 Information Technologies (Face-to-face and online)

LS 590 Accessibility for Information Technologies (Online)

LS 590/MC 495 Social Media and Informatics (Online)

Graduate Assistant to the ALISE Statistical Report, School of Library and Information Studies, The University of Alabama

Spring 2011 - Summer 2011

- Converted spreadsheet-based survey data to web-based survey instrument
- Supervised MLIS students in preparation of national professional statistical report
- Communicated with LIS graduate schools regarding data reconciliation
- Reported to participating LIS graduate schools and answered questions regarding project at ALISE annual conference

Guest Lecturer/Tutor, School of Library and Information Studies, The University of Alabama

Spring 2010 - Fall 2010

Courses

LS 560 Information Technologies (Face-to-face and online)

LS 590 Web Multimedia (Online)

MC 413 Communication and Diversity (Face-to-face)

Intern, Faculty Resource Center, The University of Alabama

Spring 2009

- Supported School of Library and Information Studies faculty with course management system conversion
- Assisted faculty with course development
- Created text/image and video tutorials for online classes

Course Module Developer and Instructor, Project FIT 4 Retirement, School of Library and Information Studies, The University of Alabama
Fall 2008

- Developed and delivered face-to-face course modules in information technology and information access to senior citizen students at senior service agency
- Trained senior citizens in laptop computer use

Graduate Teaching Assistant, Gorgas Library Public Services, The University of Alabama
Fall 2007 - Spring 2008

- Provided face-to-face and telephone reference service to faculty, students, and community users in the Information Center
- Taught library instruction classes
- Created tutorials in online catalog and database searching

Videoconference and Telecourse Room Coordinator, College of Continuing Studies, The University of Alabama
Fall 2005

- Set up and maintained classrooms and technology for videoconferences
- Videotaped classes using a four-camera robotic configuration for distribution to distance education students

Medical Transcriptionist/Editor, MedQuist Transcriptions LTD, Mt. Laurel, NJ,
March 1999 - January 2011

- Transcribed medical reports for a wide range of major teaching and research hospitals and clinics
- Edited reports created with automatic speech recognition software

PUBLICATIONS

“Second national accessibility survey: librarians, patrons, and disabilities.”

L. J. Bonnici., S. L. Maatta, J. Brodsky, & J. E. Steele. *New Library World*. (2015). Vol. 116, No. 9/10, pp. 503-516.

“Physiological access as a social justice type in LIS curricula.” L. J. Bonnici, S. L.

Maatta, M. K. Wells, J. Brodsky, J., & C. W. Meadows III. *Journal of Education for Library and Information Science*. (2012). Vol. 53, No. 2, pp. 115-129.

“Attitudes toward patrons with physical challenges: A survey of members of the public library division of the Alabama Library Association.” J. Brodsky and M. K. Wells. *The Southeastern Librarian*. (2011). Vol. 59, No. 1, pp. 9-19.

“New Media: Culture and Image [book review].” J. Brodsky. *Journal of Communication*. (2010). Vol. 64, No. 4, pp. E22-E23.

PRESENTATIONS

“HeART (Healing with the Arts): Partnering with Local Communities in Expanding an Art Therapy Outreach Program for Cancer Patients.” J. Brodsky, L. Bonnici, & J. Smith, poster, Thirteenth Annual Center for Community-Based Partnerships Engaged Scholarship Awards Luncheon, The University of Alabama, Tuscaloosa, Alabama, April 17, 2019.

“Healing with the Arts: Using Mass Media in an Art Therapy Program for Cancer Patients and Survivors.” J. Brodsky, guest presentation, Mass Media and Me, Osher Lifelong Learning Institute, Tuscaloosa, Alabama, October 15, 2018.

“The Accessible Materials Program at God’s House: Hymns for the Visually Impaired.” J. Brodsky, presentation, Alabama Library Association Annual Convention, Florence, Alabama, April 12, 2018.

“Program Enrichment: A Tide Pool of Shared Experiences.” L. Bonnici, J. Brodsky, presentation, Engagement Scholarship Consortium Conference, Birmingham, Alabama, September 26, 2017.

“The Accessible Materials Project at God’s House: A Case Study in Community Engagement.” J. Brodsky, poster, Association for Library and Information Science Education, Atlanta, Georgia, January 17, 2017.

“Information Technology Learning in Sexagenarian +: Social Supportive Interactions.” J. Brodsky, poster, Association for Library and Information Science Education, Philadelphia, Pennsylvania, January 22, 2014.

“Experiential Learning in LIS Through the Lens of Social Support Theory: Project FIT 4 Retirement.” J. Brodsky, poster, Association for Library and Information Science Education, Philadelphia, Pennsylvania, January 21, 2014.

“Partnering with Community Agencies to Improve Information Access.” J. Brodsky, poster, National Outreach Scholarship Conference, The University of Alabama, Tuscaloosa, Alabama, October 1, 2012.

“Searching the Deep: Methods and Tools for Accessing the Deep Web.” J. Brodsky, N. Gold, B. Spencer, & S. Whitver, presentation, Alabama Library Association Annual Convention, Birmingham, Alabama, April 25, 2012.

- “Transforming Students’ Lives Through Engaged Scholarship: The Birth and Development of SCOPE: SCOPE and Engaged Scholarship in Information Sciences.” G. Daniels, L. Huffman, J. Brodsky, J. White, A. Hyche, T. Ritchwood, & K. Boyd, panel presentation, Gulf South Summit on Service-Learning, University of Southern Mississippi, Hattiesburg, Mississippi, March 22, 2012.
- “Technology Acceptance Factors for Persons with Physiological Access Challenges: A User-Centered Case Study.” J. Brodsky, poster, Association for Library and Information Science Education, Dallas, Texas, January 17, 2012.
- “Toward a Unified Theory of Social Network Selection.” L. Bonnici, J. Campbell-Meier, & J. Brodsky, poster, Association for Library and Information Science Education, Dallas, Texas, January 17, 2012.
- “Birthing and Growing a Campus-Wide Engaged Scholarship Umbrella Organization.” H. Pleasants, T. Ritchwood, J. Brodsky, M. S. Whitaker, & J. White, presentation, National Outreach Scholarship Conference, Michigan State University, East Lansing, Michigan, October 3, 2011.
- “SCOPE: Scholars for Community Outreach, Partnership, and Engagement.” G. Daniels, H. Pleasants, J. Brodsky, & M. S. Whitaker, poster, Fifth Annual Center for Community-Based Partnerships Engaged Scholarship Awards Luncheon, The University of Alabama, Tuscaloosa, Alabama, April 22, 2011.
- “Project ALFA Empathy Laboratory: Experiential Learning about Physiological Challenges.” J. Brodsky, L. Bonnici, poster, Discerning Diverse Voices: Communication & Information Symposium on Diversity, College of Communication & Information Sciences, The University of Alabama, Tuscaloosa, Alabama, March 31, 2011.
- “Project FIT 4 Retirement: Deconstructing Walls Between Library Students and the Community through Information Technology Instruction for Senior Citizens.” J. Brodsky, poster, New England Library Association Conference, Boxborough, Massachusetts, October 19, 2010.
- “Project FIT 4 Retirement: Empowering Seniors with Information Literacy Tools for Access to Health and Other Online Information Resources.” M. K. Wells and J. Brodsky, poster and presentation, 21st Annual Southeastern Student Mentoring Conference in Gerontology and Geriatrics, The University of Alabama, Tuscaloosa, Alabama, March 26 - 27, 2010.

“Attitudes Toward Patrons with Physical Challenges: A Survey of Alabama’s Public Librarians.” J. Brodsky and M. K. Wells, presentation, Discerning Diverse Voices: Communication & Information Symposium on Diversity, College of Communication and Information Sciences, The University of Alabama, Tuscaloosa, Alabama, March 4, 2010.

“Deconstructing Walls: Educating students for Civic Librarianship.” L. Bonnici, M. K. Wells, & J. Brodsky, poster, National Outreach Scholarship Conference, Athens, Georgia, September 28 - 30, 2009.

“Growing Community Partnerships.” J. Brodsky, poster, Alabama Library Association Annual Convention, Auburn, Alabama, April 8, 2009.

“Databases for the Destitute: Finding Free Web Databases to Replace Fee-Based Information Services.” J. Brodsky, J. Daugherty, E. Durham, & B. Spencer, poster, Alabama Library Association Annual Convention, April 24, 2008.

Reports

Project ALFA Final Report to IMLS, January 2014.

GRANTS AND MONETARY AWARDS

2018 GH Conference Presentation Grant, **\$200**

2017 GH Conference Presentation Grant, **\$200**

2013 The University of Alabama, Center for Community-Based Partnerships, Outstanding Student-Initiated Engagement Effort Award (Project ALFA), **\$2500**

2012 National Outreach Scholarship Conference, Emerging Engagement Scholar, **\$100**

2012 Doctoral Students to ALISE Grant **\$500**

2010 The University of Alabama, Graduate School, Research Travel Support Fund, **\$300**

2010 Jewell Sandoval Research Travel Support Fund, **\$300**

UNIVERSITY SERVICE

University-Wide

Center for Community-Based Partnerships, Seed Grant Fund Proposals Review Committee, 2014 - 2016

Lunch discussion leader, New Graduate Student Orientation, 2010 - 2012

Panel member, Ph.D. Perspectives Panel, New Graduate Student Orientation, 2010 - 2012

Council for Community-Based Partnerships, 2010 - present

Steering Committee, Scholars for Community Outreach, Partnership, and Engagement (SCOPE), 2009 - 2011

College/Departmental

Volunteer, Discerning Diverse Voices: Communication & Information Symposium on Diversity, 2013

Undergraduate Program Committee, School of Library and Information Studies, 2012 - 2013

Produced videos, Online Innovation Award, Honors Day, School of Library and Information Studies, 2012 - 2013

Edited video, [The University of Alabama School of Library and Information Studies & the Tuscaloosa Tornado](#), 2012

Doctoral Program Committee, School of Library and Information Studies, 2011 - 2012

Moderator, Paper Session, Diversity and Access for All: An Industry Perspective, Discerning Diverse Voices: Communication & Information Symposium on Diversity, 2011

Mentoring Panel, Alumni Day, School of Library and Information Studies, 2010

Vice President, American Library Association Student Chapter, 2008 - 2009

Student Advisory Committee, School of Library and Information Studies, 2008 - 2009

Tour Guide and Volunteer, School of Library and Information Studies New Student Orientation, 2007 - 2009

PROFESSIONAL SERVICE

Member, Innovative Pedagogies Special Interest Group, Association for Library and Information Science Education (ALISE), 2014 - 2017

Chair, Publication Committee, Alabama Library Association, 2012 - 2013

Editorial Liaison, *Journal of Community Engagement and Scholarship*, 2010 - 2011

AWARDS AND HONORS

Center for Community-Based Partnerships Distinguished Award for Students, The University of Alabama, 2013

Center for Community-Based Partnerships Award for Outstanding Student-Initiated Engagement Effort, The University of Alabama, 2013

Emerging Engagement Scholar, National Outreach Scholarship Conference, 2012

Doctoral Students to ALISE, 2012

Beta Phi Mu, 2010

Phi Kappa Phi, 2008

Kappa Tau Alpha, 2004

Telecommunication and Film Outstanding Academic Achievement Award, The University of Alabama, 2003

PROFESSIONAL MEMBERSHIPS

Association for Library and Information Science Education (ALISE)

Alabama Library Association (ALLA)

COMMUNITY PHILANTHROPIC

Tuscaloosa Spay and Neuter Incentive Program – Feral cat colony and trap-neuter-return, 2016 - present

HeART (Healing with the Arts) –Lewis and Faye Manderson Cancer Center, 2016 - present

Accessible Materials Program (AMP) – Accessible choral materials for people with visual disabilities, 2011 - present

Alabama Moving Image Association – Filmmaker, 2005 - 2011

PERSONAL INTERESTS

Videography (documentaries, narratives, and live events), writing and performing plays, writing and performing music, drawing, painting, and knitting

James Oliver

East Lansing, MI

(517) 802-7961

jwo.oliver@gmail.com

[linkedin.com/in/james-oliver-8227158/](https://www.linkedin.com/in/james-oliver-8227158/)

Professional Summary

- Presentations to community organizations resulting in donations
- Successful grants, including equipment and library programs
- Develop and manage budgets

Work History**Wayne State University School of Information Sciences, 2005-Present**

- Collection Development and Resources
- Library Administration and Management
- Introduction to the Information Profession
- Science and Technology Information Resources
- Social Science Information Resources

Charlotte Community Library, Library Director, 2013-2019

- Develop budgets and provided funding to staff for collections and programs
- Increased the millage to bring in additional \$300,000
- New contracts with townships resulting in funds
- Supervision and development of staff
- Planning, direction, and administration of library activities
- Plan and present public services for patrons and community organizations
- Hired new library staff and children's librarian
- Obtained grants teaching laptops and iPads
- Maintain building and grounds
- Developed green technology saving an additional \$8,000
- Renovation of the library lobby and restrooms
- Developed new programs for the library including teens
- Library and reading float in the local parade and won first place for best float
- Fiber optics and new phones in the building
- Develop strategic plans including a city's Vision 2020
- Newspaper articles including a series on the library

Capital Area District Library, 2004-2013

- Science and Technology Collections
- Social Sciences Collections
- Graphic novels Collection
- Creation of a web blog on new science books
- Webpage on recycling locations and events
- Documentary film series

Michigan State University, Department of Chemistry, 1986-2004

- The administrator of a departmental library
- supervised staff and student employees
- Developed and maintained budgets
- Chemistry collections
- Searched chemistry databases and faculty and students
- Maintained the department's [Chemical Genealogy](#)

University of Houston Libraries, 1984-1986

- Chemistry Department
- College of Technology
- Collections for both chemistry and technology
- Searched databases for both chemistry and education
- Grant: [Chemistry Research Online: A Guide for Faculty ERIC Document #273300](#)

Education

- Western Michigan University, Master of Science in Librarianship, 1984
- Western Michigan University, Bachelor of Science, 1981
- Librarian's Professional Certificate, Library of Michigan
- Michigan Library Association Leadership Academy, 2018

Professional Memberships

- Michigan Library Association, 1990-Present
- Woodland's Library Cooperative, 2013-2019
- Special Libraries Association, 1984-2005

Volunteer

- VEX and VEX-IQ robotics, timer and scorekeeper, including state tournaments
- Scouting USA, Assistant Scoutmaster
- Ele's Race 5K Run/Walk, Race Committee

Book Reviews

Book Review Annual

- 2003 A to Z of Psychists, Facts on File, NY
- 2002 The Atlas of the Human Body, Thunder Bay Press, Berkeley CA
- 2000 John S. Rigdon, Building Blocks of Matter: A Supplement to the MacMillan Encyclopedia of Physics, MacMillan Reference USA
- 2000 Catalysis from A to Z: A Concise Encyclopedia, Edited by Boy Cornels, et al. Wiley NY
- 2000 Concise Dictionary of Scientific Biography, 2nd Edition, Charles Scribner's Publishing, NY
- 2002 Mary C Schlembach, and William H Mischo, Electronic Resources and Services in Sci-Tech Libraries, Routledge
- Elemental Data Index <http://physics.nist.gov/PhysRefData/Elements/cover.html>
- 2000 H.E. Phippsorn, editor, Elsevier's Dictionary of Cosmetic Science, Elsevier Press
- 2000 Exploring Technology, Marshall and Cavendish, UK
- 2004 Joe Rosen, Facts on File Encyclopedia of Physics
- 2000 Facts on File Physics Handbook, Facts on File Science Library
- 2000 Michael Thain, Michael Hickman, Penguin Dictionary of Biology, 10th Edition, Penguin Press

Issues in Science and Technology Librarianship

- <http://www.itsl.org/98-spring/review3.html>

E-Streams

- 1997 Robert Burke, Hazardous Materials Chemistry for Emergency Responders, CRC Press
- 2002 Trevor Levere and Gerard leTurner, Discussing Chemistry and Steam, Oxford University Press
- 2004 William Grassley, Polymeric Liquids & Networks: Structure and Properties, Garland Press
- 2003 SRP Silva, Properties of Amorphous Carbon, INSPEC
- 2003 Somnath Mitra ed, Sample Preparation Techniques in Analytical Chemistry, Wiley Interscience
- 2003 Richard P Pohanish, Sittig's Handbook of Toxic and Hazardous Chemicals and Carcinogens, Elsevier Press
- 2003 Richard Pohanish, and Stanley Green, Wiley's Guide to Chemical Incompatibles, 2nd Edition

Lynn M. Reynolds, Ed.D

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EDUCATION

SPALDING UNIVERSITY | JUN '15

Degree: Doctor of Education in Leadership Education

Research Foci: Collaboration and College Readiness

Dissertation: "An Examination of High School Teachers' Attitudes Toward Teacher-Librarian Collaboration and its Impact on College Readiness"

MIDDLE TN STATE UNIV. | AUG. '04

Degree: Masters in Education in Administration & Supervision Concentration Library Science | AUG. 2004

MIDDLE TN STATE UNIV. | AUG. '93

Degree: Masters in Ed. Admin & Supervision | Emphasis: School Leadership—Principal Certification,

MIDDLE TN STATE UNIV. | DEC. '90

Degree: Bachelor of Science | Emphasis: Elementary Education

SUMMARY OF QUALIFICATIONS

Endorsements

CERTIFICATION STATE OF KENTUCKY

KP2S SOE IL-Principal K-12

KLV2 Instruct. Leadership, LVL 2

KML School Media Librarian K-12

KEL Teaching K-5

STATE OF TENNESSEE

101 Elem Grades 1-8

109 Admin & Supervision K-8

473 LIB in SP PreK-12

482 Professional Administrator PreK-12

PROFESSIONAL EXPERIENCE

2017-Present **Jefferson County Public Schools-** Exec. Director Library Media Services

Asst. Supt. Teaching & Learning, Dr. Felicia Smith

2011- 2017 **Jefferson County Schools-** Central High School- Librarian

Principal, Dr. Daniel Withers

2008-2011 **Jefferson County Schools-** Lowe Elementary- Librarian

Principal, Dr. Kris Raitzer

2007-2008 **Oldham County Schools-**Liberty Elementary, Goshen, Kentucky - Fifth

Grade Teacher, Principal, Jane Smith

1991- 2007 **Lebanon Special School District Teacher/Librarian (16 years)**
 2003-2007 Coles Ferry Elementary, Lebanon, Tennessee, Librarian
 Principal, Glenn Edwards, Asst. Principal, Connie Owens
 1991-2003 Castle Heights Upper Elementary, Fifth Grade Teacher Principal,
 Terry Trice, Asst. Principal, Barbara Allison

AWARDS

- 2017 Golden Oar Award | Core Value: Opportunity
- 2016 Hilliard Lyons Excellence Award | Audwin & Rae Helton
- 2014 Women Entrepreneurs and Emergent Leader Award
- 2000 Community Youth Leader
- 1996 Wilson County Kiwanis Club Young Educator of the Year

PROFESSIONAL SERVICE/ACCOMPLISHMENTS

- Harvard Graduate School of Education |Library Leadership in a Digital Age, 2017
- Internet Librarian Conference, Monterey, California 2016
- Recipient of Laura Bush Grant for the Library, 2014
- Recipient of Chamber of Commerce Grant for the Library, 2006
- Scholastic Featured Elementary Librarian for Book Fairs

ORGANIZATIONAL EXPERIENCE

- 2017 Golden Oar Award | Core Value: Opportunity
- 2016 Hilliard Lyons Excellence Award | Audwin & Rae Helton
- 2014 Women Entrepreneurs and Emergent Leader Award SBDM Committee Member-
August, 2008- August, 2010
- Collaborated with another teacher to design “Writing Workshop” program for summer school.
- Attended National Education Association RA in 1993, 1994, 1996, 1999, 2001
- Grade level chair/ team leader
- Gifted Program, MTSU- Two week summer program
- Education Leadership Training in District, 2005

PROFESSIONAL AFFILIATIONS

- American Association of School Librarians Association
- Kentucky Education Association (KEA)
- Kentucky Library Association (KLA)
- Kentucky School Media Association (KSMA)
- Lebanon Education Association, President- 1993-1994, Membership Chair, Building
Representative
- Tennessee Education Association (TEA)
- National Education Association (NEA)
- Tennessee Association of School Librarians (TASL)

LEADERSHIP AND RESEARCH INTERESTS

- University of Louisville, 2016| College and Career Readiness Summit
- Evaluation of JCPS' Library Media Service Department

Select Professional Presentations and Publications

Panelist, Blog- Gale Webinar, “Online Databases Provide Equity, Help Close Achievement Gaps in Kentucky District” May, 2020 <https://rb.gy/bqlh74>

Publication, District Administration Custom Publishing Case Study. “Online databases: Gale products feature curriculum-aligned content that’s engaging for K-12 students” September, 2019.

Presentation-Panelist, KASC Conference. “Leading in Literacy, Innovation, and Technology” Lexington, KY. Fall, 2019

SARAH CULP SEARLES

Education

- Graduate Certificate in Educational Administration..... 2016
University of Tennessee (Knoxville, Tenn.)
One-year coursework and internship, 4.0 GPA
- Master of Science in Information Science 2009
University of Tennessee (Knoxville, Tenn.)
School Library Media licensure track, 4.0 GPA
School of Information Sciences Outstanding Service Award, 2009
Carmen L. Moulton Memorial Fellowship, 2008
- Bachelor of Music in Performance 2007
East Tennessee State University (Johnson City, Tenn.)
Summa Cum Laude, 3.979 GPA
University Honors Scholar, 2003-2007
Faculty Award, Department of Music, 2007
ETSU Friends of Music Outstanding Student Award, 2007

Employment

- District Specialist, Library Media Services Dept., Knox County Schools 2014-present
Duties include districtwide content area supervision for school librarians serving 60,000 students and 8,000 staff; coordinating district-level administrative services, professional learning, and collaboration with other content area leaders; managing and supervising an instructional coach, administrative assistants, and instructional resource clerk; and coordinating textbook services.
- School Librarian, West High School, Knox County Schools.....2009-2013
TEAM Lead Teacher/Evaluator 2012-2013
PD Specialist, Library Media Services 2013
PLE Innovation Specialist..... Summer 2013
Duties included library instruction, curriculum development, reader advisory, staff development, piloting new technologies, and service on the school Leadership Team, Literacy Team, and Common Core Team.

Publications

- Explore* (Shared Foundations series). Chicago: ALA Editions. (Forthcoming, Fall 2021)
“Implementing the *National School Library Standards* at the District Level.” *Knowledge Quest* 47, no. 5 (2019): 51-55.
“Someone Has to Do It.” *School Library Connection* February (2019).
<http://schoollibraryconnection.com/Home/Display/2145388>.
“Developing a District Vision for Library Services.” *School Library Connection* November/December (2017): 45-46.

- Tennessee Libraries*. Quarterly column on topics in school libraries.....2011-2013
- “Shifting Instruction for Personalized Learning.”
 - “Libraries and the Common Core.”
 - “Pursuing Practice as a Learning Specialist.”
 - “Does a School Librarian’s Role include Learning Specialist?”
 - “Takeaways from AASL Conference 2011.”
 - “Responding to TEAM Evaluations.”
 - “Advocacy Advice from a Principal.”
 - “Embracing Teens in the Library.”

Selected Presentations

- “Building Libraries that Build Better Schools.” October 2018
Tennessee LEAD Conference, Nashville, Tenn.
- “Someone Should Do Something, and I’m Someone: Empowering Leaders to Empower Learners.” November 2017
American Association of School Librarians National Conference, Phoenix, Ariz.
- “Design for Adult Learning: Professional Development Structures for School Librarians.”
American Library Association Annual Conference, Chicago, Ill.June 2017
- “#FutureReady Librarians for #FutureReady Students.” October 2016
Tennessee LEAD Conference, Nashville, Tenn.
- “How Much Punch Does That Program Pack? Best Practices to Evaluate Program Success.”
American Library Association Annual Conference, San Francisco, Calif. July 2015
- “Increasing Choice and Voice through Collaborative Research Instruction.”December 2014
Learning Forward Annual Conference, Nashville, Tenn.
- “More Bang for your Buck: Increase Learning in Short Lessons.”April 2013
Tennessee Library Association Annual Conference, Chattanooga, Tenn.
- “English Meets History: A Primary Source Research Project that Works.” November 2012
National Council of Teachers of English Annual Convention, Las Vegas, Nev.
- “‘We’re gonna be BEST friends!’ Building Collaborative Partnerships.” July 2012
Keynote Address. Kentucky School Media Association Summer Refresher, Bowling Green, Ky.
- “QR Codes, Prezi, and SchoolTube, Oh My! Not-So-Traditional Reading Promotions for Digital Natives.” October 2011
American Association of School Librarians National Conference, Minneapolis, Minn.;
AASL Virtual Conference, online.
- “‘Social’ Lives and Information Literacy: Re-Packaging Classic Course Content for Millennials.” July 2010
American Library Association Annual Conference, Washington, D.C.; ALA Virtual Conference, online.
- "Podcasting: An Innovative, Collaborative, and Multicultural Experience."April 2009
Celebration of Latino Children's Literature Conference, Columbia, S.C.

Honors

- Tennessee Association of School Librarians Distinguished Administrators Honor Roll..... 2018
Honored for administrative leadership to school librarians. Selected as Valedictorian of 2018 class of honorees.
- Lilead Fellows Program2015-2016

Selected as one of 25 Fellows from around the country as part of an intensive 18-month professional development opportunity, for school librarian supervisors to implement transformational change in their district, supported by the Institute of Museum and Library Services (IMLS) and the University of Maryland.

American Association of School Librarians Vision Tour.....February 2011
Selected by Tennessee Association of School Librarians to represent the state of Tennessee on AASL president Nancy Everhart's Vision Tour of 35 outstanding library programs across the country.

Professional Service and Affiliations

American Association of School Librarians 2007-present
Board of Directors, Supervisor Section Representative, 2016-19
Leadership Development Committee, 2011-12

Tennessee Association of School Librarians 2008-present
Administrators Task Force, 2016-present
Secretary, 2012
Co-Chair, Advocacy Committee, 2011

Tenn-Share Resource Consortium 2009-present
Board of Directors, 2015-2016

Tennessee Library Association..... 2007-present
Chair, School Library Section, 2011-2012
Co-Chair, School Library Section, 2010-2011
Public Relations Committee, 2009-2010
President, TLA Student Chapter, 2008-2009

American Library Association..... 2007-present

LIS Curriculum Committee Year-End Report

Academic Year 2020-2021

Convener: Namjoo Choi

Members: Daniela DiGiacomo, Shannon Oltmann

Student member: Ella Gibson

Ex officio: Jeff Huber, Will Buntin

The Curriculum Committee reports the following accomplishments for the academic year 2020-2021 :

- Based on the recommendation from the previous year's committee, "conduct technology and diversity audit, with particular emphasis on the use of the diversity and technology symbols in the syllabuses of the elective courses," we discussed it and agreed that providing a definition of each term would be useful (we have definitions from 2016-7 committee), while continuing to use the symbols for the four core and encourage elective instructors to adopt them as well. It was forwarded to the faculty.
- Based on the recommendation from the previous year's committee, "Develop question(s) for the Employer Survey to capture employer expectations for skills and knowledge of recent graduates," we reviewed the relevant existing survey items and concluded that because the current version gives the alumni enough places to insert narrative (open-ended questions), we just need to focus on ensuring a higher completion rate and ensure diversity in respondents. This recommendation was also forwarded to the faculty.
- We discussed that the possibility of the 2nd independent study, and agreed it is a good idea because it can offer more opportunities for students who want to study areas that are not offered in our curriculum. But we also agreed that more than two could be too many for a 36-credit program. We checked with Heather, and she advised that we disallow enrollment in two sections for the same term (as we do with the 672 course)." This recommendation was also forwarded to the faculty.
- Three special topics course were reviewed and recommend for approval.

Recommendations for 2021-2022 Curriculum Committee:

Based on the work completed in 2020-2021, the Curriculum Committee suggests the following areas for consideration for the next academic year:

- 1) Monitor and promote the implementation of the 2nd independent study.
- 2) Based on the results from this year's Alumni survey, particularly the technology areas, conduct a curriculum audit to reflect them.

2021-2022 Academic Year-End Report

April 26, 2022

Members:

Ashley DeWitt

Daniela DiGiacomo

Gregory Blair (student representative)

Shannon Oltmann (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

From previous year, recommendations for 2021-2022 Curriculum Committee:

- 1) Monitor and promote the implementation of the 2nd independent study.
- 2) Based on the results from this year's Alumni survey, particularly the technology areas, conduct a curriculum audit to reflect them.

Work of 2021-2022 Committee:

1. We recommended the LIS faculty approve, as regular courses, the following special topics courses: Literature and Related Materials for Early Childhood; Advanced Multi-modal Communication Skills; and Intellectual Freedom and Core Values (renamed as Ethical Issues); the faculty then voted to do so.
2. We collaborated with the planning committee to update the program assessment activities.
3. We initiated discussion about the approval process for special topics courses.
4. To the best of the committee's knowledge, no students have yet completed two independent studies.
5. Unfortunately, we did not complete the technology audit this year as recommended.

Additional notes:

1. LIS students have the option to complete a graduate certificate in instructional communication. Two LIS courses (LIS 618 Games, literacy, meaning, and learning and LIS 619 Informal learning in information organizations) were added to the certificate; this means that LIS

students may complete the certificate without taking additional courses. Although this was not initiated by the curriculum committee, we are documenting this change.

2. Please see the appendix for a list of LIS courses for which the pre-requisites have been removed.

3. LIS 602 was revised. Details as follows: “In response to formal and informal student feedback received over the past three years, the LIS 602 readings and assignments have been updated. Changes to the readings include: a more accessibly written and practice-oriented textbook; inclusion of contemporary readings on topics the textbook does not cover; and removal of outdated and heavily theoretical readings. Changes to the assignments include: reduction of the number of written assignments, which were focused on theory rather than practice; addition of quizzes to evaluate students' understanding of course concepts; and addition of an organizational case study in order for students to better understand how knowledge organization principles are put into practice in real-world library settings. All core course concepts remain the same.”

Recommendations for 2022-2023 Committee:

1. Conduct technology audit of LIS courses as recommended previously.
2. Continue conversation around approval process for special topics courses.
3. Conduct diversity audit of LIS courses.

Summary of Faculty Council Curricular Actions

Course and/or Program	Brief Description	Status (as of 4/15/22)
COM		
COM BA/BS	Changed admission GPA to 2.0, consistent with college	With Senate Admissions and Academic Standards Committee
COM 312 – Intercultural in Media/Film	Added distance learning option	Passed at Senate
ICT		
ICT 312 – Theory, Pop Culture, and ICT	Formalizing a course that had been taught as special topics	Passed at Senate
ICT 114 – C&C1	Added distance learning option	At undergraduate council
ICT 115 – C&C2	Added distance learning option	At undergraduate council
ICT 150 – Experience ICT	Added distance learning option	At undergraduate council
ICT 302 – Content Management Systems	Added distance learning option	At undergraduate council
ICT 395 – ICT Independent Study	Added distance learning option	At undergraduate council
ICT 550 – Security Informatics	Added distance learning option	At undergraduate council
ISC		
ISC Curriculum	Removes paths, increases hours from 33 to 45 in major.	Passed at Senate
ISC 339 – Strategic Visual	Pre-req change related to dropping paths	With Senate Council
ISC 441 – Case Studies in PR	Pre-req change related to dropping paths	Approved
ISC 491 - Campaigns	Pre-req change related to dropping paths	Approved
ISC Online Grad Certificate	Collaboration between ISC and ICT	At Senate Academic Programs Committee
ISC 562 – User Experience Research Design	Course added for new certificate	At graduate council
ISC 563 – Social Media Strategy	Course added for new certificate	At graduate council
ISC 564 – Search Engine Campaign	Course added for new certificate	At graduate council
ISC 597 – Advanced Special Topics	Course added for new certificate	At graduate council
ISC 331 – Advertising/Creative Strategy 1	Name, description, and format updates (Lab)	Approved
ISC 431 – Advertising/Creative Strategy 2	Name, description, and format updates (Lab)	At undergraduate council
ISC 472 – Social Change Stratgy	Name, description, and format updates (Lab)	At undergraduate council
ISC Minor	Adding minor	At undergraduate council
JOU		
JOU Minor	JOU 333 replaced JOU 533.	Passed at Senate
JOU BA/BS	Modified core to 15 hours, and added sports journalism track, added new GCCR class, added 3 1 hour professional skills courses.	Passed at Senate
JAM 399 - Internship	Allows repeatable up to 6 hours	At undergraduate council

MAS		
Video Game Minor	added	Passed at Senate
MAS 530 – pro-sem in telecom	Course removed from curriculum	At Senate Transmittal
MAS 535 – telecom network management	Course removed from curriculum	At Senate Council
MAS 332 – Video Game Design	Added distance learning option	At Senate Council
MAS 342 – Live Streaming	Added distance learning option	At Senate Transmittal
MAS 422 – Interactive Game Development	Added distance learning option	At Senate Transmittal
MAS 362 – interactive game narratives/storytelling	Added distance learning option	At Senate Council
MAS 445 – Industry video games/esports	Added distance learning option	At Senate Transmittal
MAS 560 – video game studies	Added distance learning option	At graduate council
Graduate		
Grad Instructional Certificate	Added 3 new potential electives to certificate (LIS 618, 619, and CI 626)	
CI 626 – DEI in Instruction	New course	Approved
LIS 641 – Law Librarianship	Removed pre-reqs	Approved
LIS 643 – Archives Management	Removed pre-reqs	Approved
LIS 645 – Public Libraries	Removed pre-reqs	Approved
LIS 646 – Academic Libraries	Removed pre-reqs	Approved
LIS 695 – Independent Study	Made repeatable 2x	Approved
College Level		
CIS 220 – Careers in CI	Added Career Readiness Course	At Senate Council
Undergraduate Certificate		
iNet certificate	Allows any EXP course to complete iNet in place of EXP 455	At Undergraduate Council

Library & Information Science
University of Kentucky
Planning Committee

2020-2021 Academic Year-End Report

Members:

Sarah Barriage (member)
Namjoo Choi (member)
Terry Duncan (student representative)
Soohyung Joo (convener)
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

Goals for 2020-2021 Academic Year

1. LIS Alumni Survey
2. Program Learning Outcomes Essay Assessment
3. Updating Learning Outcomes Essay Guidelines

Description of Goals

LIS Alumni Survey

In AY 2020/2021, the Planning Committee administered the biennial alumni survey to acquire feedback from our MSLS graduates. We asked various questions to learn about their current employment status and their experience with our program in terms of curriculum and professional preparation. The categories of questions include: (a) areas of study; (b) employment status; (c) program evaluation; (d) professional development; and (e) technology. Most of the recent graduates agreed that the MSLS program prepared them to achieve professional goals in the field. A majority of our recent graduates rated their mastery levels of program learning outcomes either “strongly agreed” and “agreed,” with average rates over 4.0/5.0 across all four areas of learning outcomes. This indicates that students were able to achieve the learning outcome goals successfully in the program. Overall, most of our recent graduates were pleased with different areas of the program. In particular, the recent graduates rated high scores over 4.0/5.0 for the areas of instructor quality (4.34), admission support (4.19), program experience (4.09), practicum (4.05), and class quality (4.04). However, the rating for the area of diversity was relatively low (3.35). Suggestions were made based on the analysis of the results (see Appendix 1).

Learning Outcome Essays Assessment

The Planning Committee assessed the program learning outcome essays submitted in the Spring, Summer, and Fall semesters of 2020. The assessment was conducted using the rubrics that was modified and adopted in 2019. The rubrics are provided in the Learning Outcome Assessment

Report (see Appendix 2). The average mean scores for all learning outcomes were above 1.90 points (near the target point of 2.00/3.00) across the three semesters. This implies that students showed high mastery across the four learning outcomes across Spring, Summer, and Fall 2019 semesters. The results from the analysis of the relationship between learning outcomes show highly correlated SLOs across courses that cover the same outcomes, for example, LIS 600 and LIS 603 both cover SLO 1, SLO 2, and SLO 3. Grading between advisors and secondary reviewers displayed no statistically significant differences in Spring 2020.

Updating Learning Outcomes Essay Guidelines

The Planning Committee updated the exit assessment essay guidelines (see Appendix 3). The previous guidelines did not align programming learning outcomes and courses correctly. The faculty revisited the guidelines and modified the section of “connecting courses to program learning outcomes” to reflect most updated core and elective courses. The updated version was uploaded to the School website in December 2020 and was first used for students who applied for graduation in May 2021.

Action Items for the 2021-2022 Academic Year

1. LIS Employer Survey
2. Program Learning Outcomes Essay Assessment
3. Continue LIS Program Assessment Review Process

Appendices

1. 2020-2021 Employer Survey Analysis Report
2. 2020-2021 Program Learning Outcomes Essay Assessment
3. Updated Learning Outcomes Essay Guidelines

Appendix 1: 2020-2021 Alumni Survey Analysis Report

Library & Information Science
University of Kentucky
Planning Committee

2020-21 Alumni Survey Analysis Report

April 21, 2021

LIS Planning Committee

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In Spring 2021, the Planning Committee conducted the biennial alumni survey to acquire feedback from alumni from our MSLS program. We asked a number of questions to learn about their current employment status and their experience with our program in terms of curriculum and professional preparation. Potential survey participants were contacted through the University's alumni office and the SIS office. A total of 201 valid responses were collected and analyzed in this report. Then, we divided the responses into three groups: (a) respondents graduated in 2009 or before, (b) respondents graduated between 2010 and 2014; and (c) respondents graduated 2015 or after. Here is the summary of the findings from the survey.

(1) Area of concentration

There were 201 valid responses in total: (a) 135 (67.2%) graduated before 2009; (b) 18 (9.0%) between 2010 and 2014; and 48 (23.9%) after 2015 as shown in Table 1. Table 2 presents their areas of concentration.

Table 1. Graduate years of the respondents

	Frequency	Percent
Before 2009	135	67.2%
2010-2014	18	9.0%
After 2015	48	23.9%

Total	201	100.0%
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Table 2. Areas of concentration

		before 2009	2010-2014	after 2015
School Library Media Certification	Count	22	2	10
	%	16.3%	11.1%	20.8%
Children/Youth Services and Literature	Count	13	0	4
	%	9.6%	0.0%	8.3%
Academic Libraries	Count	24	6	11
	%	17.8%	33.3%	22.9%
Public Libraries	Count	27	2	1
	%	20.0%	11.1%	2.1%
Health Information	Count	5	1	1
	%	3.7%	5.6%	2.1%
Information Technology and Systems	Count	4	0	4
	%	3.0%	0.0%	8.3%
Information Organization	Count	3	0	0
	%	2.2%	0.0%	0.0%
Generalist (or no concentration)	Count	23	6	16
	%	17.0%	33.3%	33.3%
other	Count	12	0	1
	%	8.9%	0.0%	2.1%
no response	Count	2	1	0
	%	1.5%	5.6%	0.0%
Total	Count	135	18	48
	%	100.0%	100.0%	100.0%

(2) Employment Status

Most of the recent graduates after 2015 indicated that they were working full-time (79.4%) or part-time (less than 35 hours per week) (8.3%). About 12.5% indicated not employed. Of those currently employed, about 71.4% of their positions are described as professional (71.4%). Then, 73.8% reported that their job is related to the MSLS degree. As to types of their organizations, about one third of the recent graduates worked in Public Library (33.3%), followed by Academic Library (27.3%), School Library (21.2%), and Medical/Health Library (6.1%). Approximately 60% of the currently employed graduates work in Kentucky.

Table 3. Employment status

		before 2009	2010-2014	after 2015
Full-time	Count	61	14	38
	%	45.2%	77.8%	79.2%
Part-time	Count	10	1	4
	%	7.4%	5.6%	8.3%
Retired	Count	58	0	0
	%	37.9%	0.0%	0.0%
Not employed	Count	5	3	6
	%	3.7%	16.7%	12.5%
No response	Count	1	0	0
	%	0.7%	0.0%	0.0%
Total	Count	135	18	48
	%	100.0%	100.0%	100.0%

Table 4. Is your current position described as:

		before 2009	2010-2014	after 2015
Professional	Count	66	12	30
	%	93.0%	80.0%	71.4%
Paraprofessional	Count	1	1	8

	%	1.4%	6.7%	19.0%
Other	Count	4	2	4
	%	5.6%	13.3%	9.5%
Valid total (currently employed)	Count	71	15	42
	%	100.0%	100.0%	100.0%
Other: Academic Faculty, adjunct professor, Administrative, I'm working as an LCSW Internship, Not in a library- I am an instructional designer, Retired school librarian, Technician, Tenure track faculty, etc.				

Table 5. Is your current job related to MSLS?

	before 2009	2010-2014	after 2015
Yes	57 (80.3%)	9 (60.0%)	31 (73.8%)
No	14 (19.7%)	6 (40.0%)	11 (26.2%)
Valid total (currently employed)	71 (100.0%)	15 (100.0%)	42 (100.0%)

Table 6. Type of organization

		before 2009	2010-2014	after 2015	Total
School Library (k-12)	Count	5	0	7	12
	%	3.7%	0.0%	14.6%	6.0%
Public Library	Count	16	0	11	27
	%	11.9%	0.0%	22.9%	13.4%
Academic Library	Count	22	3	9	34
	%	16.3%	16.7%	18.8%	16.9%
State Library	Count	3	0	0	3
	%	2.2%	0.0%	0.0%	1.5%
Archives	Count	1	1	1	3
	%	0.7%	5.6%	2.1%	1.5%
Medical or Health Library	Count	3	0	2	5
	%	2.2%	0.0%	4.2%	2.5%
Law Library	Count	2	0	0	2
	%	1.5%	0.0%	0.0%	1.0%
Special Library	Count	0	0	2	2
	%	0.0%	0.0%	4.2%	1.0%
Other	Count	8	3	1	12

	%	5.9%	16.7%	2.1%	6.0%
Unemployed or no response	Count	75	11	15	101
	%	55.6%	61.1%	31.3%	50.2%
Total	Count	135	18	48	201
	%	100.0%	100.0%	100.0%	100.0%

(3) Curriculum

When we asked which courses were most useful, LIS 601, LIS 610/613, LIS 603, LIS 645, and LIS 659 were listed among the top 5 (Table 7). The graduates before 2009 chose traditional LIS subjects, such as cataloging, children/YA literature, reference services, and management. Table 8 includes subjects/skills that the recent graduate respondents wished to learn in the program.

Table 7. Most useful courses: Answers from the graduates after 2015

Course	Count
LIS 601 Information Search	6
LIS 610/ LIS 613 Children’s literature related courses	5
LIS 603 Management in Information Organizations	4
LIS 645 Public Libraries	3
LIS 659 Collection Development	3
LIS 647 Current Trends in School Media Centers	2
LIS 648 Technology in the School Media Center	2
LIS 672 Practicum	2
Others (count1): LIS 612, LIS 627, LIS, 634, LIS 638, LIS, 642, LIS 646, LIS 665, LIS, 668, LIS 690 Informal Learning, etc.	1

Table 8. Subjects, knowledge, or skills wish to learn (responses from the recent graduates after 2015).

- | |
|---|
| <ul style="list-style-type: none"> • A second cataloging class. • More advice on interacting with library patrons, hands on practice searching for information. • I wish I had learned more about collection development, but that wasn't because the classes were not good, it was just a matter of what was available when I needed to take classes. • Managing the business side of a library-doing budgets, hiring employees, etc... • More about classification |
|---|

- How to go into the workforce after graduation and more advice to learn a variety of skills while in school. For me I was in the profession already and still do that now, but it is hard in interviews when they want you to have a variety of skills.
- I have had to self-teach cataloging for items that are not in a system like Follett. I have had to learn various methods of book repair on my own.
- I wish I had had the opportunity to take an archives management class in person. This is not something that I would have been able to use in my current job. However, given that a good deal of the library content in my program turned out to be more for my personal edification than for practical application, I wish I would have had the chance to do this. I don't think it's really possible to teach a good class on archives (assuming physical, actual objects/materials) online.
- The program really needed more in-depth cataloging, like a dedicated cataloging and advanced cataloging options. The jobs that I've seen posted are looking for people with cataloging experience, the program kind of skimmed around it, I only had one cataloging assignment. Also a dedicated information literacy course.
- More early childhood education, programming courses
- I wish there had been more on Dewey Decimal system b/c most libraries are set up like that.
- More practical applications of skills and less theory. More course-created opportunities to tour different types of libraries. More face-to-face learning in order to build better networks. Information on the profession from a monetary/job seeking viewpoint -- how to market yourself, what salaries to expect, etc.
- More data science topics, more statistics and analysis. Turning data into knowledge through reporting and dashboards. Tools like tableau or power bi
- I wish I had been able to do an internship to get hands on experience.
- More about Open Access and OER, eReserves and copyright issues.
- I would have liked to have more knowledge on Archives (more classes or a concentration). I had many reasons for choosing UK but I wish UK offered a concentration in Archives. While many library theories transfer over I spend time looking up theories or practices specifically related to Archives that was not covered in the one class offered on this type of information organization.
- I wish I had learned more hands on management of libraries because my current employer doesn't view my degree as "professional" enough to move up in management since I focused on school libraries and I would have no "real" understanding of how a public library is run. I don't agree with their viewpoint and have tried to show and explain, unfortunately, upper management wanted to see more relevant coursework in my management class. In hindsight, having a better understanding of where my library was headed, I wish I could have taken a more "management for Directors" type class.
- I would have liked more practical studies in research data management.
- How to handle difficult patrons, homelessness, customer service, programming, etc.
- More internship/externship opportunities that were local. More resources on finding full-time employment in the library world.
- More in depth for how to catalog using an actual library system
- Cataloging
- I think an increased focus on online learning technologies like google classroom, google meets, pear deck, screencastify, and jam boards. Technologies that integrate well with the google platform. I think a worthwhile elective, particularly for students seeking a

specialization in school library media centers would be largely focused on the google platform and maybe attaining google certification.

- I wish we had covered more about writing contracts or liaising with LARGE systems
- How to plan for story times. Although when I interviewed the head of Youth Services where I previously worked for class, he mentioned that he wished he learned it too, as his program 20+ years ago didn't really talk about how to plan/do story time/programming.
- Less technology skills (the required tech classes have been largely useless) and more practical skills in library work. I would have loved a circulation focused class instead of multiple tech requirements.
- More archiving skills because it would have been easier to understand when I had to archive where I work.
- LIS602 was too theoretical to be useful in the daily library work. I wish that I could have learned more practical knowledge and skills about metadata.
- I previously worked as a librarian in a public library before returning home to Australia and I think the public libraries course should have more of a programming focus. This seems to be the major patron-facing responsibility of the modern librarian.
- more guided exercises (in real time) of search strategies, both using databases/digital libraries as well as Google
- More on ideas for what to actually teach when you're part of a fixed schedule and have kids once a week for a 55 minute block.
- More cataloging. My primary position is cataloging so I wish I had more cataloging in school.
- Soft skills, real world experience, LMS, ILL, ILS
- I wish I'd learned more about software
- I wish that I had learned more coding/ technical skills.
- I wish I had taken more technology classes, especially about data science, coding, and data visualization. Also, I wish the LIS program offered classes about archival preservation, although I realize that might be difficult in a distance-learning context.

(4) Program Evaluation

Next, we asked the graduates to evaluate different aspects of the programs using five-point likert scale. Overall, the graduates thought the MSLS degree led to a rewarding career path (4.26) and prepared them for their profession (3.95). However, ratings on advising and diversity education were comparatively low, 3.53 and 2.97 respectively. As to the program learning outcomes (Table 11), the recent graduates indicated that they achieved high levels of all four areas of learning outcomes (all over 4.0 from the graduates after 2015).

Table 9. Program evaluation

Item	before 2009	2010-2014	after 2015	Total
My MSLS degree lead to a rewarding career path.	4.43	4.24	3.77	4.26

The classes available allowed me to plan a coherent course of study that fit my professional goals.	3.96	4.00	3.75	3.91
The advising I received for my course of study was helpful.	3.52	3.39	3.58	3.53
The classes available allowed me to pursue a specialization that fit my professional goals.	3.95	3.61	3.69	3.86
The MSLS program prepared me for my profession.	4.06	3.67	3.73	3.95
The MSLS program prepared me to interact with diverse populations (e.g., non-native English speakers, people with disabilities, people suffering from addiction or mental illness)	2.80	3.22	3.35	2.97
The quality of my classes	4.32	4.13	4.04	4.23
The quality of the virtual community of the school	3.24	3.35	3.77	3.47
The quality of MSLS support services: A diverse learning community	3.48	3.65	3.72	3.57
The quality of MSLS support services: Admissions	3.75	4.19	4.19	3.91
The quality of MSLS support services: Academic advising	3.53	3.41	3.71	3.57
The quality of my instructors	4.44	4.39	4.34	4.41
The quality of my faculty advisor	3.93	3.81	4.04	3.95
The quality of my program experience	4.35	3.94	4.09	4.25
The quality of my practicum experience	4.56	3.60	4.05	4.32

Table 10. Evaluation on program learning outcomes.

Learning outcome	before 2009	2010-2014	after 2015	Total
... able to describe how communities & individuals interact with/in information	3.78	4.11	4.44	3.97

ecosystems.				
... able to analyze the major tenets of information practice and apply them in multiple contexts.	4.02	3.89	4.44	4.11
... able to connect diverse communities & individuals with appropriate resources.	3.57	4.00	4.17	3.75
... able to explain the dependence of information retrieval on the organization of information	4.04	4.18	4.47	4.16

(5) Technology

Table 11. Technologies used in jobs.

	before 2009		2010-2014		after 2015		Total	
	Count	%	Count	%	Count	%	Count	%
Office productivity (e.g., MS-Office, Google Docs, LibreOffice)	96	71.1 %	16	88.9 %	44	91.7 %	156	77.6 %
Multimedia management (e.g., audio and video editing)	36	26.7 %	10	55.6 %	22	45.8 %	68	33.8 %
Social media (e.g., Facebook, Twitter, Instagram)	48	35.6 %	5	27.8 %	24	50.0 %	77	38.3 %
Content management systems (e.g., LibGuide, WordPress)	53	39.3 %	10	55.6 %	20	41.7 %	83	41.3 %
Web development skills (e.g., HTML, CSS, JavaScript)	27	20.0 %	8	44.4 %	11	22.9 %	46	22.9 %
Reference management tools (e.g., EndNote, RefWorks)	25	18.5 %	6	33.3 %	9	18.8 %	40	19.9 %
Database management systems (e.g, MS-Access, MySQL)	23	17.0 %	5	27.8 %	11	22.9 %	39	19.4 %
Other	38	28.1 %	2	11.1 %	5	10.4 %	45	22.4 %

Table 12. Technologies they wish to learn in the program (responses from the graduates after 2015)

<ul style="list-style-type: none"> • I wish someone had showed us how to solve problems on devices patrons being in for help with. iPads, kindle, nook • research data services • I would have liked to have heard from various library vendors: management systems, eBooks, databases, one sign-in options, etc. • Probably could've learned more general programming or something like R. • access/database management

- More graphic design, social media, marketing skills
- More computer science-type courses to give a deeper look at the architecture of data systems
- More data-centric technologies - sql, Python, R, databases, tableau, etc
- I am glad I took Info Architecture, intro to Digital Libraries, and DatabaseMgmt
- More database, specific library software, etc.
- Reference management, better database management skills, more in-depth Microsoft Excel knowledge, Microsoft Publisher and other creative ways to make flyers and advertising.
- Analog to digital converting (or at least covering the types of software needed)
- Python
- Polaris
- Cataloging, database management
- google classroom, google drive, peardeck, jamboard
- Actual hands on use of a library OPAC for practical application of metadata and catalog record creation.
- More computer skills
- Database
- I really enjoyed the technology focus of the program and learned many valuable skills. I feel that I have a much deeper understanding of how information ecosystems work even though I have not utilized technology to the same degree in my career.
- We reviewed Access in our introduction to technology, but its too complicated for a brief overview. I wish I had more experience with it now - its used for a records database we own and it has given me some headaches!
- More about using Destiny
- CSS
- more database management and reference management tools
- I wish there would have been the option for a certificate in technology and teaching patrons technology
- I need more html and SQL skills!
- Coding, working with data, web development, social media (there were classes for some of these, but I didn't take them)
- Cataloging skills. Touched on it briefly in LIS 602. But I wish whole classes had been offered.

Suggestions

- The faculty will need to discuss the subjects and skills that recent graduates wished to learn or mentioned important. For example, there are multiple responses in the open-ended question regarding cataloging and classification classes. The faculty might want to discuss the need for classes dedicated to cataloging/classification in the fall curriculum retreat.
- The ratings for the area of diversity are relatively lower than the other areas. The program should continue to strengthen diversity components in the curriculum.

- Technologies widely used in the field include office software, multimedia management, and content management (showing over 40% of the recent graduates' responses respectively). The faculty will need to audit if those technologies are well covered in the current curriculum.

Appendix 2: 2010-2021 Program Learning Outcomes Essay Assessment

Library & Information Science
University of Kentucky
Planning Committee

2020-2021 Program Learning Outcomes Essay Assessment

Members:

Sarah Barriage

Namjoo Choi

Terry Duncan (student representative)

Soohyung Joo (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

The Planning Committee assessed the program learning outcome essays submitted in the Spring, Summer, and Fall semesters of 2020. Rubrics for the Spring, Summer, and Fall 2019 exit assessment are included as Appendix A.

First, we analyzed the means and standard deviations of the scores for individual learning outcomes as shown in Table 1 (Spring 2020), Table 2 (Summer 2020), Table 3 (Fall 2020), and Table 4 (Overall 2020). Since the grading rubrics assessed each learning outcome in three different aspects including analysis, interconnection, and self-awareness, we averaged those three components and calculated the mean for each learning outcome.

Table 1. Scores for Learning Outcomes – Spring 2020.

	N	Minimum	Maximum	Mean	Std. Deviation
SLO1	33	1.00	2.83	1.9293	.36570
SLO2	33	1.00	2.67	1.9596	.39535
SLO3	33	1.00	2.83	1.9874	.38871
SLO4	33	1.00	2.83	1.9116	.41664
Valid N (listwise)	33				

Table 2. Scores for Learning Outcomes – Summer 2020.

	N	Minimum	Maximum	Mean	Std. Deviation
SLO1	7	1.67	2.83	2.2143	.42725
SLO2	7	1.83	2.83	2.1905	.35262
SLO3	7	1.17	2.83	2.1190	.58305
SLO4	7	1.33	2.67	1.9524	.41627
Valid N (listwise)	7				

Table 3. Scores for Learning Outcomes – Fall 2020.

	N	Minimum	Maximum	Mean	Std. Deviation
SLO1	36	1.67	2.33	1.9560	.14294
SLO2	36	1.67	2.50	2.0023	.20167
SLO3	36	1.50	2.33	1.9884	.18703
SLO4	36	1.33	2.50	1.9514	.23092
Valid N (listwise)	36				

Table 4. Scores for Learning Outcomes – Overall 2020

	N	Minimum	Maximum	Mean	Std. Deviation
SLO1	76	1.00	2.83	1.9682	.29595
SLO2	76	1.00	2.83	2.0011	.31579
SLO3	76	1.00	2.83	2.0000	.33082
SLO4	76	1.00	2.83	1.9342	.33646
Valid N (listwise)	76				

Overall, the average means scores for all the LO areas were above 1.90. In particular, the scores for SLO2 and SLO3 were 2.00 or higher. The scores for all four areas were above 1.90 across the three semesters. This implies that students showed high mastery across the four learning outcomes, and across Spring, Summer, and Fall 2020 semesters.

As shown in Table 4 (Spring 2019), Table 5 (Summer 2019), and Table 6 (Fall 2019), the relationships between the learning outcomes were further examined. The results show highly correlated SLOs across courses that cover the same SLO(s), (e.g. LIS 600 and LIS 603 both cover SLO 1, SLO 2, and SLO 3; LIS 601 and LIS 602 both cover SLO 3 and SLO 4). However, correlations for SLO 4 during the Fall 2020 semester did not reach significance with SLO1 and SLO2.

Table 5. Correlations between SLO scores – Spring 2020.

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.856**	.827**	.872**
	Sig. (2-tailed)		.000	.000	.000
	N	33	33	33	33
SLO2	Pearson Correlation	.856**	1	.850**	.847**
	Sig. (2-tailed)	.000		.000	.000
	N	33	33	33	33
SLO3	Pearson Correlation	.827**	.850**	1	.879**

	Sig. (2-tailed)	.000	.000		.000
	N	33	33	33	33
SLO4	Pearson Correlation	.872**	.847**	.879**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	33	33	33	33

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

Table 6. Correlations between SLO scores – Summer 2020.

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.913**	.884**	.718
	Sig. (2-tailed)		.004	.008	.069
	N	7	7	7	7
SLO2	Pearson Correlation	.913**	1	.907**	.608
	Sig. (2-tailed)	.004		.005	.147
	N	7	7	7	7
SLO3	Pearson Correlation	.884**	.907**	1	.847*
	Sig. (2-tailed)	.008	.005		.016
	N	7	7	7	7
SLO4	Pearson Correlation	.718	.608	.847*	1
	Sig. (2-tailed)	.069	.147	.016	
	N	7	7	7	7

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 7. Correlations between SLO scores – Fall 2020.

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.217	.062	.096
	Sig. (2-tailed)		.204	.719	.579
	N	36	36	36	36
SLO2	Pearson Correlation	.217	1	.532**	.501**
	Sig. (2-tailed)	.204		.001	.002
	N	36	36	36	36
SLO3	Pearson Correlation	.062	.532**	1	.671**
	Sig. (2-tailed)	.719	.001		.000
	N	36	36	36	36
SLO4	Pearson Correlation	.096	.501**	.671**	1
	Sig. (2-tailed)	.579	.002	.000	
	N	36	36	36	36

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

Table 8. Correlations between SLO scores – Overall 2020.

		Correlations			
		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.768**	.731**	.694**
	Sig. (2-tailed)		.000	.000	.000
	N	76	76	76	76
SLO2	Pearson Correlation	.768**	1	.788**	.737**
	Sig. (2-tailed)	.000		.000	.000
	N	76	76	76	76
SLO3	Pearson Correlation	.731**	.788**	1	.817**
	Sig. (2-tailed)	.000	.000		.000
	N	76	76	76	76
SLO4	Pearson Correlation	.694**	.737**	.817**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	76	76	76	76

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

Since there are two reviewers for assessing each learning outcomes essay, we analyzed whether there was a significant difference between the first reviewer (advisor) and the secondary reviewer in grading patterns. As a way to examine if there was any difference between advisor and secondary reviewers, we compared the means between the two groups in Spring 2020. The mean difference between the two groups turned out to be approximately 1.06. The mean difference was not statistically significant at the alpha level of 0.01 according to the independent t-test. This implies that there was little discrepancy in grading patterns between the first and the secondary reviewers. However, the current system does not provide all detailed grading records by individual graders. That is, only averaged scores from two graders are available from the Canvas system. Thus, inter-rater reliability analysis was limited only to comparing overall scores combining scores of all four areas, not individual learning outcomes. The School will need to discuss the data collection method to acquire all individual scores from each grader.

Table 9. The analysis of mean differences between advisors and secondary reviewers (Sample: Spring 2020).

Group	N	Mean	Std. Deviation	Std. Error Mean	Statistics
First reviewers	33	29.00	5.863	1.020	t=-0.711 d.f.=64 p=0.479
Secondary reviewers	33	30.06	6.244	1.087	

Appendix A: Learning Outcomes and Grading Rubrics – Spring, Summer, Fall 2020

SLO 1: Describe how information ecosystems interact with communities/individuals.

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

SLO 3: Connect diverse communities/individuals with appropriate resources.

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

Each SLO is measured for Analysis, Interconnections, and Self-awareness. For each metric, there are four possible scores, each with unique criteria.

Analysis:

3 points: Exemplary – Exceeds target expectations

2 points: Target – The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.

1 point: Acceptable – The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.

0 points: Unacceptable – Reflection does not move beyond description of the learning experience(s).

Interconnections:

3 points: Exemplary – Exceeds target expectations

2 points: Target – The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.

1 point: Acceptable – The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.

0 points: Unacceptable – There is little to no attempt to demonstrate connections between the learning experiences in the core course and that of other courses; previous learning experiences; and/or professional goals.

Self-awareness:

3 points: Exemplary – Exceeds target expectations

2 points: Target – The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.

1 point: Acceptable – There is some attempt at self-evaluation, but on a whole the reflection lacks depth.

0 points: Unacceptable – There is little to no attempt to self-evaluate.

Appendix 3: Learning Outcome Essay Guidelines updated in December 2020.

See the next pages.



College of Communication and Information

School of Information Science

LIBRARY SCIENCE (MSLS) EXIT ASSESSMENT

PURPOSE

The Exit Assessment is the culminating experience in the library science program and serves as the program exit requirement for the MSLS degree. It provides the opportunity for you to reflect on and evaluate what you have learned and gained from the program, based on the four learning outcomes of the program:

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

[Note: An information ecology or ecosystem is “a system of people, practices, technologies, and values in a local environment.”]

SUBMISSION

You will self-enroll in a Canvas course shell for the purpose of developing the Exit Assessment. Guided tutorials will be available to help you through the process. The Exit Assessment will be submitted and graded through Canvas.

EXIT ASSESSMENT COMPONENTS

There are two components to the Exit Assessment: your professional resume and your learning outcomes essay. Both components must be submitted to receive a passing grade (though submission of both does not automatically guarantee a passing grade).

- **Resume/CV:** Guidance and resources for preparing a professional resume will be shared via Canvas.
- **Learning outcomes essay:** The learning outcomes essay should be 10-15 pages (double-spaced). In the essay, you must discuss all required courses (all four core courses and at least one technology course) and one or more elective courses; you should also include any other relevant experiences (practicums, Alternative Spring Break, work experience, etc.). This essay provides an opportunity to (1) reflect on your work in the program, (2) demonstrate what you have learned, and (3) describe how your professional knowledge has grown. The learning outcome essay should be structured as described below.

COMPONENTS OF LEARNING OUTCOMES ESSAY

- Introduction
- Personal goals/motivations for seeking the MSLS degree
- Discussion of concentration area(s) and reasons for focusing on it
- Learning Outcomes reflection: for *each* of the four outcomes describe:
 - The knowledge and skills pertaining to the learning outcome with which you entered the program
 - What you learned in the core courses pertaining to the learning outcome, synthesizing this into a well-rounded discussion
 - Your current knowledge of and comfort with the learning outcome using examples from other courses and experiences
 - Your future plans to continue mastering the learning outcome
- Discussion of plans for continuing education beyond the four learning outcomes
- Conclusion (overall summary)

TIMELINE FOR EXIT ASSESSMENT DEVELOPMENT

- **Throughout the program:** As you take core courses, you will complete assignments that contribute to your grasp of the four learning outcomes. This will continue with the electives that you choose. You are encouraged to keep notes that reflect on how the various assignments pertain to, and help advance your understanding of, the four learning outcomes.
- **Within the first 30 days of your final semester:** You must submit graduation paperwork and notify your adviser that you plan to submit the Exit Assessment.
- **At least two weeks before the Exit Assessment due date:** Submit your Exit Assessment to your adviser for review. Your adviser will review the two components of the Exit Assessment (your resume and your learning outcomes essay) and provide input.
- **Exit Assessment due date:** You will submit your Exit Assessment by the due date posted at the beginning of each semester on the listserv and on the School website. Note that once you share your Exit Assessment for review in the Canvas shell, it is considered your final submission and it will be graded.
- **Two weeks after the Exit Assessment due date:** You will receive your final pass/fail grade for the Exit Assessment.

CONNECTING COURSES TO PROGRAM LEARNING OUTCOMES

The charts below should help you connect courses (both core and elective) to the program learning outcomes. Note: these are suggestions. If you see a connection that is not mapped below, you can explain that in your learning outcomes essay.

Program Learning Outcome	Courses Covering the Outcome
1. Describe how communities & individuals interact with/in information ecosystems.	600, 603, 625, 626, 627, 634, 636, 640, 644, 645, 646, 647, 648, 659, 665, 668, 672, 676, 690, 695, Study Abroad
2. Analyze the major tenets of information practice and apply them in multiple contexts.	600, 601, 602, 603, 610, 611, 621, 625, 627, 629, 636, 640, 643, 644, 647, 648, 658, 659, 661, 662, 672, 676, 690, 695, Study Abroad
3. Connect diverse communities & individuals with appropriate resources.	600, 603, 608, 610, 611, 612, 613, 614, 644, 645, 646, 647, 648, 659, 672, 676, 690, 695, Study Abroad
4. Explain the dependence of information retrieval on the organization of information.	601, 602, 626, 630, 634, 636, 638, 658, 661, 662, 665, 668, 672, 690, 695

In addition, here is a chart mapping core course assignments to the program learning outcomes. This chart can be used *for reference* while completing the Exit Assessment*:

Program learning outcome	600	601	602	603
1. Describe how communities & individuals interact with/in information ecosystems.	Information Ecology Paper			Final Reflection
2. Analyze the major tenets of information practice and apply them in multiple contexts.	Community Engagement Activity Elevator Pitch	Searching Library Online Databases	Omeka Digital Library Authority Control Principles Papers Final Paper	Strategic Plan
3. Connect diverse communities & individuals with appropriate resources.		Searching OPAC Systems Searching Digital Libraries		Strategic Plan
4. Explain the dependence of information retrieval on the organization of information.		Searching Library Online Databases Searching OPAC Systems Searching Digital Libraries	Crosswalk Authority Control Essay	

*Depending on your semester and year of matriculation, your core course works may be different from the examples charted here. *You should discuss whichever core course works you completed in your classes in program and their connections to the current program learning outcomes.*

FACULTY ROLE IN THE EXIT ASSESSMENT

The faculty have two roles in the Exit Assessment process. They may advise you on the elements of your Exit Assessment, and they will grade the final Exit Assessment.

- **Advising:** Your adviser can give you feedback **one time** on your Exit Assessment prior to final submission; if you desire feedback, you must submit the Exit Assessment to your adviser at least two weeks prior to final submission (see the timeline above). It is expected that you will submit your best effort to your adviser for their review. The adviser does not serve as your editor and will not do line-by-line corrections.
- **Grading:** The Exit Assessment is graded Pass/Fail only. Your adviser and one other faculty member will grade it. Both the resume and learning outcomes essay must be included for the Exit Assessment to be considered complete; incomplete Exit Assessments will not be graded. The learning outcomes essay is graded on both content and the quality of the writing (see rubric below). You will be notified of the result only when the Exit Assessment has been fully graded, and you should not expect detailed commentary on the Exit Assessment beyond the Pass/Fail grade.

GRADING RUBRIC FOR THE EXIT ASSESSMENT

	Criteria	Exemplary (3)	Target (2)	Acceptable (1)	Unacceptable (0)
For each Learning Outcome #1-#4:	<i>Analysis</i>	<p style="text-align: center;">→ A score of exemplary exceeds target expectations for criteria area (see next column right) →</p>	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).
	<i>Interconnections</i>		The reflection explicitly discusses the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	The reflection provides some discussion of the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	There is little to no attempt to discuss the connection between content learned in the core courses, in other courses, and professional goals.
	<i>Self-awareness</i>		The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate

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	Criteria	Exemplary (3)	Target (2)	Acceptable (1)	Unacceptable (0)
Overall:	<i>Planned application to real-world practice</i>	→ A score of exemplary exceeds target expectations for criteria area (see next column right) →	Reflection statement provides evidence of student's anticipated use of knowledge gained from the program to appraise, compare, contrast, plan for new actions or response, or propose remedies within the context of library and information practice.	There is some attempt to explain how knowledge gained from the program will be applied to the context of library and information practice, but examples provided are shallow or unrealistic.	No attempt is made to explain how knowledge gained from the program will be applied to the context of library and information practice.
	<i>Organization</i>		Reflection has a clear structure and few if any digressions or irrelevant discussion.	Reflection has a sense of structure, but also includes digressions or irrelevant discussion.	Reflection has no discernable structure and loses focus frequently.
	<i>Clarity</i>		Ideas are expressed clearly and are easy to follow.	Ideas are usually expressed clearly but are sometimes difficult to follow.	Ideas are not expressed clearly and are difficult to follow.

To pass the Exit Assessment, students must (A) have a category total ≥ 2 for each of the 5 overall categories (LO 1, LO 2, LO 3, LO 4, and Overall) AND (B) score an Unacceptable in no more than 1 sub-categories for each of the 5 overall categories.

2021-2022 Academic Year-End Report

April 18, 2022

Members:

Maria Cahill

Namjoo Choi

Kaylee McMunn (student representative)

Sarah Barriage (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

Goals for 2021-2022 Academic Year

1. Employer Survey
2. Learning Outcome Essays Assessment
3. LIS Program Assessment Process Review

Description of Goals

Employer Survey

In AY 2021/2022, the Planning Committee administered our biennial employer survey to collect feedback and opinions from library directors and supervisors about graduates from our MSLS program. For this iteration, the following items from the AY 2019/2020 survey were kept: fifteen items chosen to measure the competency areas of our graduates (adopted and modified from the list of core competencies suggested by the American Library Association), four items to measure program learning outcomes, an open-ended question soliciting expected skills or knowledge of recent graduates, and a question asking respondents to identify what type of employer they represent. For the items related to the competency areas of our graduates, the examples given after each question stem were removed to improve readability. Language was included to specify that respondents only consider those employees who have graduated from the UK SIS Master's in Library Science program within the last five years. We received 37 responses that indicated having employed at least one UK MSLS graduate at their organization in the last five years, though only 26 provided responses to subsequent questions. See Appendix 1 for the full analysis of survey responses.

Learning Outcome Essays Assessment

The Planning Committee assessed student scores on the program learning outcome essays submitted in the Spring, Summer, and Fall semesters of 2021. The average mean for all learning

outcomes each semester was above 2 points. Scores on each of the four learning outcomes were highly correlated. Grading between advisors and secondary reviewers displayed no statistically significant differences in Fall 2021. See Appendix 2 for a full analysis of student scores on the program learning outcome essays.

LIS Program Assessment Process Review

The Planning Committee worked with the Curriculum Committee and the Director of Assessment to review the LIS Program Assessment Process document, last revised in Fall 2017. This document was updated to reflect the assessment activities undertaken by the Director of Assessment, as this document had not been updated since this position was created. See Appendix 3 for the updated LIS Program Assessment Process document

Additional Item

The Spring 2022 Final Exam Committee proposed the following change to the LIS Exit Assessment grading guidelines:

Original grading guidelines:

To pass the Exit Assessment, students must (A) have a category total ≥ 2 for each of the 5 overall categories (LO 1, LO 2, LO 3, LO 4, and Overall) AND (B) score an Unacceptable in no more than 1 sub-categories for each of the 5 overall categories.

New grading guidelines:

To pass the Exit Assessment, students must score no more than one Unacceptable across all criteria.

The LIS faculty voted to approve this change in the January 2022 faculty meeting. This change will take effect in Summer 2022 and will be reviewed as needed.

Action Items for the 2022-2023 Academic Year

1. Alumni Survey
2. Program Learning Outcomes Essay Assessment
3. Continue LIS Program Assessment Review Process

Appendices

1. 2021-2022 Employer Survey Analysis Report
2. 2021-2022 Program Learning Outcomes Essay Assessment
3. LIS Program Assessment Process document

Appendix 1: 2021-2022 Employer Survey Analysis Report

Library & Information Science
University of Kentucky
Planning Committee

2021/2022 Employer Survey Analysis

January 26, 2022

Members:

Maria Cahill

Namjoo Choi

Kaylee McMunn (student representative)

Sarah Barriage (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

In AY 2021/2022, the Planning Committee administered our biennial employer survey to collect feedback and opinions from library directors and supervisors about graduates from our MSLS program. For this iteration, the following items from the AY 2019/2020 survey were kept: fifteen items chosen to measure the competency areas of our graduates (adopted and modified from the list of core competencies suggested by the American Library Association), four items to measure program learning outcomes, an open-ended question soliciting expected skills or knowledge of recent graduates, and a question asking respondents to identify what type of employer they represent. For the items related to the competency areas of our graduates, the examples given after each question stem were removed to improve readability. Language was included to specify that respondents only consider those employees who have graduated from the UK SIS Master's in Library Science program within the last five years.

In November 2021, we used SurveyMonkey to distribute the online survey to 89 known recent employers of our graduates. We also distributed the survey to 163 alumni and asked them to forward the survey invitation to their current employer. Ultimately, we received 37 responses that indicated having employed at least one UK MSLS graduate at their organization in the last five years, though only 26 provided responses to subsequent questions.

Table 1 presents the types of libraries that completed the survey. Over half the respondents indicated they represent a public library (n = 15, 60%), followed by academic libraries (n = 5, 20%), school libraries (n = 3, 12%), medical or health libraries (n = 1, 4%) and association libraries (n = 1, 4%). While no respondents indicated representing state libraries, archives, corporate libraries, law libraries, special libraries, or community-based organizations, 12 respondents skipped the question.

Table 1. Q5: What type of employer do you represent? (multiple answers are permitted)

Employer Type	Frequency	Percent
School Library	3	12%
Public Library	15	60%
Academic Library	5	20%
State Library	0	0%
Archives	0	0%
Corporate Library	0	0%
Medical or Health Library	1	4%
Law Library	0	0%
Special Library	0	0%
Community-based Org.	0	0%
Other (Association Library)	1	4%

We also asked how many total UK SIS Master's of Science in Library Science graduates have been employed during the last five years. Approximately two-thirds of the respondents indicated having employed between one and three graduates (n = 17, 68%). Eight percent answered they employed between four and six graduates (n = 2), eight percent answered they employed seven or more graduates (n = 2), and four percent answered they employed none within the last five years (n = 1). Twelve percent (n = 3) responded that they didn't know or preferred not to say how many UK Library Science graduates they had employed during the last five years. Twelve respondents skipped this question.

Table 2. Q6: How many UK Library Science graduates have you employed during the last five years?

Number	Frequency	Percent
None	1	4%
1-3	17	68%
4-6	2	8%
7 or more	2	8%
I don't know/Prefer not to say	3	12%

Table 3 indicates the degree of competencies of our graduates rated by the participants. Overall, the grand mean of all responses was fairly high across the fifteen areas (M = 4.51). The six strongest competency areas in descending order were “Assist clients” (M = 4.68), “Effective users of technology” (M = 4.68), “Good learners” (M = 4.63), “Effective communicators” (M = 4.62), “Organize information” (M = 4.60), and “Fundamental principles” (M = 4.58). The lowest scored competency areas include “Emerging technologies” (M = 4.29), “Good managers” (M = 4.32), “Good instructors” (M = 4.36), “Original research” (M = 4.38), “Analyze problems” (M = 4.38), and “Good leaders” (M = 4.39). No respondents strongly disagreed on any of the competencies. For five of the competencies, one respondent disagreed.

Table 3. Q2: Responses on the degrees of graduates’ competencies

Competency	Frequency						Mean		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA	Mean	SD	Rank
Fundamental Principles	0	1	1	6	18	0	4.58	0.76	6
Analyze Problems	0	0	3	10	13	0	4.38	0.70	11
Effective Communication	0	0	2	6	18	0	4.62	0.64	4
Manage Information Resources	0	0	1	10	15	0	4.54	0.58	7
Organize Information	0	0	0	10	15	1	4.60	0.50	5
Effective Technology	0	0	1	6	18	1	4.68	0.56	1
Emerging Technology	0	1	3	8	12	2	4.29	0.86	15
Assist Clients	0	0	0	8	17	1	4.68	0.48	1
Promote & Evaluate Services	0	0	2	7	15	2	4.54	0.66	7
Original Research	0	1	2	8	13	2	4.38	0.82	11
Good Learners	0	0	1	7	16	2	4.63	0.58	3
Good Instructors	0	0	5	4	13	4	4.36	0.85	13
Good Managers	0	1	3	6	12	4	4.32	0.89	14
Good Leaders	0	1	2	7	13	3	4.39	0.84	10
Well Prepared	0	0	2	8	16	0	4.54	0.65	7

Table 4 indicates the degree of agreement with our graduates' ability to perform our four stated program learning outcomes. Overall, the grand mean of all responses was fairly high across the four learning outcomes (M = 4.37). The strongest performance was in the ability to connect diverse communities and individuals with appropriate resources (M = 4.50) and the ability to explain the dependence of information retrieval on the organization of information (M = 4.50), while the lowest scored program learning outcome was the ability to describe how communities and individuals interact with/in information ecosystems (M = 4.09). No respondents disagreed or strongly disagreed with any of the program learning outcome questions.

Table 4. Q3: Responses on the degree of graduates' ability to perform stated learning outcomes

Program Learning Outcome	Frequency						Mean		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA	Mean	SD	Rank
... able to describe how communities and individuals interact with/in information ecosystems	0	0	6	8	8	3	4.09	0.81	4
... able to analyze the major tenets of information practice and apply them in multiple contexts	0	0	2	10	10	3	4.36	0.66	3
... able to connect diverse communities and individuals with appropriate resources	0	0	1	10	13	1	4.50	0.59	1
... able to explain the dependence on information retrieval on the organization of information	0	0	2	7	13	3	4.50	0.67	1

We asked an open-ended question about particular skills that employers felt recent graduates of the Master’s of Library Science program should possess. The eight responses collected for this question are included in Table 5.

A majority of responses pointed to practical skills necessary to be a successful librarian or informational professional including intrapersonal and written communication skills and some prior library experience (paid, voluntary, or internship/practicum). Additionally, several responses pointed to the value of instructional skills in both traditional and online contexts. Finally, two of the responses identified the importance of management and leadership skills. One response conveyed the need for greater attention to tenets of the profession, specifically intellectual freedom and information access.

Table 5. Q4: Are there particular skills that recent graduates you employ or have employed within the last five years should have?

Recent graduates who have couple their education with work experience be it in an academic or public setting typically fair well and have a good grasp of library technology and resources. That said, I have noticed even going back to my days in in the program there is a heavy focus on the academic side of librarianship and not the public side. While this make sense given the makeup of instructors and their library experience graduates lack some of the fundamental skills they will need should they choose to work on the public side. In recent years I have also noticed that the graduates I talk to and discuss the profession with seem to lack some of the basic understanding of tenants of librarianship especially related to freedom and access of information and understanding that the library serves all populations as outlined by the ALA Library Bill of Rights. Perhaps this is trending fad, but it still of some concern given our trusted role in the community and something we should reinforce at every level.
-Practical experience working/interning in a library environment -Realistic knowledge of proactive customer service
Soft skills - sometimes new employees have trouble really understanding that this is a service industry. (in addition to what they learn in the MLIS program). They should also have spent some time in a public library working/volunerring, etc.
teaching and instructional design; data services; scholarly communications; writing and publishing; technology/programming skills
Leadership and management
Knowledge of how community needs influence the decisions made by individual libraries; Laws that affect libraries; the practical skills of working with a variety of patrons and staff.
Technology leaders, information curators, online learning innovators
New to the profession are typically good learners and workers, however they tend to need a good deal of coaching on doing instruction, marketing, and how an organization's administration typically works.

We asked an open-ended question soliciting any additional comments, either to clarify responses or to comment on other aspects of the UK SIS Master's of Science in Library Science program. The nine responses to this question are included in Table 6.

Four of the responses conveyed satisfaction with the program's preparation of students. Two responses pointed to a need for greater attention to management and leadership development within the program, and two responses suggested that the program better prepare soon-to-be graduates for the demands of securing a professional position, including guidance on preparing written documents such as CV and cover letters and fully responding to interview questions. One of the responses was specific to the individual employed but suggested that the program might better prepare students with information about the realities of librarianship including typical salary scales and opportunities for promotion or advancement.

Table 6. Q7: Is there anything else you would like to add, either to clarify any of your responses above, or to comment on other aspects of the UK Library Science program?

A true leader and asset to the field!
Coursework in management needs to be increased. Professional librarians are no longer being hired to sit behind a desk. They need to be able to manage people, budgets, programs, buildings and collections.
I don't know if you do mock interviews for graduates, but if not that might be something to add to the program. A lot of graduates have an understanding of library principles, but fail to demonstrate this understanding on a deeper level when interviewing.
In general the graduates we hire from UK are very good employees. Thank you for preparing them.
More exposure to leadership and management, although it's a challenge in the field in general. How diverse is the program? I don't get a diverse pool of candidates when I have a professional level opening and was wondering what we can do to attract more diversity to this field of study.
The graduate that we employ demonstrates a very strong professional understanding of library information systems and managing collections.
The UK graduate who works here is acquiring a different degree so he can leave the profession. Some of that is related to changes in his personal life and to pandemic considerations, but in addition I don't think he truly considered the big picture of public library work before committing to getting the degree. In looking back, he needed to be pushed to think about the long-term effects of typical salaries, opportunities for promotion locally, and how one finds joy and satisfaction in a library career before he embarked on it.
UK graduates sometimes do not rise to the top of our applicant pools because some other schools seem to do a better job of preparing students to write strong cover letters and CVs for academic library jobs. I do not think there is a major difference in skill level among graduates of most schools, but I have noticed differences in how applications are put together. If not already doing so, I would encourage UK to conduct mentoring/workshops/etc. around academic library job applications and interviews.

While I appreciate the excellent education experience our employee had at UK, I must also be transparent that this person worked at the library as a student and staff member before being hired as faculty. The UK degree proved to enhance a skillset that had been building continually throughout the person's work history in the health science library.

Appendix 2: 2021-2022 Program Learning Outcomes Essay Assessment

Library & Information Science
University of Kentucky
Planning Committee

2021-2022 Program Learning Outcomes Essay Assessment

March 23, 2022

Members:

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Sarah Barriage (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

The Planning Committee assessed student scores on the program learning outcome essays submitted in the Spring, Summer, and Fall semesters of 2021. Rubrics for the Spring, Summer, and Fall 2021 exit assessment are included as Appendix A.

Means and Standard Deviations for Learning Outcome Scores

First, we analyzed the means and standard deviations of the scores for individual learning outcomes as shown in Table 1 (Spring 2021), Table 2 (Summer 2021), Table 3 (Fall 2021), and Table 4 (Overall). Since the grading rubrics assessed three different components of each learning outcome (analysis, interconnections, and self-awareness), we averaged those three components and calculated the mean for each learning outcome.

The average mean for each learning outcome was above 2 points. This implies that students showed high mastery across the four learning outcomes, and across Spring, Summer, and Fall 2021 semesters.

Table 1. Scores for Learning Outcomes – Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
SLO 1	59	1.17	2.67	2.01	0.31
SLO 2	59	1.17	2.50	2.01	0.25
SLO 3	59	0.67	2.67	2.01	0.35
SLO 4	59	1.00	2.67	2.05	0.31

Table 2. Scores for Learning Outcomes – Summer 2021

	N	Minimum	Maximum	Mean	Std. Deviation
SLO 1	17	1.17	2.67	2.05	0.37
SLO 2	17	1.17	2.67	2.00	0.44
SLO 3	17	1.00	2.50	2.05	0.32
SLO 4	17	1.17	2.83	2.04	0.36

Table 3. Scores for Learning Outcomes – Fall 2021

	N	Minimum	Maximum	Mean	Std. Deviation
SLO 1	46	1.00	2.83	2.07	0.36
SLO 2	46	0.67	3.00	2.03	0.42
SLO 3	46	0.50	3.00	2.01	0.39
SLO 4	46	0.50	2.83	2.01	0.40

Table 4. Scores for Learning Outcomes – Overall 2021

	N	Minimum	Maximum	Mean	Std. Deviation
SLO 1	122	1	2.83	2.04	0.34
SLO 2	122	0.67	3.00	2.02	0.35
SLO 3	122	0.50	3.00	2.02	0.36
SLO 4	122	0.50	2.83	2.03	0.35

Correlations Between Learning Outcome Scores

As shown in Table 5 (Spring 2021), Table 6 (Summer 2021), Table 7 (Fall 2021), and Table 8 (Overall 2021), the relationships between the four learning outcomes were further examined. We analyzed the correlations between scores on each of the four learning outcomes. The results show that scores on all four learning outcomes are highly correlated.

Table 5. Correlations between Learning Outcome Scores – Spring 2021

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.654**	.746**	.739**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	59	59	59	59
SLO2	Pearson Correlation	.654**	1	.594**	.694**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	59	59	59	59
SLO3	Pearson Correlation	.746**	.594**	1	.688**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	59	59	59	59
SLO4	Pearson Correlation	.739**	.694**	.688**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	59	59	59	59

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

Table 6. Correlations between Learning Outcome Scores – Summer 2021

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.880**	.582*	.588*
	Sig. (2-tailed)		<.001	.014	.013
	N	17	17	17	17
SLO2	Pearson Correlation	.880**	1	.674**	.807**
	Sig. (2-tailed)	<.001		.003	<.001
	N	17	17	17	17
SLO3	Pearson Correlation	.582*	.674**	1	.835**
	Sig. (2-tailed)	.014	.003		<.001
	N	17	17	17	17
SLO4	Pearson Correlation	.588*	.807**	.835**	1
	Sig. (2-tailed)	.013	<.001	<.001	
	N	17	17	17	17

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 7. Correlations between Learning Outcome Scores – Fall 2021

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.733**	.764**	.568**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	46	46	46	46
SLO2	Pearson Correlation	.733**	1	.752**	.700**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	46	46	46	46
SLO3	Pearson Correlation	.764**	.752**	1	.731**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	46	46	46	46
SLO4	Pearson Correlation	.568**	.700**	.731**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	46	46	46	46

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

Table 8. Correlations between Learning Outcome Scores – Overall 2021

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson Correlation	1	.723**	.728**	.632**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	122	122	122	122
SLO2	Pearson Correlation	.723**	1	.665**	.706**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	122	122	122	122
SLO3	Pearson Correlation	.728**	.665**	1	.722**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	122	122	122	122
SLO4	Pearson Correlation	.632**	.706**	.722**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	122	122	122	122

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

Differences in Scores Assigned by First and Second Readers

Since two readers assess each learning outcomes essay, we analyzed whether there was a significant difference between the scores assigned by the first reader (the student’s advisor) and those assigned by the second reader. In order to do so, we compared the means between these two groups using scores from Fall 2021 (Table 9).

There were no significant differences in the scores assigned by the first reader and the second reader for any of the four learning outcomes.

Table 9. The analysis of mean differences between advisors and secondary reviewers – Fall 2021

	Reader	Mean	SD	SE	Statistics	
SLO 1	First	2.09	0.42	0.06	t-stat	0.330
	Second	2.06	0.42	0.06	df	90
					p-value	0.742
SLO 2	First	2.02	0.40	0.06	t-stat	-0.208
	Second	2.04	0.59	0.09	df	90
					p-value	0.836
SLO 3	First	2.01	0.41	0.06	t-stat	-0.077
	Second	2.01	0.49	0.07	df	90
					p-value	0.939
SLO 4	First	2.05	0.39	0.06	t-stat	0.748
	Second	1.98	0.53	0.08	df	90
					p-value	0.456

Appendix A: Learning Outcomes and Grading Rubrics – Spring, Summer, Fall 2021

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

Each SLO is measured for Analysis, Interconnections, and Self-awareness. For each metric, there are four possible scores, each with unique criteria.

Analysis:

- 3 points: Exemplary – Exceeds target expectations
2 points: Target – The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.
1 point: Acceptable – The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.
0 points: Unacceptable – Reflection does not move beyond description of the learning experience(s).

Interconnections:

- 3 points: Exemplary – Exceeds target expectations
2 points: Target – The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.
1 point: Acceptable – The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
0 points: Unacceptable – There is little to no attempt to demonstrate connections between the learning experiences in the core course and that of other courses; previous learning experiences; and/or professional goals.

Self-awareness:

- 3 points: Exemplary – Exceeds target expectations
2 points: Target – The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.
1 point: Acceptable – There is some attempt at self-evaluation, but on a whole the reflection lacks depth.
0 points: Unacceptable – There is little to no attempt to self-evaluate.

Appendix 3: LIS Program Assessment Process

LIS Program Assessment Process

(12/6/2021)

The following document outlines the iterative program review process that involves gathering and analyzing multiple sources of data; using that data to set annual goals; and assessing how well those goals were met. The end of the document includes a timeline that reflects these assessment activities.

Data that inform continuous program review:

- I. Program Review
 - A. Course Data
 - B. Exit Assessment Data
 - C. LIS 600 Pre- and Post-Tests
 - D. Entrance and Exit Surveys
 - E. Reporting to University
- II. Alumni and Employer Surveys
- III. Technology and Diversity Audits
- IV. Advisory Board Feedback

I. Program Review

Program review is an annual and ongoing process coordinated by the Director of Assessment and the Planning Committee. Program level outcomes are assessed using data obtained at the course level using instructor-rated course assignments, exit assessment data, pre- and post-test data from LIS 600, and entrance and exit surveys.

A. Course Data

The course assignments (from core courses, including the technology requirement course) used in assessment were selected because they best measure how well students have addressed program outcomes (see Appendix A for program learning outcomes). Assignments include projects, papers, hands-on exercises, or other products of student work (see Appendix B for list of assignments).

Standardized rubrics have been developed for required assignment assessment (see Appendix C for list of rubrics). These rubrics are used to assess how well assignments demonstrate the acquisition of program learning outcomes. Every core course instructor obtains the appropriate rubrics through Canvas. Each student's assignment is scored by the course instructor during the regular grading process.

At the end of the academic year, the Assistant Director collects the rubric data in a shared spreadsheet. Data is compiled and stored for all courses every year. The Director of Assessment analyzes the data from course rubrics (as well as data from LIS 600 pre- and post-tests and the entrance and exit surveys) and compiles a report to distribute to faculty in August, prior to the faculty retreat. Each report is also made available on the SIS Assessment Outcomes Canvas page.

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

Note: As of Fall 2021 the Director of Assessment will not produce a report on an annual basis. Instead, this will be done every three years, in conjunction with assessment reporting to the university.

B. Exit Assessment Data

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

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

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

C. Pre- and Post- Tests in LIS 600

Each semester, a pre- and post-test is distributed to LIS 600 students, which were developed by the Director of Assessment in conjunction with the LIS 600 instructors and are distributed by the LIS 600 instructors each semester. The pre- and post-tests include self-assessments of efficacy related to LIS 600 course outcomes, LIS program outcomes, and content-based knowledge questions. The Director of Assessment analyzes the data from the pre- and post-tests, with the results included in the yearly report distributed to faculty in August, prior to the faculty retreat.

Note: As of Fall 2021 the Director of Assessment will not analyze pre- and post-tests on an annual basis. Instead, this will be done every three years.

D. Entrance and Exit Surveys

Each academic year, the Director of Assessment, in conjunction with the Assistant Director, creates an Entrance Survey and an Exit Survey. Links to these surveys are provided to the Assistant Director in August, who shares them with staff to distribute to students who are entering the LIS program and those who are in their final semester of the program, respectively. The Director of Assessment analyzes the data from the exit and entrance surveys, with the results included in the yearly report distributed to faculty in August, prior to the faculty retreat.

Note: As of Fall 2021 the Director of Assessment will not analyze entrance and exit surveys on an annual basis. Instead, this will be done every three years.

E. Reporting to University

Commencing Summer 2022, the Director of Assessment and the Assistant Director compile a report to submit to the University of Kentucky Office of Institutional Effectiveness every three years. This report includes rubric data, pre- and post-test data, and information from the entrance and exit surveys. This data will be used as evidence to indicate whether program benchmarks have been met for each program learning outcome.

II. Alumni and Employer Surveys

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

Note: Please see 2019-2020 Report Standardization Recommendations from LIS Planning Committee (Appendix D).

IV. Technology and Diversity Audits

The Curriculum Committee conducts technology (even years) and diversity audits (odd years) of the curricula biennially during alternating years. The Curriculum Committee summarizes the results of the audits and prepares a report for the faculty in the Spring semester. The committee's report informs planning and setting of annual goals.

V. External Advisory Council Feedback

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

VI. The Planning Cycle

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

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

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

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

Table 1. Yearly Planning and Assessment Activities

Month	Action	Entity Responsible
August	Hold program review and curriculum retreats	Faculty
	Discuss report from the Director of Assessment (every three years, commencing summer 2022)	Faculty
	Discuss reports from previous year's Planning and Curriculum Committees	Faculty
	Conduct Graduate Survey (Summer graduates)	Assistant Director
	Export core course and exit assessment learning outcomes rubric data for previous academic year	Assistant Director
September	Hold faculty meeting	Faculty
October	Hold faculty meeting	Faculty
	Launch Alumni Survey (even years) or Employer Survey (odd years)	Planning Committee
November	Hold faculty meeting	Faculty
December	Hold faculty meeting	Faculty
	Conduct Graduate Survey (Fall graduates)	Assistant Director

January	Hold faculty meeting	Faculty
	Begin Technology Audit (even years) or Diversity Audit (odd years)	Curriculum Committee
February	Hold faculty meeting	Faculty
March	Hold faculty meeting	Faculty
	Share results of Technology (even years) or Diversity Audit (odd years)	Curriculum Committee
	Share Alumni (odd years) or Employer Survey report (even years)	Planning Committee
	Convene External Advisory Council	Director
April	Hold faculty meeting	Faculty
	Share report on exit requirement learning outcomes assessment	Planning Committee
May	Hold final faculty meeting	Faculty
	Share final reports	Curriculum and Planning Committees
	Conduct Graduate Survey (Spring graduates)	Assistant Director

Appendix A: Program Learning Outcomes

Graduates can:

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

Appendix B: List of Core Course Assignments

Course	Artifacts	Learning Outcomes
LIS 600	Information ecology paper	LO 1 & 3
	Community engagement activity	LO 2 & 3
	Elevator pitch	LO 2
LIS 601	Searching library online databases (1)	LO 4
	Searching library online databases (2)	LO 4
	Searching OPAC systems	LO 4
	Searching digital libraries	LO 4
LIS 602	Omeka Digital Library	LO 2 & 4
	Crosswalk	LO 4
	Authority Control	LO 2 & 4
	Principles Papers	LO 2
	Final Paper	LO 2
LIS 603	Final reflection	LO 1
	Strategic plan	LO 2 & 3

Appendix C: Learning Outcome Rubrics

Scored 1 to 4 in points, with 4 reflecting the highest level of mastery.

Outcome #1:	Describe how information ecosystems affect communities/individuals.
1 point	Identify basic elements of information ecosystems.
2 points	Describe elements of information ecosystems.
3 points	Analyze information ecosystems with little or no consideration of implications.
4 points	Analyze information ecosystems with substantive consideration of implications.

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

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

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

Appendix D: Report Standardization Recommendations from LIS Planning Committee

Library & Information Science University of Kentucky Planning Committee

2019-2020 Report Standardization Recommendations

May 4, 2020

Members:

Sarah Barriage

Ashley DeWitt

Terry Duncan (student representative)

Robert Shapiro (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

The 2018-2019 Planning Committee suggested three action items for the 2019-2020 academic year including reviewing the LIS Program Assessment Process. As part of the review for that process, it was determined that the Planning Committee ought to make a recommendation for standardizing future Alumni, Employer, and Learning Outcome Essays Assessment reports.

The committee understands that the following recommendations may, at times, be unattainable, and for that reason, any notion of standardization ought to be considered as prescriptive guidelines rather than rigid requirements.

Alumni Survey Report

The Alumni Survey seeks to collect feedback and opinions from alumni of the MSLS program. This survey is disseminated biannually in early Fall and reported to the faculty prior to the following January. The Alumni Survey ought to mirror language of the Employer Survey whenever possible. For instance, the Type of Information Organization options ought to mirror the options for the Employer Types in the Employer Survey. This report should include the following content:

- A brief description of the survey and when it was disseminated.
- Any changes made to the instrument since its last iteration with an explanation of why those changes were made.
- Response rates for each question.
- Frequency and percentages for quantitative question in which reporting mean, median, and/or mode would not be appropriate. For example, participants are asked to respond to a question regarding their Area of Concentration, which can be reported in terms of frequency and percentage of total responses.
- In some cases, it may be appropriate to delineate responses between meaningful categories of participants. For example, individuals who graduated prior to and after a certain date, or across areas of concentration. In those instances, t-tests or other

analyses that determine statistically significant differences between groups may be appropriate.

- Full, unedited responses from questions requesting open text responses. For example, the Alumni Survey asks participants for any other comments about their program of study or their subsequent career path. These responses can be included in the text of the report or as an appendix.
- In cases when reviewing the full set of open text responses would be cumbersome, a summary or thematic analysis would be appropriate.

Employer Survey Report

The Employer Survey seeks to collect feedback and opinions from library directors and supervisors about graduates from the MSLS program. This survey is disseminated biannually in early Fall and reported to the faculty prior to the following January. The Employer Survey ought to mirror language of the Alumni Survey whenever possible. For example, Q5 of the 2019-2020 AY survey asks: “What type of employer do you represent?” The Employer Types provided in this question mirror the same question from the Alumni Survey. This report should include the following content:

- A brief description of the survey and when it was disseminated.
- Any changes made to the instrument since its last iteration with an explanation of why those changes were made.
- Response rates for each question.
- Frequency and percentages for quantitative questions in which reporting mean, median, and/or mode would not be appropriate. For example, Q6: How many total UK SIS Master’s of Science in Library Science graduates (regardless of when they graduated) have you hired in the last two years?”
- Mean, standard deviation, and rank for questions that ask participants to respond based on a Likert scale. For example, Q2 asks respondents to rank the degree of graduates’ competencies from Strongly Disagree to Strongly Agree.
- Full, unedited responses from questions requesting open text responses. For example, Q4 asks: “What specific skills or knowledge do you expect recent graduates of Master’s of Library Science programs to possess?” These responses can be included in the text of the report or as an appendix.
- In cases when reviewing the full set of open text responses would be cumbersome, a summary or thematic analysis would be appropriate.

Program Learning Outcome Essay Assessment Report

The Program Learning Outcome Essay Analysis is an assessment of the program learning outcome assessment and the grading of those essays. The analysis for the Program Learning Outcome Essay Assessment is based on calendar year data. For example, Spring 2018, Summer 2018, and Fall 2018 semesters. This report should include the following sections and content:

- A brief description of the program learning outcome requirements and rubrics.
- Any changes made to the requirements or rubrics since the last iteration of the report with an explanation of why those changes were made.
- Summary scores for each learning outcome by semester including mean, standard deviation, standard error, upper and lower at 95% confidence interval for mean.
- Relationships between the learning outcomes, defined by Pearson r correlations,

- should be reported by semester, with relative p-values.
- Analyses of mean differences between advisors (primary reviewers) and secondary reviewers, for each learning outcome, by semester. Mean, standard deviation, standard error and statistics should be reported.
 - Learning Outcomes and Rubrics should be included as appendices.

End of Year Report

The End of Year Report is a cumulative report and summary of yearly activities performed by the committee. This report should include the following sections and content:

- Goals for the [xxxx-xxxx] Academic Year
These are taken from the Action Items for [xxxx-xxxx] Academic Year section and any ad hoc items that were added mid-academic year.
- Description of Goals
This section provides a summary of actions taken and conclusions reached relative to each Goal.
- Action Items for [xxxx-xxxx] Academic Year
These are recommendations for the following academic year.
- Appendices
Each report submitted during the academic year should be included as an Appendix.

Overall Recommendations

Every report from the Planning Committee ought to include the following information:

- A title for the report including the current academic year
- The date the report was delivered to the LIS Faculty
- A list of the committee members including ex-officio and student representatives
- Pagination of some kind should be included on all documents
- Likert scales should be mirrored across reports. If, for example, a five-point scale regarding agreement to a statement is utilized, all surveys should utilize the same number of points and same language.

Future Recommendations

1. The Planning Committee should periodically review any reporting standards or guidelines adopted by the faculty in order to be consistent with accreditation requirements or the needs of the LIS program.
2. Future iterations of the Planning Committee – and accreditation efforts – would benefit from report templates.

SIS Culture Meeting Summary

Fall 2022

On Friday, March 25, 2022, the School of Information Science held a meeting to discuss office culture and environment. This conversation comes after two years of a pandemic where many employees experienced (in some cases for the first time) either full-time work from home, flexible work hours, or partial work from home. Now, the School is starting a dialogue to understand how its employees work best and how to balance that while rebuilding a dynamic and interactive on campus work environment. This document summarizes that meeting.

Themes emerged as things employees value in a workplace including

- Flexibility
 - Multi-modal options for work, office hours, etc.
 - Different groups/employees have different preferences/needs
- Transdisciplinarity (Faculty)
- Collegiality
 - Collaboration
 - Community

Possible areas of discussion for future meetings include

- The inherent tension between individual flexibility and the desire for community
- Balancing individuals concerns about the ongoing pandemic
- Figuring out how to effectively balance electronic and in-person interactions/work
- Balancing rules, community agreements, work norms
- Building the organizational structures and policies to support Flexibility, Collegiality and Transdisciplinarity.