

III. FACULTY

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III. FACULTY

Introduction

The size of the full-time faculty during this review period fluctuated between nine and 11, with 10 for the current academic year (2003-2004). Over the past eight years, a total of 17 members served on the faculty, with three appointed to one-year temporary positions. One faculty member retired, and three left to take opportunities at other universities. Issues related to faculty retention will be addressed below.

For faculty appointment, the University of Kentucky has two tracks: the Regular Title and the Special Title. Both are tenure-track positions. A Regular Title position carries approximately a 45 percent teaching load and 40-50 percent research commitment, and a Special Title position requires a heavier load in teaching and service, typically 79-90 percent, combined. The Special Title positions at the university allow the distribution of effort to be tailored to a specific assignment, typically substituting more teaching or more service for the research component. The majority of the faculty are in Regular Title positions.

Faculty: Accomplishing Program Objectives

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

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

- To contribute to the advancement of theory and practice through systematic and continuing research and publication.
- To provide continuing education opportunities that assist information professionals in maintaining their professional competence, and responding effectively to the information needs of the clients they serve.
- To contribute to professional practice and the activities of professional organizations through continuing professional service.
- To recruit, develop, support and retain faculty and staff that possess the qualities requisite for significant contribution to the school and to the profession.
- To develop and maintain collaborative relationships with individuals and units within the college and university to further the mission of the school.

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

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

Full-Time Faculty

Since 1996, six full-time faculty have been appointed, including two in the Special Title series. One of these is a new position in the Special Title series, created in 2003. During the review period, no promotion took place. Currently, there is one vacant position on the faculty.

Between 1996 and 1998, the school employed three faculty with temporary one-year appointments in the Special Title series, one at the level of instructor and two as assistant professors. The school resorted to temporary appointments because of difficulty in filling the position in the school media area, due to the departure of the faculty on short notice and while the position in children's literature area was under review. The school is aware that one-year appointments are awkward, as the faculty do not establish continuity with the students and school. This situation has since been rectified. Currently, the school has one full-time faculty in school media, and a half-time faculty in charge of children's literature.

Table III-1 notes which faculty, how many, and at what ranks have been present during each of the years since the last accreditation assessment. For the current year (2003-2004), the distribution of faculty across ranks shows four full professors, two associate professors, and three assistant professors.

Table III-1 Numbers and Presence of Full-time Faculty, 1996-2003

Faculty	Y e a r s							
	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Professor	5	5	5	5	4	4	4	4
Assoc Prof	0	1	1	1	1	1	1	2
Asst Prof	4	2	2	3	3	3	5	3
Lecturer	2	2	2	2	2	2	2	1
Total	11	10	10	11	10	10	11	10
Andrews (3) ¹				x	x	x	x	x
Benoit (3)			x	x	x	x	x	
Bishop (3)		x	x					
Carrigan (4)	x	x	x	x	x	x	x	x
Case (1)	x	x	x	x	x	x	x	x
Chan (1)	x	x	x	x	x	x	x	x
Dunnagan ² (3)	x							
Esser ² (3)	x							
Jeng (2)	x	x	x	x	x	x	x	x
Lillard (3)							x	x
Lin (3)	x							
Miller ³ (2)							x	x
Peach ² (3)		x						
Rogers (1)	x	x	x	x				
Sineath (1)	x	x	x	x	x	x	x	x
Waldhart (1)	x	x	x	x	x	x	x	x
White (3)				x	x	x	x	x
<p>¹Faculty ranks are: (1) professor, (2) associate professor, (3) assistant professor, (4) lecturer.</p> <p>²Indicated faculty were one-year, temporary appointments.</p> <p>³Mr. Miller taught every semester during this period, as a school staff member appointed in the university library faculty position.</p>								

Currently, seven of the full-time faculty in the school hold tenure-track Regular Title appointments, with two appointed to Special Title positions, which require more teaching and service. The two Special Title faculty are responsible for their areas of specialty, namely, school media and information technology. In addition to teaching courses in their specialized areas, all Regular Title faculty are engaged in teaching one or more of the four core courses.

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

The departure of one of the junior faculty in 2003 left a vacancy, which the school intends to fill during 2003-2004. The position will be in the area of information technology and systems design. We expect the new faculty we recruit to add to our strengths and breadth. The school has defined one position in information technology for 2003-2004, and anticipates a second (probably in the information resources area) for 2004-2005.

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

Other specialties in which full-time faculty are thinly spread, due to departures, are the history of books and libraries, bibliographic instruction, bibliography, and publishing; the school faculty have decided that there are areas of higher priority. Currently, more full-time faculty are needed for staffing the area of technology, particularly LIS636 Microcomputers In Libraries and Information Centers, LIS637 Information Technology, and LIS668 Information Systems Design.

Additionally, Standard III-1 states that "Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution..." Of the nine members of the faculty at the beginning of 2003-2004, five are regular members of the graduate faculty and two have been appointed associate members.¹

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

Part-Time Faculty

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

Part-time faculty typically teach multiple sections of classes for which there is an insufficient number of regular faculty. They also teach specialized classes where the school lacks expertise among its regular faculty. With the exception of the summer term, when a part-time faculty member teaches LIS 601, part-time faculty typically do not teach the required core courses. Part-time faculty are engaged in areas such as archives, preservation, law, medicine, public libraries, and special collections. Part-time instructors also add depth in areas such as children's literature, school library media, cataloging, and reference services where the student enrollment is larger than can be accommodated by the full-time faculty. In this sense, the part-time faculty balance and complement the full-time faculty. Diverse backgrounds of part-time faculty enrich the quality and diversity of courses offered. Their practical experiences enhance the balance between theory and practice in the curriculum.

Full-time faculty subject competencies and assignments are an important consideration in the hiring of supplemental (i.e., part-time) faculty. The school is fortunate to have the cooperation of able and experienced practitioners whose areas of specialization complement and enhance the full-time teaching staff. Outstanding among these are two full-time staff of the school who typically teach two courses per year for the school: Assistant Director Dennis Carrigan teaches collection development and current problems in library and information science; and Joseph Miller, Coordinator of Computing Services for the school, teaches information technology courses in the master's curriculum and many continuing education short courses for various public-sector agencies throughout Kentucky. Because of his expertise in information technology and his proven record as a classroom instructor, Miller was appointed to a faculty position in the Special Title series in 2003. The vitae of Mr. Carrigan and Mr. Miller are included among those of the full-time faculty due to their regular participation in the curriculum.

For the period 1997-2003, 61 part-time instructors offered courses in the school program. At least 20 of these instructors continue to be involved in the program. The vitae of part-time instructors are on file in the director's office for the COA visiting team to inspect. Typically, part-time faculty are MLS-holding full-time professionals with 10 or more years of experience. Several of them hold other advanced degrees, including other master's degrees, the J.D. or Ph.D. degree.

Table III-2 shows the distribution of courses across full- versus part-time faculty for the last six years.

Table III-2 Numbers of Courses Taught by Full-Time versus Part-Time Faculty

Faculty	Semester or Term				Faculty	Semester or Term			
	Fall	Spring	4-week*	8-week*		Fall	Spring	4-week*	8-week*
1997 - 1998					2000 - 2001				
Full-time	25	21	6	10	Full-time	25	27	3	10
Part-time	14	14	2	14	Part-time	9	9	1	7
Total	39	35	8	24	Total	34	38	4	17
1998 - 1999					2001 - 2002				
Full-time	23	25	7	9	Full-time	22	29	4	10
Part-time	12	18	1	10	Part-time	9	10	0	6
Total	35	43	8	19	Total	31	37	4	16
1999 - 2000					2002 - 2003				
Full-time	24	22	6	10	Full-time	24	35	4	12
Part-time	11	8	1	10	Part-time	10	8	0	7
Total	35	30	7	20	Total	34	43	4	19
*The University of Kentucky conducts two summer terms, a 4-week followed by an 8-week.									

During the regular academic year, the percentage of courses taught by full-time faculty ranged from 58 percent to 74 percent, with an average of 65 percent. In the summer, however, the percentage of full-time faculty teaching ranged from 53 percent to 64 percent, with an average of 59 percent of the sections, reflecting the desire of many full-time faculty not to teach during the summer in order to devote more time to research and writing. As shown in table III-2, the school has relied less on part-time faculty in recent semesters than it has in the past. Furthermore, all core courses in the school's curriculum are taught by full-time faculty, except for LIS601 in the summer and off-campus.

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

Faculty: Teaching, Research, and Service

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

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

Instruction:
Course load for Regular Title Faculty: 2 x 2
Suggested workload: 40 percent
Advising and other curricular activities
Suggested workload: 10 percent
Research:
Suggested workload: 35 percent - 45 percent
Service:
Suggested workload: five percent - 15 percent
Administration and Professional Development:
Suggested workload: 0 percent - five percent

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

Applicable to all units in the university, the University of Kentucky Administrative Regulations, AR III.01, Policies and Procedures on Appointment, Promotion, Granting of Tenure, and Termination of Appointment, are followed in activities related to these matters. Tenure-track faculty have been recruited with the expectation that within six years of initial appointment they will qualify for promotion with tenure. During the probationary period, all tenured faculty are asked to evaluate the progress of each non-tenured faculty member formally every two years. The director conveys these observations as well as his own to the faculty member. Procedures for promotion, as they appear in the school Rules and Regulations, along with a summary given to the candidate, appear as Appendix III-4.

Since the last accreditation period, the school has successfully recruited six faculty members at the rank of assistant professor. Drs. Andrews (2000), Benoit (1998), Bishop (1997), and Lillard (2002) had a Ph.D. degree, teaching experience, and a record of scholarly accomplishment. Ms. White (1999) came with extensive experience in the area of school media. Mr. Miller, with extensive training and experience in computer technology, was appointed to the newly created Special Title position in 2003. These appointments of individuals with excellent credentials, who complement existing strengths of the faculty, are viewed as quite positive for the program. During this period, except for the promotion and appointment of Mr. Miller, none of the other non-tenured faculty was due for promotion review.

Other than those on one-year temporary appointments, four faculty have left the university between 1996 and 2003. These include one (Dr. Rogers) who retired with more than 25 years of service in the program. Drs. Benoit, Bishop, and Lin left to join the faculty at other schools of library and information studies.

The departure of three junior faculty raises issues related to the retention of faculty. Dr. Bishop indicated her departure was due to family reasons. During the same period, Drs. Benoit and Lin departed after 4-5 years at the university, shortly before the time for consideration of their tenure and promotion. Both went on to institutions that offer higher salaries and provide more opportunities and support.

Among the junior faculty, there is also a concern relating to the expectations for faculty promotion and tenure in the school and the college in general. To school assistant professors it may appear that expectations for research have increased, due to the presence of an academic department within the college; promotions must pass through a college-level committee that includes one member of the Department of Communication, and through the dean (also from communication). Since the merger, two school faculty promotions have gone through that committee (Waldhart's promotion to full professor in 1994, and Jeng's promotion to associate professor with tenure in 1996), and the decisions in both cases were positive. In addition, Miller was promoted from the rank of Librarian III to Librarian II with tenure in 1998; his dossier was reviewed by the school and college, in addition to the library promotion committee, in fall 1997. During fall 2002, Miller's appointment as associate professor in a Special Title position was reviewed by college and school area committees, approved by the provost, and made effective July 2003.

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

In addition to teaching and research, all faculty members are expected to devote part of their time and effort to service. As a masters program of professional preparation, our faculty acknowledge the need for various types of service activities. However, for Regular Title faculty, our workload guidelines do not allow for more than 15 percent of one's time to be devoted to service. In this and some other situations, more than 15 percent of one's actual time is devoted to service, but it is not reflected in one's distribution of effort or evaluation based on it. Nevertheless, the school faculty also view service activities as an important link between the practice of librarianship and the programs of professional preparation in the university. Participation in professional activities not only provides an important opportunity for faculty to contribute to the field but also serves as a primary mechanism for staying in touch with what is happening in professional practice.

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

Activities relating to service at various levels are listed below:

University service

Academic Senate: Case
Assessment Advisory Committee: Sineath
Board of the University International Hospitality Program: Case
College of Education Program Faculty Chair: White
Council on Outreach and Engagement: Sineath
Kentucky Review, Committee Business Manager, 1996-2003: Miller
King Library, Orientation Task Force, 1995-97: Miller
Librarians Academic Area Advisory Committee: Chan (Chair), Case (Member), Waldhart (Member)
Library Committee: Jeng, Sineath
NCAA Athletics Certification Subcommittee on Academic Integrity: Chan
Presidential Commission on Diversity: Chan
Provost's Area Assessment Committee: Sineath
Research Advisory Committee: Sineath
UK Digital Library Advisory Committee, 1999-01: Miller
University Library Information Literacy Committee, 2000-01: Miller
University Marshal: Chan
University Senate: Waldhart
University Senate Admissions Exceptions Committee: Waldhart
W.T. Young Library Council, 1996-97: Miller

College service

College Awards Committee: Miller, Sineath
College Council: Case, Chan, Sineath, Waldhart
College Media Center for the Future Planning Committee, 2001: Miller
College Smart Classroom Committee, 1996-97: Miller
College Technical/Software Advisory Committee, 1996-98: Miller
College Personnel Committee: Chan
College PhD Admissions Committee: Andrews, Case
College PhD Program Committee: Andrews, Case
College Planning Committee: Chan, Sineath
College Strategic Planning Committee: Jeng
Special Title Promotion and Tenure Committee: White
Tenure and Promotion Committee: Case, Chan, Waldhart

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

ALA Student Chapter Advisor: Jeng
ASIST Student Chapter Advisor: Benoit, Case
Director of Graduate Studies: Sineath
Library and Information Science Student Organization, faculty advisor: Sineath
MLA liaison to School of Library and Information Science: Andrews
SLA Student Chapter Advisor: Miller

Community service

KDLA² Continuing Education Advisory Council, 1997-2000: Miller

Kentucky Advisory Council on Libraries, 2002-2005: White

Lane Public Library (Hamilton, Ohio) organizational structure consultant: Sineath

Lexington Public Library Advisory Board: Sineath

Lexington Public Library Foundation Board of Trustees: Sineath

Library media Specialist Academic Village Town Council, service with KDOE,³ 1996-1999: Miller

Raven Run Nature Sanctuary Citizen's Advisory Board, 2000-2004 (appointed by Mayor): Miller

Continuing education activities

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

- Annual McConnell Conference⁴
- Annual Public Library Institute (1997-2002)
- Professional development sessions for KLA/KSMA (1997-2003)
- Kentucky Ambulatory Network Annual Convocation, "How Might KAN Help you with Information Technology?" (Andrews, Facilitator), Lexington, Kentucky, December 2002.

Until July 1, 2003, a main vehicle by which the school addressed continuing education needs was through the activities of the Coordinator of Computing Services. This position, created in 1993, included a percentage of the Distribution of Effort devoted to providing instruction (20%) and service activities (11%). The type of instruction and service that the Coordinator of Computing Services delivers is related to information technology, since it is the knowledge area found to be most needed for Kentucky librarians. Joseph Miller, who held this position from 1993 to July 1 2003, provided 60 workshops and continuing education presentations during his tenure, including six workshops for the UK library system, 12 for other UK departments, and 42 for external agencies (mostly under the aegis of the Kentucky Department for Libraries and Archives or the Kentucky Department of Education). This position was converted into a tenured Special Title teaching position on July 1, 2003, and Professor Joseph Miller occupies the position. While continuing education remains a part of the position's service component, the primary emphasis is now teaching courses in the school's master's curriculum. During the review period, Professor Miller presented the following workshops and other continuing education activities:

Public library institutes

- KDLA 1999 Public Library Institute: Library Technology. Finding Web Resources, Web Page Construction, and Web Publishing: Putting Your Work on the Web. SLIS, Lexington Kentucky, May 12, 1999.
- KDLA 1997 Public Library Institute, "Introduction to Library Technology". Lexington, Kentucky, September 10, 1997.

² Kentucky Department for Libraries and Archives

³ Kentucky Department of Education

⁴ The McConnell Conference, which is devoted to children's literature, draws over 300 participants, the other events 30-90 participants.

Workshop for public library region

- KDLA Barren River Regional Meeting, Local Area Networks in Libraries. Russellville, Kentucky, April 4, 1997.

Kentucky Department of Education workshops presented and other activities

- Consultant and Library Media Specialist Academic Village Webmaster. July 1996-1998.
- Kentucky LMS⁵ Online Trainers 1998 Fall Workshop. Web Documents, Graphics, and Multimedia, November 7, 1998. Sponsored by the Kentucky Department of Education.
- Kentucky LMS Online Trainers 1998 Fall Workshop. Web Documents, Graphics, and Multimedia, October 3, 1998. Sponsored by the Kentucky Department of Education.
- Kentucky LMS Online Trainers 1997 Summer Workshop. Web Authoring Update, July 11, 1997. Sponsored by the Kentucky Department of Education.

Other speaking invitations

- ACTS workshop for library staff: Using Excel in the workplace, presented in William T Young Library, March 21, 2001.
- KDLA Purchase Region Library Trustees and Directors Meeting, "Library Technology: What's Ahead". Mayfield, Kentucky, May 22, 1997.
- KDLA Pennyriple Region Library Trustees and Directors Meeting, "Internet and Web Use in Public Libraries". Pennyriple State Park, Kentucky, April 15, 1997.

Honors and awards received by school faculty

For their outstanding profession and/or association services, the following faculty members have received honors and awards:

Chan (1998), Library of Congress: Recognition for continuing contributions to *Library of Congress Subject Headings*

Chan (2001), Excellence in Teaching Award, College of Communications and Information Studies

Miller (2000), Excellence in Teaching Award, College of Communications and Information Studies

Miller (1998), Outstanding Chapter Member Award, Special Libraries Association

White (1997), KSMA (Kentucky school media Association) Award of Merit

During the review period, as previously, the university, college, and school have continued to encourage innovation in teaching, research, and service by provided a stimulating learning and research environment as evidenced in:

- frequent summer university research grants for junior faculty
- assistance provided by the university research foundation in preparation of grant applications
- regular sabbaticals for all regular-title faculty
- requirement that regular-title faculty appointments include teaching, research and service responsibilities with a close linkage of responsibilities to merit reviews, promotion and tenure decisions
- expectations of high performance in all areas of work assignment in decisions of promotion and tenure
- strong encouragement (institution wide) of faculty to seek external funding of research

⁵ Library Media Specialist

- excellent support of faculty (graduate school, distance learning program, etc.) in developing innovative instruction – especially technology-based instruction
- special assistance available to support research (STARRS, statistical consulting services, etc.)
- strong encouragement by school and college of collaborative research (especially in health communication area) and instruction (especially in doctoral program)
- support for ITV⁶ and Internet courses provided by the distance education group

Faculty: Diversity

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

University of Kentucky 2003-2006 Strategic Plan⁷

The “Values” statement in the strategic plan contains the following:

The values of the university guide our decisions and behavior. Our core values are:

- Integrity
- Academic excellence and freedom
- Mutual respect and human dignity
- **Diversity of thought, culture, gender, and ethnicity**
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Sensitivity to work-life concerns
- Civic responsibility

The strategic plan, *The Dream and the Challenge*, also has an entire section (Goal V, pages 7-8) devoted to "Nurture Diversity of Thought, Culture, Gender and Ethnicity."

To monitor progress in minority recruitment, the university administration has established an Affirmative Action Information form to be filled out by the appropriate unit head each time a faculty recruitment takes place.⁸

In addition, in 1996, the College of Communications and Information Studies adopted an Affirmative Action Policy (see Appendix III-2).

⁶ Interactive television, also referred to as compressed video

⁷ <http://www.uky.edu/Home/2003-06StrategicPlan/plan.html>

⁸ The form is available at <http://www.uky.edu/Fi4scal/Shared/Forms/aa2.pdf> and is included in Appendix III-6.

Faculty: Qualifications of Individual Faculty in Teaching

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

Qualifications of Full-Time Faculty

Each new full-time faculty member in the school has been chosen to complement the expertise of the existing faculty. In addition to academic qualifications, other important criteria are: effectiveness in teaching, successful scholarly pursuit, and awareness of technological issues.

Appendix III-1 shows the diversity of full time and part time faculty background, by ALISE Classification Guide.

Qualifications of Part-Time Faculty

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

Criteria for engaging part-time faculty have been the individual's expertise, his or her availability and willingness to teach, and the need and suitability of the course the person would teach to the curriculum and course offerings. Appendix III-1 illustrates the subject specialties of the current part-time faculty of the school.

In an attempt to improve the school's relations with part-time instructors, the following approaches might be considered:

- creating and increasing opportunities for communication between full-time and part-time faculty members, especially between those who teach the same, or related, courses
- providing better instructional support
- giving more time and effort to integrating part-time instructors into our instructional program
- offering financial support for professional development, e.g., attending meetings that enhance instructional abilities
- improving information technology support of our off-campus instructors at Northern Kentucky University and Louisville
- holding regular meetings where their needs and instructional issues are discussed
- developing a special mentoring program for part-time instructors

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

Participation in Professional Organizations

In addition to teaching and research, faculty members fulfill the mission of service in the following areas: professional service; service on the university, college, and school levels; and community service.

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

ALA (American Library Association) Committee on Accreditation: Sineath
ALA Council: Jeng
ALISE Council of Deans and Directors: Sineath
American Association of School Librarians (AASL), Teaching for Learning Committee: White
American Medical Informatics Association: Andrews
American Medical Informatics Association, Primary Care Informatics Working Group, Research Subcommittee: Andrews
American Society of Information Science and Technology (ASIST), liaison to ALISE: Sineath
ASIST Research Award Committee: Case
Association for Library Collection and Technical Services (ALCTS), Cataloging and Classification Section (CCS), Subcommittee on Semantic Interoperability: Chan
Beta Phi Mu Board of Directors: Sineath
Chinese American Librarians Association, President: Jeng
External Review Panels: Sineath (1997, 98, 2000, 2002)
Friends of Kentucky Libraries President: Sineath
Institute of Museum and Library Services Grant Panel: White
International Federation of Library Associations and Institutions (IFLA), Section on Classification and Indexing Standing Committee: Chan
Journal of Internet Cataloging, Editorial Board: Chan
Journal of the American Society for Information Science and Technology, Editorial Board: Case
Journal of the Medical Library Association Editorial Board: Andrews
Kentucky Chapter of SLA, President, 1998-99, 1999-2000: Miller
Kentucky Chapter of SLA, President Elect, 1997-98: Miller
Kentucky School Media Association Board of Directors: White
Kentucky Chapter of SLA, board meetings presided over: June 19, August 20, 1998, March 3, 1999: Miller
Library Quarterly, Editorial Board: Case
Medical Library Association, Medical Library Education Section, Chair-Elect; Section Secretary: Andrews
Medical Library Association, Medical Library Education Section, Program Planning Committee: Andrews
OCLC FAST project consultant: Chan
Referees for professional journals: Andrews, Benoit, Case, Chan
SLA/KLA Joint Conference Planning Committee, Chair, 1997-98: Miller
Student Chapter of SLA, Faculty Advisor, 1995-present: Miller
Special Library Association Kentucky Chapter Newsletter, Editor, 1994-97: Miller
Web Page Development Committee, Chair, 1996-98,: Miller

Qualifications of Individual Faculty in Research and Scholarship

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

The reasonable teaching load allows the faculty to engage in sustained research. The school provides adequate facilities and technical support. Where appropriate, the college has provided support for various research activities such as conducting surveys and summer institutes. Research equipment is often made available through funds from the university research foundation or external grants. The availability of clerical and research assistance for the faculty depends totally on the individual's ability to secure external grants.

Table III-3 summarizes the productivity of faculty who have worked for the school since 1996.

Table III-3 Research Productivity of Faculty, 1997-2003*

Faculty	Books	Articles	Chapters	Papers/ Proceed	Edited Work**	Reviews	Years Present
Andrews		6		9			4
Benoit		4	1	5		8	5
Bishop		1					2
Carrigan		1			1		7
Case	1	7		10	1	4	7
Chan	3	9	1	2			7
Jeng		6	2	2		4	7
Lillard		1		3			1
Lin		1	1	3			1
Miller		3				3	7
Rogers							3
Sineath			1		6		7
Waldhart		1			4		7
White		2			1	1	4
*Note: Faculty who had one-year, temporary appointments are not counted in this Table. **"Edited Work" includes published and unpublished reports, such as those written for ALISE or the university Libraries.							

As can be seen from the summary of the table below (reflecting only continuing faculty as of the summer of 2003), most school faculty have published regularly during their careers. Collectively, school faculty have produced more publications during this review period than in the previous review period.

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

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

Productivity

Typically, quantity and quality of publication are used as indicators of accomplishment in research. Details regarding "sustained record of accomplishment in research or other appropriate scholarship" are shown in the curriculum vitae of individual faculty members (see Appendix III-3) and are discussed in the section on "Evaluation," below.

Although quantity does not always convey quality, it provides a tangible indicator of research activity. The faculty has shown considerable activity through the number of publications in various categories. These include articles, books, chapters in books, edited works, proceedings, research reports, and book reviews. For complete lists of faculty publications, see Appendix III-3.

Quality

Quality of research, on the other hand, is more elusive and often subjective. Internally, the assessment of the quality of research is typically carried out during the annual or biennial performance evaluation, two-year progress review of non-tenured faculty members, and consideration for promotion. Performance evaluation is the responsibility of the director of the school. Progress review and promotion consideration, on the other hand, include peer review. In the last six years, performance evaluation and progress reviews have been carried out regularly, as required by the university. During 1996-2003, there was one promotion and appointment to a tenured position in the Special Title Series.

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

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

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

- Andrews (1996) Gerd Muesham Award for Best Paper, Art Librarians' Society of North America
- Case, Andrews, Allard, Johnson (2002) Top Three Paper Award, 2002 Health Communication Division, International Communication Association Annual Meeting, Seoul, Korea
- Case (2003) The ASIST Best Book Award
- Chan (1999): The Best of LRTS (*Library Resources & Technical Service*) Award for the best article in 1998
- Jeng (2001). Overseas Outstanding Lecturer, Chung Hsing University (Taichung, Taiwan).
- Jeng (1999). Distinguished Leadership Award Library Association of China (Taipei, Taiwan).
- White (2001). Prove It Works! Education Technology Research Award. Kentucky Association for Education Communications and Technology.
- White (1997). Merit Award. Kentucky School Media Association.

The quality of research is also indirectly reflected in the faculty's ability to obtain research grants. Internally, the faculty of the school have acquired a number of substantial awards granted by the University of Kentucky research foundation. Following is a list of recently awarded internal grants:

- Andrews (2002) travel grant, the university office of vice president for research
- Benoit (2000) the university office of vice president for research, summer faculty research fellowship
- Case (2002) travel grant, the university office of vice president for research
- White (2001, 2002) the university distance learning grant

Following is a list of external grants received since 1996:

- Andrews (Co-Principal Investigator) & Pearce, K. (Principal Investigator). (2002-2004). Informatics to Enhance the Kentucky Ambulatory Network: IEKAN. Agency for Healthcare Research and Quality, \$100,000.
- Andrews (Co-Investigator) & Perrier, D. (P.I.). (2002-2003). Improving Medication-related Outcomes. Center for Disease Control, \$980,000.
- Chan (1999-2000), "An LCSH-Based Controlled Vocabulary for the Dublin Core Metadata Records." Sponsoring agency: OCLC Online Computer Library Center, \$9,850.
- Chan & Lin (Co- P.I.s). (1996). Personalized Access to the Web. University of Kentucky research committee, \$5,000.
- Jeng (2003). Growing Up in America: Building Library Collections for Children. Asian Pacific American Librarians Association/Kohl's Department Store, \$5,000.
- Jeng (2002). Living in America: An APA Library Outreach Initiative. Asian Pacific American Librarians Association/Farmers Insurance Group. \$15,000.
- Jeng & Wong (Co-P.I.s). (2001). Shared Vision: National Conference on Asian Pacific American Librarians. U.S. Department of Education/California State Library, \$24,700.
- Jeng (1999). Improving Electronic Information Seeking in Emerging Fields of Research: A Case of Bio-Acoustics. U.S. Department of Education/Institute of Museums and Library Services, \$215,400.

- Lin (1997). Web Client Access to MESH and Medline. National Library of Medicine, \$24,000.
- Sineath (2003). Southeast Archives Education Collaborative, \$38,316.
- White (2001-2003). Education and Training Grant with Jefferson County Schools, media Services Division. U.S. Department of Education/Institute of Museums and Library Services, \$329,427.

Invitations or selections to present papers at conferences are also indication of the quality of faculty research. For lists of presentations by faculty, see Appendix III-3 (faculty vitae).

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

Faculty: Background and Expertise of Individual Faculty

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

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

As shown in table III-4, since 1996 the full-time faculty of the school have had the appropriate level of education for their assigned duties. Fourteen of the faculty employed between 1996 and 2002 possess the doctorate, and only two were hired without it. Of the 14 completed doctorates, 10 were in library science/information science, two in some aspect of education, one in comparative literature and one in communication research. As is the norm at the university, future faculty recruitment will be directed mainly at doctorate-holding individuals.

Table III-4 Education of Full-Time Faculty

Faculty	Highest Degree	Year	Institution	Field
Andrews	Ph D	2000	Missouri	Info. Sci. & Learning Tech.
Benoit	PhD	1998	UCLA	Info. Studies
Bishop	PhD	1992	Florida State	Library & Info. Sc.
Carrigan	MSLS	1986	Kentucky	Library & Info. Sc.
Case	Ph D	1984	Stanford	Communication
Chan	Ph D	1970	Kentucky	Comparative Lit.
Dunnagan*	PhD	1990	Ohio State	Educ. /Language, Literature, Reading
Esser*	Ed D	1997	Kentucky	Educ. /Curriculum & Instruction
Jeng	Ph D	1987	Texas	Library & Info. Sci.
Lillard	Ph D	2002	Emporia State	Library & Info. Sci.
Lin	Ph D	1993	Maryland	Library & Info. Sci.
Miller	MSLS	1992	Kentucky	Library & Info. Sci.
Peach*	EdD	1996	Kentucky	Educ. /Instructional Design & Technol.
Rogers	Ph D	1977	Pittsburgh	Library & Info. Sci.
Sineath	Ph D	1970	Illinois	Library & Info. Sci.
Waldhart	Ph D	1973	Indiana	Library & Info. Sci.
White	MSLS	1977	Kentucky	Library & Info. Sci.
*One-year, temporary appointment.				

School faculty are cosmopolitan and outward-looking in their training and experience. The 1996-2003 school faculty are a diverse group, both geographically and ethnically. Thirteen of the 16 faculty members were born in one of 11 U.S. states, while the other three are from Asia. They were educated in, and worked in, 19 U.S. states, as depicted in table III-5.

Table III-5 Diversity of Full-Time Faculty Backgrounds, Geographic

Faculty	Place of Birth	Places of Education	Places of Work
Andrews	CT	FL, MS, OK	FL, GA, KY, MS
Benoit	RI	CA, NY, VA	CA, KY
Bishop	FL	FL,	FL, MS, KY
Carrigan	OH	MA, OH	KY, WVA, NY
Case	WA	WA, NY, CA	WA, NY, CA, KY
Chan	China	China, Hong Kong, Taiwan, FL, KY	IN, IL, NY, KY
Dunnagan*	IN	IN, OH, WA	IN, OH , KY
Esser*	MO	MO, KY	MO, KY
Jeng	Taiwan	TX	MD, TX, KY
Lillard	PA	CA, KS, PA	CA, KS, MO, KY
Lin	China	China, GA, MD	NY, KY
Miller	MN	MN, KY	KY
Peach*	KY	KY	KY
Rogers	PA	PA, CT, NY	PA, CT, NY, VA, KY
Sineath	FL	FL, IL	GA, IL, MA, KY
Waldhart	WI	WI, IN	WI, IN, KY
White	KY	KY	KY
*One-year, temporary appointment.			

During the review period, 75 percent of the faculty were Caucasian, seven percent Native-American, and 19 percent Asian. Given that more than seven percent of the Kentucky population is African-American, it is reasonable to expect that the faculty make it a priority to recruit a black faculty member, to more accurately reflect the composition of the state population; the school last had an African-American full-time faculty member in 1974.

With regard to the faculty's demonstrated "skill in academic planning and evaluation," the current faculty boasts two former deans/directors, Waldhart and Case, who, along with Sineath, the current director, have successfully guided the school over the past two decades through their skillful planning and administration. Including the latest director, three (or 43 percent) of the seven continuing members of the faculty possess proven skill in planning and evaluation.

Standard III.6 says that faculty should "have a substantial and pertinent body of relevant experience." Among them, school faculty have had considerable working experience in libraries and information agencies (a total of 69 years [full-time] and eight years [part-time] across 17 individuals; an average of

nearly five years) as well as extensive library and information studies teaching experience (a total of 279 years across 16 individuals; an average of over 17 years). Six school faculty have worked in academic libraries, four in school media centers, three in public libraries, and one in a special library. In addition, three have worked in non-library settings. Table III-6 shows the years and type of working experience among school full-time faculty.

Table III-6 Work Experience of Full-Time Faculty, in Years

Faculty	Teaching LIS Related		L i b r a r y				Other
			Academic	Public	school	Other	
Andrews	2						
Benoit	3						
Bishop	5	21			21		
Carrigan	17		2				18 Finance
Case	19	1 PT	1 PT				1 Systems Analysis
Chan	33	5	5	1/2			
Dunnagan*	1	10					
Esser*	6	8		4	4		
Jeng	7	8	8				
Lillard	5	12	2				
Lin	5						
Miller	9						
Peach*	1	1					1 Music
Rogers	24	11	4 PT		4	3 PT	
Sineath	27	7	3	1			3 Consult.
Waldhart	33	5					
White	5	16			16		
* NOTE: Indicated faculty were one-year, temporary appointments.							

In research, the school faculty continue to interact with faculty of other disciplines. Andrews and Case have written several articles and conference papers with Dean David Johnson, and with medical center staff, and Andrews has written articles with other communication and medical center faculty.

Faculty: Teaching Assignments

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

Teaching/Advising

The normal teaching load for Regular Title faculty is two classes fall semester and two classes spring semester. Teaching in the summer and off-campus is voluntary and with additional compensation.

The list of courses taught by the full-time faculty, shown in table III-7, coupled with the experience and course assignments of part-time faculty as described earlier (see page 5), demonstrates that the teaching areas of both regular and part-time faculty match their areas of expertise:

Table III-7 Courses Taught By the Full-Time Faculty

Full-Time Faculty Course Assignments, 1996-2003						
Faculty	C o u r s e s					
Andrews	600	602	636	640	690	695
Benoit	602	636	637	668	695	
Bishop	510	644	647	676		
Carrigan	603	645	659	675		695
Case	300	600	602	608	690	695
Chan	602	630	655	656		
Dunngan*	510	513	611			
Esser*	510	514	644	676		
Jeng	602	630	650	695		
Lillard	600	625				
Lin	602	630	636	637	695	
Miller	636	638	695			
Peach*	636	668				
Rogers	600	514	623	651	695	
Sineath	603	646	695			
Waldhart	601	607	622	626	646	695
White	514	644	647	676		

The milieu of teaching ranges from the traditional classroom to the World Wide Web, and methods used include class lectures with discussions and instructor-student communication through electronic devices such as e-mail, listserv, and compressed video. Class materials in both print and digitized forms are used where appropriate.

In addition to teaching, each faculty member is responsible for advising a number of students, both on the Lexington campus and off-campus. The number of advisees per faculty member varies, partly depending on the faculty member's specialty. Advising is conducted face-to-face, through electronic mail, and by telephone. Professor Jackie White, the faculty member in school library media, carries the heaviest advising load because of the school media endorsement program. She meets with approximately 40 students each semester and advises many others via e-mail and phone. She advises some students as many as three times during their final semester, because of the complexity of state certification. Currently, three volumes of assessment and folio information for the school media certification program are on file in Professor White's office, for reference as needed. In addition to advising the students, she maintains their folders in regard to the necessary items for admission, certification, and rank-advancement, which must meet explicit certification guidelines. Approximately 60 students are enrolled in the school media track of the School of Library and Information Science.

Other instructional activities include membership on doctoral committees outside of the school and participation in distance learning. Andrews, Case, Chan, Jeng, and Sineath have served on numerous doctoral and masters committees outside of the school, chiefly in communication, education, and management. Currently, faculty participation in distance learning, mostly on a voluntary basis, involves either traveling to remote sites, Northern Kentucky and Louisville, to teach extension courses, or delivering instruction originating on campus to remote sites through compressed video technology or over the World Wide Web.

Procedures for Systematic Evaluation

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

Evaluation: University Mandated Procedure

The primary instrument used for evaluating faculty is the annual/biennial performance evaluation mandated by the university. Performance evaluation is the responsibility of the director. Non-tenured members are evaluated annually; tenured members are evaluated either annually or, if preferred, biennially.

In addition, non-tenured members are reviewed at the end of the second and fourth years. The reviews are by the director and all tenured faculty members, and are for the purpose of assessing non-tenured members' progress towards tenure, which takes place during the sixth year. Thus, the tenured faculty members are involved in the biennial reviews and in the promotion considerations. For promotion, student and sometimes alumni input is also sought. The university's procedures for faculty appointment, promotion and tenure are set forth in Appendix III-4.

Teaching Evaluation

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

The quality of teaching of the faculty as a whole may be assessed through comparison with other units at the university, particularly with units within the college. For example, a comparison of the results of teaching evaluation for the fall 1997-2002 semesters between the school and other units in the college and the university yields the data in table III-8:

Table III-8 Course Evaluation Summaries

Overall Quality of Teaching* 1997 - 2002			
Semester and Year	Lexington Campus	College of Communications & Information Studies	School of Library & Information Science
Fall Semester 1997	3.3	3.4	3.3
Fall Semester 1998	3.3	3.4	3.5
Fall Semester 1999	3.3	3.4	3.5
Fall Semester 2000	3.3	3.4	3.4
Fall Semester 2001	3.3	3.4	3.4
Fall Semester 2002	3.3	3.4	3.4
* Data in this table are based on information obtained from the university web-site: http://www.uky.edu/IR/tce.html			

Information in table III-8 shows that the overall quality of teaching at the school remains generally at a level higher than the average of the other units in the university and at a higher or a comparable level when compared to the college as a whole.

The quality of teaching on the part of individual faculty members is typically assessed through course evaluations. Each semester, a course evaluation is undertaken in each class. The school uses a standardized form developed for the university as a whole. Copies of teaching and other evaluation forms appear as Appendix III-5.

Currently, the school relies to a large extent on course evaluation for assessing the quality of teaching of individual faculty members. The results are used as the basis for the annual or biennial performance evaluation of teaching, and for promotion. For promotion considerations, student and alumni input with regard to the faculty's teaching is also solicited.

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

Yet another source of evidence regarding the teaching performance of the school faculty is the survey the school gives to students graduating each semester. While the results of these surveys are not always fully comparable to earlier instruments (since the faculty have made regular improvements to the format and questions over the past seven years), they provide an accurate picture of the last three academic years, at the least. (In its current form the survey began in Summer of 2000.)

Each semester, students graduating from the school fill out an exit survey on which they rate a number of aspects of their experience in the program. Six of these items have to do with faculty teaching performance. We consider the results of the graduating-student survey in two ways: first, the average ratings per criterion over the three academic years that the current instrument has been used (see table III-8); and second, the changes in these ratings over the three-year period.

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

Table III-9 Summaries of School Survey of Graduating Students

Average Percent of Students Agreeing with Statements Regarding Faculty Teaching Performance, 2000-2003				
Statements	Proportion of School Faculty			
	All	Most	Some	None
Offer Good Instruction	18	70	12	0
Supportive to Students	36	55	9	0
Easy to Contact outside Class Hours	42	49	9	0
Knowledgeable about Subject	76	23	1	0
Fair in Grading	54	42	4	0
Good Advisors for Professional Guidance	30	53	17	0

Table III-9 shows that over the three years, faculty received their highest ratings for knowledgeable about subject (for which 99 percent of students responded all or most) and fair in grading (96 percent responded all or most). The school faculty have done least well in offering good instruction (88 percent of students said all or most) and good advising (83 percent). There is no category for which a graduating student has ever said that none of the school faculty meet these criteria.

The results of these items are fairly consistent across the last three academic years. For the 2000-01, 2001-02, and 2002-03 academic years, over 90 percent of the students judged these statements to be true of all or most of the school faculty; no students indicated that none of the school faculty adheres to these ideals, and only seven percent (2002-03), eight percent (2001-02) and 11 percent (2000-01) indicated that merely some of the faculty could be fairly described by those statements. Except for 2000-01, nearly half of the students (46 percent in 2001-02 and 47 percent in 2002-03) responded that all school faculty met the criteria of the questions; in 2000-01, only 35 percent felt that way -- indicative of improvement in school teaching quality over the past three years.

Regarding the individual items, it is clear that the school faculty (collectively) received their highest ratings for the criteria knowledgeable about subject and fair in grading (in which about 95 percent of students say all or most), and their weakest marks for good instruction (in which 11-15 percent of students indicated that only some faculty adhered to the ideal); the only exception to this was in 2000-01, when fully 26 percent thought that only some of the school faculty were good advisors. Apparently, the faculty have improved their ratings substantially since that year.

Recommendations

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

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

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

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

*We are especially pleased to report that in January 2004 Dr. Kimberly Black-Parker accepted our offer to join the School's faculty the fall semester 2004. Dr. Black-Parker is African American.

Appendices for III. Faculty

- A. Diversity of FT/PT Faculty Backgrounds, by ALISE Classification Guide.
- B. Affirmative Action Policy [see paper copy]
- C. Vitae of Current Full-Time Faculty [see paper copy]
- D. Procedures for Promotion; Procedural Summary Given to Candidate [see paper copy]
- E. Materials Used to Evaluate Faculty [see paper copy]
- F. Affirmative Action Information

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

01	Info. Science/ Services	Andrews, Benoit, Case, Lin, Waldhart
02	Library Science/Services	Rogers, Sineath, Waldhart
03	Information Systems/ I.R.M.	Andrews, Benoit, Lin, Miller
04	Cognitive Processes	Case
05	Communications Technologies (including telecommunications)	Case, Lin, Miller
06	Artificial Intell./Expert Systems	Benoit, Lin
07	Foundations of LIS/Core	Andrews, Case, Harris, Lillard, Rogers
08	Historical, Societal, Philo- sophical Treatment of LIS	Andrews, Case, Harris, Lillard, Rogers
08.1	History of Books and Printing	Benoit, Tolzmann
09	Education for LIS Specialties	Jeng, Sineath
09.1	Distance Education	Lillard, White
10	International & Comparative LIS	
11	Classification	Chan, Goldberg, Hickner, Jeng, Nixon, Schultz, Scannell
12	Descriptive Cataloging	Chan, Goldberg, Hickner, Jeng, Nixon, Schultz, Scannell
13	Subject Cataloging	Chan, Goldberg, Hickner, Jeng, Nixon, Schultz, Scannell
14	Technical Services	Chan, Jeng, Hickner, Seago
15	Indexing and Abstracting	Jeng
16	Technical Writing	
17	Publishing: Book Arts	Benoit
18	Research Methods; Statistics	Case, Harris, Jeng
19	Bibliometrics	
20	Not used	
21	Facilities Planning	
22	Reprography	
23	Info. Systems: Analysis, Design, or Evaluation	Case, Lin, Miller, Waldhart
24	Communication	Case, Lin
25	Management or Administration	Carrigan, Sineath, Kohl
26	Marketing; Planning; PR	Sineath
27	Networking or Cooperation	Rogers
28	Collection Development	Carrigan, Cox, Rader, Winner
29	Preservation of Materials	Ryder
30	Intellectual Freedom, Censorship	Case, Jeng, Rogers
31	Storytelling	Dunnagan, McConnell, Stephens
32	Bibliotherapy	
33	Reference or Information Services	Burgett, Cantagallo, Franks, Livingston, Waldhart, Wesley
34	Info. & Referral/Community Info.	Brown, Fender, Gibbons, Schabel
35	Computer Programming	Benoit, Lin
36	Database Design or Management	Jeng, Lin, Miller, Stottlemeyer, Trainor, Weig
37	Automation & Computerization	Cheser, Jeng, Lin, Molinaro, Stewart

38	Online Searching/Computerized Info. Retrieval	Allen Brewer, Chan, Jeng, Lin, Miller, Paul, Roberts, Waldhart
39	Bibliographic Instruction/ User Education	Lillard, Young
40	Bibliography	Jeng
41	Instructional Technology/ Design; media Production	Culbertson, Hornsby, Miller, White
42	Information Policy, Economics	Case, Harris, Miller
43	Science and Technology	Greider, Holmes, Johnson, Miller, Powell, Waldhart
44	Social Science	Sineath, Young
45	Humanities	Rogers, Wesley
46	Business/Economics	Waldhart
47	Medicine	Andrews, Bryant, Ward
48	Law	Burch, Cihak, Esposito, Morrison, Osborne, Parris, Trammell, Whiteman
49	Music	
50	Art	
51	Area Studies	
52	Audio-Visual	
53	Maps	
54	Serials	
55	Government Publications	Waldhart
56	Archives	Birdwhistell, Marshall
57	Records Management; Corporate Records	Birdwhistell
58	Rare Materials	Birdwhistell, Marshall
59	Audience: Children	Chace, Collins, Dunnagan, Hamilton, Ireland, Risacher, Stephens
60	Audience: Young Adults	Biles, Hill, Ireland, Moore, Rogers, Van Willigen, White
61	Audience: General Adult	Brown, Fender, Gibbons, Schabel
62	Audience: Aged	
63.1	Audience: Handicapped, Institutional	
63.2	Audience: Ethnic Groups; Cultural	
63.3	Audience: Professional & Scholarly	Andrews, Case
64	Academic Libraries	Kohl, Sineath, Waldhart
65	Public Libraries	Brown, Gibbons, Schabel
66	School Media Centers/Libraries	Boyle, Esser, Hornsby, Rogers, White
67	Law Libraries or Infor. Centers	Burch, Cihak, Esposito, Morrison, Osborne, Parris, Trammell, Whiteman
68	Arts or Music Libraries	
69	Medical Libraries or Info. Centers	Andrews, Bryant, Ward
70	Other Subject-specialized Libraries	Abate, Greider, Powell
71	Corporate Libraries or Info. Ctrs	Abate
72	Governmental Libraries	Waldhart
73	Information Industry (for profit)	Abate