

School of Information Science Operating Rules and Procedures

REVISED
Spring 2021

School of Information Science
College of Communication and Information
University of Kentucky

Table of Contents

Introduction.....	4
Administrative Organization	4
Director of the School of Information Science	5
Director of Undergraduate and Graduate Studies	5
The Faculty	6
Council Structure of the School	6
School Council	7
a. Function	7
b. Membership.....	7
c. Voting	8
d. Meetings	8
e. Quorum.....	8
f. Minutes	8
School Committees	9
a. Term of Office	9
b. Membership.....	9
c. Meetings	9
d. Quorum.....	9
e. Voting	9
Executive Committee.....	9
f. Function	9
g. Membership.....	9
Promotion & Tenure Committee.....	9
a. Function	9
b. Membership.....	10
Diversity Committee.....	10
a. Function	10
b. Membership.....	10
Curriculum Committee.....	10
a. Function	10
b. Membership.....	10
Appendix I: Committee Membership.....	11
Appendix II: Organizational Structure.....	12
Appendix III : Faculty Selection Process	13
Guidelines for Search Committee Chair: Search Committee Checklist	15
Appendix IV: Faculty Promotion Procedures.....	16

Tenure-Track Faculty	16
Tenure-Track Faculty Series Checklist for Dossiers.....	18
SIS Guidelines for Tenure and Promotion from Assistant to Associate Professor.....	20
School of Information Science	25
Statement of Evidence: Research or Other Creative Activity for Appointment, Reappointment, or Promotion to Full Professor for Regular-Title Faculty	25
School of Information Science	29
Statement of Evidence: Instruction and Student Relations for Appointment, Reappointment, or Promotion to Full Professor for Regular-Title Faculty	29
School of Information Science	31
Statement of Evidence: Professional Activity and University and Public Service for Appointment, Reappointment, or Promotion to Full Professor for Regular-Title Faculty.....	31
Lecturer Series Faculty Review Dossier Checklist.....	32
Appendix V: Faculty Planning, Review and Evaluation Overview.....	33
Supporting Documents (DOE Planning Report and Faculty Achievement Report).....	33
University of Kentucky College of Communication and Information Faculty Profile Worksheet FY 17 ..	34
Faculty Achievement Report: Materials and Comments.....	35
Faculty Performance Evaluation	39
Faculty Evaluation.....	42
Appendix VI: Procedural Guidelines for Faculty Appeal of Evaluation	46
Appendix VII: Instructional Release Time Policy.....	48
Cost per Course.....	48
Course Release Schedule	48
Notification of Intent to Secure Release Time	48
Time Period.....	48
Salary Savings	48
Appendix VIII: Faculty Development Funds Policy	49
Allocation and Distribution of Funds.....	49
Appendix IX: Director Review Instrument	50
Appendix X: Diversity Plan for the School of Information Science	52
Executive Summary	52
Section I. Statement of Diversity	52
Section II. Recruitment and Retention of Faculty and Staff.....	52
Section III. Recruitment, Education and Retention of Students	53
Section IV. Monitoring of Progress	54
Appendix XI: Policy for Mentoring Assistant Professors.....	55
Overview.....	55
Formal Mentoring: The Director	55
Mentor Selection Process	55

Formal Mentoring: Faculty Mentor	55
Informal Mentoring	56
Mentoring Assessment	56
Changes to This Document.....	57

Introduction

The 1993 merger of the College of Library and Information Science and the College of Communications formed the College of Communications and Information Studies that consisted of a Department of Communication, a School of Journalism and Telecommunications, and a School of Information Science. In May of 2012, the Board of Trustees approved a new name for the College – the College of Communication and Information. During the 2012-13 academic year, new programs in Information Communication Technology (ICT) and Information Studies (IS) were approved. In May of 2013, the existing Division of Instructional Communication was merged into the School as Instructional Communication and Research (ICR). The name of the School was changed from the School of Library and Information Science to the School of Information Science in 2015. The School of Information Science revised these rules and procedures in 2001, 2009, 2010, 2012, 2013, 2017, and 2019. The School Rules are regularly reviewed by faculty. The current 2019 revisions are to ensure consistency with University policies, accommodate changes in University academic governance.

The purpose of these Operating Rules and Procedures, as established by the faculty of the School of Information Science, is to promote the effective and efficient operation of the School. This document is intended to be consistent with the Governing Regulations and the Administrative Regulations of the University of Kentucky and the laws of the Commonwealth of Kentucky and of the United States of America. If these rules of procedure are inconsistent or contrary to the above-mentioned regulations and laws, then those regulations and laws control.

Administrative Organization

The administrative organization of the School of Information Science is determined by its administrative needs, and the teaching, research, and service functions of the School. All staff reports to the School's Director, directly or through his/her manager, for the effective operation of the organizational unit or functions for which he/she is responsible. The administrative organization of the school is established by the Director, and the approval of the dean of the college, the Provost, or the president of the university. The organizational structure of the School includes three programs: library science, which offers a master's degree; information communication technology, which offers an undergraduate minor in Information Studies, an undergraduate major in Information Communication Technology and a master's degree in Information Communication Technology; and the Instructional Communication and Research program. The organizational structure of the School is shown in Appendix II.

In accordance with the administrative regulations of the University, these rules establish that the permitted number of Lecturer Series appointments not exceed 50 percent of the faculty appointments within the school. This limit shall only be changed by majority vote of the tenured and tenure-eligible faculty of the school (AR 2:9-2c).

Director of the School of Information Science

The Director serves as the executive officer of the school. It is the Director's responsibility to see that the Governing Regulations, the Administrative Regulations, the Rules of the University Senate, other adopted rules and procedures of the university, and the rules and procedures of the School and college faculty are enforced. The Director is the chair of the school faculty and an ex officio member of all school committees. The Director does not participate in the deliberations of the promotion and tenure committee.

The Director is charged with overseeing the educational work of the school, and its efficient conduct and management in all matters not specifically charged elsewhere. The Director is responsible for monitoring the curricula of the school, the quality of instruction given therein, the assignment of duties to all personnel, and the services provided by the faculty of the school, individually and as a whole. The Director is responsible for recommendations on salaries, salary changes, appointments, reappointments, terminal appointments, decisions not to reappoint, post retirement appointments, promotions, and granting of tenure for members of the School or for ultimate action thereon when such authority has been delegated to the Director by the Dean, the Provost or by the President. The Director is responsible for administering the School's budget.

The Director shall speak for the School. In the event that the Director believes it necessary to depart from recommendations of the School faculty, he/she shall communicate the faculty's recommendation as well as his/her recommendation and notify the faculty of such action.

The Director of the School assumes the responsibilities of both the School Director and department chair as detailed in the Governing Regulations and Administrative Regulations of the University of Kentucky. The Director is also responsible for assigning duties of the Director of Undergraduate Studies and Director of Graduate Studies as appropriate.

The term of a Director's appointment shall be four years and a Director may be reappointed for subsequent terms (Gov Regs., VIII-4).

The SIS Promotion and Tenure committee shall conduct a biennial review of the Director during alternate fall semesters, during the second and fourth year of service. The committee members, and any other faculty who want to participate, shall create, distribute and file a report with the Director and Dean from a survey sent to all members of the faculty and staff. The report shall reflect, to the extent it is reasonable to do so, the University's criteria for evaluating unit heads as established in the Governing Regulations (GR IX-2 and IX-3). The timeline for this evaluation will be set by the Promotion and Tenure committee in consultation with the Dean to be completed no later than the end of the fall semester. Participant confidentiality shall be maintained in this review.

Director of Undergraduate and Graduate Studies

The Director is responsible for assigning duties associated with the Director of Undergraduate Studies (DUS) and the Graduate Studies (DGS) positions.

The Faculty

The faculty of the School consists of the Dean of the college, the Director of the School, and the members of the faculty of the college who have been assigned duties in the school (Gov Regs, VII-5). Membership on the councils and committees of the School, with or without voting privileges, may be extended by the School faculty to any other person assigned to it for administrative work, teaching, or research. Membership on the School councils and committees will normally be extended to non-faculty in the School by a vote of the faculty, following a nomination from the floor for that purpose.

Within the limits established by the regulations of the Board of Trustees, the University Senate, and the college faculty, the faculty of a school shall determine the education policies of the school. For these purposes, it shall establish its own rules and determine its own committee structure. After approval of these rules by the Dean of the College and the Provost, copies of the rules and a description of its committee structure shall be made available to its members and a copy filed with the College of which it is a unit.

Council Structure of the School

It is the intent of the faculty of the School that the organizational structure adopted by the school encourages broad-based participation on the part of all elements of the School in policy-making and decision-making.

In creating an organizational structure for the School, primary emphasis has been given to establishing a system that will best meet the needs of the School. Essentially, two policy-making groups exist within the School-the faculty and the administration of the School. The Director, as the executive officer of the School, has administrative responsibility for ensuring that the Governing Regulations of the Board of Trustees, the Administrative Regulations, Rules of the University Senate, rules and policies of The Graduate School, and those of the college and School faculty are enforced.

The organizational structure of the School of Information Science includes the following council and committees: (1) School Council; (2) Executive Committee; (3) Promotion and Tenure Committee; (4) Diversity Committee; (5) Curriculum Committee; and, (6) ad hoc committees as needed. The Executive Committee advises the Director on administrative matters; the Promotion and Tenure Committee concerns itself with issues related to promotion and tenure of School faculty; the Diversity Committee is concerned with promoting diversity and inclusion throughout the School as well as monitoring progress on diversity related goals as identified in the School Diversity Plan (see Appendix X); and the Curriculum Committee concerns itself with issues related to curriculum across the school.

These rules authorize the creation of a program committee for each program within the school as described below:

1. All programs within SIS that have full-time faculty shall have a program committee with responsibility for any policy activity or making recommendations that are not reserved to the School council on matters relating to the program they represent.
2. Membership: all faculty assigned to each respective program shall be members of the program committee; the Director and Assistant Director are ex officio members of each. Other non-voting members from any relevant constituency may invited to join the program committee. All program committees shall be chaired by the School Director.
3. Each program committee is responsible for creating standing sub-committees as needed to manage program needs (e.g. admissions, curriculum, planning, search, or exam committees).

The School Council is authorized to establish standing or ad hoc committees that would aid in the performance of its specified functions. In addition, the School Council delegates to the Executive Committee the authority to make decisions relative to the interpretation and implementation of existing policy and regulations.

All standing committees will be formed and/or elected at the first School Council meeting of the academic year in the fall semester. Members are selected for one to three-year terms that are staggered to ensure continuity for committee work.

Membership and voting privileges are specified with regard to the School Council and committees of the School. Except when executive sessions are called to discuss sensitive personnel matters, meetings are open to anyone interested in the work of the council or committees. Meetings of the School Council shall comply with the Open Meetings Law codified in KRS 61.805 – 61.850 as interpreted by the University of Kentucky. If a matter before the School Council is one of the specific exceptions to the open meeting requirement (e.g. matters relating to the appointment, discipline, or dismissal of an individual employee or student), a motion must be made and carried by majority vote to go into closed session for the purpose of discussion only; no final action may be taken in closed session.

All meetings of the School Council and individual program committees of the School must be announced, indicating the agenda with any known action items specifically identified, and the time and place of the meeting, and minutes of meetings must be circulated appropriately.

School Council

- a. **Function:** The School Council serves as the policy-making and decision making body of the School with regard to all functions for which the faculty has primary responsibility, including internal policies and procedures of the faculty, academic requirements, courses of study, class schedules, graduate and research programs and services activities of the school.
- b. **Membership:** All full-time faculty members, professor emeriti (by invitation), the administrative assistant, and the Assistant Director.

- c. **Voting:** Voting privileges shall be extended to all full-time faculty members. Issues are decided by voice vote or by show of hands. Issues coming before the School Council shall be circulated to the members at approximately (7) working days prior to the meeting of the Council at which the issues are to be considered. To change existing policy, or to make effective new policies, a simple majority vote of those present along with any proxy votes from absent members shall be required. Special provisions for council voting include:
 - a. For certain, routine matters that may require approval by the School Council prior to a regularly scheduled meeting, the Director may offer the item for an email vote.
 - b. If any distributed agenda includes known action items, any member of the council who is unable to attend an announced meeting may submit their vote in absentia and it shall count as if they had been present under the following conditions:
 - i. The vote is submitted to the Director by the end of business (5 PM) on the day preceding the announced meeting.
 - ii. The vote is made either in writing or email to the Director from an official work email address.
 - iii. The vote is associated with the person casting it; a vote cannot be cast by one council member on behalf of another.
- c. Full-time lecturers may vote on all items except matters of promotion and tenure.
- d. **Meetings:** Three regular meetings shall be scheduled during the academic year. The first meeting shall be devoted to a general program retreat; establishment of a tentative agenda for the council; the confirmation of the membership of the committee assignments, and the initial charges to standing and/or ad hoc committees of the faculty for the coming year. Other meetings shall be devoted to the consideration of matters relating to the functions for which the faculty have primary responsibility. Matters submitted for the consideration of the School Council shall be acted upon within 30 days from receipt of request for action. The School Council may delegate the authority to take action on specific issues to committees.

Special meetings may be called by the Director of the school.

The Director shall preside at meetings of the School Council and shall be responsible for posting notices of meetings, including agendas, to all members of the School Council. In the absence of the Director, these responsibilities shall be assumed by the senior member of the school faculty.

- e. **Quorum:** The presence of more than 60 percent of the voting members of the School Council constitutes a quorum.
- f. **Minutes:** A designee of the Director shall record the minutes of each meeting of the Council and distribute and post those minutes within five (5) working days following the

meeting. The Director shall determine the process for selecting or designating a Secretary to the School Council.

School Committees

- a. **Term of Office:** Each faculty member will serve one three-year term. Terms will be staggered. The Convener shall be the faculty member serving her/his final year.
- b. **Membership:** The Director will solicit input from all faculty regarding appointments to committees. The Director will make a recommendation of committee membership at the fall retreat for input and faculty approval. The Director and Assistant Director serve as ex-officio members of all committees. For continuity, the Director will appoint the convener of all committees from the past year's membership.
- c. **Meetings:** There will be a minimum of two meetings, one at the beginning of the fall and spring semester each. Additional meetings shall be held as needed
- d. **Quorum:** The presence of a minimum of three voting members of each committee constitutes a quorum.
- e. **Voting:** A simple majority vote is needed for formal action of the committee.

Executive Committee

- f. **Function:** The Executive Committee has four basic responsibilities: (1) It serves as the representative of the faculty and advises the Director with regard to the administration of the school; (2) It serves to facilitate communication between the administration and faculty of the school; (3) It initiates proposals and/or recommendations to school committees, the School Council or to the Director regarding administrative issues and concerns of the faculty and students; and (4) It coordinates planning and assessment activities for the school and among its programs.
- g. **Membership:** One member of the faculty from each program of the School (LIS, ICT, and ICR).

Promotion & Tenure Committee

- a. **Function:** To review all promotion and tenure cases and serve in an advisory capacity to the School Director. To review non-tenured faculty and advise them regarding their progress toward promotion and tenure. To provide input into the performance evaluation of the Director.

- b. **Membership:** Three members of the faculty. All members of the committee must be tenured faculty, except in the case of lecturer promotion in which case at least one senior lecturer is included.

Diversity Committee

- a. **Function:** The Diversity Committee is concerned with promoting diversity and inclusion throughout the School as well as monitoring progress on diversity related goals as identified in the School Diversity Plan (see Appendix X). The committee advises the School Council regarding diversity issues and is responsible for: (1) Defining diversity 1, (2) Recommending strategies for accomplishing diversity goals and objectives to the School Council, (3) Identifying major problems and/or opportunities affecting school regarding diversity, and (4) Monitoring the extent to which the school achieves its diversity goals and objectives.
- b. **Membership:** Three members of the faculty.

Curriculum Committee

- a. **Function:** The Curriculum Committee is concerned with issues of curriculum across the school and standardizing curricular policies and procedures as appropriate.
- b. **Membership:** Three members of the faculty.

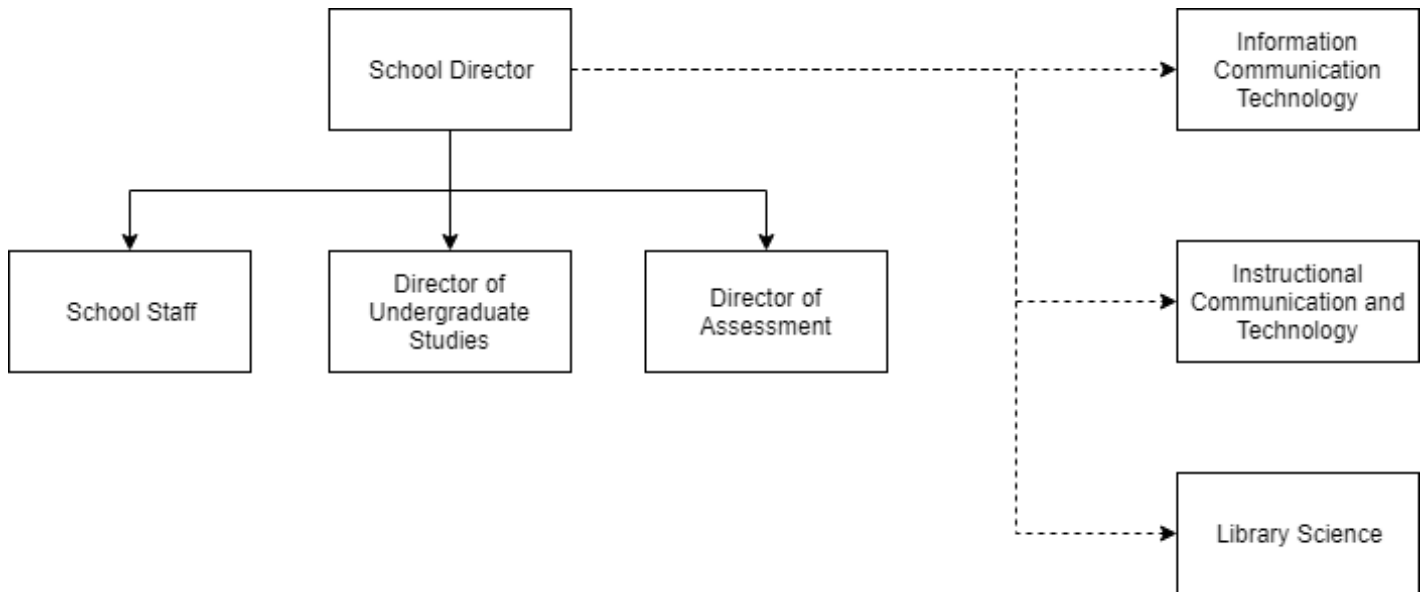
These rules of procedure have been created and approved by the faculty of this school, pursuant to the authority granted by the Administrative and Governing Regulations of the University of Kentucky. These rules do not become effective until and unless approved by the Dean and Provost as indicated by their signatures below. Any modifications to these rules must also be approved by the Dean and Provost before the modifications take effect. These rules contain a total of, each of which are initialed and dated by the undersigned persons. A current copy of the approved rules for this school is available in the office of the Director of the School, the Dean of the College, and the Provost’s office.

Director (indicated approval by the faculty)	Date
Dean	Date
Provost, University of Kentucky	Date

Appendix I: Committee Membership

Director	Ex officio, all committees. Does not participate in deliberations of the Promotion and Tenure Committee.
Assistant Director	Ex officio of all committees except Promotion and Tenure (no membership).
Administrative Assistant to the Director	School Council
Faculty	School Council; College Assembly; Faculty Council; Executive Committee (3); Promotion, Tenure and Evaluation Committee (3); Diversity Committee (3); Curriculum Committee (3)

Appendix II: Organizational Structure¹



¹ Updated Spring 2019

Appendix III: Faculty Selection Process²

PREPARATION

1. Director reviews opening(s) with dean of the college and receives permission to initiate the faculty search.
2. Director names a Search Committee and Search Committee Chair, ensuring that there is at least one member whose expertise is in the program area of each vacancy being filled.
3. In collaboration with the dean of the college, the SIS Director, and faculty of the school, the Committee prepares a position description.
4. Working with appropriate staff, the Search Committee chair ensures that the position is advertised in major professional journals and other appropriate places as recommended by the Search Committee.
5. Recommendations of possible candidates are sought from all members of the faculty, the Director, and any other individuals who may have suggestions.
6. All inquiries regarding the position are sent to the chair of the Search Committee.
7. Working with appropriate staff, the Director of the School, and the chair of the Search Committee, ensures that all requirements of affirmative action and equal opportunity employment are satisfied.

REVIEW

1. The Search Committee reviews all resumes and supporting materials.
2. The Search Committee selects the candidates for an initial interview.
3. The Search Committee conducts an initial interview with selected candidates.

INVITATION

1. The chair of the Search Committee contacts selected candidates with invitations to interview on campus.
2. Working with appropriate staff, the Search Committee chair prepares an interview schedule for each candidate that includes all appropriate persons and interested parties.

² Updated Spring 2019

INTERVIEWING

1. Each faculty member in the program with the vacancy and the School Director, will have the opportunity to meet with the candidates (either individually or in small groups).

EVALUATION

1. All School faculty are invited to complete an evaluation form on each candidate. This information is shared with the Search Committee.
2. The evaluation form should require written comments for any rankings of “Neutral”, “Somewhat Disagree”, or “Strongly Disagree” to better inform the Search Committee.
3. The Search Committee reviews all information regarding the candidates and makes its recommendation to the Program faculty, which in turn makes its recommendation to the Director.

OFFERING

1. The Director submits a ranked list of recommended candidates to the dean of the college and, upon approval, makes an offer to the highest-ranked candidate.
2. If the preferred candidate does not accept the offer within a designated period, or declines the offer, the Director may make an offer to the next highest ranked candidate.

FOLLOW-UP

1. After the position has been filled, the chair of the Search Committee writes letters to those who interviewed to inform them that the position is no longer vacant.
2. Working with the appropriate office staff, the Director follows through with the administrative process and paperwork for appointment to the faculty.
3. Working with the appropriate office staff, the Director prepares any necessary search process information required by the University.

Guidelines for Search Committee Chair: Search Committee Checklist

The search committee chair has several important duties in addition to screening applicants and convening the committee. The committee chair must work closely with the SIS Director and Administrative Assistant to ensure that the process is compliant with University policies and procedures. The following checklist is to facilitate the tracking of tasks and responsibilities of the Search Committee chair.

1. Ensure the approved position is circulated to appropriate professional lists and associations and the college/school website
2. Confirm with administrative staff that all job posting requirements from UK Human Resources have been met.
3. Coordinate with the designated staff to ensure all applications are available in both hard copy and electronic formats to allow easy review by the committee and the faculty.
4. With designated staff, maintain a spreadsheet summary of the applicant pool.
5. Consult with UK Human Resources to familiarize the committee about questions that can, and cannot, be asked.
6. Use appropriate video conferencing tools to meet with candidates of interest as a prelude to a possible campus visit.
7. Consult with the Director to determine the number of candidates that can be brought to campus.
8. Work closely with appropriate staff to assist coordinating schedules, travel arrangements, and expense reimbursement.
9. Administrative staff will select appropriate restaurants based on budgetary guidelines.
10. Plan the site visit; decide on format and time allowed for candidate presentation, seek volunteers for logistics and meals.
11. Create an online survey to solicit feedback on candidates from SIS faculty.
12. Summarize results and report to faculty.

Appendix IV: Faculty Promotion Procedures

Tenure-Track Faculty

Because of the complexity of the promotion and tenure procedures, no attempt has been made to summarize the specific procedures of the university here. All individuals involved in the promotion and tenure process are referred to the University of Kentucky Administrative Regulations, **AR 2:1-1, "Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure"** (with date effective, 7/1/2011, and changes dated 7/1/2009, 9/18/92, 4/30/93, 1/25/94, 11/24/95, 7/1/98, 8/18/98, 1/11/99, and 7/27/00).

The following is an approximate calendar for tenure and promotion considerations:

Director and Committee determines persons to be considered for promotion and/or tenure.	September
Director solicits evaluations from external professionals recommended by the Committee.	September
Director requests evaluative letters from appropriate faculty members.	September
Director requests formal recommendation from Student Advisory Committee.	October
Director collects annual review and evaluation data.	October
Director receives faculty recommendations and prepares promotion and tenure file for consideration of Promotion and Tenure Committee.	October
Chair of the Committee gives evaluation and recommendation of Committee to the Director.	November
Director adds Committee and personal recommendations to the promotion and tenure file.	November-December
Promotion and tenure file is forwarded by Director to dean of the college.	December
Dean of college forwards the promotion and tenure file to college Promotion and Tenure Committee for review and recommendation.	December

Dean adds recommendation of college Promotion and Tenure Committee to promotion and tenure file along with personal recommendation.	December
Dean forwards promotion and tenure file to Provost who in turn forwards the file to the President or an Area Committee if necessary.	January
Area Committee recommendation is returned to Provost.	March
Provost adds his/her recommendation to the file and forwards it to the president for his/her recommendation and final action of the Board of Trustees.	April
Dean informs candidate regarding promotion and/or tenure decision.	April

Throughout the promotion and tenure process, the appeals process is available to the candidate as detailed in the University's Governing Regulations and Administrative Regulations.

In accordance with the University of Kentucky Administrative Regulation 2:9, those lecturers are eligible for a promotion to senior lecturer “at any time after five (5) years of continuous full-time service. In preparing a recommendation to the dean on a promotion case in the Lecturer Series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments.

Tenure-Track Faculty Series Checklist for Dossiers
(refer to AR 2-1 -Appendix II)

Information is included in the dossier in the order listed, with a tab for each item.

For Dean's Office Use Only	Enclosed
1. Recommendation of college dean	_____
2. Recommendation of college advisory committee	_____
3. Recommendation of department chair	_____
4. Recommendations of directors of centers, institutes or other departments with which the candidate may be associated.	_____
5. Up-to-date curriculum vitae or resume	_____
6. a. List names and ranks of faculty members in the educational unit	_____
b. Written opinion of each faculty member required to be consulted within educational unit.	_____
7. Written opinions of other faculty members consulted	_____
8. Letters providing evaluation of individual's abilities in teaching, research, service or other areas:	
a. obtained by chair from persons outside the University not suggested by the individual (at least four);	_____
b. obtained by chair from persons outside the University suggested by the individual (at least two).	_____
9. Brief biographical information on persons outside the University from whom chair obtained letters and indication of which were suggested by candidate.	_____
10. Copies of faculty merit reviews since the date of hire, and copies of the tenure (two- and four-year) progress reviews.	_____
11. Description of the procedural steps used within the department and the college, and explanation of how these steps were communicated to the faculty member.	_____
12. If adopted, statements at the department level describing the evidence of activity in teaching, research, and service that are appropriate to the field(s) of the department and date of formal adoption.	_____
13. The Teaching Portfolio	_____
14. Candidates personal statement on research	_____
15. Candidates personal statement on service	_____
16. Letters from students, undergraduate, professional and/or graduate, pertaining to candidate's instruction.	_____
17. List of, and representative samples from research articles, books, patents, writings, or other creative productivity.	_____
18. List of proposals submitted and grant or contract awards received.	_____
19. Information or materials relating to professional status and activity, including copies of awards received for teaching or scholarship.	_____
20. Information or materials relating to University and public service.	_____

21. Distribution of Effort agreements since last promotion or appointment. _____
22. Description and criteria of special title series position or other assignment that differs from regular faculty position. Approved job description of Special Title Series that has been approved by an Area committee. _____
23. If the choice is not obvious, specification of which Area Committee should review the file and the candidate's written consent to be considered by this committee. _____
24. Official Transcript from institution from which highest degree was earned
(For Appointment of New Faculty Only) _____
25. Datasheet for Proposed Members of Graduate Faculty, if applicable.
<http://www.research.uky.edu/gs/GraduateFacultyProposal.pdf> _____

SIS Guidelines for Tenure and Promotion from Assistant to Associate Professor³

Faculty are evaluated on three areas: scholarly productivity, teaching and service. Guidelines for each area are included in this document.

Scholarly Productivity for Regular-Title Faculty

Introduction

Assessment of faculty scholarly productivity is based upon informed judgment. Such judgment should include an assessment of the totality of work to date; the following will serve as guidelines for making such judgments. These guidelines reflect the consensus of the School regarding the general research expectations of regular title faculty seeking tenure and promotion. The attempt to articulate the quantity and quality of academic achievement as outlined here is to serve as a general guide. The School recognizes and affirms that the unique characteristics of an individual's research agenda and discipline may necessitate a different and equally appropriate pattern of publication. It is incumbent upon the candidate to make a compelling case for the strength of the research and publication record in all cases, but particularly in those that deviate from the standards outlined in this document. This case should be made in the candidate's research statement. It should be noted that while these guidelines describe the baseline level of accomplishment, the simple attainment of this level of productivity does not guarantee award of tenure or promotion.

Research component (Scholarship of Discovery/Integration)

- High-quality, original scholarship is what distinguishes a research university from others;
- Research is essential for research universities to answer the call for creating new knowledge;
- Original research informs and advances the faculty member's knowledge of an area and should, directly or indirectly, contribute to the faculty's ability to instruct in the classroom;
- A sub-standard research record cannot be overcome by outstanding teaching. As ARII.2:201 puts it, "Excellence in teaching, advising and other instructional activities, research or other creative activity, and in professional, University and public service is expected."

Development of research program

- Defined as a series of research projects centered around a core of research questions (that are considered to be socially, methodologically, or theoretically significant and problem-driven);
- Demonstrated by a series of publications that are linked in terms of theme and purpose; while more than a single research theme may be appropriate, a research program should be coherent and focused.

³ Approved Spring 2018

- Demonstrated by a sustained record of publication over time to allow for that researcher to develop a national and/or international reputation and to enhance his or her impact in an area of research

Quantity of research publications

Past successful tenure cases in the College that have included 11 or more peer-reviewed research articles, including those in press by the end of probation period, are indicative of the college's expectations for research productivity. Quantity of publications may vary by discipline and by methodological approach. In other words, this number is presented to indicate what has been successful in past cases, but it is not a mandatory threshold, nor does it signify that achieving this number of publications, in itself, will ensure promotion.

Quality of research publications

Quality judgments are partially dependent upon the (a) venue of publication, (b) authorial contribution, and (c) impact of the research. For example, conference proceedings are often perceived as less rigorous than journal articles, for a variety of reasons (e.g., journals typically have a longer history of publication, a more stable editorial board, and more comparative data for ranking); however, this perception varies by discipline.

Articles

Publications in peer-reviewed outlets that apply a revise-and-resubmit process (e.g., journals, conference proceedings) are highly valued and help to build a national reputation; the following can serve as a general guideline for indicators of quality. There will always be an element of judgment in evaluating research; allowing for differences among various subject areas, methodological approach, and interdisciplinarity, an ordinal scale (not to be followed rigidly) would be as follows:

- Single-authored, first authored, and equally authored (when publicly acknowledged) articles in top tier, peer-reviewed journals;
- Single-authored, first authored, and equally authored (when publicly acknowledged) top tier conference proceedings that follow a revise-and-resubmit process;
- Secondary author of a multi-authored work in top tier, peer-reviewed journals or conference proceedings that follow a rigorous revise-and-resubmit process.
- Single-authored or first (primary or equally) authored articles in lower-ranked peer-reviewed journals that follow a revise-and-resubmit process;
- Secondary author of a multiple-authored work in lower ranked, peer-reviewed journals that follow a revise-and-resubmit process;
- Single-authored or first (primary or equally) authored papers in refereed conference proceedings.

Chapters

- Single-authored, first authored, and equally authored (when publicly acknowledged) chapter in an edited book published by a quality press that follows a review process;
- Second or third author of a chapter in an edited book published by a quality press that follows a review process.
- Single-authored, first authored, and equally authored (when publicly acknowledge) chapter in an edited textbook or professional book.
- Second or third author of a a chapter in an edited textbook or professional book.

Books and Monographs

Books and monographs are valuable but not required for tenure and promotion from assistant to associate professor. This is often more valuable for promotion to full professor. Peer-reviewed, scholarly books are highly valued in certain disciplines. However, since books usually take much longer to press than articles, books should be judged (in comparison to articles, conference papers, and book chapters) commensurate to their scope, size, and contribution of original scholarly work. One scholarly book may be equivalent to multiple articles. As with all scholarly endeavors, it is incumbent upon the candidate to make the case in the research statement for the venue, authorial contribution, quality, and impact of the book(s) in the research. That said, the following ranking applies to books:

- Single-authored, first authored, and equally authored (when publicly acknowledged) scholarly monographs published by a quality press (e.g., university, scholarly-scientific, or major commercial) that have undergone one or more rounds of peer-review and a revision process;
- Secondary author of a multiple-authored scholarly monograph published in a quality press that have undergone one or more rounds of peer-review and a revision process;
- First (primary) editor of an edited book published by a quality press.
- Second or third editor of an edited book published by a quality press.

- First (primary) author of a textbook or professional book.
- Second or third author of a textbook or professional book.

Grants and Contracts

- Track record of grant awards are valuable but not required for tenure and promotion from assistant to associate professor. Often more valuable for promotion to full professor.

Other

- Conference presentations and posters may be either contributions to service, or products of research; as the latter they are best viewed as way-stations to publications, which are the main evidence considered in the tenure review.

NOTE: the relative importance of single-versus multiple-authorship varies among disciplines.

Indicators of research quality might include:

- Venue of publication
- Rigor of the publishing outlet
- Authorship (see above; based on order and/or level of contribution)
- Collaborative nature
- Impact (e.g., evidence based on awards, reviews, citations, expert evaluations, dissemination to, and adoption by, appropriate practitioners, etc.)

These indicators of quality and impact are guidelines. In each individual case the evaluation is based upon the contents of the dossier in total and how well the case for promotion and/or tenure is made in the candidate's research statement.

Instruction

Faculty in the School of Information Science are tasked with teaching and with creating a learning environment that transmits, transforms, and extends knowledge (AR 2:2-1). All tenure track faculty members are therefore expected to demonstrate instructional competency in the topics of the courses they teach, and the ability to guide students through the process of learning the appropriate content. Instruction includes formal classroom instruction, advising, practicum/internship supervision, and mentoring. Evaluation will be proportional to a faculty's distribution of effort.

Documentation

Teaching effectiveness and demonstrating competence and growth are the responsibility of the faculty. Per the Administrative Regulation 3:10, Appendix I, faculty should create a teaching portfolio that includes evidence for reviewing, evaluating, and improving teaching and advising. Evidence for these may be documented through the faculty's teaching statement or statement of teaching philosophy, quantitative and qualitative student evaluations, list of courses taught for each semester under review, and course syllabi. Additional student evaluations of teaching quality and value of teaching may be collected and documentation may also include evidence of pedagogical innovations, evidence of academic rigor of courses, procedures admired or adopted through peer reviewed literature on teaching and instruction, special teaching awards and recognition, peer review, contributions to course development, and professional development activities. Other noteworthy contributions include teaching beyond regular duties, collaborative efforts, interdisciplinary instructional activities, teaching via distance learning or online format, and assisting in student advising.

Faculty may submit additional evidence that supports their ability to teach and to create a learning environment. See Administrative Regulation 3:10, Appendix I, for a list of items that may serve as additional evidence.

Development and quality of teaching program

- Evidence that students perceive the course to be of value as indicated by scores that meet or exceed 3.0 (on a 5.0 point scale) on course evaluations;
- Evidence that students perceive the course to be of quality as indicated by scores that meet or exceed 3.0 (on a 5.0 point scale) on course evaluations;
- Development or application of pedagogical methods and materials that demonstrate an impact on learning outcomes;
- Evidence that the faculty's own research informs his/her teaching;
- Engagement in opportunities to further course curriculum and course assessment.

Development and quality of advising program

- Evidence that the faculty member has demonstrated professional standards of advising.
- Additional contributions to teaching program:
- Evidence of participation in professional development in the areas of teaching and/or advising;
- Awards and other forms of official recognition that acknowledge the teaching and/or advising;
- Contributions to major curriculum changes, course development, and other instructional programs.

Service

Faculty service is considered those professional activities in which the faculty member exercises academic leadership that contribute to the discipline, the life of the school, the college, the university and the local community.

Service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations, and as such, should be evaluated with the assigned distribution of effort for service in mind.

Service activities may include:

- University service: Membership and leadership on official committees at the departmental, school, college or university levels.
- Service to the profession: Membership and participation in local, state, national, and/or international professional organizations or other appropriate professional associations of relevance to the faculty member's field of study. Participation denotes performing editorial, peer review, organizational, and committee responsibilities.
- Public service: Consistent with the CCI Strategic Plan, faculty may participate in outreach, engagement, and public service aimed at improving the quality of life of Kentuckians. Public service activities may include community efforts in schools or other educationally relevant organizations.

Documentation

The service statement shall address the outcomes and impact of the faculty's service activities and its relation to the his/hers/their academic expertise.

School of Information Science
**Statement of Evidence: Research or Other Creative Activity for Appointment,
Reappointment, or Promotion to Full Professor for Regular-Title Faculty⁴**

Introduction

Assessment of faculty scholarly productivity is based upon informed judgment. Such judgment should include an assessment of the totality of work to date; the following will serve as guidelines for making such judgments. These guidelines reflect the consensus of the School of Information Science regarding the general research expectations for appointment, reappointment, or promotion to full professor. It should be noted that these guidelines build upon those for promotion from Assistant to Associate, and that the expectations for appointment, reappointment, or promotion from Associate to Full exceed those for promotion from Assistant to Associate.

The attempt to articulate the quantity and quality of academic achievement as outlined here is to serve as a general guide. The School recognizes and affirms that the unique characteristics of an individual's research agenda and discipline may necessitate a different and equally appropriate pattern of publication. It is incumbent upon the candidate to make a compelling case for the strength of the research and publication record in all cases, but particularly in those that deviate from the standards outlined in this document. This case should be made in the candidate's research statement. It should be noted that while these guidelines describe the baseline level of accomplishment, the simple attainment of this level of productivity does not guarantee promotion.

Research component (Scholarship of Discovery and Integration)

- High-quality, original scholarship is what distinguishes a research university from others;
- Scholarship of Discovery and Integration is essential for research universities to answer the call for creating new knowledge;
- Original research informs and advances the faculty member's knowledge of an area within the discipline and should, directly or indirectly, contribute to the faculty's ability to instruct in the classroom;
- A sub-standard research record cannot be overcome by outstanding teaching. As ARII.2:201 puts it, "Excellence in teaching, advising and other instructional activities, research or other creative activity, and in professional, University and public service is expected."
- In accordance with AR II-1.0-1, appointment, reappointment, or promotion to full professor implies that, in the opinion of colleagues, the candidate's scholarship is excellent and has earned a high level of professional recognition. Where appropriate, this recognition should be on a national or international level in the field of assignment. It is further emphasized that this rank is in recognition of attainment rather than length of service.

⁴ Adopted Spring 2019, approved by the Associate Provost for Faculty Advancement on behalf of the Provost, May 17, 2019

Established research program

A candidate seeking appointment, reappointment, or promotion to full professor is expected to demonstrate a sustained record of scholarship and a national or international reputation in one or more research areas that are socially, methodologically, or theoretically significant and problem-driven.

Quantity of research publications

A general expectation for appointment, reappointment, or promotion to full professor is evidence of a sustained, substantial, and significant research record that has led to national and/or international recognition. Quantity of publications may vary by discipline, by methodological approach, and data collection cycles, but the general expectation for candidates seeking appointment, reappointment, or promotion to full professor is an average of two high quality research publications per year. This number is presented as a general guideline, but it is not a mandatory threshold, nor does it signify that achieving this number of publications, in itself, will ensure appointment, reappointment, or promotion.

Quality of research publications

Quality judgments are partially dependent upon the (a) venue of publication, (b) authorial contribution, and (c) impact of the research. For example, conference proceedings are often perceived as less rigorous than journal articles, for a variety of reasons (e.g., journals typically have a longer history of publication, a more stable editorial board, and more comparative data for ranking); however, this perception varies by discipline and by individual venue.

The relative importance of single- versus multiple-authorship varies among disciplines. In a mentoring role, experienced scholars sometimes grant first or second author position to junior faculty and/or graduate students; however, candidates seeking appointment, reappointment, or promotion to full professor are also expected to demonstrate lead roles in an established program of research. Within the research statement, the candidate should provide a compelling case for authorship choices made.

Indicators of research quality might include:

- Venue of publication
- Rigor of the publishing outlet
- Authorship (see above; based on order and/or level of contribution)
- Collaborative nature
- Impact (e.g., evidence based on awards, reviews, citations, expert evaluations, dissemination to, and adoption by, appropriate practitioners, etc.)

These indicators of quality and impact are guidelines. In each individual case the evaluation is based upon the contents of the dossier in total and how well the case for promotion and/or tenure is made in the candidate's research statement.

Publications in peer-reviewed outlets that apply a revise-and-resubmit process (e.g., journals, select conference proceedings) are highly valued and help to build and maintain a national and/or international reputation. The following can serve as a general guideline for indicators of quality. There will always be an element of judgment in evaluating research; allowing for differences among various subject areas, methodological approaches, and interdisciplinarity. An ordinal

scale (not to be followed rigidly) would be as follows for each of the following types of publication:

Articles

- Single-authored, first authored, and equally authored (when publicly acknowledged) articles in top tier, peer-reviewed journals;
- Single-authored, first authored, and equally authored (when publicly acknowledged) top tier conference proceedings that follow a revise-and-resubmit process;
- Secondary author of a multi-authored work in top tier, peer-reviewed journals or conference proceedings that follow a rigorous revise-and-resubmit process.
- Single-authored, first authored, and equally authored articles in lower-ranked peer-reviewed journals that follow a revise-and-resubmit process;
- Secondary author of a multi-authored work in lower ranked, peer-reviewed journals that follow a revise-and-resubmit process;
- Single-authored or first (primary or equally) authored papers in refereed conference proceedings.

Chapters

- Single-authored, first authored, and equally authored (when publicly acknowledged) chapter in an edited book published by a quality press that follows a review process;
- Second or third author of a chapter in an edited book published by a quality press that follows a review process.
- Single-authored, first authored, and equally authored (when publicly acknowledge) chapter in an edited textbook or professional book.
- Second or third author of a chapter in an edited textbook or professional book.

Books and Monographs

Books and monographs are valuable but not required for appointment, reappointment, or promotion from Associate to Full Professor. Peer-reviewed, scholarly books are highly valued in certain disciplines. However, since books usually take much longer to press than articles, books should be judged (in comparison to articles, conference papers, and book chapters) commensurate to their scope, size, and contribution of original scholarly work. One scholarly book may be equivalent to multiple articles. As with all scholarly endeavors, it is incumbent upon the candidate to make the case in the research statement for the venue, authorial contribution, quality, and impact of the book(s) in the research. That said, the following ranking is a guide for books:

- Single-authored, first authored, and equally authored (when publicly acknowledged) scholarly monographs published by a quality press (e.g., university, scholarly-scientific, or major commercial) that have undergone one or more rounds of peer-review and a revision process;
- Secondary author of a multiple-authored scholarly monograph published in a quality press that have undergone one or more rounds of peer-review and a revision process;
- First (primary) editor of an edited book published by a quality press.
- Second or third editor of an edited book published by a quality press.
- First (primary) author of a textbook or professional book.

- Second or third author of a textbook or professional book.

Other

- Conference presentations and posters may be either contributions to service, or products of research; as the latter they are best viewed as way-stations to publications, which are the main evidence considered in the review.
- Due consideration will be given for preparation of “white papers” and reports that disseminate findings from international, national, and state-level research studies
- Due consideration will be given for the use of electronic media (e.g., websites and blogs) for enhancing dissemination of research-based, professional knowledge and improving policy and practice.

Grants and Contracts

While grant awards are not required for appointment, reappointment, or promotion to full professor, submissions of applications, and especially awarded applications, for external funding serve as evidence of a socially, methodologically, or theoretically significant and problem-driven research program that is coherent and focused.

School of Information Science
**Statement of Evidence: Instruction and Student Relations for Appointment,
Reappointment, or Promotion to Full Professor for Regular-Title Faculty⁵**

Instruction and Student Relations

Faculty in the School of Information Science are tasked with teaching and with creating a learning environment that transmits, transforms, and extends knowledge (AR 2:2-1). All faculty members seeking appointment, reappointment, or promotion to full professor are therefore expected to demonstrate instructional competency in the topics of the courses they teach and the ability to guide students through the process of learning the appropriate content. Included within instruction and student relations are formal classroom instruction, advising, practicum/internship supervision, and mentoring. Evaluation of Instruction and Student Relations will be proportional to a faculty's distribution of effort.

Documentation

Teaching effectiveness and demonstrating competence and growth are the responsibility of the faculty. Per the Administrative Regulation 3:10, Appendix I, faculty should create a teaching portfolio that includes evidence for reviewing, evaluating, and improving teaching and advising. Evidence for these may be documented through the faculty's teaching statement or statement of teaching philosophy, quantitative and qualitative student evaluations, list of courses taught for each semester under review, and course syllabi. Additional student evaluations of teaching quality and value of teaching may be collected, and documentation may also include evidence of pedagogical innovations, evidence of academic rigor of courses, procedures admired or adopted through peer reviewed literature on teaching and instruction, special teaching awards and recognition, peer review, contributions to course development, and professional development activities. Other noteworthy contributions include teaching beyond regular duties, collaborative efforts, interdisciplinary instructional activities, and assisting in student advising.

Faculty may submit additional evidence that supports their ability to teach and to create a learning environment. See Administrative Regulation 3:10, Appendix I, for a list of items that may serve as additional evidence.

Development and quality of teaching program

- Evidence that students perceive courses developed or co-developed by the faculty member to be quality courses as indicated by scores that meet or exceed 3.0 (on a 5.0-point scale) on course evaluations;
- Evidence that students perceive the instructor provided quality teaching as indicated by scores that meet or exceed 3.0 (on a 5.0-point scale) on course evaluations;
- Development or application of pedagogical methods and materials that demonstrate an impact on learning outcomes;
- Evidence that the faculty's own research informs his/her teaching;
- Engagement in opportunities to further course curriculum and course assessment.

⁵ Adopted Spring 2019, approved by the Associate Provost for Faculty Advancement on behalf of the Provost, May 17, 2019

Development and quality of advising program

- Evidence that the faculty member has demonstrated professional standards of advising.

Additional contributions to the teaching program

- Evidence of participation in professional development in the areas of teaching and/or advising;
- Awards and other forms of official recognition that acknowledge the teaching and/or advising;
- Contributions to major curriculum changes, course development, and other instructional programs.

School of Information Science

Statement of Evidence: Professional Activity and University and Public Service for Appointment, Reappointment, or Promotion to Full Professor for Regular-Title Faculty⁶

Service

Faculty service is considered those professional activities in which the faculty member exercises academic leadership that contributes to the discipline, the life of the School, the College, the University and the local community. Senior faculty are expected to carry a heavier service workload than junior faculty and are expected to demonstrate leadership within those service roles. Service activities should be evaluated with the assigned distribution of effort for service in mind.

Service activities may include:

- University service: Membership and leadership on official committees at the Program, School, College and/or University levels. This includes mentorship of junior faculty.
- Service to the profession: Membership and participation in local, state, national, and/or international professional organizations or other appropriate professional associations of relevance to the faculty member's field of study. Participation denotes performing editorial, peer review, organizational, and committee responsibilities.
- Public service: Consistent with the College of Communication and Information Strategic Plan, faculty may participate in outreach, engagement, and public service aimed at improving the quality of life of Kentuckians. Public service activities may include community efforts in schools or other educationally relevant organizations.

Documentation

The service statement shall address the outcomes and impact of the faculty's service activities and its relation to that faculty member's expertise.

⁶ Adopted Spring 2019, approved by the Associate Provost for Faculty Advancement on behalf of the Provost, May 17, 2019

Lecturer Series Faculty Review Dossier Checklist⁷

- Recommendation of Dean of College of Communication & Information
- Recommendation of School of Information Science Promotion & Tenure Committee
- Recommendation of SIS Director
- Up-to-date curriculum vitae
- Checklist of senior lecturers and tenured/tenure track unit faculty names and their academic ranks
- Written opinion of each senior lecturer and tenured/tenure track faculty member required to be consulted within the School
- Written opinions of other University of Kentucky faculty members consulted, as permitted by the SIS rules or requested in writing by the candidate
- Optional letters obtained by the candidate providing evaluation of review candidate's abilities in teaching, research, service or other areas
- Copies of the review candidate's faculty merit reviews since the date of initial appointment
- Distribution of Effort agreements since appointment
- Description of the procedural steps used within the department and the college, and explanation of how these steps were communicated to the candidate
- Unit *Statements on Evidences* describing the evidence of activity in teaching, research, and service that are appropriate to the field(s) within the unit
- Candidate's Teaching Portfolio with Teaching Evaluations
- Candidate's personal statement on service (optional)
- Optional letters from students, undergraduate, professional and/or graduate, pertaining to candidate's instruction
- List of, and representative samples from scholarly research, research presentations, grant activity, or other creative productivity (optional)
- Information or materials relating to professional status and activity, including copies of awards received for teaching or scholarship (optional)
- Copy of the job description, as approved by the appropriate area committee

Any of the above 17 items can be removed by agreement of the SIS Director and the Senior Lecturer candidate if the item is not relevant to the responsibilities addressed in the Distribution of Effort or any other agreement made between the SIS Director and the candidate.

⁷ Revised and adopted Spring 2020

Appendix V: Faculty Planning, Review and Evaluation Overview

Supporting Documents (DOE Planning Report and Faculty Achievement Report)

Planning

The process of individual planning for an academic year takes place concurrently with the completion of the faculty DOE at the start of each academic year. The **Faculty DOE and Planning Report** is filled out by each faculty member in August and serves as the basis for the DOE and planning discussion with the Director of the school. Taking into account the needs of the school and the individual preferences as provided in the **Faculty Workload Guidelines**, and based upon university regulations, the Director and individual faculty member reach an agreement and review goals for the upcoming year. Where disagreement regarding workload assignment exists, the decision of the Director is final. The information from the **Report** is then placed on the University's **Distribution of Effort** form and becomes the basis for the review and evaluation part of the cycle.

Review and Evaluation

A primary purpose of the performance review is individual and institutional self-improvement. The results of the review also serve as the basis for decisions regarding salary increase for that portion of salary funding where merit is the required criterion for allocation.

Performance evaluations of tenured faculty take place during the fall semester of the first year of the biennium and review the previous year. Performance evaluation will take place every year for nontenured faculty and or tenured faculty who request an annual review. The evaluations are based on the **Faculty Distribution of Effort (DOE)**, the achievement of goals articulated in the Faculty DOE and Planning Report when one is available from the previous year, student evaluation input, and teaching portfolios. The **Faculty Achievement Report: Materials and Comments**, is to be completed by the end of November to assist in gathering the performance data that must be entered into the Digital Measures system and to also facilitate the performance review meeting with the Director. The Faculty Achievement Report therefore summarizes all activities for the review period and should be used both as a cross check against the report generated by the digital measures system and as a supplement to the performance review by the Director. To serve that purpose, the Achievement Report should include commentary on the status of goals articulated in the previous year's DOE and Planning Report. A memo outlining the process and the specific schedule for the August DOE report and November Achievement report deadlines, along with the Provost's letter regarding same is sent to each faculty member at the start of the academic year. Included in the memo is the procedure and schedule for faculty appeals. Non-tenured faculty members are also regularly reviewed in their second and fourth years to determine the progress they are making toward meeting the university's expectations for promotion and tenure.

The information submitted by the faculty and the students is evaluated and a numerical score is determined using a five-point scale designed to recognize degrees of achievement ranging from outstanding, good, satisfactory and marginal performance.

**University of Kentucky College of Communication and Information Faculty Profile
Worksheet FY 17**

Department:

Name:

Date:

Contract Period (months)

9

10

11

12

Section 1. Instruction

General Academic Instruction –Include class prefix and number if known. If unknown, please indicate course prefix and level (i.e., 1xx, 2xx, 3xx, 4xx, 5xx, etc...)					
FALL			SPRING		
COURSE PREFIX & NUMBER	NUMBER OF SECTIONS	% EFFORT	COURSE PREFIX & NUMBER	NUMBER OF SECTIONS	% EFFORT

Section II. In the corresponding section, please state your plans and goals for the year (where applicable):

Teaching

Research

Service

Professional Development

Summary of major plans and goals for the upcoming year.

**Faculty Achievement Report: Materials and Comments
(To be used in conjunction with digital measures reporting)**

1. Personal Data

Name:	
Rank:	Administrative title (if any):
Regular Appointment Full-time () Part-time ()	Special Title Appointment Full-time () Part-time ()

2. Period Covered by this report:

3. Distribution of Effort agreed upon (% of time):

Instructional Activities	
Research	
Service	
Administration & Professional Development	
TOTAL	

4. General statement of faculty member with regard to accomplishments and achievement or status of goals stated in the previous year's DOE/Planning document. (Please attach separate sheet if needed.)

5. Instructional Activities:

Department should supply data for this review period only (to be checked and approved by the faculty member). See separate student evaluation page.

Semester	Course	Section Number	Credit Hours	No. of Students	Contact Hours/Wk**	Supervisory Hours/Wk

- a. Describe the status of instructional any goals from previous planning report:
- b. List on attached sheets course and curriculum activities for the review period, excluding committee work (textbooks, instructional research, experimental instructional programs, etc. -- give full description or citation).

- c. Also, if you wish them to be considered in your evaluation please attach to this form (a) syllabi for courses taught (if you turned them in they are available from our office, and (b) any comments from you evaluating your own classes.

6. Student Advising*: (Supply data for this period only)

- a. Department should provide data for number of undergraduate students in each category, to be checked and approved by faculty members.

Semester	Dept. Major	Honors	Teacher Certification	Others*

- b. Number of theses or dissertations completed under your direction during this review period:

M.A. _____ Ph.D. _____

- c. Names of students: (Please indicate whether M.A. or Ph.D.)

- d. Number of graduate students for whom you were adviser prior to formation of their Master's or Special Committees:

Pre-M.A. _____ Pre-Ph.D. _____

- e. Number of M.A. or Ph.D. Special Committees within the College served on:

M.A. _____ Ph.D. _____

- f. Number of M.A. or Ph.D. Special Committees outside the College served on:

M.A. _____ Ph.D. _____

*Describe any special or informal advising for undergraduate and graduate duties.

7. Research and Other Scholarly Accomplishments:

If scholarly accomplishments in your area are NOT evaluated on the basis of publications and/or oral presentations based on research, the faculty member should give below the criteria for evaluation commonly used in his or her area. PLEASE CHECK ONE OF THE TWO CATEGORIES.

Other criteria (describe):

Evaluation should be primarily on the basis of publications and/or oral presentations, based on my research.

List research publications (full citation), scholarly books (exclude textbooks), and monographs published during this review period. Do not list here items merely submitted, in press, or those listed in this category on previous review forms. (Continue on back of this page, if necessary). **PLACE AN ASTERISK BY REFEREED PUBLICATIONS.**

*Special title appointments should check "Other Criteria" and note importance of professional as well as scholarly publications for contribution to field under such appointments.

- a. Describe the status of research goals from the previous year's DOE/Planning document:
- b. Work **ACCEPTED** for publication in this review period, but not yet published. (Give complete citations including where and when submitted, name of co-author(s), if any.) **PLACE AN ASTERISK BY REFEREED PUBLICATIONS. ATTACH COPIES AND LETTERS OF ACCEPTANCE.**
- c. Work **SUBMITTED FOR PUBLICATION** in this review period, but not yet formally accepted (Give complete citation, including where and when submitted, name of co-author(s), if any). **ATTACH COPIES AND LETTER OF TRANSMITTAL.**
- d. Brief statement concerning research or other scholarly work currently **IN PROGRESS**, but beyond conceptualization stage (**NOTE OTHER CONTRIBUTORS, IF ANY**).
- e. Cite **PUBLISHED** review, critiques, or abstracts (Give complete citations, including other co-author(s), if any).
- f. Cite presentations before scholarly and professional societies (**NOTE NAME OF SOCIETY, DATE PRESENTED, IF PRESENTATIONS ARE INVITED OR REFEREED**).
- g. Cite other presentations (seminars at other colleges or universities, etc.) (**NOTE NAME OF SEMINAR, WHERE PRESENTED, IF INVITED OR REFEREED**).
- h. List external grants or contracts **RECEIVED** during this review period (**GIVE COMPLETE INFORMATION**).
- i. List external grant proposals **SUBMITTED** during this review period (**GIVE COMPLETE INFORMATION**). **ATTACH COPIES OF SUBMISSIONS.**
- j. If criteria for evaluation are other than publication or oral presentations based on research, list scholarly accomplishments (performances, shows, etc.) for this review period here. (**BE SPECIFIC**).

8. Service and Professional Activities (Supply data for this review period only)

Describe the status of any specific service-related goals from the previous year’s DOE Planning Report:

a. Organizational and Committee Activities:

	Name (Indicates Membership)	Offices Held	EFFORT EXPENDED (Frequency of meetings, time spent, etc.)	RESULTS
Professional Organizations				
Departmental Committees				
College Committees				
University Committees				

- b. Editorships and other reviewing/editorial duties, including period of time of involvement and brief statement of activity).
- c. Professional consulting, unpaid. (Cite name or organization for which consulting was done, period of item brief statement of task).
- d. Professional consulting, paid. (Cite name or organization for which consulting was done, period of time, brief statement of task).
- e. Professional speeches, addresses (name groups or organizations, dates, title, or nature of remarks).
- f. Professional development upgrading (exchange programs, seminars or workshops attended, etc.--give statement of nature of involvement, sponsoring groups, dates).
- g. Professional continuing education activity (meetings, seminars, workshops, etc., which you organized and/or directed -- give statement of nature of activity, general description of persons attending, number attending, dates).
- h. Other

Signature of Faculty Member

Signature of the Director

Date

Date

**Faculty Performance Evaluation
 School of Information Science
 College of Communication and Information Studies
 University of Kentucky**

 Faculty Member's Name

 Date

 Rank

 Evaluative Period

CATEGORY	DISTRIBUTION OF EFFORT (%)	X	RATING (1-5)*	÷	2 =	MERIT POINTS
----------	-------------------------------	---	------------------	---	-----	-----------------

Instruction

Spring 16				÷	1 =	
Fall 16						

Scholarship

Spring 16				÷	2	
Fall 16						

Service

Spring 16				÷	2	
Fall 16						

AGGREGATE MERIT RATING (SUM OF MERIT POINTS) =

***RATING SCALE:**

- 5 = An exceptional performance, normally applicable to not more than 10% of faculty.
- 4 = An excellent performance, above that which is expected of a typical faculty member.
- 3 = A good performance, representing that which is expected of a typical faculty member.
 (Not to be interpreted as merely average)
- 2 = An acceptable performance, but a need for some improvement may be indicated.
- 1 = Performance is deficient

COMMENTS:

Instruction:

Research:

Public and Professional Service:

General Comments:

SIGNATURES:

Faculty Member

Director

Dean

Date

Date

Date

Conversion of ratings for Course/Teaching (4-point scale) & Performance (5-point). Ratings taken from this scale to be adjusted upwards in cases of large numbers of students, superior advising evaluations, independent studies conducted, development of new courses and innovative teaching techniques.

Av. Instructor Evaluation	Performance Evaluation
4.0	5.0
3.9	4.8
3.8	4.6
3.7	4.4
3.6	4.2
3.5	4.0
3.4	3.8
3.3	3.6
3.2	3.4
3.1	3.2
3.0	3.0
2.9	2.8
2.8	2.6
2.7	2.4
2.6	2.2
2.5	2.0
2.4	1.8
2.3	1.6
2.2	1.4
2.1	1.2
2.0	1.0

Comparative ratings of all SIS faculty
 _____ Faculty Member
 _____ Aggregate SIS Faculty
 _____ Aggregate LIS Program Faculty

Faculty Evaluation

(Revised February 2017)

University Expectations

Cf. AR 2:1-1, AR 2:2-1, AR 2:4

Percentage of Distribution of Effort: Faculty Work Load Guidelines

Teaching, Advising, and Other Instructional Activities

The evaluation of instruction is based on the following aspects of instruction as appropriate:

- Teaching portfolio (cf. AR 3:10)

Information contained in the faculty member's Teaching Portfolio, including course syllabi for courses currently taught, instructional activities, instructional philosophy, summary data from class evaluations, summary of advising ratings, and the faculty member's self-evaluation of his/her instructional activities.

- Percentage of distribution of effort

The percentage of the faculty member's Distribution of Effort that is given to teaching, advising and other instructional activities

- Evaluations by colleagues who witness guest lectures, colloquia presentations, syllabi, websites, etc.

Teaching

- Student evaluations of classes and instruction

Student evaluations should be judged in comparison to the norms of the University, College and School. Numeric averages are available for every item at each of the indicated levels, and these should be used to determine who is "above average."

- Number of different courses taught
- Number of classes taught during academic year
- Size of classes
- Innovative teaching methods
- New course preparations
- Unusual course revision (e.g., summer sessions, off-campus, etc.)
- Teaching – Awards and recognition for outstanding teaching

It is the expectation of the School that for all full-time faculty both the overall value of the course and the overall quality of teaching will consistently fall into the range of 4.0-5.0.

Advising

- Participation in student advising
- Student evaluation of advising

Other Instructional Activities That May Be Considered

- Participation in the range of instructional activities of the School (e.g., doctoral committees, independent studies, summer session, off-campus programs, distance learning, etc.)
- Normal Instructional Workload – Regular Title Series
4 X 4 = 95%
2 X 2 = 45% +/- 5%
Note: Typical teaching load in College is 2 X 2

Research and Scholarly Activities

Research and scholarly contributions are evaluated on the basis of the following as appropriate:

- Research agenda
- Percentage of distribution of effort
- Faculty member's own assessment of work
- Impact of research and scholarship indicated by book reviews, letters and/or comments of publications or scholarly presentations from peers internal and external)

Publications

The faculty member's documented (with review copies of presentations and publications) record of productivity, giving consideration to both qualitative and quantitative dimensions of performance. Because the University of Kentucky is a research university, an especially high value is given to original research and the wide distribution of the results of research through publications and professional presentations.

- Productivity (quality and quantity of results achieved) Productivity should be comparable with the norm of the discipline and that of the area of specialty
- Nature of the activity (e.g. research or other)
- Nature of the product/output (e.g., book, journal article, book review, etc.)
-

Faculty members are expected to demonstrate his/her ability of independent scholarship through publications of sole authorship. However, under certain circumstances, work of co-authorship or multiple-authorship is appropriate and should be recognized. *Book reviews are optional, not expected of faculty, and should be counted as service to the profession, not as research.*

- Where published:

Top priority should be given to refereed publications in library and information science, information, communication & technology, instructional communication and other related fields.

Scholarly Presentations

A high priority is given to conference papers and scholarly presentations, not only at association-sponsored events but also at prominent, refereed conferences that publish proceedings.

Grants

Grant Proposals

Faculty members are expected to pursue internal and external grants.

Research Awards

Awards granted by significant organizations and/or professional associations recognizing faculty member's research and other creative activities.

Other Scholarly Works and Activities

- Lesser priority is given to other book chapters and to articles in professional publications.
- Normal Maximum Research Workload = 50%
- Normal Minimum Research Work load = 30%
- Note: All faculty members are expected to devote a minimum of 30% of their DOE to Research and Scholarship, unless their teaching load is more than 2 X 2. In cases of grants sufficient in amounts to "buy out" some teaching, Maximum workload can exceed 50%. (See Instructional Release time Policy, Appendix VII).

Service

All faculty members are expected to allocate a part of their service percentages of effort to the work of the school, college and university through committee work and other regular institutional assignments. Factors considered in the evaluation of service contribution are defined below:

- Percentage of Distribution of Effort
- The faculty member's documented record of productivity relating to service, with a clear indication of his/her service activities and the nature of the service contributions.

Service to the public, professional associations and societies

- Nature of service contributions. Examples of service include:
 - Book reviews, service on editorial boards, reviewing manuscripts and proposals
 - Presentations of a non-scholarly nature at professional conferences or to professional groups
 - Continuing education activities offered to professional groups
 - Offices and membership in professional organizations
- Institutional, regional, national, international awards and recognition of the faculty member's contributions.
- Value of service to the school, the profession and the community

Service to school, college and university

- Nature of service contribution
- Service beyond expectations within the school
- University-wide contributions

Service Workload

Normal Maximum Workload = 20%

Normal Minimum Workload = 5%

Personal Professional Development

- Nature of the activity
- Distribution of effort percentage
- Appropriateness of activity and results achieved

Normal workload for faculty not on sabbatical = 5-5%

Normal workload for faculty on sabbatical = 50 – 100%.

Appendix VI: Procedural Guidelines for Faculty Appeal of Evaluation

1. Director informs faculty member of his/her performance rating and advises him/her of the referents used in arriving at that rating.
2. If the faculty member is dissatisfied with his/her performance rating, he/she may inform the Director of his/her intent to appeal the performance rating at the school level in writing.
3. The Director provides faculty member with information regarding the schedule of the appeals process within the university.
4. After consultation with the school's Executive Committee, the Director appoints a Faculty Appeals Committee to hear the appeal made by the faculty member.
5. The Faculty Appeals Committee secures needed documentation including, but not limited to, the following: (1) A formal written statement from the faculty member indicating the reasons for the appeal; (2) A formal written statement from the Dean detailing the evaluation process employed and the basis for the evaluation of the faculty member; (3) The faculty member's Distribution of Effort form, his/her Faculty Performance Evaluation form, his/her Planning Report, his/her Faculty Performance Evaluation Report, copies of his/her published or in-press research, course evaluation ratings, rating of advising, and the relative ratings of the faculty member for the evaluation period.
6. The Faculty Appeals Committee reviews all available information, or seeks additional information as necessary. The Committee then reviews the evaluation process and evaluates the faculty member's performance.
7. If the Committee considers it desirable, it may meet individually with the faculty member or the Director to discuss specific aspects of the evaluation or the evaluation process.
8. The Faculty Appeals Committee makes a recommendation to the Director based on its evaluation of the faculty member's performance and its assessment of the evaluation process.
9. The Director accepts or rejects the recommendation of the Committee and informs the faculty member, and the members of the Committee, of his/her decision.
10. If the faculty member remains in disagreement with the Director's evaluation, he/she may appeal that decision to the dean of the college before a faculty committee appointed by the dean. If still dissatisfied with the evaluation, he/she may appeal the evaluation to the Provost for a hearing before a faculty committee. After an appropriate hearing, the Committee will make a recommendation to the President whose decision will be final. While the exact schedule for the review and evaluation process varies somewhat from year to year (specific dates are communicated to the academic unit by the Provost's office each September), the following offers an approximate schedule:

Third week in January: Review completed by College and faculty member informed of results.

Second week in February: Deadline for individual faculty appeals to College committee.

First week in March: College Faculty Appeals Committee work completed.

Second week in March: Deadline for faculty appeals to Provost.

First week in April: Provost's appeals committee work completed.

Appendix VII: Instructional Release Time Policy⁸

Cost per Course

Effective November 22, 2019 for all current and future grants, faculty can "buy out" teaching time with funding. For funding 10% of salary per 9-month academic year, faculty will be released from 1 course from the standard 2/2 load. For funding 20% of salary, faculty will be released from 2 courses. For funding 30% of salary, faculty will be released from 3 courses unless course demand and a lack of qualified replacement instructors, or other unforeseeable factors prohibit such release. In the event of such an emergency, the faculty person will negotiate with the Director to determine how to "make up" the release time. Every faculty member will teach at least 1 course per year regardless of funding level.

Course Release Schedule

If a faculty member is released from 2 courses during an academic year, the distribution will be release from 1 course per semester. If the faculty member is released from 1 or 3 courses, release distribution across semesters will be negotiated with the Director. The specific courses the faculty member is released from also will be negotiated with the Director, with the goal being to ensure that required graduate and undergraduate courses are covered.

Notification of Intent to Secure Release Time

Adequate time must be provided for release time to be granted. Because semester schedules are set six months in advance, faculty should do everything possible to notify the Director prior to the course scheduling deadline if they anticipate being able to fund release time. If award notification is received after the schedule has been set, and if a replacement instructor cannot be found to cover the course, the faculty person will not receive release time for that semester. However, said faculty will receive "make up" release time at the earliest possible semester thereafter or at a future semester to be negotiated with the Director.

Time Period

Release time may only be secured during the active funding period of a grant, unless "make up" release time has been negotiated and, due to time line constraints, must necessarily occur past the close of the grant.

Salary Savings

All salary savings dollars, regardless of percentage, come to SIS. If faculty fund more than 30% of their academic year salary, they may negotiate with the Director to return a percentage of that salary to their project(s). This percentage return would be calculated as 20% of the amount over the 30%. This negotiation must occur prior to the start of the project(s) that puts the faculty member beyond 30% salary funding and must be reviewed periodically (at least annually) to monitor level of funding.

⁸ Revised and adopted Spring 2020

Appendix VIII: Faculty Development Funds Policy

Approved January 19, 2018

Allocation and Distribution of Funds

The School's professional development money shall be distributed equitably among all full-time faculty members. Each fall, the School's Executive Committee will meet in conjunction with the Director to determine how much shall be allocated based on budget projections for the fiscal year. From this money come travel expenses, book purchases, software purchases (programs that would be unique for an individual faculty member), etc. Typically, each full-time faculty member in the School receives a minimum of \$1000 annually in support of faculty development. Standard faculty development funds are included in start-up packages for newly hired faculty members in the Regular Title Series.

For tenure-track faculty members in the Regular Title series, the School will provide a second competitive level of funding up to \$1000 annually during the probationary period. These requests must be above and beyond allocated development and start-up funds for the year. Requests for additional funds must be made to the Director. Requests will be reviewed by the Executive Committee. The Executive Committee will make recommendations to the Director on a case-by-case basis.

Additional faculty development funds may be available on a case-by-case basis through a competitive application process depending on the budget climate. These requests are not limited to junior tenure-track faculty members during the probationary period. Requests that promote the School among members of the iSchool community will be prioritized. Requests should be made to the School's Director. The Director will route requests to the School's Executive Committee for review and recommendation.

Each faculty member is responsible for submitting requests to the School's Administrative Assistant to encumber faculty development funds. The School's Administrative Assistant will monitor funds and provide expenditure reports for individuals upon request. If, by mid-year, an individual faculty member's funds have not been encumbered or a faculty member has not submitted a request to encumber funds, those funds will be released to the School and may be reallocated among the remaining faculty members.

Faculty members will not be reimbursed or allowed to encumber funds beyond the amount set by the School's Executive Committee and Director for a given fiscal year.

Appendix IX: Director Review Instrument⁹

FORM AND PROCEDURE FOR EVALUATION OF SIS DIRECTOR

Please complete the survey.

Scale: 5=Excellent, 3=Good, 1=Poor.

Management of the School.

<i>How effective is the current Director in . . .</i>	Excellent	Poor	N/A
1. Acquiring resources needed by the SIS?	5 4 3 2 1		X
2. Encouraging faculty to pursue extramural resources?	5 4 3 2 1		X
3. Exercising fair judgment in allocating resources?	5 4 3 2 1		X
4. Recruiting and maintaining an effective and efficient staff?	5 4 3 2 1		X
5. Performing fair merit reviews of staff and faculty?	5 4 3 2 1		X
6. Fairly rewarding the performance of staff and faculty?	5 4 3 2 1		X
7. Planning and managing change within the SIS?	5 4 3 2 1		X
8. Making decisions and solving problems?	5 4 3 2 1		X
9. Completing administrative tasks in a careful and timely manner?	5 4 3 2 1		X
10. Producing clear reports and correspondence?	5 4 3 2 1		X
11. Promoting diversity among the faculty, staff and students?	5 4 3 2 1		X
12. Defining the mission and goals of the SIS?	5 4 3 2 1		X
13. Providing leadership?	5 4 3 2 1		X
14. Advancing SIS instructional programs?	5 4 3 2 1		X
15. Advancing SIS research activities?	5 4 3 2 1		X
16. Advancing SIS service activities?	5 4 3 2 1		X
17. Optional comments to explain any of the ratings above or regarding any other Leadership and Management issues.			

External Relations. *How effective is the current Director in . . .*

1. Representing the School to the CCIS Dean?	5 4 3 2 1	X
2. Representing the SIS to other UK administrators?	5 4 3 2 1	X
3. Representing the SIS to external constituencies (e.g., employers, LIS professionals, alumni)?	5 4 3 2 1	X
4. Representing the SIS to other schools of information and relevant professional organizations?	5 4 3 2 1	X
5. Optional comments to explain any of the ratings above or regarding any other External Relations issues.		

Interpersonal Relations & Communication.

<i>How effective is the current Director in . . .</i>		
1. Consulting with faculty on important issues?	5 4 3 2 1	X
2. Building faculty and staff morale?	5 4 3 2 1	X
3. Encouraging a collegial environment?	5 4 3 2 1	X
4. Moderating disputes within the SIS?	5 4 3 2 1	X

⁹ Revised Spring 2018

5. Responding to suggestions?	5	4	3	2	1	X
6. Communicating with students?	5	4	3	2	1	X
7. Being accessible to faculty, staff and students?	5	4	3	2	1	X

Optional comments to explain any of the ratings above or regarding any other Interpersonal Relations and Communications issues.

Appendix X: Diversity Plan for the School of Information Science

Executive Summary

The University of Kentucky is committed to creating a diverse, multicultural community of scholars and learners. It strives to be a model, for the Commonwealth of Kentucky, of a truly diverse society that celebrates human differences, promotes fairness and equity in policies and practices, and upholds basic principles of social justice. It is within this framework that The School of Information Science has conducted a dedicated and on-going program to make diversity central to its curriculum, activities and staffing. It also is committed to educating its students about the value of diversity to them, the university, and greater society; and through this plan, the school works toward these goals.

Section I. Statement of Diversity

Diversity is defined as embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community. This definition of diversity values an institutional commitment that actively contributes to academic excellence through its inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing that human differences are organizational strengths.

The faculty and administration of the School of Information Science fully endorse the goals and plan for diversity by its parent institution, the University of Kentucky, and we are committed to making our programs available to all segments of our society.

The School of Information Science is committed to a policy of equal opportunity in education and employment without discrimination or harassment, based on age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought. Within our primary mission to promote academic excellence, the School's faculty and administration seek to accomplish its goals for diversity through fair processes, equality of opportunity, and sensitivity to the needs of its students and all other people and outside organizations with whom it interacts.

The School of Information Science recognizes that its domain of information has a transcendental effect on society, and that information plays a pivotal role in the way people think about diversity and the respect for individual differences. Further, our school has a critical responsibility to prepare its students to be active and tolerant participants in this increasingly diverse society.

To these ends, the School of Information Science is guided by the following plan.

Section II. Recruitment and Retention of Faculty and Staff

Objective 1: Increase diversity in the faculty and staff by recruiting members of underrepresented groups.

Strategies: Identify and recruit members of under-represented groups through:

1. Calls for applications in appropriate academic journals, newspapers, magazines and newsletters
2. Contact with colleagues at other universities, including institutions that have traditionally served minority students
3. Contact with alumni, practitioners, and UK minority faculty members and staff
4. Contact with potential candidates at professional conferences.. The names and addresses of potential candidates will be relayed to the school's director, who will maintain a file and contact these individuals, when a position opens, to encourage them to apply.

Objective 2: To retain all faculty members and staff, including those in under-represented groups.

Strategies:

1. The school's director will advise all faculty members in achieving promotion and tenure and enhancing their professional development.
2. The school's director and the College of Communication and Information Studies' Dean's Office will keep junior faculty members informed about the possibility for research grants, research collaborations, teaching support, and other ways to enhance career development.
3. The director will seek to ensure that all faculty members of the same rank, seniority, quality of service, and quality and quantity of scholarly achievement will have the same opportunities for advancement.
4. All non-tenured faculty members will be evaluated once a year by the school's director and during the second, fourth and sixth years by the Promotion and Tenure Committee. Non-tenured faculty will be given a copy of these evaluations and provided the opportunity to respond. The school will keep all evaluations and responses on file.
5. The director will work with staff members to support and encourage professional development and appropriate compensation.

Section III. Recruitment, Education and Retention of Students

Objective 1: To recruit students who are members of under-represented groups for careers in our programs.

Strategies:

1. Students from under-represented groups will continue to be featured in brochures and other recruiting materials.
2. The staff Assistant Director will continue to visit institutions that attract high numbers of under-represented groups for recruiting purposes.
3. The Assistant Director will work on recruiting through the iSchool's group, specifically the iSchool Inclusion Institute.

Objective 2: To retain, educate, and graduate students of under-represented groups, as with all students, through its programs of studies.

Strategies:

1. The school will strive to provide an inclusive and motivating academic environment with challenging curricula, sound advising, social reinforcement, and learning opportunities.
2. The faculty will ensure that all students are treated fairly and without any advantage or disadvantage, based on age, race, ethnicity, gender, sexual orientation, religion, disability, or military service.
3. The faculty will prepare syllabi for all courses that contain statements to promote diversity and inclusion.
4. The faculty will continue to review all courses within the curriculum to ensure that readings and lessons foster perspectives that respect diversity.
5. The school will work to include guest speakers from under-represented groups for its regular classes and special events.
6. The school will monitor the progress and graduation rates of all students, and particularly those from under-represented groups, providing students with feedback and counsel to achieve the best possible education outcomes.

Objective 3: To promote diversity within the School of Information Science, the College of Communication and Information, and the greater UK community, through extra-curricular activities.

Strategies:

1. The school will encourage all students, especially those in under-represented groups, to apply for internships, scholarships, grants, and awards.
2. The school will regularly communicate with all students to inform them about the school's activities and events.
3. The school will attempt to recruit professionals from under-represented groups to present to students in the program.

Section IV. Monitoring of Progress

The school's director and its diversity committee will regularly evaluate the progress of the institution toward reaching its objectives through the strategies that have been described in this plan, and the committee will produce an annual report of its findings.

Appendix XI: Policy for Mentoring Assistant Professors (v. 2/9/17)

School of Information Science
Promotion and Tenure Committee

Overview

Mentoring plays a critical role in a faculty member's success. To that end, our mentoring policy includes two formal mentors for each faculty member (i.e., the Director and a senior faculty member) and an informal and supportive mentoring culture within the School of Information Science. This process is also assessed annually.

Formal Mentoring: The Director

1. In addition to conveying his own expectations regarding progress towards tenure, the Director will discuss with each new Assistant Professor the assignment of one of the tenured members of the SIS faculty as a mentor.
2. The Director will ensure that the Assistant professor is aware of documents related to promotion and tenure procedures. These documents include Administrative Regulations 2:1-1 (<http://www.uky.edu/Regs/ar.htm>), the evaluation instructions and schedule distributed each fall semester by the Provost, the checklist for the tenure dossier, and the SIS Guidelines for Tenure and Promotion (Expectations of Scholarly Productivity for Regular-Title Faculty in the UK-SIS). The SIS Guidelines for Tenure and Promotion will be given to the new faculty member as an attachment to this written policy.

Mentor Selection Process

The mentor will be identified during the first year that the tenure-track faculty member joins SIS. At the beginning of each semester, the junior faculty member will request a senior faculty mentor and that mentor will be approved by the Director. The junior faculty member may request the same mentor or a new mentor at the beginning of each academic year. Either the mentor or the Assistant Professor may request a change in mentor assignment at any time.

Formal Mentoring: Faculty Mentor

1. The mentor will provide advice, in accordance with UK Administrative Regulations (AR 2: 1-1), on developing a dossier of materials needed for tenure and promotion and on planning a research, teaching, and service agenda. Depending on the research interests of the new faculty, the Director might opt to ask a tenured faculty member in another department of the College to take on the role of mentor.
2. The role of the faculty mentor is to give ongoing advice to Assistant Professors (hereafter, "mentees") on all elements of their Distribution of Effort (DOE) that will ultimately build a tenure dossier and be used in a promotion and tenure decision. The mentor will help the mentee acclimate to academic culture, understand promotion and tenure expectations, suggest appropriate projects and publishing venues, provide guidance for improving teaching and service commitments. Given the importance of research, this includes helping the mentee develop a research agenda, however the mentee's topic should not be limited by the specialty of the mentor. The tenured faculty

mentor might also serve as an advocate for the mentee with the P&T Committee, in those instances in which the mentor is not already a member of that committee.

3. The mentor and mentee will discuss, at least once per semester, either face-to-face or virtually as agreed upon by the mentor and mentee, progress toward tenure and promotion in the three areas of evaluative criteria: research, teaching, and service. For this purpose, the mentor may be supplied, with permission of the mentee, the mentee's annual evaluation and student course evaluations.

Informal Mentoring

While a faculty member will have an assigned mentor, the mentoring of a faculty member is also a community activity, therefore junior faculty are encouraged to engage with all senior faculty members within the College wherever advice is needed. The CCIS Associate Dean for Research, for example, is a good source of advice on external proposal preparation.

Mentoring Assessment

At the end of each academic year, the mentoring relationships and process will be assessed. See any member of the P&T committee for the most recent instrument.

Changes to This Document

Spring 2021:

- Text edit to Promotion and Tenure committee at University's request to specify the committee advises the School Director

Spring 2020:

- Revised and adopted Appendix VII: Instructional Release Time Policy.
- Revised and adopted Lecturer Series Faculty Review Dossier Checklist.

Spring 2019:

- Revised Organizational Structure chart to reflect the addition of the Director of Undergraduate Studies and the Director of Assessment.
- Revised Faculty Selection Process.
- Adopted statements of evidence for appointment, reappointment, or promotion to full professor for regularly-title faculty.

Spring 2018:

- Revisions to Promotion and Tenure guidelines. The section on research was revised to reflect both current and future faculty areas of research. Sections discussing teaching and service were also added to add clarity for faculty.
- A new Faculty Development Funds policy was approved.

Spring 2017:

- General revisions including updating the name of the School throughout, formatting changes, and grammatical corrections. Additional changes included removing budget creation information as that budget is determined at the University level and removing job descriptions for staff.