

MLIS Program Committee  
April 3, 2019, 1:00-2:00pm, HBK 4113

### AGENDA

**In attendance: Kate, Ursula, Ann Weeks, Morgan, Suzy, Loretta, Jeff, Paul, Ken**

1. Changes to the MLIS Admissions Application
  - a. Push the due date forward so we have more time to review applications.
    - i. Move it earlier so we have more time before the grad school reviews it (Jan instead of Feb)
    - ii. Jeff: MIM is moving theirs earlier as well, official vote is next month. January 31 instead. Maybe not the same date.
    - iii. Kate: Masters deadlines should be diff from doctoral deadline.
    - iv. Jeff: If it's earlier, people might not apply if it's too early. People will still be in progress until the day before, regardless of the deadline. But we won't miss too many applicants.
    - v. Morgan: Maybe January 15. What do we want to do about HILS? Keep it the same, it will always be earlier? It would be nice to have HILS and MLIS done all together.
    - vi. Paul: Recently found something called Geographic information Systems - GILS. It died about a decade ago. If it never got officially killed and we want to try reviving it, we can give it a shot.
    - vii. Kate: Opportunity to connect us more to the campus.
    - viii. Morgan: History requirements are much more complicated, so our HILS students go to history and communicate with MLIS every now and then.
  - b. Statement of Purpose - do we want to require it?
    - i. Kate: We can term it optional.
    - ii. Morgan: We're thinking of making it simpler. Make this optional and change supplementary to targeted, shorter answers.
    - iii. Jeff: MIM is doing a list of 5-7 questions, 200 words or less.
    - iv. Kate: They map to the things they're looking for.
    - v. Suzy: Can we make sure that the expectations are very clear for what we need for students?
  - c. Supplementary Application - changes to the questions.
    - i. Short answer questions?
    - ii. Morgan: Map it to the specializations. Go to the job website and find a job that requires an ALA degree, tell us why you would want that job and why you are interested. How does this degree help your future profession? Find a job that interests you and explain how this degree will help you.
    - iii. Ursula: Do we want the questions to be optional?
    - iv. Morgan: We're looking for interest, experience, demonstration that they know this field, engagement with the field. Send me potential questions and we can go over them next meeting. We can require it so they know that we will stop reading if the essay goes over a certain limit.

- v. Loretta: Shows how people can communicate.
  - vi. Kate: We can also give the prospective students a sense of what the questions will be, before they ever get into the application.
2. Women's Leadership Course (Proposed Sample Syllabus in Drive)
- a. Please read the syllabus and be ready to discuss.
  - b. Kate: Keith wants this course to happen. Bruce developed it and wants to teach it.
  - c. Morgan: We have many qualified female teachers to teach it.
  - d. Kate: I think his identity shouldn't preclude him from teaching it.
  - e. Loretta: My question is, why do we need it, considering that this profession is overloaded with women? What is the purpose of it? Would it be an elective or could it be an alternative to LBSC631?
  - f. Paul: It's very similar to the class he already teaches. Also, historically female but management is historically male.
  - g. Kate: It lacks theory.
  - h. Ann: I saw it as an empowerment class.
  - i. Suzy: I'm confused by the title of the course. It's about profession, not programs. Learning outcomes should be a little more engaging.
  - j. Kate: Could be run as a pilot special topics. There is a lot of talk about management education for librarians. We only have one class about that. Teaching librarians more management concepts will be important.
  - k. Ken: The syllabus is weak, and I don't see diversity or intersectionality represented in the units. We run the risk of only talking about white women again.
  - l. Suzy: It feels performative. If they want to focus on management, they can redo 631.
  - m. Paul: We have the mechanics of redoing it, but only after we finish with accreditation. Our grads are going into higher level work, and we offer fewer courses on management, planning and assessment, etc. We need a diversifying leadership class. Could be Leading from a Diverse Perspective.
  - n. Kate: I like the idea of Ann Weeks working with Bruce.
  - o. Ann: He may not be thinking about it broadly, and i don't think he would have a problem with expanding the course.
  - p. Paul: We need a budgeting and grant writing course as well.
  - q. Ann: Could be introduced in spring 2020.
3. MLIS Course Planning [We are hoping to get ideas for how to organize and plan MLIS courses efficiently]
- a. Morgan: We want to get rid of the 2 year course plan, or redo it.
  - b. Kate: We know when the core will be taught and when the most important special courses will be taught. Ties into discussions about revising the advising system, and requiring students to submit course plans up front. You would come in any time it's going to change, so someone would know if you suddenly need a bunch of archives courses. We have to build a functioning system before we can advise, so then we can add bodies to help advise.

- c. Paul: We used to have students assigned to faculty, so students could check in with faculty advisors.
- d. Kate: We have started talking about how to figure out which students we need to talk to.
- e. Loretta: Call it a Completion Plan.