

MLIS Program Committee Agenda

Thursday, November 9, 2017

Room 2116

Paul called the meeting at 11:35

In attendance:

- Erin Zerhusen
- Kelsey Diemand
- Beth St. Jean
- Michael Kurtz (non-voting)
- Jeff Waters
- Ken Heger
- Lindsay Sarin (non-voting)
- Paul Jaeger
- Suzy Wilson (non-voting)

1. Archives and Digital Curation Online (ADC) Specialization Proposal (Michael Kurtz)
 - a. *Lindsay*: Concerns about the proposal from the Deans about how the finances will play out, the impact on the College, how will we balance the online vs. in-person sections, how many courses will need to be added to accommodate the online students, revenue and impact, market and the potential to impact the current MLIS community. Needs to be more specific about who we are marketing to what is the impact, will that increase the ADC specialization, more about anticipation of growth.
 - b. *Paul*: That covers the big things. Does Michael have this information on hand?
 - c. *Michael*: Some of it we do some of it we will need to ask about.
 - d. *Erin*: In reference to the online vs. in-person, is the explanation on page 5 sufficient or do we need to expand it?
 - e. *Paul*: Recommends adding more tables and more graphics. Found visual elements helpful for the Dean's office. For example a tabular flow for how the classes will be scheduled.
 - f. *Michael*: Essentially tabelizing the course plan.
 - g. *Lindsay*: I will work more with you on the marketing.
 - h. *Michael*: How can we quantify impact?
 - i. *Lindsay*: What is the market need and how many students can we expect.
 - j. *Ken*: Will probably overlap with the online research that is already being collected.
 - k. *Erin*: We don't have good data for how many online students we have but many people are registered LBSO and take only on-campus classes.
 - l. *Jeff*: I can look for that information.

- m. *Paul*: It will hard to sample potential students. Maybe go to the current archives students and ask which courses would be good for them, would they consider an online option, did the lack of online courses affect their decision-making?
- n. *Michael*: This is the third year we've done the online certificates. Would it make sense to have that as part of the analysis?
- o. *Lindsay*: I think it could be a point of reference.
- p. *Paul*: Agrees, using it as an aggregator for these are the types of people that could be potentially interested.
- q. *Michael*: We could ask them at the start of their education if they had the option to do Archives online would they have done it?
- r. *Paul*: We could survey them. There's no optimal sample group but a combination of the certificate and the ADC students. Also we need to include in the proposal, if you want the online, how will that cannibalize the existing ADC program?
- s. *Michael*: For those who are in this region there is a real advantage to face-to-face education. The advantages of face-to-face will set it apart from the online. Fear not, the program is going to grow in both directions. I have experienced here over the years decidedly mixed feelings about the Archives program. I think that's a fair statement and I can explicate it line for line.
- t. *Erin*: Follow up question. Expressed concern for cannibalizing. How did we deal with it the issue of cannibalization with the general program when the online program first came into existence?
- u. *Paul*: It was firewalled. A cohort program. There was no mixing.
- v. *Erin*: And now it has migrated to the point that people take a hybrid approach. Are they worried about making more money for online vs in-person?
- w. *Lindsay*: There is concern over instructors for online vs in-person. How do we make sure that we have the resources to administer this affectively?
- x. *Paul*: The impact message isn't getting through
- y. *Lindsay*: I don't think they were thinking that hard when they unrolled online MLIS. Ten years ago procedures were far less formalized.
- z. *Paul*: Breaking out of the cohort model, there was a longstanding faculty death match over that. It just kind of happened we experimented and the cohort just dissipated. It wasn't strategically thought out. You could get away with a lot more 8 years ago.
- aa. *Michael*: We will meet and talk about it later
- bb. *Paul*: Recommends waiting to vote until changes have been made. There is a need to be as detailed as possible and to show your homework as best as possible.
- cc. *Michael*: How are the other two [specialization proposals- Legal Informatics & Intelligence & Analytics]?

dd. *Lindsay*: Going to PCC next week. Working on making an iSchool specific template prepopulated with iSchool content.

2. INST728L: Research in Advanced Digital Curation (Michael Kurtz)

a. *Goal*: To give this course a permanent course number

b. *Michael*: Want to be working with Vadat and his team to cross list with an appropriate undergrad course. Right now we have both, the curriculum is the same, the projects are the same It's an interesting mix. This will formalize the course. It will be offered every Fall. We've added readings, lectures expanded it from just a project based course to having an academic theoretical foundation. Created cohesive learning experience.

c. *Erin*: This committee has already approved this as one of the tech courses approved for the ADC specialization.

Paul calls for concerns.

d. *Erin*: What is the difference between an undergrad and a grad taking the course?

e. *Michael*: For undergrads the requirements are not as strict for performance. Undergrads are very advanced technologically. They were engaged in the lecture topics and if I didn't know who was who I couldn't tell the difference.

f. *Beth*: Points out a typo on the proposal.

Paul calls for vote, unanimously passes

g. *Michael*: confirms that this has been through the MIM committee

h. *Erin*: They are changing the rules that only two out of three of the committees need to approve it before it goes to PCC. So this will go to PCC.

i. *Ken*: Asks if Legacy Records [INST 728B] is going to PCC.

j. *Erin*: Yes.

3. Thesis Policies (Jeff Waters)

a. *Jeff*: We don't need to vote on this. We've had some students asking about thesis options and it's been a while since we reviewed the thesis policies. I've tried to standardize the language in the policies for the three programs. There was something in the MLIS policy (and none of the others) that students could not register for LBSC799 over the summer. Could not figure out why this was the case. I didn't change much in the current policy just added that this could be taken over the summer, must be taken in two consecutive terms, they can take it over the winter as long as the faculty advisor approves it. We can vote or not.

b. *Paul*: I commend that you fixed this, very grateful.

c. *Jeff*: So few students actually do this so it was helpful for Jasbir and I to review the thesis policies. We are not changing to order of the process, just removing the summer restriction ban.

- d. *Beth*: Recommends adding Spring and Fall as potential consecutive terms
- e. *Jeff*: MIM recommended that I take those out so I don't have to list like 20 examples. I might just remove them all together.
- f. *Erin*: There is a chance that students may think of summer as a required term. Maybe add a line that it can count as a consecutive term but it is not required. We also need to think about online research methods courses that could open the thesis option to online students.
- g. *Jeff*: HCI has a list of research methods courses offered across campus we can check to see if any of those are offered online.
- h. *Beth*: Sometimes I'll get a student that says I want to do a thesis but 701 isn't offered. I let someone take it as an independent study, but that is technically against the rules. What can we tell students when the course isn't offered?
- i. *Jeff*: I will look into to see if we can preapprove other campus research methods courses, which can be taken in lieu of 799.
- j. *Jeff*: Side note: Independent study cannot be used as a primer for the thesis process.
- k. *Paul*: Or we make research methods a required part of the core.
- l. *Erin*: No.
- m. *Ken*: Do we need to coordinate this policy with History for HiLS students? Could students count the History research methods class?
- n. *Jeff*: That's up to the committee. I don't think we'll ever find anyone who wants to do two theses, thesi, thesee...

Erin calls for vote on policy, passes unanimously.

4. Field Study Course Combination (Ken Heger)

- a. *Ken*: Over the course of next semester, we will do away with two numbers and just have one. Ken will rework his syllabus to align more with Rocco's syllabus. We will have one online and one in-person section each semester.
- b. *Erin*: We are getting rid of 703 and keeping 707. Next semester, we will need to reformat all of our documents to remove 703.

5. Core Revision Updates (Paul Jaeger)

- a. *Paul*: The next step was gathering information from people who had the most hands-on teaching the core courses. Beth analyzed the data. Working on taking the initial trends and incorporating it with the data from the instructor data to come back with a series of potential core arrangements.
- b. *Beth*: We had 8 instructors respond, 2 (LBSC 602), 1 (LBSC 631), 4 (LBSC 671), 1 (LBSC 707). Phil wants to participate in the course redesign. Gave instructors topics and asked them to rank it as being covered in-depth or considerable or less within their courses. Top uncovered topics: Electronic resource

management, advocacy, records mgmt., design skills, resource sharing, etc. Beth will send this out. Hopefully it will seed our discussion for the next step.

- c. *Suzy*: It would be good to ask the same questions to students to see if they think that the same topics are being covered as the instructors think.
 - d. *Ken*: I couldn't answer the questions because Rocco teaches the field study so differently.
 - e. *Paul*: 602 and 791 are consistent. The other two are all over the place. We have insight into one instructor's course but that does not necessarily hold true across the board.
6. Exception Policies (Ken Heger)
- a. *Ken*: Over the years students request to count courses for ADC. I'm having trouble with students saying that they already took this class and want to retroactively count the class for some requirement or other. I want us to be clear and fair with our policies.
 - b. *Erin*: Suggests adding a line "All requests must be reviewed prior to taking the class" I think this will affect archives students who want to take another class that maybe not count.
 - c. *Jeff*: We definitely have students switch to IPP because of how rigid ADC is.
 - d. *Paul*: Maybe if we restructure archives to be more flexible?
 - e. *Erin*: Suggests making the specialization maybe a 7 course requirement to a 5 course requirement to allow for students to take one or two other classes.

Meeting was adjourned.