

MLIS Program Committee
September 5, 2018

AGENDA
Meeting began at 1:02

1. Welcome back and introductions
 - In attendance: Ursula Gorham, Suzy Wilson, Loretta Spangler (student rep), Rachel Gammons, Ann Weeks, Renee Hill, Ken Haeger, Jeff Waters, Kate Izsak, Caroline Drogin, Paul Jaeger, Erin Zerhusen
2. Explanation of roles of committee (Ursula and Paul)
 - Paul: Explanation of co-directors. We are starting comprehensive ALA accreditation, which occurs every 7 years. Idea is that next couple years the MLIS program will have co-directors, Ursula taking the lead on day-to-day, I will take lead on accreditation. You will be hearing a lot about accreditation this year and next. It is an intensive process, requires gathering of lots of information from college. MLIS committee may be able to offer suggestions. This committee's role is multi-faceted. Approving courses, for example (Suzy and Rachel). This is the gateway for courses for this program. We also play a role in helping with process of reviewing applications and determining who gets into MLIS program. Space for discussing how to run program better, connect with alums, expand program - managerial, but can also be incubator for rethinking what we do. Hopefully some of it is fun.
3. Course proposals for the Research and Teaching Fellowship (Suzy/Rachel)
 - Suzy: We sent out course proposals for 3 one credit courses for research and teaching fellowships. This would be a partnership with iSchool. For the Research and Teaching Fellowship, we accept 5 students each spring for 3 semester program. First semester is observation, second semester students are teaching, third semester is field study component. Since students are already doing work, we thought it would good to get some sort of credit for this. Credit bearing course won't encompass all the responsibilities, just the academic work - won't encompass the teaching.
 - Ken: Is the one credit for the semester where they do the field study in addition to the field study?
 - Suzy: Yes, it's just readings and professional development.
 - Ken: So you envision field study and this one credit at the same time?
 - Suzy: Yes, didn't put it on the form, but encourage to complete at the same time.
 - Rachel: They don't have to do a field study with us, but it's encouraged.
 - Ann: My only concern is that there's a lot of work for one credit. Kind of a concern, and partly the number of hours they'd be engaged. The other one: Are the fellows funded? Okay, they are. So they will have to pay tuition for the one credit course.
 - Suzy: We try to pick people with GAships, because they're already on campus.

- Rachel: They're paid by the hour, they're compensated for all their work. But they don't necessarily have tuition remission unless they're a GA.
- Rachel: This is already set up as a course, so this is more about creating a formalized space. We've already been using these syllabi. Suzy would be teaching one of three programs.
- Ann: All would need to be approved as adjuncts.
- Kate: Would you need overloads? Or part of job?
- Rachel: Paid as adjuncts.
- Suzy: These would be one credit classes, so they would be one hour. Can we schedule for specific time and in the library?
- Kate: Possible to schedule that far in advance, and yes to the library.
- Suzy: It would be a very small class. How would that affect scheduling?
- Kate: I think we'd have to talk about it with co-directors in relation to budget. We do let courses get cancelled during winter and summer, but otherwise we have discretion. This year we cancelled a lot because they were low enrolled with few instructors. But I don't know who makes the decision to pay for 3 extra one-credit courses.
- Paul: I don't know the answer to that. I think that's a Brian level question. But because there's an existing partnership, may be deans/libraries decision.
- Kate: Probably need special agreement for adjunct payments.
- Suzy: And at what point would that happen?
- Kate: Approve as course first, then talk about adjunct payments.
- Loretta: Last semester in user instruction, there were 2 fellows, very excited and enthusiastic. I assumed they would have been very pleased with potential opportunity for credit. But question from a student perspective: can you take it as a course without taking the class and paying the tuition?
- Suzy: It's required for the fellows, but we can make arrangements for individual cases. Class would move from 5 people to 4 people which is not ideal. At this moment we'd like to keep it closed to fellows, to create a community of practice.
- Paul: From a scheduling standpoint: couple years down the road, how do they work together as a three credit course?
- Ann: Or take and make non-credit course. It could be really beneficial to adjuncts and those who haven't taught.
- Rachel: In terms of the workload, they're already doing it. We're paying them for the time. It might be a lot for a one-credit course, but they're already doing it and it solidifies their work.
- Paul: who is voting?
- Ursula: Everybody votes but Ursula, Paul, and Kate.
- Jeff motions to approve, Loretta seconds, everyone approves.
- Ken: At some point, I'd like to talk about the field study with Rachel.

4. Update on new MLIS Manager search (Ursula and Paul)

- Ursula: We have scheduled 3 on-campus interviews. One of the candidates is in South Korea, so that will be done via skype. One next week, two the week after. 2 hour interview, first hour with the search committee: Kate, Caroline, Paul, and

Ursula. Then an hour for faculty, staff, and program managers to meet the person and get to know them better. I will be sending out the schedule and hope for good participation in the second hour.

- Paul: Two of the three are alums, the third is an adjunct.
- Ann: What is the ideal start date?
- Ursula: The last interview is the 19th, we'd been hoping to have someone in by beginning of october.
- Kate: Probably beginning of november.
- Paul: there's also HR time, they have to give notice at their job, etc.
- Jeff: In between now and then, I'm trying to help the program as much as I can. Any questions you may have had for erin, you can push to me.
- Erin: Part of the plan had always been for me to transition and help out with MLIS program, easing into new role until you have that spot filled.
- Ursula: i will send that email out, and if you're able to come and meet the candidates and give us your feedback.
- Paul: confidentiality with candidates?
- Jeff: They don't want people to come with assumptions based on gender, race, etc. keeping it anonymous. But it means that you don't know their name. I don't know if that's HR or what.
- Kate: I don't think we need to with this level.
- Paul: We do have in the pool people who work on campus, and they may not want it to be public that they're looking for another job.

5. Update on applications and admissions (Jeff)

- Jeff: For next fall there's 32 in progress applications. Deadline is february 15th. Spring 19 class, already had 12 people submit and 87 in progress. Last few years, each spring has increased. 62 applicants, 35 accepted last spring.
- Paul: Gonna be more than 62 applicants for this spring.
- Jeff: Admissions targets for the spring and next fall? For our own understanding and for course planning purposes. With 60 incoming students, what would we need to offer? Whether it's today or the next meeting, determine what that number should look like. If we want x number of students, how many to admit.
- Paul: i would suggest next meeting. allows us to cogitate.
- Jeff: Next meeting will be after deadline for spring, after sept 28. We will know what the number is and what we're looking for. We get a lot of applications that sit in progress for a long long time, and then a week before the deadline everything spikes. That number will go up for the spring certainly.
- Ursula: One question I have: were the classes offered last spring sufficient? Was there any scrambling based on admitting that number?
- Erin: I don't remember, but is always scrambling with all our core classes we offer every semester. And we're going to have to offer more core classes next semester because there were people not able to get in this semester.
- Jeff: Fall incoming class was 78 or 79.
- Ann: Sounds like fall and spring is approaching equal.

- Paul: Whittled down from huge list. We are being much more selective. Super fortunate that app numbers are going up, when others are going down. This has been wonderfully strategic.
- Ursula: Out of 200 applied for the fall 2018, admitted about 145. Only 78 or 79 enrolled.
- Paul: Spring students are much better applicants and better students. People who start in spring are just different people.

6. Update on accreditation (Paul)

- Paul: At this point, we have a accreditation team. The co directors, GA, and someone who has been affiliated with college - Nancy Roderer. Larger committee includes Ann, Ricky, and Renee. Whole series of deliverables. Feb or March of 2020 will include site visit, first report is due in 6 months or less. Just something for y'all to be aware of because it's significant. I will be bothering people to give me information in spring, summer, and fall.
- Ann: You may want to consider adding Nancy to information about the committee. She's going to come to assembly at some point. The players have all changed since she's come back. Adding her to mlis list might be a good idea.
- Paul: We can talk strategy about that next week during meeting.

7. Discussion of tracking job placements of MLIS graduates (Ken)

- Ken: MIM program is spot on in terms of letting people know where their alums were working, but MLIS isn't clear about where their graduates goes. We should all know where people go, we need to be upfront about where our people go. it's a matter of promoting and publicizing.
- Suzy: Past year was a problem because we only had 12 respondents, and it's not representative of our alums and their experiences. We need ways of incentivizing their participation.
- Erin: This is the first year we had such low buy in, low across all programs. But our number of respondents were the highest across all programs. We had something like 40 or 50 students respond to library journal survey, and I put that data in contact with Emily.
- Ken: MIM has hard science and obvious private sector impact, so when we talk about what our grads are doing, we can stress the effect this has on information communities.
- Erin: Other thing is that MLIS problem has widest application, and hardest to pin down because alums are doing tons of different things. You don't just have to be a public librarian. Breadth of program is a strength, and makes me hesitate to pin things down so specifically.
- Ursula: Open ended question about details for what they do? And it's anonymous.
- Erin: Yes, we know what they're doing but not who.
- Paul: Question is to ask what impact they're having.
- Loretta: Hard question to answer, especially for someone just starting in the field.

- Ken: We can play up the places that are really cool and different.
 - loretta: is there some way to utilize field study presentations?
8. Discussion of projects that committee members might be interested in working on this year
- Revising the I&A specialization is the only known large project right now
 - Jeff: I met with a lot of students who have come to talk about core courses, specifically how their core are taught by non-faculty. I think it might be worth exploring how we staff core courses. Whether relying on adjuncts is worth it. The sense that i'm getting is that the adjuncts are not necessarily representing the field and college, because they're giving a pretty broad range. Given the number of concerns, particularly over the summer, might be worth it to discuss.
 - Paul: this has been a thing as long as i've been here. right now, ken is teaching half the field study students, capstone 791 almost every section is taught by faculty, 602 are taught by ursula and beth.
 - Jeff: i feel like i'm hearing it more, especially in the context of the core courses.
 - Ann: for accreditation, it's a really big deal. core should be taught by full time faculty, not tenure track necessarily.