

MLIS Program Committee Meeting Minutes
Thursday, March 1, 2018
Room 2116

Paul called the meeting at 11:32

In attendance:

- Paul Jaeger
- Erin Zerhusen
- Jeff Waters
- Beth St. Jean
- Mega Subramanaim (on phone)
- Renee Hill (on phone)
- Kelsey Diemand

1. General program updates (Erin Zerhusen)

a. Accreditation

- i. *Erin:* Just submitted our statistics to COA [Council on Accreditation] as well as our Biennial Narrative Report. Hopefully, they will go through without finding any issues.
- ii. *Paul:* It has also been shared with other programs as an example for the larger accreditation process forthcoming.

b. Current Student Survey

- i. *Erin:* Ran it to check on student satisfaction. It just closed and we haven't done any reporting on the data yet. On a quick glance, it seems that people are most concerned with online classes, feeling forced to take online classes, and the online fee structure. Once the ALISE statistics are in, we will start reporting on the survey.

c. Job Placement Survey

- i. *Erin:* We got very few responses. Across the college we got 39 responses.
- ii. *Beth:* Can we offer money or a gift card?

iii. *Erin*: That's a great idea I'll talk to Emily.

d. ALISE statistical reporting

i. *Erin*: Suzy and I with a larger team of support are slowly working through these. It is a really terrible survey so it is a slow process.

ii. *Paul*: Will be meeting with Keith over spring break about getting him prepared for reaccreditation and we will be talking about necessary resources and people.

2. Publishing event (Suzy Wilson)

a. *Suzy*: I think it would be a great idea to hold a publishing event for MLIS students to see the different venues for their work. In addition to peer-reviewed journals, I would also like to look at less traditional forms of publishing, like blogs etc.

b. *Erin*: There is an interest in what can they do with the stuff they are making in class

c. *Paul*: Instead of publishing, maybe framing it as what can I do now with my class project.

d. *Suzy*: I think that is a great idea. I will update everyone as the planning progresses.

3. Admissions update (Erin Zerhusen)

a. *Erin*: We got 209 applications total, up from 145 applications last year. Which means everyone has more work to do. Ideally reviews will be done before spring break. We had 32 HiLS applicants and we have finalized decisions and we offered admission to 19, including one deferral. There is one student we would like to admit to MLIS but not HiLS, hopefully making a nice even 20. While doing reviews, the University Libraries have a lot of GA positions that are becoming available. They would like us to think of names of excellent applicants to pass along their resumes. Hopefully we can use these as recruitment tools. Some of them are tech heavy, so I will also tell MIM and HCI. The positions are well suited

to our students, so look for any applicants you think would be good candidates. It is very exciting to have these as recruitment tools, so please send me names I can forward their resumes.

- b. *Jeff*: If you see anyone applying for law librarianship and they happen to be from West Virginia please let me know. We have a scholarship that the eligibility is pretty restrictive.
 - c. *Erin*: It is a full ride scholarship, so we will work with David to find someone in future Admissions cycles.
 - d. *Jeff*: The donor could be open to someone outside of West Virginia but they must be a student interested in law librarianship.
 - e. *Erin*: With the application increase, I cannot review applications as thoroughly as before. What I am asking is that the faculty make the two comprehensive reviews. I still want to review and please let me know if there is someone that is a maybe so I can take a closer look. I will certainly provide the third review, but I cannot review them as thoroughly. Which means I will be counting on faculty to review for the GA positions. Does anyone have questions?
 - f. *Beth*: So, you will send us the list of things to look for GAs and the scholarship?
 - g. *Jeff*: Flag anyone with an interest in law librarianship
 - h. *Erin*: Yes, I will send the information. This should be easier in future years once the Legal Informatics scholarship is finalized.
4. Core Course review update (Paul Jaeger)
- a. *Paul*: Beth has reviewed the ways that we have tried to get information. This is the outcome of a lot of data analysis. What we have come to after discussing with stakeholders and reviewing peer institution, we are sort of walking back to the ways things were before the last revisions. What we are pitching is to slightly modify 602 and 631 and take the stuff from 671 and split it into two courses. 791 is a little difficult, we have migrated topics to where they make sense, but there are experiential topics that don't seem to fit nicely in other courses. The way we

have broken up 791 is not the way it was broken up previously so we tried really hard to make this iteration make more logical sense based on stakeholders' suggestions. Our peers do not typically have as comprehensive of a core, while still maintaining flexibility. We seem to be more on the practical side among the top tier schools for what needs to be in the core. There's a lot more theory in other curriculums. The pink skills [referring to tables] are things that no faculty member thought that they covered in-depth or covered considerably. The All category is where the orphan concepts from 791 would live, but ideally it would be distributed throughout the curriculum. Those All pieces have to be more refined to distribute them well. We would also like to insert career skills development. I've been integrating that into 791 more this semester.

- b. *Erin:* Career development should be put back into field study courses.
- c. *Paul:* We could think about how to retool the field study course to add more practical preparation.
- d. *Erin:* Well we have to update it anyway to get rid of 703 and merge them into one class.
- e. *Paul:* The head of the career center came to class and offered his assistance with job hunting. It seemed really valuable for the students in the class.
- f. *Erin:* When we had him come to an event unfortunately there was poor attendance.
- g. *Beth:* Who teaches the field studies?
- h. *Erin:* Ken Heger teaches 703 and Rocco Debonis teaches 707. They are quite different in the way they teach and the content they give to their students.
- i. *Erin:* During the ALISE conference, I wanted to hear more about other school's core. Major takeaways, nobody can agree on what we should be teaching students. Simmons ran a similar survey asking people to rank skills within categories on a scale from core to specialized. The thing that was different was they included a lot of soft skills and not things that are library field specific but are important, but they are important everywhere. The things that rose to the

top were almost all soft skills and not hard skills specific to librarianship. We aren't allowed access to their raw data, but I have the handout which shows some analysis. I think the thing we can do is try to work some of those soft skills into the learning outcomes for these courses. So, while teaching these field specific skills, evaluating can they communicate and write effectively.

- j. *Paul:* The management class would lend itself to a lot of these soft skills
- k. *Erin:* Building these into the learning outcomes would ensure that they are covered consistently.
- l. *Suzy:* Aren't soft skills already built into the learning outcomes?
- m. *Erin:* They are built into the performance indicators for the learning outcomes, but the actual learning outcomes could be more specific.
- n. *Beth:* Some of these are touched on in current 602 learning outcomes but not sure about other courses.
- o. *Paul:* This is the perfect time to revisit our learning outcomes and at least change out the verbs.
- p. *Suzy:* So, with these recommendations we will get rid of 791.
- q. *Paul:* Yes, we can distribute its content into other courses, but the 671 is the problem.
- r. *Erin:* It's also hard to find a teacher, which is why we have had some shaky sections. I think it's odd the cataloging and metadata are separate from each other in these two courses [referring to handout].
- s. *Paul:* We want you to look over these and give us feedback like that. We thought cataloging as the back end and then metadata, which is more user experience, focused.
- t. *Erin:* What is the next step?
- u. *Paul:* Gathering committee feedback, then we will ask for core instructor feedback.
- v. *Erin:* The titles a little clunky, I would call the third-class Information Organization.

- w. *Paul*: The titles are working, they can change.
- x. *Erin*: Simplifying the titles is helpful.
- y. *Paul*: What if we make them all two words, Information Needs, Information Institutions, Information Organization, and Information Access?
- z. *Beth*: Do you want some time to look it over and then we can discuss more in-depth at the next meeting?
- aa. *Paul*: If we can get the feedback from the faculty done by the end of the semester that would be ideal. Then over the summer we could create templates for the new courses with the learning outcomes to send back to the instructors then get courses approved Fall 2018 for roll out Spring 2019.
- bb. *Erin*: I think that we will need to speak with the archives faculty so that these courses are relevant for their students. We could host another faculty retreat to go over this.
- cc. *Beth*: Should we talk about this next time we meet?
- dd. *Erin*: Yes.
- ee. *Beth*: I am going to make these changes and when you send the agenda for next meeting, I will send you a new spreadsheet.
- ff. *Erin*: Do we want to have any electronic communication about this?
- gg. *Paul*: Yeah send us ideas and we will send out new draft.
- hh. *Erin*: Just so you know I did send out the admissions recommendation letters to the HiLS students we are planning to offer admission.

Erin called the meeting at 12:21