

## **SILS Town Hall Meeting Minutes January, 28<sup>th</sup>, 2010**

### **Diversity Taskforce & Committee - Sofia Becerra-Licha**

[Sofia] Last Fall, there was a Diversity Open Mic Night and a Diversity Taskforce plan was approved. Interests that emerged from the Open Mic included recruitment, curriculum and faculty. The Diversity Taskforce is meeting with liaisons from each student organization. The Diversity Taskforce is working on creating a SILS-specific Diversity 101 training and other programming. Diversity 101 includes participating in 4 follow-up programs is required for certificate.

**\*\*Dates for Diversity 101:\*\***

Feb 9th (W) 2:30-4:30

Mar 24th (Th) 2:30-4:30

## **SILS OVERALL CONCERNS**

### **Budget Cuts - Dean Gary Marchionini**

[Dean] Provost sent out letters giving schools and departments an immediate cut; which means that each department needs to give back \$143,000 from the current fiscal year's budget. The money will come from F&A (facilities and administration)--money that's returned to the school based on grants and has been stored up over the last few years. Usually the money would be spent for supplies, phones, travel--discretionary items. (The only other source of discretionary funds is the endowment, which is stable but not huge.)

For next year, we've put together 5% and 10% budget cut scenarios. We've now been asked for a 15% cut plan. 5% is definite (...ours is 6%; around \$200,000). If there is a 5% budget cut, rather than laying off people, we will have fewer adjuncts and fewer student assistantships. Student assistantships will therefore be much more competitive. We will try to keep enough adjuncts that class size and course offerings won't be dramatically affected. Marcia Tauber's position in the office won't be filled. Travel will be cut. A 10% budget cut scenario would be worse.

### **School Based Tuition - Dean Gary Marchionini**

[Dean] SILS has requested a school based tuition in anticipation of the budget cuts. This is a tuition amount beyond the base charged by the campus. The cost would be \$1000/year starting next fall. The school based tuition awaits legislative approval but should pass. 35% of this money would go to student scholarships--this would offset to some degree the cutbacks for support from State funds. SILS has requested an additional faculty member so as to not cut back on courses. Based on student requests, SILS has requested to hire a career placement coordinator--SILS needs to be more aggressive about career placement--will be looking to hire in the fall.

The Dean wants us to be thinking about whether students can be more creative about how to arrange internships remotely during the school year.

One justification for School Based Tuition include is that tuition at peer institutions is significantly more. Nobody is excited about tuition going up, but SILS is in a position of being forced to raise tuition to keep things going. SILS is looking for ways to keep program quality high. Average student leaves SILS with \$40,000 debt (MSLS), a little less for MSIS students. This is pretty normal compared to other professions. Where

does our support come from? Less than ½ from state money; more support comes from endowment and other funds.

[Discussion] Students question whether tuition should now be going toward student aid. Will this overall increase help to maintain the quality of the student body?

Question: will fee increase apply to undergraduates? Answer: no.

### **Advising & Faculty Mentoring Relationships**

[From comments]:

Undergraduates feel advisors are not well-versed in overall graduation requirements.

MA students were concerned about availability.

PhD students want to develop stronger mentor relationships with faculty.

## **UNDERGRADUATE CONCERNS**

### **More communication about the content of prerequisite classes**

Concern about what should be covered in courses—There are gaps between course materials from one class to the next level class (no SQL in Database One class, but you're supposed to already know it in Database Two).

### **Clarify Graduation Requirements**

- Easy to miss basic requirements, especially for double majors.
- Are requirements established your first year and kept stable? ...no.
- Lara will make an appt with the new undergraduate hire, reach out to faculty.
- Degree / requirement functions aren't available yet in Connect Carolina--would be helpful for faculty to keep track.

## **MASTERS STUDENT CONCERNS**

### **Merit-Based Financial Aid & Student Assistantships/Lack of Jobs Available on Campus**

Students would like more transparency to the process of who's in consideration for what assistantships.

Spring starters were surprised to find that they were not in the running for student assistantships.

[Barbara Wildemuth] Most assistantships go to first-year students as recruitment. Most are working for faculty members; good for funding, but don't provide professional experience. As far as work-related assistantships go, incoming applications are reviewed by a committee and offers are made down the list. These are the main assistantships:

- 1) *Graduate School Fellowships* (These are given out by the Graduate School)  
SILS is allowed to nominate three students to this fellowship. Hopefully, the Graduate School will choose 1 or 2.

- 2) *CALA* (Carolina Academic Library Associates) The libraries are responsible for choosing these. The number will be reduced to 5 next year.
- 3) *Grants* - Some students get hired on grants.
- 4) *EPA* – The EPA chooses these and they are hired as needed.
- 5) *CTA* – SILS is working on creating a new program called Carolina Technology Associates for the future.

[Discussion]

-Possibility for SILS to help more with placements at neighboring institutions? Placement coordinator will help with that; for now it's based on alumni and other contacts passing along.

-Non-availability of aid for spring could be made clearer.

-Work-study is limited and very competitive.

- [Dean] We can provide more guidance about that on the website

-Could something like the *CALA* program be extended to other libraries? Again, might be something the placement person could help with.

-[Dean] People do want SILS students, but the positions aren't all here--again, need to come up with ways of making internships happen over a distance

-Why does field experience require so many hours as a pre-requisite? [BW]: From employer's viewpoint, someone with no training can't be given professional-level work.

-Could consider a waiver for people who have experience in that setting? Should prerequisite be specific classes? [BW]: we don't have the overhead to keep track of that.

-Scheduling of classes hinders work opportunities. More early morning or evening classes might help. [Dean] we do have some night classes, and there are issues with scheduling rooms and having people show up.

**HPLF – High Pass, Pass, Low Pass, Fail**

The grading system is mandated by the Graduate School, so it can't be gotten rid of.

[Discussion]

-Doesn't encourage best quality work, given what a broad range a P is

-Or the opposite: the rigor should be from within, would like to get rid of the H and the L

-Issue is not with the system but with the lack of consistency between classes

-[BW] grades are less important than comments; should ask for them on everything we turn in

-[Dean] nobody else cares about grades. Letters of recommendation are what to go for

-[Lara Bailey] Had to convert to a GPA for job applications

-Doesn't it matter for applying to other programs, honor society, scholarships...

-Should be able to recognize the quality of our own work without H's

-[BW] To switch to pass / fail, we would have to sever ties to the Graduate School...

**Course Overlap and Repetitiveness**

The main concern here is that because some students haven't taken all the required pre-requisites, a lot of time is spent going over information taught in lower-level classes.

-[Discussion] Also a problem in the general classes with examples / discussions that aren't relevant across institutions of interest (public libraries etc)

-Did there use to be a set curriculum? [Barbara Moran] Everybody used to have to start at the same time, take the same block of classes together in the same room. There was very little IS, no possibility for starting in the fall, attending part time. Stopped around 1986?

- Flexibility is good, but advanced archives classes have to re-cover the basic stuff because some students haven't taken Intro to Archives.
- Also classes are taught differently enough that outcomes aren't consistent.
- [BW] will bring it up with the faculty. Connect Carolina will enforce pre-req's at some point. Email her where it seems like a new prerequisite would be useful. Try to have few prerequisites to provide more flexibility.

## **DOCTORAL STUDENT CONCERNS**

### **Methods Course**

- PhD students are required to take 2 semesters of statistics but it isn't offered through SILS. Most people take it in the School of Ed, but the quality of that class has changed. PhD's would like to learn how to apply to work in this field specifically.

Sarah Ramdeen will bring up grading issues etc with PhD students, who aren't at faculty meetings and may not have been trained on some things.

[Discussion] Why don't we see the PhD students more? Some have full-time jobs, families, etc. [Dean] we actually have a pretty strong residency program at the doctoral level. Also space issue--there's one shared room with 8 spaces--a lot of people have found hidden rooms, carrels, etc.

-How many have a professional MA from SILS or elsewhere? Many are from SILS. Not required to come in with an MA, but then you're encouraged to take courses to make up for that lack.

-To teach, do you have to take a pedagogy class? Yes; you have to either demonstrate prior experience or take a 3-hour course, and as a new TF you take a 1-hour class to meet with other TFs.

### **Open floor for Other Concerns**

- Back to field experience: took a field experience to get experience that \*wasn't\* provided through classes, so course requirement was not helpful.
- Field Experience requirements are nice for second-years. They are competing with a more limited pool of applicants for those experiences.

[Dean]: wants to ask us to kick it up a notch and get our colleagues involved more in the faculty interviews. It's often the same people who end up stepping forward for committees etc

[Dean]: incoming president of the ALA will be visiting March 28-29 and will want to meet with students

[not discussed:]

Other Concerns Mentioned in Survey

- \*INLS 461
- \*INLS 520/521
- \*Job Database
- \*Respect in the Classroom
- \*Residency
- \*Group Projects
- \*"Community Hour"

- \*Women in Technology
- \*Being prepared for “Real World” of Librarianship/Information Science
- \*Receiving LS/IS Degree if Requirement is met for both
- \*Information Overload
- \*More “project based” instruction in IS
- \*SILS Website