

ECU MLS 2022 Curriculum Workshop

May 3, 2022

1:00 – 3:30 pm

Minutes

Virtual Meeting via Teams

Call to Order: 1:00 pm

Attendance: Dr. Kawanna Bright, Dr. Kaye Dotson, Dr. Africa Hands, Mrs. Laura Mangum, Dr. Barbara Marson, Dr. Rita Soulen

Absent: Dr. Al Jones

Minutes below were approved by MLS Faculty via email 12/7/2022.

Introduction to curriculum review for LIBS 6991, 6992, 6048

Dr. Soulen shared the purpose of the meeting today which is to review the last three of our core courses and some reminders to focus on course content and structure, listen actively and share respectfully.

Student/alumni focus groups

The MLS Curriculum committee held three focus groups to collect input on LIBS 6991, 6992, and 6048 from current students and alumni. Fourteen participants included 10 current students and 4 alumni with 3 additional student submitting responses via Qualtrics. The link to the PowerPoint presentation of focus groups responses can be found in the Teams MLS Curriculum Workshop 2022 folder.

Review of LIBS 6991: School Librarianship

Course syllabus with major assignments can be found [here](#). Dr. Dotson as lead instructor shared a broad overview of the course and major assignments. She noted that she would like to see the site supervisor evaluation translated to a Qualtrics document to better collect data for program reports. Also would like to see separate more focused instruments developed for LIBS 6991 and 6992. She also reviewed the history of creating the article publication assignment for LIBS 6991 to better align with activities in LIBS 6142 and 6144.

Dr. Bright shared feedback from the current student/alumni focus groups. Some feedback was general and may apply to both LIBS 6991 and 6992:

Internship Awareness

- Interns are aware of and responsible for setting up their internship experience but expected information about the internship prior to internship course.
- Difficulty in finding information about the experience other than required hours.
- Information gained from alumni was appreciated.
- Unaware of potential special rules by local districts.
- Confusion about when to start the internship activities related to the start date of the course.
- Unsure of where to look for internship opportunities.

Assistance

- Would have liked additional assistance, though not necessarily expected.

- Received assistance from alumni.
- Received assistance from advisors.
- Surprised that there was so little assistance for locating internships.

Benefits

- Application of ALA competencies.
- The Portfolio as a product for job interviews.
- Being part of a PLC.
- Requirement for two internship sites provided greater opportunity.
- Article writing was seen as time consuming but a positive experience.
- Mentorship.
- Tangible work experiences.
- Creating connections/future employment opportunities.

Struggles

- Lack of information and contact prior to internship.
- Difficulty locating secondary site.
- Taskstream as an unwieldy tool for Portfolio building.
- Paperwork.
- Timing of Portfolio submission as some time out from end of semester.
- Amount of work.
- Employed vs Not employed in location.
- Taking internship too early in the program.

Recommendations:

- A pre-internship session the semester before the internship course
- A timeline of activities shared ahead to indicate when hours should start and class meeting times, etc.
- A database of internship opportunities.
- A list of internship sites where alumni have completed internships and where students might be welcome; list of locations where alumni currently work and may welcome an intern.
- Examples of e-mail text or phone script for contacting locations.
- Update the FAQ document located on the MLS website.
- Don't take another course at the same time.
- Add article to 6992; Add CV completion as a requirement.

The MLS faculty provided input and shared recommendations.

- Dr. Soulen suggested checking the course syllabus for dead links and considering updating some readings which have older publication dates.
- Dr. Marson suggested providing more up front and visible information that is easily accessible.
- Mrs. Mangum suggested a pre-semester open online forum the semester before for those taking the internship and any other students who wish to attend.
- Dr. Marson questioned whether the major assignments for LIBS 6991 and 6992 should be equivalent (or not?).

Review of LIBS 6992 Internship: Academic and Public Librarianship

Course syllabus with major assignments can be found [here](#) . Dr. Dotson as lead instructor shared a broad overview of the course and major assignments. She shared that site supervisors for LIBS 6992 usually have a major project prepared for their interns and so may not like to see time spent on publishing an article.

Dr. Bright shared feedback from the current student/alumni focus groups (see above).

The MLS faculty provided input and shared recommendations.

- Dr. Marson recommended taking a look at Component 5 which refers to “initial impressions essay” which we no longer have.
- LIBS 6992 students may appreciate the opportunity to write an article for publication as part of their experience. However, Dr. Bright reminded faculty that publications for academic librarianship should be research studies which are very time consuming and there is not time for IRB as taught in LIBS 6872.
- Dr. Bright mentioned her surprise that the term “inservice” is used as this does not apply for academic librarianship.
- Dr. Soulen questioned Mrs. Mangum about how much input she would like from other MLS faculty when she updates the course for Fall 2022. Mrs. Mangum responded that she welcomes all input.

LIBS Review of LIBS 6048 Collection Development.

Course syllabus and major assignments can be found [here](#) . Mrs. Mangum as lead instructor shared a broad overview of the course and major assignments.

Dr. Bright shared feedback from the current student/alumni focus groups:

Most important things learned/tasks completed

- Where to find reviews for books
- The community analysis
- Collection development librarian interview
- Specific collection evaluation and rebuilding techniques and resources
- Weeding
- Diversity Audit

What worked well

- Final project scaffolding
- Formulaic course structure
- Assignment templates
- Overall structure

What didn't work as well

- Final assignment time intensive

- Lack of pricing/budget information

Applying what they've learned

- T Hands-on experience
- Cross over skills
- Weeding
- Community analysis
- Relationship building
- Facing challenges

Requested skills or information

- Collection development policies

The MLS faculty provided input and shared recommendations.

- Dr. Hands asked about academic librarianship students connecting to the rebuilding assignment to make the connections to their field of study.
- Dr. Bright commented on the time consuming, formulaic and sometimes repetitive assignments. The course is very differently structured than other courses in the program. Students may be spending a lot of time opening and experiencing resources. Dr. Hands commented that some library work is monotonous and demanding.
- Dr. Bright pointed out that one student commented that they were able to apply the skills learned in the course in real life professional work.
- Dr. Marson commented that budgeting would be helpful, especially for academic librarianship. Dr. Bright offered to survey her academic colleagues for real world budget ideas. Also suggested putting together a panel for collection development and budgeting or discussing the budget with the collection development librarian they have been working with in the course.
- Dr. Hands asked whether the course covers digital and electronic materials and how that would affect budgeting.

Wrap up

Dr. Hands and Dr. Bright shared final discussion and conclusions. For the internship and collection development course we will email Mrs. Mangum directly with further comments. Dr. Africa commented that the focus groups was a new process which worked really well to provide candid feedback to make changes for future iterations of these classes. Dr. Bright reminded us that focus groups help us to gain a better understanding of what the students are receiving from our courses. She is hoping to make this a more standardized process for the program to collect feedback from students. Dr. Hands recommended that we be transparent with our new colleagues to share prior feedback from students. Dr. Hands also thanked Dr. Dotson and Mrs. Mangum for opening their courses up to us to provide feedback.

The meeting adjourned at 3:20 pm.