

**Report on Student Open Forum  
held by LIS GSA at Kiva,  
5:15pm, February 23, 2009**

This revised document includes corrections, revisions, and updates as received and discussed at LIS Council on March 23 and in a faculty and student representative meeting on April 6, 2009. Faculty and students spent over four hours discussing the report and working on solutions together.

Areas of green shading indicate LIS GSA additions to this report. Areas **in red font** indicate a faculty response.

The DLIS faculty applauds the action taken by DLIS students in having a facilitated open forum session where students expressed concerns and questions for submission to the faculty. As faculty, we are encouraged by your use of student government structure to hold the forum and involve students in the operations of the DLIS. We have shown our support and encouragement for your development by meeting with student representatives on two occasions for approximately three hours each meeting.<sup>1</sup> At the same time, the DLIS faculty are also discouraged by the original report with its absence of demographic information, description of the methods used, acknowledgment of bias, and lack of citation to and use as evidence of existing policies and procedures.

We note with disappointment the absence of how graduate students will take responsibility for their learning and development. We are discouraged that the report is devoid of professional goals and aspirations. We are encouraged that the students did this work from the viewpoint of improving conditions and a demonstration of a willingness to listen, but at the same time we are discouraged that empathy and consideration for others' needs are absent in the document.

The DLIS strongly supports student involvement in governance and planning, to not only hear your voices, but to provide students with leadership opportunities. We acknowledge receipt of your report.

DLIS Faculty, April 14, 2009

On Monday, February 23, 18 DLIS students (mostly full-time) met in an open forum hosted by Library and Information Science Graduate Student Association (LIS GSA). LIS GSA established this meeting to ensure students' opinions and ideas were heard and to provide a record.

LIS GSA advertised the forum in multiple ways. It was announced through the student ListServ; in select DLIS classes; advertised by word of mouth; and flyers in student common areas. LIS GSA sent an email to the ListServ inviting students who could not attend to send their ideas and suggestions; five responses were received. LIS GSA Vice President Ellie Jones attended the March Rochester Happy Hour and invited Rochester students to offer their ideas and suggestions as well. All DLIS students had the opportunity to participate and provide feedback.

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<sup>1</sup> DLIS Council devoted the bulk of its March 23, 2009 meeting to reviewing each item on the Student Open Forum Report. A second, special meeting on April 6, 2009 was attended by student representatives and LIS faculty to complete the review and discussion.

President Nathan Tallman, with Vice President Ellie Jones, opened the forum and introduced the forum's facilitator and SILS alum, Karen Reczek. All parties encouraged a constructive environment that could lead to a positive change. There was an open session where students introduced topics for discussion. Categorized by topic, breakout groups formed. Each group was charged with coming up with suggested solutions or potential changes that could help to improve the issues.

Below is a summary of the ideas generated. This report was sent to the student ListServ and posted on the LIS GSA website, with instructions on how to provide comments. The presented solutions are suggestions that LIS GSA hopes will lead to positive change. LIS GSA will submit this report for addition to the agenda of the March 23 LIS Council meeting. A written reply is requested from LIS Council (or its standing committees) or the DLIS Chair by April 15.

Per the request of LIS Council and in effort to gather more data on some of the opinions expressed in this report, LIS GSA will conduct a survey (online and in-person). Items for inclusion on the survey are noted below.

**ADMINISTRATIVE**

Administrative issues include department level activities (scheduling, course offerings) and services (advisement, placement); technology; and department policies and procedures.

*"I'm not paying a discount price for a discounted faculty." – Student comment about the limited course offerings for the past 2 years because of decreased number of faculty members.*

<b>Issues:</b>	<b>Suggested Solutions:</b>
<p>There are not enough courses scheduled. The course catalog lists several classes that students are interested in taking, but are available infrequently, if at all during a two year cycle.</p>	<p>Offer classes listed in the course catalog more frequently. Someone completing the program in three semesters, as advertised, should have the opportunity to take most of the classes from the course catalog.</p> <p>If a course has not been offered within four semesters, it should be evaluated by the Academic Programs Committee to see if it should be removed from the course catalog.</p>
<p>The faculty expressed agreement and a desire to be able to offer courses more frequently. Dr. Peterson thought courses underwent evaluation for inclusion every 6 years, but Dr. Robinson thought it was 3.</p> <p>Students were concerned with dropping courses that hadn't been offered for several years. Dr. Peterson mentioned that there might be a policy about reviewing courses for dropping them from the catalog if they haven't been offered for 6 years.</p>	

**Action Item:** Dr. Robinson will review the policy and report. If students feel the policy needs revising, LIS GSA will submit a proposal to LIS Council.

April 13, 2009: The policy manual was checked and no policy about time span for dropping courses has been adopted by Council. The department does review all courses on a three year cycle (i.e. 1/3 of the courses are reviewed annually).

Faculty explained that we have been temporarily operating with a reduced faculty due to retirement and other faculty separations. Course releases for Drs. Peterson (Accreditation Coordinator) and Robinson (originally scheduled to be on sabbatical, resulting in her courses being assigned to adjunct instructors) reduced the number of courses taught by full time faculty in 2007 & 2008. Both will return to full time teaching, increasing the number of courses taught by full time faculty by four each semester. Also, two new faculty will join the full time faculty in fall 2009.

Many students were upset that the only option for an in-person Organization and Control of Recorded Information I (LIS 571) class was in Rochester.

Core courses should always be available on North Campus and taught by faculty members. Online classes should never be the only Buffalo option for core courses.

Online classes should not be default time backup.

Blackboard can be new and unfamiliar to some students. The Blackboard tutorial should be used more and brought to students' attention.

There should an evaluation process to see if some courses are not as effective when taught online.

Dr. Robinson explained that when faced with the option of not offering a class or offering it online, the class was offered online so more students are able take it. Furthermore, Dr. Robinson indicated that the report carries the implication that online classes were not wanted.

Actually, the department chair, who schedules courses, inquired: If during a single semester a course could be only offered online – does this report argue eschewing the online offering in favor of not offering the class at all?

A faculty member mentioned that if students consider online courses to be of lesser value than classroom offerings, then our practice offering of any courses in online format should be reviewed.

One faculty member commented that the online section of her course provides more information than can be provided for a seated class section of the course, including comprehensive tutorials and the instructor's lecture notes.

**Action Item:** LIS GSA will include online classes as a topic on our survey.

Classes are sometimes scheduled inappropriately (cited example: creating an online class because two heavier classes were scheduled back to back) and students would like more daytime courses.

Schedule classes more appropriately for Professor's work load and offer more classes during the daytime.

Online classes should not be default backup.

**If more daytime classes are wanted, Dr. Robinson requested more specifics as what times and classes.**

The department chair, who schedules courses, asked about the preferred daytime time range: for example, is 8:00 – 9:40 am twice weekly and 9:40-12:10 once weekly acceptable?

Course scheduling must take into consideration the needs of both full time and part time students. Because of this, faculty asked about the demographics of students attending the Forum: whether the 18 attendees were full-time or part-time and how many were students from Rochester or other areas outside of Buffalo. Faculty noted that while full-time students may prefer daytime courses, before reducing evening course offerings we need to know whether this is desired by the majority, including part-time, working MLS students.

**Action Item:** LIS GSA will include daytime classes as a topic on our survey.

Access to the 14 Baldy Computer Lab is inconsistent and policies are either unknown or varying. If the lab is designed for LIS students, with specialized software, why are LIS students often asked to leave by non-LIS faculty members?

Set consistent policies and procedures and communicate them.

Post a schedule of all classes – not just LIS—and maintain an online calendar so commuter students will know if the lab is available.

The department chair referred the items above to the GSE Technology Committee on March 16, 2009, immediately after receiving the Student Forum report.

The GSE Technology Committee is responsible for the oversight of the 14 Baldy computer lab. Dr. Nettet and Dr. Wang are members of this committee and will inform student representatives of the next meeting date so together, students and faculty can advocate for DLIS students.

**Completed Action Item:** As of April 2<sup>nd</sup>, DLIS students now have 24/7 access to an updated online calendar that shows the schedule for the 14 Baldy computer lab (and several other Baldy rooms).

**Action Item:** Student representatives will attend the next GSE Technology Committee meeting.

The technology needs of DLIS classes are not being met. The Digital Libraries (LIS 563) class cannot use necessary software because it is still

The 14 Baldy Computer Lab should have computers that are sufficient for our technical and computer driven profession.

being used by past semester's classes.

The Lab GA should receive training on all applications used during course instruction so he or she can provide support to students.

At minimum, there should be sufficient server space so that people can store their current semester projects.

The faculty agreed, but again this is in the control of the GSE Technology Committee.

**Action Item:** Student representatives will attend the next GSE Technology Committee meeting and advocate the need for a Lab GA due to our highly-technical profession. Future Lab GA's needs to be informed of software used and access to training tutorials so he or she will be better able to assist students.

LIS GSA will encourage student participation in NY Legislative Day and to advocate for additional resources directly from legislators.

There is a general lack of communication between the department and students. DLIS may already have answers for some of the problems students are experiencing, but students do not know about it or where to look.

The department should issue more regular information and communication updates to students. This used to be accomplished via the *SILS Memo*.

A monthly brownbag with students and the Chair would open up another communication channel. It also shows the department's commitment.

The ListServ is an ineffective means of communication since many students do not monitor it.

**Completed Action Item:** Brown bags with the chair are scheduled for April 22 (5-6pm), May 14 (5:30-6:30pm), and June 11 (5-6pm). Students will be responsible for taking minutes and sharing them with participants.

**Action Item:** LIS GSA will include communication as a topic on our survey, particularly if students would use Facebook to receive DLIS communications.

The GSA students reported that many students at the forum stated they don't read the student UBMLS-L listserv. Dr. Bishop noted that students choosing not to read listserv messages opt to miss considerable useful information. As DLIS's official listserv for students, the UBMLS-L listserv provides announcements posted by students, staff, and faculty such as part- and full-time jobs, practicum and on-campus work opportunities, scholarship and student paper competitions, student travel-to-conference awards, UB deadlines, and degree conferral requirements. (A procedural note: announcements such as jobs, practica, scholarships, and student paper competitions are received by faculty and staff as E-mails. Forwarding these messages to the listserv takes only a few seconds, but would become onerous if it became necessary to copy and paste them into Facebook.)

Students post UBMLS-L messages about student events (such as the Student Forum meeting), student associations, information (such as the Student Forum report), carpooling, buying and selling textbooks, announcing student group meetings, etc. Alumni and practitioners monitor the listserv and offer comments and professional advice such as practicum opportunities, job interview behavior, tips for conference attendance, and early alerts about impending job openings.

Other types of information than listed above, such as general information about the school or recruitment, would be suitable for alternative communication modes such as Facebook. Department staff and faculty who post courtesy announcements on the student listserv will monitor how students and student associations provide information to students, i.e. when students begin using resources other than the listserv, we will attempt to model their communication behavior.

The student orientation does not communicate enough information to students.

Orientation should introduce the ListServ and its importance. The department should add all new students to the ListServ, every semester.

Other information to be included in orientation: where to locate forms, information on practica, course requirements, and ability to take courses outside of DLIS.

**Dr. Robinson includes these topics in the talk she gives new students in LIS 505. DLIS staff have updated the ListServ to include all current students and will add new students as they start the program.**

The New Student Orientation provides key introductions, background, and tours, but is not intended to relay all the information students will eventually need. Some items are more useful later in the program, after students have begun their course work. Research indicates that sequenced, multimodal information is understood and retained better than a singular information dump.

A DLIS staff member has routinely added new students to the student listserv, but Late Admits may have been missed. Renewed attention will prevent this. However, any student not automatically added by staff will have already received two written listserv instruction sheets: one in the MLS program acceptance letter and a second in the New Student Orientation packet. Both provide information about how to join and manage listserv subscriptions. The instruction sheet already in the New Student Orientation packet will be modified to urge not just joining, but also *reading* messages sent to UBMLS-L. The department chair will continue to mention the student listserv in her LIS 505 advisement visit.

Other subjects mentioned in the chair's LIS 505 advisement visit are Forms and Practica, with the appropriate web pages projected during the presentation. The chair has added "course requirements and the ability to take courses outside of DLIS" to topics covered in LIS 505 advisement. Information about taking courses outside DLIS is already provided in the "LIS Academic Regulations," a paper copy of which is mailed to each student newly

accepted into the MLS program in the acceptance information packet.

**Action Item:** Student organizations will create an information flyer to be included in orientation packets and LIS GSA will ask Lab GA Allison Sherrick to create an informational flyer on UB's technology resources and policies.

*General suggestion* - Have a block of time, once a week, where there are no classes. This time can be used for faculty/adjunct candidate meeting times, student group meetings, and other events.

**Correction:** This already exists. This semester, the break is Monday 8-2pm, 3:30-7pm and Friday, 8-2pm. During the fall 2009 semester, the break will be Monday 8-5pm and Friday, 8-2pm.

If possible, LIS GSA requests that there always be an evening free period so student organizations can hold meetings. LIS GSA understands that this is not always possible due to unavoidable course scheduling conflicts.

Creating an evening time block without classes on either Monday, Tuesday, Wednesday, or Thursday will reduce the number of weekly seated course offerings. (It would not affect Internet courses.) The student survey should include questions to determine whether the majority of students want reduced course offerings one night weekly.

## FACULTY

Faculty issues are about faculty and adjunct faculty members, syllabi and office hours.

*"My [adjunct] professor was useless; I didn't learn anything from the course." – Student comment about the quality of adjunct professors.*

<b>Issues:</b>	<b>Suggested Solutions:</b>
There is not enough perceived support for students outside of the SLMS specialization. The Perception is that SLMS students receive more guidance and attention than non-SLMS students do.	Do not promote availability of tracks or specializations other than SMLS, if they will not receive the same level of support.
Students would like to see further development of specializations, with more courses that are specialized.	Provide more support and guidance for non-SLMS students. Faculty advisors should model support for all students after SLMS advising.
<b>Clarification:</b> Support and guidance in this sense refer to the level of advisement and staff support SLMS students receive.	
Professor Janczak stated that the reasons SLMS students receive more guidance is because of their certification requirements	
Dr. Peterson suggested that DLIS take an alternative marketing approach, such as a video that would show our field as exciting and engaging. Professor Battleson stated that her marketing class is currently working on something similar.	

**Action Item:** Try alternative marketing methods so that students don't arrive to the program expecting program concentration and specialized support.

DLIS has no tracks or specializations other than school media. Music and Law are dual degree programs. SLM advisement is handled by full time staff member whose responsibilities include advising SLM students to prepare them for NYS certification requirements.

During the first semester, LIS 505 introduces students to many career options. SLM students have only two electives beyond those specified by NYS certification requirements, whereas non-SLM students enjoy many electives and choices, including courses with special focuses such as public or special librarianship. Advisees should pose specific questions to their faculty advisors to help satisfy their needs for "guidance and attention" related to career specializations.

There are student needs for "advise" outside of faculty expertise. Advisors do not provide students with enough information about how their specialization relates to practice.

Identify practitioners who are willing to discuss designated specializations with students, so they can explore the field.

Each specialization could have a designated practitioner liaison, someone who can talk to the students about the types of jobs they would be interested in and what they should do to prepare.

The faculty felt that they currently strive to provide comprehensive advisement and direct students to additional resources when necessary.

Advice "outside of faculty expertise" is introduced during LIS 505 and other courses hosting guest lecturers and the opportunity for students to ask them questions. The free November 2008 Hire Ed workshop offered two sessions in which practicing librarians from varied information environments presented information about careers and job seeking strategies.

Students are also regularly encouraged to seek career advice from faculty who are not their advisors and also from practitioners.

Although faculty have not worked in every possible environment, they are capable of advising related to career specializations. This is because faculty have knowledge of subject area competencies and can point to library association knowledge bases (example AALL or SLA).

**Action Item:** LIS GSA will include academic advisement as a topic on our survey.

Students are unsure if their course evaluations are reviewed and used to the fullest extent.

Offer students feedback on course evaluations to show that they are read. All questions on the evaluation should be used.

Dr. Robinson stated that course evaluations are reviewed by the Chair, Dean, and the instructor. Course scheduling is done 10-months ahead, so course evaluations are not always seen before scheduling is done.

Answers to every question on evaluations (i.e. *all questions are used*) are relayed to the instructor, chair, and dean. The illusion that only two questions are reviewed is a misconception based on tenure track (not adjunct) faculty renewal, promotion and tenure dossiers, which include analysis of answers to two representative questions as part of teaching evidence. In addition to answers to questions, all student comments are relayed to the instructor, chair, and dean.

Regarding the request to “Offer students feedback on course evaluations” - because evaluations are confidential, only the instructor is authorized to discuss his or her evaluations with students.

Course evaluations receive a very low response rate and often, the responses do not contain sufficient information.

**Action Item:** LIS GSA will encourage students to treat course evaluations like librarians: thoroughly answer each question and provide supporting examples.

Students feel that some of the adjunct faculty members should not be teaching in DLIS.

A more rigorous vetting process for adjuncts would ensure instructional ability. Student input would be useful and should be sought out, as it is for faculty members. Students were once members of the search committee and student representatives voted on all faculty candidates, including adjuncts.

Students feel that if the core classes are important enough to be required that they should be taught by full time faculty members.

**Corrections:** Adjunct faculty did not go through the Faculty Search Committee and student representatives have never been able to vote on adjunct faculty candidates.

Adjuncts receive much instruction and counseling from the Chair. If students are having trouble or problems with an adjunct, they should first discuss the issue with the professor, and then with to the Chair if the issue is not resolved.

The chair presents Adjunct Faculty Orientations and provides a list of must-do items with each adjunct’s contract letter. The chair also interacts individually with adjuncts during the semester, based on adjunct or student requests or comments.

Weak evaluations of adjunct instructors trigger the chair to: 1) individually counsel the adjunct about remedying the specific weaknesses; 2) include emphatic coverage of persistent problems within the content of adjunct faculty orientations; 3) add admonitions about new chronic problems to the must-do list sent with adjunct contracts. If change doesn’t occur after a fair opportunity to modify unsatisfactory behavior, these adjuncts will not be asked to teach for DLIS again.

Adjustments in teaching based on course evaluations of full time faculty must emanate from the faculty member himself or herself.

**Action Item:** LIS GSA will create a page on our website that outlines the steps students should take if they are having problems with a professor, adjunct or

faculty. Students will be encouraged to resolve the issue with the professor as soon as possible and to contact the Chair if a resolution cannot be reached. The Chair is not able to affect change if unaware of issues.

Syllabi are often out of date, incomplete, and sometimes provided to students. Professors do not always follow them either.

A syllabus is a contract between professor and student: they should always be distributed. Professors should follow their own syllabi and update them every year/semester. Syllabi should be reviewed every semester.

**Clarification:** "Out of date" refers to syllabi with incorrect dates, reflective of previous semesters.

Faculty differentiated between a syllabus and a class schedule, the latter which is frequently modified as a semester progresses. Since these are two separate entities, a change in the schedule does not necessarily create changes within the syllabus.

Lead instructors are responsible for reviewing syllabi of all course sections for which they are the lead instructor. However, not all courses have an identified lead instructor.

Students should speak with their Professor about syllabi and try to resolve the issues directly with them. If a resolution is not reached, the Chair can be approached.

**Action Item:** Dr. Robinson will add syllabi requirements to her "must do" list for adjunct faculty. Lead instructors should be identified for courses that taught by adjuncts.

Actually, these have long been provided in writing to adjuncts. The adjunct must-do list includes instructions about the syllabus being distributed in the first class session and a list of required syllabus information elements. Adjuncts receive this information with their contract letters, in Adjunct Faculty Orientation sessions, and – when necessary – in individual follow-up counseling sessions initiated by the chair.

Not all professors maintain office hours.

All professors who are teaching should maintain consistent office hours to allow students to contact them, including students from online courses. Appointment or email only office hours are not acceptable.

There is no Graduate School policy on office hours. Faculty members have the academic freedom to determine how to hold advisement and office hours.

**Action Item:** LIS GSA will draft a policy on office hours and submit it to LIS Council.

Faculty members are not reaching out to students. They sometimes appear to be unconcerned with student

The faculty should be encouraged to attend more social events, like LIS GSA happy hours.

interests.	Have a potluck for students and faculty.
<p>LIS GSA would like to increase the collegiality between students and faculty. Dr. Robinson suggested having a potluck during the first week of May, on campus.</p> <p>Dr. Peterson asked whether there were additional ways to increase student-faculty collegiality, in addition to pot luck social events.</p> <p><b>Action Item:</b> LIS GSA will discuss the potluck at our next meeting and send faculty invites to social events through Barb Routhier or Rita Packard. LIS GSA recognizes that faculty may decline and no judgments will be made.</p>	

## CURRICULUM

Curriculum issues deal with courses and course content.

*"This is supposed to be a generalized program, but everything I've taken has had an academic perspective." – Student comment about lack of faculty self-awareness of other types of libraries.*

<u>Issues:</u>	<u>Suggested Solutions:</u>
<p>It is hard for students who have not worked in a library before to find practica. Practica are strongly encouraged and employers hire students with them; however, students receive very little guidance and assistance from advisors and the department. Students feel practica are valuable and sometimes better than courses for learning some things, perhaps they should be required.</p> <p>Students should not treat dates in the practicum book as firm: they are often flexible. Faculty suggests that in the past, practica supervisors have preferred students to take the initiative.</p> <p>Dr. Peterson has forwarded Nathan Tallman and Ellie Jones information and FAQs on practica that she previously made available to students. Dr. Peterson suggested that the faculty could provide model letters of interest that students could use when trying to find their own practica.</p> <p>The online practicum book will be rebuilt by the GSE and a fully functional web database. Ideally, students will be able to search by location and library type.</p> <p><b>Action Item:</b> LIS GSA requests the DLIS expand their practica and special projects webpage to include FAQs, like those sent by Dr. Peterson, and model letters that students can use as a resource.</p>	<p>Update the practicum opportunities book/database. Some entries have been there since first filed and are no longer accurate.</p> <p>A practicum placement program or coordinator would be very helpful. If this is not feasible, faculty advisors could work more closely with students and aid them in finding a practicum opportunity.</p>

For aid in finding practica and in communicating interest to practitioners, students should request their advisors' assistance.

Making practica an MLS requirement would have to be passed as policy by Council. Discussion about charging the Academic Programs Committee to review this option can be added to the Council agenda by any Council member for any monthly Council meeting.

Students are not introduced to enough different types of libraries; throughout the classes taught, the perspective is usually from an academic or school library.

Faculty should consciously make an effort to broaden their perspective when teaching.

The program is self-described as a generalized program, but students feel they are receiving skewed views.

**There was some agreement with this statement among the faculty.**

**Action Item:** LIS GSA will include this topic on our survey.

Students in Introduction to Library and Information Studies (LIS 505) have inconsistent experiences. There is not enough coordination between the faculty and adjuncts.

Make LIS 505 content more uniform. All students should finish LIS 505 with knowledge of all library types, library and information positions, library specializations and current trends within the profession.

**The faculty are trying to address inconsistencies in achieved learning outcomes within LIS 505. If students have an issue with the course content or the manner in which it is being taught, they should discuss it with their professor directly. If a resolution cannot be reached, students should speak to the chair.**

Adjunct faculty are sent essential LIS 505 content by the 505 lead faculty, or in the absence of a lead faculty member, by the chair.

*General suggestion* – Have a staffed cataloging lab or something similar where students can go to for help with homework and learning topics. The lab could be staffed by a faculty member or an expert GA. This would especially be helpful for online students who are having difficulties learning on their own.

**Action Item:** LIS GSA will advocate for additional resources for DLIS at the next GSE Technology Committee meeting.

## GENERAL

General issues that affect students, but are not related to a specific category.

*"There is no way we should have an online only program" – Student comment about DLIS' proposed online degree program.*

<b>Issues:</b>	<b>Suggested Solutions:</b>
<p>Student do not understand why the department is pursuing a new all-online program at this time. Student feels that there are already too many issues with the program and current online classes.</p>	<p>Build a strong foundational program before rolling out an all-online program.</p> <p>There should be more communication about the all-online program when it is available, including timing and objectives.</p>
<p>The online program will be a separate parallel program in which cohorts will follow a rigid plan of study, distinct from the traditional DLIS program. Current DLIS students would not interact with the online program.</p> <p>Students in the online MLS cohort that begins in 2010 will take prescribed subset of established DLIS courses and will be ineligible to take seated, video, or Rochester courses as a component of their wholly online program. Conversely, MLS students not part of the wholly online program will find that the program's online course sections are restricted to the online cohort.</p> <p><b>DLIS is not a member of the WISE consortium because of the financial burden. (\$5,000 to join and \$3,000 annually thereafter.)</b></p>	
<p>The disconnect between the University Libraries and DLIS puts students at a disadvantage.</p>	<p>Increase communication between the two and work on more collaborative projects. The two should be an asset to each other.</p>
<p><b>Clarification:</b> Disconnect is used in the sense that there is a lack of collaborative projects between DLIS and the University Libraries.</p> <p>There are potential opportunities in which DLIS students could work on projects or conduct studies for the University Libraries, such as outreach projects.</p> <p>Professor Battleson noted that librarians on the reference desk are known not to assist library science students.</p> <p>Professor Battleson wishes to clarify – her comment did not refer to collaborative projects, but rather to providing specific reference assistance for students working on MLS assignments. It is preferred that MLS students make concerted efforts on their own before seeking reference assistance with their course homework.</p> <p><b>Action Item:</b> LIS GSA suggests a task-force be created between DLIS and the University Libraries to explore the possibilities of collaboration. Given the Libraries current financial crisis, they might be more receptive to collaborative</p>	

projects.

Professor Battleson notes: With regard to "collaboration," there is a long history of the University Libraries--in both the public and technical services sections of multiple libraries--offering special projects, practicum opportunities, student assistant positions, etc. \*exclusively\* to DLIS students.

Before a task force is charged, the chair requests that students reconcile whether enhanced UB Libraries/DLIS collaboration will amplify the reported perception of a DLIS "skew" toward academic libraries. The UB Libraries are among scores of regional libraries (including other university libraries, community college, college, public, and special libraries) in which students may do practical work under the supervision of practitioners.

*General suggestion* - Have a block of time, once a week, where there are no classes. This time can be used for faculty/adjunct candidate meeting times, student group meetings, and other events.

**Correction:** This item was accidentally duplicated on this report, please disregard this instance of it.

Respectfully submitted,

Nathan Tallman, LIS GSA President

Ellie Jones, LIS GSA Vice President

March 2008