

iSchool Deans Conference Call Meeting
May 27, 2010 at 1:00 PM (PDT)

Participants:

Harry Bruce – Washington
Michael Seadle – Berlin
Jim Foley – Georgia Tech
Ron Larsen - Pittsburgh
Andrew Dillon - Texas
Seamus Ross - Toronto
Larry Dennis - Florida
David Fenske - Drexel

Agenda

- 25 minutes: iSchool Internationalization: an introduction for non-foreigners (Led by Michael Seadle & Seamus Ross)
- 25 minutes: Faculty Load Issues - teaching load; rewarding and incenting faculty research; teaching models that integrate research with instruction (Led by Ron Larsen)
- 9 minutes: Issues you are facing as an iSchool Dean
- 1 minute: iConference 2011 update (Harry Bruce)

Minutes:

iSchool Internationalization: an introduction for non-foreigners (Led by Michael Seadle & Seamus Ross)
Michael spoke from notes from Seamus and Per on range of issues:

- Exchange of students (all levels) – particularly the collaboration at the doctoral level. Titles sometimes look alike, but the actual status can be different country to country.
- Seamus wanted to talk about inter-institutional degrees
- International curriculum: doing more in English language materials, more in French. I've noticed that US students don't cite non-English papers.
- Research – we do this internationally, projects that we and our students are involved in – NEH, NSF, International Library services, etc. In Germany we are active in working on partnerships with other institutes, like an active one we have in the area of knowledge organization in the UK.
- Accreditation is an issue that is of interest, because we have students who go to jobs in the US. The accrediting is much different in Europe.
- Identities for the iSchools – we want to expand the iSchool project beyond its current order, but with a clear sense of how we are more than mostly US institutions with a few other international schools thrown in.
- What is of interest to the people on the line?

Harry: recall that I sent out a message a couple of months ago with a recommendation for setting up a couple of working groups to steward initiatives. One of those was how we might want to enhance doctoral education – Liz Liddy has agreed to help lead this. One member of that committee is an international member. One of the goals that we have for enhancing our field through doctoral education is doable. There are different models in Europe to those here in the US.

Michael: This is one of the key areas where we can do really concrete things. We could have video conferencing ability and could host PhD talks.

David Fenske: We should be able to handle some level of cooperation on curricular matters as it affects internationalism. Particularly with ALA accredited institutions, as we all have 3 courses that are allowed outside the curriculum. It would be good to develop such a recurring non-repetitive curriculum for these courses.

Larry Dennis: Also – more broadly based accreditation. In the near term we will all become more frustrated by the national codings. This could put us in a leadership position if we took a trans-Atlantic at least, if not global approach to these issues. Particularly this could be more transportability, borrowing from Bologne.

Michael: What are first steps to get international activities going?

Ron Larsen: Michael, I like the idea of encouraging video conferencing. Many of us have this capability. This kind of technology would help to develop some international experience for those students who never have the opportunity to travel. I'm also interested in a double-degree program, but I don't know if that is easily doable.

Michael: we have agreements and exchange with a number of international programs (Kings College,UK; Vienna) it's possible, but it takes more work at a fairly high level. Once the agreement is signed, it takes even more work to make something happen. However, a first step like video conferencing is doable tomorrow. Curriculum sharing is also possible—these are easy first steps.

Jim Foley: find a volunteer to schedule one of these PhD video conferencing talks per week during the academic semester, as a one-credit seminar. We have lots of seminars all the time and to get people to come to one would be easier with this kind of seminar.

David Fenske: We could get into a collaborative 3-credit course – real credits that could count towards electives.

Michael: my suggestion on this topic is that those who want to participate on some level (credit or not) for a video-based collaboration on a regular basis, could pull together a proposal that we could share with others.

Seamus: Did you cover student and academic exchanges? Was that attractive to people?

Michael: funding is an issue – from Fulbright or some other external source.

Seamus: we have lots of students who would be interested in studying abroad.

Larry: we do this a lot currently, and I'd be interested in expanding (Korean, Japanese, German, etc.)

Harry: one of our PhD students did a Fulbright in Finland at the University of Tampere and worked on her dissertation there, and it was very fulfilling for her, so I am very interested.

➔ Email Seamus and Michael if you're interested in putting together a proposal for international exchange.

Michael: expansion of the iSchool group is another international issue (Harry's mention of the University of Tampere reminded me of this). While they might not qualify for iCaucus status, iSchool status might be of some interest for them.

Seamus: It took us a long time to come up with the criteria for US & Canada and to apply these in any sense to international institutions would be difficult. It would be fair play for the newer international members to look at the criteria (with the view that we don't want to be huge), and to suggest schools that would be at the iCaucus level.

Larry: It would be a good asset to us to encourage schools like Tampere to be a part of our group.

Harry: Andrew Dillon, Liz Liddy and I are currently drafting a document around what the goals of this organization are, what are we setting out to do (what do the next 10 years look like?), and how

will we know when we've got there? We've been working on that and are almost ready to share the document with the rest of the members. I'll be communicating with all of you in the next month to share a draft with you.

Larry: can we try out the idea of videoconferencing at the iConference?

Harry: this might be possible. Let's see if the doctoral students are interested.

Faculty Load Issues – teaching load; rewarding and incenting faculty research; teaching models that integrate research with instruction (Led by Ron Larsen)

(see handout – attached to these minutes)

- Faculty try to cram everything they do into a 40-40-20 model (40% Research, 40% Teaching, and 20% service). I've started to use a model that balances this 40-40-20 at the school level, to empower faculty to take control of their own work load.
- This model has 4 sections to it. I count everything I can, and qualify everything that I can with a number.
- For teaching, we factor all weightings of courses.
- For overall “credits”, we tell our faculty to aspire to 1000 credits per year.
- For research, we reward faculty for submitting proposals, and of course more for actually receiving awards.
- Service is listed as to school, university, and profession. Every year there is something that comes up that doesn't fit anywhere else – and that goes in the “other factors” box.
- I try to do a snapshot of faculty. I look at the average for trends to see if there is something that I need to worry about, to work on or fix.
- There have been a large number of converts among the faculty who say that it is the best way for them to be evaluated.
- I look at three-year averages for each faculty member, I can loan credits to have them pay back the next year. Anywhere in the range of 800-1200 is fine with the dean. They work with me individually, but they know where they stand with their colleagues, too.
- We used to have faculty come in asking for release; now we just tell them that they have the model, to just figure it out.
- What do you all think?

Andy: I would consider a model that would integrate research into the curriculum.

Michael: the curriculum is not set by law in Germany, only the teaching load (*Lehrdeputat*). Salaries for professors were set by a table until some years ago -- now there is more flexibility for top-ranked full professors (W3 pay grade), but not for junior faculty. This is a problem from my American view point, but it is not an issue with most of the faculty.

David: Ron has shown me this before. We don't use anything this formalized. We have a number of policies along the same lines that incentivize faculty, including a new research policy. This would be a great topic for a video-conference or webinar that could include our associate deans, if they are interested. As I listened today, I was regretting that my associate dean couldn't listen in.

Ron: I'm open to doing such a talk. This is very much a dean-associate dean conversation.

Harry: when you first started this, I can imagine how popular it was when you introduced it to the faculty, but the goal is to reward them, and assist them in their multiple roles in the school. We have all been working on a way to do this – can you tell us how this worked when you introduced it?

Ron: I ran it for a year as a test, to have an example with the faculty. It wasn't much of a discussion; I just told them that this was how I was going to do it. The most common response was that "it's all about counting." My response was no – I use numbers just for those things that we can count. Then we can have conversations about more important things than load. I tell them that if it is wrong, then they can point out the errors and we can fix them. If they have the idea that anything is unfair, they can talk to me about it; this usually shuts down any push-back. The original hesitation was uncertainty about how it would be used. However, it is transparent, and they know how they'll be rewarded each year. Faculty really like the transparency.

David: your model assumes 40-40-20. Do you think this model works for all your faculty, or is there some interpretation according to rank?

Ron: 40-40-20 is my objective for the school, not for the individual. They can come to me with a different model, and we can work with it. We build a strong organization by encouraging strengths. I don't allow the untenured faculty to mess with the model too much.

Harry: there was a suggestion by David that we allow associate deans to come together around this issue. I know that the equity issues in terms of teaching load is one that is the most pressing for our faculty. They want the time for their research efforts. I like the idea of an opportunity for our associate deans to get together around this and other issues like this. A Webinar or videoconference on this would be great.

Issues you are facing as an iSchool Dean

Ron: iSchool inclusion institute – we expect to hear from Mellon favorably soon. We're starting to get materials together for that. I'd like permission to include in the promotional materials that the iCaucus is supportive, collaborators, or whatever words would be okay.

Harry: this is a good thing to do; we need to get the words right, and then perhaps use a WebQ to get the vote done quickly.

Ron: will put together a sentence or two and put it up for a vote.



Larry: We are hosting the health information exchange. It's all webcast, and since the college is doing the webcast, I was planning on including something on the iSchools in our ad. OK? (Yes)



Andy: LIS program at Louisiana State has been recommended for closure – can we give them any support? They're not one of us, but they do have a technology program, and it would be a loss if they were closed.

Harry: We are in favor of taking any steps of support to schools who are facing this challenge. I sent a letter to UIUC about the iSchool there, to show our support. It does of course depend on the quality of the school. I'll take a look at the article.

Any news on the situation in UIUC? No, I've heard nothing back from the committee.

Seamus: Illinois and Louisiana are very different situations, but there may be more of these kinds of things happening, esp. with small programs that are not very broad. We need to be careful where we spend our ammunition.

David Fenske sent us a link to the report on LSU:

<http://www.2theadvocate.com/news/education/94798504.html>



Harry: Chuanfu Chen says that his school is celebrating their 90th anniversary, and part of that is a symposium in October (the third in a series). I gave a keynote address to the first or second of these symposiums and they attract folks from all over China. He's asked me if the iSchools would like to be a co-organizer of this event. Also, he'd like to have our help making an announcement about this on our iSchool website. Would you feel that this is appropriate?

Generally in favor of using the website, but we need to develop some guidelines.

When it's about an iSchool caucus member, it makes some sense within some parameters (no banners flashing...) celebrating the longevity of iSchools can't be anything but positive for all of us in the group.

There are stories that show the success of individual schools and Clark would like to celebrate these stories on the website. There are good things that show how we're leading and growing, etc. They collectively tell the story about iSchools around the globe.

Harry will tell Dean Chen that we can put a news note about his 90th anniversary on the iSchools.org website. He will get more information about the co-sponsorship and let others know what Dean Chen is really asking for.

Meeting adjourned.

Faculty Member G		
Total Applicable Credits 1044		
Teaching Credits 417	Research Credits 445	Service Credits 183

Faculty Member G

Program	Course	Term	Credits
IS	7	2081	
INTRODUCTN TO DOCTRAL STUDIES New Prep			
On-campus = 7 student(s)			96

Program	Course	Term	Credits
LIS	39	2081	
HUMAN FACTORS IN SYSTEM DESIGN Major revision			
OMET Quartile = >25%			
Online = 7 student(s)			Credits
On-campus = 46 student(s)			86

Program	Course	Term	Credits
LIS	71	2081	
TEACHING PRACTICUM			
On-campus = 1 student(s)			3

Program	Course	Term	Credits
IS	102	2081	
DISSERTATION			
On-campus = 1 student(s)			0

Program	Course	Term	Credits
Tele	131	2084	
UNDERSTANDING INFORMATION			
OMET Quartile = >50%			
On-campus = 31 student(s)			104

Program	Course	Term	Credits
LIS	158	2084	
ARCHVL ACCESS ADVCY AND ETHICS Major revision			
OMET Quartile = >50%			
On-campus = 31 student(s)			114

Program	Course	Term	Credits
IS	183	2084	
DISSERTATION			
On-campus = 2 student(s)			0

Program	Course	Term	Credits
Tele	206	2084	
FIELD EXPERIENCE			
On-campus = 6 student(s)			5

Program	Course	Term	Credits
0	0	0	
0			
			Credits
			0

Program	Course	Term	Credits
0	0	0	
0			
			Credits
			0

Program	Course	Term	Credits
0	0	0	
0			
			Credits
			0

Program	Course	Term	Credits
0	0	0	
0			
			Credits
			0

Curricular Advising		
Undergraduate	Masters	Ph.D.
0	15	3
Advising Credits		
9		

Research

Publication Record

Journal paper sole author

1st Tier
 2nd Tier
 Other

Publication Record

Conference paper corresponding author

1st Tier
 2nd Tier
 Other

Publication Record

Conference paper co-author

1st Tier
 2nd Tier
 Other

Publication Record

Editorial Bd

1st Tier
 2nd Tier
 Other

Publication Record

Workshop

1st Tier
 2nd Tier
 Other

Publication Record

Book chapter

1st Tier
 2nd Tier
 Other

Publication Record

N/A

1st Tier
 2nd Tier
 Other

Publication Record

N/A

1st Tier
 2nd Tier
 Other

Publication Record

N/A

1st Tier
 2nd Tier
 Other

Publication Record

N/A

1st Tier
 2nd Tier
 Other

Research Students

	PhD	Masters	Undergrad
Supported	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Advised	<input type="text" value="3"/>	<input type="text" value="5"/>	<input type="text" value="12"/>
Committee	<input type="text" value="3"/>		

Annual Research Expenditures

with full indirect costs	without full indirect costs
<input type="text" value=" > \$100K"/>	<input type="text" value=" < \$5K"/>

Proposals Submitted

Service

School Admin

 ▼

Program Admin

 ▼

Interest Group Leader

 ▼

Primary Committee Activities

Primary Committee

Curriculum

Chair Member

Primary Committee

Search

Chair Member

Primary Committee

Chair Member

Primary Committee

Chair Member

Secondary Committee Activities

Secondary Committee

Awards

Chair Member

Secondary Committee

Chair Member

Professional Service Activities

Committee member

2

▼

Peer Review Panel

2

▼

None

0

▼

None

0

▼

Other Factors

Credit Augmentation

Sabbatical

0

▼

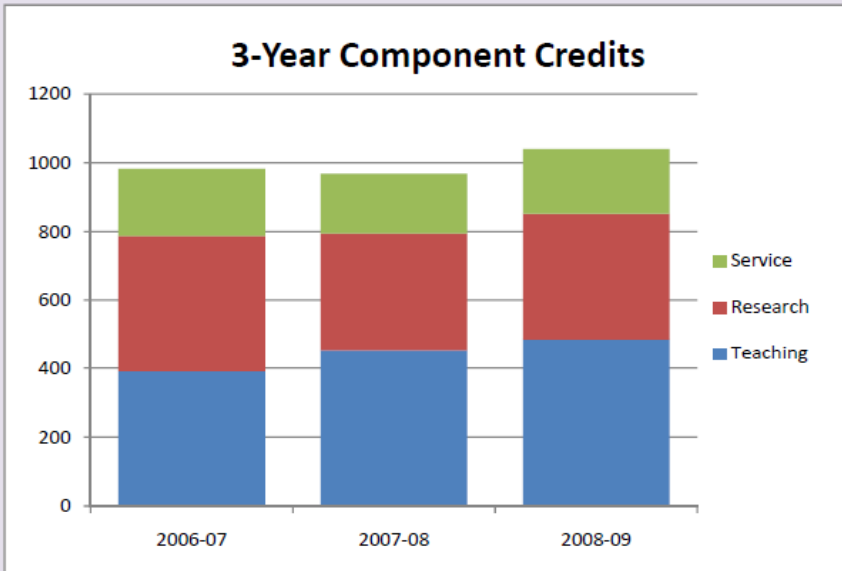
Course Buyouts

0

▼

Enter explanation below

Avg Fac



Avg Tenure Stream Fac

