Present
Faculty: Yong-Mi Kim (Chair), Rhonda Taylor (Member), Connie Van Fleet (Member)
Students: Amanda Barringer (Norman), Lori Lindsey (Tulsa)

1. **September Minutes:** The minutes from the September meeting were approved with no amendments or additions proposed.

2. **Paid vs. Unpaid Internships:** It has been proposed that graduate students in the SLIS program be allowed to receive academic credit for paid internships. Currently, this allowance has been made for undergraduate students, and it is now proposed that the graduate internship requirements be reviewed and amended to include the same provision. It is the responsibility of the student to procure the paid internship position; students can be directed to OU services that help students find paid internships if they need the extra resource. It is not the responsibility of the faculty advisor to procure paid internships for their advisees. Perhaps an additional contract should be created for the student who is completing a paid internship at the place of his/her work that outlines the differences between learning objectives and work objectives, which is also a requirement of those in the same situation without receiving additional compensation. Current internship guidelines and requirements provide sufficient documentation for the paid internships; few, if any, additional requirements would need to be added.

   **Action:** It has been suggested that item #9 of the Internship guidelines that restricts paid internships should be eliminated.

   **Action:** Dr. Kim will present the proposed change at a future faculty meeting for approval.

3. **Long Distance Internships:** It has also been proposed that evaluating student performance at internships completed at a long distance be reviewed. Chiefly, the wording in the Internship Guidelines should be changed to include various forms of communication between the onsite supervisor and the faculty advisor. As it currently stands, the guidelines require that the faculty advisor complete at least one on-site visit to the place of internship during its duration; this is extremely difficult when the internship is being completed out of state. The change in the wording should reflect the flexibility of the types of communication admissible, such as synchronous or asynchronous virtual communication. The number of meetings necessary will vary on an individual basis. The implementation
of these changes will rely on the collaboration of all parties involved. It has also been proposed that students completing an internship at a distance should complete an extra assessment, such as daily reflections or a culminating portfolio. It was suggested that this could also be an additional responsibility for all students completing and internship, and not just those doing so at a distance.

**Action:** Dr. Kim will also present this proposed change to the faculty at a future faculty meeting. Amanda Barringer has volunteered to make the necessary changes to the Internship Guidelines document when and if it becomes necessary.

4. **Inactive Students:** Since the year 2007, 271 students in the SLIS program have been identified as ‘inactive.’ The majority of these inactive students (43%) never matriculated to the program. The issue of retention of these students is not the responsibility of graduate studies or SLIS. The program needs to take a close look at those students within its charge whose retention is somewhat within its control; these would be students who have withdrawn for personal / unknown reasons, students who withdrew as a result of failure, and students who failed comps (which combine to 44% of the total of inactive students). Perhaps conditional acceptances to the program should be more closely reviewed. Formal and standard intervention procedures need to be put in place to assist these students in order to help to prevent them from withdrawing from the program (in addition to helping their general well-being). One possible thread of intervention is as follows –

*Professor contacts student at first signs of problem → Professor contacts advisor if issue(s) persist → Advisor contacts the student and determines if there is a pattern to the student’s issue(s)/behavior → Advisor contacts the director if the issue is serious enough to warrant further intervention → Director meets with the student and determines what if any further action is needed (such as involving a counselor)*

Student confidentiality should also be a consideration in this process. Complications may arise with students who are not on campus (distance learners). It was also suggested that some time should be allotted at faculty meetings for faculty to discuss concerns about specific students. Students who are having academic issues as a result of personal issues should be identified and not lumped together with those students who have real academic deficiencies. In all cases, students should be made aware of the resources available to them in order to get help.

**Action:** Dr. Kim will formalize a plan to present at a future faculty meeting.

The meeting adjourned at 12:10 p.m.
The next meeting will be held on November 19, 2012 from 11:00am – 12:00pm.

Minutes submitted by Ann Marie Schneider