Southeast Archives Education Collaborative S·A·E·C

# 7th Report from LSU to IMLS on the SAEC Project

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Institution: LSU
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**Activities Initiated:**

*Management*

We had the new budget approved and put into place. We've begun the process of closing out the grant. The subcontracts to the partners are coming to a close, and we've started the process of developing final invoices and final reports.

*Course Delivery*

As one might have expected, getting two new partners into the rhythm of the spring semester has had its bumpy moments, but that's all they amounted to – bumps in an otherwise now smooth road. Bantin and I each have 22 students, so our student population has now reached nearly 190.

The faculty of the five Archives 101 classes met in Lexington in mid-Nov. and spent three highly productive days with instructional designer Andrea Milam. It provided a format during which the new partners got to know the original, and the future bodes well for the working relationship.

We have altered out course objectives and have begun the process of establishing the base-line knowledge those of us teaching an advanced class will expect of all students. We have planned another "harmonizing" meeting for the two days after SAA in DC, during which we will focus on "distance ed" strategies and techniques.

*Evaluation*

We have begun loading the end-of-semester evaluation to the Auburn "Flashlight" site.

*Dissemination*

We have begun to develop stationery design and to re-designing the web page and brochures.

**Activities Continuing:**

*Management*

We continue our monthly e-meetings.

*Course Delivery*

We continue to use interactive compressed video over Internet 2 as our mode of delivery.

*Evaluation*

I continue to chip away at a more refined analysis of the end-of-semester evaluation data, using SPSS.

I'm looking for institution- and/or discipline-based differences. So far, I find none.

*Dissemination*

We continue to post these reports, and other information on our Web page.

**Activities Completed:**

*Management*

We received a final report from South Carolina and closed their account.

*Course Delivery*

We finished our fifth semester without incident. The technology has worked well, and the two classes went smoothly. Given that we had only three partners, the classes were smaller than usual.

*Evaluation*

Students did not fill out end-of-semester evaluations. Instructors wrote detailed reports about their experiences.

*Dissemination*

We have worked with a professional designer and developed a logo. I submitted an article to the Journal of Education in Library and Information Science, detailing the development and final agreement on which this collaborative operates. We planted news releases in the SSA and SAA newsletters, announcing the SAEC's continuation. LSU added a description of the SAEC to its "ad" on the SAA's listing of graduate education programs, and the partners talk of doing likewise.

**Problems:**

LSU has changed its accounting software which has caused some disruption with the subcontracts, but in the end all will work out.

**Other Comments:**

I can't speak for the other schools, but I know we're beginning to see applications from students aware of the SAEC and applying to LSU with it in mind. I suspect all the partners will experience that.
The addition of IU and MTSU means we have a whole new group of technical people to bring into the fold, along with faculty and administrators. Both the new partners appear to work with very supportive technical units, and the new faculty have welcomed and embraced the Guiding Principles.

The hardest part of the new collaborative comes as we put together our course offerings. We have decided to continue with two classes each semester. When SC participated, the students came from both an LIS and a PH program, but we scheduled only one class from the university. Each of the four partners offered a class each year, making reciprocity easy. The new collaborative has the same mix of three LIS programs and two PH, but from five schools. Arranging a schedule during which partners give and receive classes equally will require establishing a five-year rotation during which each school offers classes only four of the five years. We started with the first three of the years, and will grow it over time.

Submitted by:
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