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# **Recommendations for the UCLA Department of Information Studies Faculty Executive Committee Meeting Minutes**

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**Laura Jara  
Rachel Poutasse  
Marisa Purcell**

December 4, 2018  
IS 240

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December 4, 2018

Andrew Vanschooneveld  
Assistant to the Chair, Information Studies Department  
GSE&IS 245 A3  
405 Hilgard Ave.  
Los Angeles, CA 90095-1521

RE: Faculty Executive Committee Meeting Minutes Report

Dear Andrew,

Thank you so much for taking the time to answer our questions and assist us in delving into the IS Faculty Executive Committee meeting minutes this quarter for IS 240. It was a pleasure to work with you and we greatly appreciate your patience during a very busy time.

Our report analyzes current workflows and platforms used to create, store, access, and index the minutes; issues regarding compliance and user experience; and concludes with various recommendations and the potential costs and change management required to implement them. We find that while the current organization of the minutes serves short term faculty and staff needs, it is not designed to support long term use as an information resource by faculty or external entities, which is part of the reason why ALA requested an index for the meeting minutes in the first place. Because of the importance of complying with ALA's requirements for accreditation, many of our suggestions are geared towards improving the indexing process so that stress and labor on the part of faculty and staff can be reduced in the future. We also hope that our suggestions will improve the ability of the faculty to access the minutes and locate information on topics of interest, as well as streamline your own work process in creating and maintaining the minutes and help with staff transitions.

Again, thank you for your assistance, and we hope that you find this report helpful and informative.

Kind regards,

Laura Jara, Rachel Poutasse, and Marisa Purcell

## **Executive Summary**

The purpose of this report is to suggest improvements to maximize the efficiencies and effectiveness of processes as they pertain to the Department of Information Studies Faculty Executive Committee (FEC) meeting minutes and the index thereof. To provide constructive recommendations, our team members examined the workflow of the department; interviewed members of the faculty, including the previous Department Chair Greg Leazer, Professor Jean-François Blanchette, IS Lab Director Diana Ascher, and Assistant to the Chair Andrew Vanschooneveld; and researched current and possible future applications and tools such as Box and templates. Our recommendations focus on improving the accessibility, effectiveness, and concision of the meeting minutes of the FEC for compliance with governance structures such as the American Library Association and the UCLA Academic Senate.

Our team has identified four areas of opportunity where the Information Studies Department can implement recommendation to boost the department's performance as it pertains to the FEC meeting minutes:

1. **Streamline workflow and have a consistent structure when creating minutes.** The department does not currently have a streamline or consistent structure in place when creating meeting minutes. Our team suggests the department use a template when writing minutes, standardize file names when saving minutes, create documents in Box to share documents effortlessly and condense the workflow, and stop using Google Drive and Andrew's hard drive to eliminate excess and consolidate documents during the creation process.
2. **Produce high quality list of key terms for effective searching when accessing the FEC minute meeting index.** There is no procedure in place to update the index of the FEC meeting minutes. To ensure there is enough time to update the index for accreditation the index, we recommend the index is updated annually.
3. **Preserve documents in multiple locations to prevent loss and damages when storing FEC meeting minutes.** The department should consider safeguard meeting minutes from loss when storing documents. The process when creating minutes should be centralized, but to preserve documents for accessibility we suggest saving and storing minutes as a Word document, keeping a backup on the IS server, deleting documents on CCLE to exclude the department from future liability, and scan paper files into Box to create a second copy.
4. **Give users tools to efficiently search for topics of interest when accessing FEC meeting minutes.** Giving the faculty access to the index will allow topics within the meeting minutes to be more accessible and will ultimately further inform faculty on department affairs. We also recommend that Andrew tag documents in Box, so faculty can search meeting minutes on Box by topic versus the current system of searching documents on Box by date.

## **Introduction**

On the surface, meeting minutes are straightforward reflections of discussions and decisions made during meetings. Meeting minutes provide the appearance of transparency to internal and external groups as well as context for decision-making processes. At the same time, meeting minutes do not encompass all activities that occur at meetings. Understanding the content of the minutes requires some insider knowledge of the organization and its culture. Sensitive issues raised in meetings may be written about only in vague terms or omitted entirely. Finally, the minutes may become harder to interpret as time passes and as staff leave the organization.

In the UCLA Information Studies Department, minutes are recorded by all committees, but the focus of this report will be meeting minutes of the IS Faculty Executive Committee (FEC). The FEC is the main governing body of the department and makes key decisions regarding the direction of various programs, personnel, and curriculum. The FEC meets once per month during the academic year. The committee is chaired by the department chair and voting members include all tenured and tenure-track professors. Staff, students, and emeritus faculty may also join the meetings, except for the Executive Session portion that closes out a regular FEC meeting and covers more sensitive topics such as personnel decisions. Our report covers the minutes for the non-Executive Session part of the meetings, as these are stored in another location digitally. However, we note that at least for the older paper copies, Executive Session minutes are frequently mixed in with the other minutes.

Although only one staff member is responsible for writing and distributing the FEC committee minutes, the process becomes collaborative at certain points: faculty members may offer agenda items and can also request amendments to the minutes of a previous meeting. Amendments are in many cases purely corrective--for example, fixing spelling errors or wrong dates--but can also be stylistic or content-related. Committee members may ask the recorder to be more concise or even to remove certain sections. Finally, the minutes themselves must be approved by a vote, demonstrating that a majority of members agree that the minutes accurately represent what happened in the meeting.

While taking meeting minutes is an expected practice, after the minutes are approved they are rarely used as an information resource by faculty members or staff and are simply stored "just in case." Faculty generally appear to attach limited importance to past meeting minutes, but this may be in part because they are not maintained in a manner that supports access. However, the organization of and access to the minutes take on particular urgency when requested for review by an external body such as the ALA, which asked for an index of meeting minutes as part of the 2018 accreditation process. Therefore, standardizing recordkeeping practices and improving the indexing process for the Faculty Executive Committee minutes is important both for internal reasons such as easing staff transitions and improving access for faculty as well as ensuring accountability to external groups.

## **A. Current Workflow**

Currently the meeting minutes are located in six different locations: Box, CCLE, Google Drive, Andrew's desktop, Diana's index, and the paper files. Out of the six locations, only four are actively used. Yet out of the four, only one is accessible by all faculty.

### **1. Box**

Box is a Cloud service for securely sharing and storing files. A variety of files can be uploaded, including documents, videos, and photos.<sup>1</sup> The UCLA Information Studies Department currently uses Box to upload both PDF and word document versions of the meeting minutes to share with faculty and staff.

### **2. CCLE**

CCLE (Common Collaborative Learning Environment) is an open source platform that allows for collaboration between students, staff and faculty that UCLA utilizes. CCLE is used primarily between students and faculty to share documents. This platform is no longer actively used to upload the meeting minutes, and so only the minutes for the academic years 1998-2016 are stored on CCLE.

### **3. Google Drive**

Google Drive is a cloud storage service that allows users to upload and create files and folders using programs that have been integrated with Google Drive.<sup>2</sup> The Assistant to the Chair currently uses Google Drive to create and store the meeting minutes as a Google Document. Only the Assistant to the Chair, the Chair, and one other staff member have access to the Drive, with the Assistant to the Chair maintaining ownership over the documents.

### **4. Andrew's Desktop**

As part of his workflow, meeting minutes are downloaded from Google Drive onto Andrew's desktop in order to upload them onto Box. At this storage site, the minutes are only accessible by Andrew and potentially by ETU (Educational Technology Unit) staff if necessary.

### **5. Diana's Index**

1. "Here's Everything You Need to Know About Box," *Time*, accessed November 24, 2018, <http://time.com/3680498/box-ipo/>.

2. "What is Google Drive and How Does it Work? A 2018 Guide," *Cloudwards*, Accessed November 30, 2018, <https://www.cloudwards.net/how-does-google-drive-work/>.

Per the request by the ALA, the meeting minutes for all committees are being indexed in order to identify what topics were discussed and at what times. The FEC meeting minutes index are saved as a single Word document that only Diana has access to.

## 6. Paper Files

The department currently has the paper files dating as far back as the mid-1980s up to 2010. The paper files are located in locked file cabinets on the second floor of the department. Certain staff members have the keys to the cabinets and are therefore the main points of contact for access. Unlike the digital versions, the file cabinets contain both the regular session Faculty Executive Committee minutes and the Executive Session minutes.

### Andrew's Workflow:



The meeting minutes are an essential part of the department's decision recording process. The Assistant to the Chair has been responsible for recording the minutes. It is not simple task and has a complex and time-consuming workflow.

1. Meeting minutes are created. When meeting minutes are created during the Faculty Executive Committee meeting, Andrew uses a general format that includes information such as announcements, attendees, student concerns, and approval of the previous minutes. He creates the minutes in Google Docs, which allows for ease of access and sharing with the Chair, since they can be accessible from any location. Since the meeting minutes are created on Google Docs, they are then saved onto Andrew's Google Drive.

2. Minutes are amended and approved. The minutes may be amended to correct or remove information in the next meeting and then are approved by a faculty vote. It is important to note that as meetings are occurring, the Assistant to the Chair has to determine which information to include or exclude. Thus, while most changes are made to fix incorrect information, faculty also sometimes ask for information to be condensed or removed.

3. Minutes are downloaded onto Andrew's downloads folder from Google Drive, saving a second copy to his computer.

4. Minutes are printed and distributed only to faculty absent from the meeting.

5. Minutes are uploaded onto Box under a folder by the academic year, to another folder organized by the month.

The meeting minutes are important for the department, but there are risks and challenges that arise from having multiple locations for the creation and storing of the minutes. The minutes created on Google Docs (1) and later saved onto Andrew's desktop (3) are not accessible by most staff or faculty (with the exception of the Chair and one other staff member with access to documents shared by Andrew on Google Drive). This potentially leads to challenges when Andrew is not present for the accessibility and retrieval of the minutes by other staff and faculty. Finally, when Andrew is unable to attend a Faculty Executive Committee meeting, minutes are created and stored by another staff member who may have a different workflow.

### **Diana's Indexing Workflow:**

The meeting minutes are an important record of when decisions were made about the department, such as faculty promotions and course offerings. Although the meeting minutes have been little used by faculty, the ALA the past ten years' worth of all meeting minutes. Because of the volume of documents, the ALA requested an index in order to identify what topics and issues were discussed and when they occurred. The process of indexing the meeting minutes was very extensive and Diana only had five days to complete this process. Due to the time limits, the indexing of the minutes was done using the indexing capabilities of Microsoft Word. The indexing process begins in Box:

1. Meeting minutes were downloaded from Box.
2. The minutes were read in to determine key terms. In order to create meaningful key terms, Diana had to read through all the meeting minutes dating back to 2012, amounting to thousands of pages. Once the key terms were determined, a concordance file was created to run through the minutes and identify where and when these terms occurred.
3. Minutes were combined into a single Word document in order to create an index to identify where key terms occurred. This step was a challenge due to the sheer quantity of records. As a result, the compiled meeting minutes then had to be broken down into multiple documents.
4. Minutes saved as PDFs had to be converted into Word documents. In order to make minutes machine readable by Microsoft Word, Diana had to run the minutes through OCR (Optical Character Recognition) software that would identify terms within a PDF and then convert the file into a Word Document. However, this process produced additional errors that Diana then had to correct.
5. Once all minutes have been compiled into a Word document or documents and concordance file (Appendix 2) is attached, the index has been created. As previously mentioned, due to the amount of meeting minutes, the computer capabilities were unable to process such a large corpus, so the index had to be broken down into various documents in order to prevent the computer from crashing.








## B. User Experience

The usage and access of the Faculty Executive Meeting Minutes by faculty has been very limited. Though the faculty have access to both the paper and digital files, what restricts many from using them are user experience issues. Though the paper files have been around since the 1980s, there are two main reasons that limit access: 1) Location and storage of these minutes is not well known and 2) File naming conventions make it difficult to identify the minutes.

The paper meeting minutes are currently located in locked file cabinets on the second floor, yet their presence is not well known, which makes it difficult for others who may want to access them. Additionally, once the paper minutes have been located, it can be a challenge to navigate through the files. Folders within the cabinet are inconsistently labeled. The minutes are filed by their corresponding year, but these folders are not necessarily in order. There are also folders that correspond to other committee meetings in the same general area. Once a user has located the year that they are interested in, they may find numerous copies of the same minutes, other documentation such as the Executive Session meeting minutes which may or may not be marked as confidential, agendas, and various attachments. The lack of organization within the paper files make accessibility and navigation for user difficult.

As for the digital files in Box, there are still many issues that make accessibility a difficult experience for users. Pain points we were able to identify for the digital files were: 1) Lack of consistency between file formats, and 2) Difficulty to navigate through the files due to naming and storage conventions. All faculty members have access to the department's Box account as well as the FEC meeting minutes, yet challenges arise since files are stored in a complex date-based folder hierarchy.

UCLA		
IS Faculty Meetings		
Name	Updated ▾	Size
 Faculty Meetings 2015-2016	Nov 27, 2018 by ANDREW VANSCHO...	18 Files
 Faculty Meetings 2014-2015	Nov 27, 2018 by ANDREW VANSCHO...	31 Files
 Faculty Meetings 2013-2014	Nov 16, 2018 by ANDREW VANSCHO...	36 Files
 Faculty Meetings 2012-2013	Nov 16, 2018 by ANDREW VANSCHO...	24 Files
 Faculty Meetings 2017 - 2018	Nov 16, 2018 by ANDREW VANSCHO...	16 Files

When users access the meeting minutes on Box, they are first presented with multiple folders named by academic year. Though users have the ability to sort the files by the folder names, the default organization of the folders is by the date in which they were updated, meaning that the most current minutes do not always appear at the top. For instance, if the folder for “Faculty Meetings 2013-2014” was recently updated (either additional documentation, such as flyers or agendas, or copies of a file are made) that




folder will appear the top of the list. Once a year has been chosen, users have to choose another folder for the month of the minutes they are looking for.

IS Faculty Meetings > Faculty Meetings 2017 - 2018

Name	
	June 2018 Faculty Meeting
	November 2017 Faculty Meeting
	October 2017 Faculty Meeting
	May 2018 Faculty Meeting
	April 2018 Faculty Meeting

This creates issues when faculty and staff wish to use the minutes, because users must know which date they are looking for and navigate to that folder before they can actually see the minutes. If the file they chose was not the one they were interested in, the user must then go back and continue this same process until they find the correct meeting minutes. Furthermore, there is no way to search based on topics of interest. Therefore, while this system may work for those who wish to quickly refresh their memory about a recent meeting, there is no easy way for faculty to locate all minutes referring to a particular topic.

IS Faculty Meetings > Faculty Meetings 2017 - 2018 > June 2018 Faculty Meeting

Name	Updated	Size	
 Faculty Meeting Agenda 6-14-18.docx	Sep 12, 2018 by ANDREW VANSCHOO...	6.8 KB	
 Faculty Meeting Minutes 6-14-18.docx	Sep 12, 2018 by ANDREW VANSCHOO...	8.7 KB	

Finally, while having multiple levels of date-based folders is reasonable for this type of short term use, it made the indexing process very challenging for Diana, as she had to go folder by folder to extract the documents in order to build the index. The variation in file formats (Word documents and PDFs) created an additional problem, as all the PDFs had to be converted before they could be added to the index.

## C. Compliance

Maintaining good meeting minutes allows the department to comply with American Library Association (ALA) accreditation requirements. While meeting minutes are not explicitly mentioned in department bylaws or as part of the departmental review process, there is nevertheless an expectation that they will be taken and potential consequences to not maintaining them.

### 1. Information Studies Department Bylaws

Recording meeting minutes is not explicitly required in the Information Studies bylaws. However, there is evidence to suggest that in the past they were required, as paper versions of the minutes dated in the late 1980s refer to “Bylaw 83.” The text on these minutes states “In compliance with By-Law 83 of the Graduate School of Library and Information Science, the minutes of the meeting of the Executive Committee are sent to ex-officio, elected and appointed members of the faculty.” Unfortunately, we were not able to discover further information about this bylaw or locate the full text. The current Information Studies Bylaw 55 does not mention recordkeeping requirements, but it does concern voting procedures, which implies that a record of votes must be taken. While uncommon, there may be situations where it is necessary to show proof of a particular vote or decision and an inability to produce the relevant minutes could lead to further difficulties in resolving disputes.

### 2. ALA Accreditation

Maintaining ALA accreditation is critical because it demonstrates to employers, students, and prospective students that the department is able to meet professional standards and provide high quality education. Many positions in the library and information science field specifically require an advanced degree from an accredited graduate school. ALA accreditation is a two-year process culminating in a site visit. The UCLA Information Studies Department was last accredited in 2012 and received its site visit for continuing accreditation in Fall 2018. Preparing for accreditation requires a significant amount of labor, and staff and faculty are under considerable pressure to complete numerous tasks on time.

Section I.5 of the 2015 ALA Standards for Accreditation for Master’s Programs in Library and Information Science requires that “the program has *explicit, documented evidence of its ongoing decision-making processes* and the data to substantiate the evaluation of the program’s success in achieving its mission, goals and objectives” (emphasis added).<sup>3</sup> Similar language is repeated in Section II.6 regarding evaluation of the curriculum, Section III.9 for evaluation of faculty, Section IV.7 regarding student

3. Committee on Accreditation of the American Library Association, “Standards for Accreditation of Master’s Programs in Library and Information Science,” February 2, 2015: 4.

[http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/standards/Standards\\_2015\\_adoped\\_02-02-15.pdf](http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/standards/Standards_2015_adoped_02-02-15.pdf).

outcomes, and Section V.14 regarding administration and use of resources. Meeting minutes are an important component for demonstrating the decision-making process. Consequently, the ALA requested an index for the meeting minutes for all committees from the past ten years in order to find information on topics of interest.

These requests have been problematic for staff and faculty. Dr. Leazer recalled that in 2012, the department had difficulty locating the paper version of the meeting minutes for ALA reviewers because of a recent move, and the files had ended up stacked on top of a file cabinet in a disorganized fashion. This year, Diana Ascher was responsible for the indexing process. According to Diana, she had only a week to index thousands of pages, found the task very frustrating and time-consuming, was unable to complete the index on time, and was uncertain whether the ALA reviewers would even look at the index or minutes.

### 3. UCLA Department Reviews

UCLA requires each department to periodically undergo review to ensure quality and to satisfy institution-wide requirements for accreditation by WASC Senior College and University Commission (WSCUC). Failure to demonstrate satisfactory progress can potentially lead to suspension of admissions, being placed under academic receivership (additional oversight), or at worst, dissolution of the department.<sup>4</sup> These reviews typically occur on an eight-year cycle, with the next Information Studies Department review scheduled for the 2019-2020 academic year. While meeting minutes do not seem to be a type of document that would be typically be requested for this process and are not noted in the Academic Senate Program Review Process Manual, failure to keep minutes would give the impression of disorganization and carelessness. Therefore, although there may not be an explicit departmental requirement to take minutes, taking minutes is an expected norm and there could be consequences for not having them.

4. Academic Senate, Los Angeles Division, "Academic Senate Program Review Process Manual 2017-2018," accessed November 15, 2018: 6, <https://ucla.app.box.com/s/3o6pr7u17zgwgcdn3920npq0f9tw0u8f>.

## **D. Recommendations**

Our recommendations touch on all different parts of the “life cycle” of the minutes: creation, storage, access, and indexing.

Creating the Meeting Minutes:

1. Follow a template: The meeting minutes already follow an informal organizational structure, as certain elements tend to be part of most meetings (e.g. attendance, announcements, student concerns). This structure could be formalized to promote consistency in the structure of the meeting minutes. Adopting a template will help reduce confusion, assist with staff transitions, and allow for a smoother indexing process to comply with ALA requirements. It is even possible to use this template to produce XML documents in order to make the minutes fully machine readable. However, this would require some substantial workflow changes, staff training, and IT assistance, so we do not recommend this option at this time. A simpler choice would be to tailor one of the templates offered in Microsoft Office 365 to suit the contents of the FEC meetings (see <https://templates.office.com/en-us/Minutes>). Some of the following suggestions could also be incorporated for consistency and clarity:
  - A. Refer to Robert’s Rules of Order: Robert’s Rules of Order provide guidelines for the essential information that should be included in the minutes, such as meeting dates and times and other conventions. See: <http://www.rulesonline.com/rror-10.htm#60>. See also Appendix 1 for a sample template based on Robert’s Rules of Order.
  - B. Standardize naming conventions: Individuals and groups are often referred to by initials or acronyms. We suggest consistently referring to faculty members and staff by their first initial and last name (e.g. “E. Pearlstein” instead of “EP” or “E. Pearl”). The names of guests should be written out in full. We recommend spelling out the complete name of a group or committee for at least the first instance it is referred to (e.g. “Doctoral Programs Committee” instead of “DPC”). While faculty may know what these acronyms and initials stand for, writing out the name will aid the indexing process, and make the minutes more legible both to new staff and faculty as well as outside groups such as the ALA.
2. Consolidate the workflow in Box: Andrew’s workflow for creating the minutes and ultimately uploading them to Box is a multi-step process that could potentially be streamlined. Rather than creating the minutes in Google Drive, downloading the document to Andrew’s computer, and then uploading to Box, the minutes could instead be created directly in Box itself using the Word Online feature. These can be shared with the appropriate individuals before adding the finalized version to the shared IS Faculty Meetings folder and downloading the backup to the IS server (see below).

## Storing the Meeting Minutes:

1. Backup to the IS server: The minutes are stored and actively added to in two Cloud services (Box and Andrew's Google Drive) and one hard drive (Andrew's downloads folder). While we do recommend keeping multiple copies, two of the three belong to Andrew, which could present a problem during future staff transitions. Furthermore, although Box does keep its own backups and the department should certainly continue to store the minutes there, we cannot predict the future of the relationship between UCLA and Box. It may be that in the future UCLA will decide to use a different service. This could require another migration of folders, during which documents could be lost. Therefore, we suggest creating a backup folder on the IS server dedicated to the meeting minutes. This would allow users another point of access that is not dependent on a Cloud service or an individual staff member. Keeping a backup on the IS server could also aid the indexing process. Rather than storing files in a complex date-based hierarchy as they are in Box, the files could instead be placed in a single folder following our suggested file naming and file formatting conventions. This would allow the documents to be more easily combined and indexed. At the same time, this avoids disrupting the current organizational structure of the files in Box.
2. Standardize file format: Diana noted that one of the greatest difficulties she encountered while indexing the minutes was the use of multiple file formats (pdfs and word documents). Because she was indexing in Microsoft Word, the pdfs needed to be converted to a format that could be recognized by Word. This added an additional step to an already complex task and the conversion process resulted in numerous errors that had to be corrected. Therefore, we recommend that going forward, all meeting minutes and agendas should be saved as Word documents rather than pdfs in order to streamline the indexing process, especially if the department continues to use Microsoft Word for indexing. Word documents are easy to convert to pdfs if desired, but conversion from pdf to Word document is a more difficult process. Furthermore, Word documents are generally smaller than pdfs. While this point may not matter when it comes to Box, which offers unlimited storage space, it could potentially become relevant should the department implement a backup version on the IS server (see above). Attachments come from various sources and therefore may continue to be saved in whatever format they are provided in.
3. Standardize file naming conventions: File naming conventions vary considerably. Some include the month, day, and year while others only have the month and year; some write out the name of the month and others use a numerical form; some use abbreviated forms of words (e.g. "Fac Meeting" or "Mtg Agenda"). While it seems that in the past year, Andrew has been using a more consistent naming convention ("Faculty Meeting Minutes M-D-YY"), we do suggest formalizing this for future staff members. If indexing is to continue, and especially if a copy is kept on the IS server in a single file (as described in the below section), we

recommend the following naming convention (or something similar): YYYY-MM-DD\_Faculty\_Meeting\_Minutes.

4. Discontinue adding minutes in Google Drive and Andrew's computer: In the event that Andrew chooses to consolidate the workflow in Box (see above), then there is no need to continue to store additional copies of the minutes in Google Drive and on Andrew's computer. These could potentially be deleted to free up storage space as copies exist elsewhere, although the process might be time consuming.
5. Delete files from CCLE: Particularly if these older files are backed up to the IS server, then the copies on CCLE could potentially be deleted because they are redundant and could become a liability. However, this would require some time and effort to delete the files.
6. Digitize paper minutes: There is no digital version of the meeting minutes dated earlier than 1998, and the paper copies of the minutes were nearly misplaced at least on one occasion during a move. Therefore, although this project is a lower priority than our other suggestions, we do recommend scanning the pre-1998 paper copies and keeping them together in a single folder on Box with the backup on the IS server. In terms of quantity, this would amount to scanning less than half of one file cabinet drawer. Because of the age of the documents and because the scanning process may not result in digital copies that are machine readable without additional OCR software, we do not consider these older minutes a priority for indexing. We still recommend keeping the paper copies even if they are digitized, as they take up relatively little space and are not being actively added to. Another issue that should be addressed if the paper minutes are to be digitized--particularly if digitization is done by student workers—is that Executive Session minutes are sometimes filed together with the minutes for the regular session. It may be necessary to sort these and put them in separate, clearly marked folders (both in digital and paper form) in order to maintain confidentiality.

#### Accessing Meeting Minutes:

1. Tagging documents in Box: Currently, the only way for faculty or staff to discover the contents of past meeting minutes in Box is by opening and reading each document. However, Box allows users with editing privileges to tag documents and folders. Andrew could draw from the list of indexing terms created by Diana Ascher to distill perhaps 10-15 major keywords (e.g. curriculum, MLIS portfolio). Having a predetermined list would avoid the problem of ending up with multiple variations of keywords for similar topics. Following each meeting, he could select 2-3 keywords that best represent the topics covered in the meeting and manually tag the completed document (Box does not appear to have an auto-tagging function at this time). Although this adds an extra step to Andrew's workflow, it is a simple, low-cost method that could give faculty and

staff a quick and easy way to locate documents relevant to their interests in the platform where they are most likely to access the minutes. It also takes advantage of Box's capabilities.

2. Make the index accessible to faculty and staff: Currently, the index is incomplete and not accessible to faculty or staff, except for those individuals working directly with it. However, this index could potentially be used by faculty and staff as an information resource. While tagging in Box could be a quick way to look up broad topics, the index provides a more detailed list of terms. Faculty could also be asked for their input on the list of indexed terms drawn up by Diana Ascher. This would have the benefit of compiling a more complete list of terms, give faculty a greater sense of ownership over the minutes, and hopefully encourage them to consider how they might use these documents as an information resource. Because Box has unlimited storage space, the index could be stored both on the Cloud and the backup to the IS server mentioned above.

#### Indexing:

1. Make regular additions to the index: One of the major difficulties with complying with the ALA's request for an index was that a great deal of information had to be processed in a very short amount of time. A possible option to alleviate this issue would be to create a new step to the workflow by asking Diana Ascher to set a regular schedule to add new batches of minutes to the index. This could occur perhaps once at the end of each academic year. In order for this task to be successful, coordination and ongoing communication with Diana Ascher is critical. Either way, incrementally adding new meeting minutes over time rather than attempting to process large quantities of documents all at once will help ensure completeness and a higher quality index, and will also put less stress on staff during the next accreditation process.
2. Continue using Microsoft Word to index: Diana used Microsoft Word to create the index, as Word is already available for staff to use and is fairly easy to learn. For these reasons, it is certainly feasible to continue to use Word. However, there is other software designed specifically for indexing that could be considered if the department is willing pay the additional cost (see below). These options come with particular features that are not available through Word. Cindex and PDF Index Generator are two examples. We do recommend discussing these other options with Diana, as she has experience using these different programs and will be able to name the pros and cons of each. For more information on Cindex: <https://www.indexres.com/cindex-features>. For more information on PDF Index Generator: <https://www.pdfindexgenerator.com/features/>.



## E. Impact, Cost, and Effort (ICE) Analysis

The recommendations above are dependent on the resources available to the department. Therefore, our recommendations are prioritized by the impact of implementation, the cost of implementation, and the effort of implementation. After researching information sources, reviewing current department resources, and interviewing faculty members on the current approach of the FEC meeting minutes, our team members included an additional category in the prioritization of recommendations: the perceived impact of implementation on the department. Team members determined that the recommendations with the greatest impact include: creating template when taking minutes, annually updating the Index, creating a backup on the IS server, tagging key words in documents when they are uploaded to Box, and sharing the Index on Box to make minutes easily accessible to faculty members. In order to analyze the impacts of the recommendations, the cost and effort of implementation must be factored into the analysis. Using an Impact, Cost, and Effort (ICE) Analysis is critical tool when considering the reality of implementing changes.

ICE PRIORITIZATION TOOL				
	Impact	Cost	Effort	Total (add columns)
High	2	0	0	4
Low	0	1	1	
<p>The higher the point total, the higher the priority (4 maximum, 0 minimum).</p> <p><b>4 Extraordinary Opportunity</b>, needs immediate action.</p> <p><b>3 Strong Opportunity</b>, act upon as soon as possible.</p> <p><b>2 Opportunity</b>, act upon as resources are available.</p> <p><b>1 Minor Opportunity</b>, placed in "future" status.</p> <p><b>0 No Opportunity</b>, should not be pursued.</p>				

ICE Analysis Template 5

1. Creating and/or using a template for meeting minutes:
  - a. Impact (High): Constructs organize meeting minutes and ease indexing processes in the future.
  - b. Cost (None): There is no cost when downloading a template.
  - c. Effort (Minor): Templates are readily available from the internet and easy to edit if future categories are added.

	Impact	Cost	Effort	Total
High	4			7
Low		0	3	

5. Wayne Chaneski, "Use ICE to Set Business Priorities," accessed November 27, 2018, <https://www.mmsonline.com/columns/use-ice-to-set-business-priorities>.

2. Sharing the Index in Box:

- a. Impact (High): Sharing the index gives faculty the chance to search for keywords and topics they may have interests in or questions about.
- b. Cost (None): No additional cost.
- c. Effort (Minor): Uploading the index to Box is an additional task but requires minimal effort.

	Impact	Cost	Effort	Total
High	4			7
Low		0	3	

3. Standardize file format (Microsoft Word Document):

- a. Impact (Moderate to High): Eases the process when pulling information from meeting minute documents and when indexing meeting minutes.
- b. Cost (None): No additional cost.
- c. Effort (Minor to No Effort): Meeting minutes documents are currently being saved, so no additional effort needs to be made to save minutes in a Microsoft Word format. The only additional effort is for staff to be mindful of saving documents in this format.

	Impact	Cost	Effort	Total
High	3			6.5
Low		0	3.5	

4. Annual updating of the index:

- a. Impact (High): Keeps the department organized and prepared for future accreditations.
- b. Cost (None): No additional cost.
- c. Effort (Moderate): The index has already been partially created and therefore a new procedure does not need to be developed. However, updating the index will take moderate effort.

	Impact	Cost	Effort	Total
High	4		2	6
Low		0		

5. Create a backup on the IS Department Server:

- a. Impact (High): Allows for a secure backup of meeting minutes.
- b. Cost (None): No additional cost, because the server already exists and uploading additional documents does not accrue further cost for the department.
- c. Effort (Moderate): A staff member would need to create a space on the IS server and upload meeting minutes.

	Impact	Cost	Effort	Total
High	4		2	6
Low		0		

6. Standardized naming conventions:

- Impact (Moderate): Helps to keep minutes organized and uniform.
- Cost (None): No additional cost.
- Effort: (Minor to No Effort): Meeting minutes are currently being named when saved, the only additional effort is for staff to be mindful of saving documents in a standardized format.

	Impact	Cost	Effort	Total
High	2			5.5
Low		0	3.5	

7. Tagging key words in documents uploaded to Box:

- Impact (High): Makes meeting minutes more accessible for faculty and is a useful action for indexing in the future.
- Cost (None): No additional cost. Tagging in Box is a tool that comes with the Box service.
- Effort (Moderate to High): Tagging is a simple process but going through meeting minutes to find keywords to use as tags will take time and additional effort.

	Impact	Cost	Effort	Total
High	4		1	5
Low		0		

8. Discontinue saving meeting minutes on Google Drive and Assistant to Chair's hard drive:

- Impact (Low): Streamlines the workflow process and limits the areas where documents are stored.
- Cost (None): No additional cost.
- Effort (None): No additional effort.

	Impact	Cost	Effort	Total
High	1			5
Low		0	4	

9. Delete documents in CCLE:

- Impact (Moderate): Deleting additional files eliminates vulnerabilities pertaining to security breaches and liability.

- b. Cost (None): There is no additional cost.
- c. Effort (Moderate): There are no barriers for staff to access CCLE, but time and effort will be needed to manually go into CCLE and delete old meeting minute files.

	Impact	Cost	Effort	Total
High	2			4
Low		0	2	

10. Creating documents in Box:

- a. Impact (Low): Streamlines the workflow process and limits the areas where documents are stored.
- b. Cost (None): There is no additional cost to use Box, as it is already a contractual obligation for the department.
- c. Effort (Minor): Changing the current workflow means an effort on the part of the Assistant to the Chair to adjust his practices when creating and sharing the meeting minutes.

	Impact	Cost	Effort	Total
High	1			4
Low		0	3	

11. Scan paper meeting minute files into Box:

- a. Impact (Low): Older files are not currently being accessed and therefore making them more accessible via Box will not have a significant impact.
- b. Cost (None): No additional cost.
- c. Effort (High): It will take a lot of effort and time to individually scan paper files onto a computer and then upload the digital files onto Box.

	Impact	Cost	Effort	Total
High	1			1
Low		0	0	

In this ICE analysis, the cost criteria do not include the current costs of resources or salaries of employees. This means that implementation of recommendations assumes that the cost of staff (i.e. Assistant to the Department Chair and Lab Director) and resources (i.e. Box) are implied and will not change after implementation of recommendations. Therefore a “0” under cost implies no additional cost to the department. Furthermore,, an action that requires less effort will be given a higher number, because an action requiring less effort to implement is ideal. Thus, effort that requires more effort is assigned a lower number; this allow the total to properly reflect the score of each recommendation based on influence, cost, and effort. It is also important to note that there is value in Andrew’s expertise and understanding of current process. Considering these factors and looking at

the analysis of each recommendation will allow the department to determine which recommendation to implement based on the impact, cost, and effort needed to do so.

## **F. Managing Change within the Department**

It is important to consider how to efficiently manage meeting minutes and the index during transitional periods in the department. Having a backup and plan for staff transitions and system changes are essential to effectively continue departmental practices. Staff members such as Andrew and Diana and tools such as Box are greatly relied upon in the minute taking and indexing processes, potentially complicating a period of transition. Considering a strategy for a change in management will allow the department to transition smoothly from one phase to the next.

Personnel changes and transitions are factors that must be considered. Currently, Andrew creates and manages the FEC meeting minutes. He uploads and edits all meeting minutes in several locations, including Box, Google Drive, and his computer. If he were to transition into another role, the department should consider what actions to take in regard to the position's responsibilities, including the management of the FEC meeting minutes. The department's Box account is easy to give access to another individual and therefore it is convenient for personnel transition. Andrew also stores meeting minutes on his work computer and his own Google Drive. However, these versions have limited use as backups and storing them in another location such as on the IS server would give personnel another point of access beyond access to the Box. Furthermore, having a template would make it easy for one individual to transition from one person to the next when taking meeting minutes. Although new personnel would want to replicate Andrew's workflow for taking meeting minutes, a template would help a new staff member understand the structure of FEC meetings and allow him or her to effectively take notes.

Additionally, Diana has created the index from the FEC meeting minutes. Diana has the knowledge to create and maintain the index, but her expertise will likely be needed to teach other staff members who may not have a similar background or understanding of Optical Character Recognition (OCR) software. The department may want to consider hiring an intern or staff member with experience indexing and/or OCR software if Diana were to transition into another role. An alternative would be for Andrew to learn how to manage the index and use OCR software. Finally, the index should be saved on the IS server to make it more accessible to other staff members.

Application changes such as the UC System ending its contract with the cloud-based storage platform Box could cause potential issues for the department. To prepare for the possible contract change from Box to another cloud-based storage system, there are two recommendations to consider prior to the transition. First, having a backup of the meeting minute files on the IS Department server would allow uninterrupted access to the minutes without the stress of a contractual termination. Secondly, applications such as Mover can act as an intermediary between two platforms, as they can copy files from one place and

paste them into another location.<sup>6</sup> This would allow the department to transition easily from Box to another cloud-based platform if UCLA's contract ends with Box.

## **G. Conclusion**

The team's recommendations are greatly dependent on the department's willingness and ability to transition into new procedures and terminate current practices. The Department Chair should consider all of the above recommendations, but we also recommend that Andrew participate in this process, as he plays a considerable role in the storing, accessing, and managing of the FEC meeting minutes. Andrew's receptiveness to changing his work practices is a critical factor in implementing these recommendations and ultimately affecting change in the department. Because of Diana's role in creating the index, good communication between her and Andrew is also necessary for implementing changes.

6. "How to Migrate from Box to OneDrive for Business," Mover, accessed December 2, 2018, <https://mover.io/guides/migrating-box-to-onedrive/#box-data-reporting>.

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## Appendix A: Microsoft Office Sample Template

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# Meeting Minutes

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### Call to order

A meeting of [Organization or Team name] was held at [Location] on [Date]. Attendees included [list attendee names]. Members not in attendance included [list names].

### Approval of minutes

[To replace any placeholder text (such as this) with your own, just select a line or paragraph and type. For best results, don't include space to the left or right of the characters in your selection.]

### Reports

[Need to add your own headings or more text? No problem. On the Home tab of the ribbon, check out the Styles gallery to easily apply any text formatting you see in this document.]

### Unfinished business

[Add your text here.]

### Motion

[Add your text here.]

### New Business

[Add your text here.]

### Announcements

[Add your text here.]

### Adjournment

[Add your text here.]

---

Secretary

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Date of approval



## **Appendix B: Diana Ascher's Concordance**

accessibility	Administration, finance, and resources
achievement	Assessment: Student achievement
acquisition	Teaching: Curriculum: Acquisition
adjunct	Faculty: Division of labor, sufficiency
admission	Admissions
admission requirements	Admissions: Requirements
advising	Student affairs
advisor	Student affairs: Advising
alumni	Constituents: Alumni
analysis	Teaching: Curriculum: Analysis
appointment	Faculty: Requirements and qualifications
archival studies	Archival Studies
archive	Specializations: Archival Studies
archives	Specializations: Archival Studies
assessment	Assessment
authority	Administration, finance, and resources: Authority
autonomy	Administration, finance, and resources: Autonomy
benchmarks	Assessment: Benchmarks
budget	Administration, finance, and resources
career center	Student affairs: Advising
collection	Collections
communication	Teaching: Curriculum: Communication
communities	Constituents: Communities
compensation	Administration, finance, and resources
competencies	Skills and competencies
competencies	Professional organizations: Competencies
Computer skills	Skills and competencies
conflict	Conflict
conservation	Conservation and preservation
consistency of curriculum	Teaching: Curriculum
constituents	Constituents
continual evaluation	Teaching: Curriculum: Continual evaluation; see also Assessment
continuing education	Professional education
core courses	Teaching: Curriculum: Core courses
counseling	Student affairs
coursework	Teaching: Curriculum
culture	Culture and values

curation	Teaching: Curriculum: Curation
curriculum	Teaching: Curriculum
data	Data, statistics
decision-making process	Decision-making process
demographics	Student body demographics
description	Teaching: Curriculum: Description
design	Design
development	Development
dissemination	Teaching: Curriculum: Dissemination
dissertation	Capstone: Dissertation
diversity	Diversity, equity, inclusion
employers	Constituents: Employers
environment	Environment
equity	Diversity, equity, inclusion
ethical	Ethics, philosophy, principles
ethics	Ethics, philosophy, principles
evaluating student performance	Assessment: Student achievement
evaluation	Assessment: Evaluation
evaluation	Teaching: Curriculum: Evaluation; see also Assessment
evaluation of the curriculum	Assessment: Continuous improvement
experiential	Teaching: Curriculum: Experiential Learning
expert	Faculty: Expertise
expertise	Faculty: Expertise
facilities	Administration, finance, and resources
faculty	Faculty: Requirements and qualifications
Faculty Executive Committee (FEC)	Faculty Executive Committee (FEC)
faculty meeting	Meetings: Faculty
faculty review	Faculty: Evaluation; see also Assessment
FEC	Faculty Executive Committee (FEC)
fieldwork	Skills and competencies
financial aid	Student recruitment
full-time faculty	Faculty: Division of labor, sufficiency
funding	Administration, finance, and resources
funds	Administration, finance, and resources
goals	Vision, mission, goals
grades	Assessment: Student achievement
hiring	Human resources
identification	Teaching: Curriculum: Identification
inclusion	Diversity, equity, inclusion
independent study	Administration, finance, and resources

informatics	Specializations: Informatics
information architecture	Design: Information architecture
information practice	Information practice
information system	Information systems
information tools	Information tools
information use	Information use: Information user
information user	Information use
innovation	Innovation
institutions	Constituents: Institutions
instruction	Teaching
instruction	Teaching
instructor	Teaching
InterActions	Scholarly publishing
interdisciplinary	Interdisciplinarity
internship	Career placement
interpretation	Teaching Curriculum: Interpretation
IS Lab	Research: Information Studies Research Lab (IS Lab)
job listing	Career placement
knowledge creation	Teaching: Curriculum: Knowledge creation
lab	Research: Information Studies Research Lab (IS Lab)
law	Law
learning objectives	Learning objectives
legal	Law
librarian	Librarianship
library	Librarianship
lifelong learning	Professional education
measures	Assessment: Measures and metrics
media	Media
media archive	Specializations: Media Archival Studies
minority	Underserved populations
mission	Vision, mission, goals
new hire	Human resources
objectives	Learning objectives
on leave	Faculty: Status
online education	Teaching; see also Technology
org chart	Administration
organization	Teaching: Curriculum: Organization
organizational chart	Administration
part-time faculty	Faculty: Division of labor, sufficiency
philosophy	Ethics, philosophy, principles

placement	Career placement
policy	Policy
portfolio	Capstone: Portfolio
portfolio review	Capstone: Portfolio Review; see also Assessment
PPC	Professional Program Committee (PPC)
practice	Practice, praxis
praxis	Practice, praxis
preservation	Teaching: Curriculum: Preservation
principles	Ethics, philosophy, principles
professional development	Professional development
professional education	Professional education
professional organizations	Professional organizations
professional practice	Professional practice
Professional Program Committee (PPC)	Professional Program Committee (PPC)
program goals	Vision, mission, goals
promotion	Faculty: Requirements and qualifications
publishing	Scholarly publishing
rare books	Specializations: Rare Books & Print / Visual Culture
recruiting	Student recruitment
recruitment	Student recruitment
relevant fields	Interdisciplinarity: Relevant fields
research	Research
Research center	Research centers
retrieval	Teaching: Curriculum: Retrieval
review	Assessment: Review
sabbatical	Faculty: Status
salary	Administration, finance, and resources
schedule	Schedule
scholarship	Faculty: Expertise
selection	Teaching: Curriculum: Selection
service to the professions	Service to the professions
SGB	Student Governing Board (SGB)
skills	Skills and competencies
social justice	Ethics, philosophy, principles
special collections	Librarianship: Special collections
specialization	Specialization
staff	Administration
statistics	Data, statistics
storage	Teaching: Curriculum: Storage
strategic plan	Strategic planning

strategic planning	Systematic planning: Strategic planning
Student Governing Board	Student Governing Board (SGB)
student learning objectives	Learning objectives
syllabi	Teaching: Curriculum
syllabus	Teaching: Curriculum
synthesis	Teaching: Curriculum: Synthesis
systematic planning	Systematic planning
teaching	Teaching
teaching evaluations	Teaching: Evaluations
technology	Technology
tenure	Faculty: Requirements and qualifications
theory	Theory
thesis	Capstone: Thesis
town hall	Meetings: Town hall
under-represented	Underserved populations
underrepresented	Underserved populations
underserved	Underserved populations
values	Culture and values
vision	Vision, mission, goals
WQE	Assessment: Student achievement
written qualifying exam	Assessment: Student achievement
youth services librarian	Librarianship: Youth services