Dean Allen opened the meeting by mentioning that she would like to see Cabinet/Program Steering discuss in their next joint meeting a re-examination of existing positions and skill sets and possibly reconfigurations of them to meet current needs. She wanted especially division heads, department heads, and supervisors to determine in what areas faculty and staff do not need to continue in the ways they have been in the past if they are no longer relevant. Perhaps some job assignments can be either reduced or discarded in favor of more important priorities, etc. She would like to see the directors submit a one-page report on how best to reconfigure job priorities and skills of faculty, staff, and hourly/work-study personnel to provide a better fit the Libraries’ and patrons’ changing needs.

Alberta distributed a report of the Student Staff Ad Hoc Committee submitted on May 1. This Committee was charged “to gather information from library departments regarding their use of student staff to determine if there are differences in duty assignments between hourly student staff and work-study student staff, the impact of using either group exclusively, and what changes in procedures could improve the program or provide budgetary or other efficiencies.” Members of the Committee are: Alberta Bailey (chair), Molly Moore, Tim Nutt, Kathy Riggle, and Tim Zou.

The above Committee met three times, and each member consulted with staff in their respective departments to gather information concerning the use of extra help staff in the library. Comments regarding the differences between work-study and hourly student staff were gathered and summarized in the report.

Dean Allen indicated that the information the Committee provided, which although offers an indication of where we are and summarizes some of the issues involved in training and in some of the difficulties related to creating and monitoring work schedules for work-study vis-à-vis hourly employees, it does not address the some of the root issues—for example, what are the procedures the University uses to “screen” work-study students before assigning them to library jobs, and how can we work with the University in changing some of those procedures to be more useful for both the students and library supervisors in anticipating the kinds of skill sets and schedules offered by the students and those needed by the library. Right now, it seems that both the work-study students and the supervisors are sometimes caught off guard from the very beginning (when the University first assigns the work-studies) and don’t know how exactly the student’s skill sets and schedules will match the right skill sets and schedules required to perform the needed jobs. Alberta said she would look into this and bring up this issue as part of the
Dean’s mandate (above) to take another look at position priorities and how existing positions and skill sets might be reconfigured to meet current and changing needs more effectively.

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