

University Library Committee

September 24, 2014

Present: T. Burr, C. Kahl, M. Labonville, D. Long, D. Ward

Meeting convened at 3:35pm.

Introductions took place.

Ward confirmed the committee should have six faculty members appointed by the Academic Senate and five student members appointed by the Student Government Association (SGA). Ward had communicated with Cynthia James, secretary for the Academic Senate, and with the Student Government Association president to recruit additional members for the unfilled seats. Ward proposed the committee's second meeting take place in October, hopefully with a full membership by then.

Committee members reviewed the committee charge and noted the emphasis of the revised charge is an active liaison role for the committee between Milner Library and the university. Ward noted that he foresees a potential for the committee to play a larger role in reaching out to campus and asking "What is it the campus needs from its library?" (Paraphrased).

Ward noted the dean of Milner Library had played a leadership role on the committee as de factor chair, but the committee charge states clearly the chair should be chosen from among the faculty members and the dean will play a supportive role. Burr acknowledged Ward's solid vision for the library and expressed appreciation for his dynamism.

Members decided to select a chair at a future meeting once the roster is fuller.

Ward asked what should the committee do to connect the library to the university? Ward noted the committee had facilitated a meeting two to three years ago with department chairs, library liaisons, and librarians to discuss library collections and to ensure the library acquires the materials faculty need. An outcome of the meeting was a document clarifying the roles and expectations of library liaisons and librarians, which Ward will share with departments in the coming months

Ward suggested that perhaps the faculty should be surveyed to identify their unmet information needs. Examples included geographic information systems and digital humanities. A brief discussion ensued regarding what digital humanities is and what role the library and technology plays in supporting faculty research in this area.

Burr suggested that faculty or departments be surveyed to determine the research methods courses they teach to identify the research and information skills the students are expected to master. Burr recounted an example where only two students in one of his classes were familiar with I-Share, but possibly students don't know about I-Share because faculty aren't expecting students to go outside of the class readings that are provided.

Suggestion was made that perhaps a survey should be conducted, and then focus groups be held with select faculty for deeper information. Labonville pointed out that faculty members are very busy. She receives e-mailed surveys often but is never able to respond to the surveys in a timely manner due to the many commitments characteristic of faculty here. Most of the time, so much time passes that she ends up not responding. Might there be another way of delivering a survey? Perhaps presentations or a larger discussion at Old Main might also be interesting to share the results and to talk about how libraries are changing rapidly and in which directions.

Burr suggested surveys and focus groups are a tremendous effort, and perhaps the librarians or a graduate student could review course catalogs to identify the research methods courses and then reach out to the faculty who teach those courses. Labonville proposed the subject librarians probably already know what the research methods courses are and which faculty teach these courses. Labonville suggested it would be less time-consuming to ask each subject librarian to identify the courses and instructors in his/her areas. If the subject librarian has any questions, then he/she could get the rest of the information from the pertinent section of the course catalog.

Kahl recounted a program at California State University Fullerton where grants paid classroom faculty release time to work with librarians to integrate information literacy concepts into specific courses.

Agreement was reached that the committee should focus on undergraduate research rather than also encompassing graduate and faculty research.

Labonville asked about the status of the library's expansion project. Ward explained library staff are talking with architects and hope to craft a new architectural plan and decide what a new facility will look like. The most recent architectural plan was drafted in 1999, and changing developments in library services and technology have rendered it out of date. Ward said the university is considering several avenues for raising funds, including a certificate of participation (similar to a bond) and possible inclusion in capital campaign initiatives.

Kahl and Long raised the status of the library's first floor and explained water damage has increased, damaging books, and the university appears to be developing plans for addressing the source of the leaks, believed to be the plaza between Milner Library and the Bone Student Center. Kahl explained what steps the library staff intended to take in order to manage the first floor collections before repairs are undertaken.

Meeting adjourned at 4:40pm.

Action items:

Select a chair at a subsequent meeting of the University Library Committee.

Ward will discuss the committee's idea for surveying faculty regarding research methods with the library faculty and staff.

Respectfully submitted,

Dallas Long