

LIBRARY COMMITTEE  
MINUTES OF MEETING  
DECEMBER 6, 2006

[In these minutes: Libraries' FY08 Compact Update, myU Library Portal, Archival 'Finding Aids', Media Resources and Services]

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration or the Board of Regents.]

PRESENT: James Orf, chair, Jonathan Binks, LeAnn Dean, Suzanne Thorpe for Joan Howland, Wendy Lougee, Bill Sozansky, Owen Williams, John H. Anderson, David R. Brown, C. Barry Carter, Anatoly Liberman, Danielle Tisinger, David Zopfi-Jordan

REGRETS: Andrea Berlin, Jay Hatch, Nora Paul, Yoichi Watanabe, Susan Wick,  
ABSENT: Kate Lohse

ABSENT: Otto Strack

GUESTS: John Butler, Kris Kiesling, Charles Spetland, Jerilyn Veldof

I). Professor Orf called the meeting to order

II). Members unanimously approved the November 1, 2006 minutes.

III). Ms. Lougee distributed several handouts related to the University Libraries' FY08 compact/budget. This information was provided to members as follow-up to her November presentation on this same topic. Without going over each of these handouts in great detail, she called members' attention to the handout containing a distillation of comments received as part of the consultative process for the University Libraries' compact/budget request. Groups weighing in on the Libraries' compact underscored:

- The collections cannot be thought of in isolation as a Library priority. Collections and associated access technologies are interdependent.
- A 'top 3' public research university needs a 'top 3' research library.
- Many of the Libraries' resources are under-exploited. Outreach to increase awareness of its valued assets is imperative.
- The importance of information and technology literacy to effectively find, evaluate and use information resources.
- The Libraries need to continue to streamline its operations and engage in on-going evaluation of its services. Lesser-used services should be assessed for viability and considered for discontinuation.

A member stated that in his opinion he was surprised that the consulting groups did not mention:

- The importance of having the Library be as much a place for learning as a place for enhancing the undergraduate experience.
- The need to make graduate students, in particular, aware of the Libraries' suite of resources and how to use them.
- The value in spotlighting the Library's vast resources as a means to facilitate the recruitment of new faculty.

Ms. Lougee stated that these are all excellent points, and clarified that the comments she highlighted were the overarching comments from the various consulting groups. The compact goes into much greater detail than the comments mentioned earlier. In terms of the comment on faculty recruitment, Ms. Lougee noted that some departments showcase the Libraries during recruitment and it is a factor for candidates.

In response to a question concerning whether the Libraries participate in new faculty orientation, Ms. Lougee stated this has been the case. This year the Libraries were included in the 3-day program for new faculty and drew high ratings for the quality and relevance of the session. Also, she added, within individual departments, liaison librarians provide graduate student orientations and work with new faculty to familiarize them with the Libraries' resources.

Ms. Lougee noted that the Libraries' compact hearing will be Friday, December 8th. Under the new budget model, Professor Orf asked Ms. Lougee whether it would be appropriate for the Senate Library Committee to formally endorse, in the form of a letter, the Libraries' compact request. Ms. Lougee stated that while the committee has done this in the past, she is not entirely sure it is necessary. She added that the minutes of the Senate Library Committee's review of the priorities provide a record of the committee's endorsement and perspective of the Libraries as fundamental to strategic positioning.

Before closing, Ms. Lougee briefly highlighted the Libraries' compact priorities, which are outlined in the handout she distributed earlier, *Compact For University Libraries FY 2007-2008*.

- Learning technologies and services.
- Collection enhancement.
- Research infrastructure.

Members with additional comments concerning the Libraries' compact were asked to contact Ms. Lougee.

IV). John Butler, director, Digital Library Development Lab, described "myLibrary", a collaborative development underway between the Libraries and the myU Portal team. According to Mr. Butler, the goal of this project is to integrate library services and resources within the myU Portal.

Over the past six months considerable time has been spent understanding what library services audiences need and building the system and interface to deliver these services

within myU Portal. The goal is also to provide a more customized experience for different segments of the community.

Initially, the myLibrary project will focus on delivery of library resources and services to graduate students. Resources that will be incorporated into this portal project include key e-resources and libraries relevant to the individual user's discipline, quick search options, personal library accounts, a full text finding tool and relevant alerts of news and events.

The system uses enterprise-developed "affinity strings," noted Mr. Butler, data about an individual's relationship with the University (i.e. academic status, degree program, etc.), which is derived from PeopleSoft and attached to one's X.500 identity. Individuals with multiple affinity strings will have the option of changing their view on the system.

Phase one of myLibrary portal development focuses on "pushing out" services based on the user demographic information expressed by the affinity strings. Phase two will add capabilities for users to shape their own library web space ("pulling). With both the pushing of relevant information (from the library) and pulling (from the individual) in place, phase three will focus on options for the building of virtual communities around the affinities and the information amassed in personal myLibrary spaces. Privacy issues and informed consent procedures will need to be attended to carefully.

There will be a soft rollout to graduate students (with the exception of AHC and Law) of phase one myU Library technology. AHC and Law will be added early in 2007. By the end of March a myLibrary rollout to undergraduate students is anticipated, and, in June 2007, a rollout to faculty and staff.

Member's comments and questions following Mr. Butler's presentation included:

- This tool should incorporate the ability for faculty to share information with students in their discipline.
- Will this tool be able to be used on other devices besides a computer? Mr. Butler noted that use on more mobile technologies is being explored with the development of myU Portal II.
- Has any thought been given to having this tool incorporate video-casting capabilities? Not to date, stated Mr. Butler, but volunteered to make note of this suggestion.

V). Next, Kris Kiesling, director of Archives and Special Collections, shared information on a new resource, a website that provides access to archival collection descriptions called finding aids.

Ms. Kiesling highlighted the breadth of the University's collection with the committee, and noted that finding aids are descriptions that archivists create about the collections they hold. They vary in level of detail from fairly generic descriptions to fairly detailed descriptions of the files and items contained in the collections. A typical finding aid will include the following information:

- Title of the collection.

- Date span of the collection.
- Name of creator(s).
- Quantity of material in the collection.
- Contextual information contained in the biographical sketch of the individual that created the materials or the history of the organization that created the materials.
- Scope and content information.
- Listing of materials contained in the collection.

The University's new database contains 3,300 finding aids from all the units in Archives and Special Collections. This makes the University's database one of the single largest institutional databases of its kind. This database makes it possible to search across all 3,300 of the Libraries' collection descriptions with a single search.

<http://discover.lib.umn.edu/findaid/>)

The project was undertaken using one-time, reallocated funds, and was a very successful collaboration between Archives and Special Collections and the Digital Library Development Lab. This project is a work in progress; finding aids will continue to be added to the database, and the Digital Library Development Lab will continue to enhance the capabilities of the system.

Ms. Kiesling provided the committee with a brief demonstration of this tool. The on-line finding aids are expected to provide significantly greater access to the Libraries' archival collections.

Mr. Butler added that another internally funded project has been launched to link digitized objects belonging to many of the collections, and that this technology platform is being used to mount other full-text items as well.

VI). Jerilyn Veldof, director of Coordinated Educational Services, provided the committee with information on the Libraries' media resources and services. She began by sharing background information, and noted that the Libraries collect media from across the disciplines. Faculty request the majority of the Libraries' media resources, which are, by in large, housed in the Learning Resources Center, located in Walter Library.

Using a PowerPoint presentation, Ms. Veldof showed the committee the physical space where the majority of these resources are housed and explained the model for distributing these resources. Over time, the Libraries have been asked to house media resources previously held in other units. The Learning Resource Center is also challenged to sustain equipment for older formats of material. In light of obsolete formats and changing demands for media new opportunities are being explored for dealing with the Libraries' media resources. The following factors are being taken into consideration:

- Needs of the campus.
- Space.
- Policies and practices.
- Funding.

Ms. Veldof provided members with a sense of what the campus is asking for in terms of media resources and highlighted the following:

- Preservation – Faculty are concerned about preserving their high-use, out-of-data media.
- Communication and marketing – Potential users of media resources are unfamiliar with how to access these resources.
- Facilities and equipment – The need to improve upon single viewing facilities and make group-viewing facilities available.
- Location of media – Faculty and students prefer media be housed in a central location as opposed to distributing it across campus.
- Access - Ensure access to media; a browsable collection of media resources that can be checked out was preferred over materials on reserve.

Another growing challenge, noted Ms. Veldof, has to do with campus-created content. The CLA Media Mill (<http://mediamill.cla.umn.edu/mediamill/help.html>) is CLA's solution to dealing with faculty and student generated media content, stated Ms. Veldof. The Libraries have a role to play in developing a rich media infrastructure as outlined in its FY 2007-2008 compact. Mr. Butler added that the number of requests from departments to build their media infrastructure is growing significantly. He added that his colleagues at other Big 10 institutions are receiving the same kinds of requests.

Components of planning:

- Create media infrastructure.
- Expand SMART Learning Commons to East Bank site.
- Rename the Learning Resources Center.
- Upgrade media booking system.
- Provide access to browsable media collection within Walter Library.
- Create "reserve" services.
- Upgrade media equipment.
- Provide door-to-door delivery services to faculty.
- Develop streaming services for real time media.

Professor Orf thanked Mr. Butler, Ms. Kiesling and Ms. Veldof for their respective presentations.

VII). Hearing no further business, Professor Orf adjourned the meeting.

Renee Dempsey  
University Senate