

Senate Library Committee (SLC)

February 8, 2017

Minutes of the Meeting

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.

[**In these minutes:** Panel Discussion: Libraries of the University of Minnesota into the 21st Century]

PRESENT: Joanne Richardson (chairing), Theresa Beaulieu, Michelle Brasure, John Butler, LeAnn Dean, Lori Helman, Bo Hu, Connie Lenz, Wendy Lougee, Richard Nho, Daniel Pesut, Evan Roberts, Matt Rosendahl, Sina Roughani, Mary Beth Sancomb-Moran, Tim St. Claire, Jill Trites

REGRETS: Courtney Billing, Claire Dahl, Irene Duranczyk, Paul Myers, Hikaru Peterson, Reilly Ruechel, Owen Williams

ABSENT: Marlo Welshons

OTHERS: Claire Stewart, associate University librarian, Research and Learning, University Libraries

1. **Panel Discussion: Libraries of the University of Minnesota into the 21st Century**
The entirety of this meeting was devoted to a panel discussion regarding the changing role of libraries, with specific regard to undergraduate students. The panelists were LeAnn Dean, director, Rodney A. Briggs Library, University of Minnesota Morris; Connie Lenz, associate director, Research Services and Collection Development, Law Library, University of Minnesota Twin Cities; Wendy Lougee, University librarian, University Libraries, University of Minnesota Twin Cities; Matt Rosendahl, director, Katherine A. Martin Library, University of Minnesota Duluth; and Mary Beth Sancomb-Moran, librarian, University of Minnesota Rochester Library. As Chair Irene Duranczyk was unable to attend this meeting, committee member Joanne Richardson moderated. The discussion is paraphrased below.

Question 1: How do undergraduate students use the libraries?

Sub-questions: What are the most common/frequent ways the library or library resources are used by undergraduates? What is working really well and what should libraries continue doing to

support undergraduate education? What needs are unique to undergraduate students, and which overlap with other constituencies' needs?

Dean informed members that as Morris is a residential campus-- about half of students live on campus and most within a five-minute walk from the library-- the library is heavily used. About 59% of undergraduates report using the library every week. Morris undergraduates also participate in a lot of research and faculty-student collaboration, for which the library is a critical resource. The library is in the same building as Academic Services, at the center of campus. The library offers collaborative spaces and seminar rooms with smart boards and electronic collaborative tables in order to facilitate collaboration.

Lougee responded that the University Libraries is a system of libraries consisting of 12 facilities that share content, infrastructure, equipment, and expertise. The Libraries are interwoven with campus life, providing support for courses in the form of course-specific web sites and content integrated into the course management system and links to expertise, online services such as tutorials and workshops, and the Smart Learning Commons and other collaborative spaces, including 1-button studios for recording video. Librarians also make frequent visits to classes in order to make students aware of the Libraries' resources and how to use them, and educate students about information literacy. About 80% of undergraduates report using the Libraries, and studies have shown that student success (GPA, retention) is correlated very highly with library use.

Lougee said that modern libraries are not only places but virtual information hubs. In this way, much library content is available to users 24 hours a day, seven days a week. At 4 a.m. there are typically at least 100 users online accessing content, with that number rising to 1,000 at peak time.

Rosendahl said that most students use the library virtually. Some of the most-used resources are Google Scholar, embedded course content, and librarian visits to classes. However, the Katherine A. Martin Library holds events such as *Humans vs. Zombies* and exhibits on subjects such as depictions of nationalism in comic books. These events and exhibits range from fun to scholarly and help to get students into the library to become familiar with the resources offered. For example, *Humans vs. Zombies* takes place during First Year Orientation, and while students wait in the library for the game to begin, they often converse with the orientation leaders, upperclassmen who acquaint them with library resources, introduce them to librarians, etc.

Lenz reported that the Law Library serves mainly law students, so services for undergraduates are somewhat limited. Undergraduates are welcome to use the library, and many do, especially from disciplines such as political science, sociology, and criminal justice. The library has

research guides in these areas and can provide instruction for undergraduate courses on library resources. There is also a new course, Law 3000, Introduction to American Law and Legal Reasoning, and students in that course do use the Law Library. Many resources are licensed for campus-wide use, but some are licensed for law student use only. These resources can be used by anyone on site, however.

Sancomb-Moran said that the situation at Rochester is a little bit different. The Rochester campus is only ten years old; the first class graduated in 2013. The library consists of one room with eight desktop computers and around 150 physical books; in essence, the Rochester Library is mostly a virtual library. Rochester students all have laptops, so the library goes with them wherever they go. Students use the library all the time, and during business hours, students can get assistance by chat, text and instant messaging. The Rochester Library is highly dependent on the Twin Cities campus for content, including both online and physical-- via Minitex, a student can request a book from the Twin Cities campus and receive it in two days. The Rochester Library also has an agreement with the Mayo Clinic for joint-degrees students.

Information literacy is woven into the curriculum at Rochester, where most courses are interdisciplinary in nature.

Bo Hu asked how Sancomb-Moran envisions the library in the future, if the Rochester campus enrolls more students. Sancomb Moran said that there is new campus space currently in development, and that she has the unique opportunity to design the library from scratch. She is putting a lot of thought into what to include to accommodate future needs, such as common areas, quiet space, and collaborative space, as well as a makers' space with video recording and production equipment, and a 3D printer. She anticipates that the library will always be mostly virtual, as the Twin Cities campus is close enough to share resources rather than duplicate physical collections.

Lougee added that Minitex, a division of the University Libraries, is funded by the state to provide content to all Minnesota libraries, not only University libraries. She said they get about 1200 requests a day. Articles can be scanned and sent electronically, and books typically take two days to reach their destination but can be sent anywhere in the state.

Daniel Pesut wondered whether there are awards in the library industry. Lougee said that the American Library Association's division for academic libraries has an annual award for excellence, and the University Libraries won this award in 2009. The Institute of Museum and Library Services awards a national medal each year as well, and the University Libraries have been nominated this year.

Tim St. Claire asked how libraries are getting the word out about all the great things that they do. Sancomb-Moran said that the Rochester Library staff have face-to-face time with incoming freshmen, something that is possible since Rochester is a small campus. Rosendahl said that at Duluth, each student has a “personal librarian” who reaches out to them by email and who is with the student throughout their time at the University. Librarians also practice curriculum analysis, which involves going through syllabi to look for opportunities for contact within the context of the course. Finally, the Martin Library partners with other campus organizations and departments in order to cross-promote and co-sponsor events.

Lougee reported that the University Libraries are involved in new student orientation, offering fun events such as tours of the underground collection caverns. She said that in Moodle, there is a page for each course with information about the Libraries tailored to that course’s content, and email blasts are sent out every term. They also send out a newsletter, *continuum*, to subscribers. Subscription information is in the email blast, and about 300 students are currently subscribed. Dean said that the Briggs Library also utilizes on-campus communication channels and social media. Pesut then asked St. Claire what forms of outreach he, as a student, finds effective. St. Claire said that word of mouth is the best form of advertising, followed by opportunities to just explore the library and discover things on one’s own. He said that he reads the email blasts, but does not think that many students do.

Question 2: How have the libraries been unable to help undergraduate students, or certain undergraduates (certain majors, etc.)?

Sub-questions: In what ways are undergraduate students trying to utilize the campus libraries that are within your charge but have met with resistance, an inability to have their requests met, or, due to other priorities the library system cannot help at this time. What barriers exist that prevent you from accomplishing these goals? What should the libraries start doing or stop doing to support undergraduate student education?

Sancomb-Moran said that since Rochester is essentially a virtual library, it is hugely dependent on infrastructure and the availability of reliable internet. In the event of a cable being cut accidentally (which has happened in the past), students’ access to resources is greatly reduced on campus until the connection is restored. She would also like more physical space for collaborative work, computers, etc., she said. Rosendahl said that budget constraints are at the root of his biggest challenges. Budget cuts have led to cutting surplus content, best sellers, and some subject areas. The engineering faculty, for example, are using their professional affiliations to get content for their students. Dean said that space and funding are major pressures for the Briggs Library as well, and said that inflationary pressures on electronic licenses are especially challenging. Lougee added that the University Libraries share this concern. This year the

University Libraries asked for ~\$900,000 for inflationary purposes and received \$600,000 to support collections. In the past two years, they have received only ~\$350,000 each year.

Lougee also said that there is an unmet need of education around using, finding, and evaluating information. Information literacy should be integrated into courses, she said.

Question 3: What will undergraduate students be asking for? What is your vision of the library in the 21st century?

Sub-questions: Are there ways that you would like to provide service to undergraduate students' education/research within the context of the library, but students are not quite ready for these type of services at this point in time? What do or would these service changes look like? What do you perceive to be the "limitations" of such changes? What do we need to be on top of as a University system to continue to support undergraduate education and become/maintain an "excellent" university? What are other organizations doing/best practices? What are students asking for from the libraries but as an institution we are resistant to support at this time due to our constraints?

Dean said that last year, the Briggs Library conducted focus groups as a part of their strategic planning initiative. Generally, she said, students gave the library high marks, but expressed a desire for additional collaborative space. Lougee said that she believes in the future libraries will be seen as a network; therefore, increasing coherence and eliminating redundancies across a campus with multiple libraries is desirable; The Twin Cities campus has a major library in every geographic sector that could serve as hubs in the network. She said that new technology such as active learning classrooms, maker-spaces and text mining will be in demand. Rosendahl reiterated the increasing need for information literacy education, as people are now inundated with information from social media, the internet, television, etc., that may or may not be reliable. Sancomb-Moran said that the Rochester campus is, in some ways, already living the future. All students have laptops, most classes are flipped, and technology such as smart classrooms and mediascapes are already in use. However, she struggles with how to better incorporate the library into instruction. This is particularly challenging since she is the only staff member.

Lougee added that the University is currently working with other institutions to figure out how to share resources to address program investments at-scale, and cited the [Big Ten Academic Alliance Geoportals](#) as an example of such collaboration. The Geoportals provides discoverability and facilitates access to geospatial resources, including GIS datasets, web services, and digitized historical maps. Lori Helman asked if there were standards around how many hard copies of a resources should exist in the world. Lougee said that for journals, research has determined that five to seven copies should exist; geographic location is also important. Experts are still looking

into that number for books, and the Hathi Trust has a program for coordinated retention of print volumes represented in its digital corpus.

Richardson asked about the recent scramble to preserve government data that is considered at risk under the Trump administration, such as data on climate change. Claire Stewart, Associate University Librarian, Research and Learning, University Libraries, said that the Libraries and the College of Liberal Arts are organizing a data refuge project that gather together students and community members to pull that information off of the web in order to preserve it. Many such events are taking place across the country. Lougee said that web archiving tools such as [The Wayback Machine](#) are useful in such endeavors, as well.

Helman then asked whether panelists had any ideas on how to make better connections between libraries and faculty. Stewart said that scale is a problem especially on large campuses; it requires a time investment on both sides, and most people's time is in short supply. Helman asked if there were any grants that could provide faculty releases or course buy-outs in order to free up time for faculty to engage with the libraries. Stewart said that there are curricular innovation grants, but it is a small program. Committee members suggested that perhaps the committee could advocate for increasing these grants and emphasis on collaboration and information literacy.

Question 4: What haven't we asked you about the role of the library and undergraduate education that we should?

Richard Nho said that he had spoken to students on the topic of libraries, and that students were interested in services such as financial literacy and resources, as well as test prep tutorials and assistance for the GRE, GMAT, LSAT, etc. Rosendahl said that the Martin Library started a financial literacy peer mentoring program, but that it has now moved to the residence halls. Lougee said that test prep resources are available through the SMART Learning Commons' [Standardized Test Preparation Resource Center](#) and through *Learning Express*, licensed by Minitex for all MN residents and included in the Electronic Library for Minnesota.

Pesut commented that he likes the 1-button recording studio, and wondered if there was a way to catalog the videos recorded there and curate them for public availability. Lougee said that people can submit their videos to the Digital Conservancy or other repositories to share them, but that the content belongs to individuals, not to the library.

Sina Roughani asked about 24/7 access. Panelists commented that this is a common request and has been investigated, but the amount of use in the expanded hours was not worth the extra

expense. Expanded hours are offered during exam periods, and digital content is available around the clock.

In the interest of time, Richardson thanked panelists and adjourned the meeting.

Amber Bathke
University Senate Office