

LIBRARY COMMITTEE
MINUTES OF MEETING
OCTOBER 16, 2002

[In these minutes: Welcome, Information Literacy Presentation, Dewey Move Update, Joint SCFP and SLC Meeting, Brainstorm on How to Increase the Library's Profile]

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

PRESENT: William Phillips, Chair, Sue Engelmann, April Schwartz, Bill Sozansky, Owen Williams, John H. Anderson, Elaine Challacombe, Jill Gidmark, Leon Satkowski, Thomas Scanlan, Ray Wakefield

REGRETS: Wendy Lougee, LeAnn Dean, Joan Howland, Jennifer Alexander, Isaac Fox, Lael Gatewood

OTHER(S): Steve Cawley

GUESTS(S): Peggy Johnson, John Butler, Jerilyn Veldof

I). Professor Phillips called the meeting to order and welcomed all those present.

II). Professor Phillips introduced and welcomed Librarian John Butler, coordinator of digital reference services and Assistant Librarian Jerilyn Veldof, coordinator for user education for the Library system. Both Mr. Butler and Ms. Veldof work to ensure that the Library's vast resources are accessible. Today, Mr. Butler and Ms. Veldof provided the committee with information on the Library's user education activities. To begin, Ms. Veldof highlighted the following information:

- In the past, the Library was not nearly as overwhelming as it is now. But, over the last several years the information environment of the Library has become increasingly complex. Unfortunately, students are coming into the University with few skills to navigate the Library's complex environment.
- An information literate person is someone who recognizes when information is needed and has the ability to locate, evaluate and effectively use the information he/she has found.
- The 5 information literacy competencies/standards include:
 - Need – The information literate student determines the nature and extent of information needed.
 - Access – The information literate student accesses needed information effectively and efficiently.

- Evaluation – The information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system.
- Use – The information literate student uses information effectively to accomplish a purpose.
- Issues – The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses information ethically and legally.
- Should students be responsible for making sure they are information literate or should faculty be responsible? What is the Library's role? What kind of responsibility can the Library take to provide faculty support to ensure that students are information literate?
- Services offered by the Libraries include:
 - Assignment consultation between a librarian and faculty member. Librarians are available to work with faculty in developing and implementing effective assignments to ensure that assignments are designed to make students successful researchers.
 - Customized workshops and open workshops for students.
 - Faculty workshops such as Designing Effective Research Assignments, etc.
 - A plethora of on-line handouts.
 - Information Literacy Toolkit.

Next, Mr. Butler provided members with an overview of the Information Literacy Toolkit. The Information Literacy Toolkit was first introduced in June 1997 as a means for developing on-line tools to support students and faculty as they navigate the Library's complex environment. Research indicates that library instruction is most effective when it is integrated into the program curriculum. Mr. Butler also noted this project was not solely a Library initiative but rather a very diverse software initiative on campus.

According to Mr. Butler toolkit criteria includes:

- Adds value
- Builds information literacy competencies
- Builds worth
- Curriculum integrated
- Easy and fast
- Scalability
- Customizable
- Supports distributed modes of instruction
- User-centered

Five of the tools in the toolkit can be accessed through the Research Guides link on the Library's homepage <http://www.lib.umn.edu/>. Mr. Butler discussed three components of the toolkit:

1. QuickStudy is an online tutorial that teaches students information literacy skills necessary for research in the libraries and on the web.
2. CourseLib is a tool for librarians, some teaching assistants and interested faculty allowing for the development of customized pages at the course or program level. CourseLib allows for the delivery of products at a meaningful level for students and faculty. Faculty/instructors interested in having a CourseLib page developed should contact their departmental library liaison or submit a request online at infopoint@umn.edu.
3. Assignment Calculator is a time management tool for students writing term papers or other projects that involve library and information research.

To conclude, Mr. Butler outlined for members some next steps for the toolkit?

- Technology redesign of the toolkit to make it more robust and extendable.
- Increased integration with:
 - Campus curriculum.
 - Academic evaluation process to determine the effectiveness of the toolkit.
 - Course authorizing platforms.
- Extend the toolkit upstream to K-12, MnSCU institutions and other feeder institutions.

Questions/comments that followed the presentation:

- A member asked what criteria are being used to define the success of this initiative. Mr. Butler noted that as with many web-based tools it is important to know whether the tools being used. Additionally, the project is interested in receiving more substantive evaluations to determine how effective and what kind of impact the tools are providing towards increasing students' learning competencies. Ms. Veldof stated that a lot of the work being done now on the project is more developmental to determine where the toolkit is weak and what needs to be improved.
- Has the Library reached out to departments to alert them about the resources that are available through Library? Ms. Veldof noted that the librarian liaisons are responsible for making departments aware of the Library's resources.
- Is there sufficient access to all this digital material in terms of the number of computers in the Library? Mr. Butler noted there is a lot of multiple use competition for computers in the Libraries. He went on to say that by offering these tools, the Library is not ignoring the print world. For many print resources there is no superior online resource. Ms. Veldof added that a fair number of computers have been set aside specifically for University students, faculty and staff requiring authorization in order to log-in. There are also wireless initiatives in place in Walter and Wilson Libraries.

Professor Phillips thanked Mr. Butler and Ms. Veldof for attending today's meeting and providing members with very useful information.

III). Next, Librarian Peggy Johnson provided members with an update on the Dewey Move. Prior to the move, concerns arose regarding the scope of the project and that the Library might be \geq biting off more than it could chew \leq . It was decided, therefore, that the project would be modified and that only 160,000 volumes would be moved instead of 320,000 volumes. The guiding principle to determine whether a book will be moved is whether or not it has been circulated within the last 12 years.

Moving 160,000 materials will only give the University Libraries 3 – 4 years of growth. What the Library needs is a long-term space plan. There were originally supposed to be 3 caverns but only 2 were built for a variety of reasons.

Other considerations:

- If a volume is actively used, the Library needs to identify a mechanism for pulling out volumes that should not be moved.
- Another mechanism needs to be identified to handle special requests from faculty that do not want particular volume(s) to be moved.
- How should duplicate volumes be handled? The Library wants to avoid filling up space with multiple copies.

In closing, Ms. Johnson referenced the Library's website that provides more information on the Dewey Move <http://www.lib.umn.edu/books/dewey/> Next, Ms. Johnson asked members if there were any questions.

- A member asked whether there would be a public announcement concerning this project? Ms. Johnson stated the Library is very sensitive to the need for a communication plan. Besides having the information on the Library's website, a notice to all faculty is also being discussed as well as sending a letter to all the Deans, Directors and Department Heads list. Ms. Johnson welcomed suggestions from the committee on other ways to spread this news.
- Is it possible to add more compact shelving to Wilson Library? Ms. Johnson stated there is really no place to put this type of shelving because it must be located in the sub-basement.
- Is there a plan being developed to expand Wilson or other Libraries on campus to deal with the space issue? According to Ms. Johnson, there is no long-term plan in place at this time. There are space and service problems in the Bio-Medical Library and this is the current priority for the Library and central administration because it is accreditation driven.
- A member expressed a concern over the Library's journal checkout policy. This member was instructed to follow-up with Ms. Johnson who will determine the best person for this member to get in contact with regarding this matter.

Professor Phillips thanked Ms. Johnson for her presentation.

IV). Professor Phillips proposed a joint SCFP and Library meeting in the spring of 2003 when funding for the Libraries is discussed. Members agreed this was a good idea and were encouraged to attend if at all possible once a date is determined.

V). WHAT CAN THE SLC OR ITS MEMBERS DO TO INCREASE THE LIBRARY'S PROFILE? Professor Phillips solicited members' input on what can be done to carry the Library's message to the larger community. Comments included:

- A member commented, tongue in cheek, to convert the Social Science Tower into stack space for the Library.
- A strategy should be developed to involve and raise the awareness of faculty members concerning the Library's issues.
- A member suggested the Committee focus its efforts on advocacy in order to try to get more professional staff for the Library.
- It is important that the Committee create a campus-wide message that must be very focused.
- Involve the Library when new programs, research centers and degree offerings are being considered.
- As new facilities are being built, set up satellite libraries as a program may require. Ms. Johnson noted it has been the Library's practice to consolidate rather than create branch libraries because they are very costly to run. Additionally, they disperse the Library's resources, they usually have reduced hours, etc.

VI). Hearing no further business, Professor Phillips adjourned the meeting.

Renee Dempsey
University Senate