

LMIS Meeting Minutes
1 December 2015

Attendees: James Bernhard (Chair), Jane Carlin, Zaixin Hong, Martin Jackson, Patrick O'Neil, Melanie Schaffer, Benjamin Tromly, Linda Williams (note-taker)

1. The meeting was called to order by Bernhard at 3:34 p.m.
2. The committee formally commended Williams Morse and expressed wishes for good luck in his new position
3. Minutes from the previous meeting were approved after the correction of a verb.
4. Discussion of the optimal meeting time to schedule LMIS meetings in the spring semester.

Friday at 3:30 was determined to be the best meeting time for the committee.

5. LIBQUAL update by Jane Carlin

Carlin and the library staff seek information about the use of the library collection – the LIBQUAL survey is more about perceptions of the collection than the library space itself. They hope to gather information about individual departments' ideas about the physical resources, for example:

Should collections with low circulation be retained?

How well is the library meeting faculty needs for research? For teaching?

Do we need physical resources?

Should we move to more on-line resources?

Are materials actively used or not?

LIBQUAL QUESTIONS:

1. How well does each statement reflect your point of view? (for faculty only)

- It is important to retain all physical materials whether they are actively used or not.
- It is important to develop guidelines for maintaining a collection of physical materials that are relevant to the curriculum. Retaining old, outdated publications lessens the value of our library collections.
- If materials are available in electronic format, it makes sense to discard the print versions.
- I recognize that while I might have depended on physical library materials for my scholarship, today's students have more options.
- The library is an important symbol of scholarship and a center for study and learning on this campus.
- Transformation of stacks space into collaborative study areas, information commons, or teaching/learning centers will enhance the student experience.
- **My students will produce better work if they are required to push beyond the convenience of electronic resources.**

2. How often do you visit the library stacks and engage in browsing the collections?
3. If the same title were available to you in both electronic and print format, which would you be most likely to use?

JC: Only five questions will be asked in detail. Is it possible to get a feeling of how our stake holders see the job of the library?

Quality of service and perception of efficacy will be gathered, but the library director is interested in the future of the library holdings.

Before discussions of what to do with the materials, we need to find what is important to different departments. The LIBQUAL feedback will give us a baseline for the discussion.

The way that questions are phrased will indicate how meaningful the information will be.

Responses will ask for:

Agree/strongly agree/disagree

And a place for comments.

MJ: It was noted that the first four questions are essentially on the same theme. Cut to one or two questions?

PO: Suggested that one response is contingent on the other. Can we keep all the materials and give students more space? Do we want to change the library at all? Is this all about the books?

JC: We hope to find out how students and faculty feel about the changing world of scholarly publications and their work. How do we collect now? How can our collections reflect the changing pattern of scholarly communication?

PO: Libraries are in transition; we need to find out if faculty are on board.

JC: They hope to query focus groups – after the information comes in, the library staff can prepare remarks in a meaningful way. They need to consider some of the market factors that are affecting our decisions.

JB: What disciplines will make the recommendations? Can we know?

BT: It was noted that different disciplines have different needs: we need books for research. Students need to have resources in the library as well as access to Summit. Historians rely on print material for research. Convenience shouldn't be the only criteria.

JC: The LIBQUAL will provide a sense of how much we should keep in certain areas.

ZH: When some members of the library consortium get rid of the books, how can we be assured that we keep certain collections in at least one group library?

JC: The consortium has a last copy rule and distributed print rule.

ZH: We can't just deaccession books without making sure the works are available. Western has a fabulous Mongolian collection – a signature collection. What is our center of excellence? We should purchase in those areas—i.e. music scores and Chinese language materials.

MJ: We should seek a balance between what we retain and what we discard. For example, in Computer Science, where there is rapid change, it will be useful to understand how faculty feel the collection.

It was noted that students need to be pushed beyond the electronic sources and use books and sources that are not on line; therefore, we should keep the physical resources.

JB: In some disciplines, it doesn't occur to students to use books.

ZH: Can we nurture a love of books? The fact that we have open stacks is inspiring.

PO: In order to get useful information, we need to think carefully about phrasing of questions. Are questions leading? Will we be able to gauge and understand the way that students use the materials? Are students using the resources at all?

JC: Do we understand the research habits of those we teach?

JB: We need to devise questions that could be useful to determine which disciplines are invested – it varies widely from discipline to discipline.

BT: It was suggested that straightforward T/F questions, like “I rely on print media I the library” could be helpful.

JC: That is already answered in the LIBQUAL

After further discussion and review of the general consensus, JC recapped the questions that had been settled on:

1. Question concerning faculty reliance on print collections
2. Question on a balance of what materials we retain and what materials for which we rely on the consortium.
3. Question about the transformation of stack space – collaborative spaces or study areas?
4. Question to gauge use of and review materials to make sure they are relevant and useful.
5. Question about the retention of all physical collections whether they are used or not.

PO: We might ask faculty how confident they are in what the students are doing in the library. And Are they actually using the library? Faculty members don't understand how the library is being used currently – we need a better idea of where we are in terms of use now. That will make it possible to recommend whether we change or not. We need to get a better sense of what students are and aren't doing with the collection.

JC: Regarding the **electronic library** and library space and collections – it will be interesting to see different patterns of use. We hope to do a presentation for you in January about circulation and call numbers.

JB: Do we have a policy about resources that are not readily available?

JC: In general, if it is available readily and easily accessible electronically, we ask that patrons use that option. Science, Communications, and BLP – used electronic books very heavily.

The LIBQUAL will be administered for three weeks in January and February. The survey will go to the campus community and students as well. No option for student/faculty yet.

JB: Noted that we will need to come up with a list of duties for the fall.

4:24 meeting adjourned