

MINUTES

University Library Committee

Wednesday, April 12, 2017

2:30 pm – 3:30 pm

Memorial Library Room 362

Minutes prepared by Ian Benton

(* denotes members in attendance)

Voting Members

Faculty

- Cecile Ane, Botany and Statistics
- Catherine Arnott Smith, Library & Information Studies
- Yang Bai, Physics *
- Sabine Gross, German *
- Kyung-Sun Kim, Library and Information Studies *
- Daniel Klingenberg, Chemical and Biological Engineering *
- Eneida Mendonca, Biostatistics and Medical Informatics *
- Sarah Thal, History

Academic Staff

- Cid Freitag, DoIT *
- Carol Pech, School of Medicine and Public Health *

University Staff

- Shira Hand, School of Education *
- Elizabeth Way, School of Medicine and public Health *

Students

- Chrissy Hursh *
- Che Rui Chew
- Zhianqui Xu *

Non-Voting Members

- Philip Braithwaite, Budget, Planning, & Analysis
- Dennis Lloyd, Director, University of Wisconsin Press *
- Julie Arensdorf, Teaching & Learning Programs, Libraries *
- Steven Barkan (LCC Liaison), Director, Law Library *
- Ian Benton, College Library *
- Ed Van Gemert, Vice Provost for Libraries *

Also Present

- Nancy Graff Schultz, Associate University Librarian for Administration
- Deb Helman, Director of Science and Engineering Libraries

- Florence Hsia, Chair, History of Science & Memorial Library Committee
 - Jim Jonas, Manager of Library and Instruction Services, MERIT
 - Lee Konrad, Associate University Librarian for Technology Strategies and Data Services
 - Steve Meyer, Library Technology Group
 - Lesley Moyo, Associate University Librarian for Public Services
 - Sheila Stoeckel, Teaching and Learning Services Programs Director
 - Doug Way, Associate University Librarian for Collections and Research Services
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- Minutes form 3/8/2017
 - Corrections to attendance
 - Announcements
 - Next meeting is at Steenbock Library
 - Lee and Doug will present on RMR project
 - ULC Chair Election (Ed Van Gemert)
 - There has not yet been a volunteer.
 - Conversation about the role and relative workload of chairing ULC. In the coming term, recommendations from the Facilities Master Planning process will dominate the committee's agenda. Discussion of the committee's role and the right of the committee to be more or less active. Difficulties of the committee functioning in an advisory role when library administration has been so thoroughly professionalized.
 - Update on Facilities Master Plan (Ed Van Gemert)
 - Five visits.
 - Initial work was around data gathering.
 - Current work is focused on creation of scenarios and seeking input from stakeholders about individual scenarios and how they might move forward. Town hall meetings will occur on:
 - Tues Apr 25th 5-6p m in Memorial Library 126
 - Wed Apr 26 12-1 pm in the Steenbock Library BioCommons
 - Main components of the scenarios are
 - Moving away from a disciplinary approach to a service hub approach.
 - There is need for a second storage facility for preservation.
 - Library Instruction Assessment Visualization (Sheila Stoeckel & Steve Meyer)
 - URL for Data Visualization: <https://dataviz.wisc.edu/>
 - Context – All instruction work that the libraries do collectively. Library instruction is when someone does a guest lecture or works with a faculty member to provide a class. This excludes one-on-one instruction, reference, digital tutorials. This data is all hooked to credit bearing courses. For example, all Comm A classes have a library instruction session integrated. Sessions span from 100 level all the way up to PHD level. The data gathering system allows fairly granular understandings about level of student (grad v. undergrad). Perhaps 1/3 of instruction targets grads.

- Eneida asks, does this data include instruction by local libraries? For example the instruction that is done by Ebling staff. Answer – yes, this data spans all campus libraries.
- Steve - Tableau is the data visualization product being used. Campus has a license and provides support. Allows us to match locally gathered library data against enrollment data from campus. Trying to understand things like – are we seeing students multiple times throughout their academic careers? As they progress academically, is the sophistication of their research/information seeking instruction meeting them where they are?
- Ed asks - does this show who we aren't reaching? Sheila indicates that it's problematic to draw conclusions like that. Due to the way we collect data, our information is roughly 78% accurate. That accuracy metric is helpful as the Instruction Office identifies ways to improve their data gathering.
- Sheila, the campus mission is teaching – so this information is valuable in how the libraries tell their stories in that context.
- The Teaching and Learning Office began with four questions
 - How many students?
 - At what points in their careers?
 - How many times over their academic careers?
 - Are there differences between instructions in different academic fields?
- For instance, the highest amount of instruction for grad students is in Chemistry and is nearly 100%. This is an important fact for conversations between libraries and Chemistry dept.
- In undergrads, we can see what year the students who participate are, which opens up conversation about scaffolding teaching and learning.
- Chrissy asks, does this include online instruction? Sheila answers that it's included but that since these are all course-related instances, the number is not very large. It will be of more interest in the future as campus moves in digital direction or blended summer course offerings.
- 52% receive instruction once. 38% receive instruction twice. 9% receive instruction three times.
- Ed asks, can we correlate this to GPA? Steve answers that this was an initial question but that we were asked to back up and take a data description of our work first. Answering questions like that is phase two of this project. Impact on GPA, graduation rates, etc.
- Dan asks – is the number of students seen in classes greater than the number who have reference interactions. Discussion follows. The services are complementary.
- Dennis – this data about folks attending instruction sessions is based on enrollment data, not actual numbers in the class that day. Sheila's response – it's not exact, but it is very close.
- Elizabeth - Does instruction for faculty and staff occur? Yes but they aren't included here because those are not timetable classes.
- Cid – what's the biggest realization the data has created? Sheila – STEM courses are in the top 13 of departments impacted. Common wisdom says the library is the

“laboratory of the humanities” but at our institution library impact does not follow that assumption.

- Note that data reflects student majors as of the time of their attendance at the class.
- Dennis – on the student perspective, have you mapped this data against declared majors of the student population as a whole? Yes. This is a next step.
- Memorial Library Committee Update (Florence Hsia)
 - Conversations with subject librarians continue
 - Met with director of Digital Studies certificate. Director of Print and Digital Culture at SLIS. Meeting with the Trent Miller who runs The Bubbler at Madison Public Library.