

# University Library Committee

Minutes

January 21, 2009

PRESENT: Alex Asbury, Val Burris, Deb Carver, Frances Cogan, Alisa Freedman, Andy Karduna, David Levin?, Marilyn Linton, Gina Psaki, Noor Rajabzadeh, Gordon Sayre, Steven van Enk

GUESTS: Andrew Bonamici, Associate University Librarian for Media & Instructional Services; Mark Watson, Associate University Librarian for Collections and Access

The meeting was called to order at 8:35 by Gordon Sayre, chair.

## "BIG IDEA" FOR UNDERGRADUATE AND INFORMATION LITERACY

Continuing the discussion from the Nov. 24th ULC meeting, the library plans to submit a "big idea" on enhancing undergraduate education, with a focus on information literacy. The committee reviewed the handout entitled "Undergraduate Research: Teaching the Scholarly Method." The idea is that many of our students are lacking an understanding of the scholarly method and the process of creating knowledge. This big idea aligns with the Academic Plan, integrating research into the teaching and learning experience; helping students build on experience and understanding to help them beyond their years at the university. This big idea has been separated into three steps which will engage instructors, librarians, and academic support staff:

1. Navigating the information universe
2. Assimilating knowledge
3. Creating new knowledge

### **Step 1: Navigating the Information Universe**

In lower division courses (preferably in the first year) students would learn some of the basics of information fluency; e.g., identifying information resources; evaluating the quality of information on websites; understanding plagiarism & citations; and communication skills using email. This could be accomplished through orientations during Week of Welcome, information on Blackboard, and incorporating guest lecturers, such as librarians, in the classroom. The goal of this step is to reach as many new students as possible.

### **Step 2: Assimilating Knowledge**

This step would have students build on the skills they learned in Step 1. They will increase their understanding of specialized resources, scholarly practices, software applications, scientific instruments and media production tools. This could involve offering 1-credit courses to supplement current large-enrollment, lower-division classes. The instruction would focus on the students field of study.

### **Step 3: Creativity and the Creation of Knowledge**

This step would be connected with an upper-division class, allowing the students to produce an original scholarly work, using all the research skills they have learned in Steps 1 & 2. Not all students would pursue this. But for those who would, it would be necessary to work very closely with instructors and librarians. The innovative research methods learned in this step would benefit them beyond their college career.

The members discussed the document at length. Below are several comments generated from that discussion.

- FIG classes could be used more in Step 1.
- Emphasize liberal arts more.
- Implement something for sophomores, possibly an extension of their FIG experience.
- Concern with costs involved - may need to add more staff, upgrade classrooms with necessary digital equipment.
- Consider senior involvement with Step 1 - similar to the peer advising program already in place in the library.
- Use student government as a resource.
- Need to maintain certain journals and monographs for undergraduate research.
- Create web guides for specific courses; see example for [J202 Project](#).
- More involvement during Week of Welcome.
- Focus on first-year writing classes.
- Need to consider resource challenges associated with Step 3.
- Step 3 goes beyond what the library can provide - would need to involve laboratory research, field research, practicum experience; could be difficult to implement.
- For students who wish to pursue Step 3, match them up with subject specialists, mentors; time commitment could be challenging.

Deb will make revisions to the document, based on today's suggestions. Proposals are due February 15. The committee agreed to endorse this "big idea." Other endorsements may also come from Prof. Crosswhite, English, and Karen Sprague, VP Undergraduate Studies.

### SERIALS CANCELLATION

Two documents were distributed to the committee: 1) Collections Review, 2009 FAQ, and 2) Timeline 2009/10 and 2010/11. Those documents, along with other important information, can be found [here](#). Deb stated that this cancellation is the largest in the library's history and will be the most difficult, due to the way serials are acquired. Serials include everything that the library pays annually, including databases. The economic downturn is not what is driving this cancellation project. Augments to the materials budget are not enough to cover the yearly inflation of 8-10% on journal prices. There is hope that the new budget model will address these inflationary costs, as well as other expenses in which the library does not receive central funding for, e.g., classified staff step increases and student employee pay increases.

Some of the factors to consider when deciding which journals to cut will include campus sage and whether the item is available from other libraries. In order to ensure that information is not lost, resource sharing will be used much more. OSU is also going through a cancellation process. Both libraries will work closely together to avoid duplicate cancellations. There will be increased

labor and processing costs for document delivery, but those costs will be far less than continuing subscriptions.

There are some electronic journals that cannot be canceled due to contracts and to the amount of money invested in them; for example, it cost the library \$40K to acquire ECO (Electronic Collection Online). The library may consider not renewing contracts with Elsevier and John Wiley. That would allow the library to subscribe to individual titles rather than their bundles that include many journals that are not used regularly.

The timeline for the process is quite short. Subject specialists will work closely with departmental reps to help make the process go as smooth as possible. To track the cancellation progress, visit the library's web site [Collections Review 2009](#) .

Deb added that it is very beneficial when University Administration hears from the faculty about their concerns over the serials cancellation. Deb has told the deans she is available to meet with their departments to discuss the cancellation.

The next meeting is scheduled for March 10, 3:00 p.m.

The meeting adjourned at 10:05 a.m.

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