Library Ed Tech Minutes
February 19, 2013

Present: Maureen Healy, Tim Mechlinski, Yung-Pin Chen, Mark Dahl, Adam Buchwald, Kelly Wainwright, Dan Kelley, Kate Rubick, Chel Pennock

Teaching and learning center report (Mark):

The Dean has convened a group to develop plans for a teaching and learning center on campus. It may be located in the library building. Erik Fast, Director of Corporate and Foundation Relations, has identified some potential funding sources. Tuajuanda organized a meeting with representatives involved in student support (math, writing, student life, grad school, various deans, IT, library) to discuss what they would like to see in the center.

So far the group has conceived of the center with a focus on academic student success encompassing the following three elements. 1) Academic support: Bring students where they need to be in order to be successful. Elements here could include the Math Skills Center, Writing Center, tutoring. 2) Academic enhancement: Give students the tools and resources needed to succeed and create innovative projects. Elements here could include enhanced media or resource center; collaborative space; residence hall/academic outpost as well as library services. 3) Faculty development or the art and practice of teaching; this could include resources for faculty development; space for faculty to consult with experts on teaching; a room with resources for teaching; and a communal space.

Planning: the idea is to first get the needs together, and then figure out the physical space.

Some library-specific space needs include a combined service desk, get better spaces for the research librarians to meet with students, more space for students to work with archival materials. It is important to still maintain the quiet areas and study spaces for research, etc. Most of group that met with Tuajuanda are administrators, but there is still a need for faculty input. She would like to get the large goals in place first and then bring in faculty.

Mo is concerned about conceiving of the library as a multipurpose space. Is the library the correct space? Will the library lose its "library-ness"? Adam wants to make sure this is the right thing to do and the place to do it. Tim thinks we should think practically about what influence the committee can make to put it into practice while understanding that it will likely happen. How do we make it work as well as possible? We should certainly work to have a voice from the EdTech committee on the planning of the center. Mo will try to set up a meeting with Tuajuanda and will report back. Dan asked what could the library do to bring more faculty to it? How to get both groups to use the same space?

Exploration & Discovery & the Library (Kate Rubick & Dan Kelley)

Dan explained that E&D is an example of the ways the librarians partner with faculty to support information literacy/student research. How does the library work with E&D? Librarians used to

interact with students primarily at the reference desk, now it's more one-on-one and working with via in-clas instruction sessions. In the spring of E&D the library now meets with 2/3 of the classes to discuss the fundamentals of scholarly publishing, what a research database is, etc. It connects the first year students to the library and gives librarians an opportunity to connect with the students before they do bigger projects down the road. It also rotates professors in from different departments and builds the relationship and communication between the departments.

Dan explained that the James J. Kopp First Year Research Award rewards strong student research in the first year, brings faculty and librarians together to look at the end work. Students also write a summary about how they did their research, etc. It shines a light on the research process and allows everyone to discuss what good research looks like.

Kate explained that the library has worked to incorporate information literacy into course learning outcomes within E&D and elsewhere. We use the Association for College and Research Libraries information literacy standards as a guideline for this.

Dan reported that the Curriculum Committee is trying to implement the new general ed requirements and decide how E&D fits into those requirements. Some think research skills should be done in a more disciplinary way, others feel that it may be too early for first year students. The library has developed a good infrastructure with E&D. There is concern that if the E&D research instruction portion is eliminated, it will be more difficult to make sure students know how research is done early on in their college careers.

Mark said that overall message is that the library supports student information literacy and fluency both at the introductory level and in the majors and wants to continue to do so.

MISO Survey (Kelly Wainwright)

The MISO Survey is designed to measure information system outcomes. It is currently being conducted (launched last Thursday, closes on Monday) and was sent to all staff & faculty at the CAS & grad school and to 700 randomly selected students. This same survey is also being conducted by an outside firm at 30 other institutions with which we can compare our data. The survey asks questions on tech knowledge levels, library knowledge levels, and what devices folks are using. It assesses what services are important as well as the satisfaction levels of the existing services. Please take the 12-15 minutes to complete it and encourage your colleagues to complete theirs as well. We are hoping to get good information to bring back to the group.

We are also looking into funding for a faculty workshop on educational technology. It is still in base stages of planning so there is not a lot to report right now. It will happen this summer. Tim added that he wants quizzes that will grade themselves... Kelly said that could be a possibility!