

## Provost's Library Advisory Committee

Wednesday, February 27, 2019 12:00 PM – 2:00 PM

Homer Babbidge Library, Room 1102

**Attendees:** Pamela Bedore , Iddo Ben-Ari, Thomas Briggs, Patrick Carr, Amy Dunbar, Kate Fuller (guest), Haleh Ghaemolsabahi, Sara Harrington, Shinae Jang, Kristen Jones (recorder), Peter Kaminsky , Anne Langley, Carolyn Lin, Jill Livingston (guest), Ruth Lucas, Michael Mundrane, Dylan Nenadal, Edward Neth (Cisco), Thane Papke, Janice Swiatek, Mary Truxaw, Olga Vinogradova (Chair)

**Absent:** Greg Colati, Maureen Croteau, Thomas Meyer, Sylvia Schafer, Joan Smyth, Jessica de Perio Wittman

### Welcome/Introductions:

The meeting began at 12:09pm with a welcome from chair, Olga Vinogradova. Introductions continued around the room. Anne welcomed new committee member, Ruth Lucas from the School of Nursing and the library's new associate dean, Lauren Slingsluff. Anne then thanked Patrick Carr for his service to the library and his contributions to PLAC. Patrick's last day at the UConn Library is March 14<sup>th</sup>.

Anne Langley motioned to approve the minutes from the November 30, 2018 meeting. Carolyn Lin seconded, motion passed unanimously with one abstain.

### Dean's Updates:

- *Hiring*

Anne reported that the search for Stamford's access services coordinator is in progress.

Michael Kemezis was the successful candidate for the Repository Manager position.

Ellen Silbermann was the successful candidate for the Administrative Services Specialist position.

The Collection Strategist position has just completed the on-site interviews.

Two postings for the Metadata Management Librarians have closed.

Business and Entrepreneurship Librarian position is being created.

We still need to fill: Hartford campus Library Director; Avery Point Library Director, Digital Scholarship, Humanities & Social Sciences Librarian; Head of Library Technology Services, AUL for Collections & Discovery and Special Collections Research Services Assistant

### Announcements:

Anne responded to a concern raised from the November meeting regarding the process for securing a research carrel in the library. She outlined the process as it currently stands and provided a document to the committee as a reference. (*Attachment #1*)

Iddo Ben-Ari commented that he thinks the assignments are too long and the application period is too short. Suggested a rolling application period. Thomas Briggs understands the two year term for the graduate student carrels because it coincides with the timeline for graduate program.

Anne agreed to investigate more with Sara Harrington.

No other announcements.

### Subject Liaison Support—S. Harrington, K. Fuller & J. Livingston

See attachment 2 for presentation.

Ed Neth asked how much information about the planned expansion for Stamford had reached the library. Anne replied that she has had discussion with Terrence Cheng and was aware of the needs this will present.

Break out groups were formed to talk about the question prompts that were outlined in the presentation.

Some of the feedback from those sessions were as follows:

Jill Livingston's group suggested creating short video models. Faculty could partner with this. There is a need for interdisciplinary support. Help with copyright issues. PhD program directors have a good sense of what the students need and use.

Sara Harrington's group discussed how research interests have become more involved and varied. Different ways of accessing information such as video and audiobooks. There can be a challenge to the library to provide those resources. Faculty is excited that the library is investing in open source. They still value print collection for research. Undergraduates need to understand the production of knowledge. Faculty values how library staff shows students what we can do here.

Lauren Slingluff's group talked about the importance of access not only in packages and ILL, but the need for support with helping students with open access. Maybe a consortium to support open access. Should not only be published but easily discoverable.

Amy Dunbar noted that change is hard if it's you need something for tenure.

Iddo commented that you just have to start somewhere with open access.

We'd like more student input. Anne noted that we lack a user experience librarian but we have done some student assessments.

Thomas Briggs said a social environment should not be undervalued either.

Dylan Nenadal commented that the library is a central place for studying and to get away from distractions. He also suggested adding more power outlets on the upper floors.

Ed Neth-From both a chemistry and regional campus perspective.

1. Chemistry: help with interlibrary searches, obtaining materials from outside UConn  
Help with online teaching, course reserves for specific topics
2. Help with training graduate students in literature searching – chemistry, medical, etc.  
Help in choosing which journals are the most important for the research done at UConn
3. Evolution from paper to digital and increasing demands for effective online searching, database access.
4. Journal access (personal note: support for open-access materials)

From the regional campus perspective: helping students with effective searching through databases – strategy and implementation

Anne indicated that we have plans to reach out to student groups with these or similar questions.

Meeting adjourned at 1:43pm.

Respectfully submitted,

Kristen Jones

Assistant to the Dean

February 21, 2019

This document summarizes information about research carrels and group study rooms in HBL. Thanks to Kim Giard, and Barbara Mitchell in Access Services for providing information.

#### Research Carrels in HBL:

- Assigned by application, application period is one week before and after the fall semester begins
- Are assigned to eligible applicants (graduate students, honors university scholars, faculty and visiting scholars, emeritus). Eligibility requires that they are working on research projects requiring extensive use of library materials.
- Applicants willing to share carrels are given priority
- There are 163 carrels. The numbers of research carrels vary per user group, as follows:
  - Graduate students: 95
  - Honors and university scholars: 24
  - Faculty and visiting scholars: 21
  - Emeritus: 7
  - Per diem carrels: 16
- Carrels on the perimeter of levels 2, 3, and 4
- Assignments expire on May 15<sup>th</sup> of their final year
- The length of carrel assignments vary by user group, as follows:
  - Doctoral students: two calendar years
  - Master's students: two academic semesters
  - Honors and University scholars: two academic semesters
  - Faculty and Visiting Scholars: two calendar years
  - Emeritus: five calendar years
- Renewals are initiated by the Dean's office. If the Library is able to accommodate renewals, the following guidelines apply: doctoral students are eligible for a one time one-year renewal, faculty and visiting scholars are eligible to renew in two-year increments, and emeritus are eligible to renew in three-year increments.
- Carrels are provided with a desk, chair, and power
- All carrels were in use during the 2017-2018 academic year. There is a waiting list.

Policy and Guidelines linked from [this page](#).

Contact: Kim Giard at [kim.giard@uconn.edu](mailto:kim.giard@uconn.edu)

#### Group study rooms are:

- Available to all UConn students
- Include tables, chairs, whiteboards (students must bring their own whiteboard markers)
- There are a total of 36 group study rooms, seating variously from 2 to 18 people
- Located in HBL on floors B, 1, 2, 3, 4
- Available from opening until 2 hours before close daily
- Reserved online up to 3 days in advance for 1 to 3 hour slots (max. 2 reservations/day), keys are checked out from the iDesk
- Used 8,227 times during the 2017-2018 academic year

Policies and FAQ linked from [this page](#).

Contact: Barbara Mitchell at [barbara.mitchell@uconn.edu](mailto:barbara.mitchell@uconn.edu)

# Subject Librarian Support: A Presentation for and Conversation with PLAC Members

Kate Fuller  
Sara Harrington  
Jill Livingston  
February 27, 2019



## Presenters

- Kate Fuller, Head, Reference and Curriculum Services
- Sara Harrington, Associate University Librarian for Academic Engagement
- Jill Livingston, Head, Research Services

# The Role of UConn Library

The UConn Library exists to serve the needs of students, faculty, staff, and researchers in their scholarly, academic, and research work.

The library does this in three primary areas:

- By providing access to a wide variety of information resources necessary for academic research and teaching;
- By providing the spaces necessary to hold the resources and the staff, and by extension providing a space, primarily for students, to interact with and synthesize information;
- By providing critical instruction and guidance in the skills students and scholars need to efficiently and effectively find, organize, and manage information.
  - Definition by Dean Anne Langley, UConn Library

# Opening the Conversation

- We want to become the right library for UConn
- To do that we want to continue to learn about the work of students and faculty, and how subject librarians can efficiently and effectively support that work
- The coming year is a year of reflection for the library; we will be reaching out to engage you and your departments in conversation

# The UConn Library exists to support teaching, learning, and research

- Here are examples of what subject librarians do:
  - Building collections of books, databases, journals, and other resources in online and print format
  - Offering reference assistance, such as live chat services
  - Meeting with students and faculty in research consultations about student assignments, theses and dissertation, faculty research, etc.
  - Creating online guides in subject or theme areas
- Teach workshops on specific topics such as plagiarism or research data management



## Subject librarian services, continued

- Coming to your class or offering an instructional session in the library about information literacy, helping with citation management tools, etc.
- Co-teaching and other collaborations such as supervising undergraduate internships, co-authorship of systematic reviews, research data management consultations, etc.
- Supporting new modes of scholarly communication and scholarly publishing such as collaborating on digital projects, working together on open educational resources like textbooks, offering digital repositories for openly available scholarship

# A Changing Information Landscape

- Information needs are changing due to the amount of information available and transformations in scholarly practices and publication
- Increasing complexity
  - More information is now being made available through more formal and informal channels, 'information overload' is a risk
  - The needs are changing and becoming more complex and require different kinds of library support and engagement

# Evolving Subject Librarian Roles

- Now, subject liaisons are engaged in the 'art of the find'
  - Knowing that most people can find 'the easy stuff' on their own, subject librarians help find and navigate the more difficult-to-find resources
  - Using skill sets to design and offer research support services
  - Often time-consuming
- Subject librarians connect library collections, services, and spaces to curricular and campus priorities

## Strategic Focus

- With limited resources the Library must be strategic in its focus, prioritizing at the intersection of demand and impact
- We would like to hear from PLAC members about how best to focus our efforts
- We have provided a few topics for discussion, choose a few to focus on in your conversations

## Breakout Instructions

- If possible, break out by broad discipline (Arts and Humanities, Social Sciences, Sciences)
- Appoint a recorder to take notes, which the library will collect
  - Library staff members present can serve as recorders
- Appoint a reporter to share the group's feedback

# Breakout Question 1

Thinking about your own experience and the experiences of those with whom you work and interact:

- What services that subject librarians offer do you use at the broader disciplinary level (arts and humanities, social sciences, sciences)
- In specific departments?
- With undergraduates, graduate students, and faculty respectively?

## Breakout Question 2

Thinking of your own experience and the experiences of others with whom you work and interact:

- Describe some effective and efficient ways you have worked with subject librarians to find, evaluate, and use information.

## Breakout Question 3

Thinking of your own experience and the experiences of others with whom you work and interact:

- How has your research, and how have your research needs, evolved over the course of your career?
- Where is your work going in terms of its relationship with information, and how do you see that changing over time?
  - New areas of focus include digital scholarship, research data management, and scholarly profile/identity



## Breakout Question 4

Thinking of your own experience and the experiences of others with whom you work and interact:

- What would you prioritize as the most important library services overall in your disciplines and for your communities?

## Report Out and Open Feedback

- What is one thing from the discussions of the breakout questions that you want to communicate and share?
- What feedback would you like to share that the questions didn't cover?
- Is there anything else you would like to share?
- Thank you for your participation and feedback!
  - Feel free to follow up with Sara Harrington at [sara.harrington@uconn.edu](mailto:sara.harrington@uconn.edu)