

**UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON UNIVERSITY LIBRARIES**

The Faculty Council on University Libraries met at 9:00 a.m. on Monday, **December 16, 2002**, in the Smith Room (Suzzallo 324). Chair Geoffrey Sauer presided.

PRESENT: *Professors* Sauer (chair), Berry, Kerr, Lavelly, Martin, Schepp, Sullivan, Sutton and Wilkinson;
 Ex officio members, Ogburn, Sercombe, Ullman and Wilson;
 Regular Guest Charles Chamberlin, Deputy Director of Libraries;
 Guest Steve Hiller, Guest: Steve Hiller, Head, Sciences Libraries, University Libraries.

ABSENT: *Professors* Brown, Chance, Moy and Zick;
 Ex officio member Fuller.

Approval of minutes

The minutes of November 25, 2002 were approved as written.

A Brief History of the Smith Room – Betsy Wilson

Wilson said the Smith Room is named for Charles Wesley Smith, who wrote the first book on Pacific Northwest Americana, and was the Director of Libraries from 1929-1947.

The Smith Room was not part of the original Suzzallo Library; it was part of the first addition to the Library in 1935. The Smith Room is located behind the southern apse of the Graduate Reading Room.

The Smith Room originally housed rare books and the Pacific Northwest Collection. Special Collections was also housed in the Smith Room for many years.

The panels in the Smith Room are made of fir and are restored to their original stain. The new dark wood furniture was inspired by seeing furniture made for the University of Chicago; there are many subtle carved Gothic features in the chairs and tables in the room. The tables can be configured in a great many ways to accommodate either an intimate or a larger gathering.

The large aesthetic murals document the history of, and migration to, the Pacific Northwest. (A council member noted that in the mural depicting Suzzallo Library and the University, a campanile, or bell-tower, is shown behind the library. Wilson said both the campanile and a northern apse were planned but not built, which turned out to be fortuitous in the light of structural necessities when Suzzallo was seismically retrofitted.)

Discussion about the Draft Accreditation Report (Libraries section) – Steve Hiller, Head, Sciences Libraries, University Libraries

Hiller said the University will undergo a major accreditation review in 2003. The site visit will take place on April 8-11.

The evaluation team will be comprised of 10-15 people in different academic areas. The chair of the evaluation team will be the president of the University of Arizona. It is not known who the other members of the team will be. But it is supposed that they will be from institutions similar to the University of Washington. The states involved in the particular accreditation process of which the UW is a part include Washington, Oregon, Alaska, Montana, Nevada and Utah.

Hiller said there is an accreditation handbook containing all standards and procedures employed in the accreditation process.

The University is doing an institutional self study, Hiller informed the council, that is “the most significant part of the accreditation process.” The intent of the self study is to improve, not just to evaluate, what exists in the Libraries. “The self study is conducted in order to see what our own goals are; the study focuses on undergraduate and graduate education. We want to see how effective our educational programs are. And we want to get a sense of our financial and physical resources.”

Hiller said the steering group has a member from FCUL and that during the 2001-02 academic year the group focused on student objectives, and was led by Deborah Friedman, Associate Provost for Academic Planning.

Hiller said the “Standard Five – Library and Information Resources” handout:

- delineates the “Purpose and Scope” of library and information resources, which is chiefly “to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution’s mission and goals”;
- describes “Information Resources and Services,” which are “sufficient in quality, depth, diversity, and currency to support the institution’s curricular offerings”;
- suggests that “Facilities and Access” are “adequate for library and information resources, equipment, and personnel,” and that these resources, which include collections, “are readily available for use by the institution’s students, faculty, and staff on the primary campus and where required off-campus”;
- suggests that “Personnel and Management” are “adequate in number and in areas of expertise to provide services in the development and use of library and information resources”;
- explains that “Library and information resources planning activities support teaching and learning functions by facilitating the research and scholarship of students and faculty”;
- lists “Supporting Documentation for Standard Five, including, among the 14 required exhibits: policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding; statistics on use of library and other learning resources; assessment measures to determine the adequacy of holdings, information resources and services to support the educational programs both on and off campus; formal written agreements with other libraries; and studies or documents describing the evaluation of library and information resources”;
- and states, of the “Educational Program and its Effectiveness,” that “Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.”

Hiller said the initial draft of the self study was completed in July 2002, and revised in August. It was sent to the steering group in October 2002, and is awaiting comments. The second draft is what the council is seeing. “We will reduce the length of the draft,” said Hiller. He said the University needs to distribute the self study in February 2003.

Hiller said a major goal of the self study was to make its content clearly understandable to those who are not a part of the Libraries. Another major goal was to “evaluate our own performance.”

Hiller said, “We *will* be accredited, but this is a chance to see where we are at present.”

Asked whether the University take the self study seriously, Hiller said, “Yes, the University *does* take it seriously. The University wants to be seen as an integral part of the Northwest community, and there is a strong emphasis in the self study on showing interest in undergraduate education, a high priority in the community. Hiller said that work on the self study also brings people from different parts of the campus together, “which is fairly unusual.”

Asked about areas of concern, Hiller referred the council to the handout, “Libraries Self Study – Areas of Concern.” As regards facilities, “Most library facilities are still centered around housing physical collections and do not provide the types of spaces that students need or libraries can use for learning and

scholarship.” As regards collections/information resources, “Our ability to effectively support research (including graduate education) has eroded during the past five years as institutional funding for purchase of information resources has not kept pace with increased costs. And flat funding has not given us the flexibility to support research in new fields, new graduate level programs and emergent interdisciplinary research.” As regards learning outcomes and information literacy, “There is no consistent approach to developing library and information literacy skills in the curriculum.” As regards salaries, “The UW Libraries has an extraordinary staff many of whom are recognized nationally for their expertise and contributions to the profession. However, salaries for librarians and other staff are not competitive either nationally or locally.” In conclusion, “The two standards where institutional compliance is questionable do not require enhanced or new funding but rather a change in organizational culture and an expanded effort to provide a learning community where skills and expertise associated with finding and using information are integrated effectively into the educational process.”

Asked about the Libraries’ involvement in new programs, Wilson said, “UWILL is one such program, and already is in place.” And she said there are other new programs the Libraries is involved in, such as the ORBIS/Cascade Alliance mentioned in the October 28th council meeting. Hiller said, “We’re mostly looking at graduate level new programs; undergraduate programs don’t have as much impact.”

Asked about standards, Hiller said, “The standards we deal with are those of the institution. It is important to remember that the institution is undergoing accreditation review, and not the Libraries.”

Hiller said the Libraries is engaged in curricular development and faculty partnership with information resources personnel. But there is not, he added, “a consistent approach to developing library and information literacy skills in the curriculum.”

As for the Libraries’ participation in the review process, Hiller said, “The council’s representative on the steering group should be a part of the process.” And Wilson added, “We’d love to see the Libraries’ liaison specialist be a part of the review process as well.”

Kerr said, “You may want to have copies of totally new courses. And the library liaison would be on top of new appointments, and *is*.” Wilson said, “That includes courses, programs and faculty appointments.”

Hiller said, “The other education piece – that of information literacy: making certain that students can find library resources and use them effectively – is key. Students want more. And they know the importance of using resources in getting more. They know that using such resources is a lifelong skill.”

Wilson said, “We’ve done a lot in this area, but there are no common courses that undergraduates take. In a decentralized institution it is an ongoing challenge to make sure that students have the appropriate exposure to such library and information resources: to make them aware of what they need as pre-majors, and, again, as majors. We do have a couple of Information 220 courses for general students. We’re trying to go at it in different ways.” Sutton said, “It’s hard to do this out of context, however.” Wilson agreed: “It has to be done in context, whenever possible. It has to be integrated. Stand-alone courses are not the most effective way.” Hiller said, “Multiple approaches work best, yes.”

Hiller said, “I’d very much like to have your comments on the self study draft. You can E-mail me at hiller@u.washington.edu. He referred the council to the three-page handout, “Library and Information Resources,” which contains highlights culled from the much longer document.

Wilkinson asked, “What’s the difference between the branch libraries and the ‘collection’?” Wilson said, “The branch libraries contain discrete, stand-alone collections: such as Physics-Astronomy or Chemistry, and the natural sciences.” Chamberlin said, “The East Asia Library is an unusual stand-alone library with a discrete collection. They order directly from publishers and do their own cataloguing, whereas the branches are connected to the main collection organizationally and functionally.”

Asked about contact with Computing and Communications (C&C) in the self study process, Hiller said, “We did consult with C&C.”

Agenda items for future FCUL meetings

Wilson said University Archives will be ready to visit the council on February 3rd. Ogburn suggested that Scholarly Communications would be a good item to address in Winter Quarter. And Sauer asked council members to send him any ideas they have for future agenda items, either by E-mail (geoffs@u.washington.edu) or at future council meetings.

Report on the “Rose Report”: FCUL reorganization

Sauer said a couple of faculty councils (the Faculty Council on Research is one) will participate in the trial period of the reorganization of the faculty councils into University Councils. FCUL will not be among those involved in the pilot programs.

Next meeting

The next FCUL meeting is set for Monday, January 6, 2003, at 9:00 a.m., in the Petersen Room of Allen Library.

Brian Taylor
Recorder