

UNIVERSITY LIBRARY BOARD

Minutes, meeting of March 5, 2001

Present: Heisch, Branz, Wu, Klingberg, Whitlatch, Loomba, Rickford, McNeil, Barnsley, J. Reynolds (guest), L. Dorosz (guest)

1. Heisch announced that Patricia Breivik will not be able to be with us today. We introduced ourselves to Alison Barnsley, new student member of the ULB (M.A. program, Industrial Studies).
2. The minutes of Feb. 19 were distributed and approved as corrected.
3. We discussed information competency with Lee Dorosz. Provost Goodman has been talking about freshman scholar seminars and his interest in our students' competence with modern information tools. In freshman seminars faculty would teach small sections of content-based courses to ca. 15 freshmen, about subjects faculty are passionately involved with their scholarly lives. At the same time, library resources would be made good use of. At Milwaukee, these seminars were taught by volunteers as an overload (there is a much lighter teaching load at UW-M). The seminars are graded, for baccalaureate credit, but there were no common course activities; arts faculty participated more than science faculty there. Some courses counted as part of degree requirements. Faculty were paid to attend required four-day orientation workshops (summer). Thirty-five sections were offered at the start of this program over 900 freshmen opted for them in the current year. Fall seminars resulted in greater retention rates than did spring seminars.

Provost Goodman intends for these to begin here in the fall of 2002, probably without linking them to General Education at this point. About 2500-3000 freshmen are expected to matriculate each year. We talked about how such a freshman scholar seminar program would affect student programs and faculty assignments. We also discussed how librarians' information competency expertise might better be integrated into degree programs across the campus, as well as in the projected freshman seminars. We understand that information competency standards may be higher and more consistent in the 100W courses; there is very little commonality among the SJSU undergraduate degrees and consequently no logical "home" for instruction in information competency goals as part of the program planning agenda. English 1B is a likely place for building in good library assignments.

We are concerned about threats to a library collection that is not actually used. Advanced GE courses required feedback/practice and writing based on library use, but increased use of the Web (as distinct from more scholarly print sources) creates a new set of problems. It may be possible to incorporate information competency skills into freshman seminars along with 100W and English 1B. We learned that the attrition rate (20%) of transfer students is about as high as that of freshmen (22%), so transfer students could probably benefit from "freshman" seminars, too. We reviewed some transfer, persistence, and

graduation data. Dorosz suggested that more work on general information competency could contribute to the broadening of students' otherwise fairly narrow technical interests.

4. On April 2 we will hear about the Science 002 course from Vida Kenk.
5. Whitlatch distributed copies of the draft of "Information Access at SJSU" to be presented to the Senate. We should read and be prepared to comment on this at our next meeting. The document is to help obtain support needed for enhancing library collections.
6. Whitlatch reported on today's meeting with the Associate Deans, where library weeding was discussed, along with the "myths" of "lack of space" and potential for careless discard of valuable/useful items. Careful review of the lists of potential discards was stressed at the meeting of associate deans.
7. We adjourned at 4:10 to attend a reception in honor of search committee members and recent librarian hires.

Respectfully submitted by recording secretary,

David McNeil, Professor and Chair
San Jose State University, Department of History