Library Council Minutes

February 4, 2016

Agenda:

1. Introductions and announcements

2. Library Strategic Planning (David Pavelich and Sarah Griffin)

3. Update on construction projects (Ann Elsner)

4. Documenting Student Protests at Duke (Valerie Gillispie)

1. Introductions and announcements

Lisa Huettel, Deborah Jakubs, Naomi Nelson, Tim McGeary, Jehaine Geith, Bob Byrd, Leonard White, Adrienne Krone, Tara Bansal, Tom Witelski, Tom Hadzor, Charlotte Clark, Valerie Gillepsie, Danette Pachtner, David Pavelich, Ann Elsner, Sarah Griffin, Gil Merx.

Deborah Jakubs: Different days library council? We used to have it on different days. Any thoughts on how to make sure we get the most numbers here?

Skype or teleconference possibility? Breakfast? Next semester in the fall, we’ll alternate days.

1. Library Strategic Planning (David Pavelich and Sarah Griffin)

We wanted to show you who the other members are – Joyce Chapman, Elena Feinstein, Jeff Kosokoff, Heidi Madden, John Pormann, Bill Verner, Sarah Griffin, Ann Elsner, Michael Greene and David Pavelich. We have members from different departments and libraries on campus. All members are really dedicated. We’ve had discussions that have been passionate and provocative. We wanted to ask you some questions, take notes to take back to meeting next week.

We had a previous plan which can be looked at. We had seminar on research libraries. They were meetings with staff about the future of libraries, with topics like the library within Duke University. How do you think your work or focus will change in the next 5 years? What will you do more or less of? Think about resource needs.

Framework for Duke University’s strategic planning (goals)

Simplified timeline for the committee:

August 2015: committee formed, Fall 2015 work focused on wide ranging discussion

January 2016: intensive work to conceive of top level directions

February 2016: staff engagement, advisory boards

March 2016: incorporating feedback, drafting sections of the plan

April 15, 2016: strategic plan completed and submitted to Executive Group

Questions prepared: in five years’ time, what will the Duke University Libraries have done to make ourselves indispensable for your research and teaching?

Mentor relations: The library seems to be key in that process

Individual research mentoring. More students are going to be asking research librarians to figure out their research needs. Charlotte, your staff is very good at curating, so I can imagine students are going to be putting together portfolios of things having help curating that for the right audience of high quality would be excellent? There could be an easy way of a librarian being added for certain components in various portfolios.

Some of what have been faculty roles will become librarian roles – research librarians, subject librarians. They can be really valuable partners in figuring out things. Support of CIT – I would not be teaching the way I am now without CIT (Len White)

One of the questions – what could librarians be doing less of to make more time to have a mentor role?

Masters students could be trained to become mentors instead of TAs. Graduate students could have a different path.

Tara: Setting the idea that students have no idea what research is available. Maybe make a requirement that teams need to meet with subject librarian? Integrating classes with required resources from the library?

David: Other question – five years from now, how will your students approach learning, research and expression? What can the libraries do to be prepared to support their way of writing?

Training and guidance, thinking about a new way of getting education

Ann: where is Career Services with Pebblepad?

Student’s ability to collaborate across geography and access info from other libraries is so different than it used to be. I think that the amount of time students will be looking beyond these walls will increase exponentially.

Last thought: Faculty have Scholars@Duke. Do students have something comparable? Some PhD students are being put into scholars (software/web). At this point we’re trying to get Faculty in it. Students may be more receptive to it.

David: we would love to come back and talk to you once the document is solidified a little bit.

3. Update on construction projects (Ann Elsner)

For those of you routinely on campus if you have questions about constructions at the libraries.

West campus: obviously you are in our big construction project it’s at the end of the punch list (Rubenstein library). December we had a slew of mini projects that included: 1st floor Perkins redesigned and relocated library service desk, combining access and delivery with research and instructional services desk. Consolidated desk to provide a full array of services. Final phases: missing furniture, lights, etc, on its way. It functions. That was the trade off to getting everything done over the 3-week period of winter break. By mid-March/early April it will be completed. The student perspective is that there is a true consultation space that is staffed.

On the 2nd floor of Perkins and Bostock there’s been some work. Moving Data Visualization and Digital Scholarship staff to offices that were administrative. A lot of the spaces that had been previously assigned have been reopened for use for students looking for spaces to study. Project will wrap up end of this month. Former Data/Vis space we are turning that into the graduate dissertation and writing lab. Some of the construction has already taken place. Majority of changes will be from furniture. Unassigned open carrels. Grad students will be assigned a mobile locker. There will be a suite of sit/stands as well as traditional seating.

East campus: completed initial feasibility study for Lilly renovations. That has been presented. Meetings with university administration have taken place and ongoing questions about full scope and scale of project are coming up. We are starting a fundraising effort. Thanks to Tom, we have a few funds. The scope and scale has not been finalized nor has the timeline. It will require extensive fundraising.

4. Documenting Student Protests at Duke (Valerie Gillispie)

Student protests at Duke have been documented in the archive from 1959-1989. It is on our website (<http://guides.library.duke.edu/duke-student-activism>) and is fully searchable. By the end of next year, it will be completed.

Today, we are going to talk about student activism at Duke. There’s been a lot going on this fall as you know. We are going to discuss how we’ve documented in the past and how new technologies and events are changing how we do that.

Our first evidence of activism dated from 1989. In 1948, a petition was sent to the faculty of the divinity school in which students are asking for Duke to be desegregated.

The Gay Morning Star was published by the Gay Student Alliance in 1973.

Today, we’re also collecting digital records - web archiving from 2010-present using Archive-It. We collect born digital records (word, excel, google docs). We now have the capacity to accept the collections just like you would have access to paper records.

We are getting student organizations to donate records to our collections. We’ve made an effort to reach out to these groups. We’ve connected with UCAE, social media tweets and Facebook posts. Student group records are shared so people can see what kind of things we have.

We have a website just for student groups. there is a link where students can fill out a form indicating what they have. We can then follow up and start the process of pulling together info.

We’ve come up with YOLO (Your organizations Live On). One of the activities we’ve done are pop-ups. We will set up a table related to a theme, we have candy, buttons, etc. and try to talk to students a little bit, let them know what we do. We had 5 popups in the fall, through that we had 80 substantive conversations with students.

New challenges collecting activism without a central organization #DukeEnrage. They don’t have a leadership structure. they have a tumblr page. We’ve been careful to only share information that is public, not personal social media without someone s permission.

How do we account for historical gaps? The University Arhives need to be seen as a trustworthy repository for materials, a place of inclusion, a place of activity and responsiveness, not dry and dusty archives, a collective resource.

In addition to YOLO, we have an upcoming Bass Connections course - The Construction of Memory and Duke and in Durham, using memory studies. This group will be looking at the ways Duke memorializes and tell stories through symbols. They plan to come up with recommendation to Administration about how to be more inclusive. Valerie is serving on Trask’s committee on Julian Abele as a resource to the Task Force on Bias and Hate Issues.

Duke University Archives’ history fellowship program to start in the fall. Students can apply to be a fellow and focus on one area of underrepresented history. At the end of the year, they’ll have a public presentation about what they have discovered. It will provide a more nuanced version of the University. It’s a pilot based on program at George Washington University.

A lot of undergraduate groups are represented. We’ve gotten some records from the Divinity School and some others. Same challenges with grad students that we have with undergrads. They’ve thought about making it mandatory for student groups to provide information for the archives in order to get funding.

For UGSG, there’s the potential to ask student groups to provide items to the university archive.

Adjourned at 1:01 pm