

CARLETON UNIVERSITY LIBRARY

Minutes

LIBRARY COMMITTEE OF SENATE

Date: Thursday, November 25, 2004
Time: 2:00 p.m. – 3:30 p.m.
Location: Room 360k, Library

Present: Leslie Pal (Chair), Martin Foss (University Librarian), Aleksandra Bennett (Faculty of Arts and Social Sciences), Anita Hui, Library, M.H. Ogilvie (PAM), Pamela Armstrong (Library), Xin Wang (Faculty of Engineering and Design), Michael Weiss (Science), Susan Weston (Graduate Student member), Carl Neumann (Undergraduate Student member), Committee Secretary (Ann Newton, Library)

Guest Speakers: Linda Rossman (Associate Librarian), Ingrid Draayer (Head, Access Services)

Observers: Library: Laura Newton Miller, Flavia Renon, Heather Berringer, David Sharp, John Kelley, Ewa Sokoloski, Susan Jackson, Colleen Neely, John Warren, Wendy Sinclair, Janice Scammell, Elizabeth Knight, Gilles Monast, Melody Mastad

Geography and Environmental Science: Steven Prashker, Michael Fox

Norman Paterson School of International Affairs: Vivian Cummins

1. Adoption of the Agenda

Motion to accept the agenda as circulated: moved by A. Bennett, seconded by P. Armstrong.

Carried.

2. Approval of the Minutes of the Meeting of April 7, 2004

Motion to accept the Minutes as circulated: moved by A. Hui, seconded by P. Armstrong.

Carried.

3. Business Arising

There was no business arising.

4. Report from the University Librarian

4.1 Budget

M. Foss reported an increase of \$900,000 in the overall Library budget for the 2004/2005 fiscal year - \$300,000 in base funding and \$600,000 as fiscal or one-time monies. Of that total, \$730,000 was allocated for Materials and \$170,000 was deposited to our other accounts, such as Technology Renewal. The Library has never had base funding for updating technology in the Library. Major bills (materials, electronic products and journals) have not yet been paid. These invoices are usually received in late January.

The Library received \$3,000,000 (outside of the Library budget) for expenditures relating to the Learning Commons. A portion of that money will be used to finance the purchase of digital backfiles.

M. Foss provided details about the high density storage facility that will be built to accommodate slightly more than 1,000,000 volumes. The Library is actively engaged in the planning for this facility, i.e. layout, shelving, and materials that will be relocated to this space. Our counterparts at the University of Ottawa have expressed interest in obtaining space in this facility. Negotiations with them are currently underway.

M. Foss also briefed Members about the master plan for the development of the Library.

In response to a comment from Les Pal, M. Foss stated that, given a choice, the Library would have chosen to have additional floors built on the extension.

The Chair questioned where the Storage Facility would be located. M. Foss stated that it will be attached to one of the new arenas that are being built as part of the Physical Education complex. It will be L-shaped, approximately 10,000 square feet in size, and will feature high density industrial shelving.

Flavia Renon and Laura Newton Miller have been assigned to this project.

In order to acquire feedback from students about the Learning Commons and related issues, Susan Weston, a Member of the Learning Commons Task Force, facilitated a focus group (graduate students). Concern for the environmental specifications of the storage facility, i.e. relocating books to an area adjacent to a rink, was one of the issues raised by this group.

M. Foss informed S. Weston that the environment in the storage facility would be far superior to the environment in the Library. A separate HVAC system will be installed in this area. The parameters for humidity, temperature and ventilation tolerances are much tighter than they are in this building.

L. Pal asked if the materials would still be accessible. M. Foss informed the Chair that they would be available and that the intention was for rapid turnaround time for items requested from Storage. Monographs will be provided promptly, and articles from journals will be sent via document delivery from that site.

Professor Bennett stated that it was rather sad that the Library's new storage facility was essentially an extension to a facility that would serve a completely different purpose, i.e. a rink. It was also regrettable that the environment in this new space would be better than that which currently exists in the Library. M. Foss advised A. Bennett that part of the master plan would include an upgrade of the HVAC in this building. One of the benefits of a master plan is the potential for attracting donor dollars. In reply to A. Bennett's question, M. Foss said that the architects were expected to submit their plan by the end of January 2005.

M. H. Ogilvie posed the following questions:

- what criteria will be used to select the materials that will be re-located to the storage facility;
- will input from faculty be solicited;
- and
- what are the implications with respect to serials.

M. H. Ogilvie commented on the importance of being subject-matter sensitive when developing the criteria for determining what serials would be transferred to storage.

M. Foss stated that the Collections Committee was presently engaged in developing the criteria. Subject supervisors will consult closely with faculty in their respective departments.

S. Weston recommended consultation with Ph.D. students.

Anita Hui assured Members that consultation with faculty and students would take place.

Ewa Sokoloski questioned whether Management had considered hiring additional staff. M. Foss said that it would be impossible to run what is essentially another library without an increase in staffing.

M. H. Ogilvie stated that it was inevitable that some materials selected for placement in the depository would require access by faculty (e.g. a long range of serials) and questioned whether it was anticipated that

there would be occasional faculty or reference student access to the shelves.

Flavia Renon informed M. H. Ogilvie that there would be a consultation area in the storage facility and that faculty could arrange in advance for runs of journals to be removed from storage for easy accessibility. Since it is a high density unit, retrieving a number of monographs - organized by size rather than call number - would pose a greater challenge. On the other hand, selecting and setting aside runs of journals would be significantly less problematic. M. H. Ogilvie stated that F. Renon's comments indicated sensitivity to the issue, which was a good start.

Alek Bennett expressed concern about

- size as a criteria, noting that sometimes thin volumes contain material that is intellectually more relevant than fatter resources;
 - M. Foss' reference to the storage facility as another library;
 - separating items like Command papers, which come in various shapes and sizes;
- and
- the human factor, i.e. something must be done psychologically to ensure that staff in the storage facility are not cut off from staff in the Library, and that their workspace includes all of the amenities.

In response to issues raised by A. Bennett, M. Foss stated that a more appropriate term for the storage facility might be the annex. Flavia Renon reported that the annex/storage facility would include washroom facilities, a kitchenette, and as many windows as possible. A. Bennett recommended rotating staff, and compared an assignment in the storage facility with being transported to Australia.

In reply to S. Weston's query, M. Foss stated that the expected date of completion of the storage facility was September 2005, and that by then staff will have identified materials that will be transferred to that location.

L. Rossman stated that the public would not be able to walk up to the shelves and remove a book. The material will be kept in boxes. All access will be by a forklift. Staff who retrieve the material will be trained in safety measures and strapped into the forklift. L. Rossman reiterated earlier comments made by Flavia Renon about the aesthetics of the facility and noted, in particular, that the consultation area would be pleasant and well-furnished. Numerous discussions on the subject of the HVAC have been held. In response to A. Bennett's remarks about the human factor, L. Rossman advised Members that at the University of Guelph and Western staff are invited to apply for these jobs. Staff who have environmental sensitivities are told not to apply. According to L. Rossman, Library employees at Western are very enthusiastic about

working in the storage facility. Carleton is using Western as its model, and intends to improve upon that example.

Melody Mastad expressed regret about the decision to create a Storage Building, in lieu of expanding the Library. Also, having lived through many supposed improvements in the Library's HVAC system, Ms. Mastad was not convinced that the HVAC system in the Storage Building would be "that wonderful".

M. Foss responded to M. Mastad's second point, by stating that a large, open space was much, much easier to control than one with multiple floors, enclosed rooms, etc.

P. Armstrong spoke about

- the isolation that was felt by Technical Services staff when they worked in the St. Pat's building
- the negative effect that this separation had on collegiality.

W. Sinclair asked whether the Storage Facility would be open on weekends. M. Foss stated that the hours of operation had not yet been determined.

5. Proposals for Revisions to the Library's Fines and Replacement Policies

Ingrid Draayer summarized the 'Proposals for Revisions to the Library's Fines and Replacement Policies', a document (Appendix A) that was distributed prior to the meeting. [A second document, "Chart Outlining Fines and Replacement Policies in Other Canadian Academic Libraries" (Appendix B) was not included in the formal Minutes of the November 25, 2004 meeting, but it was sent to Members and may be printed separately (File name: CanUniFines best copy).

M. H. Ogilvie asked if the Library had a policy that dealt with individuals who succumbed to illness between the time a book was signed out and the due date. Ms. Draayer stated that fines were forgiven for illness (with a medical certificate) and other extenuating circumstances.

L. Pal then called for a motion on this issue.

It was MOVED (Aleksandra Bennett, Pamela Armstrong) subject to Approval by Senate, that the "Proposals for Revisions to the Library's Fines and Replacement Policies" be passed, effective immediately, but pending review by the Senate and approval by the Board of Governors.

THE MOTION WAS CARRIED.

6. Learning Commons – Presentation by Linda Rossman

Prior to the presentation on the Learning Commons, L. Rossman distributed three documents to Members: “Planning for a Learning Commons”; “A University Learning Commons”; and “The Service Hub of the Learning Commons”. See Appendices C, D, and E for issues that were discussed during L. Rossman’s report.

At the conclusion of L. Rossman’s presentation, the Chair opened the floor for comments and/or questions. A. Bennett then distributed copies of the document “Questions from Y.A. Bennett, FASS representative” (Appendix F).

A. Bennett expressed positive comments about the Learning Commons concept, but was concerned about the implementation aspects of this initiative. A. Bennett then read, into the record, the information contained in “Questions from Y. A. Bennett, FASS representative”. See Appendix F.

Alek Bennett then requested that, as part of the consultative process, an interim meeting of the Library Committee of Senate be held between the dates that the architect’s plans are received and before implementation actually begins.

The Chair suggested that A. Bennett’s questions would fall into three categories, namely space, consequences or collateral damage, and process. The Chair asked if the questions could be addressed by category. A. Bennett agreed.

L. Rossman stated that more information about space would be available by January. A. Bennett expressed concern about statements made by L. Rossman in opening remarks, i.e. “time pressures”, “time constraints”, “breakneck speed”, “so little time”, “and tight deadlines”. A. Bennett stated that many of the people seated behind the Members table were miracle workers and not much short of gods as far as some of her students were concerned. Given the magnitude of this undertaking [the Learning Commons] it seemed to A. Bennett that staff needed to be given time to do things properly, to move things safely and to maintain the integrity of the material that would remain in the Library. L. Pal stated that the Library was really at the cusp of acquiring the information that was needed to respond to most of A. Bennett’s questions. L. Pal requested that A. Bennett’s questions be tabled in the Minutes. L. Rossman informed Members that the Task Force report would be given to Alan Harrison, Provost and Vice-President (Academic) and Martin Foss in January. Following its approval the architect would finalize the master plan, of which there would be three or four options. L. Pal recommended that a dedicated meeting to the Learning Commons be scheduled for a time when it is clear that we have the appropriate information to answer questions raised in the Bennett document. The Chair also suggested that Ann Newton book a room that contained the equipment for visual presentations and that would accommodate a larger audience.

7. Other Business

There was no other business.

8. Adjournment

At 3:35 p.m., S. Weston, seconded by A. Bennett moved that the meeting be adjourned.

**Proposals for Revisions to the Library's Fines and Replacement Policies
Presented to the Senate Library Committee
November 25, 2004**

Introduction

During the implementation of the Library's new computer system (2001-2002) some policy changes were dictated by the parameters of the system (for example, a monetary sanction where privileges are suspended when over \$10.00 is owed replaced the sanction of 3 overdues used in our old system, CUBE). Other policy changes had to wait until the Circulation Department had worked with the new system long enough to understand its full functionality and its implications on fines and other Library charges. There are still problems remaining from the CUBE days which were never adequately addressed. We are now ready to introduce further policy changes.

1. Lost Books and the Problem of "Book Rental"

When a book is 42 days overdue it is declared lost and the patron record is debited for \$95.00 (\$65.00 replacement charge, \$10.00 non-refundable administrative fee and \$20.00 maximum overdue fine) If the patron returns a long-overdue book the patron record is credited for the \$65.00 replacement charge and the patron is left with a \$30.00 charge. This is often used as a form of "book rental": "lose" the book for a term or more, get billed or even pay \$95.00, "find" the book, return it and get \$65.00 back. This is a cheap way to have the indefinite use of a library book and ensuring that nobody else can have access to it.

Proposal: Increase fine to \$1.00 per day at 31 days overdue

Fines would remain 0.50 per day for the first 30 days, then increase to \$1.00 per day for the next 30 days to a maximum fine of \$45.00. This would help prevent "book rental" and increase the chances of books being returned before the replacement stage when they are declared lost. Advance email notification would warn of the fine increase at 31 days. An alternative is to increase the overdue fine to \$1.00 per day, but we are not in favour of this because it penalizes those patrons whose books are only a few days overdue and we are trying to reach only the worst offenders.

Proposal: Increase time a book is considered lost to 60 days

Items would be declared lost when they are not returned within 60 days. Increasing the length of time from 42 days to 60 days will help reduce "crediting" when books are returned later than the usual transfer times (all unpaid Library charges are transferred to the student accounts in Carleton Central two weeks before the end of each term). Much staff time is taken up investigating "lost" books and crediting the student accounts for very late returns. By 60 days overdue the maximum fine would be up to \$45.00. We believe that the pressure of the fine increase to \$1.00 per day at 30 days will lead to a reduction in "lost" or long-overdue books.

2. Replacement Costs

We would like to institute a replacement charge that more realistically covers the actual costs of re-ordering a book for the collection, in terms of both book price and the staff time involved. Our \$65.00 replacement charge for a lost book has not been changed since 1993 and no longer reflects the average replacement cost (\$75.00 for an academic book). At present, a patron can “lose” an expensive science or art book valued at well over \$100 and pay \$75.00 (\$65.00 replacement plus \$10.00 processing fee) to get the book for a bargain price. Introducing the actual cost of the book is the most equitable option for both less and more expensive items.

Proposal: Change from a standard charge to actual cost of replacement

Most Canadian academic libraries have set their lost book charge at the actual replacement cost of the book. We would like to move from charging a standard flat rate (presently \$65.00) to the actual replacement cost in Canadian funds. The cost of replacement plus a \$20.00 processing fee would automatically be added by the system when the item is 60 days overdue.

Proposal: Increase processing fee to \$20.00

We propose renaming the \$10.00 non-refundable administrative fee a “processing fee” and increasing it to \$20.00. This reflects the average processing fee at most Canadian academic libraries.

3. Recalls

It is often very difficult to get a patron to return a book requested by another patron. Some patrons ignore our appeals made by email and telephone to return recalled material, and we are forced to resort to our only recourse of adding a \$50 charge to their accounts. We feel that the \$50 charge should be reserved for the worst offenders and want to introduce a recall fine when a recalled book is overdue, as is the case at most other academic libraries. This should apply more pressure and see the books returned sooner. We know that there is a certain amount of “book rental” when a book is recalled: the book can’t be renewed and so the patron pays the overdue fine in order to keep it.

Proposal: Charge \$2.00 per day on overdue recalled books

Institute an automatic \$2.00 overdue fine once the book being recalled is overdue. If the book is not returned by the fifth day, a \$50.00 reinstatement charge may be added at the discretion of the Head of Access Services. Email notification would warn of the increasing overdue fine and potential \$50.00 charge.

4. Refunds/Credits/Disputes

Some academic libraries have established a time frame within which financial disputes must be settled. At Carleton there has never been a limit on the time in which a patron could receive a refund or complain about a fine. Students have been known to return years later (usually when they need their transcripts) to have us look into a fine or other charge that has been sitting unpaid in their student accounts or to return a long-overdue book the Library has already replaced. Because our system only keeps detailed information on

finer for approximately 8 months, we feel it is important to establish deadlines for refunds or inquiries into problems. The task of retrieving old paper records also takes up considerable staff time. Some libraries have instituted a refund policy of diminishing returns: the longer it takes to return a book the less money is refunded.

Proposal: Place a time limit of 1 year on refunds or credits

In order to receive a full refund or credit patrons must settle any disputes or problems with their accounts within 6 months of the date of the bill. After the return of a long-overdue book the refund or credit would consist of the cost of replacement minus the overdue fine and processing fee. Partial refunds would be given for up to one year. There would be no refunds or credits and no investigation into problems older than one year. The System keeps detailed information (time and date book was checked out, where it was checked out, when it was renewed and returned) for about 8 months, and most information is lost after one year.

Ingrid Draayer, Head of Access Services

PLANNING FOR A LEARNING COMMONS

Notes for Senate Library Committee
Nov. 25, 2004

Why it got started & when.....

- Long-standing Library request for masterplan
- Long overdue need to refurbish library
- VP support for LC

What is a LC?

- definitions & models
- Terms of Reference
- See also VP announcement, University Learning Commons Oct. 21/04 paper

Who's involved

1. LC Task Force
 - Members & ex officio members (VP, Dean of Student Affairs, Manager of Construction Services)
 - 4 subcommittees: Student Input, faculty Input, IT, Learning Support services

2. Input from
 - Students: 4 focus groups
 - Faculty: faculty-wide meetings & questionnaires (FASS, PAM), CIE, FYS, input from Science, Engineering
 - Library staff – update sessions, Internal Committee
 - Library Consultant review of Library Service Points
 - Visits to other libraries (U of T, U Waterloo, U of Guelph, Dalhousie, U of Calgary, Seneca College, U of Ontario IT, University of Guelph/Humber)
 - 3 lecture/ presentations with U of Guelph CIO Mike Ridley, geared to LC Task Force; CU community; Library staff
 - Issues identified....integrity of collection, Storage building, relocation of staff offices and collections, affect on service points, timing, IT support, Who's included in LC, governance of LC, faculty use of LC, population served (grad, undergrad), need for group studies, noisy vs. quiet zones

3. Architect

- Sydney Browne, Architect, Diamond and Schmitt
- Masterplan exercise – ongoing – report due after final report of Task force
 - Issues identified..... physical deficiencies of building & elevator, stairwell traffic, undersized windows on upper floors, etc

Timelines:

- January: concept of LC raised
- April: LC Terms of Reference approved
- Late May: Library Masterplan architects chosen
- May-June: LC Task Force members chosen
- June 29: Info Commons 101 conference
- July: approval for Remote Storage Building, planning starts
- July/August: LC & Storage site visits, literature search, research best practices, web site development

- Sept. 9 to date: biweekly meetings of Task Force
- Nov 24: draft reports of subcommittees received
- Dec. 2: discussion of final report draft
- Dec. 22: final Task Force Committee meeting to discuss report
- January 10: final report to VP and UL
- by January 31: Library Masterplan Report due
- January/February: LC Implementation begins
- Summer 2005: expected transfer of materials to Remote Storage Facility
- By September 2005: opening of Remote Storage facility
- By September 2005: opening of Basic Learning Commons

How to find out more

...Announcement memo from University Librarian Martin Foss & Vice President Alan Harrison

...PR – Carleton Now, Charlatan, Carleton Magazine, Ottawa Citizen

...web site http://www.library.carleton.ca/learning_commons/index.html

handouts:

A University Learning Commons (Oct. 21 paper)

Beaumont Conceptual map of LC

Browne: Components of a LC

Survey results after Ridley lecture (Library Staff, Faculty)

Draft report of Student Input subcommittee: focus group results

Library Learning Commons Committee: Internal Report, Nov. 24, 2004

Learning Commons IT Task Force Report, Nov. 21, 2004

Prepared by Linda Rossman

Nov. 25, 2004

A University Learning Commons

The idea of a Learning Commons was developed at Carleton in response to the following:

- The lack of dedicated space on campus for students to work and study together;
- The consequent feelings of alienation and impersonality experienced by many students as evidenced in several Carleton-based studies (Retention Report);
- An increasing emphasis on active learning and collaborative learning within many disciplines;
- The increased importance of IT in research – which allows students to do their library research at a distance, but also prevents them from getting the guidance they need to use these resources appropriately;
- The proliferation of “information commons” and “learning commons” in universities across North America.

While there are many differences among the various versions, in its basic form, a Learning Commons is a physical space, centrally located on campus, where students can work individually and especially in groups; there are thus both quiet and public work areas, pen-and-paper space as well as computer workstations, professional and peer assistance, and a range of student support services. The Learning Commons typically extends the notion of ‘one-stop shopping’ by providing a place on campus for students to meet as members of a shared community, to work together collaboratively and informally, to study or complete assignments as a group, to find research resources as well as answers to specific technical and / or reference questions, and to access at least some of the learning support services offered on campus.

Among the features currently considered for inclusion are the following:

- Modular tables and chairs that can be easily moved to allow for small or larger groups of students working together
- Adaptable computer workstations equipped with the appropriate technologies for research
- Adjoining classrooms, for research-oriented and learning skills-oriented sessions
- Integrated service desks staffed by specialists who can answer resource, research and computer-related questions
- A range of student support services offering one-on-one consultation and drop-in services
- Peer assistants dedicated to helping students navigate the various learning and support services (possibly as co-op placements)

The Task Force is currently in its initial planning stages. At this point, we would very much value your input. We want to know how you and our students might use such a facility in the light of current or projected

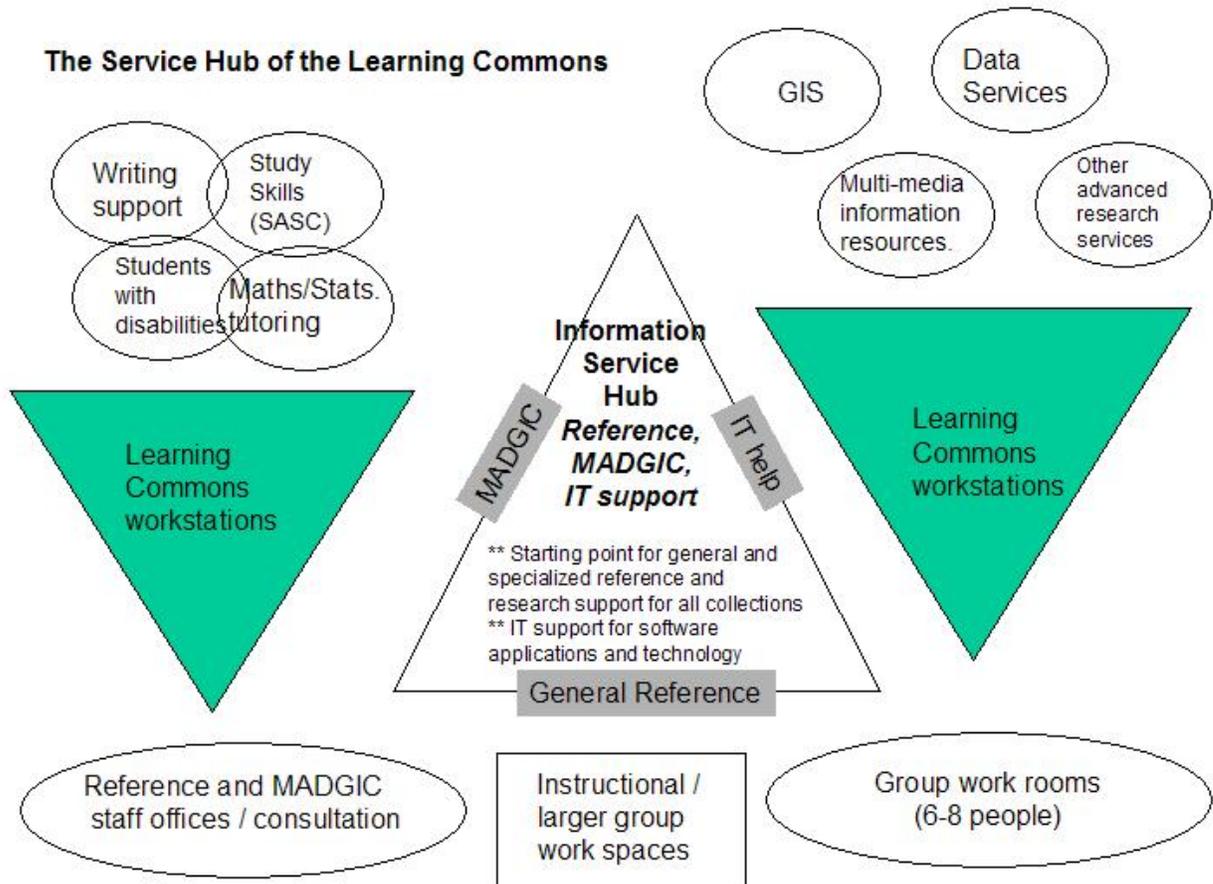
assignments and curricular demands. We would like to hear your thoughts about the relative advantages of wireless technologies; possible uses for adjacent classrooms (say, to offer instruction on research and IT usage); the kind of learning support services that would be most usefully sited in the Commons; the kind of study and work space most useful for students; and especially, more imaginative uses for the space envisioned.

www.library.carleton.ca/learning_commons/index.html

Aviva Freedman, Co-chair, Learning Commons Task Force
October 21, 2004

APPENDIX E

The following diagram shows the relationship between components of the Learning Commons. Many details need to be addressed in moving towards this model. Not the least of which is the proximity of reference, documents and map collections to the service hub.



If it is not possible for MADGIC services to be part of an integrated, collaborative service hub and have all the documents and maps collections close by, then the following should be considered:

- Reduce to size of the open stacks documents collection by moving selected items to storage; and

Transfer monographs (especially those co-published by a government entity and private publisher) in the circulating collection with LC call numbers. This would have the support of many reference staff who feel that the non-circulating restriction is often artificial and detrimental to clients.

**Senate Library Committee
Meeting November 25, 2004**

Questions from Y.A. Bennett, FASS representative

The Architects must have been given specifications.

How much space have the architects been given at the front of the building?

- What have they been told about the size of the circulation/reserves area?
- Is that a reduction?
- What have they been told about the size of the reference collection?
- Is this a reduction?

How much space is being allotted to Inter-Library Loans? And where will it be?

Serials

- What have they been told about the size of the serials collection?
- What percentage reduction does that represent?

The Maps, Data and Government Information Centre presently occupies one whole floor in the extension and represents a third of the Library's entire collection.

What have the architects been told about the size of the final state of MADGIC?
What reduction does that represent?

Reduction

Given the intention to reduce the Library's collection in MacOdrum, where is the displaced material to go?

How much is to remain in the building? And if so where? Because what remains will be privileged.

With SmartLibrary – and all its possible users – how do we propose to deal with increased pressure on what is available in MacOdrum?

Storage – how much is to go to storage? How much in MacOdrum? And how much in the new facility?

Access to storage materials – what frequency of retrieval? Will it be possible for students and faculty to retrieve directly at the site?

What is the time frame for the Learning Commons? Is this a phased operation?
How much is to be completed by next September?

Will the Library undertake to consult with Faculty with respect to the reduction and reorganization of the collection and services?

There is a need to be mindful of the interdisciplinary nature of much of the material. For example Canadian Studies draws on many areas such as Political Science, Law, Public Administration, Literature, Geography and History. There needs to be wide consultation between and among Subject/Area Supervisors in the Library and Faculty.