LAC Minutes
June 29, 2017

Present:  Gail Barton, Gerald Chaudron, John Evans, Sylverna Ford, Jill Green, Shanika Jones, Elizabeth McDonald, Perveen Rustomfram, James Singleton, Lee Slack.

Absent:  Shelia Gaines, Bess Robinson

Guests:  Frankie Perry, Barbara Thomas

1. **Lost and Found Policy – S. Ford**
   The Library’s Lost and Found policy was reviewed several weeks ago. Changes have been made to the existing policy. Please read over the handout and send any additional comments to the Circulation Department. The handout on the Lost and Found Policy is attached to the minutes.

2. **Multi-Term Registration – Off the Table – S. Ford**
   The University was considering moving toward multi-term registration. However, a number of issues have surfaced concerning multi-term registration so for now, the University will continue to do semester to semester registration.

3. **Academic Affairs and Student Affairs – S. Ford**
   **Graduation Office/Student Success**
   We have a new vice president for Student Affairs. He and the Provost have been looking at their organizations and determining where some changes need to be made. The Graduation Office is now under Academic Affairs and the Student Success Initiative is under Academic Affairs. This will not make a lot of difference in the work these units do but it will tie them more closely to academics.

4. **CLIR – S. Ford**
   The University Libraries has been invited to become a member of The Council of Library Information Resources. Members of LAC thought this would be a good idea. CLIR produces some very useful reports, offers professional development opportunities, and is an important organization nationally. We will join CLIR. The handout about CLIR is attached to the minutes.

5. **Collection Inventory Project – Gail Barton**
   There has not been a systematic inventory of the collections of the University Libraries for decades. The Collection Management Department has done an inventory on the juvenile collection. The Health Sciences collection, under the direction of John Evans and Rachel Scott, has also been inventoried. 6,400 items in that collection were scanned, 140 new items were created and 100 items were relabeled and moved from one section to another. We are proposing that Library Information Systems, Collection Management, and Research and Instruction
Services collaborate to invite library employees to participate in scanning for inventory starting this quarter. Employees will work in two-hour shifts once or twice a week. An informational meeting will be scheduled in the near future to give further details about the Collection Inventory project.

6. **Campus Level Searches To Be Launched – S. Ford**
   Three campus wide searches are going to be launched. The Provost’s office will be in charge of these searches.
   - Dean, Communication and Sciences & Disorders
   - Dean, School of Public Health
   - Associate Dean of University Libraries

7. **OASIS - S. Ford**
   Optimizing Academic Success and Institutional Strategy (OASIS). An organization of colleges and universities which focuses on student success will hold its meeting on campus July 12 and July 13. The UofM is an OASIS member institution.

   A handout was given to council members describing high impact practices and definitions related to the US News Rankings. These are some of the factors used for the US News rankings of schools. The handout is attached to the minutes.

9. **Position Titles – S. Ford**
   Positions in the libraries typically have a classification and a position title. Currently, Banner only lists positions by the classification. In the library we may have positions with different titles but the same classification. An LAII is a classification and we have several of them in the library. They typically have different internal titles because they have different job duties. HR is now saying we must use the banner titles when we post a vacant position. That means that an applicant will not be able to distinguish one LA2 from another. For people outside of the library, it also looks like we have many duplicate positions. To improve clarity about our positions, I’m working with HR staff to establish meaningful titles for our positions.

10. **Updates on Library Searches – S. Ford**
    - **Collection Development Librarian**
      Candidate, Julianne Newberry will be interviewing on July 10 and July 11.
    - **Music Librarian**
      Candidate, Joshua Aldorisio, will be interviewing on July 13 and July 14. Candidate, Vandy Pacetti-Donelson will be interviewing on July 26 and July 27.
• **Research and Instructional Services Librarian**
  Two of the RIS positions have been filled. The 3rd position will be filled soon.

11. **Additional Agenda Items**

**Budget Request for fiscal year 2017-18.**
The Provost has informed us that none of our budget requests were funded because we had a large carry forward in funds. This large carry forward of funds was due to vacancies in the library which we have not been able to get approval to fill until recently.

12. **Announcements**

**Gerald Chaudron**
There have been several women in the library proselytizing about the World Mission Society of God. I have informed them that this is inappropriate in the library.

**S. Ford**
We need to place a “No Soliciting” sign at our front door. We will review the libraries policy on soliciting and get it posted.

**Frankie Perry**
I am on the Harriet Montgomery Achievement Committee. Please consider submitting your coworkers when our area, Academic Affairs, is designated for this award.

**Gail Barton**
Our Lantern delivery is having problems getting in the back gate. I have notified James Singleton about this. Police Services did not answer their call on Saturday.

**James Singleton**
Police Services has been notified about this. They were aware that the gates were out of order on Saturday.

**Jill Green**
  - Bi-weekly time sheets are due Friday July 7. Remember that the July 3 and July 4 are holidays. Leave reports are due July 5.
  
  - Student Assistant Contracts end tomorrow, June 30. If you want to rehire any Students Assistants for July1 through the rest of the summer or the fall please let me know.
S. Ford
You can assume that your current year student worker budget will be at least what you had for 2016-17 fiscal year.

James Singleton
- The remote storage keys have been changed. Key fobs should still work. A sub-master key will be stored in the Administrative Office and can be checked out as necessary.

- The shelving from the Math Library is beginning to be installed on the 4th floor in the Special Collections stacks.

Meeting Adjourned: 10:24 am
Minutes Finalized: July 19, 2017
University of Memphis, University Libraries’ Lost and Found Policy and Procedures

Policy Statement:

The University of Memphis, University Libraries Lost and Found Policy and Procedures apply to the University Libraries system comprised of: McWherter Library, the Health Sciences Library, the Music Library, and the Lambuth Campus Library. The McWherter Library Lost and Found is located in the Circulation Department. Branch libraries (Music, Health Sciences and Lambuth) maintain a Lost and Found within the branch. All lost and found items will be kept in a secure location until they are either claimed by the owner or turned over to the ID Center or Police Services.

Procedures

1. Lost items should be turned-in to staff at the Circulation desk at all University Libraries locations as soon as possible, but no later than the end of the business day on which they are found.

2. If lost items cannot be turned-in to the Circulation Desk right away, they should be kept in a secure area accessible only to library personnel.

3. Circulation staff will record all items turned in, on the Lost and Found log sheet at the time they are turned-in.

4. The logbook, in each library, should document the disposition of Lost and Found items from the time they are turned-in until the time that they are either returned to the owner or otherwise removed from the responsibility of the University Libraries in accordance with these established procedures.

5. After the item has been recorded on the log sheet, it is added to the Lost and Found of that library.

6. The log sheet is to be filled out completely and accurately. Information requested in the logbook will help to ensure items are accounted for and also help to make sure they are returned to the rightful owners.
7. Purses, wallets, phones and other items with apparent monetary value should be given to the department head or senior staff member immediately after they are logged in.

8. The department head or senior staff member will attempt to locate the owner using information contained in the item and/or in the ILS, if there is identification available.

9. Completed logbook sheets will be kept on file at the location where filled out.

10. Items of value such as wallets, purses, keys, backpacks, and electronic devices that are logged into the Lost and Found are to be turned over to Campus Police Services within the same shift they are received.

11. If the department head or senior staff member is able to contact the owner, the owner should be told when the items are due to be turned over to Campus Police. After that time, they will need to go to Police Services to reclaim the item.

12. Items in the University Libraries' Lost and Found are to be kept in a secure place such as a drawer, cabinet, or room. When the area is locked, the key should be accessible only to those individuals authorized by the library department head.

13. Unclaimed U of M IDs in the McWherter Library Lost and Found will be turned over to the ID Center once a week on Friday.

14. Branch Libraries may either take IDs directly to the ID Center or turn them in to Circulation in McWherter Library by Thursday of each week.

15. In an attempt to ensure lost items are returned to the rightful owners, persons claiming items will be asked first to describe the items and then to provide identification.

16. Before an item can be released from the Lost and Found, claimants must sign and date their signature in the logbook.

17. Items in the Lost and Found that are not claimed by the end of each semester are taken to the Police Services. This transfer is to be documented in the logbook.
18. Any cash turned in to the Circulation Desk will be recorded in the log and given to the department head to be turned over to the Libraries' Administrative Office, within 48 hours. If unclaimed after 30 days, the cash will be treated as an anonymous donation to the University Libraries and will be deposited in the University Libraries Foundation Account.

21 June 2017
What’s Up at CLIR? A Lot.
CLIR, DLF, and our affiliates stay busy. Where we’re at right now:

Let’s Get Digital!
Our strategic programs harness technology to ensure sustainable preservation and broad access to items of scholarly value.

- The Digital Library Federation (DLF) now has over 150 institutional members; working groups, educational programs, and our annual Forum support a thriving community comprising hundreds of practitioners
- The Digitizing Hidden Special Collections and Archives program awarded nearly $4 million across 47 institutions in the first year following its transition from a cataloging grant program
- In partnership with the Antiquities Coalition and with support from the Mellon Foundation, CLIR is exploring the feasibility and technical prototyping of a Digital Library of the Middle East

Cultivating Tomorrow’s Leaders
Our professional development opportunities span the career ladder.

- Mellon Fellowships for Dissertation Research in Original Sources are awarded to PhD candidates conducting their dissertation research in archives and libraries around the world
- CLIR Postdoctoral Fellowships place recent PhD graduates in academic libraries, nonprofit institutions, government agencies, and other cultural heritage institutions; a subset of fellows focus specifically on data curation
- The Leading Change Institute serves mid-career library professionals over a week of seminars and workshops; alumni stay in touch through an active listserv and meetups

Don’t Forget the Burgundy
We publish new reports (called “burgundies” because of the color of the covers) all the time, but here are a few recent favorites:

- Keepers of our Digital Future, December 2016, an assessment of the IMLS National Digital Stewardship Residency program
- Getting Found: SEO Cookbook, May 2015
- One of our all-time bestsellers: the practical, nuts and bolts ARSC Guide to Audio Preservation, May 2015

CLIR + Friends
Our partners and affiliates deepen our constituency and enrich our conversations. Just a few:

- IIIF
- Open Repositories
- Code4Lib
- Taiga Forum
- NDSA
- Library of Congress
- IMLS
- NEH

Want to know more? Take a look at our enclosed Annual Report for more on CLIR’s programs and its people and/or contact Louisa Kwasigroch, lkwasigroch@clir.org.
Sylverna Ford
Professor & Dean of Libraries
University of Memphis

June 13, 2017

Dear Dr. Ford,

Hi! I’m Louisa, and I think it’s time for you to get to know CLIR a little better. Currently, over 170 institutions in the United States and around the world support our strategic programs and publications as annual sponsors. Won’t you consider becoming one of them?

Since our founding in 1956, we’ve seen unprecedented evolution in the higher education and information technology landscapes. Throughout, CLIR’s mission has remained the same: creating a culture of accessible information and preserving it for generations to come. We’ve enclosed a snapshot of our key programs, which range from fellowships to digitization grants to the increasingly visible and energetic Digital Library Federation. For a deeper look, check out our most recent Annual Report (encl.), which highlights achievements and milestones not just from the past year, but also from the past 60 years.

CLIR may be most well-known for our publications (often called Burgundies due to the color of the covers). We’re pleased to enclose a complimentary copy of *The Survival of American Silent Feature Films: 1912-1929* as a sample of our work; CLIR sponsors receive up to ten free copies of all CLIR print publications. Are any of our publications in your library?

As we look to the challenges of the future, from threatened cultural heritage in war zones, to preservation that keeps pace with rapidly evolving technology, to ballooning higher education costs in an era of budget cuts, CLIR remains committed to its role as a forward-looking, independent thought leader seeking to bring deliberate change to the world of higher learning. Our sponsor and member institutions are vital partners in this work; their contributions permit us to remain agile, neutral, and independent, and demonstrate to funders that our mission is supported and cherished by the community we serve.

We invite University of Memphis to join us in pursuit of that mission. In addition to our annual report and your complimentary Burgundy pub, we enclose a courtesy invoice for $4,000, representing your 2017-2018 CLIR dues. We are pleased to offer you a discount of $1,000 off our typical rate of $5,000. In a time of uncertain funding and budget cuts, CLIR commits to honor this $4,000 rate through June of 2020.

As Director of Development and Outreach, my focus is on making sure CLIR has a strong relationship with its constituents. I invite your feedback and questions, and please let me know if you would like to set up a time to talk about how CLIR can best serve University of Memphis.

All the best,

Louisa Kwasigroch
Director of Development and Outreach
CLIR + DLF • LKwasigroch@clir.org

P.S. If you’ll be at ALA Annual in Chicago, I’d love to meet up.
**What makes a practice “high impact?”**

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
- Structured Opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public Demonstration of Competence


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**High Impact Practices – Descriptions (AAC&U)**

**First-Year Seminars and Experiences**
A course intended to enhance the academic and social integration of first-year students by introducing them to essential skills for college success and a supportive campus community comprised of faculty, staff, and peers. FYSs often place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other crucial competencies. Some FYSs also feature rigorous discipline-based content.

**Honors Education**
Honors education is characterized by in-class and extracurricular activities that meet the needs and abilities of the students it serves through practices that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution’s culture and mission, and frequently occur within a close community of students and faculty (adapted from NCHC, 2016).

**Learning Communities**
The same groups of students taking two or more classes concurrently for academic credit and engaged in a substantial amount of time in common intellectual activities, within and outside the classroom, with intentional curricular connections.

**Study Abroad/Global Learning**
Study abroad is a credit-bearing experience incorporated into general education or college core requirements for a certificate/degree program. Curriculum includes field-based “experiential learning” in locations outside the U.S. with an emphasis on inter-cultural understanding and communication. Students apply what they are learning in a real-world setting and reflect on their experiences abroad as part of the course requirements.

**Writing-Intensive Courses**
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines.
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<th><strong>Technology Enhanced Learning</strong></th>
<th><strong>Work-Based Learning/Internships</strong></th>
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<td>Instructional practices that leverage digital technologies to enhance teaching and learning. (Digital technology is any electronic tool, system, device or resource that facilitates learning and improves student performance. Examples include, but are not limited to, social media, online games, multimedia, productivity applications, cloud computing, interoperable systems, and mobile devices. Digital technologies can be used to increase engagement, encourage collaboration, deliver support, and increase awareness and understanding.)</td>
<td>Work-based Learning represents credit-bearing experience that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships, practicums, clinicals, co-ops and similar experiences, integrated with a class or related to a major field of study, give students the opportunity to gain valuable applied learning and make connections in professional fields students are considering for career paths, while giving employers the opportunity to guide and evaluate talent (NACE, 2011).</td>
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<th><strong>Undergraduate Research</strong></th>
<th><strong>Service Learning/Community-Based Learning</strong></th>
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<td>Undergraduate research is an inquiry or investigation conducted by an undergraduate student that makes an original intellectual, scholarly activity, or creative contribution to the discipline and for which the student receives academic credit either through a course or independent study (adapted from CUR). Ideally, this process is project-based, collaborative, and publically disseminated or presented.</td>
<td>Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Curriculum includes structured field-based “experiential learning” alongside community partners, which reinforces course learning outcomes. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences.</td>
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<th><strong>Capstone Courses and Projects</strong></th>
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<td>Whether they're called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.</td>
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