These minutes represent a summary of the content and character of each meeting and are not meant to be an exhaustive list of the comments made. Also, these notes are an initial attempt to understand the academic issues on campus; we will return to gather additional information as necessary. Additional detailed information about academic programs and space needs is included in hand outs provided by the departments.

**ATTENDEES**
Kim Silbersack, UWM Libraries, Facilities  
Chris Baruth, UWM Libraries, American Geographic Society Library  
Jim Lowrey, UWM Libraries, Finance  
Craig Wesley, UWM Libraries, Human Resources  
Lisa Weikel, UWM Libraries, Public Service  
Janet Padway, UWM Libraries, Assistant Director, Collections  
Jerry Tarrer, UWM Libraries, Business Office  
Ewa Barczyk, UWM Libraries, Director of Libraries  
Helena Pycior, History Department, UWM Libraries Committee  
Susan Nelson, UWM Alumni Association  
Lindsay McHenry, Department Geo-sciences  
Ken Buelow, Graduate School  
Philip Parsons, Sasaki  
d’Andre Willis, HGA  
Kathryn Madden, madden planning group/Sasaki

**SUMMARY**

**A. Program**

1) Overview
   • Consolidated disparate libraries into one single library, which has multiple libraries within it: Music, American Geographic Society, Arts, etc.
• Libraries used now more than ever and collection continues to grow
• Remote storage is used (1.5 miles distant), especially for microform and little used materials; thought about compact shelving on 2nd and 3rd floors and floor loading does allow but would remove flexibility for public and possible reuse of space to reflect changing usage; some is used where feasible
• Move Library from being just a consumer of funds to more of a producer of funds (e.g. University of Illinois Chicago); last year SOIS and Libraries had a grant from the campus to provide information literacy for credit; should information literacy be part of core requirement
• Cost of resources is going up – 7 to 8% increase per year in last decade but zero growth in budget; impact of inflation estimated at $6 million in last decade.
• Pushing open access to resources

2) Programs/Use
• Learning Tech Center /CIPD in East Wing 1st Floor does not report to Library; faculty training
• American Geographic Society Library- large valuable collection given 30 years ago
• Faculty use café and lockable carrels (212) – most of the wood, higher quality ones are in use versus metal ones; PhD students also use these
• State-wide system for sharing materials works fine for physical items but greater demand for e-resources which cannot be shared unless purchased consortially; “One System, One Library” – trying to reduce duplication among 26 campuses and working to increase funding for shared electronic collection.

3) Staff
• Staffing level low compared to peers (using Chancellor’s peers of urban institutions comparable in size, there are no peers in System); reference ARL as to what it would take to achieve staffing and collection
• Staffing both Wings of the library is inefficient, like having two security access points

4) Growth Areas
• Greater increase in internet literacy – how to discern sources and use wisely

5) Technology

B. Physical Space Attributes

1) General Observations Campus Wide and Role of Library
• Distributed campus – raises questions of electronic access, instruction, and value of place related to Library
  - How would the library make resources available, especially to new faculty
  - For historians, old books are not on databases; books as artifacts not just information
  - Mandate “access to resources for success and retention” – Letters and Sciences take classes to library
  - Sciences – no course or department that doesn’t use library 2 to 3 times per week; not all material available online
- If Schools or Departments move to another campus - how would students get access, whether here or there, graduate or undergraduate; browsing important aspect making it difficult to order online; would rather keep central library even if instructors have move out to remote campuses (comments by faculty)
- Change mentality of students – primarily commuters externally, now would become internal commuters within the different campuses
  - UWM prominence has increased significantly over the last 10 years – looks better; 23,000 to 29,000 enrollment growth, campus is packed; death by a thousand cuts, however, where Madison benefits and other campuses do not
  - What is the identity of UWM as a research university, great urban campus, or just a cut above the community colleges
  - Columbia/St. Mary’s would be great addition
  - Large central library is typically the commuter living room; now with residence halls like Riverview further away, freshman need library the most; library instruction is happening at residence halls with living/learning program
  - Students prefer compact efficient campus, especially commuter students; remote campuses might be even less efficient

2) General Observations about Existing Space
  - 1967 West Wing built; 1974 East Wing built; 1987 northern addition to West Wing and add 4th floor; future phase add three floors to footings on Hartford Avenue; also footings for a 10 story book tower
  - Current plans are to implement $5 million Learning Commons on the 1st floor of the West Wing; program is based on user input and surveys; the West Wing will continue to be the security point for all floors east and west
  - State required private funding before they fund public component, which is unusual for a minor project (under $5 million)
  - Focus is on users not collections; sf per student is greater as they work in groups, spread out; social component to learning, need more comfortable furniture
  - Café is hugely popular; will move from East to West wings
  - With Learning Commons, displaced offices will be moved upstairs and displaced books will move to storage
  - Could open up some of East Wing to Learning Commons – how to maximize use of Library as academic hub

3) Needs:
  - Space, staff, resources

C. Collaboration and Community

1) On Campus
  - Writing Center, IT, tutoring, other services especially to undergraduates

D. Next Steps

1) Document meeting minutes
2) Return for field work, data collection, and additional meetings May 20-22.

3) Perform data and site analysis throughout the summer.

4) Present initial analysis findings in the fall

5) Library to provide HGA/Sasaki team with statistics and information
   - Number of seats by category (group study, single, etc.)
   - Number of volumes, media, etc.
   - Program for the Learning Commons

The information above will stand as recorded unless Sasaki receives written comments within five days of the distribution date from a recipient requesting an amendment.