UC SAN DIEGO LIBRARY STUDENT ADVISORY COUNCIL MEETING
OF FEBRUARY 24, 2015

Attendees: Akinchita, Cameron, Catherine (Library), Hannah, Ian, Jason (Library), Kymberly (Library), Lauren Guest: Kari Lucas (Library)

NOTES

I.   ***Welcome***

Catherine welcomed the attendees.

II.   ***Library Updates***

- Students now have access to 10,127 new titles from the "Music Online Jazz Music Library" and 779 new titles from "Silent Films Online." Both are from Alexander Street Press (http://search.alexanderstreet.com/). Also available are 888 new online monographs found in SocINDEX (https://libraries.ucsd.edu/info/resources/socindex-full-text).

- Kymberly and the staff who are responsible for the managing the Library's learning spaces have been quite active. Following regular requests from library users, two new adjustable-height tables have been deployed in the Geisel East Learning Commons. In this same area, an easel with personal whiteboards has been deployed. The easel is large, but mobile, the whiteboards are small. Individuals can each write their own responses or information on the boards, then share them with a group via the easel.

- The new Active Learning Lab in the Geisel East Learning Commons has opened (http://libraries.ucsd.edu/services/collaboration/). The room is an open-use space with configurable furniture available on a first come, first served basis. A projector allows you to plug in with your own computer. It does not require a remote and can be used with the control panel on the wall.

- The computer workstations (i.e., InfoStations) on Geisel 1st & 2nd Floor East have been removed or changed from sit-down to stand-up stations. Stand-up InfoStations are still available near the Geisel entrance, in the Geisel tower, and at Biomedical Library Building. Users may also be logged into the workstations in the Geisel West Learning Commons.

- The Library has sponsored or is sponsoring several events & exhibits this quarter and next, including Kazoo Day, several for Black History month including a panel discussion, one on Dr. Seuss' Hats, a sci-fi silent film event with the Clark Center for Human Imagination, and several organized by the Holocaust Living History Workshop. For more, see the Library's homepage (http://libraries.ucsd.edu/).

- Gatecounts: ○ Geisel gatecounts for late September through December were 497,441 in 2014 compared to 317,007 in 2013, an increase of a **57%!**
    - ○ For the entire calendar year, Geisel gatecounts rose 18% from 1,238,072 in 2013 to 1,461,855 in 2014. ○ Biomedical Library Building gatecounts for Fall term saw a slight growth of ~4.6% from 2013 to 2014. ○ BLB calendar year totals stayed fairly flat, increasing 1.3% from 262,820 in 2013 to 266,193 in 2014.

III. *Reserves Services Presentation***:** Guest Kari Lucas provided an informational presentation describing course reserves services, including what they are, how to use them, associated policies, and more. **IV.** *Library Strategic Planning*

The Library asked for help from the LSAC to develop the Library's 2015-2018 Strategic Plan.

1. Jason led the group through the first cycle of the Appreciative Inquiry approach (Discovery), which asks us to appreciate what is. Each attendee described his/her all-time best experience with the Library and what made that experience so positive.

   a. **Student 1:** Using study rooms, especially those on Geisel 1st floor with the added technology; display monitor serves as a central focus for the group; good for study groups; can focus better when you have your own enclosed room; fewer distractions; able to achieve the task at hand with space and equipment needed
   b. **Student 1:** Also, the people (staff): I returned a reserves book one time to the regular book return and got a $120 fine; I appealed and staff took care of it and were understanding, helpful, and nice
   c. **Student 2:** Agreed with **Student 1** that the staff are competent and friendly; he once needed help finding primary sources and went to RAD [Research Assistance Desk] and got the help he needed; staff were knowledgeable, passionate, excited about helping him and teaching him about resources; helped him understanding how to use databases too; service was quick and seamless; friendly staff added value to the experience; agreed that SC&A [Special Collections & Archives] staff are especially friendly and helpful, not condescending, and are able to explain things to you on your level
   d. **Student 3:** Gave example of using SC&A for a history class project; staff were nice, friendly, and seemed to enjoy their jobs; was neat to see the old books; very helpful at a time when students are really stressed out with assignments, finals, etc.; with the quarter system, you often need things/resources more immediately than on the semester system
   e. **Student 4:** After a class session that covered deep topics, I went to Geisel's 8th floor and was just able to reflect and explore my feeling, look at constellation books, and enjoy the great view

f. **Student 4:** I also love the study rooms, but prefer those at BLB (rooms are more often available and they have markers in them; the three-hour marker checkout is a pain)

g. **Student 4:** I like the *variety* in study environments across the library; each Geisel floor is different; I can choose the location that suits my needs at the time; there's good variety, but you still always know you're in a library; spaces can serve multiple purposes; it's important that the library looks nice and is in good working order; must maintain the infrastructure; I use it a lot more for studying than for resources/collections

h. **Student 4:** The Media Desk is great for its entertainment options; it isn't publicized well for what it offers

i. **Student 5:** Reserves are great; I don't want to buy a book if I won't use if that often; I can just use it in the library; the chemistry solutions manual is too expensive to buy

j. **Student 5:** The study rooms are where I like to study in a group; the whiteboards are useful; fewer distractions inside a room; can stay focused on your goal/task, especially because you only have reserve materials for a limited time

k. **Student 6 (by email):** Study rooms; once needed a group study room immediately and thought the process of reserving it was seamless, fast, and easy; helped him find an available room right away and get to work

2. Kymberly introduced the group to the second cycle of the Appreciative Inquiry approach (Dream), which asks us to imagine what might be. Goals 1 & 2 of the campus strategic plan, as well as its Strategies 1-5 and 10 (see appendix below) were read, followed by a general discussion of ways in which the Library could play a part in supporting the campus' new strategic plan -- either directly or indirectly. The intention was to stay away from implementation details, and to focus on current strengths and future promise. *[discussion to continue at next meeting]*

a. **Related to attendee responses in Discovery phase:** Study rooms, staff, collections/reserves, research assistance, study space

b. **New comments for Dream phase:**
   - Inside of the library is depressing and grey; the current condition of the library (drab color, aging furniture and equipment, etc.) is itself distracting
   - Aesthetics of Geisel Library interior don't match its cool exterior. Should be cool and modern, not drab.
   - Themed floors could be cool (spaceship, Dr. Seuss)
   - Group study rooms are important
   - Maintain variety across available spaces
   - Availability of textbooks/reserves
   - Library as venue for communicating campus resources (events, services, conferences, lectures, library events, etc.)
   - Curated listing of events across campus
   - Service that matches tutors with those needing tutoring; could collaborate with OASIS

V. ***What other strategies for gathering strategic planning-related input from students should we use?***

1. Online surveys delivered by email; must be less than 5 minutes in length; make a link online and post announcement in study rooms
2. Open posters for comment across the library
3. Present as agenda items at meeting of college councils

VI. ***Planning for the next meetings***

Will continue strategic planning discussion at next meeting.

VII. ***Spring Quarter meetings***: April 7 and May 19

SELECTED GOALS AND STRATEGIES FROM UC SAN DIEGO'S STRATEGIC PLAN

GOALS

#1 - Delivering an educational and overall experience that develops students who are capable of solving problems, leading, and innovating in a diverse and interconnected world

#2 - Cultivating a diverse and inclusive university community that encourages respectful open dialogue, and challenges itself to take bold actions that will ensure learning is accessible and affordable for all

STRATEGIES

#1 - Provide coordinated and comprehensive academic, professional, and career advising across all colleges, departments, and units
#2 - Rethink curriculum and pedagogy to improve retention and graduation rates and increase student and faculty engagement
#3 - Strengthen the connection between academic and high-impact co-curricular experiences
#4 - Evolve our campus culture by requiring actionable initiatives and measurable outcomes that enhance equity, diversity, and inclusion
#5 - Expand existing programs and implement new approaches that result in accessible and affordable learning for all

#10 - Strengthen community engagement and public service to increase the greater community's awareness of UC San
Diego's impact and role locally, regionally, and globally

➢ *[See http://plan.ucsd.edu/report/ for the complete UC San Diego Strategic Plan]*