Library Council Meeting Minutes

September 6, 2018

1. Introductions and Announcements

2. Understanding the needs of 1G students - Joyce Chapman, Emily Daly and Arianne Hartsell-Gundy

3. Agenda setting for this academic year

Attendees: Deborah Jakubs, Jimmy Roberts, Joyce Chapman, Emily Daly, Arianne Hartsell-Gundy, Chris Johnson, Jasmine Cobb, Tom Witelski, Bruce Caldwell, Mine Cetinkaya-Rundel, Tom Hadzor, Tim McGeary, David Hansen, Dracine Hodges, Ann Elsner, Naomi Nelson, Nayoung Aimee Kwon, Patrick Charbonneau, Phil Stern, Katryna Robinson (taking minutes).

2. Understanding the needs of 1G students - Joyce Chapman, Emily Daly and Arianne Hartsell-Gundy

The biennial student survey was distributed to a random sample of 4,300 undergraduate and graduate students and promoted through library websites and email lists in January and February 2018. A total of 2,381 students responded to the survey, 420 (18%) of them first-years. Of those, 178 (41% of first-years) identified Lilly as their primary library and 214 (53% of first-years) identified Perkins & Bostock as their primary library. Below is a synopsis of the areas where findings for Lilly and Perkins & Bostock (PB) first-year respondents differ from one another, as well as areas where findings for first-years differ compared to upperclassmen. “First-years” represents all first-year students combined. “PB” represents the responses of those first-years who selected Perkins & Bostock as their primary library, while “Lilly” represents the responses of those first-years who selected Lilly as their primary library. “UC” stands for “upperclassmen” and represents the average of all sophomores, juniors, and seniors.

**Key Findings**

**How frequently do first-years visit their primary library?**

PB first-years tend to visit the library a bit more frequently, though over 60% of all first-years visit their primary library multiple times per week.

* Lilly: 15% visit daily and 46% visit more than once a week. Only 18% visit once a month or less.
* PB: 19% visit daily and 50% visit more than once a week. Only 6% visit once a month or less.
* UC versus first-years: At PB, more UC visit on a daily basis: 32% compared to 19%.

**Satisfaction with primary library**

No first-years report dissatisfaction with either Lilly or Perkins libraries, though satisfaction is a bit higher with Perkins than with Lilly.

* Lilly: 18% are extremely satisfied, 66% very satisfied, and 16% are somewhat satisfied.
* PB: 26% are extremely satisfied, 65% very satisfied, and 9% are somewhat satisfied.
* UC versus first-years: UC at PB are just a bit less satisfied than first-year students – 16% are only somewhat satisfied and 1% are not very satisfied.

**Primary libraries**

One hundred and seventy eight (42%) first-years report that Lilly is their primary library, 214 (51%) report Perkins as their primary library, seven (2%) report Music as their primary library, and 11 (3%) report that they do not physically visit a library. Only 1% (7) of UC do not physically visit a library, while 93% (744) report Perkins as their primary library and only 2% (17) report Lilly as their primary library.

**Secondary libraries**

Ninety-five percent of first-years who report that PB is their primary library also visit Lilly at least twice a semester, and 15% visit the Music library at least twice a semester. Ninety-nine percent of those first-years who report that Lilly is their primary library also visit Perkins at least twice a semester, and 13% also visit the Music library twice a semester.

**What is most important to first-year students?**

Students were presented with a list of services and asked to select all of those that are important to their research or teaching. Virtually all services were ranked in the same order by both first-years, though somewhat higher numbers of first-years at PB ranked items as important than did first-years at Lilly. “Drop-in assistance at a service desk” is important to first-years at a slightly higher rate than UC, and ILL and other material delivery services are a little less important to first-years than to UC.

The top five items of importance to both PB and Lilly first-years are (% at PB / % at Lilly):

* Adequate quiet study space (96%/87%)
* Variety of seating options (84%/71%)
* Materials on reserve (53%/58%)
* Reservable project/study rooms (63%/53%)
* Drop-in assistance at a service desk (49%/46%)

Students at Lilly were asked whether several items were important to them that were not present on the list of items presented to PB primary users. For first-year Lilly students, 44% say that adequate scanning equipment is important to them, 41% say that lendable technology is important to them, and 29% say that streaming video is important to them.

**The degree to which services, spaces, and materials meet first-year students’ needs[[1]](#footnote-1)**

Most first-years feel that services, spaces, and materials are meeting their needs at both PB and Lilly. The areas in which we have the most room to improve at PB are as follows (the percent represents the categories “Does not meet my needs” and “Somewhat meets my needs” combined):

* Reservable project/study rooms (45%)
* Variety of seating options (45%)
* Adequate quiet study space (39%)
* Print book, textbooks, and articles on reserve for your classes (34%)

These are also the bottom four items for UC at PB, who feel even more strongly that these areas do not meet their needs. At Lilly library among first-years, the following four areas have the highest level of unmet need:

* Reservable project/study rooms (48%)
* ILL (39%)
* Variety of seating options (37%)

The areas in which the most PB first-years report their needs to be completely met are:

* Access to Duke Libraries special collections (80%)
* Drop-in assistance at a library service desk (76%)
* Delivery of books or materials from other Duke libraries/off-site locations (77%)
* ILL (76%)

The areas in which the most Lilly first-years report their needs to be completely met are:

* Adequate scanning equipment (82%)
* Drop-in assistance at a library service desk (77%)
* Print book, textbooks, and films on reserve (74%)
* Delivery of books or materials from other Duke libraries/off-site locations (74%)

**Expanded services**

Students were asked the question, “Library staff are considering offering or expanding the following library services. How much would each of the following improve your library experience?” Regardless of their primary library, first-year students have the same needs for expanded services. Their top needs (in order of importance) are:

1. More space for quiet or individual study (“a lot” = 72%)
2. More spaces for collaborative study (“a lot” = 63%)
3. More textbooks to check out for classes (“a lot” = 63%)
4. Better directional and informational signage for navigating the libraries (“a lot” = 50%)
5. Having books and other items delivered between east and west campus (“a lot” = 46%)

UC have the same top five needs in the same order at relatively same rates, except for signage. Instead, “different types of furniture” rank as their 4th highest need (“a lot” = 45%).

**The degree to which students are unaware of library services**

There are several marketing opportunities for library services among first-year students. Twenty-eight percent of first-years at Lilly are unaware that they can schedule assistance from library staff (compared to 17% of UC at PB and 19% of first-years at PB), 19% of first-years at Lilly are unaware of streaming video services, 18% of first-years at Lilly are unaware of ILL services (compared to 11% of first-years at PB and only 6% of PB UC), 13% of first-years at Lilly are unaware of the technology lending program, and 30% are unaware of data and visualization services -- though PB first-years and UCs are just as unaware of DVS-related services and he Libraries’ does not expect all students to either need or be aware of these services.

**Are Duke Campus and Duke Libraries a safe space for first-year students?**

A “safe space” was defined as “a place in which people can feel safe from discrimination, harassment, and any other emotional or physical harm.” Higher numbers of first-year students “strongly agree” that both the Libraries and Duke Campus are a safe space, compared to UC: for Duke Campus, 32% of first-years selected 5, compared to 23% of UC. For the Libraries, 64% of first-years selected 5, compared to 51% of UC. Almost all first-year students (94%) ranked the Libraries with a 4 or a 5 on a five-point scale (5 = strongly agree). Within each racial group, 90% or more selected either 4 or 5. Hispanic first-years agree strongly at the highest rate (80% = 5) and Asians at the lowest (57%=5).

**Please rate your level of agreement with the following statements**

Students were asked to agree or disagree with how well a series of statement about the Libraries fits their experience. For the most part, primary library does not change first-year responses to these questions.

* First-years are a bit less confident in their ability to use library resources than UC (average of 3.6 versus 3.9 on a five-point scale); only 17% of first-years “strongly agree” that they are confident, compared to 26% of UC.
* More first-years are unsure of how to begin their research for a paper or project (30% “agree” or “strongly agree” that they are unsure of how to do this, compared to 18% of UC).
* Forty-three percent of first-years either “agree” or “strongly agree” that they get confused trying to find their way around the library, compared to only 31% of UC.

3. Agenda setting for this academic year

Suggested Agenda Items:

• Provost attend a meeting? More activist role for the council?

• Lilly Project

• Shared Print Retention - collection themes

• Publisher-Journal Access and it’s impact on the budget as well as a discussion of the heterogenous use of journals/texts by department

• Brian Murray would like to hear more presentations about special functions the library performs, like the presentations on special exhibits we heard last year that he (and others!) particularly enjoyed

• William Johnson would like to take a field trip to the library service center " so as to understand it better. I am still interested in that. It would of course also be good at that field trip to hear more about how many of the books are shared with UNC/NCState, what are the policies for moving books there from Perkins stacks, whether there are digitization plans for parts of the collection, etc.”

• Librarian - Area Matching, perhaps discuss librarians visiting their assigned departments

• The “ecology” of programs that bring students to and through the library (a la Rubenstein scholars)

• What role the library can plan in reducing textbook and journal costs

• OIT-Library and related topics (website, “Scholars at Duke,” future IT plans, a discussion of the “State of IT at the Library”)

• Current ongoings at the Duke Marine Library

Meeting adjourned at 12:58 pm.

1. Percentages reported here only take into account the students who are aware of the service in question. [↑](#footnote-ref-1)