

San Jose State University Library Board Minutes

November 1, 2004 2-4pm

Attendees: Patricia Breivik, Edith Crowe, Miriam Donoho, Sandra Fischer, Allison Heisch, Pamela Jackson, David Parent, Bernice Redfern, Pam Richardson, Dayana Salazar, Judy Strebel, Wasin So and Blanche Woolls

Special Guest: Jo Bell Whitlatch

Missing: Ji-Mei Chang, Sampath Gadamsetty, Rachel Greathouse, Malu Roldan, and Andrew Wood

- 1) The ULB is still working on obtaining a representative from the Social Sciences and a designee for the Associated Students President.
- 2) Meeting minutes from October 18, 2004 approved with minor corrections. 6.b.7. shall read, “create a system of institutional repositories, refers to digital collections capturing and preserving the intellectual output of a single or multi university community.”
- 3) Demonstration of InfoPower online information literacy tutorial—Pamela Jackson
 - a) Pamela stated that drop down menus are to be added. This will permit teachers to sign classes up themselves. Also, the committee is considering making it standard practice to send results for each tutorial to faculty members.
 - b) Thus far not too many students are cheating by writing down answers, but it is a concern.
 - c) Blanche suggested developing a follow up test for three weeks after initial tutorial.
- 4) Discussion on ULB information literacy focus for the year
 - a) General Education Information Literacy retreat on Friday, October 29, 2004
 - i) ULB members Edith Crowe, Pamela Jackson, David Parent, and Jo Bell Whitlatch were in attendance. SJSU faculty members met in small groups to discuss integrating information literacy competency into the general education curriculum. Participants were very enthusiastic.
 - ii) Pamela J. commented that the opportunity for librarians to talk with faculty about using the library to fill curriculum needs is invaluable.
 - iii) Jo announced that one meeting outcome was revising general education learning objectives to more fully incorporate information literacy concepts. This does not mean adding to objectives, but strengthening and clarifying existing ones. A natural concern arose over adding to faculty workload.
 - b) Board members offered feedback on possible ULB information literacy actions:
 - i) The creation of an assignments database to give students chance to practice skills for specific assignments.
 - ii) The development of college specific templates to make the content more relevant to students in different departments. Patricia defined template as an opportunity for departments to look at what has been done, and see how it can

be tailored to meet specific needs. Then, a facilitator can hold a workshop to help faculty departments create their own templates, or modules.

- iii) 100W as a general education natural “gateway course” through which information literacy competency skills can be taught. Problems arise because some departments allow students to wait until senior year to enroll in it. Also, some faculty feel it is not their job to teach students how to write, Teaching 100W also makes it difficult for faculty to publish in a technical journal.
 - (1) Discussion arose as to how to revitalize this course so that faculty and students will be enthusiastic about being involved with it.
 - (2) Patricia asked the ULB to come up with specific target projects based upon this discussion for the next meeting.
- 5) Decision to cancel reference subscriptions was unanimously reconfirmed.
- 6) Initial thoughts on kinds of information faculty would want in a Library Academic Services Plan (Item 6.a.5.4)
 - a) A Library Academic Services plan means that the library will never have a situation where faculty will not know about funding in the library. Review will take place in 2007/2008. There are currently no other CSU library plans to use as models. We will be creating the national model.
 - b) Miki suggested ULB start by taking the program planning review chart (found online), and adapt it for our own needs. David added that a survey instrument is important to define specific library variables such as facilities, usage data, and whether people in positions are qualified.
 - c) Jo stated that we need to determine how faculty define library success. This will let us know what data we need to collect, and how to create a meaningful and efficient survey.
 - d) Miki offered that it is important to set specific objectives, and that this is an opportunity to praise what is good. This Academic Services Plan can then become a strategic plan.
 - e) Blanche stressed the importance of finding a way to measure student success, and feels that an outcomes based assessment is necessary. Miki added that a faculty success rate is equally important.
 - f) Patricia stressed that we must take into consideration the priorities of SJSU, and its mission statement. Miki said that the library can determine what these university wide goals are. Allison stated that the completed document can add to the extent to which the library is helping the rest of the university adapt.
 - g) Dayana feels that the ULB should start by looking at the university’s mission and the library’s mission. If we compare their strategic plans, specific items to focus on will come out. Users of the library are very broad, and all of these constituencies will need to be looked at. This is an opportunity to set direction for the next five years. If the template for the university doesn’t fit, then we do not need to use it. Starting from something is easier than starting from nothing. We can highlight our current successes, and make future projections.
 - h) Pam R. believes the plan needs a descriptive component. Data is probably already being collected. We could ask faculty how well prepared students are after

- exposure to library programs, web links, and materials. Tackling this from a variety of directions will help clarify our objectives.
- i) Wasin sees the importance of quantitative data to create effective assessments. He feels that survey is the best method for gathering data. Need to figure determine how best to design survey. There is data that the library already regularly collects such as what majors check out books, and the Student Needs and Priorities Survey (SNAPS). We also participate in the National Survey of Student Engagement (NSSE).
 - j) Patricia looks to focus groups as another source of feedback.
 - k) Jo will synthesize the information gathered here, and make recommendations for target projects. She will have a plan back to us by the beginning next semester, and the ULB will then work on a draft.
- 7) Future items
- a) Continued discussion on specific information literacy activities for the ULB to focus on in 2004/2005.
- 8) Remaining ULB meetings for AY 2004/2005 (ULB Binder, Tab 1)
- a) Fall 04: Nov. 1, Nov. 15, and Nov. 29
 - b) Spring 05: Feb. 7, Feb. 21, March 7, March 21, April 11, April 18, May 2

Minutes respectfully submitted by Judy Strebel on November 10, 2004