COLASC 2017 Faculty Survey Summary Report

Overview and Top Level Summary

History. In winter 2017, the Committee on the Library & Scholarly Communication (COLASC) conducted a survey of faculty regarding their use of online and print library resources, library services, and library resources for teaching. The survey also collected faculty opinions on the vision for a renovated Science & Engineering library.

Overall Summary. Overall, the main findings were that access to online journals generally seems acceptable but could be better. Over 50% of faculty reporting that they have experienced inability to get an article they needed at some point. However, UCSC faculty are problem solvers and so were able to get access through interlibrary loan (ILL) or other clever methods. Accessing books were more problematic than accessing journal articles, with approximately 72% of faculty reporting that they have needed a book that UCSC did not own or have access to. Again, most people (upwards to 90%) were able to get access through ILL, other online resources, or buying their own copy. Faculty raised good points about the challenges with the various online platforms for reading and reviewing materials, and COLASC suggests these would be good to delve into to see whether particular platforms are better than others. Another issue that became apparent is the challenge provided by the elimination of the book delivery service and drive up book return. Books serve particularly important research functions for faculty from Arts, Social Sciences, and Humanities and there appears to be a substantial burden gaining access to these materials for these faculty. COLASC strongly recommends examining what it would take to reinstitute both a book delivery service and/or a drive-up book return bin. Another service provided by the library is the generation of classroom-directed resource guides. Overall, faculty expressed clear interest in using these guides, with great variation in practice. There were some good ideas to make the guides useful, including to have librarians work in collaboration or consultation with faculty on designing/updating such guides, and to include more information on plagiarism. The format of these guides may be a good area for COLASC outreach to faculty in the future. With regard to the Science and Engineering Library, faculty placed high value on having space that was flexible so it could change as needed, and with current priorities being for quiet individual study, browsable print collections, and a cafe. Faculty expressed concerns about library mission creep to non-library areas, and in providing space to other units. Overall, faculty rated as low priority the use of the library for classrooms, yoga rooms, subscriptions to software, and highly visible learning space. These ideas suggest that examination of the library space inventory and mission might be useful, to ensure that everyone is on the same page. This section also highlighted that faculty want more ways to be engaged in library planning, mentioning possibilities such as focus groups, a designated faculty member from each department, or surveys initiated either by COLASC or the Librarian. This is another area that COLASC should look into.

Design and Responses. The survey was put together by a subcommittee of the 2016-17 COLASC, and administered online from November 2, 2017 to January 2, 2018. There were 361 respondents who answered at least the first question of the COLASC module, including Senate faculty and Unit 18 lecturers (Table 1). This number decreased to 316 by the last question, about the S&E library, but the relative distribution of rank and divisional affiliation stayed about the same. All responses were confidential and reported at the aggregated campus level for divisions.

Table 1: Respondent Profile		n	%
Division	PBSci	82	23%
	SOE	39	11%
	Social Sciences	99	27%
	Humanities	89	25%
	Arts	41	11%
	The Colleges	11	3%
	Total	361	100%
Rank/position	Full professors	172	48%
	Associate professors	62	17%
	Assistant professors	42	12%
	Adjunct professors	9	3%
	Unit 18 Lecturers	61	17%
	Other positions	4	1%

Below we provide a summary of each section, with key takeaway messages for each. The full survey is in Appendix 1.

1. Library Resources

This section of the survey generated comments on five general kinds of interrelated library resources: 1) materials (both physical and on-line), 2) people, and services they provide, 3) space, 4) time, and 5) financial cost to responders. Average frequency and intensity of use of some of these resources, and the value placed on them, varied somewhat from division to division. In a few cases there was apparently no significant variation between divisions.

Access to Online Journal Articles: Questions in this section attempted to determine how readily faculty have been able to access online journal articles that they need in the last three years (Question 1.1). Most faculty (74%) said they had experienced difficulty, at least a few times, gaining immediate online access to needed journal

Fig. 1: Faculty Difficulty in accessing online journal articles in last three years
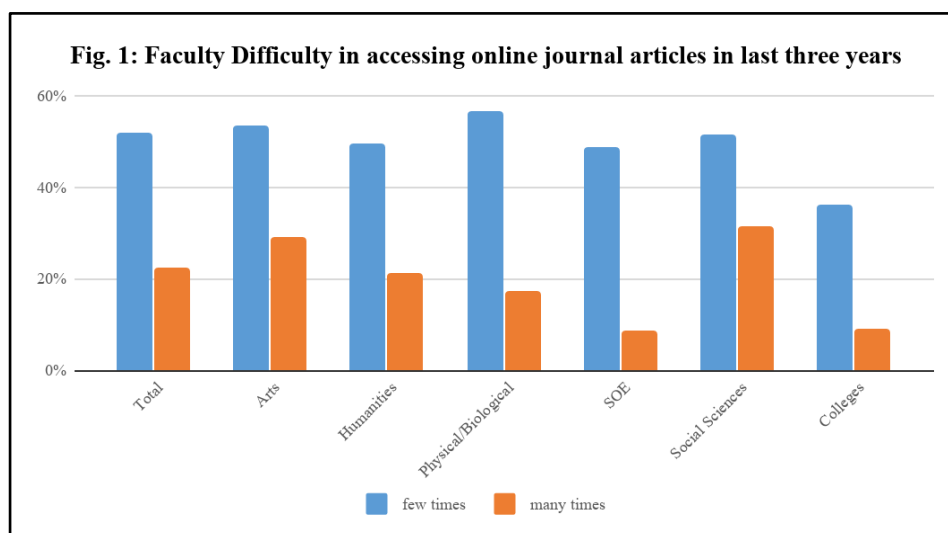
articles. Faculty reported experiencing this challenge either a "few times" or "many times" over the course of the last three years (Fig. 1). Arts and Social Sciences faculty reported experiencing greater-than-average frustration (83% and 84%, respectively). After not being able to access the material, a fair number of respondents (70%) in all divisions apparently decided not to continue seeking access. Others successfully pursued alternative strategies to gain access to most of these articles, including photocopying (esp. in the Arts and Humanities), ILL requests (except in SOE), searches on other websites including authors' web pages, and contacting the authors. In their written responses, a few faculty/lecturers indicated that they traveled to other libraries to obtain these materials. These additional steps could have a significant effect on faculty time and effort, and may be worth exploring further if there are particular faculty that are heavily affected.

Access to Books: Questions in this section attempted to determine how readily faculty have been able access books that they need in the past three years (Question 1.2). Many faculty in the Arts (54%), Humanities (45%), and Social Sciences (34%) indicated that "many times" UCSC didn't own a print or electronic version of a book/monograph they needed (Fig. 2). Overall, the majority of faculty (72%) experienced issues accessing books/monographs, either a "few times" or "many times"over the last three years. Many faculty in the Arts, Humanities and Social Sciences rely on print or e-books more than articles.

When faculty needed a book not owned by UCSC in any format, most said they requested the book via ILL, found an online version, purchased their own copy, or asked the UCSC library to purchase a copy. Many (62%) indicated they did not try to obtain a book they sought, although the survey does not indicate whether their decision was rare or more common.

The survey also queried whether Faculty have considered or requested the library to purchase a book (Question 1.3). A large majority of faculty in the Arts, Humanities, and Social Sciences, and a lesser number of PBSci and BSOE faculty said that, in the past three years, they had "considered or requested" the library to purchase a book in print or digital form, although the survey doesn't indicate the average number or books they so considered or requested. Most apparently followed up on a "consideration" with an actual request. The largest number of responses from who "considered but decided against" requesting a purchase noted as their primary reason that they "needed the book immediately and thought it would take too long". A smaller number of responses noted uncertainty about the quality or relevance of the book for their own on campus community needs, about the process for making a request, or belief that the purchase would be too expensive. Twenty-five faculty noted uncertainty "that the book would remain in the collection long-term"—perhaps a reaction to last year's removal of books from the S&E Library.

Figure 2: Faculty Difficulty in accessing book/monograps in last three years.

Faculty indicated that, if they asked the library to purchase a book for them to use in their own research (Question 1.4), they'd prefer a digital copy 52% of the time and a print copy 42% of the time. Preference for digital copies was strongest for PBSci and BSOE faculty, although roughly 50% of the Arts, 43% of the Humanities, and 41% of Social Sciences faculty indicated this preference for at least some of the purchases.

An unusually large number of individual faculty members wrote extensive and sometimes passionate comments that thoughtfully weighed the respective advantages and disadvantages of e-books and print books. Many also commented that digital access was problematic because of the platforms and applications that support the ebooks. Comments included issues with navigation, accessibility on different devices, and general issues of eye strain and fatigue.
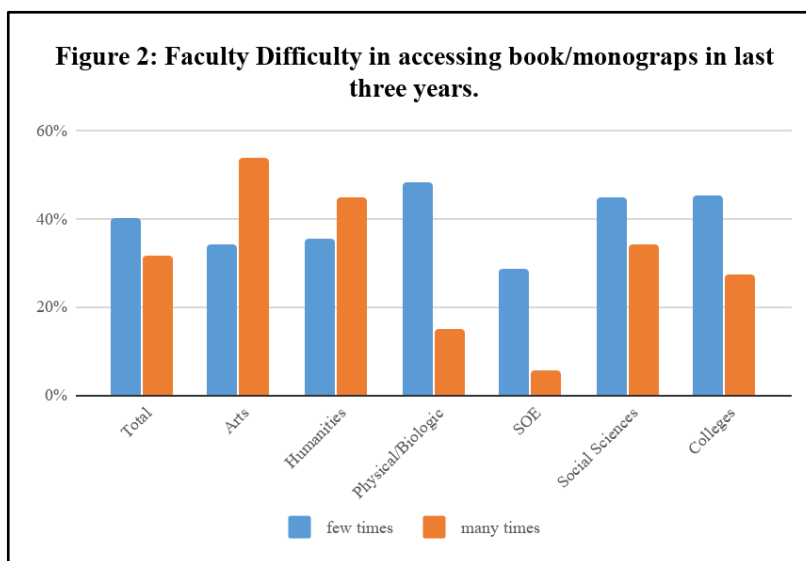
Section 1 Takeaways:

- While most faculty were able to access journals online or in the library collections, over 50% of the faculty have repeatedly experienced frustration in accessing articles related to their research. However, most people were able to get access through ILL, other online resources, or buying their own copy.
- Approximately 72% of faculty reported that they have needed a book that the UCSC did not own or have access to several times (quantified as a few/many) over the last three years. However, most people (upwards to 90%) were able to get access through ILL, other online resources, or buying their own copy.
- The committee noted that although the above issues were resolved, these extra steps cost faculty time and effort that is already stretched thin.
- Many of the faculty have issues with the online ebook resources in terms of the platforms and how useful they are for reading and reviewing materials. This issue might be good to look into, to see if there is a preference for particular platforms or a strong dislike of others.
- There are differences in the way that faculty from different divisions appear to use the library resources. Larger percentages (24% and 43%) of faculty from the PBS and SOE have not accessed online or print books than faculty in the other divisions.

2. Library Services

This section of the survey asked about faculty desire to use particular services, as well as their actual use and visits to particular spaces.

Use of Services. The first question (Question 2.1) asked whether faculty would use specific library services, including book delivery, drive up book return, reference librarians, workshops, extended hours, and checking out of laptops/ipads. The main desires that jumped out were for a book delivery service and a drive-up book return.

Fig. 3. Faculty that would use a book delivery service (n)
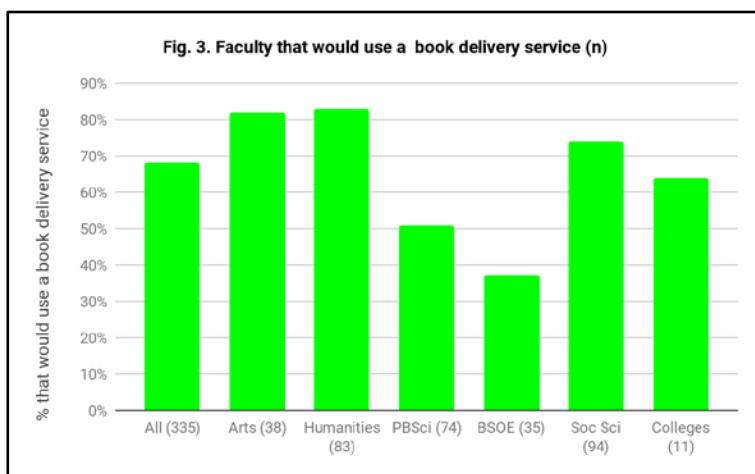
A book delivery service known as SlugExpress was eliminated in 2008 and a drive-up book return bin was eliminated during the remodel of McHenry Library. Among the faculty in divisions where books are central to research, there was very strong support for the reintroduction of both of these services. Significant numbers of faculty in every division were in favor of this service, with 37-83% responding that they would use a book delivery service if it were reintroduced (Fig. 3). About half of these also noted they would also pay a reasonable fee for this service.

There was also strong support for the reintroduction of a book return bin among these faculty, with a stronger desire expressed by faculty in Arts, Humanities and Social Sciences (over 50%) versus 12-17% of faculty in BSOE and PBSci. The qualitative comments reveal the intensity of feelings on both of these issues. Time taken from research going back and forth to the library was mentioned as a concern as was the question of equitable access for faculty with disabilities.

Use of Specific Collections. Questions in this section also asked about use of specific collections, e.g. the special collections/archives, digital collections, electronic theses and dissertations, electronic newspapers, maps, and the video gaming lab (Question 2.3). Far and away, the majority of faculty did not use any of these items. While this result does not suggest these collections are unimportant, it does suggest they are used by small numbers of faculty and/or students.

Visits to specific library locations. Lastly, it asked about actual visits to the library to use the Faculty Instructional Technology Center (FITC), the global village cafe, and the S and E library (Question 2.4). The answers to these questions did not provide much useful information, with some faculty visiting/using and some not.

Section 2 Takeaways.
- COLASC strongly recommends examining what it would take to reinstitute both a book delivery service and a drive-up book return bin.

3. Library Course-specific Materials Designed to Aid Teaching

This section focussed on development and utilization of course-specific library materials to aid in teaching. It first questioned faculty about whether they had worked with the library to develop course-specific materials and if so, how useful they were. It then focussed specifically on the utility of online course-specific resources.

Fig. 4. Faculty who have or would like to work with librarians for course-specific materials (n)

Use of Course Specific Guides. Overall, 24% of the total faculty had worked with librarians to create course-specific materials (resource guides) and another 29% would like to, given a bit over 50% who overall are interested in these resources (Question 3.1) (Fig. 4). There was variation between divisions (Fig. 4). Humanities faculty had the highest rate of having working with UCSC Librarians (38%), and Arts faculty were more interested in working with a UCSC librarian than faculty in other divisions (Fig. 4). Very few PBSci faculty (11%) have worked with the librarians but more than one in five (22%) would like to do so in the future. Very few (11%) faculty in SOE have worked with a librarian or plan to work with a librarian.
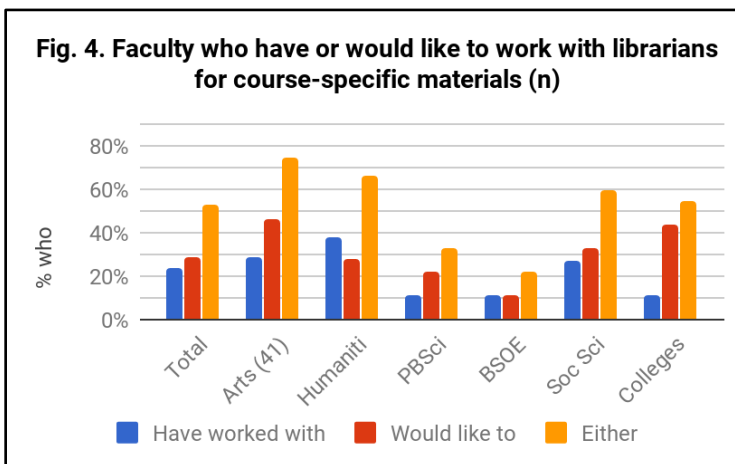
Pointing students to the guides. Overall, 40% of faculty referred their students to the online disciplinary guides available on the library website (Question 3.2). As above, there is a large variation between divisions in regards to this with only 15-18% of Baskin School of Engineering and PBSci faculty, 39-45% or Soc Sci and Arts, and 64% of Humanities faculty saying.

Usefullness of the guides. Faculty were asked about how helpful these online resource guides have been for students to learn to use appropriate citation practices (e.g., how to select and evaluate resources, how to cite properly) (Question 3.1a and 3.2a). Of the faculty who have used such disciplinary guides as indicated in Question 3.2, (n=133), the majority (81%) said they were at either somewhat or very helpful

(grouped as "helpful" in Fig. 5). Almost no one who have used these guides reported that they were *not helpful.* With the exception of BSOE faculty, faculty in all other divisions found the guides to be helpful. There was some variation on whether they were ranked very helpful, highest for Humanities and lowest for Arts and PBSci. The data also suggest that BSOE faculty do not really use them as only 5 faculty responded that they had, but only ⅕ considered them helpful. This finding likely highlights a need to improve the disciplinary guides in several areas. There were two main suggestions for improvement of online disciplinary guides: (1) having librarians work in collaboration or consultation with faculty on designing/updating such guides, and (2) including more information on plagiarism.

Fig. 5. Helpfulness of the guides

Many faculty worried about not all students using these online resources. They emphasized the importance of having a librarian speak to students in class or during an interactive session at the library in addition to giving students online resource guides, whether course- or discipline-specific. They also suggested giving students an incentive and faculty a way to check whether students have used these resources (i.e., some/more points on assignments).
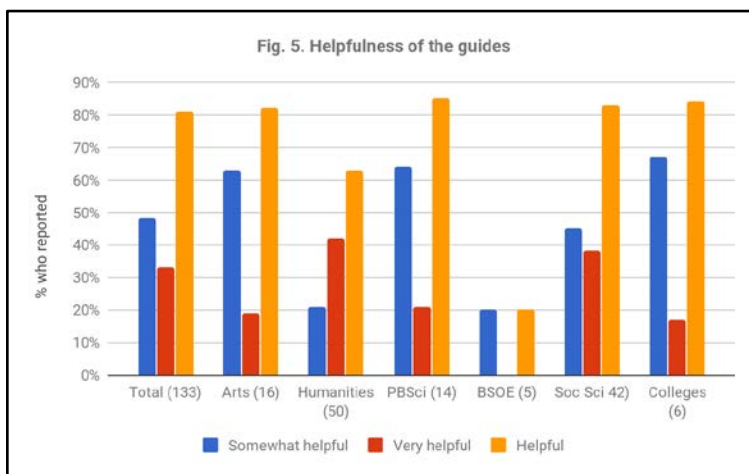
Section 3 Takeaways:

- There is clear interest in having guides that will help students do research and use the library
- There is variation on how much the current guides are used, ranging from being used by only 15% of faculty in SOE, to 64% of faculty in Humanities.
- Reasons for low use of current differed. In some cases, faculty did not know about the guides, and in some they found then not highly helpful.
- For future guides, faculty suggest to have librarians work in collaboration or consultation with faculty on designing/updating such guides, and to include more information on plagiarism.

- This may be a good area for COLASC outreach, to notify faculty of these guides and promoting their engagement with guide creation.

4. Vision for the Science & Engineering Library

Questions in this section were directed toward understanding what people would like in a renovated S&E Library. Planning and Budget provided a summary of this data to COLASC as well as an official report, but we did not have a chance to look at the actual tabular data unlike for the other sections. The official report can be found here.

The main findings from that report were that respondents hoped for a world class collection of scholarly sources and a library that would promote academic success of undergrad STEM majors. Respondents rated highly the use of space for quiet individual study, for browse-able print collections, and for housing a cafe. They overall thought having the space be flexible was an important aspect. They additionally

commented on the need for a reference librarian in the S&E Library. There were some differences in how people from the various divisions rated the importance of these, but overall these rose to the top.

Respondents expressed significant concerns about mission creep on the part of the library, e.g. that it is housing and providing resources for ventures that are outside of its mission. E.g. classrooms, yoga rooms, subscriptions to software. COLASC interpreted these results as not indicating these particular things are bad, but instead that given limited resources, investments in non-core areas takes away from core areas. Some areas that were highlighted as NOT being important included space for socializing (outside of the cafe), space that presented highly visible learning, random collision space, space that can be used by other units, access for tools to digital scholarship, e.g. data visualization. There was some disparity by division about the need for collaborative research space, with most respondents not favoring this but members of SOE being for it.

Finally, there emerged a clear desire for a better way than a survey to involve broad faculty in vision/planning. Respondents noted that such involvement needs to be regular, and could be focus groups, a designated faculty member from each department, or surveys initiated either by COLASC or the Librarian. There were numerous comments about the bad decision making process. This will be an action item for COLASC in 2018-19.

Section 4 Takeaways

- Faculty placed high value on having space that was flexible so could change as needed, and would accommodate quiet individual study, browse-able print collections, and a cafe.
- In terms of resources, faculty commented on the need for a reference librarian in the S&E Library.
- Faculty expressed concerns about library mission creep and providing space to other units. Overall, faculty rated as low priority the use of the library for classrooms, yoga rooms, subscriptions to software, and highly visible learning space.
- Faculty want more ways to be engaged in library planning. Respondents noted that such involvement needs to be regular, and could be focus groups, a designated faculty member from each department, or surveys initiated either by COLASC or the Librarian.

Appendix 1. Full Survey

This survey is for UCSC faculty members. It represents a critical piece in efforts to gather information to assist several Senate Committees with their decision making on a series of issues.

The survey has two modules, each designed by the following Senate Committees:
- **Committee on Teaching (COT)** Module 1 collects feedback on faculty use of online student evaluations of teaching (SETs) and other ways to demonstrate their teaching effectiveness as well as their input on campus resources to improve teaching and learning.

- **Committee on the Library and Scholarly Communication (COLASC)** Module 2 collects feedback on faculty use of, and preferences regarding, Library resources and their input on ways to redesign the Science and Engineering Library.

Thank you for your time and effort to provide responses. While the survey is extensive and will take about 10-20 minutes to complete, your feedback is critical. We need a comprehensive analysis of faculty opinions, needs, and interests in each of these topics.

Please note that responding to any question is optional except three required questions at the start of the survey,

Logistics
UCSC's Institutional Research, Assessment, and Policy Studies (IRAPS) administers this survey through their secure survey system. To ensure confidentiality and secure access, every faculty member has received an email invitation with an individualized survey link designated ONLY for their survey responses.

To ensure privacy please do not forward your email with the personalized link. Using the personalized link, you can access your survey multiple times until the survey is complete.

Faculty will receive weekly reminders with their survey link until they complete the survey or the survey closes.

Timeline
The survey will be open for 6 weeks from November 2 to December 10th (Sunday before finals week).

Confidentiality
Only an IRAPS analyst will have access to email addresses to coordinate reminders to complete the survey.

To ensure full confidentiality, an IRAPS analyst will analyze aggregate responses by groups of faculty (including synthesizing written comments). The first analysis will compare across the academic divisions (all faculty combined, regardless of rank). In a separate analysis at the campus level the responses will be compared based on faculty rank (assistant professor, associate professor, etc.). In other words, only aggregate data tables and anonymous summaries of written comments will be made available to each of the two committees. **Responses will not be analyzed or reported in a way that can be associated with an individual faculty.**

If you have any questions regarding the survey logistics or confidentiality of data analysis and reporting, please contact IRAPS at surveys@ucsc.edu.

To start the survey, please select your primary position and click NEXT

A. What is your **primary** position at UCSC? If you also hold an administrative position, please select your faculty rank.

○ Professor
○ Associate Professor
○ Assistant Professor
○ Teaching Professor/LSOE/PSOE
○ Adjunct Professor, Associate Adjunct Professor, or Assistant Adjunct Professor
○ Unit 18 Lecturer or Instructor (including in conjunction with other non-student titles)
○ Other (e.g., Postdoctoral scholar, Graduate student, Librarian, Continuing Educator, Reader)

_____

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B. What is your appointment?

❍ Ladder rank
❍ Full-time employee (FTE)
❍ Acting
❍ Visiting
❍ Emeritus
❍ Part-time
❍ Other, please specify: _____

C. Please select your academic division. (You will not be asked to specify your department or program)

❍ Arts
❍ Humanities
❍ Physical and Biological Sciences
❍ School of Engineering
❍ Social Sciences
❍ One of the Colleges
❍ Other, please specify _____

Module 1 by the Committee on Teaching
[....]

These survey questions are intended to examine faculty library needs at UCSC. You may recall completing a previous survey about the library in 2014. That survey was designed to answer specific questions related to data management and copyright issues. This survey is designed to answer a broader set of questions related to library resources and future plans including plans for the Science & Engineering Library.

Your responses will help COLASC to better understand and represent your needs and values.

_____

Section 1: Library Resources

1.1. For your research or teaching in the <u>last three years</u>, have you ever needed an electronic version of a journal article but UCSC did <u>not</u> have an electronic subscription that allowed you to immediately download a digital copy?

    ❍ No, I did not need to access journal articles
    ❍ No, I have accessed all journal articles I needed through UCSC.
    ❍ Yes, a few times
    ❍ Yes, many times

Q1.1a and Q1.1b are shown if Q1.1 = Yes, a few times OR Yes, many times

1.1a. When you couldn't immediately download a copy, have you done any of the following to get access to articles?

	No	Yes
Made a photocopy or scan from the print version available at the UCSC library	❍	❍
Requested via ILL	❍	❍
Found a pdf copy through Google Scholar or other web search	❍	❍
Asked a contact at another university whose library has access to get it for you	❍	❍
Found a copy on the author's web page	❍	❍
Contacted the author and received a copy	❍	❍
Purchased my own copy of the article	❍	❍
Used a twitter hashtag (e.g., #ICanHazPDF) or other social networking methods	❍	❍
Found it on Sci Hub	❍	❍
Other, please specify below	❍	❍
Waited (6 months, a year, etc.) until the embargo period passed and that issue became available	❍	❍
Didn't use that article	❍	❍

1.1b. Please specify the other way(s) you got access to articles that UCSC did not have an electronic subscription to?

    _____
    _____

(End   of   Page   16   )
_____

1.2. For your research or teaching in the<u> last three years</u>, have you ever needed a book/monograph (print or electronic version) but UCSC did not own it?

❍No, I haven't looked for books at the UCSC Library
❍No, I have found all the books I needed at the UCSC Library
❍Yes, a few times
❍Yes, many times

1.2a. When you needed a book that was not owned by UCSC in any format, have you done any of the following to get it?

	No	Yes
Requested via ILL	❍	❍
Found an online version through Google Scholar or other web search	❍	❍
Purchased my own copy of the book	❍	❍
Obtained from another UC library with which I have borrowing privileges	❍	❍
Obtained from a non-UC library with which I have borrowing privileges	❍	❍
Asked a contact at another university to check it out for me	❍	❍
Borrowed it from someone (e.g., a colleague or student)	❍	❍
Requested the UCSC library to purchase a copy of that book	❍	❍
Other, please specify below	❍	❍
Did not use that book	❍	❍

1.2b. Please specify the other way(s) you got access to books not owned by UCSC in any format?
    _____
    _____

1.3. In the last three years, have you considered and/or requested the UCSC library to purchase a book in print or digital format?

❍No, never considered
❍Yes, considered or requested

1.3a. Thinking about the books you at least considered asking the UCSC library to purchase in the last three years, how often did you....?

	Never	Once or twice	Three times or more
Consider it but decided against it	❍	❍	❍
Requested	❍	❍	❍

Q1.3b and Q1.3c are shown I 1.3a (A) [Consider it but decided against it] = Once or twice OR1.3a (A) [Consider it but decided against it] = Three times or more)

1.3b. Why did you decide against making the request(s)?

	No	Yes
I thought the purchase would be too expensive	○	○
I needed the book immediately and thought it would take too long	○	○
I was unsure about the process for making the request	○	○
I was unsure that the book would remain in the collection long-term	○	○
I was unsure enough about the quality or relevance of the book for my own needs	○	○
I was unsure enough about the quality or relevance of the book for the campus community	○	○
Other reason, specified below	○	○

1.3c. Please specify the other reason you decided against making the request in the space provided below.

_____

Q1.4 and Q1.4a are shown if Q1.2 > No, I haven't looked for books at the UCSC Library

1.4. The library needs to balance resources in regards to new purchases. If you were to ask the library to purchase a book for you to use in your own research (not to have available for students), please indicate your preference.

○ A digital copy with a license that allows all users to download a pdf of the complete book.
○ A digital copy with restrictions on the amount of material (e.g., 50 pages or one chapter) that can be permanently downloaded
○ A print copy
○ Other, please specify: _____

1.4a. Please briefly explain the reason for your preference.

_____
_____

1.5. If you have any (additional) comments on the UCSC Library purchases of print vs. electronic books or journals, please summarize them briefly below.

_____
_____

Section 2: Library Services

2.1. Please select services you are likely to use at least occasionally if offered by the Library.

	No	Yes
Book delivery to your campus mailbox (similar to the SlugExpress service, eliminated in 2008)	❍	❍
More in-person access to UCSC reference librarians	❍	❍
Add extended hours when school is in session (fall 2017 hours: Monday-Thursday 8am-12am, Friday 8am-8pm, Saturday 11am-7pm, Sunday 10am-12am)	❍	❍
Add hours during the school breaks in winter and spring	❍	❍
Add hours during the summer	❍	❍
Drive-up book return bin (which was eliminated during the McHenry Library re-model)	❍	❍
Checkout laptops/ipads	❍	❍
Workshops on utilizing library research resources	❍	❍
Other, please specify below.	❍	❍

2.1a. Please specify the other services that you are likely to use that was not listed above.

_____

_____

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Q2.2 is shown if Q2.1 (A) [Book delivery to your campus mailbox (similar to the SlugExpress service, eliminated in 2008)] = Yes

2.2. If faculty were charged a fee for the book delivery service, would you use it?

❍ No
❍ Maybe, depending on the fee amount
❍ Yes, regardless of the fee amount

2.3. During the last three years, have you used each of the following library resources at UCSC?

	Did not use	Used & was dissatisfied	Used & was somewhat satisfied	Used & was satisfied
Special collections and archives (e.g., oral histories)	❍	❍	❍	❍
Digital collections via Digital Scholarship Commons	❍	❍	❍	❍
Electronic Theses and Dissertations (ETD) Archive	❍	❍	❍	❍
Electronic newspapers	❍	❍	❍	❍

Maps Collection in the S&E Library	○	○	○	○
Video Gaming Lab in the S&E Library	○	○	○	○

2.4. In a typical quarter, how often do you <u>physically visit</u> the UCSC libraries?

	Not at all	Once or twice per quarter	Once or twice per month	Once a week (10-19 times per quarter)	Multiple times per week (20+ times per quarter)
McHenry Library, including Faculty Instructional Technology Center (FITC)	○	○	○	○	○
Global Village Cafe	○	○	○	○	○
The Science & Engineering Library	○	○	○	○	○

2.5. If you have any (additional) comments about the <u>collections and/or services</u> at the UCSC Libraries, please summarize them briefly below.

_____

_____

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Section 3: Library Resources for Teaching

3.1. Have you worked with a UCSC librarian to develop <u>course-specific</u> materials (e.g., print or online resource guides) for your students?

 ⭕ Yes, I have
 ⭕ No, I have not and do not foresee wanting to work with a UCSC librarian in this way
 ⭕ No, I have not, but would like to work with a UCSC librarian in this way

Q3.1a an Q3.1b are shown if Q3.1 = Yes, I have

3.1a. In your experience, how helpful are these <u>course-specific</u> resource guides <u>for students to learn</u> to use appropriate citation practices (e.g., how to select and evaluate resources, how to cite properly)?

 ⭕ These resource guides are not helpful (e.g., students do not use them)
 ⭕ These resource guides are somewhat helpful
 ⭕ These resource guides are very helpful
 ⭕ Can't evaluate

3.1b. To help improve online resources designed for specific courses, please briefly explain why these online resource guides ARE or ARE NOT helpful to students. Please share your suggestions for improvement.

 _____
 _____
 _____

3.2. Have you referred your students to the existing online resources (e.g., <u>disciplinary guides</u>) that the UCSC Librarians have developed and made available on the Library website?

 ⭕ Yes, I have
 ⭕ No, I have not and do not foresee wanting to make a referral
 ⭕ No, I have not, but would like to make a referral

3.2a. In your experience, how helpful are these online resource guides(e.g., disciplinary guides) <u>for students to learn</u> to use appropriate citation practices (e.g., how to select and evaluate resources, how to cite properly)?

◌ These resource guides are not helpful (e.g., students do not use them)
◌ These resource guides are somewhat helpful
◌ These resource guides are very helpful
◌ Can't evaluate

3.3. To help improve these online resources' use, please briefly explain why these online resource guides ARE or ARE NOT helpful to students. Provide your suggestions on improvements in the space below.

_____
_____
_____

(End   of   Page   21   )

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Section 4: Vision for the Science & Engineering Library

Renovations of the Science & Engineering Library (S&E) are necessary in order to update the facility's aging infrastructure. The questions below will help COLASC to formulate a vision for the S&E library to meet the goals and needs of the campus.

4.1. Please evaluate whether a renovated S&E library should provide <u>physical space</u> for each of the following purposes/goals.

	Do not need	Would be good to have	Must have/essential	Don't know
Provide space for project-based, collaborative, interactive learning	❍	❍	❍	❍
Provide space for collaborative research	❍	❍	❍	❍
Create spaces that can easily and flexibly transition to meet future needs	❍	❍	❍	❍
Provide space that can be used by other units on campus that provide academic support to undergraduate students	❍	❍	❍	❍
Provide additional access to digital scholarship tools, such as those for data visualization	❍	❍	❍	❍
Include a "Maker's Lab" to provide access to new technologies such as 3-D printers	❍	❍	❍	❍
Allocate additional space for browsable physical print collections (compared to the current allocation)	❍	❍	❍	❍
Provide reference librarians to assist with research techniques and methods	❍	❍	❍	❍
Provide additional space for quiet, individual study	❍	❍	❍	❍
Provide additional space and opportunities for socializing	❍	❍	❍	❍
Provide 24/7 access to some areas of the library	❍	❍	❍	❍
Open a cafe (similar to the one in McHenry)	❍	❍	❍	❍

4.2. What should be the <u>main goals or mission</u> of the renovated S&E Library?

	Do not need	Would be good to have	Must have/essential	Don't know
Promote the academic success of undergraduate STEM students	❍	❍	❍	❍
Facilitate learning and exploration in ways that are highly visible to other patrons of the library	❍	❍	❍	❍
Create "collision space" where innovation and discovery can happen	❍	❍	❍	❍
Preserve and curate a world class collection of	❍	❍	❍	❍

scholarly sources				
Other, please specify below.	❍	❍	❍	❍

4.2a. Please specify the other main goals or mission below.

_____
_____

4.3. If you have any additional comments about the <u>vision for the upcoming renovation for the S&E Library</u>, please summarize them briefly below.

_____
_____

4.4. Currently, the main avenue for faculty participation in developing high-level visions for the future of the libraries is through the Academic Senate committee (COLASC). Do we need to have avenues for <u>broader faculty involvement</u> in visioning and/or consulting?

❍ Do not need
❍ Would be good to have
❍ Must have/essential
❍ Don't know

4.4. What do you think about having the following <u>avenues for broader faculty involvement</u>?

	No	Would be good to have	Must have/Essential	Don't know
Faculty designated in each department as a library liaison	❍	❍	❍	❍
COLASC solicits faculty input more directly and regularly (e.g., annual survey, focus group)	❍	❍	❍	❍
University Librarian solicits faculty input more directly and regularly (e.g., annual survey, focus group)	❍	❍	❍	❍
Other, please specify below	❍	❍	❍	❍

4.4a. Please specify other avenues not listed above.

_____
_____

(End   of   survey)

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