

Student Library Advisory Council Meeting  
Monday, November 30, 2016

**5:00 - 5:10 pm Introductions and welcome from the University Librarian, Anne Kenney**  
**5:10 - 5:30 pm Feedback on the library's social network presence, Melanie Lefkowitz and Zsuzsa Koltay**

Melanie collected feedback and ideas on how to leverage the Library's social networking presence better. She showed the two videos:

Fore-edge painting from the Rare and Manuscript division at:  
(<https://www.facebook.com/cornelluniversitylibrary/videos/vb.46044749211/10153198135954212/?type=2&theater>)

And the A.D. White Library crowdsourcing video at:  
(<https://crowdfunding.cornell.edu/project/551aa9410920657458d7b915>)

And asked the members of SLAC how they use social media, how they get their Cornell-related information.

The take-aways from the discussion included: advice to make more use of Facebook "Events" pages, using GIFs or very-short GIF-length videos, and using WeChat to reach Chinese students. Students rely on their school email lists very heavily, which is a way to reach them. Videos should be short, "cool," should contain some visual surprise. Good examples of effective newsletters are those distributed by the Grad School and the Big Red Barn (short summary or bullet lists in the beginning, possibly pictures). The content of promotional materials should be non-generic, i.e. something unusual. The cut-off for videos—3 min. The students liked the A. D. White video because it was "satirical," "self-deprecating; included people from different disciplines, alumni and the UL.

The Library has a SN presence at:

Twitter: [https://twitter.com/Cornell\\_Library](https://twitter.com/Cornell_Library)  
Facebook: <https://www.facebook.com/cornelluniversitylibrary/>  
Instagram: [https://www.instagram.com/cornell\\_library/](https://www.instagram.com/cornell_library/)

**5:30 - 5:50 pm Feedback on instructional videos - Kornelia Tancheva**

Calculating Return on Equity:  
(<http://www.screencast.com/users/tjo65/folders/Default/media/0f43d8a2-956f-44b2-804f-576d4cd2ddf1>)

Kornelia showed three library instruction videos and asked for feedback on their effectiveness:  
(<http://www.screencast.com/users/tjo65/folders/Default/media/0f43d8a2-956f-44b2-804f-576d4cd2ddf1>)

Phased Diagrams:  
(<https://cornell.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=32e59a47-be4c-4dc3-be2a-4ae216130fd6>)

How to read Citations:

(<https://www.youtube.com/watch?v=R1yNDvmjqaE>)

Features that were recommended as good elements of online instruction: clear purpose (why is this concept important?), simplicity, close captioning, visual cues (e.g. highlighting the movement of the cursor, different colors for different section), interactivity (e.g. the ability to test comprehension of the concept; the ability to skip sections and control the pace)

Features that should be avoided: busy screens, fast delivery, the presenter looking at the script; obsolete fonts.

The students ranked the three videos (3 points for best, 2 points for 2<sup>nd</sup> best, 1 point for third place):

1. Phased Diagrams: 36 points
2. 2. How to Cite: 23 points
3. ROE: 18 points

#### **5:50 - 6:30 pm Your issues and concerns**

1. The lights in the small seminar room in Kroch RMC are hard in the eyes and have given people migraines.
2. Engineering library space—many tables do not have plugs.
3. Engineering--the noise from the two small private study rooms carries over; place signs to warn people.
4. Produce and distribute library information brochures.
5. Math library—place signs next to the light switches.
6. Math--new books shelves have been empty; highlight student t publications.
7. Mann—new books shelves empty; display new books
8. Management—place signs on tables; Please do not save a seat by leaving your belongings.