**UBC Library – Library Student Advisory Committee Minutes**  
*January 11, 2012, 4:00 to 5:30 pm*  
*BC Gas Board Room, Koerner Library*

**Present:** Ingrid Parent, Julie Mitchell, Erin Biddlecombe,  
**Regrets:** Jack Park  

**Chairs:** Julie Mitchell, Erin Biddlecombe  
**Recorder:** Teri Grant  
**Guests:** Ingrid Parent, University Librarian; Kevin Lindstrom, Reference Librarian, Science and Engineering

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Summary</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome from Ingrid Parent, University Librarian</td>
<td>Ingrid provided highlights about key UBC initiatives and thanked the students for their involvement in the committee.</td>
<td>FYI</td>
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| 2. Committee Introductions | Student committee members:  
- **Al Al-Shaibani**, Faculty of Science (Biology), Residence Advisor (A-Team)  
- **Carolee Changfoot**, Faculty of Arts (Asian Studies), Senate Library Committee, Arts Student Senator, AMS Elections Administrator, Arts Coop Student Association Web and Alumni Relations Coordinator  
- **Shika Kelkar**, International Relations-African Studies, Arts Undergraduate Society (AUS) Council, Education Committee Member  
- **Stewart McGillivray**, Faculty of Arts (Political Science) Education Committee Member  
- **Aaron Sihota**, Faculty of Pharmaceutical Sciences, Senate Library Committee Member, AMS Council Senate Representative  
- **Nick Thornton**, Faculty of Arts (History), Chapman Learning Commons, Sexual Assault Support Centre Peer Educator  
- **Jack Park** (Regrets) Faculty of Applied Science, VP Academic Engineering Undergraduate Society | FYI |
| 3. Purpose/Mission/Scope of Committee | Important for the Library to have specific feedback in order to move forward together  
- Important for students to be a part of the consultative process as the Library looks to move forward on various projects  
- Previous Advisory Committee was focused on the Chapman Learning Commons – but now a great opportunity to have a campus-wide conversation | FYI |
4. **Committee Expectations**

- Chairs should be transparent communicating back to Committee about how feedback has been used
- Concrete action items after each meeting
- All Committee members should be energized and enthusiastic
- Focus on creating a supportive environment for ideas and discussion
- All Committee members will be diligent about sending regrets if unable to make the meeting
- All Committee members will commit to staying on topic, and respectfully holding each other accountable to that
- Timeline for action; clear goals for Committee
- All Committee members should be open-minded to different perspectives
- Punctuality
- Minutes to be circulated within 48 hours of the end of the meeting

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5. **Irving K. Barber Learning Centre | Proposed New Service Model**

**Discussion:** *What are your impressions of the various service points throughout the Irving K. Barber Learning Centre?*

- Chapman Learning Commons had a good vibe – but not knowing what the Learning Commons is would be a deterrent to entering it
- Science and Engineering desk associated with the subject books – not relevant to non-Science or Engineering students
- Reference desk does not seem highly used
- Different training is apparent by ages of employees (students in CLC)
- Reference desk Librarians were helpful, regardless of faculty. Will ask follow-up questions to make sure the right information is given.

**Introduction:** *New IKBLC Service Model*

- Description of each current service point
- Description of proposed model from the Reference Service Review - Circulation, Reference, and Chapman Learning Commons desks combined to one service point on level 3

**Discussion:** *Benefits of proposed model*

- Would reduce ‘walk-bys’ past Circulation Desk
- Would keep all resources centralized
- Student-staff in CLC would have increased contact with Reference and Circulation staff – seamless service point for patrons; ‘brand’ of service at IKBLC made much more clear

FYI

Julie to share feedback with library staff.
**Discussion: Challenges of proposed model**
- Increased flow of traffic could result in longer lines (as seen by research question wait-times in Koerner)
- Not clearly visible on 3rd floor – confusing for new arrivals to UBC; not a central location
- Accessibility access – enough space to manoeuvre?

**Discussion: How to make it clear where new service point is located?**
- Clear signage – including on the third floor to direct patrons away from the Emergency Exit from the stacks (glazed doors)
- Phone/digital kiosks to direct patrons to the third floor/Library resources

**Discussion: What to call this service point?**
- ‘Learning Hub’
- ‘Library Services’
- ‘Information Desk’
- (the terms ‘circulation’ and ‘reference’ don’t have a great deal of meaning for students – they go to the current desks for the service, not the title)
- ‘Resource Desk’
- ‘Library Resources’

**Discussion: How to gather feedback from students?**
- Questionnaire for current patrons of those service points (print survey)
- Visual displays in the lobby of IKBLC *(Erin: Should we look to gather feedback in other spaces on campus as well, or only consult inside IKBLC to those patrons in the space?)*
- Residence students use IKBLC as an alternative study location – would be good to gather feedback from those students
- Video online displaying proposed changes – opportunity to comment online
- Questions (gathered through conversation)
- What would happen to Chapman Learning Commons Help Desk space? *(A: Possibly increased study space/tables for students)*
- What would happen to the ASRS? *(A: Not entirely certain yet.)*

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| 6. Research Rapid Fire activity | Students were asked to respond to various questions posted on flip chart paper throughout the room. Questions were developed by Kevin Lindstrom | Julie to share feedback with |
and Julie Mitchell.

Additional discussion:

- Video length should be 2-3mins max, and should include students talking; should also include Librarians talking to provide a ‘familiar’ face
- Specific student-friendly information and language to explain *significance* of copyright legislation to students
- Library tutorials (ie: English 112): misses transfer students, misses IB students that already have their English credit; a refresher would be useful for upper-year students as well
- Event-based reach outs could be more impactful than ‘office hours’

*Kevin: how to reach undergraduate students?*
- Use CLASS Conference – connect with Undergraduate Societies
- Use residence – a place where all faculties ‘live’ – have a workshop for the residence life staff
- How to message: keep it simple, clearly describe benefits/services, show as an integrated part of being a student, integrated into courses (educate Faculty about Library resources), add to syllabus

| 7. Wrap Up and Next Meeting | Deciding next meeting time – hope to have two more meetings (one in February and one in March) |

**Meeting Adjourned:** 5:29pm

**Next Meeting:** February 2012 (after Reading Week)  **Recorder:** Teri Grant