

## UBC Library – Library Student Advisory Committee Minutes

January 11, 2012, 4:00 to 5:30 pm  
BC Gas Board Room, Koerner Library

<b>Present:</b> Ingrid Parent, Julie Mitchell, Erin Biddlecombe,		
<b>Regrets:</b> Jack Park		
<b>Chairs:</b> Julie Mitchell, Erin Biddlecombe <b>Recorder:</b> Teri Grant <b>Guests:</b> Ingrid Parent, University Librarian; Kevin Lindstrom, Reference Librarian, Science and Engineering		
<b>Agenda Item</b>	<b>Summary</b>	<b>Action</b>
1. Welcome from Ingrid Parent, University Librarian	Ingrid provided highlights about key UBC initiatives and thanked the students for their involvement in the committee.	FYI
2. Committee Introductions	<p>Student committee members:</p> <ul style="list-style-type: none"> <li>- <b>Al Al-Shaibani</b>, Faculty of Science (Biology), Residence Advisor (A-Team)</li> <li>- <b>Carolee Changfoot</b>, Faculty of Arts (Asian Studies), Senate Library Committee, Arts Student Senator, AMS Elections Administrator, Arts Coop Student Association Web and Alumni Relations Coordinator</li> <li>- <b>Shika Kelkar</b>, International Relations-African Studies, Arts Undergraduate Society (AUS) Council, Education Committee Member</li> <li>- <b>Stewart McGillivray</b>, Faculty of Arts (Political Science) Education Committee Member</li> <li>- <b>Aaron Sihota</b>, Faculty of Pharmaceutical Sciences, Senate Library Committee Member, AMS Council Senate Representative</li> <li>- <b>Nick Thornton</b>, Faculty of Arts (History), Chapman Learning Commons, Sexual Assault Support Centre Peer Educator</li> <li>- <b>Jack Park</b> (Regrets) Faculty of Applied Science, VP Academic Engineering Undergraduate Society</li> </ul>	FYI
3. Purpose/Mission/Scope of Committee	<ul style="list-style-type: none"> <li>- Important for the Library to have specific feedback in order to move forward together</li> <li>- Important for students to be a part of the consultative process as the Library looks to move forward on various projects</li> <li>- Previous Advisory Committee was focused on the Chapman Learning Commons – but now a great opportunity to have a campus-wide conversation</li> </ul>	FYI

<p>4. Committee Expectations</p>	<ul style="list-style-type: none"> <li>- Chairs should be transparent communicating back to Committee about how feedback has been used</li> <li>- Concrete action items after each meeting</li> <li>- All Committee members should be energized and enthusiastic</li> <li>- Focus on creating a supportive environment for ideas and discussion</li> <li>- All Committee members will be diligent about sending regrets if unable to make the meeting</li> <li>- All Committee members will commit to staying on topic, and respectfully holding each other accountable to that</li> <li>- Timeline for action; clear goals for Committee</li> <li>- All Committee members should be open-minded to different perspectives</li> <li>- Punctuality</li> <li>- Minutes to be circulated within 48 hours of the end of the meeting</li> </ul>	<p>FYI</p>
<p>5. Irving K. Barber Learning Centre   Proposed New Service Model</p>	<p>Discussion: <i>What are your impressions of the various service points throughout the Irving K. Barber Learning Centre?</i></p> <ul style="list-style-type: none"> <li>- Chapman Learning Commons had a good vibe – but not knowing what the Learning Commons is would be a deterrent to entering it</li> <li>- Science and Engineering desk associated with the subject books – not relevant to non-Science or Engineering students</li> <li>- Reference desk does not seem highly used</li> <li>- Different training is apparent by ages of employees (students in CLC)</li> <li>- Reference desk Librarians were helpful, regardless of faculty. Will ask follow-up questions to make sure the right information is given.</li> </ul> <p>Introduction: <i>New IKBLC Service Model</i></p> <ul style="list-style-type: none"> <li>- Description of each current service point</li> <li>- Description of proposed model from the Reference Service Review- Circulation, Reference, and Chapman Learning Commons desks combined to one service point on level 3</li> </ul> <p>Discussion: <i>Benefits of proposed model</i></p> <ul style="list-style-type: none"> <li>- Would reduce 'walk-bys' past Circulation Desk</li> <li>- Would keep all resources centralized</li> <li>- 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</li> </ul>	<p>Julie to share feedback with library staff.</p>

	<p>Discussion: <i>Challenges of proposed model</i></p> <ul style="list-style-type: none"> <li>- Increased flow of traffic could result in longer lines (as seen by research question wait-times in Koerner)</li> <li>- Not clearly visible on 3<sup>rd</sup> floor – confusing for new arrivals to UBC; not a central location</li> <li>- Accessibility access – enough space to manoeuvre?</li> </ul> <p>Discussion: <i>How to make it clear where new service point is located?</i></p> <ul style="list-style-type: none"> <li>- Clear signage – including on the third floor to direct patrons away from the Emergency Exit from the stacks (glazed doors)</li> <li>- Phone/digital kiosks to direct patrons to the third floor/Library resources</li> </ul> <p>Discussion: <i>What to call this service point?</i></p> <ul style="list-style-type: none"> <li>- ‘Learning Hub’</li> <li>- ‘Library Services’</li> <li>- ‘Information Desk’</li> <li>- (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)</li> <li>- ‘Resource Desk’</li> <li>- ‘Library Resources’</li> </ul> <p>Discussion: <i>How to gather feedback from students?</i></p> <ul style="list-style-type: none"> <li>- Questionnaire for current patrons of those service points (print survey)</li> <li>- Visual displays in the lobby of IKBLC (<i>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?</i>)</li> <li>- Residence students use IKBLC as an alternative study location – would be good to gather feedback from those students</li> <li>- Video online displaying proposed changes – opportunity to comment online</li> <li>- Questions (gathered through conversation)</li> <li>- What would happen to Chapman Learning Commons Help Desk space? (<i>A: Possibly increased study space/tables for students</i>)</li> <li>- What would happen to the ASRS? (<i>A: Not entirely certain yet.</i>)</li> </ul>	
2 minute break		
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

	<p>and Julie Mitchell.</p> <p>Additional discussion:</p> <ul style="list-style-type: none"> <li>- Video length should be 2-3mins max, and should include students talking; should also include Librarians talking to provide a 'familiar' face</li> <li>- Specific student-friendly information and language to explain <i>significance</i> of copyright legislation to students</li> <li>- 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</li> <li>- Event-based reach outs could be more impactful than 'office hours'</li> </ul> <p><i>Kevin: how to reach undergraduate students?</i></p> <ul style="list-style-type: none"> <li>- Use CLASS Conference – connect with Undergraduate Societies</li> <li>- Use residence – a place where all faculties 'live' – have a workshop for the residence life staff</li> <li>- 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</li> </ul>	<p>library staff.</p>
<p>7. Wrap Up and Next Meeting</p>	<p>Deciding next meeting time – hope to have two more meetings (one in February and one in March)</p>	
<p><b>Meeting Adjourned:</b> 5:29pm</p>		
<p><b>Next Meeting:</b> February 2012 (after Reading Week)    <b>Recorder:</b> Teri Grant</p>		