

UBC Library – Library Student Advisory Committee Minutes

Nov. 1, 2012, 5:00 to 6:30 pm

Chilcotin Boardroom (256), Irving K. Barber Learning Centre

Present: Julie Mitchell, Erin Biddlecombe, Carolee Changfoot, Kai Ying Chieh, Mary Leong, Natalie Liu, Christine Park, Aaron Sihota, Shirley Xie,

Regrets: Montana Hunter(Faculty of Arts, AMS, AUS, Senate, Ombuds Office), Renira Vellos (Faculty of Education, GAA for International Student Support in the Faculty of Education)

Chairs: Julie Mitchell, Erin Biddlecombe **Recorder:** Teri Grant

Agenda Item	Summary	Action
1. Introductions	<ul style="list-style-type: none"> • Carolee Changfoot, Faculty of Arts • Kai Ying Chieh, Faculty of Arts, Chapman Learning Commons • Mary Leong, Faculty of Arts, Arts Student Senator, Arts Undergraduate Society, Alma Mater Society • Natalie Liu, Faculty of Science, Science student senator, VP Academic of the Science Undergraduate Society • Christine Park, Faculty of Arts, AMS Bike Co-op, Crane Library • Aaron Sihota, Faculty of Pharmaceutical Sciences, Senate Library Committee Member, AMS Council Senate Representative • Renira Vellos, Faculty of Education, GAA for International Student Support in the Faculty of Education • Shirley Xie, Faculty of Science 	FYI
2. Purpose, Scope, Mission of the Committee	<ul style="list-style-type: none"> • Introduced purpose, scope and mission document • Want students to take an active role in shaping a positive learning environment in the Library • LSAC provided valuable feedback on the multiservice desk projects for IKBLC, Woodward and Koerner last year 	FYI

<p>3. Group Expectations</p>	<ul style="list-style-type: none"> • One minute silent reflection • Group Discussion: <ul style="list-style-type: none"> ○ What do I expect of myself? <ul style="list-style-type: none"> ▪ Come prepared to every meeting (do the research, read the agenda, come prepared with talking points) ▪ Solutions-oriented approach ▪ Representing not just yourself ▪ Appreciate diversity of opinion ▪ Communicate inability to attend a meeting at least 48 hours prior to the meeting ▪ Be punctual ○ What do I expect of the co-chairs? <ul style="list-style-type: none"> ▪ Follow-up with where the feedback went and what happened with it (share during the meetings if there have been any developments) <ul style="list-style-type: none"> • Ensure guests also have follow-up on feedback ▪ Provide context and resources <ul style="list-style-type: none"> • Open with limitations (usually \$) ▪ Safe space to ask questions ▪ Meetings run on time ▪ Have an open mind to new ideas ▪ Call out for agenda items to students ○ What do I expect of the team? <ul style="list-style-type: none"> ▪ Open/constructive feedback and dialogue ▪ Respectful of guests to the meeting ▪ Come prepared to every meeting (do the research, read the agenda, come prepared with talking points) ▪ Solutions-oriented approach ▪ Representing not just yourself ▪ Appreciate diversity of opinion ▪ Communicate inability to attend a meeting at least 48 hours prior to the meeting ▪ Be punctual ▪ Safe space to ask questions/share opinions 	<p>FYI</p>
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<p>4. Innovative Projects Fund</p>	<ul style="list-style-type: none"> • Want to generate ideas for student-driven projects in the Library • Group 1: <ul style="list-style-type: none"> ○ What would you have wanted to know about the Library? <ul style="list-style-type: none"> ▪ Awareness of non-typical Library resources (ex. laptops, film equipment) ▪ Realizing there is more than books, like program resources at the CLC ▪ Use the first year courses to get the information (i.e. work through faculty members) ▪ Use foot traffic in the building – advertise in the space ▪ Use Faculty newsletters to spread information about the Library ○ What do you want from the Library during Reading Break? <ul style="list-style-type: none"> ▪ Library workshops and professional development activities during reading break, when students have time for it ▪ Greater collaboration with others ▪ Navigation panel of where you can find different programs ▪ Current popularity of Trek projects indicate an interest in spending time extra-circularly during the break ▪ Would need to be very meaningful and a more-than-an-hour length, especially for commuter students to be engaged ▪ Too much focus on academics would be ‘out of the spirit’ of Reading Week ▪ Should be integrated with the Centre for Student Involvement and Careers to focus on resumes, etc. ▪ An opportunity to reach out to students that are not already highly involved ○ Integrating faculty instructions on writing with academic integrity with Library resources (consistent story) <ul style="list-style-type: none"> ▪ Give professors set of instructions 	<ul style="list-style-type: none"> • LSAC will review ideas in next meeting
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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Include set of instructions on the syllabus ○ Sept.: educate about space ○ Nov.: prep for finals ○ Apr.: professional development in preparation for summer applications • Group 2: <ul style="list-style-type: none"> ○ Improvement to technology in Library resources <ul style="list-style-type: none"> ▪ Rent out iPads, upgrade laptops ○ More access to Library research skills – more awareness, as the CLC has good resources already available ○ Connect with first and second year courses ○ Expansion, student voice in the selection of the Library databases ○ Always have expanded hours during busy seasons – across the board (i.e. do not reduce 24/7 hours in IKBLC) ○ Bookable rooms, and especially informal study spaces in future plans ○ Find out if first years are actually getting ‘Library info’ <ul style="list-style-type: none"> ▪ (Science first year student) “Most of my classmates find out about the Library in their English class, but the profs don’t know much about the Library. They say ‘Just go to the Library, ask the Librarian’ – but mostly we just try to figure it out on our own.” ○ Wellness events <ul style="list-style-type: none"> ▪ What is turnout of current events ▪ Why? ○ Display UBC student research • Group 3: <ul style="list-style-type: none"> ○ What does the library do anyway? ○ Increase visibility/resources that the Library provides: <ul style="list-style-type: none"> ▪ Through courses (ex: plagiarism) ○ Helpful to know about: <ul style="list-style-type: none"> ▪ Workshops provided by Library (ex: research paper writing) 	
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	<ul style="list-style-type: none"> ▪ How a librarian can help you more than Google – break down barriers between Library resources and students ○ Enrich the student experience: <ul style="list-style-type: none"> ▪ “Create an atmosphere in the Library that is a less-intimidating and less scary place. When I was in first year, I would pre-look up my books and then get in and get out. I never thought of the Library as a place to be engaged, or a place that was more than just books.” ▪ Make the library “smaller”/more obvious – first year help number? ▪ The Great Reads Collection in Koerner, KBLC & Woodward is a great idea 	
5. Next meeting	<ul style="list-style-type: none"> • Group discussed times for next meeting 	<ul style="list-style-type: none"> • Clare Yow to send out a few meetings times • All to review options
Meeting Adjourned: 6:30pm		
Next Meeting: TBA		
Recorder: Teri Grant		