

UBC Library – Library Student Advisory Committee Minutes

March 28, 2012, 4:00 to 5:30 pm

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

Present: Julie Mitchell, Erin Biddlecombe, Al Al-Shaibani, Carolee Changfoot, Shika Kelkar, Stewart McGillivray, Nick Thornton		
Regrets: Jack Park, Aaron Sihota		
Chairs: Julie Mitchell, Erin Biddlecombe Recorder: Teri Grant Guests: Glenn Drexhage, Communications Manager, Library Communications; Joy Kirchner, Scholarly Communications Coordinator, Digital Initiatives; Trish Rosseel, Interim Head, Humanities & Social Sciences Division; Erin Fields, Interim Librarian, Teaching & Learning		
Agenda Item	Summary	Action
1. Welcome	Welcome.	FYI
2. Approval of Agenda	Passed without changes	FYI
3. Review of March 3, 2012 Minutes and Accomplishments	Julie shared positive feedback from Library staff regarding feedback exercise from Feb. Meeting, particularly with regard to Service Model Feedback.	FYI
4. Copyright Discussion	<p><i>Facilitated by Joy Kirchner and Glenn Drexhage</i></p> <p><i>Brief Presentation:</i></p> <ul style="list-style-type: none"> - Issues around Copyright at UBC summary - At an educational institution, there is a special limit to when students can make a copy for personal use (sharing with others is outside of legislation) - This makes electronic resources complicated – students have many question <p><i>Discussion: FEEDBACK ON BEST WAY TO COMMUNICATE TO STUDENTS</i></p> <ul style="list-style-type: none"> - Students will absorb information when it is most relevant for them – right before beginning a paper - At the beginning of the course/term - Orientations is a good time to begin that conversation - <i>Question:</i> how would Library be able to ‘police’ what students are doing, and how they are distributing or sharing materials? 	FYI

	<ul style="list-style-type: none"> - <i>Answer: Library</i> is not taking a policing role, but an educational role for the community - There is currently confusion because copyright legislation applies to different pieces of work in different ways - Realistically, we live in a world of ‘piracy’ – how to make students really care when they already have so much on their radar in their everyday lives? Important to answer ‘WHY should students care?’ - Frame things as a question: “Is your presentation legal?”, “Are you actually allowed to photocopy this?” - Should also provide relevant context for personal action: “Follow these guidelines, don’t break the law” – and provide tangible ramifications for not staying within the law - Include a checklist resource for students – clear parameters for students to use while working on their projects - The Library doesn’t need to necessarily represent the ‘stick’ portion of ‘carrot and stick’ – the government will already do that - Would be useful to have faculty-specific workshops - Two minute webcast would be preferable to reams of legalese – but how to encourage students to watch it? - Honour contract when submitting work – “I declare this is all my own” - Make it more hip and easy to read - Add into the undergrad agendas – many students read it - Never too early to start – professors are easiest way to start - Make sure value of following copyright legislation is evident - There are automated internet search systems that do look for plagiarized materials - May be useful to emphasize the fine - Should emphasize the carrot through a focus on personal creativity - Digital signage in the Library has been helpful – across campus really depends on where you are, where you’re studying - There is room for students at Copyright Education Working Group, if there is interest 	
<p>5. Koerner Library New Library Service Model</p>	<p><i>Facilitated by Erin Fields and Trish Rosseel</i></p> <p><i>Brief Presentation:</i></p> <ul style="list-style-type: none"> - Part of Koerner used to be Sedgewick, built in 1973 - With the changing physical space has come a changing approach to service models 	<p>FYI</p>

	<ul style="list-style-type: none"> - Display of current model: 2nd floor, Reference and Journals/Microforms, near reference collection and labs, consultation available on 2nd floor - Proposed model: 3rd floor of Koerner (entry level), circulation, technical, and reference services, newly remodeled student space, shorter hours, consultation and Journals/Microforms available on the 2nd floor, 2nd floor offering graduate student services <p><i>Discussion: FEEDBACK</i></p> <p><i>Do you see benefits? And if so, what are they?</i></p> <ul style="list-style-type: none"> - Good to move service point to a more visible level - Combined model is very helpful – tendency is just to approach first visible person to ask for help <p><i>What should this be called?</i></p> <ul style="list-style-type: none"> - All of the Libraries should have the same names for all of the same services – why are branches not consistent? - Consistency is very important – otherwise it feels you have to learn a whole new system each time. - Students assume that all branches are very similar – when they are really quite different <p><i>What services should be offered here?</i></p> <ul style="list-style-type: none"> - Technical support – expectation is that if there is a computer area close by, that proximate desk should be able to provide support with computers <p><i>What attracts you to a point of service?</i></p> <ul style="list-style-type: none"> - Current layout is so set so far back, with a confusing display - Should include a big colourful sign about what’s happening on each floor - No stanchions in the way - Currently assume that the Koerner service point is only for checking out books <p><i>What challenges are there with changing the model?</i></p> <ul style="list-style-type: none"> - Might be initially confusing – but with clearly signage, it should be fine - Should have chairs available for patrons to sit down, where appropriate – really helps the dynamic of a conversations - Question: is a desk between you and the Library staff member a barrier for 	
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	<p>conversation?</p> <ul style="list-style-type: none"> - Answers: desk is so common that it feels normal - An option might be 'roving help' – Librarians with iPad - Desk helps clearly distinguish who is available to help. You also know where to find people. 	
<p>6. Respecting Space Feedback</p>	<p><i>Facilitated by Julie Mitchell</i></p> <p><i>Brief Presentation:</i></p> <ul style="list-style-type: none"> - Large challenge in KBLC about how to keep space tidy and furniture intact. - Showed current KBLC poster encouraging students to clean up after themselves and not move furniture <p><i>How do we encourage students to feel a sense of ownership in the building?</i></p> <ul style="list-style-type: none"> - The poster is good – but it is really only visible in the elevator - Poster helped send a message that the KBLC staff were aware of the problem [Student thought KBLC staff might not know there is a problem with tidiness in the building] - Idea: a bit of social pressure can help create change “It’s ok to tell your friend to pick up their garbage” - Can help build community - ‘Soft sell’ probably doesn’t work - Comical twist can go a long way –e.g. recycling is tied to karma ad - “Make friends, not garbage” – dropping garbage and other students giving glares, furniture piled up - All signs should emphasize “Your space” vs “The space” or “The building” - “The cleaning fairy doesn’t live here, clean up” - “Your tuition pays for the building” - Use digital signage - Use computers on 2nd floor outside of Ike’s Café to increase visibility 	
<p>7. Wrap Up and Thank You</p>	<ul style="list-style-type: none"> - Students invited to the opening of the Koerner construction area. 	
<p>Meeting Adjourned: 5:23pm</p>		
<p>Recorder: Teri Grant</p>		