**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

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<tr>
<th>Agenda Item</th>
<th>Summary</th>
<th>Action</th>
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<td>1. Welcome</td>
<td>Welcome.</td>
<td>FYI</td>
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<td>2. Approval of Agenda</td>
<td>Passed without changes</td>
<td>FYI</td>
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<td>3. Review of March 3, 2012 Minutes and Accomplishments</td>
<td>Julie shared positive feedback from Library staff regarding feedback exercise from Feb. Meeting, particularly with regard to Service Model Feedback.</td>
<td>FYI</td>
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| 4. Copyright Discussion | *Facilitated by Joy Kirchner and Glenn Drexhage*  
**Brief Presentation:**  
- 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 questions  

**Discussion: FEEDBACK ON BEST WAY TO COMMUNICATE TO STUDENTS**  
- 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  
- *Question:* how would Library be able to ‘police’ what students are doing, and how they are distributing or sharing materials? | FYI |
- *Answer:* Library 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

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<th>5. Koerner Library</th>
<th>New Library Service Model</th>
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<td><em>Facilitated by Erin Fields and Trish Rosseel</em></td>
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<td><strong>Brief Presentation:</strong></td>
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<td>- Part of Koerner used to be Sedgewick, built in 1973</td>
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<td>- With the changing physical space has come a changing approach to service models</td>
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- 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

**Discussion: FEEDBACK**

**Do you see benefits? And if so, what are they?**
- 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

**What should this be called?**
- 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

**What services should be offered here?**
- Technical support – expectation is that if there is a computer area close by, that proximate desk should be able to provide support with computers

**What attracts you to a point of service?**
- 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

**What challenges are there with changing the model?**
- 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
conversation?
- 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.

6. Respecting Space Feedback  Facilitated by Julie Mitchell

Brief Presentation:
- Large challenge in IKBLC about how to keep space tidy and furniture intact.
- Showed current IKBLC poster encouraging students to clean up after themselves and not move furniture

How do we encourage students to feel a sense of ownership in the building?
- The poster is good – but it is really only visible in the elevator
- Poster helped send a message that the IKBLC staff were aware of the problem [Student thought IKBLC 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

7. Wrap Up and Thank You

- Students invited to the opening of the Koerner construction area.

Meeting Adjourned: 5:23pm
Recorder: Teri Grant