**UBC LIBRARY | LIBRARY STUDENT ADVISORY COMMITTEE MEETING MINUTES**

**Nov. 26, 5:30-7pm**

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

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| **Present:** Devin Soper, Teri Grant, Stephanie Savage (iSchool), Katie Tissington (Arts), Vivian Cui (Applied Science), Alina Kosel (iSchool), Minjia Zhan (Commerce), Sekeenah Mukhtar (Science), Weiting Jia (Arts), Benjamin Allard (Visual Arts), Gordon Yung (Medicine), Daniel Kim (Science), Maggie Song (Arts) | | |
| **Regrets:** Andrew Lamash (Science) | | |
| **Chairs:** Devin Soper, Teri Grant **Recorder:** Devin Soper | | |
| **Agenda Item** | **Summary** | **Action** |
| 1. Introductions | * Please see attendance above. | FYI |
| 1. Review of October Design Thinking conversation | * Design Thinking is a structured methodology that facilitates the creative process of exploring a problem and thinking through ideas from different perspectives. Notes from the ‘Uncovering the Possibilities’ phase will be used to design the year-long structure and topic order for future Library Student Advisory Committee Meetings. * Please see notes below the meeting minutes (Appendix A) | FYI |
| 1. Access to Resources – WHEN (Library Hours) | * Small group activity: breakout into groups of 2-3 to discuss library hours during exams, holidays, weekends, and generally. * Guiding questions: What would be the ideal hours for each of these periods, and what are the most important factors for you as students in thinking about library hours? * Thoughts/ideas recorded on chart paper and then shared back to entire group (see Appendix B for photos of chart paper).   **Exams**   * All branches should be open 24/7: students need study space, especially if they are commuting to campus * Study space, computers, and printers are most important factors for students during exams; access to circulation and reference services not as important * Safety is an important concern: students want 24/7 access, but want to feel safe when walking to bus or car park * Cleanliness/hygiene is another important concern: students have a tendency to “camp out” in one spot for long periods; one solution to this would be to close specific sections of the library for cleaning, so students would still have a place to go, but custodial staff would still be able to keep the branches clean * Students understand that staff time is an obstacle to 24/7 access, but think that this could be addressed by keeping specific sections of the library open, much as banks keeps a small portion of a branch open to provide 24/7 access to ATMs * For dedicated 24/7 section, students would want study space and computers/printers, not access to collections or research help   **Printing (tangent)**   * Students also recommended implementing printing ‘express lines’ (similar to grocery stores), with some printers that have a per-job page limit |  |
| Access to Resources – WHEN (Library Hours) | **Holidays**   * Students want the library to stay open over the holidays, if possible, but they feel more strongly about this for holidays that fall during the term, as opposed to holidays when classes are not in session * For holidays during term, libraries should stay open at least from 9am-5pm or 10am-6pm * For holidays when classes not in session, students want the library to stay open, but appreciate that certain branches may need to close or have reduced hours (e.g., 12-5pm)   **Weekends**   * Current weekend hours mostly OK, but certain libraries need to have longer hours (e.g., Xwi7xwa) * Need to keep the library open to accommodate students who work part-time jobs on the weekends, and may only be able to access library outside of 11am-5pm   **Generally**   * Open 30-60 minutes before earliest class start and 30-60 minutes after last class ends, as students often need access to library before and after class (esp. for printing, etc.) * Also need to accommodate different study habits and schedules (morning people and evening people)   **Summer**   * Summer: 8am-8pm would be ideal; less demand during summer, but still need to accommodate students who are taking summer courses, which are condensed * Students pay the same fees during the summer, but have reduced access to libraries – what gives? |  |
| 1. Access to Resources – WHO (Library staff) | * Group discussion. Guiding questions: Imagine you are back on your very first day of post-secondary. Imagine that you don't know anything about an academic Library (what's in it, what the buildings are like, what the policies are like, how to find anything at all). What questions do you have in September? October? November? December? How might you want to be able to ask these questions? * Most students were not aware of the concept of subject librarians * Students have difficulty identifying public service librarians, who should provide visual cues to indicate their areas of expertise * Most students were not aware of the concept of research guides, and suggested that they are not visible or promoted enough * Library should send a broadcast email to all first-year students, to highlight all of the resources available to them * Library should also provide an online booking system for students to schedule appointments with subject librarians; this would break down barriers for students who are not comfortable approaching the reference desk or emailing a librarian directly * Librarians should have open and bookable office hours, so students can get personalized help (not just general library instruction classes) * Even when students receive library instruction, they feel don’t know that they can follow up for personalized help – librarians should be better at promoting these personalized consultation services * When is the magic moment to connect with students? Around the first midterm, about a month and a half into the term, once students have had a chance to settle in; start of term is not ideal because there are too many distractions * Students want an active social media presence; they use facebook more than twitter, but the facebook page needs to be very active and focus on events * Integrated library instruction, particularly for classes with over 100 students; integrating workshops with existing programs, such as workshop series for international students; workshops should focus as much on 2nd and 3rd year students as they do on 1st year students, and they need to follow up year on year * Include librarian contact information and office hours on class syllabi, as well as on first-year faculty orientation materials (e.g., faculty of science and sauder clipboards – see photos in Appendix B) |  |
| 1. Access to Resources – WHAT (Collections) | * No time; collections tabled for next meeting |  |
| 1. Next meeting | * Group to determine Term 2 meeting time via Doodle poll. | * Teri Grant to follow up with meeting minutes and a link to the Doodle poll. |
| **Meeting Adjourned**: 7:00pm | | |
| **Next Meeting:** TBA | | |
| **Recorder:** Devin Soper | | |

**APPENDIX A: DESIGN THINKING NOTES (*uncovering the possibilities*)**

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| **In 2018, how might the Library user experience be described? What do you see? Hear? Feel? What can you do? Not do?** | | | |
| **Technology** | **Digital** | **Digital/Physical** | **Physical** |
| * Increase the use of technology * Music room * Touch screen * Library as a digital space, complete with digital community-building (vs a physical space) * More electronic books, fewer physical items * Library materials (eg: books, journals) can all be accessed digitally * Signage to direct students to handy resources like online, faculty-specific guides * Open! (focused on open-access materials) * Students more aware of resources because they are described in monthly e-letters | * At home, mostly, and home on campus * Global (access things from various countries) * Ubiquitous (we can have access to books from everywhere) * Fluid * Outdoor library with communal seating, WIFI, etc. * Regardless of the amount of traffic, all students will be able to access workstations at IKBLC and Koerner | * With robots flashing around * More computer workstations * More laptops/macs/PCs available * Monitoring for productive usage * More people use retrieval system to get the books |
| **Space** | **Collaborative** | **Collaborative/Individual** | **Individual** |
| * Increase bookable study rooms * Increase bookable media rooms * More bookable group study spaces * Many coffee tables replaced by tables more conducive to studying * More group study space * Enough study space (can find a place every time period) * A maker space providing more hands-on experiences for students * There will be triple the number of group study rooms and study spaces at IKBLC * Renovation of study space and decoration | * Much more organized and up to date room bookings * Rooms are often double booked or some people plain-out lie * Connected! (less insular work space and more collaborative spaces) | * Very quiet environment for studying and working * Individualized (Library remembers your preferences) – and probably private * More study spaces strictly for studying (silent study area) * There will be more cubicle spaces at IKBLC |
| **Resources** | **Human** | **Human/Physical** | **Physical** |
| * Human library (access to people) * Academic support centre in all libraries * Longer accessible hours * Bookable appointment online * More libraries open 24/7 during finals * Words won’t have the primary place (instead: picture, video, audio) | * Expansion of the wellness centre * Central hub for wellness resources (emotional, physical) for student success * Engaging! * Not letting the library and librarians exist in the physical space only (reaching out to students) * No reference desks; roving reference librarians instead | * Student/patron-guided collection development; opportunities for students to order books for digital and print collections * Printing at the library will be very hassle-free and easy to learn * Personalized (library remembers your online preferences, provides suggestions to you) * Personalized (documents from your friends too) * Centre/exhibit/resources on sustainability |

**APPENDIX B: PHOTOS FROM NOV 26th MEETING**

