**UBC Library – Library Student Advisory Committee Minutes**

**January 11, 2012, 4:00 to 5:30 pm**

**BC Gas Board Room, Koerner Library**

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| **Present:** Ingrid Parent, Julie Mitchell, Erin Biddlecombe, | | |
| **Regrets:** Jack Park | | |
| **Chairs:** Julie Mitchell, Erin Biddlecombe **Recorder:** Teri Grant **Guests:** Ingrid Parent, University Librarian; Kevin Lindstrom, Reference Librarian, Science and Engineering | | |
| **Agenda Item** | **Summary** | **Action** |
| 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 |
| 1. Committee Introductions | Student committee members:   * **Al Al-Shaibani**, Faculty of Science (Biology), Residence Advisor (A-Team) * **Carolee Changfoot**, Faculty of Arts (Asian Studies), Senate Library Committee, Arts Student Senator, AMS Elections Administrator, Arts Coop Student Association Web and Alumni Relations Coordinator * **Shika Kelkar**, International Relations-African Studies, Arts Undergraduate Society (AUS) Council, Education Committee Member * **Stewart McGillivray**, Faculty of Arts (Political Science) Education Committee Member * **Aaron Sihota**, Faculty of Pharmaceutical Sciences, Senate Library Committee Member, AMS Council Senate Representative * **Nick Thornton**, Faculty of Arts (History), Chapman Learning Commons, Sexual Assault Support Centre Peer Educator * **Jack Park** (Regrets) Faculty of Applied Science, VP Academic Engineering Undergraduate Society | FYI |
| 1. Purpose/Mission/Scope of Committee | * Important for the Library to have specific feedback in order to move forward together * Important for students to be a part of the consultative process as the Library looks to move forward on various projects * Previous Advisory Committee was focused on the Chapman Learning Commons – but now a great opportunity to have a campus-wide conversation | FYI |
| 1. Committee Expectations | * Chairs should be transparent communicating back to Committee about how feedback has been used * Concrete action items after each meeting * All Committee members should be energized and enthusiastic * Focus on creating a supportive environment for ideas and discussion * All Committee members will be diligent about sending regrets if unable to make the meeting * All Committee members will commit to staying on topic, and respectfully holding each other accountable to that * Timeline for action; clear goals for Committee * All Committee members should be open-minded to different perspectives * Punctuality * Minutes to be circulated within 48 hours of the end of the meeting | FYI |
| 1. Irving K. Barber Learning Centre | Proposed New Service Model | Discussion: *What are your impressions of the various service points throughout the Irving K. Barber Learning Centre?*   * Chapman Learning Commons had a good vibe – but not knowing what the Learning Commons is would be a deterrent to entering it * Science and Engineering desk associated with the subject books – not relevant to non-Science or Engineering students * Reference desk does not seem highly used * Different training is apparent by ages of employees (students in CLC) * Reference desk Librarians were helpful, regardless of faculty. Will ask follow-up questions to make sure the right information is given.   Introduction: *New IKBLC Service Model*   * Description of each current service point * Description of proposed model from the Reference Service Review- Circulation, Reference, and Chapman Learning Commons desks combined to one service point on level 3   Discussion: *Benefits of proposed model*   * Would reduce ‘walk-bys’ past Circulation Desk * Would keep all resources centralized * 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   Discussion: *Challenges of proposed model*   * Increased flow of traffic could result in longer lines (as seen by research question wait-times in Koerner) * Not clearly visible on 3rd floor – confusing for new arrivals to UBC; not a central location * Accessibility access – enough space to manoeuvre?   Discussion: *How to make it clear where new service point is located?*   * Clear signage – including on the third floor to direct patrons away from the Emergency Exit from the stacks (glazed doors) * Phone/digital kiosks to direct patrons to the third floor/Library resources   Discussion: *What to call this service point?*   * ‘Learning Hub’ * ‘Library Services’ * ‘Information Desk’ * (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) * ‘Resource Desk’ * ‘Library Resources’   Discussion: *How to gather feedback from students?*   * Questionnaire for current patrons of those service points (print survey) * Visual displays in the lobby of IKBLC (*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?*) * Residence students use IKBLC as an alternative study location – would be good to gather feedback from those students * Video online displaying proposed changes – opportunity to comment online * Questions (gathered through conversation) * What would happen to Chapman Learning Commons Help Desk space? (*A: Possibly increased study space/tables for students*) * What would happen to the ASRS? (*A: Not entirely certain yet.*) | Julie to share feedback with library staff. |
| *2 minute break* |  |  |
| 1. 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 and Julie Mitchell.  Additional discussion:   * Video length should be 2-3mins max, and should include students talking; should also include Librarians talking to provide a ‘familiar’ face * Specific student-friendly information and language to explain *significance* of copyright legislation to students * 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 * Event-based reach outs could be more impactful than ‘office hours’   *Kevin: how to reach undergraduate students?*   * Use CLASS Conference – connect with Undergraduate Societies * Use residence – a place where all faculties ‘live’ – have a workshop for the residence life staff * 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   . | Julie to share feedback with library staff.  . |
| 1. Wrap Up and Next Meeting | Deciding next meeting time – hope to have two more meetings (one in February and one in March) |  |
| **Meeting Adjourned**: 5:29pm | | |
| **Next Meeting:** February 2012 (after Reading Week) **Recorder:** Teri Grant | | |