**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 |