Attendees: Lawrence Burr (Chair), Luanne Freund, Susan Parker (Librarian) Pam Ratner, John Shepherd, Lauren Small (Secretary), Lynn Stothers.

Guests: Lea Starr, Sandra Wilkins.

Regrets: Gage Averill, Jakob Gattinger, Ainsley MacDougall.

1. Adoption of Agenda

The agenda was adopted by general consent.

2. Minutes of the Meeting of 19 April 2018 and 10 September 2018

The minutes of the meeting of 19 April 2018 and 10 September 2018 were approved by general consent.

   a. Business Arising from the Minutes

   There was no business arising from the minutes.

3. Library Orientations (Susan Parker, Lea Starr, Sandra Wilkins)

An overview of library orientations was presented. The library’s goal is to ensure students gain relevant skills throughout their time at the university and to help guide them into the future.

An environmental scan was completed, which indicated that UBC is doing similar work to other large research libraries and that many similar universities are moving to online tutorials. They have found that it is important to integrate library instruction with what is being taught in classes to ensure effective learning. Currently, the branch libraries are generally responsible for their own instruction to the faculties that they support. There has been a deliberate transition from in person to online modules and the increased enrolment at UBC has facilitated this. In addition, online modules are a good way to reach a large number of students.

There are also other library resources for students that are well used. There is a library guide, along with a research help portal. Additionally, librarians have created hundreds of specific guides, which have been accessed in one year over 500K times. For individual research assistance students can go to any service desk, make appointments with librarians, or use the provincial online reference service.

In the early 2000s, librarians and graduate academic assistants went to English classes to orient students, but it was only for 50-80 minutes. The Sciences and Health Sciences realized they weren’t able to meet
the demand of in person orientations as the scheduling and timing was a challenge. They found that in delivering online modules they were able to reach many more students. In 2012, an assessment project was completed and it was found that integrating instruction into courses was the most effective way to ensure learning. The hope is to continue to work with faculty to marry the library resources with what the student’s needs are. The online tutorials hold promise, as they can be tailored to what students need at different points in their learning.

One member queried whether first year English is mandatory for all students and if it is not, are there going to be students who are missed. The Librarian responded that at one time, ENGL 112 was mandatory, however things have changed. ENGL 112 is not mandatory for Arts students anymore and the faculty has developed a different course for their students. The library is working to make the course accessible for students in other faculties. It is likely that ENGL 112 will be phased out. L. Starr commented that Applied Sciences and Health Sciences have worked to identify the courses that have a writing component and have developed some online tutorials to parlay them into courses at the right time for students. It was noted that the online skills tutorials can be used with any course. The intent is not to miss anyone.

One member reminded the committee that students have suggested this should be mandatory. As the term ‘mandatory’ implies a penalty if not completed, how will this be dealt with if a student does not complete it? L. Starr responded that one option is for students to complete the online tutorial, and then provide evidence of completion to the faculty. One member also noted that as the Integrated Renewal Program (IRP) is developed, there will be a module that will allow students to develop a program plan. It may be possible to include a cue the student to action this on their program plan. Additionally, it was pointed out that Jump Start would be a good place to ensure students are aware of mandatory orientations before they take their first class. Another way to increase awareness would be with digital displays. Digital displays are used in the Faculty of Medicine research buildings and are helpful to reinforce learning tools. The library could incorporate this by including important information students should be aware of on digital screens.

The number one thing that ensures students learn about the library is when the instructor tells them to and demonstrates its importance. A mandate may need to come through the faculty that goes to the instructors and then is passed along to the students.

**ACTION:** Connect with IRP to inquire about library orientations being incorporated in the program plan.

4. **Evening Library Hours** (Susan Parker, Lea Starr, Sandra Wilkins)

The large and medium sized libraries at UBC have similar opening and closing hours. Where there is a difference is in the smaller libraries. The smaller locations have greater variation on the weekends. The Asian library has experimented with opening on Sunday in the past but there were very few visitors. The Xwi7xwa library is closed on Saturday and Sunday, and trials in the past have shown that it did not prove beneficial to be open.

A comparison of three similar sized libraries each at UBC and the University of Alberta was presented. The opening/closing hours were very similar, with UBC being open slightly longer for each library.

To provide consistency and have all of the branches open until 10pm and 6pm on Fridays, it would cost over $130,000. To keep all branches open 7 days a week, it would cost over $500,000. It was noted that the library does review hours periodically and experiments with different opening and closing times.
One member stated that what is really being sought by students are study spaces. It was noted that the Provost’s Office has had challenges in terms of irregular hours of opening and closing hours for all academic facilities. They have standardized this over the past year and have invested more in the provision of informal learning space. A website has also been developed to illustrate what rooms are available; however, they have not been able to effectively communicate to students that this information is available. S. Wilkins suggested that on the Library website and the Learning Spaces website, they link to one another’s webpages so students are more aware about where they can find study space.

One member commented that it may be wise to look at putting funds into the standardization of higher volume libraries. Instead of trying to add 8 hours of opening/closing time a week to the smaller libraries, add one hour a week to the larger libraries which thousands more students frequent. If this is done, one would need to ensure that students who use these smaller/specialty libraries do not feel disadvantaged.

The Chair asked how much extra security costs are incurred in the 24/7 library hours during exam periods. S. Wilkins responded that she didn’t have exact figures on hand, but they do require additional security services and also custodial services, which would incur a large cost.

One member noted that students are requiring more sophisticated mental health services on campus and that we would need to take into account student’s mental health and wellbeing if the library was open 24/7 on a regular basis. L. Starr noted that a few years ago, 24/7 access was experimented with and they found that there wasn’t as much use as people thought there would be.

5. **Other Business**
   
   None.

6. **Tour of the Rare Books and Special Collections Division**

7. **Adjournment**
   
The meeting was adjourned upon conclusion of the tour.