

Student Library Advisory Committee (SLAC)

October 7, 2016

Student Attendees: Amanda Bragg, Carolyn Bratnober, Janine Ko, Emily Moore, Jordana Narin, Gloria Soomi Oh, Emily Rutherford, Noemy Santos, Kurt Streich, and Andy Truelove.

Library Attendees: Jim Crocomo, Tara Das, Carole Ann Fabian, Meredith Levin, Abbey Lovell, Francie Mrkich, Barbara Rockenbach, and Ann Thornton.

Key Points

- I. Communications.
 - A. Based on conversations with SLAC, the Libraries' Communications team revised and updated many of the libraries' marketing materials, including signage related to food policies in the Libraries. The new materials are designed according to a color-coded system that designates where a) food and drink are permitted [green], b) drink is permitted, but food is prohibited [yellow], and c) food and drink are prohibited [red].
 - B. Additional materials, including our rack cards and Did You Know? campaign, are intended to promote resources and technologies that are available, but perhaps lesser known to students.
- II. Strategic Directions.
 - A. Over the course of the past year, the Libraries began to identify and define its Strategic Directions, the highest-level aspirations of our organization that will determine our goals and priorities for the coming years. Summarized in six active "directions" - commit, advance, inspire, catalyze, shape, and empower - the statements were drafted by small working groups following months of listening and discussion with students, staff, donors, and other stakeholders. With statements now in place, the Libraries will move into its "planning" phase, which will require even greater collaboration with stakeholders, including students.
 - B. Especially applicable to the Libraries' work with students, one direction aims to "inspire inquiry" by "engag[ing] with students to explore broadly, discover deeply, and participate meaningfully in a global, diverse society."
 1. Divided into three groups, staff and students worked together to determine what the Libraries already do to "inspire inquiry" and what more we can do as we move forward.
 2. Groups focused on three key terms from the written statement - ethics, journey, and literacy - to derive meaning from the directive. Following are some take-aways from each topical discussion:

ETHICS

- Academic integrity is integral to ethical behavior. The Libraries are helpful in their provision of and instruction on citation software. There is potential to partner more comprehensively with the Center for Teaching and Learning (CTL) to facilitate

workshops on proper citation, especially to discuss/resolve cultural differences regarding perceptions of plagiarism.

- The Libraries are responsible for promoting and providing equitable access to collections, materials, and resources. The Libraries has an ethical responsibility to allow access to its holdings and simultaneously follow procedures related to public safety and security. There are various stakeholders that the Libraries must consider when granting access privileges, including faculty, students, and the general public. How should the Libraries address each party equitably and adhere to institutional policies?
- There are also ethical implications to the way that the Libraries disseminate information. As the “intellectual heart” of our institution, the Libraries should provide a vast collection of resources in a number of disciplines and encourage students to ask their own questions of our materials. Librarians should guide students in their research in a manner that is inclusive and unbiased.

JOURNEY

- The purpose of students’ educational journey is to gain skillsets to facilitate current and future success. The journey should not be weighed down by a results-driven goal, but rather motivated by the process of ongoing learning. Libraries are integral to this process as students work closely with our staff to explore and engage with our collections, materials, and resources.
- Equally important to “journey” is the term “support,” i.e. how can the libraries help students succeed? The libraries are the intellectual heart of our institution and should be framed/marketed in terms of their contributions to students’ success.
- The libraries must work closely with faculty to meet students’ needs in a manner that does not burden the student, i.e. the libraries must “go where the students are” - class.
 - Examples of such partnership include links to research guides in syllabi, training sessions on library resources during class-time, etc.

LITERACY

- Presentations by librarians about how to use CLIO, for example, are a method by which the libraries contribute to students’ information literacy.
- Software and tools available within the libraries, such as the Science & Engineering Library’s 3D printer and Oculus Rift, allow students to make sense of their surroundings and thus improve visual literacy.
- The primary sources in the Rare Book & Manuscript Library provide an entryway to more hands-on learning. Students should be exposed to and encouraged to engage with the University’s collections of archives earlier in their academic journeys at Columbia.
- There are certainly differences among various disciplines in the sorts of literacy that students need to succeed in their journeys, e.g. History and Humanities students will likely work more closely with primary sources than Engineering students. How can the Libraries ensure that our work addresses all forms of literacy and reaches students of all disciplines?