Attendees
Students: Alex Cuadrado (Italian), Rads Mehta (Columbia College), Gustie Owens (Barnard College), Jack Rossiter-Munley (Journalism), Nicole Saldarriaga (School of the Arts), Rahim Hashim (Biological Sciences), Spencer Szwalbenest (General Studies), Jack Rossiter-Munley (Journalism), Darold Cuba (Oral History MA)

Columbia University Library Staff: Rob Cartolano, Jim Crocamo, Sophie Leveque, Jeremiah Mercurio, Allison Morrow, Barbara Rockenbach, Breck Witte, Ann Thornton, Zack Lane

Agenda

The goal of the meeting is to ask questions about the student's current experience and about future planning for a return to campus after the COVID outage.

Current Needs
1.  As the semester is ending, what needs do you have for research materials? Have you had to change your research topics, projects, or research process because of this experience?

    *Responses:*
    - A few anecdotes about needing archives not yet digitized for thesis chapters - both at Columbia and beyond.
    - Mention of "many helpful people" assisting students in navigating newly available digital resources
    - Doctoral students: ethnographies, fieldwork, etc. - students not sure whether to put things on pause and do things the way they want to, OR reformulate their questions and essentially reformulate a dissertation.
    - Expanded access to digitized materials is great, but there are still many things not accessible that are needed - non-circulating collections, archives, etc.

2.    How would you rate your experience finding and using online resources?

*Responses:*
    - School of the Arts students may not use the Libraries in the same way (i.e. - not able to take advantage of digital resources as much as others in different disciplines)...BUT…Not hearing many complaints in general about experience finding and using online resources. People seem "relatively happy" about what is available to them.
    - Simply-E is the only complaint in terms of technical difficulties.
    - More CUIT-related: problems with accessing server for using GIS data

3.    Do you know what "course reserves" are?  Have you used course reserves since campus closed?  Do you usually use course reserves?

*Responses:*
    - (Anecdote: many/most students do not know what the term "course reserves" refers to.) - Materials that faculty request to be available to students via the Libraries for courses.
    - No one in SLAC is using course reserves at the moment - but several students WOULD be using course reserves when they have in-person access. ("It's a lot

easier to visit the desk in the Libraries than it is to hunt for an illegal copy online...but now I'm just hunting for an illegal copy online").

- Courses this semester didn't necessarily have students buying books (for one student in particular), so course reserves weren't an issue in the transition to remote learning
- Question from a student who is teaching: does this include films? (Answer: As an instructor, you can put a reserve request in and Libraries will investigate whether we have streaming rights - we will do this as often as possible, though it's not available for every film) Student has been worried about whether to cut the film portion of the syllabus for the semester, or find a version of the film on YouTube, etc.
- Graduate student: "We read everything, use everything - 'over-consumers.' Might be the nature of certain programs
- Question from an undergraduate: Is there a difference between Columbia and Barnard Reserves? Answer: yes, If the course is through Barnard, that library will put the item on reserve - if the course is through Columbia, we will put the item on reserve).
- Comment from a student: We were responsible for finding everything on our own - not sure if our faculty knows about course reserves, or is not using the service. Suggestion that perhaps SOA or other departmental faculty needs more direct communication from liaisons on this issue one a semesterly basis. - this was seconded by a few students (the general note about how some faculty are not aware of services/resources available to them).


4.      Have you interacted with any library staff in the past 7 weeks? Are there any services available now that you prefer online? Consultations? Reference? Workshops? How often have you used these in the last month?

*Responses:*

- Graduate student: "I have continued to reach out to the departmental librarian (Meredith Levin), who has continued to help me access the materials I need." Similar shout-out for Kristina Williams for continuity of service approach in this area.


5.      What do you miss most about the Libraries?

*Responses:*

- Graduate student: "Having a dedicated place that I work (versus eating, socializing, etc.) - having a physical separation for focused time."
- Opportunity for wandering the stacks - intellectual influence of discovery that's not possible without being there physically. No easy way to recreate this in an online environment (lots of agreement on this point)
- Being able to walk through library spaces, interact with librarians in person (shout-out for Sophie L.)
- Social/intellectual togetherness - studying together in library spaces, even just among others who might not be working on the same things, but being together. (this is manifesting through the 24-hr RefSpotting Zoom Room, 3-hr ambient noise "of Ref."

Return to Campus
1. Under what conditions would you feel safe to return to campus? Checking temperatures in the library? Social distancing in reading rooms? Limiting number of people in specific spaces?

   *Responses:*
   - Enforcement of social distancing in Libraries would be difficult due to lack of space. This would potentially cause a limit on the number of people able to use the Libraries - so facemasks would need to be a requirement since it would be relatively difficult to maintain social distance.
   - In appropriate places, might the Libraries provide cleaning supplies like wipes, etc.? This sends the message that users are responsible for cleaning their spaces, and maintaining cleanliness for the next person who uses the space. (Not unlike when supermarkets have wipes for users to wipe their own shopping carts).
   - Restrictions around seating might be important. Also, perhaps having hours specifically for senior citizens or those who are immunocompromised to use the Libraries (similar to hours for seniors at grocery stores)
   - Lots of comparisons to new grocery store norms!
   - Need clear processes for what happens when people browse the stacks - what happens to books a user touches, but doesn't ultimately check out? This might mean gloves for those using/browsing stacks, etc.
   - In response to the notion of temperature-taking an entry point: If that's the recommendation/standard of the city/state/University, that's great. But, it would be strange if this wasn't a campus-wide coordinated approach - (i.e. - not at the gym, but yes at the Libraries). Also concern that temperature policy isn't a good measure of infection because of the number of people who are not symptomatic. Also, would be difficult to implement, unless this is something coordinated at the campus level.
   - In response to implementing social distancing guidelines in library spaces: staged entry (certain number of people per building/floor/etc.) is the only way to guarantee that we can keep the density down in library spaces.
   - Concern with using wifi data to measure density - it's inaccurate. If we're to use a tool like this, we need to ensure that the density measurements are accurate and enforced.
   - If a limit on the number of people entering a library space must be implemented, concerns about how to stagger this (by alpha last name, by program, by seniority, etc.) - all present problems with imbalanced numbers of users needing to access the space at a given time.
   - General concerns about creating "hierarchies" for which users can or cannot come into library spaces at a given time. Labs or schools/departments have the ability to create more obvious hierarchies or decision processes - but how will the Libraries implement this?
   - Can Libraries implement a person in/person out count using actual staff members at entry points? Even if there isn't official swipe in/swipe out, is this something we could implement with the staff who already sit at many entry/exit points in campus locations?

3. Once we have specific guidance for appropriate social distancing behavior, we think the messaging will need to be specific to the situation -- and we will need to be sure the messaging reaches students. What ideas do you have about the best way to do that? Would any of you be

willing to assist us with making a PSA/video about safe library use once we have that specific public health and University guidance?

>    *Responses:*
>    - Graphics, signage, reminders of precautions in physical library spaces


If we had to pick between open stacks and open rooms, what would you prioritize?
- Stacks (graduate)
- Rooms (undergraduate) - what a lot of people miss as study spaces, but this also might be effective as a staggered approach in conjunction with stacks
- Stacks present less of an ability to control infection risk - so study spaces might be more feasible in terms of cleanliness/enforcement/etc. (this was seconded, even by students who admittedly miss the discoverability factor of stacks)