

Student Library Advisory Committee Meeting
11.20.20

https://library.columbia.edu/about/student_advisory_committee.html

Students in attendance:

Souvik Chatterjee, SIPA

Alex Cuadrado, GSAS

Rahim Hashim, GSAS

Augusta Owens, BC

Evan Tilley, SEAS

Rachel Yeung, SSW

Radhika Mehta, CC

Nicole Saldarriaga, SOA

Libraries staff in attendance:

Iris A. Barreto, Evening and Weekend Access Supervisor

Madiha Choksi, Research and Learning Technologies Librarian

Jim Crocamo, Head, Access and User Experience

Kaneisha Gaston Arhin, Teaching and Undergraduate Services Librarian

Lauran Hartley, Tibetan Studies Librarian

Abbey Lovell, Communications Manager

Allison Morrow, Associate Director, Communications

Ann Thornton, Vice Provost and University Librarian R

Breck Witte, Director of Library IT

Agenda & Notes:

- 1) **Welcome & Introductions** (all)
- 2) **Announcement of [New AUL for Research & Learning](#)** (Ann Thornton)
- 3) **Update on [library services](#)** (Jim Crocamo)

4) Workshops. (Allison Morrow)

Students were asked to complete a [brief questionnaire](#) about the virtual workshops currently being offered by the Libraries. Feedback was primarily focused in two areas: visibility (or lack thereof), and content.

Visibility:

- “Email fatigue is real. But, usually dedicated emails work best about individual workshops. Nobody reads newsletters! We instinctively “archive” things, especially mass emails.”

- “Career centers or departmental administrators for various schools would be good places to advertise workshops.”
- “Student councils are sometimes willing to post about workshops on their social channels.”
- “Engaging directly with professors who should be taking advantage of libraries services in general needs to be done more effectively.”
- “Reiterating again that mass newsletters aren’t the best channels, but always open to hearing from individual programs or advisors.”
- “Writing Centers are great avenues for communication about training opportunities.”
- “People, including students, use inboxes as to-do lists. It’s important for libraries staff members who are hosting workshops to do targeted outreach to faculty, students, or departmental administrators about the offerings.”

Content:

- “I wasn’t personally interested in a lot of them because of my program. But, there is room to open them up to something a little more playful. Maybe a workshop that intro’s students to RBML. I love this library and wouldn’t have discovered how rich and amazing it is without having attended Nancy’s tour.”
- “No one (that I’ve worked with in my program) knew we had a Copyright Advisory Office. Especially for SOA, it would be great to be more directly connected with this office.”
- “I’d be more compelled to attend a workshop if it were specifically targeted to me and my program...and marketed through my department. For instance, Libraries for Undergraduate English Majors. Doing targeted workshops built and titled specifically for students (without having to target those students based solely on content) would be best. General workshops just aren’t as enticing.”
- “We get emails about workshops hosted by our department, workshops hosted by our institute, by the Libraries, Foundations...it’s difficult to parse what’s most relevant. Synching opportunities across departments would be most valuable.” (Also mentioned as an aside that post docs might not be getting emails as frequently as most student groups...and this is definitely a demographic who might be interested in workshops).
- “Not many workshops currently on offer are program or content based, as opposed to method or tool based (most of them are the latter, currently). Specificity of the program is more helpful.”

5) Course Materials. (Kaneisha Gaston)

Students were asked to engage in a role play exercise, during which we asked them a series of open-ended questions. Students were encouraged to share their screen and/or give honest examples of how they would navigate a particular requirement for acquiring course materials.

Question/Prompt: Role play – pretend I am a new student. I found the link to the Libraries' homepage in my professor's syllabus and I want to use it to find course materials. Can you show me how to do that?

Responses:

- "I might go to the bookstore, definitely not the website."
- "I might go to Courseworks."
- "I'd tell them to go to "My CLIO" and search for materials that aren't listed there."
- "I'd go back to the syllabus and assess what the instructor has already indicated whether something is available on campus, what I might have to search for in CLIO, etc."
- "Courseworks. Materials will be under "Library Reserves" tab in the course website."
- "Start with the Borrow, Request, Renew, button on the homepage."
- (Anecdote): No professor in my program has ever put anything on request at the Libraries. How can we change this?

Question/Prompt: What are strategies you use to locate materials for your courses, generally? How do you approach getting materials you need?

Responses:

- "CLIO, or my local library."
- "Ebooks."
- "For articles, Jstor is my first stop."
- "For most of my intro classes (undergrad), we also pass down online PDFs of textbooks."
- "For articles, I look in CLIO first, then Google."
- "People in my program engage in a mad dash to the library after receiving the syllabus to get the one copy in Butler, especially those in foreign languages not published by American publishers. If you don't get that one copy, it can mean a very costly purchase, sometimes with a month-long shipping delay for internationally published books."
- "I've never used Course Reserves (undergrad), usually my courses require just one textbook. And, usually the mad dash is to the bookstore to rent the book. Otherwise, we're using PDFs or links in the syllabus. I know that CLIO has been very resourceful."
- "Some classes/professors will insist on annotating books, requiring purchasing. There is no way around the cost to me for this."
- "I frequently go to Lehman reserves, but I can only check out materials for 2 hours. I use my cell phone camera or video to capture as much of the book as I can so I can reference it later."
- "90% of my course materials are PDFs distributed by the professor."

6) **Wrap-up and Next Steps** (Allison)

- There are 1 or 2 students rotating OFF of this committee because of graduation. There will also be several new students joining our committee next semester. Because of the virtual nature of this meeting, we are happy to expand the committee roster. If any students have suggestions for students who might want to serve on this committee, please email Allison at amm2394@columbia.edu.
- We will meet again in January. Best of luck with the rest of your semester! Please email slac@library.columbia.edu with questions about services, suggestions, concerns, or feedback...especially discussion items that may be of broad interest in a future meeting.