

Notes from the Student Library Advisory Council (SLAC) Meeting
October 17, 2011

Attending: Emily Asenath-Smith, Lara Bertoia, Matt Clifford, Brian Cuddy, Susanne Forbath, Kiersten Frenchu, Robert Hackett, Toniqua Hay, Shamia Jai Kamur, Kelly Kubas, Margot Lystra, Ben March, Patricio Martinez, Charles McCann, Lisa McEnery, Curran Muhlberger, Sarah Pickle, Irina Potapova, Jason Ruth, Aya Saiki, Joseph Simonis, William Spencer, Frank Zhang

Also: Mary Ochs, Director, Mann Library; Jaron Porciello, Coordinator of Instruction Services, Mann Library; Oya Rieger, Associate University Librarian for Digital Scholarship and Preservation Services; Pat Schafer, Director of Service Strategies; Ed Weissman, Assistant to the University Librarian

1. Welcome and introductions

Anne Kenney was ill and unable to attend the meeting. Ed Weissman moderated the meeting. Ed thanked the Council members who had volunteered to serve as informal advisors/liaisons to the Library and invited others to volunteer. See the [list of opportunities](#) on the SLAC wiki. He also invited suggestions for agenda topics at future meetings.

2. Information fluency

One of the Library's priority objectives is to ensure that Cornell students are information fluent by building information literacy programs that will achieve college learning outcomes. The University lists information literacy, the ability to effectively access, evaluate and use a variety of relevant information resources, as one of seven learning outcomes it expects students to master before they graduate. Each of the college also incorporates information literacy among its learning outcomes. Mary Ochs and Jaron Porciello who are leading the Library's efforts in this area asked for feedback on current library services in this area and suggestions for ways to improve them. Comments included:

- Library component of freshman writing seminars is helpful in that it provides a general introduction to and raises awareness of the Library. Don't abandon this. But these seminars generally don't require research. Useful to target more research intensive courses. Also, what you learn in the Freshman Writing Seminars doesn't necessarily apply to what you ultimately major in.
- Transfer students don't have the freshman experience so it would be good to have the Library target first year transfer students.
- In some majors, even introductory courses require research.
- Students wish for more "research tutorials" specifically about case studies in the Engineering College. Involve librarians in the general distribution courses at the College.
- Assign "go-to" librarians for specific classes at all levels.
- Focus not only on finding information but also on managing information (e.g., citation management) and time management. Cover the entire research process.
- Communications about library programs is a problem. To reach TAs, don't go through department liaisons but rather out to the graduate students directly.

3. E-Portfolios

Some faculty are experimenting with the use of e-portfolios in their classes as a way to facilitate and assess learning. CIT has a pilot e-portfolio program. Oya Rieger showed a few e-Portfolios of students at other universities and asked for comments based on experience using them or their potential value. Comments included:

- ePortfolios are used in German Studies. Students can track and measure their progress over several years. It has been good for the students and for instructional purposes.
- A standard Cornell ePortfolio interface would be good for TAs and instructors. It would allow them to go to one place to find the work of all their students.
- For students, do e-Portfolios offer anything that a personal website does not? In response, Oya mentioned that it would provide a persistent presence. It would also offer Cornell branding.

4. Plans for a fifth floor graduate reading room in Olin Library

Pat Schafer, Director of Service Strategies, presented the [plans](#) to convert a suite of staff offices on the west end of the fifth floor of Olin Library overlooking Uris Library into a large graduate reading room. The room is intended to be used primarily by graduate students who now use the following graduate study rooms:

- American and European History Room 305
- English, Speech, Drama Room 305
- Government Room 405
- Hart Collection (English) Room 305
- Medieval Studies Room 404
- Modern Languages and Literature Room 301
- Philosophy and Near Eastern Studies Room 602
- Sociology, Anthropology, and Economics Room 401

The current Ancient History and Classics rooms on the sixth floor will remain as is but the other rooms freed up on floors 3, 4 and 6 will be repurposed for general use.

The environment and services planned for the fifth floor graduate reading room are intended to be “conducive to spending long hours of deep research and reading” and will include space for the collections in the current graduate study rooms that are being relocated fifth floor. Two small discussion rooms with patron sign up and a larger meeting room are also in the plans. The fifth floor suite will be locked with access by key code.

Comments included:

- It will be impossible to keep a key code confidential.
- How will other patrons get access to books and other materials in the room. Perhaps better not to shelve materials in the room

5. Student issues and concerns

- Would like more convenient weekend hours: The Cox Music Library is open on Saturday from noon to 5 pm. Users cannot access their lockers when the Library is closed. Access to the 3d floor seminar room would be especially helpful.
- Graduate students are concerned about losing access to important licensed electronic resources after they earn their degrees.

Edward Weissman
Assistant to the University Librarian