

## **ALL-SIS Student Services Committee Roundtable, July 19, 2015**

### **Table 1**

#### **Participants:**

Steven Richardson, Indiana Tech Law School (Table Leader)  
Shannon Roddy, American University  
Todd Ito, University of Chicago  
Pat Behles, University of Baltimore Law School  
Karen Skinner, University of Southern California  
Heath Mayhew, Columbia Law School.

#### **Online Training**

*What type of online services do you have for students? Tutorials, Virtual Tours, etc?*

Chat & e-mail reference

Tutorials for 1st year Legal Research & Writing

LibGuides

#### **Circulation**

*Any cool tools available for checkout?*

Chargers were available for checkout, and mentioned as being very popular. There were also laptops and charging stations. Games (esp. board games) were not popular at all.

*How do you work Course Reserve?*

Faculty use either e-mail or electronic forms to place items on course reserve. Some libraries had a dedicated reading room for using course reserves.

*Do you have all the required books for each class available for checkout?*

This was split, many places had all of the course materials, other places do not place casebooks on reserve on the theory that they do not want the reserve books becoming replacements for purchasing books.

*How long is material checked out for?*

Most course reserves were mentioned as either 2 or 3 hours, with several weeks being common for other circulating items.

#### **Collaborative Spaces**

*How is the space in your library set up?*

All libraries had quiet study space. Many were using an open plan concept, and all had study rooms. Library access was available after hours, usually requiring a swipe card.

*Are there collaborative work spaces?*

Many places had study rooms that could be reserved with technology and other equipment necessary for effective study.

*Quiet study areas?*

Quiet study areas were limited to either a quiet room, a quiet floor, or the computer lab. Signs prohibiting cell phone have proven ineffective, so many places have developed dedicated cell-phone spaces.

*Access to technology?*

Most places had either labs or computers in the study rooms.

*Maker's spaces?*

Not a single library reported having a maker space.

## **Marketing to Students**

*Newsletters? E-mail blasts? Social Media? What's most successful?*

Students don't read library e-mails. Blogs are of dubious utility. Libraries use topical posters & displays. Students don't follow library social media accounts, but other, random, people do.

Using other students and their social media to promote library services is more effective. Librarians wondered about LinkedIn & whether working with career services could help.

*How do you encourage students to follow your social media presence?*

Students seem mostly disinterested in hearing from the library. Many libraries reported that they will start focusing their social media efforts on orientation and getting students while they're brand new.

*How do students want to hear about new programs, offerings?*

Students are more likely to listen to the administration or other students. Piggybacking on their communications seems like a viable strategy. The use of freebies, especially food, is one of the few ways to ensure attention is paid.

## **Table 2**

### **Participants:**

Maureen Moran, Pacific McGeorge School of Law (Table Leader)

Monica Ortale, South Texas College of Law

Katie Hauschke, North Carolina Central University School of Law

Margaret Krause, Georgetown University Law Center

Matthew Flyntz, Chapman University School of Law

Cassie Rae DuBay, Southern Methodist University School of Law

### **Student Services Librarian Position**

KH asked if anyone had a student services librarian at their schools, and how they were handling Orientation. KH herself is a newly-minted SSL and was looking for ideas. MK said Georgetown didn't have an SSL, but wish they did. MF said Chapman recently replaced its entire library staff and was building from the ground up, though no one was formally in the SSL role. CD said SMU does not have a large enough staff to have a dedicated SSL, but all librarians provide student services and the staff brainstorms a semester at a time on how to do outreach and marketing to students. MM said that the person who filled the most SSL-like role at McGeorge left during staff reductions a few years earlier, and the other librarians provide services to students.

### **Marketing/Outreach**

The topic of outreach and student input was raised. KH said that NCC has a Library Advisory Committee that includes students. CD said she goes to the SBA meetings at SMU to get student feedback. MO said that students at ST have given some great ideas outside official channels; she cited an idea from a student for a water fountain that can fill water bottles, which was given in response to a casual question from the new library director during a tour. A short discussion of water-bottle fillers ensued, including the popularity of the idea among students and the expense, and CD suggested that the school's food-services contractor, such as Aramark, might cover the expense.

Back on the subject of student outreach, MK said that Georgetown library did an annual survey and put the results on its website. They were pleased that there were about 300 responses, even given the size of the student body. MF said Chapman did an in-person survey about its website when it recently redesigned it, and learned that students do not really look at the sidebars and only pay attention to what is in the middle of the screen. CD said that SMU's website had gone through a recent redesign that made it much better, but they still got complaints from students. There was a consensus that there would always be some student complaints about any change, for better or worse. MO suggested that for any change to the website, or any change or idea that might affect students, pulling in your student workers for an opinion is a good idea. MK agreed, and said that Georgetown often did that. There was consensus that this was a good idea.

The topic of student outreach during Orientation was discussed. CD said that SMU gives out cookies. MM said that a scavenger hunt, where groups of students had to ask questions of librarians and staff to find out a bit of trivia, had been well-received during Orientation

at McGeorge one year, but has not been done since. MM also said that misinformation given by student tour guides during library tours was a problem, but given the low level of involvement in Orientation usually granted to the library, it was unlikely to change. MO and MF also reported overhearing misinformation by student tour guides, some likely to discourage students from using the library, at ST and Chapman. MO said that the library had had a “throwdown” with law school administration about the misinformation. CD said that SMU has put a video tour on its website, which helps give out accurate information.

The discussion moved on to student outreach during the school year. CD said that SMU has had a good deal of success teaming up with the SBA, which helps give students a stake in the library. MO reported that the library went all-out in decorating the library for Halloween, even building a headless man (he was stolen, and pictures of him attending various parties were quite popular on ST social media). CD said that SMU holds a staff pumpkin carving contest, where staff members carve pumpkins and students vote on the winner.

CD asked the group what their most successful program had been. MO said that ST’s most successful program was “Speed Databasing,” which was conducted very much like a speed dating event, with water and cheese, and each student getting a punch card and moving from database to database at the sound of a bell. The event helped reinforce students’ awareness of what the library already had, and what new offerings had been added; in addition, the non-librarian and non-public services staff got involved and got to interact with the students, which they did not often get to do. KH said that NCCU’s most successful offering was a roundtable with practitioners, who were able to give students an idea of what skills and what resources were most useful in practice. CD said the most successful program that SMU had was the “Library Loo News,” a newsletter posted on the inside of the bathroom stalls at the library, with “What’s New at the Library,” “Around Town” for community events, and a “Did You Know?” piece of trivia.

### **Dedicated Student Services on Library Website**

The topic of dedicated student services areas on the library website was raised. MO said that ST’s student services LibGuides area was buried too much, but ST does not have a content management system at the moment. CD said SMU did not have a dedicated area. MM said that McGeorge has a LibGuide for Student Services, and she created and promoted one for students in the two-year legal research and writing program. MM also said that because of the centralized control of the McGeorge website, LibGuides are the only way that the library can easily change content, since changes to the website itself have to go through channels. MO said that ST has work-study students write LibGuides, and both the students and staff like that approach. KH said that NCCU also has work-study students write LibGuides.

### **Online Services**

Alternatives to standard reference hours was the next question. KH said that NCCU has begun using text-based reference, which goes to a reference desk account which is

monitored by librarians. MK said that Georgetown's chat reference has grown exponentially, with students seemingly reluctant to ask questions in person (potentially because they feel like they're interrupting a librarian working at the desk), but much more willing to ask via chat. MK said that no one comes to standard reference hours, but they do use chat. MF said that Chapman had been reluctant to use chat. MO said that staffing the reference desk at ST was a challenge, with only on-call hours on Friday. MO also said that some of the heaviest users of on-call reference at ST were alumni and faculty, which may indicate that graduates are getting more jobs.

### **Table 3**

#### **Participants:**

Noa Kaumeheiwa, Temple  
Kim Mattioli, Indiana  
Nicole Downing, Miami  
Kristen Moore, Stetson  
Jen Store, Memphis  
Brian Detweiler, SUNY Buffalo  
Rebecca Sherman, SMU

#### **Fun "Stuff"/Stress Relief**

- Law School Scavenger hunt-hide toys etc.
- Therapy Dogs
- White Board with Jokes: "Bad Puns"
- Puzzle out in library
- Supreme Court Justice Coloring books and crayons
- Putting Green
- Bean Bag Chairs
- Cookies /"Treat Week": during exams

#### **Communication**

- Social Media: Facebook, Twitter, Instagram
- Newsletters
  - Twice a Semester or monthly
  - Describe things around campus and around town
  - Includes games, e.g. find the typos
- Formats
  - Digital Signs
  - Bulletin Boards-esp. near printers or in elevators
  - Email
  - Bathroom stalls: "Porcelain Post" "Loo News"

#### **Student-Friendly Resources**

- Standing Desks
- Keurig coffee maker
- Charging station
- Unusual check-out items: cassette player, neck tie, needle and thread

#### **In Person Outreach**

- Library Tours
- Information Table during 1L orientation

- Table first week of school with swag and students sign up for tours
- Offering technology skills class (incl. Excel, Word etc.)
- Attend SBA meetings
- Student surveys
- Focus groups with food
- Liaison to school clinics--offer trainings

### **Resources**

- No dedicated marketing budget---see if funds available
- Vendor donations

## **Table 4**

### **Participants:**

Joe Mitzenmacher, Loyola-Chicago

Scott Vanderlin, Chicago-Kent

Don Buffaloe, Pepperdine

Michele Knapp, University of San Diego

Nathan Preuss, University of Tennessee

### **Marketing to Students**

- The general reaction from the table regarding using social media for marketing purposes is that libraries always seem to be chasing students to various social media sites to reach them there. The question that followed was whether the students felt like we were “invading” their space and driving them away. Another problem reported with social media is upkeep – these methods work best if you have someone who enjoys doing this on a regular basis.
- The participants reported a variety of social media and other outreach/marketing approaches (Facebook, Twitter, newsletters, blogs) but in general using social media to reach students on a widespread basis was not found to be overly effective at generating consistent library usage.
- A couple of participants also reported using monitors to promote library events.
- One library uses what they call “Infotainment” events, with the “info” part being the marketing of library services, and the “tainment” part involving prize giveaways. For example, on Halloween they have a “trick-or-treat” table day event (complete with librarians in costume) where students visit various tables to hear short (1 minute) presentations on library resources or services in exchange for raffle tickets to win a prize (e.g. an iPad). They also do regular “happy hour” events in their library with snacks and non-alcoholic beverages; this is not done for sales pitches on services/resources, just as a way to get them to come in.
- Another library reported having an event for their incoming 1Ls, with free food and alcohol. This party is apparently popular enough that upper-level students have tried to crash it.
- One participant who attended last year’s roundtable implemented an “embedded librarian” into one of their clinics (based on a discussion item at last year’s Student Services Roundtable) and found it to be a success, leading to increased library usage after starting the program.
- Some participants noted that therapy dogs are a good way to get students to come in, especially during exam periods.
- One librarian summed it up well by saying that all of the approaches can help make students aware of the libraries and our services, but the most effective method is word of mouth. Anything we can do to build rapport and good will with the students can help them get the word out to others about what we do.

## Spaces

- Some of the creative usages of library space that were reported included a game room, a gym (complete with yoga mats and some weights and cardio equipment), and a prayer/meditation room.
- A question arose regarding this type of creative library spaces for students: does it work beyond providing that space for them? Does it help bring people back into the library and make them use library resources/services? There were also concerns similar to the social media concerns about creating these spaces for students and then worrying about librarians “invading” the spaces, thereby driving the students away.
- As far as “regular” library spaces, some reported that their libraries don’t have officially designated “quiet” spaces anymore, and have designated some spots as “noisy study” areas to distinguish those from quieter areas.
- As far as general space issues, one librarian reported that his library went from an “incredibly restrictive” environment to a much more open, welcoming environment during the time he’s been there.
- Another space-related issue reported at the table was university-level restrictions that hampered attempts to modernize furniture and design elements in a library.

## Other

- A discussion of food/drink policies grew out of the space discussions. One library still has a strict policy against allowing food/drink, but others have instituted more permissive policies allowing food/drink as long as it’s not loud or strongly odorous (e.g. barbecue).