

# **Learning Commons Committee**

January 17<sup>th</sup>  
9:00-10:30 am  
921 YRT

## **Agenda**

1. Notes from Dec. 2nd, 2010 meeting
2. Review December Retreat Notes & Outcomes (Dec 8<sup>th</sup>, 2010)
  - Outcome #1: Develop shared model/philosophy for providing support for students
  - Outcome #2: Engage faculty in the Learning Commons
3. Information Literacy Plan (Sophie)
4. Update on Learning Commons Hub (Mark)
  - Ergonomics
  - Waiting area
5. Academic Initiatives Fund (AIF): Virtual Learning Commons proposal (Mark & Tom)
6. Workshop Subcommittee Update? (Tom & Norda)
7. Other Business

## **Learning Commons Committee**

Monday, January 17, 2011, 9:00 – 10:30 a.m.  
921 YRT

**Attendees:** Cherie Bova, Tom Greenwald, Norma Sue Fisher-Stitt, Polly MacFarlane, Mark Robertson, Tom Scott, Tom Greenwald

1. **Notes from Dec. 2nd 2010 meeting** - approved
2. **December Retreat (Dec. 8<sup>th</sup>) notes** - reviewed

General impressions regarding the retreat:

- Generally members felt the retreat was successful and well-received.
- Workshops were given a lot of time for discussion, lots of synergies happening in the room.
- Not overly programmed
- Immediately prior the retreat proper, writing instructors, learning skills tutors met to discuss practical and design issues related to the Hub.

Outcomes from the Retreat:

**Outcome #1:** Develop shared model/philosophy for providing support for students

- We identified a need to articulate our shared approach to academic literacies.
- Would need to include such things as what we mean by “academic literacies”, our holistic, recursive, non-linear approach to the scholarly process
- We could then use this for training, orientation (new staff) and communication with students and faculty
- Would it be useful to clarify to students why they’d choose one or another and what is the process?
- Need to find 2-3 people who are involved in the Learning Commons to draft statement.
- Scott McLaren, Patrick O’Neill and Cathy Boyd-Withers were suggested.
- The statement would be useful both internally (eg. for training) and externally (when communicating with students, faculty and other bodies on campus)
- We discussed whether the statement should describe different services such as drop-ins or workshops. We agreed that we would start with the model/philosophy, and later we can develop a description of services. These are seen as distinct, though related.

**Action:** Mark and Norma Sue will approach Scott, Cathy and Patrick to see if they are willing to form a working group.

## **Outcome #2: Engage faculty in the Learning Commons**

- The idea emerged from the retreat of hosting an open house for faculty.
- The event could be video-captured for faculty convenience.
- Cherie informed us that Ros is in the midst of planning a CST event on the theme of Academic Literacies.
- Our Open House would highlight the LC's role specifically so could be complementary to the CST event.

**Action: Mark and Norma Sue will be setting up a meeting with Ros Woodhouse to explore this further.**

### **3. Libraries' Information Literacy Plan**

The Libraries are renewing its Information Literacy Plan (for the period 2010-2015). The Libraries are consulting the LC Committee because there are significant areas of overlap between IL and the LC. The Libraries want to ensure that its planning in this area is consistent with the vision and direction of the LC. Significant feedback has already been received from Ros Woodhouse (CST), and changes have been made based on her comments. The area of most relevance to the LC in the Plan is the section on Academic Literacies.

#### **Discussion:**

- How do we define "academic literacies"; would it include technological literacy, numeracy, etc?
- There may be a need to address the issue of numeracy in the context LC, however this would not fall in the scope of the Libraries' information literacy plan.

#### **Suggested Changes:**

- Page 6. Changes to the wording of the outcomes statement under "Engaged Learning". This was to reflect the fact that engaged learning is broader than EE alone. Current wording might give the impression we are framing it this narrowly.
- Pg. 3. In section relating to "Academic Literacies" the third indicator of success was edited to incorporate assignment design.

### **4. Update on Learning Commons**

#### **1) Ergonomics – pods, info desk**

- The pods suit some body sizes but not all
- We are consulting with CSBO about ways to address the problems
- Options include adjustable table heights, or adjustable keyboard trays
- Some writing instructors have also found it awkward to sit side-by-side; possible solutions are for the user to sit at the round end of the table
- Once tables are resolved, then we will install computer monitor arms

## 2) Functionality of waiting area

- Rings aren't working – it is not clear what they represent
- Need to begin considering other options
- Instead of rings, put in half height shelves x2 sets in the centre between pillars
- Place “new books” display and brochures there
- Might give greater clarity of where line up starts
- Might give it more of an academic look – not empty space
- Could sandbox it – see if we have something in house to see if it works
- Signs on the pods have been helpful in identifying pod functions

## 5. Academic Initiates Fund (AIF)

- Proposal is in process. A copy was distributed at the meeting.
- Deadline Feb 15

## 6. Workshop subcommittee

- Norda indicated that the subcommittee met last week and is working on a single evaluation form that could be used for all partners
- Working on branding Learning Commons collaboration workshops
- Upcoming meetings will concern faculty involvement
- Assessment – needs to be discussed at future meetings
- A library from Scott Reference has expressed an interest in joining collaborations to develop and deliver new workshops
- There have been discussions about how to share teaching materials from the collaborative workshops
- Requests for LC orientation from Health and ACMAPS
- BESSE – almost 50% of 400 students ranked themselves as 2 out of 6 for University preparedness. Those students were targeted for further assistance/outreach from the Library.

**No further business.**

**Wrap up**