

# University of Guelph Library Integrated Plan: 2006-2010



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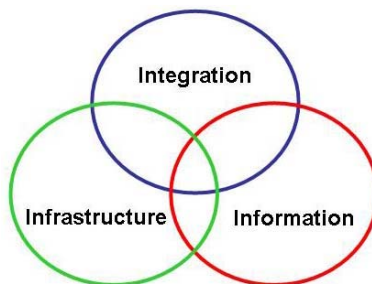
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## Context: the *iCampus* Vision

(\*excerpted in part from The *iCampus* Strategic Directions of the Chief Information Officer, University of Guelph, June 2005)



The vision of the *iCampus* links integration, infrastructure and information with supporting processes (governance and leadership), institutional direction (learning and research) and organizational capacity (assessment and agility; funding and sustainability). The *iCampus* is a resource and service rich information space that facilitates the core work of the University (learning, research, teaching, service and administrative support).

In the *iCampus* model, information resources, information services and information technologies are integrated into the tools and processes of the campus. At its essence the *iCampus* is about enhancing the capacity of the members of the University of Guelph community by:

- streamlining tasks and optimizing performance
- enabling exploration and synthesis
- promoting self-reliance and supporting critical assessment

For those engaged in teaching and learning, the *iCampus* is a means to create a holistic and challenging learning environment. For those engaged in research, the *iCampus* is a means to support exploration and dissemination. As an active partner in realizing the *iCampus* vision, the University of Guelph Library fulfills an important and unique role on campus in the provision of information resources, information systems, physical facilities and staffing expertise which align with the University's learning and research missions. The University of Guelph Library Integrated Plan: 2006-2010 articulates the key priorities which will guide the Library in fulfilling these roles over the next five years.

**PLEASE NOTE:** Within this document the term **Library** refers to the University of Guelph *library system* including McLaughlin Library, OVC Learning Commons, Guelph-Humber Library & Learning Commons Services, and the libraries of the regional colleges at Alfred, Kemptville and Ridgetown except when a specific facility is referenced. The **Learning Commons** services are provided through a collaborative partnership between the Library, Student Affairs, Computing and Communications Services, and Teaching Support Services. The **Data Resource Centre** is a collaborative service offered by CCS and the Library.

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## STRATEGIC PRIORITY 1

### Enrich the User's Experience

The challenges of accessing and managing the plethora of information and technologies for learning, teaching and research are daunting tasks for both new and experienced library users. This complexity can be managed through well designed and integrated information systems, services and tools which empower the user and promote self-reliance. User support and expertise in the areas of information literacy and information technology needs will be key contributions that the Library makes in support of the University's learning and research missions.

The contemporary academic library may be thought of as an "academic town square" - a supportive learning environment and meeting place with a diversity of resources, services and options. It is both a physical place, such as the Learning Commons or the Library building, and a virtual place, such as can be fostered through the Portal. It is a place for contemplation, for active engagement and for the celebration of learning and research. Most importantly, it is a place where the various disciplines and constituencies of the University can be visible to one another, and can meet and interact to exchange ideas and perspectives thereby creating new areas of knowledge and understanding.

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#### KEY AREA

**Create a vibrant "academic town square"**

#### ACTIONS AND BENEFITS

- Provide adaptive, robust physical supports for student learning. Supports might include such elements as furniture design and placement, configuration and adjacency of service points, good traffic flow, and study/learning spaces which accommodate a full range of research, teaching and learning needs:
  - ⇒ Quiet, contemplative study space
  - ⇒ Spaces designed for collaborative work in small clusters
  - ⇒ Classroom settings which facilitate learning and integrated technology instruction for larger groups
- Create a virtual community and online collaborative spaces to foster academic dialogue and allow for user interaction and participation in online forums, information services and resource collections.
- Create and support Library, Learning Commons and campus events and initiatives which celebrate and promote learning, research, civic engagement and the transmission of knowledge.
- Increase the visibility and accessibility of service points in McLaughlin Library by moving the Data Resource Centre and government publications reference services to the first floor,

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thereby facilitating integration with the Learning Commons.

- Promote and facilitate in-depth user consultation by re-designing the McLaughlin and OVC research help desks and nearby areas to encourage consultation, rather than quick transactions, enabling the teaching of critical thinking and information literacy skills.
- Ensure full participation in the “academic town square” for campus members with disabilities by employing Universal Instructional Design in the Library’s programs, services and space design and also by expanding the services and resources of the Library Centre for Students with Disabilities.
- Develop and purchase searching, content-creation, tutorial and current awareness tools which are intuitive to use and well-integrated with productivity tools already familiar to campus users, in order to maximize ease of use and effective learning.
- Integrate the Library’s virtual services with evolving communication and learning technologies.
- Increase the provision of course-integrated information literacy instruction and one-on-one user consultation services (face-to-face and electronic) for both undergraduate and graduate students.
- Develop Learning Commons programs which support research-based and technology assisted learning, numeracy and writing intensive courses, and increased learning and writing support for graduate students and first year seminars.
- Support new teaching and research modalities by ensuring integration of information resources and services with online learning and research environments through e-Learning Operations, Academic Liaison and other Library services.
- Increase liaison librarian support for faculty research, collection development, digital publishing and scholarly communications.
- Provide and promote geospatial, numerical and statistical data services in support of teaching, learning and research through the Data Resource Centre.
- Support campus digital collections/repositories and online journal publication (development, preservation, metadata, rights etc.).

## **Equip the scholar’s toolbox**

## **Provide support and expertise**

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## STRATEGIC PRIORITY 2

### Create and Sustain an Agile Information Space: IT Infrastructure

iCampus services and resources will be “always on, anytime, anywhere, just for you”. The infrastructure will enable services and resources that have maximum availability and are accessible through a wide variety of devices (desktops, laptops, tablets, PDAs, cell and smart phones).

The infrastructure will support personal information environments and remain connected to the rich resources of the enterprise and the larger global Internet. Mobility, personalization, and ubiquity will characterize the services offered through this architecture and infrastructure

#### KEY AREA

#### ACTIONS AND BENEFITS

**Provide computing facilities that meet the needs of students, staff, faculty, and researchers to enable access to information resources, productivity & scholarly applications, and the campus online learning environment.**

- Expand laptop loan program by 40% (to 140 laptops) and extend loan period to 3 hours - adopt a lifecycle management strategy to ensure sustainability and meet user needs.
- Manage desktop lifecycle to allow for continual renewal of aging equipment and the ability to adopt new technologies.
- Establish a laptop pool for instructional and specialized consultation purposes to allow for flexible and effective use of meeting and classroom space in a wireless environment.
- Partner with CCS in the campus desktop management proposal and participate in service development as an option for lifecycle management.

**Develop and evolve the Library’s web services to provide seamless access to information resources and services**

- Provide tools for the integration of information resources and services into campus learning environment.
- Develop channels for the campus portal to enable targeted and personalized services.
- Develop syndicated content streams to enable access through mechanisms of choice.
- Employ web design to optimize use and communication from a variety of devices.
- Utilize open search and retrieval technologies to promote the discovery of Library content.

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## **Provide maximum availability and performance of online services**

- Implement single-search interface (federated searching) to provide seamless access to Library's collections.
- Continual assessment and renewal of systems and applications to ensure library services evolve to meet the needs of the university.
- Planned renewal of integrated library system infrastructure within 5 years.
- Planned lifecycle renewal of server technologies to ensure service performance and stability, participating in CCS proposed campus server renewal program.
- Planned storage management to provide for growth of digital collections, participating in CCS campus storage management solution.

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## STRATEGIC PRIORITY 3

### Building Information Collections: Digital Imperative and Responsible Stewardship

Strong scholarly collections in support of research and learning are central to the way in which the Library will help the University to encourage discovery, self-directed and resource-based learning. While print collections will remain a core and important pillar of the Library's provision of scholarly information, an increased emphasis will be placed on digital resources in a wide variety of formats and media, as these offer maximum accessibility for all users and increase the Library's ability to disseminate information content widely throughout all of the campus's learning, research and teaching spaces. This content will include the expanding set of digital objects, information resources, and data collections that are being established across campus.

The Library's ability to provide information collections which will meet the needs of the academic community is profoundly impacted by factors unique to the research library community. These factors include: constant and high inflationary pressures on electronic and print serial subscriptions and book acquisitions; increased demand for new resources resulting from rapid advances in discovery tools and the value of digital content to researchers and students; and the evolution of totally new services which support technology-assisted learning modalities - for example paying for copyright permissions to use materials in learning management systems, or re-allocating staffing resources to provide support for delivery of digital content.

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#### KEY AREA

#### ACTIONS AND BENEFITS

##### Build and enhance information collections

- Maintain and increase Information Resources budget to support library acquisitions in wide variety of formats and media to ensure sustainable access to world-class scholarly information. To achieve this, the following strategies will be adopted:
  - ⇒ Increase spending on specialized resources which will support expected growth in the University's graduate and research programmes
  - ⇒ Increase investment in digital licensing and copyright permissions to use library resources and multimedia content in course management systems.
  - ⇒ Ensure that the Library's acquisitions budget remains aligned with the average for such comparator institutions as UWO, Queen's, Waterloo, McMaster, Saskatchewan, Simon Fraser

##### Develop and build digital collections

- Identify global, national, regional digital conversion initiatives and define our contributions to them. These initiatives include:
  - ⇒ Open Content Alliance (OCA)
  - ⇒ Google Book Search
  - ⇒ CARL – Open Canada Digitization Initiative

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- Define, identify and prioritize library digital collections to increase visibility of and access to unique holdings such as:
  - ⇒ Digitized monographic materials; digitally reformatted content; digital surrogates for analog items in Archives & Special Collections
- Establish institutional digital repository services in collaboration with campus partners to capture intellectual output of the University and to promote new modes of scholarly publishing in open access environment such as:
  - ⇒ Faculty/graduates/staff research outputs (articles, monographs, conference or working papers, dissertations);
  - ⇒ Learning objects produced by faculty, scholars and the library for use in instruction;
  - ⇒ Open access online journal publication services.

## **Collaborate to shape the provincial and national research infrastructure**

- Invest in consortial purchasing of electronic resources in order to maximize library's buying power and increase efficiency of information delivery and access in support of research, teaching and learning.
- Invest in provincial and national digital management initiatives to sustain and support the evolution of the Ontario Scholars Portal and Canadian Research Knowledge Network (CRKN), robust projects that have greatly strengthened access to information resources and services for Canadian universities.

## **Ensure permanent access to and physical storage of information resources**

- Establish long-term preservation plan to ensure perpetual access to digital and print information resources that support research, teaching, and learning at the University of Guelph fulfilling the Library's stewardship role.
- Renovate and extend Archival & Special Collections facilities, to accommodate the rapid growth of these resources, ensure their long-term preservation, and increase access and visibility of the collections.
- Work jointly with TUG partners to manage and contain the growth of TUG Annex print collection and to plan for long-term print preservation strategies.

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## STRATEGIC PRIORITY 4

### Building Collaborative Relationships to Achieve Goals

The Library will establish, reinforce and sustain partnerships with key stakeholders (Colleges and academic departments, the Office of Open Learning, Teaching Support Services and others) to contribute to the creation of learner-centered environments which are enriched with high quality information resources, services and technologies and make effective and efficient use of campus resources. Explicitly linking the library to research initiatives will benefit both researchers and graduate students.

Collaboration with other libraries at a local, provincial, national, or international level has been instrumental in creating an environment in which all of the partners achieve more than they could alone. The library relies on these partnerships, and enhancing them in the future will allow for the sharing of expertise and the maximizing of economic efficiencies. Our successes with TUG, OCUL, CARL and others are evidence of the need to continue to build these relationships.

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#### KEY AREA

#### ACTIONS AND BENEFITS

##### Partnering with other libraries

- Continue to participate in consortial purchasing and collaborative projects to manage and provide access to digitized information in order to contribute to the building of a national and provincial research infrastructure and maximize the use of our collective resources.
- Invest in collaborative digitization initiatives to maximize our ability to create and sustain digital collections. These projects may be local, provincial, national, or international in scope.

##### Collaborating in the learning environment

- Work to integrate information literacy efforts into the curriculum whenever possible to aid in teaching, research and production of information literate graduates. Identify learning outcome measures and articulate them within curricular skill designations.
- Work collaboratively with faculty to integrate our services and resources with existing and emerging learning environments in response to the increase in technology-assisted learning on campus.
- Strengthen partnerships with Teaching Support Services, Learning and Writing Services, OOL, and other campus units to benefit from their central position supporting teaching and learning and to share expertise in teaching, curriculum development, and research.

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## **Partnering with research**

- Enhance integration of and support for Library services and resources with the University's research enterprise.
- Collaborate in the creation and promotion of digital institutional repositories and open access publications in support of research, teaching, and learning.
- Support research-based learning initiatives resulting from the campus curriculum revisioning.

## **Fostering collaborative services**

- Develop stronger ties among Learning Commons partners to share expertise and to develop collaborative strategies to support teaching and learning.
- Support integration and development of Data Resource Centre services (geospatial, numerical and statistical data services in support of teaching, learning and research) and integrate numeracy and information literacy programs with the Learning Commons.

## **Promoting our services to the greater campus**

- Within the Library and with our partners, develop promotion and marketing strategies to make the user community more aware of collaborative initiatives, core services and resources.
- Engage in advocacy and education about information literacy to administrators, staff, faculty, and students.

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## STRATEGIC ENABLER A:

### Develop our People

The library staff sets a standard for excellence in service and provides expertise for the campus in a number of areas: collection development, information literacy, research assistance, archival & special collections, integrating information into the e-learning environment, copyright and digital rights, metadata and cataloguing, statistical data, geographic information systems, digital collections, and information systems & technology. In order to respond to the changing needs of the campus community and to be able to quickly adopt

new technologies the library remains committed to staff training and development. Fostering leadership capacity and succession planning will be key investments in the Library's future. To retain the requisite expertise, recruitment in a few specialized areas will be necessary in order to foster emerging services and also to sustain core services. The library strives to be an agile organization with the staff capacity to provide innovative and responsive services in collaboration with and in support of our campus partners.

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### Aligning our skills and human resources with our strategic priorities:

#### To *Enrich the User Experience*, we will ...

- Continue staff training and development programming to foster leadership, management skills, and specialized expertise to increase the effectiveness of library services.
- Restructure and increase staffing devoted to course-integrated information literacy instruction.
- Ensure appropriate balance of discipline specialization is maintained within liaison librarian complement by restructuring and/or hiring to ensure collections, reference, information literacy and research support services meets the needs of campus.
- Grow operational support for e-Learning Services to meet increasing demands for information resource integration into e-learning environment.
- Provide adequate staffing for the Library Centre for Students with Disabilities to ensure equitable access to information for these students.

#### To *Create an Agile Information Space* we will...

- Recruit a web development librarian to support the growth and importance of the library's web services and of the Internet for access, discovery and dissemination of information.
- Hire systems analyst to plan, design, optimize and secure the Library's networked services and server infrastructure to ensure a reliable and secure online service environment.

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- Encourage collaboration across the organization to maximize skills exchange and peer-to-peer training.

To **Build Information Collections** we will...

- Recruit an archivist to provide professional expertise in preservation, digitization and management of archival & special collections.
- Regularize and confirm the digital initiatives librarian position to provide support for digital library collections, institutional digital repositories, and open access publication services.
- Ensure adequate operational support for creating and maintaining digital collections metadata and electronic resources management.
- Investigate staffing and expertise required to ensure stewardship and growth of statistical/numerical and geospatial data collections and define services in response to campus research needs.
- Work with our TUG partners to provide adequate operational support for Annex activities and collection management projects.

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## STRATEGIC ENABLER B:

### Fostering a Culture of Assessment

The interconnected and interdependent nature of the iCampus requires the broad application of assessment tools to recognize areas of weakness, strength and changing requirements. An assessment capacity is critical to ensuring that resources are effectively used and services are meeting the needs of the campus community.

An evaluation and assessment program will be implemented by the library to measure success. Internal, institutional and comparative measures will be used to inform service development, planning and budgeting.

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### Measuring the success of our strategic priorities:

To measure how well we are **Enriching the User Experience**, we will ...

- Continue the Association of Research Libraries' LibQual+ assessment and participate in CARL's national program to measure overall user satisfaction with library services and collections.
- Assess use of the library's facilities through internal measures and user satisfaction with "library as place" through LibQual+.
- Assess quality of student experiences as evidenced in Guelph's NSSE results (especially if NSSE is broadened to include components which specifically measure library components of students' learning experiences).
- Assess and evaluate use of the "virtual library" through internal measures such as online service statistics, web usage analysis, help statistics.
- Evaluate student learning outcomes and information literacy skill levels with ARL's Standardized Assessment of Information Literacy Skills instrument.
- Evaluate and assess adoption of e-Learning services by measuring requests filled and increase in percentage of courses with integrated information resources and library services.

To assess our success in **Creating and Agile Information Space** we will...

- Develop and implement an assessment process to accurately identify shifts in computing requirements (e.g. laptop vs desktop, ownership, mobility).
- Assess use of IT infrastructure through internal measures such as logins to wireless network, desktop computer utilization, laptop loans, and website statistics.

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*To measure the effectiveness of our efforts to **Build Information Collections**, we will...*

- Analyze electronic resources usage through database vendor logs and the OCUL Scholars Portal MINES (Measuring the Impact of Networked Electron Services) project.
- Evaluate and assess document delivery services through OCUL Racer and CARL reports including time to fill requests and proportion filled.
- Use CARL and ARL comparative statistics to assess funding available for library collections and services (percentage of overall university budget).
- Use CARL and ARL comparative statistics to assess balance of spending across library's budget (acquisitions, operating, IT etc).

*To assess our success in **Developing our People**, we will ...*

- Investigate ways to measure the success of staff development programs and activities.
- Review findings and recommendations of the report "The Future of Human Resources in Canadian Libraries" by the 8Rs Research Team and assess implications for library personnel. (a national research project that examined recruitment, retirement, retention, remuneration, repatriation, rejuvenation, re-accreditation and restructuring in Canadian libraries).
- Use CARL and ARL comparative statistics to assess staffing levels in relation to university FTE and salaries.

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## STRATEGIC ENABLER C:

### Transforming our Spaces

The “academic town square” concept is enabled through the Library’s physical design and layout. Academic libraries have seen a rapid expansion and evolution from their traditional role as a place where information is held and managed, to their current role as a provider of educational technology and collaborative social space for learning and teaching. Rapid changes in technology, especially the growth of the Internet, have enabled a “library without walls” through remote access to resources, but have also transformed libraries into an important and highly active meeting and working space for faculty and students engaging in research, study, discussion, and resource sharing enabled by technology.

In response to these new kinds of uses, the University of Guelph Library has been and will continue to be re-shaped to meet the needs of the campus over the next decade. Since 2003, the Library has worked with an architectural design firm and with the University’s Physical Resources staff to explore ways in which the current Library structure (now nearly 40 years old) can be updated and re-developed to reflect a current understanding of how students learn and how faculty teach. Although some of the basic principles articulated through this planning process have been achieved in a series of incremental re-design and renovation projects undertaken over the past few years, much remains to be done.

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**General design principles** which will guide the continuing transformation and re-invention of existing Library spaces over the next five years include:

- Recognize and support the expanding and changing role of the Library in the campus community, and within society more generally.
- Knit together the library to the physical fabric of the campus.
- Re-purposing existing spaces to align them with the Library’s strategic priorities as closely as possible e.g. consolidate space for books to increase areas for other critical teaching/learning library activities.
- Interconnect floors through the building to create new possibilities for communication in a 3-dimensional learning common.
- Add new space for meeting, conference and group study spaces.
- Redeploy library resources to better align activities to their physical supports (e.g. maximize access to daylight).

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- Create a supportive convivial environment (e.g. food, comfort, resources for interaction & learning).
- Provide adaptive, robust physical supports for student learning. These supports might include such elements as furniture design and placement, configuration and adjacency of service points, spaces designed for good traffic flow, and study/learning spaces which accommodate a full range of research and learning of user needs:
  - ⇒ Quiet, contemplative study space
  - ⇒ Spaces designed for collaborative work in small clusters
  - ⇒ Classroom settings which facilitate learning and integrated technology instruction for larger groups

**Specific space enhancement goals** which the Library will undertake over the next five years include:

- Increasing the amount of space in the Library which is devoted to casual and formal learning e.g. open study areas, group study areas or rooms, large and small meeting rooms, drop-in resource areas for core Learning Commons service programmes, instructional rooms.
- Continuing to enhance the quality of open user space in the Library, through careful consideration of the amount and location of various types of user spaces, and through the many “functional” supports that are provided to make the building environment welcoming, effective and accessible (furnishings, signage, housekeeping elements, amenities).
- Creating expanded space (both in the Library and off-site) for the Library’s rapidly growing archival and special collections. The present facility will be completely full by 2008, and a minimum of 5,000 additional square feet is needed to accommodate growth expected over the next decade.
- Investigate the feasibility of undertaking a heritage renewal project to restore the Massey building’s original function as Library space (reading and study areas, meeting rooms and offices).
- Managing the Library’s print collections in the most efficient way possible, so that the collection “footprint” is minimized or reduced even as the book collections continue to grow, and new learning spaces are created. Replacing traditional library shelving with compact shelving will be a key strategy for achieving this goal. Managing and containing growth of the TUG Annex collections, and participating in planning and implementation of a provincial (Ontario Council of University Libraries) shared-storage strategy will also be key ways for the Library to manage space usage wisely.
- Increasing the number of instructional classrooms in the Library, to accommodate the many technology-based sessions offered in support of student research, IT, and learning and writing skills.
- Conducting a comprehensive review of the Library (McLaughlin Building) electrical infrastructure, to ensure that the building is able to support rapidly growing technology uses.

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- Evaluating and assessing workspace requirements for delivery of Learning Commons programs.
- Re-configure staff work areas to accommodate workflow transition from print processing to management of electronic resources.
- Renovate McLaughlin building loading dock to eliminate manual lifting from trucks to dock.
- Renovating the Facilities Services area of the Library, to accommodate growth of traffic, materials and staff flowing through this service point.