



U N I V E R S I T Y O F

WINDSOR

Leddy Library

Connections to Learning

5 YEAR PLAN
2006 – 2011

March, 2006

Leddy Library Five Year Plan

March 2006

Executive Summary:

In this five year plan, the Leddy Library sets out the tasks required to achieve its central goal: to create a flexible, dynamic library-learning complex to meet the research, teaching and learning needs of students, faculty and staff of the University of Windsor. This library-learning complex will integrate Library collections and user services with an expanded Learning Commons for students that delivers a wide range of services and provides the technology and resources to support a variety of learning styles and needs of a diverse campus population. The Library not only supports the learning needs of the undergraduate but also the research needs of graduate students and faculty. The Library will take advantage of staff expertise, new technology and external partnerships to build collections integrated across all formats, including data centres, institutional repositories and digitized unique collections that support and enhance research, teaching and learning initiatives and showcase the University, its faculty and its Library.

Within the past five years, the Leddy Library has enjoyed astounding growth in numerous areas. Usage of the library buildings by members of both the campus and surrounding communities has surged by 85%; the number of publicly available computer workstations has grown by almost 500% with a predictable increase in library computer use - 500,000 computer sessions in the library in 2005 alone; and access to full text online scholarly journals has increased by 475%.

It's worth noting that Leddy Library's success in providing excellent library services to the University of Windsor community has been recognized. The library has held a solid ranking in the annual MacLean's statistics, with respectable numbers for holdings-per-student, acquisitions and expenses. In 2005, the Library far out-stripped its closest comparator, Carleton University, in all three categories and bested the overall comprehensive category winner, University of Waterloo, on two (acquisitions and expenses). In acquiring digital resources, Leddy has taken a leadership role in Ontario. The Canadian Association of Research Libraries 2003/2004 statistics put the University of Windsor second only to the University of Toronto in the number of electronic serial titles held.

Leddy Library must meet a broad range of needs that demand major resource, service and funding commitments. The Library must provide for the needs of the undergraduate with facilities and services that provide a rich learning environment. The Library must also meet the research needs of faculty and graduate students in identifying, acquiring and disseminating the materials needed to advance our institution's research profiles across and among disciplines.

The course for Leddy Library in the upcoming five years and the priority actions that will lead us there seem clear. While it is essential that the library continue to fulfill its mandate to collect and preserve its core research collection in support of teaching, learning and research on campus, the library is also poised to respond to the fundamental changes occurring in scholarly communications arising from the emergence of powerful new technologies. Further, the library is called to provide innovative responses to the changing expectations of its core users – students who are engaged in learning and who bring varied experiences, skills and outlooks to the process. The Library fully recognizes the challenges and opportunities in this evolving environment, and will respond in several ways:

- by continuing to develop its **Learning Commons**, the Library will create a flexible learning space integrating technology, library resources, library services and a broad range of peer-to-peer and campus student services in a 24/7 convenient and comfortable environment;

- through the development **Institutional Repositories and Scholarly Publishing** initiatives, the library will take a leadership role in steering the course through new methods of scholarly communication
- **by profiling** the research produced by our own campus community through the development of digital journals and data repositories and the development of persistent archives of University of Windsor research.
- by continuing and expanding its **Information Literacy Programme** across all disciplines, the library will contribute to the attributes of a U of W graduate, providing them skills development in information seeking, retrieval and evaluation that will serve them in their pursuit of knowledge well into the future;
- to develop the **Library as a Place** by creating the most robust environment for learning, study and research, the library will undertake substantial **Space Planning** initiatives within its buildings. This will serve the continued growth of print collections, computer facilities and student needs for both individual and group study space as well as address needed changes to meet accessibility requirements;
- to ensure that we are adequately assessing and fully satisfying the needs of our primary community, the library will develop aggressive **Promotion and Marketing** initiatives, including the forging of clear lines of communication with all members of the campus community to ensure that research, teaching and learning on campus is being well supported and is known to be;
- to develop the **Place as Library** by fully meeting its current support of teaching and research on campus while endeavouring to expand in new directions the Library will commit to **Increase and Improve Services** for its core community of users. This includes continued development of web-based services including the infrastructure for patron-tailored portal development, increased liaison activities with faculty, the development of accessibility standards, the extension of library hours to serve a demand for 24-hour access, and other initiatives that would contribute to improved services for library users.

Objective 1: Learning Centredness

For the Library, a learning-centred approach means providing facilities, resources and services that support students' learning while **facilitating access to its resources**. The Library has long been recognized on campus as supporting all levels of learning in all disciplinary categories. The focus of our activities over the next five years will be **on** the following initiatives:

- A. Leddy Library's Learning Commons:** aimed to create a flexible **and accessible** learning space integrating technology, library resources, library services and a broad range of peer-to-peer and campus student services.

The Library has been developing the Learning Commons concept over the past several years with the location of several pods of computer workstations on the main floor; a collaboration with IT Services to provide student technical help at Leddy service points; a collaboration with the Academic Writing Centre to provide assistance at a designated service point in the library; a comfortable reading area on the main floor, and the opening of the William's Coffee Pub.

The future development of the Learning Commons will more clearly identify it as meeting a wide range of student learning needs through the inclusion of various other academic support service points. Also, peer-to-peer services that could be part of the Commons will be fully explored in collaboration with appropriate units. The key features of the Learning Commons are:

1. access to information resources and databases and the equipment and software necessary to use those resources;
2. access to information and research skills expertise provided by Library staff engaged in the educational process;
3. access to campus-based academic support services through satellite locations in the Library, for increased efficiency for students.

The first phase of the Learning Commons will involve Space Planning, coupled with collaborative initiatives with service providers on campus to identify what services should be part of the Commons and how they can be delivered.

The Leddy Library will lead the discussion, planning and implementation of the Learning Commons, working with each service provider who will continue to have operational control over their service delivery. This first phase can be achieved using existing space in the Library and depends on careful renovation and planning within that space.

The second phase of the Learning Commons initiative envisions the need for an additional library building, which would allow for interactive public display space and discussion areas, meeting and presentation rooms, and links to other campus buildings such as the CAW Centre.

- B. Space Planning:** developed to realize more effective study areas throughout the Library, space for collections growth and effective staff work environments.
- C. Increase and Improve Services:** including improvements in meeting the **Accessibility** needs of patrons; and **Extending Library Hours** through an exploration of the feasibility of extending library hours to 24 hour operations. Student groups have expressed interest in seeing the Library open 24 hours a day. The Library will work with them to investigate the possibility of extending hours. The Library will need to provide staff at the main circulation desk on a twenty-four hour

basis and address appropriate safety and security concerns. There is a primary staffing cost to open 24 hours (from September to April), and the costs for increased security (cameras, a public-address system, a higher security presence, etc.) would require significant additional funding.

To develop initiatives A through C, the Library plans to:

1. work with campus groups such as the Office of the Registrar, Student Services, and the Faculties to ensure the Learning Commons fully meets students' learning needs (*a working group has already been formed*);
2. hire an architect and/or space planner to help the Library properly evaluate and design space requirements to establish a Learning Commons across the first floor of both buildings, as well as to advise the Library on the development of other floors with regards to accessibility, the housing of collections and the development of flexible study areas (individual, group, wired), and ultimately to advise on longer-term requirements for an additional Library building;
3. re-establish the Library Space Committee to identify and evaluate space and facilities needs within the constraints of the existing facilities and work with the recommendations of the architect /or space planner (#2 above) to prioritize renovations;
4. integrate the provincial Scholar's Portal infrastructure into Library services, especially with respect to providing a common search interface (*ongoing*; *See section E on Collaboration & Partnerships*);
5. evaluate current services including reference, information literacy, circulation, faculty liaison, interlibrary loans, collections, acquisitions and cataloguing to identify how these services must evolve to accommodate current technology, current methods of learning and research (*ongoing*);
6. develop web and virtual services to provide seamless and ubiquitous access to library resources (*ongoing*);
7. work with the academic departments to expand the integration of information literacy into the curriculum, and include in the programme in-class, one-to-one and virtual information literacy instruction (*ongoing*);
8. work with Special Needs, the Accessibility Planning Group and other campus departments to address accessibility needs in the Library, in terms of physical facilities, electronic resources and services (*ongoing*).

Within the context of #1 to #3 above, the Library will proceed with a two-phase plan to implement renovations and to achieve facilities and service improvements over the next five years. Proposed elements of this two phase plan include:

Phase One:

Year 1:

- *Expand to 24 hour opening at targeted times in 2006/2007. Monitor use and identify feasibility of 24 hour opening throughout fall and winter terms.*
- *With appropriate units investigate effective means to improve physical facilities maintenance (cleaning, security, accessibility) to meet student needs.*
- *Complete the renovation of the group study area on the first floor main building.*
- *Install electrical outlets in the comfortable reading area on first floor main.*
- *Bring more campus services into the Library (e.g., math lab, registrar's office help).*
- *Formally open data centre in the Library to address faculty and student data needs.*
- *Complete renovation work in the archives/special collections/rare books area.*
- *Pursue installation of compact storage shelving in the archives area.*

Year 2:

- *Expand regular library hours to 24 hours access as determined from year 1 pilot project.*
- *Continue renovation of first floor main and west towards Learning Commons.*
- *Begin major collections shift to prepare for space allocations for new study space, new equipment, Learning Commons expansion.*

Year 3:

- *Finish major collections moves started in Year 2.*

Phase Two:

- *Confirm timeline and planning for an additional library building: one scenario would connect current library buildings with the CAW Centre.*
- *Work with Campus Development Office to investigate fund-raising for an additional library building and/or major facilities improvement.*

Resource Implications for Initiatives A through C:

1. Year 1 (one-time): Architect and/or Space Planner.
2. Year 1 (base): 1 new Systems Technician position.
3. Year 2 (base): Additional Access Services and other staff for 24 hour access.
4. Year 2 (one-time): funds to complete the Archives renovation and install compact shelving in Archives area
5. Additional major costs are expected to complete planned renovations in years 1 through five of this plan

Objective 2: Graduate Outcomes

Information Literacy:

The Library's information literacy programme centres on the focused development of research and critical thinking skills integrated with the academic curriculum from year one through to graduation. A key element of the programme is developing partnerships with faculty to seamlessly integrate information literacy into the learning process rather than to deliver 'one-off' instruction sessions for individual classes.

Leddy's Information Literacy programme merges the challenges and opportunities presented by today's information rich society with the myriad research tools the library provides for students and faculty, into a programme that fosters a critical knowledge of the information world within which our students and faculty must operate. Portal development, Google and Google Scholar, RSS feeds, the web, and information available 24/7 from across the globe are just a few of the realities for today's students and faculty. Leddy's information literacy programme focuses on integrating those realities into the classroom and into the research process, such that our graduates are able to define problems and access, retrieve and evaluate information not only to improve their academic work but also to foster a desire and an ability to identify and fulfill their information needs throughout their lives.

The Library's leadership in establishing Information Literacy and lifelong learning outcomes for graduating students is well underway. Over the next five years this work will continue. Expanding the Information Literacy programme into more subject areas and assessing its outcomes will be a significant achievement for the Library and the University.

To that end the Library plans to:

1. continue to promote and develop the Information Literacy programme across all Faculties at both the undergraduate and graduate level;
2. be known for providing excellent support for research and learning, so that faculty and students, both undergraduate and graduate, have access to up-to-date knowledge and research;
3. develop partnerships with the Centre for Flexible Learning and IT Services to coordinate efforts with respect to integrating student skills and information literacy into course design and course delivery. As one example, over the next 1 to 3 years the Library will work with CFL to determine how a new learning management system will interface with Library resources and services in order to develop a seamless integration of student teaching and learning resources.

By the end of year 1 the Library will report on the progress of the Information Literacy programme (depth of integration into the Faculties, areas of future development, methods of assessment, etc.) and how it will be evaluated through years 2 through 5. Also by the end of year 1, a new librarian position for Information Literacy will have been created and filled in order to meet the increasing demands of the programme. By the end of year 2, the Library will develop a programme to promote Library collections and services more effectively and highlight the core role the Library plays on campus (see Objective D).

Resource Implications:

1. Year 1 (base): 1 new Librarian position for Information Literacy.
2. Year 1 (base): 1 new Library Assistant position.

We need additional staff to continue to develop the information literacy programme. A higher focus on information literacy will mean more librarians out on campus more often. A new librarian position is needed to address the expected increase in information literacy activity. The support staff position is required to meet in-house Library service needs and support librarians' information literacy activities.

Objective 3: Research

A. Institutional Repositories and Scholarly Publishing:

The opportunities presented by emerging technologies, places the Library at the nexus of important changes in scholarly communication. Library staff have the expertise to lead in the development of digital publications and institutional repositories to ensure that University of Windsor generated research will be organized and archived so that it can be used in future research endeavours and be made available to the global community.

B. Research Support:

Meeting the research needs of our faculty involves providing the support they need to identify and access the research of their peers. The Library is committed to building and providing research support that is as comprehensive as possible. Leddy librarians, through liaison with each department on campus, work with faculty on a continuing basis to identify new research streams and the resources needed for those new research initiatives to flourish. The internet and developing open source digital information platforms provide the means for the Library to provide a broad array of information and data resources in support of research. The Library's acquisition of digital resources will continue.

C. Librarians' Research Contributions:

Over the course of the Library's previous five year plan, librarians became significantly more involved in their research community through the publication of peer-reviewed articles and conference papers. Leddy Librarians will continue to increase their contribution to the literature of their profession, thereby contributing to the overall research culture of the University.

D. Consortial Opportunities:

The Library has been a member of several regional, provincial and national consortia, most notably the Ontario Council of University Libraries (OCUL) and the Canadian Research Knowledge Network (CRKN)¹. The Library has also worked with the Windsor Public Library on several digitization projects and the links between Leddy and the Public Library remain strong. Our wider provincial and national consortial activity has been the primary means by which the Library has been able to deliver over 23,000 digital titles to the desktop along with the tools to use them. The Library has been the beneficiary of shared expertise and knowledge among libraries in Ontario and across Canada. Consortial activity allows us to leverage resources to provide more content and service than would otherwise be possible.

To develop initiatives A through D the Library plans to:

1. support the current research of Leddy Librarians and increase that research activity over the next five years;
2. continue to build its collection of digital research materials, with particular emphasis on resources in the social sciences and humanities and in new graduate programme areas;
3. continue to pursue consortial initiatives to obtain research content across all disciplines and develop concomitant infrastructures and services to deliver that content;
4. in addition to our regular acquisition activities, target monograph expenditures to support current and developing programmes that use monograph publications heavily;
5. develop endowment funds to assist in monograph acquisitions;
6. maintain at least a 5% annual increase to the acquisitions budget to facilitate collection development planning;
7. explore and develop open access digitization projects at the local and consortial level to make University of Windsor research and unique Windsor collections available through the web and, working in collaboration with faculty, pursue grants to undertake targeted digitization projects in subject areas such as automotive research and design, the Great Lakes environment (physical, social, cultural), social justice and labour history;
8. collaborate with the Humanities Research Group and other faculty publishers on campus to publish University of Windsor journals as part of the national Synergies project, which makes Canadian social science and humanities research available to the global community through the web;
9. lead in the development of campus institutional repositories to provide long term archiving and preservation of University of Windsor research;
10. develop resource sharing and consortial initiatives such as shared storage facilities with Ontario partner universities to take advantage of other institutions' collections.

¹ - Formerly the Canadian National Site Licensing Project (CNSLP).

By the end of year 1 the Library will have established benchmarks in respect of average, above average and outstanding research activity that clearly define the expectations for research for librarians.

For #2 through #5, by the end of the year 1 the Library will have established a timetable for the development of collection policies for all subject areas and for digital resources. These policies will outline current collection strengths, identify how collections support curricula and identify areas for collection activity for the next two years, including the development of digital resources, the use of any available endowment funds, etc. By the end of year 1, the Library will have discussed with Campus Development possibilities for increasing endowment funds for monographs. Years 2 through 5 will see the writing and implementation of collections development policies that will include regular reporting on progress, liaison with faculty, consortial initiatives, etc.

For #7 through #10, by the end of year 1 the Library will have identified institutional repository projects, digital publishing activities and digitization projects to pursue over the remainder of the plan. By the end of year 1, an institutional repository will be established for University of Windsor theses. By the end of year 1 at least two University of Windsor digital journal publications will be implemented as part of the Synergies project. By the end of year 2, the Library will have applied for funding to initiate at least one of the digitization projects identified. By the end of year 3, at least one digitization project will have been initiated.

Resource Implications of Initiatives A through D:

1. Year 1 (base): 1 new Librarian position to lead on digital publishing, institutional repositories, digitization projects, and metadata.
2. Year 2 (base): 1 new Library Assistant position to assist on digital publishing, institutional repositories, digitization projects, and metadata.
3. Year 1 (base): Co-op positions to cover release time for librarians' research.
4. Year 1 (base): Guaranteed minimum 5% increase for acquisitions for each of the next five years.
5. Year 1 (base): Additional funds to accommodate librarians' participation in consortia activities and to attend conferences and workshops to keep abreast of developments in learning, technology, information literacy, etc.

Objective 4: Profile, Reputation and Campus Pride

The Library as a Place:

Leddy Library, during the past five years, has achieved very good ratings in the annual Maclean's ranking of universities. While this cannot be the only measure of the Library's contribution to the profile and reputation of the University, continued support for Library acquisitions and services will be critical to maintaining the Library's good standing.

Locally, as a centre of activity on campus the Library is a natural focus of attention and can serve as a showcase for University events. It plays a major role as part of the public face the University presents to prospective students and their families and to the local community. It is important for the Library to be vibrant and welcoming.

The Library has accomplished some significant achievements in the past few years with respect to its collections, services and facilities. We are aiming to accomplish even more. Promoting the Library as a comfortable and secure place to study and learn and a place that delivers state-of-the-art technology and scholarly information resources, is crucial.

In that respect the Library plans to:

1. evaluate and publish the successes of its Information Literacy programme;
2. promote and publicize ongoing developments of our Learning Commons;
3. publicize specific digitization projects and institutional repositories that showcase University of Windsor research;
4. survey and report on student and faculty views of Library services and collections;
5. promote the Library as a centre of campus activity, attracting campus and community events;
6. establish and promote the Library as an attractive place for students and faculty by ensuring it is safe, secure and clean all hours it is open.

Resource Implications:

1. Year 2 (base): 1 new Librarian position for Promotion and Marketing.
2. More cleaning staff, to be discussed in collaboration with relevant campus departments.

Resource Summary (for identified resource implications in Objectives 1 - 4):

Year One:

1. One-time funding for an Architect and/or Space Planner.
2. Base funding for 1 new Systems Technician position.
3. Base funding for 1 new Librarian position for Information Literacy.
4. Base funding for 1 new Library Assistant position for information literacy and in-house reference assistance.
5. Base funding for 1 new Librarian position to lead on digital publishing, institutional repositories, digitization projects, and metadata.
6. Base funding for additional staff to cover release time for librarians' research.
7. Base funding for guaranteed minimum 5% increase for acquisitions for each of the next five years.
8. Base funding for additional funds to accommodate librarians' participation in consortia activities and to attend conferences and workshops to keep abreast of developments in learning, technology, information literacy, etc.
9. Base funding for more cleaning staff, to be discussed in collaboration with relevant campus departments.

Year Two:

1. One-time funding to complete the Archives renovation and install compact shelving in Archives area
2. Base funding for additional Access Services and other staff for 24 hour access.
3. Base funding for 1 new Library Assistant position to assist on digital publishing, institutional repositories, digitization projects, and metadata.
4. Base funding for 1 new Librarian position for Promotion and Marketing.

Note: Additional one-time costs are expected to complete planned renovations in years 1 through five of this plan