



# Leddy Library Annual Report

2016-2017

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# Welcome!



**Pascal Calarco, University Librarian**

Welcome to the Leddy Library's 2016-2017 Annual Report!

Since joining the University of Windsor last year, I've enjoyed working with the very talented and dedicated library staff and librarians we have at Leddy, and meeting new colleagues across campus.

Leddy Library provides services, collections and physical space to meet the needs of our mid-sized community of students, staff, faculty and researchers. Today, our libraries are in what I would call a hybrid state – we have wonderfully curated print, microdata and other physical collections that have been developed over the decades, stewarded by librarians who keep these collections relevant to the needs of the campus faculties, schools, centres and institutes. At the same time, we have vast collections of electronic information, immediately available on campus, at home, or really anywhere in the world with an internet connection and credentials to connect. Our web presence and connected collections and services act as much as a virtual branch library and are as important, as the two buildings that Leddy comprises serve the campus physical environment.

Together, we intend to advance both the virtual and physical Leddy Library for our community of teachers, learners and researchers during my tenure as University

Librarian, and together, this past year, we've started that continuing journey.

## Addressing a Critical Budget Shortfall

Despite working in both provincial and national consortia to license scholarly information at the lowest cost on behalf of our campus users, the Leddy Library faced a \$1.6 million shortfall in the materials budget in April 2016. We responded by doing a baseline evaluation and assessment of the over 120 licensed electronic resources that Leddy subscribes to, to demonstrate their value and identify resources that are not being used to bring to faculty to consider cancelling. We are good stewards of provincial and university funding. The vast majority of electronic resources price increases these days are between 0%-3% because of the leverage we receive as part of a national consortium of 75 university libraries across Canada. Over the past year, Finance agreed to cover more than 20% differential in US-Canadian exchange rates, with Leddy covering the first 20%, we also worked closely with faculty to identify modest cuts of about \$100,000, we cost shared some expensive resources with the faculties, and the University added \$500,000 to the base budget, resulting in cutting that deficit to \$417,990 (April 2017), which was wholly covered by unused salary savings this past year. This past year, we've continued to assess our ongoing ~125 electronic resources licenses, identifying more licenses to renegotiate or cut back. I hope to get the materials budget on a sustainable track in the next fiscal year or two.

## Establishing a baseline: Self Study and External Review

An external library review hadn't been done here since 1985, and so this past year, in advance of a new strategic planning cycle, we began. Last Fall, staff and librarians across all departments engaged in conversations around our strengths, challenges and ambitions, contributing to an **extensive self-study** in early 2017.

Building on this work, our external reviewers, Rebecca Graham, Chief Librarian and CIO at the University of Guelph, and Brent Roe, University Librarian at Laurentian



University and past Executive Director of the Canadian Association of Research Libraries (CARL), visited us this past March, spending two days interviewing students, faculty, administrators, librarians and library staff. The resulting **External Review of Leddy Library** provides an assessment in relation to our peers, confirmation of our library's strengths, areas of suggested growth and focus, and provides structured input from the campus community.

### Research Data Management, Research Impact Metrics

Leddy Library ventured into investigating and then offering new services in these areas, often as part of larger collaborative provincial and federal groups. We are developing new skills for the new times we live in, and expanding the services and abilities we can offer to the campus community.

### Gift of Digital Wall in Leddy Main Building

A Digital Wall -- a 96" LCD panel bordered by 12 micro display tiles -- is now installed on our first floor, largely funded from a \$150,000 gift to the Library with additional Library funds. The installation has been used for two Canada 150 film series showings, showcased Leddy digital special collections, and will also be used for digital art display, convocation/commencement exercises, special events and other uses by students for their work.

## Key Future Actions & Initiatives

### Renewing Our Strategic Plan and Aligning with the University's SMA

2017 marks an end to our current strategic plan, so all of this, along with the recent Strategic Mandate Agreement with the Province, provides us with a lot of good current information and data to craft the next three years of Leddy's work, from 2018-2021.

This summer and Fall we've engaged staff and librarians in revisiting our Mission, Values and Vision statements, identified some strategic themes, goals and objectives, to be presented and further crafted at sessions in January 2018.

### Virtual Digital Infrastructure Assessment

In 2018, Leddy Library will update public computing through use of new VDI technology, which will add greater flexibility for student specialty software needs, reduce time to update the public computing software, and save significant energy costs. The first step of this is to gather data on current usage, which is being conducted on 270 workstations in November 2017.

### Renovated Spaces in Leddy

In 2018, Leddy Library will investigate, plan and fundraise for more collaborative and refreshed public and staff spaces at Leddy Library.

### Book Collection Analysis

In 2018, we will investigate the Leddy monograph collection with decision support tools such as OCLC GreenGlass, to help decision responsible print monograph storage (active storage, compact storage, remote storage, withdraw) decisions. Freed up space will be targeted for more student study space, expanded digital services, and selected campus partners to move into Leddy Library.

### Organizational Renewal

In 2018, we will, as part of our strategic planning, begin to consider our organization and organizational culture, and plan for evolution of both. New professional and staff roles, new skills and abilities that enable our strategic vision, and a renewed engagement of all employees in our work, will be the main outcomes. This renewal is expected to continue through the life of this strategic plan, 2018-2021.

## Strategic plan 2012-2017

### Direction 1: Enable an inviting and successful library experience.

*The Library will strategically provide services and space, both in-person and virtual, to anticipate user needs on a foundation of service excellence.*

**Goal 1.1** – Enhance and deliver in-person services and physical spaces to ensure our ongoing ability to meet the evolving needs of diverse user communities in a welcoming environment.

**Goal 1.2** – Continue to develop and augment virtual services and support for new technologies to strengthen the experience of the mobile library for the campus community including those working off campus and through online education.

**Goal 1.3** – Build on our accomplishments in providing in-depth research and curriculum support and mentorship in a revitalized liaison role.

### Direction 2: Expand upon the Library's role as a hub for research and learning activities.

*The Library will grow as a vibrant focal point for the University and the local community.*

**Goal 2.1** – Build and maintain library collections that continue to support research and learning activities undertaken in both real and virtual space by the University campus community.

**Goal 2.2** – Seek and foster opportunities for collaboration that utilize the Library's interdisciplinary nature and its core role in both research and learning.

**Goal 2.3** – Continue to cultivate a focus on acquiring and digitizing material of historic and cultural importance to the Windsor/Essex region, and further explore collaborative opportunities at provincial and national levels for more broadly conceived digitization activities.

### Direction 3: Take a leadership role in scholarly communication.

*The Library will lead on providing services, initiating policy development and building awareness on*

*campus in support of evolving methods of scholarly communication.*

**Goal 3.1** – Develop a comprehensive scholarly communications plan.

**Goal 3.2** – Augment support for Open Access publishing on campus through the provision of innovative tools for online collaboration and publication.

**Goal 3.3** – Work to raise awareness of and participation in international Open Access, Open Source, and Open Data movements.

**Goal 3.4** – Expand existing tools, infrastructures and strategies to curate, preserve, and expose the scholarly research, data and creative output of our faculty and students.

**Goal 3.5** – Seek opportunities to contribute, participate and collaborate in open teaching and learning initiatives on campus.

### Direction 4: Support a culture of lifelong learning, skills development and customer service excellence for all library personnel.

*The Library will provide an environment that encourages the pursuit of excellence to meet the rapidly evolving needs of our user communities.*

**Goal 4.1** – Assess and implement strategies in support of ongoing personnel development and growth.

**Goal 4.2** – Enhance and maintain a workplace culture of mutual respect and a desirable work environment.

### Direction 5: Tell our Story

*To further enhance the reputation of the University of Windsor, the Library will heighten awareness of its accomplishments, services and activities.*

**Goal 5.1** – Augment existing public-relations and marketing functions to develop new and vibrant ways to tell our story within the campus community, in the local community, provincially, nationally, and internationally.

**Goal 5.2** – Build on existing assessment practices to focus on measurable goals that will guide future directions and ensure accountability.

**Goal 5.3** – Explore community outreach activities to generate new relationships and strengthen existing community partnerships.

## Annual Report, 2016-2017

The goals and objectives of Leddy Library for the reporting year (16/17) are in alignment with the University's values and key strategic initiatives, as outlined in this report. Leddy Library continues to be guided by its own strategic plan (Appendix A) in meeting those goals and objectives. More than just source for research collections, Leddy Library seeks to offer opportunities for growth, engagement and success through its services, collections and the dedication of its staff and librarians in sharing their knowledge and expertise.

### Direction 1: Enable an inviting and successful library experience

*These 3 initiatives focus on goal 1.1: enhance and deliver in-person services and physical spaces to ensure our on-going ability to meet the evolving needs of diverse user communities in a welcoming environment.*

#### Leddy Library Reading Challenge

**DO YOU LOVE TO READ? PROVE IT.**

**Come join the...**

**Fall 2016 Leddy Library Reading Challenge!!**

**Date & Time:**  
Every Tuesday **STARTING**  
Tuesday September 13, 2016! 3-4 P.M.

**ALL STUDENTS, STAFF, & FACULTY WELCOME!!!**

Follow the Leddy Library on Facebook or check out our Website for more information!!



**Location:**  
Leddy Library  
First Floor, West Building  
Comfortable Seating Area

**POINTS, PRIZES, ACTIVITIES!!**

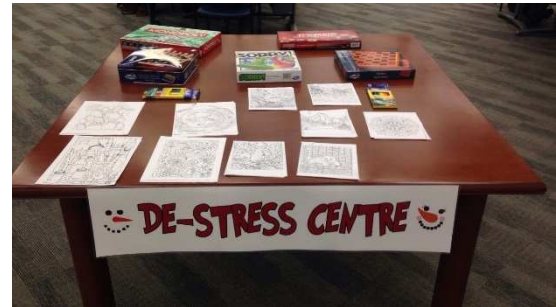
Open to the University of Windsor community, the reading challenge was designed to create a larger sense of community on campus while allowing for students, faculty, and staff to share a social-academic space for critical thinking and literature review. The

challenge was held during the 2016 Fall semester, where students and staff met weekly and tackled socially relevant topics such as Canadian short stories, war and conflict, feminist movements, truth and reconciliation, and residential schools. The highlight of the semester was guest speaker, Mark Restoule, Education Ph.D candidate, who

came to discuss with us "Three Day Road" by Joseph Boyden.

#### Games Collection

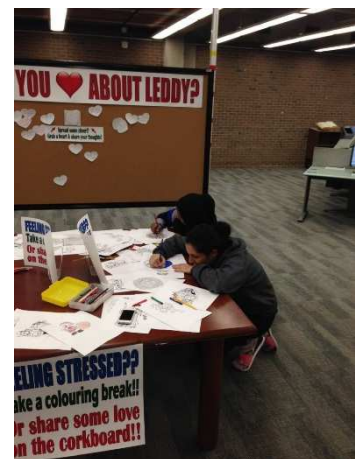
Aimed at giving students a mental health break, a "games collection" was created and is available on Leddy's first floor. At first, this collection was only



available during high stress periods such as exams however due to its popularity; it is now available all year long. This collection will be grown at the rate of 10 new games per year.

#### Student experience focus through the PR committee

With librarians at the helm, the PR committee has been working hard at creating positive student experiences inside the library. Activities this year have included tours, book sales, student appreciation days (with free coffee and cookies during exams), de-stress stations (with colouring, puzzles and games), blind date with a book and a Canada 150 Film screening featuring Bon Cop/Bad Cop.



### Direction 2: Expand upon the Library's role as a hub for research and learning activities

#### Librarian Research Series

*This initiative focuses on goal 2.2: Seek and foster opportunities for collaboration that utilize the*

*library's interdisciplinary nature and its core role in both research and learning.*



The 2016-2017 Librarian Research Series (LRS) was launched in September 2016. The LRS provides the opportunity for

the library and campus community to hear more about the exciting, innovative, and diverse research projects being undertaken by the librarians of the University of Windsor. This year, we had 12 presentations from members of the Leddy Library community. Topics ranged from supporting eResearch, the Boomer Harding project, the city as classroom vs the city as an advertising platform, and neoliberalism. Additionally, two co-sponsored guest speakers with the Humanities Research Group (Emily Drabinski and James Elmborg) came to share their research.

#### Academic Data Centre – Grants and growth

*This initiative focuses on goal 2.1: Build and maintain library collections that continue to support research and learning activities undertaken in both real and virtual space by the University campus community.*



This year, the Academic Data Centre (ADC) received a CLIF grant working with many campus stakeholders

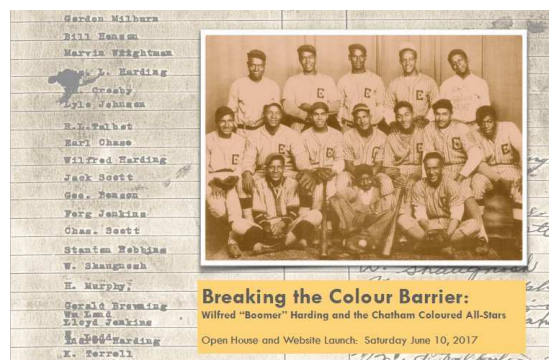
including our center, the school of social work, the center for teaching and learning and the office of open learning. Working with social work faculty

(Dr. Wansoo Park), this CLIF grant looks to develop an online GIS learning module to teach GIS-based community mapping as a tool in social work education. The project supports the University of Windsor's mission to improve student-centered and innovative teaching and learning and its commitment to enhance the economic and social well-being of the local communities. Additionally, the Research Data Center (RDC) received a grant of \$13,906 from the Canadian Foundation for Innovation. This grant is a part of an ongoing process to enable the RDC network to move to a thin client architecture.

#### Direction 3: Take a leadership role in scholarly communication

##### Center for Digital Scholarship (CDigS)

*This initiative focuses on goal 3.5: Seek opportunities to contribute, participate and collaborate in open teaching and learning initiatives on campus.*



This year, CDigS saw growth in developing connections with faculty in terms of research and teaching. We have or are currently partnering with faculty in Biological Science, Clinical Psychology, Earth and Environmental Sciences, English, History, Drama, Music, School of Creative Arts and campus groups such as the UWill Discover Undergraduate Conference, Outstanding Scholars, Humanities Research Group, and Turtle Island Aboriginal Education Centre. Of notable importance is the \$72,500



Trillium Grant and several campus research grants that launched “The Harding Project” in June 2017. Since this date, the site has had over 1,500 visitors and counting. Another notable project is the WEDigHistory project. This is a historical archaeology project created to look into the past of the Windsor Essex region. CDigs received a SSHRC grant to develop two events; a Scan-A-Thon where community members can bring in old photos of the area to be put in a digital archive, and a geophysical survey where they will search for evidence of buildings in Assumption Park.

Open Access, to share their experience with colleagues, and to help improve access to scholarship and research around the world. During Oct 24<sup>th</sup> – 28<sup>th</sup>, speakers from a variety of disciplines came to offer their perspectives. Presentation on open learning, using zotero for your research, and using “Scholarship at UWindsor” to free your research were some of the topics that were discussed with the University of Windsor community.

Direction 4: Support a culture of lifelong learning, skills development and customer service excellence for all library personnel

## Open Access Week 2016

*This initiative focuses on **goal 3.3**: Work to raise the awareness of and participation in international Open Access, Open Source, and Open Data movements.*



Shifting the narrative to respond to changing needs and changing times

*This initiative focuses on **goal 4.1**: Assess and implement strategies in support of ongoing personnel development and growth.*

In Acquisitions and Bibliographic services, there has been considerable effort placed on encompassing project and other records management work as a regular, normal part of workflow. Some of the projects included data clean up for serials and other physical collections, metadata entry for the library digital projects and for our institutional repository, and tweaking the “in process” status so in process books are more readily accessible to patrons. The overall goal for this re-visioning is to make it easier for patrons to find what they need for teaching, learning and research. Shifting a previous focus heavily reliant on purchasing to also include and prioritize work that increases “discoverability and access” highlights the evolving nature of Acquisitions/Bibliographic Services work.

Similarly, in Access services, we are taking advantage of staff front line interactions with patrons and with what goes on in the library to realize improvements to patron services and to



In an effort to bring awareness to issues around Open Access, this international event is an opportunity for researchers around the

world to continue to learn about the benefits of



physical facilities. In its initial stages accomplishments to date have included creative activity such as decorating for holidays or special occasions, new book displays, and encouraging students to use materials through highlighting various collections. These staff led initiatives has empowering Access Services staff to realize their important role in student satisfaction and student engagement.

### Direction 5: Tell our Story

#### South Western Ontario Digital Archive (SWODA)

*This initiative focuses on **goal 5.3**: Explore community outreach activities to generate new relationships and strengthen existing community partnerships.*

This year, SWODA solidified its presence through three areas of growth: SWODA Newspapers (INK), SWODA Publications and SWODA Images. SWODA newspapers is one of the largest and most comprehensive digital newspaper collections in Canada. It includes over 50 newspapers for a total of nearly 2 million pages and is searchable using optical character recognition technology. This database receives approximately 540,000 unique visitors per year. Many of the titles, e.g. the Amherstburg Echo, the Border Cities Star, the Windsor Evening Record, the Essex Free Press, the Voice of the Fugitive, are extremely important primary sources for local history research. This year, 40 additional local newspaper titles are in the process of being added to the database. The Tecumseh Tribune the Tecumseh Maple Leaf, and the Walkerville Times are examples of newspapers that have recently been completed and are now accessible online.

SWODA Publications currently contains Assumption College/University of Windsor monographs and serials such as the Ambassador Yearbooks and the student newspapers, the Purple and White and the Weekly Assumption Collegian. The digitization of The Lance is still underway. The City of Windsor Directories, 1888-1964, have recently been digitized and are available online. By studying the directories over the decades, one can trace the growth and development of this region. Finally, a project to digitize the International Joint Commission Archive 1960-2000, as well as their journal: Focus on International Joint Commission Activities 1974-1994 was completed.



Finally, SWODA images is a growing database of over 2,750 historical

photographs, postcards, and ephemera of southwestern Ontario, primarily Windsor and Essex County. Most span the decades from the 1880s to the 1960s. All have extensive metadata,



making them fully

searchable and browse-able for research purposes. This database had over 170,000 page views in the past year. A sample of the kind of materials currently being worked on includes: a private collection of local postcards and ephemera dating from the 1860s to the 1980s and a collection of black and white photographs of Windsor from the 1940s to the 1980s.

## Media Coverage

*This initiative focuses on **goal 5.1**: Augment existing public-relations and marketing functions to develop new and vibrant ways to tell our story within the campus community, in the local community, provincially, nationally, and internationally.*



This year, the Leddy library was extensively covered through both traditional news sources and social media. Most stories (41%) highlighted our student engagement efforts such as; movie screenings,

displays, student appreciation days, and food for fines days. Others (36%) focused on successes around the highly successful “Boomer Harding project”. Library leadership stories (14%) discussed our involvement with the ALA leadership institute, information literacy and librarian labour. Others (10%) focused on our contributions to our collections such as the importance of curation of LGBTQ+ materials and journal usage across our campus.

# Leddy Library by the Numbers

## B. Future Actions & Initiatives

### Progress Report on Future Actions & Initiatives : 2016/17 Annual Report

- |  |   |
|--|---|
| 1. Undergo an External Review process;   | • Successfully completed in 2017 (Appendix A attached)  |
| 2. Launch a Strategic Planning process;  | • Underway, completion of Mission, Vision and Values statements   |
| 3. Review and revise library acquisitions spending toward future sustainability;   | • Additional \$500k permanent monies added to base acquisitions budget, the first addition in at least 12 years |
| 4. Complete installation of Digital Wall project;                                  | • Successfully completed in 2017  |
| 5. Investigate and plan for the establishment of outcomes-based assessment program |   |

The annual *MacLean's University Ranking* issue (Nov. 2017) saw Leddy Library retain its position in 3<sup>rd</sup> place in terms of institutional financial support among comprehensive universities.

2015.16	2016.17	%var	
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#### A. Leddy Overall

21	21	0	i	Librarians & AAS
41	40	↓2.5%	ii	Full and part-time support staff

#### B. Librarian Research & Creative Work

16	10	↓37.5%	i	Articles published
2	1	↓50%	ii	Book chapters published
1	3	↑300%	iii	Edited journals/ books
26	34	↑31%	iv	Articles and/or Papers presented
0	\$77,500		v	External Research Grants



#### C. Information Services Department

2,463	2,786	↑13%	i	Reference Questions asked at Reference Desk
718	N/A	N/A	ii	Reference Questions asked online or by email
2,105	2,266	↑7.6%	iii	Number of Information Literacy interactions with students

#### D. Acquisitions & Bibliographic Services Department

2,317	1,466	↓37%	i	Print monographs catalogued
3,306	3,634	↑10%	ii	Interlibrary Loans transactions processed
175,929	247,950	↑41%	iii	Unique titles of digital content uploaded or made accessible

#### E. Access Services Department

56,554	53,295	↓6%	i	Books loaned
694,121	844,552	↑22%	ii	People entered Leddy Library
3,005	3,154	↑5%	iii	People entered, daily average
8,436	3,510	↓58%	iv	Questions asked at Circulation Desk

#### **2015.16      2016.17      %var**

#### F. Systems Services Department

283	283	0	i	Number of public computer workstations at Leddy.
1.6M	1.6M	0	ii	Number of pages printed on library networked printers
644,145	689,569	↑7%	iii	Number of user sessions initiated on Leddy Website
1.2M	1.2M	0	iv	Number of page-views on Leddy Website
94%	96%	↑2%	v	Users using desktop or laptop to access
5%	4%	↓20%	vi	Users using mobile device to access
1%	1%	0	vii	Users using tablet to access

#### G. Use of Scholarship at uWindsor Institutional Repository

1,958	2,154	↑10%	i	Number of items deposited into the IR
279,154	372,464	↑33%	ii	Number of downloads from around the world
83,304	85,474	↑3%	iii	Number of User Sessions
64,899	65,852	↑1.5%	iv	Number of Users
184,256	185,525	↑1%	v	Number of Page views

#### Selected Analysis / Commentary on “Leddy by the Numbers”

- B** Librarian Research and Creative Work increased on average by 2% overall. New this year was the inclusion of external research grants.

- C i, ii** Reference interactions have increased this year. This trend could be due to increased student engagement through the library PR initiatives, increased liaison activity and/or more students on campus.
- E, i** “books loaned” reflects the physical collection only. Work is required among academic libraries to reach consensus on the metric to measure ‘usage’ of e-books online.
- F, iii, iv** “User sessions” increased while “page-views” remained the same.
- G i-v** Every category in the institutional repository section has increased showing that there is greater awareness on campus and around the world for this work

**Leddy Library  
University of Windsor**

**Leddy Library Review  
External Reviewers' Report**

**Rebecca A. Graham, CIO & Chief Librarian, University of Guelph  
Brent Roe, University Librarian, Laurentian University**

**May 1, 2017**



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## ***External Reviewers' Report***

### **Introduction**

We are pleased to present the following report reflecting insights and engagements during our visit to the University of Windsor on March 27 and 28, 2017. We would like to thank Provost Douglas Kneale, Associate Vice-President, Academic, Jeff Berryman, and University Librarian Pascal Calarco, along with Leddy Library staff and librarians, and the many library constituents with whom we met during our visit. Regarding our approach to the report, we believe that the self-study documents stand on their own, and they served as a solid basis of our early understanding and reference throughout our site visit and writing, but we have largely drawn this report's detailed observations and recommendations from the thoughtful and beneficial perspectives provided by stakeholders during the time we spent on campus. Our overall sense of the Leddy Library is one that is quite healthy, albeit with some challenges common to many Canadian academic research libraries relative to funding collections, and with many areas of strength and a well-established and positive reputation among the campus constituencies with whom we met. Any misunderstandings contained here are exclusively those of the reviewers.

### **The Library as Organization**

The Leddy Library organization currently consists of five departments with a total of 21 librarians, 42 support staff, 1 ancillary academic staff person (including the Library Administration). While the number of librarians has been roughly stable over the years, the number of support staff, as in most university libraries, has fallen considerably (by about a third at Windsor over the last decade) through non-replacement because some tasks have been automated, because some tasks are now performed by suppliers, and because funding has generally been tight.

Whether the current absolute numbers of librarians and support staff are "right" for Windsor will be a very local discussion. That said, according to the reported 2014-2015 CARL statistics, in which Windsor reported 24 librarians and 65 other library staff, the student to librarian (634:1) and student to total library personnel (171:1) ratios at Windsor were below those of almost all other Ontario CARL university libraries (the Ontario averages were, respectively 726.2:1 and 191.3:1), though higher than those at most CARL university libraries outside of Ontario (national CARL averages were, respectively 612.5:1 and 168.7:1). The percentage of librarians as a part of the total library personnel (at 27%) was very close to the average (at 27.6%) among all CARL university libraries. While we lack the comparative statistics for the most recent year, given that in 2016-2017, there were 21 librarians and 43 other library staff, such that the librarians make up about 33% of library staff, it is possible that the current proportion of librarians to the total library personnel is now higher than the national CARL average, although other libraries will also have been dealing with similar technological, demographic and financial situations. Based on averages (which are not standards), Windsor may currently be "short" on a couple of support staff positions (or not), but the essential size (relative to student FTE's) and composition of the library personnel is not markedly different, in any concerning way, from that of other larger Canadian university libraries.

The current administrative structure of the library is fairly typical of larger anglophone Canadian university libraries. The library is headed by the University Librarian (UL), the typical title, who reports to the VP Academic: an anglophone Canadian university library is generally seen as an academic rather than an administrative unit, especially as the librarians usually have some variation on faculty status. The UL is supported by, currently, one Associate University Librarian (AUL), though there are normally two AUL's at Windsor, and the recruitment of a second was underway. At Windsor, the AUL's' sharing out of responsibilities has been somewhat fluid, though at other university libraries, the respective AUL roles can be more firmly defined. The UL and the AUL(s) typically meet weekly with the four Department Heads to discuss library management matters. The UL and the AUL's are excluded from the Faculty Association and the Department Heads remain Faculty Association members, again typical of most larger Canadian university libraries.

There has been a faculty-council-equivalent deliberative body in the library, the "ULAC" (?), which considers and passes at least some kinds of library policies, which would then be operationalized by the library departments. While this is the only forum in which all of the librarians (at least) come together regularly (monthly), some librarians felt that this has not been a very effective forum because it has not well accommodated discussion of ideas and issues and that there may or may not be follow-up on issues raised there. On the other hand, the UL has hosted some library "town hall" meetings that have been seen quite favourably, particularly by the support staff, who may not participate in other pan-library fora.

We heard little questioning of the current department structure, although the question was raised as to whether there may be advantages to a closer relationship of Access Services and Acquisitions and Bibliographic Services (AcqBib). Some staff reported feeling that there were fewer "silos" in the library since some former units were merged; they thought, rather, that the currently perceived gap between personnel groups in the library might actually be that relatively few support staff and librarians work together with any regularity since so many of the support staff are in departments with few librarians. It was also noted that the librarians are largely located in West Leddy. In terms of the library's principal service point, the Access Services desk was seen as working well, although it was mentioned that some users of ILL miss having a "storefront" where they could discuss particular matters with the ILL staff.

In terms of the librarians' work, which, for an individual, is most often a "matrix" combination of a functional role and a liaison assignment (among other responsibilities, including research), there is a sense that while the flexibility to apportion their efforts between these roles is appreciated, there is nevertheless a tension between them as the liaison-related work and the functional role can both be all-absorbing and a person's time is finite. A number of the librarians are especially conscious that they are not able to spend as much time as may be optimal on their liaison-related work, which creates considerable stress.

While the Windsor librarians have collectively authored a very impressive number of articles and other works in recent years, the role of scholarly activity (as in research and publications) has also come with questions. On the one hand, there may be a tacit understanding that around 20% of a librarian's job at Windsor might be made up of scholarly activity (though there is no explicitly prescribed portion), there is considerable variation across the group, with a resulting variation in scholarly outputs. This causes some stress with respect to the tenure and promotion process for librarians as it is not clear what is



sufficient for these purposes; this seems especially unclear with regard to an application to be promoted from Librarian III to Librarian IV. Uncertainty about the place of research in an individual's work may also have been unclear if, as was mentioned, annual librarian workload assignments have varied across individuals on the language touching on research. It was suggested as well that there may be a need for clearer library policy around criteria for being granted research leave and conference funding. Some of these matters might be addressed within the library, but others might need to be addressed, if they can be, through the collective agreement.

Another source of confusion for librarians is the "ownership" of special projects, such as some of the digitization and digital curation projects of the Centre for Digital Scholarship (CDigS). It is not always clear whether the project is to be led by the liaison librarian from whose liaison unit the project arose, by a systems librarian (or other) because that is their functional role, or by the manager of the CDigS (as a possible example), and it is not clear how this should be decided more routinely (to this point, these have been matters of ad hoc informal negotiation), we understand. Part of this uncertainty may simply be that some kinds of projects are new, such as those of the CDigS, and the library is still in a "storming" stage of getting organized around these questions.

On the question of emerging roles for librarians at Windsor, we heard mentioned more than once the need for an assessment or analysis librarian, especially for collections issues. Potential benefits of having an archivist were mentioned as well.

As the support staff complement has receded in recent years, as mentioned above (and which has been a concern to some support staff), there has been a need for staff positions to be broadened in the range of the tasks that they are able to perform. Evolving of staff positions can be frustrating as a job can only be changed so much at one time to avoid triggering the need to post a new job. As well, while staff members are willing to learn new work, they still generally have their primary tasks, which means that additional, more occasional tasks are not always fully learned. Just as for the librarians, as staff jobs include a greater range of tasks, the pressure to multitask or change tasks more frequently can be stressful. One example of a situation where more support staff job flexibility might be helpful is in interacting with the library management system: level 5 staff currently cannot do certain tasks on the system that level 7 staff can perform, yet efficiency might be improved if this restriction were removed or softened. Additionally, support staff have sometimes felt that their suggestions for how to resolve certain operational problems, in some cases in connection with the LMS, with which they work closely, have not been fully considered.

One way to help support staff to successfully take on new tasks is to provide appropriate training. This is especially true in technology-related change: training may need to be a near constant. When the new LMS was implemented a couple of year ago, the process was fast, and staff did not perhaps receive all the training on the system at that time that would have been optimal; now that the staff have used the LMS (Alma/Primo), it may be opportune to revisit areas where the staff believe that additional training would now be helpful. Support staff might also welcome more general professional development around time-management, stress management or, indeed, multitasking best practices. Some staff mentioned that it would be helpful to have a clearer sense of the work of staff in other library departments or of work that may be emerging in libraries, e.g., metadata assignment or collections analysis.

### *Recommendations:*

- Consider how the ULAC might be made a more engaging and vital forum for discussion and planning.
- Consider holding regular all-staff meetings to allow for broad sharing of information, asking of questions and raising of concerns.
- Consider whether there may be ways for ILL users to enjoy easier consultation with ILL staff.
- Consider creating guidelines or best practices on how best to balance functional and liaison responsibilities and on what are the more and the less required liaison activities.
- Develop broad guidelines, with examples and scenarios, around what is likely to be sufficient scholarly output for a librarian at Windsor for tenure and the various librarian ranks (there may already be a committee working on this).
- Consider whether there may be a need for more generic language on research and/or other matters in annual librarian workload letters, but language that would apply to all librarians.
- Consider developing clearer policy around the criteria for research leave, conference funding, and professional development funding.
- Develop guidelines around leadership on and prioritization of special projects, for situations where the response to such questions may not be fully obvious to all.
- Consider with staff and Human Resources and the staff union what possibilities may exist around staff job flexibility under the current collective agreement, which may be of greater interest to some staff than to others.
- Ensure that there is a mechanism by which support staff suggestions and recommendations can be logged and eventually fully responded to (whether accepted or not, in the end).
- Consider how to integrate more regular training and professional development into the work weeks of support staff, which might include specific technical or operational training, more general professional development, visits to other library units, and explanations of emerging library work.

### **Library Leadership**

The Leddy Library has been a leader among Canadian university libraries with several firsts (or near-firsts): with the leadership and support of the library, Windsor became one of the first Canadian universities to adopt a fair-dealing based copyright management policy; again with the leadership and support of the library, Windsor was one of the first Canadian universities to establish a Senate-approved campus OA policy; Windsor's library was a leader in the shared adoption of the open source Conifer LMS; it was again a leader when it became one of the first Canadian university libraries to adopt the state-of-the-art ALMA/Primo LMS. The library has had strong leadership and continues to innovate and to play leadership roles on campus. For example, the UL chairs the campus IT Advisory Committee, and has been considering with IT how the two units could collaborate more fully. Deans mentioned that they appreciate his regular update messages to the campus (although, non-faculty providers of learning and research services do not, as it happens, receive these at this point), and, faculty have appreciated his openness about potential library collections trimming to control expenditure and invitation to them to share their thoughts on the difficult decisions to be made.

The efforts of the liaison librarians to engage with their liaison units have been very much appreciated on the campus. This has led to both research and teaching collaborations. Their work, as well as the collection analysis that has been done around the utilization of e-resources by the UL, has helped to keep faculty and administrators from thinking of the library as just a “cost centre”. The good relationships with the professoriate that the library has been cultivating will be important for support in Senate or other discussions touching on library support matters as the University moves to activity-based budgeting (more precisely, “enrollment-centred management” at Windsor).

One way in which the library may be able to generate some funds independently is through fund-raising. Currently, the library does not employ its own development officer, but may be able, at some point, to invest in some regular work specifically for the library on the part of one of the University’s development officers. This would be, however, a long-term investment as it takes time to cultivate potential community giving.

#### *Recommendations:*

- Consider how library communications can be transmitted not only to the faculty of the University, but also to the managers and staff of the various academic partners in the learning and research enterprise at Windsor.
- Consider ways in which the library can extend its communications and public relations efforts as the campus moves toward activity-based budgeting.
- Explore the potential for engaging development officer time regularly for the library.

#### **The Physical Library**

The Leddy Library consists of two large and centrally-located interconnected buildings from the early 1960’s and early 1970’s. While there was no mention to the reviewers of structural problems, and some renovation has occurred in parts of these buildings, there seems to be broad agreement nevertheless that they, and especially the West building, need considerable practical and esthetic updating to more fully support student study and staff work into the future.

As a study space, Leddy Library is well-used, with almost 3,300 people per day entering the building to use its 20,000 square feet of public space. So many library users will inevitably generate a certain amount of noise, especially as assignments in many courses require work in groups, most heavily at the undergraduate level. While there is ever more acceptance that a library can legitimately be a noisy place, quiet is also valued and at certain times and places in the library, noise is indeed a problem. Some students thought that it would be helpful for library staff to remind library users occasionally to moderate their volume, and the ability of students to borrow noise-cancelling headphones has been appreciated. The group study rooms, of which there are only four, are not very soundproof and, for graduate students, there are not enough individual enclosed study carrels to meet demand. Some students suggested that enclosed group work spaces might be less important than appropriate furniture for group work, even if in open areas. If it is not possible to build more enclosed graduate student carrels, it was suggested that current policy on their use be modified to allow more graduate students to take advantage of them (e.g., assignment by term rather than for a whole year or the whole length of a program).

In these days of multiple personal electronic devices, Leddy Library is very short on electrical outlets, as is typical for a building of its vintage. This insufficiency of outlets was one of the most mentioned issues with the physical library. While some might be added to walls, and tables adjacent to walls can be wired, there may be spaces that would allow for wired space dividers serving as study ledges or for extensible cords suspended from the ceiling in a space with movable furniture. Students would also appreciate the service of library lending of device charger cables of various kinds and, in passing, of laptops and tablets.

As students, especially those that live off-campus, may need to pass considerable time in the library between classes or other campus activities, students mentioned that it would be nice to have a place in the library to relax or meditate (or even do yoga stretches). While the room with the digital wall is mentioned as a lovely space, it is more social than silent. Students even expressed an interest in a space with appropriate furniture where a horizontal (and safe) nap might be possible.

The furniture was a concern to students. They find the old tables and chairs in the West building, some original to the building, to be quite uncomfortable. In a time of awareness of the need to avoid sitting for long periods, they also suggested that the library provide some standing options and even “walking” desks (essentially a slow treadmill with a work surface—one of the reviewers has seen such at Carleton University’s newly-renovated library).

Continuing the theme of the library as a comfortable place to study, the need for access to food and coffee was mentioned in several discussions. While there is now a café in the library, there is still a need for food service in or very nearby the library during all opening hours of the library. This was seen not just as a convenience, but as a necessary source of fuel for the brain and as a safety concern: late at night, there are risks to walking alone in the dark to another building on the quiet campus.

Some support staff were concerned about the security of the Leddy Library late in the evening when there may be only 3-5 staff members in the entire building; they noted that there are currently no routine walk-throughs of the library during the later hours by campus police or security guards. Students did not express security concerns—in fact, some admitted to leaving their possessions unsupervised in the library, although they were aware that this is not an advisable practice.

Some other more miscellaneous concerns about space, furnishings and equipment in the library are that it would be helpful for students with disabilities (including undeclared disabilities) if the disability services annex in Leddy were, with the collaboration of the library, kept open for longer hours than currently possible, and even be updated to be more inviting; that there be developed a suitable teaching space in the library, perhaps in Special Collections; that the library take on a role of providing campus way-finding information on its website (or develop a mobile phone app for this) as this is an informational gap on campus, as felt by some students; that nine cents per page for copying or printing was too expensive; that the librarians, ideally, in a new library physical design, if ever possible, be more accessible to students and faculty members.

### *Recommendations:*

- Consider an overall renovation plan, with stakeholder input, particularly that of students and staff, for the Leddy Library, modularized in such a way that small parts can be worked on in succession over time as funding can be made available.
- Within this plan, include a set of noise control measures that may include space and furniture improvements, as well as behavioural encouragements.
- Consider where electrical outlets might be added throughout public spaces of the library.
- Consider replacing old furniture with a variety of newer, ergonomically-advanced study furniture, some pieces at a time as funds become available.
- Consider how to provide food and coffee services in or close to Leddy during all its opening hours.
- Ensure that late-evening staff at Leddy have a maximally easy means of contacting Security at any time and that, if possible, Security agents routinely pass through the library at some point in the late evening.
- Consider with Disability Services what might be done to allow keeping the annex in the Leddy Library open for students to use over much longer hours than at present.

### **Technology & Digital Initiatives**

Currently the existing staff complement of five provide support for a fleet of 250 staff and public workstations. We heard from the University Librarian of plans under development to transition the work focus for Library IT support in recognition of an evolving set of needs in what is an ever-changing realm. This effort is critical, and while we heard concerns about constraints in the percentage of change that could feasibly be made on an annual basis, we would encourage engagement with the University's Human Resources organization for support. There is a plan to move public computers to virtualized desktops, which will be a first step in beginning to free up capacity to address other areas of identified need including analytics, web development and for a growing set of services relative to the Center for Digital Scholarship (CDigS). As is true for most IT organizations, investment in the skill refresh is an essential need.

Much of the CDigS's work has been ad-hoc up to this point with a range of projects providing opportunities for student engagement as well as a growing understanding of the suite of services that would be expected within such a service point. Projects to-date have included the use of archival and other primary source materials from a range of disciplines including, notably, music and history. Both library leadership and librarians working within this area recognize that they will need to move from what is essentially a "start-up" at this point to a maturing model of service. Other groups with whom we met had mixed awareness of the service and the opportunities for working with these types of materials. There was strong encouragement for library stakeholder groups to increasing the visibility of the CDigS. Fortunately this topic is one for which the University of Windsor can benefit from significant recent research including an *EDUCAUSE Review* article from June 2014 [Trends in Digital Scholarship Centers](#) (including contributions from Vivian Lewis, University Librarian, McMaster University) and a number of [profiles on support models](#) within university libraries across North America published by the Association of Research Libraries.



## **Library Collections**

The budget for “library materials” at Windsor was reported to be close to \$4.9M in the 2014-2015 fiscal year, which represented 1.94% of University expenditures, a proportion higher that year than that at all but four of the other eleven CARL-library universities in Ontario, and at all but 11 of the 28 other CARL-library universities in Canada. In relative terms, then, across Canada’s larger universities, it could not be said that the University of Windsor’s allocation for scholarly content through the library is remarkably low; it has been higher than that at many universities.

Nevertheless, the library at Windsor has been subject to the same pressures as all other Canadian university libraries, namely the perennial higher-than-CPI inflation rate of scholarly content prices and, since 2014-2015, the fall in the value of the Canadian dollar by 25-30 percent vis-à-vis the US dollar, in which the price of most content is set. In this scenario, the price of multi-year commitments to online content packages, especially journal suites, has increased, very rapidly in recent years, to the detriment of the more flexible expenditure on books and other one-time purchases. While not ignoring the fact that many e-books are available through online packages, it is illustrative that the portion of the budget that remains for one-off book purchases directed by liaison librarians is little more than \$100K. Because it is not possible to drop expensive product commitments “on a dime”, the library is currently considerably over-budget in its collection spending, a situation that cannot likely continue year-after-year.

In general, the reviewers did not hear that there were areas of the library collection that were clearly in need of improvement, although librarians reported their sense that there was a strong concern among humanities faculty that not enough monographs and literary works (especially Canadian) were being purchased, a situation that is common to most Canadian university libraries in recent years. Some in the library suggested that music, sociology, and philosophy might be weaker collection areas, but admitted that this was impressionistic. Books are purchased in some areas, such as Engineering, primarily upon specific request because of the high cost of books in such disciplines. The Deans, faculty members, and students that the reviewers heard from did not express strong concerns about the current state of the collections—some were very satisfied—but were worried about the future as online packages may need to be dropped to manage expenditures.

It was recognized in the various discussions with the reviewers that the library has been good at optimizing the use of its collections budget in a number of ways: by licensing most e-resources, e.g., journal suites, through consortia such as the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL) to achieve greater discounts; by not only buying materials, but also referring users to community “partners”, such as the public library, say, for children’s books as a support to the University’s (very good) educational curriculum collection; by purchasing textbooks, which are high-use and high-cost for students; or by creating disciplinary portals and guides to promote the awareness and use of purchased and licensed resources at the library.

Open access (OA) content will become increasingly important as a resource to supplement local “paid” collections, especially in disciplines that are more journal-based and where more research is externally-funded, as funding agency OA policies take effect. Windsor, with the encouragement and support of the library, is already a leading institution on this front with its Senate-approved OA policy and actively

maintained institutional repository. Faculty noted that they would contribute their articles to the repository more liberally if it were simpler and easier to do so. While not OA in the usual sense, faculty praised the library's interlibrary loan (ILL) service, while at the same time admitting that they ask their peers at other institutions for copies of articles when this may seem to be quicker than ILL, a phenomenon that may partly account for falling ILL request rates at all Ontario universities for several years now.

As at other universities, there are a variety of opinions about e-books at Windsor. While students and faculty appreciate the convenience of consulting them away from the library, the online platforms of e-books vary in user-friendliness and, at least for extended reading, even some of the students we consulted preferred paper editions. Some librarians noted that it was not always clear to them which e-books were a permanent part of the Windsor collection and which were "rented" and hence not as reliably available into the future. Librarians also noted a concern that while the library has purchased large sets of e-books over the years (saving on per-title costs and selection time), it is not clear whether the average level of use of the books in these collections is as high as (or at least, given the price savings, not excessively lower than) that of individual books selected specifically to support Windsor programs.

As noted above, the cancellation of online resources is a concern to faculty members. They are currently concerned about the effect of the University's move to a more activity-based budget on collection funds available to the library. While the prospects of cancellations are not pleasing, the University Librarian's recent communication about potential cancellations and his survey to ask their opinion on what products are of greater or lesser importance to them has been viewed favourably; this consultation is clearly appreciated. As e-resources decisions have traditionally been made by the library administration, there is the sense among some librarians that more consultation internal to the library would also be appreciated. Librarians suggested that developing a more transparent and rational (as opposed to, say, a historical) approach to the expenditure of the collections allocation would be valuable. The University Librarian's detailed statistical analyses of online products will be a useful support to such an exercise. Such an approach might also consider how physical and virtual collection development might be more fully coordinated and whether certain low-use physical books might be removed if shelving capacity will not be increasing (the government documents collection was mentioned as an area where some "weeding" might be helpful in view of the increasing availability of digital documents).

Given that under activity-based budgeting, the faculties will be significant controllers of funds at Windsor, it may be opportune for the library to work toward (multi-year) cost-sharing arrangements with faculties on e-resources (e.g., databases and online journal suites) that are of special importance to particular faculties; there seems to be some openness to such arrangements, as the faculties have an interest in the success of the library. Cost-sharing may also be a means to facilitate a reinvestment in book purchasing.

#### *Recommendations:*

- Consider a collection analysis exercise to identify collection areas that may need special attention or which are relatively more or less well covered by library expenditures.

- Consider ways in which the contribution of researcher manuscripts of journal articles to the institutional repository could be simplified and even automated.
- Consider indicating more clearly in the catalogue whether given e-books have been purchased or less permanently licensed.
- Consider the need for a collection development policy that might emphasize, if possible, more fully than at present a rational and transparent approach to collection expenditure decisions.
- Consider guidelines and timelines for the relegation of lower-use or lower-value physical materials to storage or removal.
- Engage in discussion with the faculty Deans on the sharing of costs for e-resources of particular importance to given faculties.

### **Library Services**

Stakeholders universally mentioned the strong service culture in the Library and the professional demeanor encountered among many of the staff. Liaison librarians are seen as valuable contributors by the faculty, campus partners, and deans/ associate deans with whom we met. While the levels, and forms, of engagement clearly vary by discipline, we heard a great deal of recognition for wide-ranging services and highly valued collaboration, engagement and outreach on the part of these librarians. Support for research was also highlighted with the *UWill Discover* initiative, focused on introducing undergraduate students to research, notably recognized. Embedded librarians are highly valued as they connect with departments, faculty and students with a particular acknowledgement for the added commitment required to support programs with a distance component. There also seems to be a well-established culture of outreach to and engagement with the greater Windsor community.

Viewed as forward thinking relative to technology, there was an acknowledgement of potentially new opportunities when the new Director, IT Services is in place, which was echoed by Pascal. There were creative suggestions from students who would like to see library help resources branch into multimedia content, which increasingly is another medium for delivering assistance that students turn to in this age of *YouTube* and similar video services. There were also acknowledged challenges in integrating library content into Blackboard noting it was currently quite inconsistent. This is likely a solvable problem needing some dedicated staffing to analyze and address. We also heard of the benefit of a new approach to website updates that is mindful of those with visual impairment. Currently these users end up re-listening to the full website rather than having a summary of changes provided.

While the services of the IT Help Desk were well-received, the level of staffing during peak periods would benefit from further assessment. This service point is staffed by students and this approach, peer to peer support, is quite beneficial, as is clearly the case at Windsor. Enhancing the services provided with a selection of phone/tablet/ laptop chargers that could be borrowed would be welcomed by students. We also heard from students, faculty and academic partners that the current focus of the Writing Desk is too limited, focusing as it does largely on the late stages of paper completion. There was a well-identified need for support with developing research topics or “getting started,” as well as the structures and forms of papers along with some disciplinary writing support needs. There are many models of successful writing services within Ontario university libraries that could be assessed and adopted for their suitability, if the University is in a position to resource a more

formal service. We also heard generally from students a need for broader support for “skills development” – something that would seem to align with the expectations for the Ministry.

Relative to other services, there appears to be good opinion of services such as reserves and inter-library loan with a noted challenge relative to renewal for the latter as well as the renewal of borrowed materials overall. While this may be due to the underlying change in systems, given an acknowledgement by library staff of this challenge, there is likely a good opportunity to work to understand and address these concerns.

*Service opportunities that were identified by groups included the following:*

- Institutional Repository deposit support was identified by faculty – when we mentioned the potential of harvesting publications on their behalf (along with other services that could both reduce their work and increase the visibility and access to their research) there was uniform enthusiasm.
- An online chat support option for students was identified as a service that would be valued. Not surprisingly students live comfortably in the world of technology-based engagement. With the OCUL / Scholars Portal Ask service (which Windsor participated in at one time) there is potentially a means for being responsive to this request.
- Availability of food service in the Library both in the evening and over the summer months was noted consistently and strongly by a wide range of stakeholders including students, faculty, library staff and administrative members of the campus community.
- Services and/or resources for the planned downtown School of Creative Arts – in particular access to music scores was identified as essential and liaison hours like provided to the downtown-based Social Work program were considered a suitable model.
- An interesting question/suggestion from students – loosely tied to the Library – around the possibility of consideration for a different model for weekend parking when campus use is quite different and closer access to the Library would be welcome.

## **Campus Relations**

Today, it is no longer possible for a university library to be a nice building in the middle of campus passively waiting to be discovered and used by students and faculty: while there are many reasons why people might wish to come to the library, physically or virtually, they might not know what these are— or that they are doing so—without considerable campus relations work by library personnel. While the reviewers heard more than once that “no one complains about the library” (which is a good thing!), we also heard, much more often about what the library personnel are *doing* on campus, with such qualifications as “this is why we have a library on campus” and “the Administration really needs to value the library.”

The library at Windsor has been very respected as a campus partner by its work in copyright management and OA (“They always come with solutions”). The library has also been appreciated for its work with the *UWill Discover* program, which has been an encouragement to undergraduate research, and the “Poetry Wants to be Free” initiative, which engages students in creative writing. Students generally have a positive feeling about Leddy Library; they enjoy events such as the book

sales (with the coffee and donuts too) and the various stress-reduction initiatives in exam periods; and they find the front-line staff at the at the Access Services desk to be welcoming and supportive.

One of the key means for university libraries to stay in touch with the needs and interests of the campus community, and to involve themselves in the work of the faculty and students, is through the liaison librarian role, whereby a librarian is assigned to a unit on campus to be the unit's library "go-to" person for collection matters, help with research, information literacy instruction for students, preparation of library reports for program reviews, and so on. Depending upon disciplinary cultures, previous experiences, individual personalities and interests, and the competing responsibilities of the librarians, library liaison work can be all-consuming for a librarian or the librarian can find it hard to engage with the liaison unit. We heard that there is unevenness of liaison librarian attention around the campus, and while there are clearly some liaison "stars" among the librarians ("She's practically part of our program"), many also confess that they cannot put as much time as they would like to into this area of work. This is probably a normal and perennial tension that librarians feel in the context of their several roles. For some it has seemed helpful to be physically based, at least on a part-time basis within the department or school. Developing the relationships of trust with faculty members that allows for deep collaborations, takes considerable time and effort, one reason that it may not be conducive to switch liaison assignments very often.

The reviewers heard a variety of thoughts on what might be the library's role at the two downtown locations, specifically whether there might or might not be a librarian based there to work with the downtown programs. While there are clearly opportunities here for the library, taking these up represents a certain cost as well.

As faculty colleagues, the librarians participate in the teaching and research enterprise of the University, sometimes on their own, but at other times working with the professoriate. We were told that "as WUFA colleagues, the librarians are respected and credible: they can talk research." Some librarians have been co-instructors of regular courses, an example of which is the course that required students to research the life and times of Boomer Harding and create the local history webpages with archival content; another example is a qualitative research methods course in Law. Even if not co-instructing, librarians have much to contribute to teaching: in Education, one librarian has worked with course instructors on assignment design. At other times, the librarians bring together researchers and information: Nursing worked with librarians to bring to Windsor a set of Florence Nightingale records, and the data librarian helps other faculty and their graduate students to mine datasets to address their research questions. The growing interest in aspects of "open learning" or a more skills approach to undergraduate education at universities suggests potential collaborations involving the library in the coming years.

The reviewers heard some comments about library communications. One is that they do not always work well for the needs of the blind. Another was that when an e-mail message is sent to all faculty, the personnel of the academic partner offices will not receive this potentially important message for their work because they are not included in the faculty distribution list. Students noted needing multiple reminders of library events and services through multiple channels, so a single announcement message may not be sufficient; they suggested making more use of the computer screensavers (or other ways of presenting messages on the student-use computers in the library) or digital signage. Students proposed as well that the library suggestion box need only be virtual these days, but that



students need to be reminded occasionally to provide comments; an annual short satisfaction survey was also suggested as a way of gathering student views. It was suggested that course instructors could be helpful in relaying library messages to students, at least in terms of bringing library services to students' attention at the beginning of a course.

*Recommendations:*

- Consider establishing among the liaison librarians some standard basic expectations of liaison service (e.g., attend occasional faculty council or departmental meetings to offer updates on library collections and services) so that a certain level of interaction occurs in all areas of campus.
- Consider an occasional meeting of the liaison librarians to share best practices and even frustrations and possible solutions.
- Prepare a basic, but engaging, description of library services for students that course instructors could distribute to their students at the beginning of the year, that they could put in their course management pages.
- Consider accessibility aspects of library communications, particularly website updates.
- Find a way to include the academic partner offices when sending library communications to the faculty.
- For communications with students, find multiple channels and present the message several times.
- Consider regular ways for students to conveniently comment on their library experience and provide students with occasional cues to do so.
- Consider what may be the most helpful and sustainable way to bring the library to the newer downtown locations.

**Community Engagement**

As a public university, Windsor has a service role to play in its surrounding community. As well, since the surrounding community is the source of many of its students, who could attend other institutions, and the home of many of its alumni, who are an important support to the University, the campus community must engage with and give back to the Windsor area, and the Leddy Library wants to contribute to that effort.

The reviewers heard about several community-oriented projects of the Leddy Library, and there is clearly a desire to do more. At a simpler level, Leddy has invited local high school students to come to the library to learn about bibliographic and documentary research, which is probably a great means of impressing and recruiting future university students. The library has also supported the work of the clinical supervisors in the Nursing program by giving temporary access to e-resources, so that they have access to the same research literature as the students that they are supervising; this is very much appreciated by the clinical supervisors and the Nursing program. As well, one librarian has been active in the Windsor Hack Forge, a community-focussed IT space, and another has been working on a municipal open data project.

Perhaps the most scalable means of connecting with the community is through online local history projects. One successful project of this kind was the Boomer Harding site done in the context of course, but which was a collaboration of a professor, a librarian, students, and people in the community. There is also the work with the South Western Ontario Digital Archive (SWODA) with a focus on digitized materials (postcards). There is likely considerable interest in other possible digital curation projects touching on local history or current issues. Some of these projects may not involve a large creative production; they may simply be the archiving and digitization of documents, so that they are accessible to anyone in Windsor or beyond.

#### *Recommendations:*

- Consider how strategic engagement in digital curation projects in local history and issues can be more sustainable; part of this may depend on not taking on too much at a time, and part may be working out some of the “who does what” questions in connection with the Centre for Digital Scholarship.
- Continue the varied and flexible approach to community engagement by the library that has been appreciated to this point.

#### **Closing Observations**

The University of Windsor Library is held in high regard by the range of stakeholders with whom we met during our visit and viewed quite positively overall. Support provided by both librarians and front line staff is considered professional and of high quality. We did hear some concerns related to the Library’s budget that stem, in part, from the deficit that exists and the move to a new budget model, the understanding of which is, not surprisingly, quite mixed. In addition, there is broad awareness of University investments in the downtown developments as well as the planned *Peoplesoft* implementation seen as contributing indirectly to the situation. Those with whom we met, who have the greatest insights into the new model, are less concerned about the implications for the Library, particularly as a unit that will receive central support.

One of the most notable comments during our visit came in the session with faculty - “the Library is at the heart of campus when it comes to generating and disseminating knowledge”. Equally impressive to both of us was the level of detailed understanding of the Library held by the deans and associate deans with whom we met including a recognition of the benefits of various consortial arrangements and the strategic advantages they provide. While it was clear this related in part to the efforts of prior leadership, it was also quite clear that continued engagement on the part of Pascal equates to a continued level of strong support for the Library.

These key groups see the organization as being strategic with strong financial management even during challenging times. Areas of noted strength include curricular support, the facilitation of primary research and efforts to raise awareness around Open Access, copyright, predatory journals and publishing options. The Library is viewed as a “research catalyst for the University”.

We heard very positive feedback on Pascal’s early efforts to increase transparency and engagement with Library staff and the broader campus community. For the latter groups with whom we met, this

was particularly true in regards to the current financial deficit in the Library and the recent invitation to participate in a survey on library resources. Also noted was appreciation for both his “open door” policy as well as the recent town hall meetings he has introduced. There was a consistently noted desire from staff to have a clear understanding of Library priorities in order to have clarity of focus for their work.

For students who study, and staff who work, in the Library, the aged environment is sorely in need of renewal and renovation. Pursuing a plan for sustained investment in the Library, leveraging where possible the Master Space Plan with perhaps an eye to incremental investment, would be viewed quite positively.

Among Library staff there is a strong sense of pride in the breadth of their engagements and the innovative spirit that has been manifested in the early “opting out” of the Access Copyright model license, Faculty Senate-approved Open Access mandate and the early deployment of Ex Libris’ ALMA Library Services Platform among Canadian research libraries.

The University of Windsor is fortunate to have a well understood and highly regarded library. While there are some noted areas of likely beneficial attention, we believe that there is a very solid organization and service culture upon which to continue to build and enhance.



**Leddy Library Review  
University of Windsor  
March 27-28, 2017**

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**External Reviewers**

- Ms. Rebecca Graham, Chief Librarian and Chief Information Officer, University of Guelph
- Mr. Brent Roe, University Librarian, Laurentian University

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**External Reviewers Accommodation**

Best Western Plus Waterfront Hotel, 277 Riverside Drive West, Windsor

- Ms. Rebecca Graham -- Hotel Confirmation # - 182946
- Mr. Brent Roe – Hotel Confirmation # - 182947

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## **AGENDA**

**Sunday, March 26, 2017**

<b>Time</b>	<b>Details</b>	<b>Location</b>
9:56 p.m.	Ms. Rebecca Graham's train arrives at the Via Rail station – Ms. Graham to take a taxi to the Best Western Plus Waterfront Hotel, 277 Riverside Drive West, Windsor	
9:10 p.m.	Mr. Brent Roe's flight (Porter #480) arrives at Windsor Airport – Mr. Roe to take a taxi to the Best Western Plus Waterfront Hotel, 277 Riverside Drive West, Windsor	

Time	Details	Location
7:45 a.m.	<b>Breakfast (Rebecca Graham and Brent Roe)</b>	
8:45 a.m.	<b><i>Transfer to Assumption Hall, University of Windsor (Mr. Pascal Calarco)</i></b>	
8:45 – 9:30 a.m.	<b>Meeting with Provost and Vice President Academic, and Associate Vice-President Academic</b> <ul style="list-style-type: none"> <li>• Dr. Douglas Kneale, Provost and Vice-President, Academic</li> <li>• Prof. Jeff Berryman, Associate Vice-President, Academic</li> </ul> <b><i>Transfer to Leddy Library</i></b>	Room 105 Assumption Hall
9:30 – 10:30 a.m.	<b>Meeting with University Librarian and tour of facilities</b> <ul style="list-style-type: none"> <li>• Mr. Pascal Calarco, University Librarian</li> </ul>	4102 Leddy Library
10:30 – 11:00 a.m.	<b>Meeting with Associate University Librarian</b> <ul style="list-style-type: none"> <li>• Ms. Joan Dalton, Associate University Librarian</li> </ul>	4103 Leddy Library
11:00 – 12:00 p.m.	<b>Leddy Library Support Staff Meeting</b> (Leddy Library to provide names)	4101 Leddy Library
12:00 – 1:15 p.m.	<b>Luncheon with Leddy Library Department Heads</b> <ul style="list-style-type: none"> <li>• Ms. Selinda Berg, Head, Information Services</li> <li>• Dr. Cathy Maskell, Acting Head, Acquisitions/Bibliographic Services</li> <li>• Ms. Grace Liu, Head, Systems Department</li> <li>• Ms. Karen Pillon, Head, Access Services</li> </ul>	4101 Leddy Library
1:15 – 1:30 p.m.	<b>Break</b>	
1:30 – 3:30 p.m.	<b>Meeting with Leddy Library Librarians</b>	4101 Leddy Library
3:30 – 4:30 p.m.	<b>Focus Group – External Reviewers meet with Faculty</b>	4101 Leddy Library
4:45 p.m.	<b><i>Transfer back to Hotel (Taxi)</i></b>	
5:45 p.m.	<b><i>Jeff Berryman to pick up Rebecca and Brent for dinner</i></b>	
6:00 p.m.	<b>Dinner with External Reviewers</b> Prof. Jeff Berryman, Mr. Pascal Calarco, Ms. Joan Dalton, Ms. Rita LaCivita, Dr. Linda Patrick, Dr. Patti Weir	Mazaar's Restaurant 367 Ouellette Avenue 519-967-9696



Time	Details	Location
8:30 a.m.	<b><i>Transfer to University of Windsor (Mr. P. Calarco)</i></b>	
9:00 – 10:00 a.m.	<b>Focus Group – External reviewers meet with Deans, Associate Deans and Senior Academic Administration (TBA)</b>	4101 Leddy Library
10:15 – 11:00 a.m.	<b>Focus Group – Academic Partners</b> Centre for Teaching and Learning, Office of On-line Learning, IT Services, Student Services, Outstanding Scholars, Registrar, Quality Assurance, Office of Research Services, Academic Integrity Office	4101 Leddy Library
11:15 am – 12 p.m.	<b>Focus Group – External reviewers meet with graduate students, GA's/TA's, undergraduate students</b>	4101 Leddy Library
12:00 – 1:00 p.m.	<b>Drop in luncheon meeting for External Reviewers and students</b>	4101 Leddy Library
1:00 – 1:15 p.m.	<b><i>Transfer to Assumption Hall</i></b>	
1:15 – 2:30 p.m.	<b>Private time for Rebecca Graham and Brent Roe to discuss report and to schedule any additional meetings with individuals</b>	Room 111 Assumption Hall
2:30 – 3:00 p.m.	<b>Debrief meeting with the external reviewers in the Office of the Provost and Vice-President, Academic</b> <ul style="list-style-type: none"> <li>• Dr. Douglas Kneale, Provost and Vice-President, Academic</li> <li>• Prof. Jeff Berryman, Associate Vice-President, Academic</li> </ul>	Room 105 Assumption Hall
3:00 – 4:00 p.m.	<b>Debrief with the Library Review Committee</b> <ul style="list-style-type: none"> <li>• Prof. Jeff Berryman, Chair &amp; Associate Vice-President, Academic</li> <li>• Ms. Rita LaCivita, Vice-President, Human Resources</li> <li>• Dr. Eleanor Maticka-Tyndale, Assoc. Dean, Research &amp; Grad. Studies</li> <li>• Dr. Linda Patrick, Dean, Faculty of Nursing</li> <li>• Dr. Sally Bick, Faculty, School of Creative Arts</li> <li>• Dr. Jeremy Rawson, Faculty, Dept. of Chemistry &amp; Biochemistry</li> <li>• Ms. Natalie Heeney, Human Kinetics undergraduate student</li> <li>• Mr. Mohammad Anvaripour – Engineering graduate student</li> </ul>	Room 300 Assumption Hall
4:30 p.m.	<b>Rebecca Graham - Transfer to Via Railway Station for train departure @ 5:45 p.m.</b>	
5:30 p.m.	<b>Brent Roe – Transfer to Windsor Airport for flight departure @ 6:25 p.m.</b>	
<b>Revised – March 21, 2017</b>		

