

Leddy Library

Annual Report 2015.2016



Statement of the University Librarian



During the 2015.16 reporting year Leddy Library continued to be guided in its activities by the library's five-year plan (2012-2017 – Appendix A) and the core values and strategic priorities of the University. Ms. Gwendolyn Ebbett (University Librarian 1994-2015) retired and Joan Dalton (Associate University Librarian) stepped in on an interim basis while the international search for a new UL was extended into 2016. The search reached a successful outcome with the arrival of **Pascal Calarco**, an Associate University Librarian from the University of Waterloo, in April of 2016.

One key accomplishment of the reporting year was the launch of the **Centre for Digital Scholarship** on the 4th floor of Leddy Library in Fall 2015. Within the first year it has proven to be a key hub for students, faculty and researchers through the creation of multiple digital initiatives that are gaining widespread attention on campus and beyond.¹

Shifts in staffing levels continued with several librarians and clerical staff retiring during the reporting period, representing a combined 112 years of service to the University of Windsor. Over the next eighteen months these roles, along with several subsequent retirements, will be assessed, modified and recruited for in some fashion.

A key struggle in the reporting year was coping with the devalued Canadian dollar in the maintenance of subscriptions to digital resources that support teaching and research on campus. Approximately 80% of these are in US currency, so the library's buying power was significantly impacted. This shortfall, combined with the realignment reductions over the past eight years mean that the materials budget is now 50% over-expended annually.

Addressing this fiscal situation will require a baseline review of digital resources in terms of affordability, usage, and program support in order to fashion a sustainable budget model for the future. Over the next year, the Library will be doing an inventory and assessment of evaluation data of our resources usage and budget to better inform "right sizing" academic program support starting in fiscal year 2017/2018. Evidence-based recommendations for prudent cancellations will be articulated out of this, and a sustainable model that fully covers the cost of inflation and currency fluctuations will be sought.

Pascal Calarco, University Librarian

¹Centre for Digital Scholarship, Leddy Library (<http://cdigs.uwindsor.ca/drupal/>)



Executive Summary

A. INTRODUCTION

Leddy Library plays a fundamental role in supporting the delivery of academic programs and research activities at the University of Windsor through the timely and ready access to the world's knowledge, through the preservation of both print and digital collections, and through the provision an environment which fosters the pursuit and creation of knowledge.

B. GOALS & OBJECTIVES

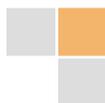
- 1. Provide an exceptional undergraduate experience:**
 - a. Offer students the opportunity to engage in new media scholarship.
 - b. Present opportunities for engagement in digital scholarship and publication processes;

- 2. Pursue strengths in research and graduate education:**
 - a. Lead the campus discussion on open access scholarship and publishing
 - b. Provide core data and geospatial services in support of research and graduate education;

- 3. Recruit and retain the best faculty and staff**
 - a. Analyse and apply results from Ithaka Faculty Survey (Fall 2014)
 - b. Liaise with campus units in developing online teaching & learning opportunities.
 - c. Contribute to development of regional and national infrastructures to support research data management plans;

- 4. Engage and build the Windsor/Essex County community through partnerships**
 - a. Partner with regional agencies to bring history alive on the web and in multiple formats;
 - b. Engage with local community-driven, not-for-profit agencies to develop technological tools, skills training opportunities and key data presentation and analysis for community use.

- 5. Promote International Engagement**
 - a. Welcomed faculty members from China to Leddy Library in conjunction with the International Faculty Development Program, hosted by CTL.
 - b. Liaison Librarian assigned for International students on campus; Leddy hosts weekly English Conversation Groups throughout the academic year.



C. SUCCESSES

- Centre for Digital Scholarship: Launch (Fall 2015) and resulting initiatives
- University Librarian: Recruitment of Pascal Calarco (Spring 2016)
- Ithaka Faculty Survey: Analytic review of survey results to inform policy development and services

D. CHALLENGES

- Library Acquisitions: Close to 80% of annual online subscriptions are paid in US dollars;
- Staffing: Meeting the challenges of retirements and skills development of current staff;
- Assessment: Need for a fully developed program of assessment in support of transparency and accountability

E. FUTURE ACTIONS/INITIATIVES

In the current reporting year, Leddy Library will pursue the following specific actions and initiatives

1. Undergo an External Review process;
2. Launch a Strategic Planning process;
3. Review and revise library acquisitions spending toward future sustainability;
4. Complete installation of Digital Wall project;
5. Investigate and plan for the establishment of outcomes-based assessment program.



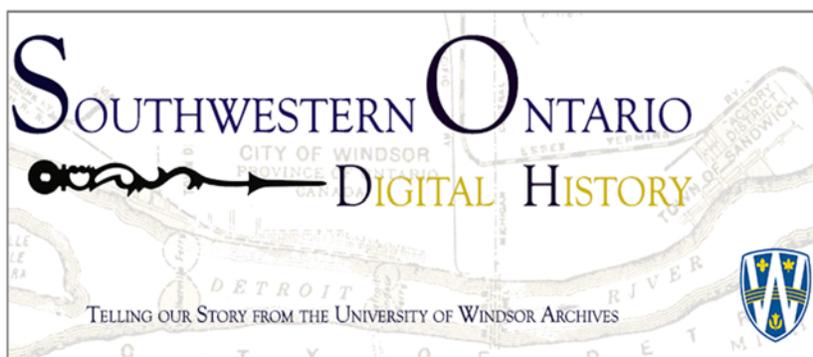
Annual Report

The goals and objectives of Leddy Library for the reporting year (2014/16) 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.

1. Provide an exceptional undergraduate experience

a) Offer students the opportunity to engage in new media scholarship

The **Centre for Digital Scholarship** was launched in Fall 2015. Located in the 4th floor, Leddy Library main building, it has provided the space, equipment, and guidance of knowledgeable librarians needed to



successfully support student engagement in numerous digital scholarship initiatives. The History Department's Dr. Adam Pole, Dr. Rob Nelson and the Library's Dr. Heidi Jacobs have successfully launched courses on *Public History* and *History on the Web* which have offered

students the opportunity to engage with primary source material from the University's and Archives and Special Collections and to connect with local organizations to develop online digital archives. Students are guided by librarians in the scanning of primary source materials then the editing and metadata creation for the resulting digital objects, and the design of a fully online digital presentation. By working with librarians in the Centre for Digital Scholarship, students are developing skills in digital communications and scholarship which reflect a shift away from the liner text-based research papers to more visually-oriented, deeply engaging digital research utilizing primary sources. Additionally, they were encouraged to think critically and creatively about how history is presented on the web.² One key outcome included recognition by the University through several awards to students, librarians and faculty involved for achievements in student research and engagement and in teaching innovation.

² Southwestern Ontario Digital Archive (<http://cdigs.uwindsor.ca/omeka/>)



b) Present opportunities to engage in digital scholarship and publication

The University's institutional digital repository, **Scholarship at uWindsor**, offers hosting services, technical assistance and long-term preservation for digital publications at the University of Windsor. *The Great Lakes Journal of Undergraduate History*, an online open-access journal, provides history undergraduates a chance to edit, review, publish and contribute as authors to a refereed, scholarly journal featuring student contributions from both sides of the border. Faculty members such as Dr. Michael Crawford (Biology) have embraced the potential of open access publishing. *Epigenetics in Society*, is an open-access textbook produced by several of his senior students the students under his editorial direction. Hosted at **Scholarship at UWindsor**, the textbook has enjoyed over 500 downloads since its launch in October 2015. The Centre provides work and meeting space, equipment and the expertise of librarians who are available to support student learning in all aspects of online publishing initiatives.



2. Pursue strength in research and graduate education

a) Lead the campus discussion on Open Access scholarship and publishing;



In Spring 2015, Senate passed the University's first open access policy, which generated a lot of discussion among faculty members around the viability of open access publishing as an alternative to the existing closed, increasingly expensive scholarly publishing ecosystem. Knowledge of the options offered by open access and the benefits of building an open scholarly ecosystem is growing among faculty and researchers worldwide, primarily due to librarian advocacy. Librarian outreach to faculty one-on-one, educational sessions with faculty colleagues and graduate students, and organized events during *Open Access Week* in October each year offer opportunities to learn about the changing nature of scholarly communications and its impact on the academy and individual researchers.

b) Provide core data and geospatial services in support of research and graduate education;

Librarians and data specialists at the **Academic Data Centre** and the **Research Data Centre** in Leddy Library continue to provide support to expand the quality of research and teaching on campus using quantitative sources and methods. They provide full support for all aspects of academic data use, which means statistical and methodological consulting, data reference, scraping web data, advice on survey development, teaching quantitative methods modules in courses, conducting software tutorials and helping with Research Ethics Boards reviews, and dealing with any consequent issues that arise. There were recorded a total of 1,071 consultations in the period August 2015-July 2016. Roughly half were with graduate students, a third with undergraduates, and the remaining with faculty members.

3. Recruit and retain best faculty and staff

a) University of Windsor Local Faculty Survey

A campus-wide faculty survey deployed Fall 2014 resulted a 21% response rate. “A key goal of the University of Windsor Local Faculty Survey was to provide evidence-based strategic insights into how faculty members perceive the role of the Leddy Library and identify areas of opportunity for growth. The analysis aims to identify how disciplinary differences drive and shape faculty members’ understanding of the role of library-provided content and support services. The results from the survey revealed the following strategically relevant high-level findings:

- University of Windsor or faculty members’ views of the role of the library and the library’s services are highly stratified by disciplinary affiliations.
- Arts and humanities faculty members at the University of Windsor highly value and recognize the library’s role in providing student support services related to the development of information literacy skills.
- A majority of faculty members support an institutional policy requiring that their peer-reviewed journal articles or conference proceedings be made open access or publically available via a repository;
- Across all major disciplinary categories, faculty members view the library’s spending on acquisitions and resources critical to their ability to conduct research.”³



³ Ithaka S+R and Canadian Association of Research Libraries (CARL). (2015). University of Windsor Faculty Survey: Analytical Memo. <http://scholar.uwindsor.ca/leddylibraryreports/6>

b) Liaise with campus units to develop online learning opportunities and initiatives

Leddy Librarians have liaison assignments across campus to ensure each department has a contact librarian for assisting faculty and students in their library needs. The success of this model of engagement led the Library to assign a librarian liaison to the **Office of Open Learning (OOL)** to explore synergies between units around online curriculum development and access to high-quality open educational resources (OERs).

This has proven to be a natural fit between two campus units focused on providing opportunities for faculty and students to engage with new technologies and the growing collection of high quality openly accessible teaching resources online Librarians bring deep knowledge of digital copyright issues and open educational resources to the table in this important partnership that supporting a developing area.

c) Contribute to the infrastructure development for Research Data Management.

Leddy Librarians have contributed to key initiatives both regionally (OCUL – Ontario Council of University Libraries) and nationally (CARL – Canadian Association of Research Libraries) pertaining to developing the infrastructure needed to support researchers in the management and preservation of large data sets resulting from research. For years, these large data sets have sat precariously on desktop computers or obsolete storage devices.

Dataverse and the Ontario Library Research Cloud (OLRC) are services of OCUL available to University of Windsor researchers offering a storage service in a cloud network in an effort to provide an alternative to commercial cloud storage and to allow members to more closely control their costs and maintain control of their data. OLRC maps to institutional repositories, ties research deposit to data deposit for storage, preservation and future use. On a national level, the Portage Network, an initiative of CARL is dedicated to the shared stewardship of research data in Canada.

4. Engage and build the Windsor/Essex County community through partnerships

a) Partner with regional agencies to bring history alive on the web;



Lauren Miceli, left, Heidi Jacobs, Miriam Wright, Dave Johnston and Kayla Dettlinger look through a scrapbook of Wilfred "Boomer" Harding at the University of Windsor recently. The group is researching the Chatham-area athlete who broke racial barriers. *TTU* #BOWWINDSOR/WINDSORSTAR

A partnership between Prof. Miriam Wright (History) and information literacy librarian Dr. Heidi Jacobs resulted in website and digital archive documenting the life of Wilfred "Boomer" Harding and the Chatham Coloured All-Stars in the 1930's using family scrapbooks as a primary source. The collaboration expanded to include the Chatham Sports Hall of Fame, and was awarded Trillium Funding for continued development of the site. Jacobs and Wright have presented on their work, and plan to work with local school boards to create instructional materials for the

site that will be compatible with curriculum for kindergarten to grade 12. “The story of Wilfred “Boomer” Harding’s life is not just a story about sport, or race, but an intersectional narrative of human struggle, perseverance, and success.”⁴

b) Engage with local organizations to bring technology to the broader community

Hackforge Windsor “... a shared space where creative technological minds come together to make things happen.”, has attracted the involvement of Leddy Librarians who have contributed to key initiatives designed to offer the community opportunities to engage with data and technology in meaningful ways in their daily lives. **Open Data Windsor Essex** is a special interest group of Hackforge, led by librarian Mita Williams, as is **Maptime Windsor Essex**, an interest group about teaching and learning about maps. In September 2015 the Hackforge **Open Data Community Portal** was launched. Other community partners include Pathway to Potential, Bike Windsor/Essex, Ford City Renewal and the Windsor International Film Festival.



5. Promote International Engagement

a) Engage with visiting faculty members from China

During the reporting year, and in conjunction with the International Faculty Development Program hosted by CTL, Leddy hosted Chinese Faculty from the Beijing Information Science and Technology University and the Shanghai University of Engineering Science. This included an afternoon program designed to give our guests a taste of how Canadian academic Librarians do their work. It consisted of a tour of the library, interactive group discussions about faculty and student needs of an academic library, and an awareness of what librarians at the University of Windsor do for our faculty and students. Resulting from this encounter, two librarians from Leddy (Shuzhen Zhao and Karen Pillon) will be visiting the University of Chinese Academy of Sciences in Beijing, China at the end of June 2017 where they will be invited into the classroom to conduct a lecture series for students on developing Information Literacy skills and writing academic papers.

b) Library services to University of Windsor international students.

In an effort to ensure an optimal academic experience for the campus international student population, Leddy Library appointed a liaison librarian as a key contact person in the library. The International Librarian is available for one-on-one reference assistance as well as offering group instruction

⁴ Race, Athletics and Courage (Beta) <http://cdigs.uwindsor.ca/harding/>



through International Student Services. A key initiative started in 2013 is the library's English Conversation Group. A weekly meeting led by a team of four librarians creates a space and opportunity for students to practice English and learn about Canadian culture and academics. This group has become extremely popular with international students, and the relationships forged between the attendees and the librarians have provided a positive and enriching experience for all the students who have attended.

B. Future Actions & Initiatives

Progress Report on Future Actions & Initiatives : 2013/14 Annual Report

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| <ol style="list-style-type: none"> 1. <i>Continue search for new University Librarian</i> 2. <i>Install and launch Digital Wall Project to innovatively highlight campus creative and scholarly works.</i> 3. <i>Investigate and launch a program of outcomes-based assessment practices</i> 4. <i>Use findings from the Ithaca Faculty Survey to identify new areas of service, support and partnerships for research, teaching and learning;.</i> 5. <i>Develop partnerships with campus departments and groups to explore initiatives for the delivery of OER (Open Educational Resources) in support of online course development.</i> | <ol style="list-style-type: none"> 1. Successfully completed with the arrival of Pascal Calarco in April 2016 2. A delay in procurement and construction has moved the installation date into the current academic year (2016/17) 3. Progress made in the reporting year includes the collection, organization and analysis of data reflecting the use of digital collections. 4. Progress made in the reporting year includes new liaison librarian made appointments to underserved departments. Further use will be made of during Strategic Planning in 2017. 5. Liaison Librarian assigned to the Office of Open Learning ensures deep collaborative opportunities. |
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In the current reporting year (2016/17) Leddy is pursuing the following specific actions and initiatives:

1. Undergo an External Review process;
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Leddy Library by the Numbers

The annual *MacLean's University Ranking* issue (Nov. 2016) saw Leddy Library move from 4th to 3rd in terms of institutional financial support among comprehensive universities; this reflects 5% of the overall university operating budget. The Library spent 38% of its budget for maintaining current subscriptions and to acquire new materials which earned it a rank of 8th place among 15 comparative institutions, down from 7th place in 2015. The library's buying power has been severely diminished by the devalued Canadian dollar, coupled with several years of realignment and annual inflationary increases. In the *Globe and Mail's Canadian University Report* (2016) for the second year in a row the Leddy Library per-student spending on resources was listed as "above average" in a provincial comparison.

2014.15 2015.16 %var

A. Leddy Overall

22	21	↓5%	i	Librarians & AAS
48	41	↓14%	ii	Full and part-time support staff

B. Librarian Research & Creative Work

10	16	↑60%	i	Peer-reviewed articles published
3	2	↑33%	ii	Book chapters published
1	1	∅	iii	Edited journals/ books
16	22	↑37%	iv	Articles and/or Papers presented
6	4	↑33%	v	Scholarly workshop facilitations

C. Information Services Department

3,382	2,463	↓27%	i	Reference Questions asked at Reference Desk
907	718	↓20%	ii	Reference Questions asked online or by email
3,269	2,105	↓36%	iii	Number of Information Literacy interactions with students

D. Acquisitions & Bibliographic Services Department

3,515	2,317	↓34%	i	Print monographs catalogued
6,956	3,306	↓52%	ii	Interlibrary Loans transactions processed
380,514	175,929	↓54%	iii	Unique titles of digital content uploaded or made accessible

E. Access Services Department

58,176	56,554	↓3%	i	Books loaned
757,574	694,121	↓8%	ii	People entered Leddy Library
3,293	3,005	↓8%	iii	People entered, daily average
18,764	8,436	↓55%	iv	Questions asked at Circulation Desk

2014.15 2015.16 %var



F. Systems Services Department

271	283	↑4%	i	Number of public computer workstations at Leddy.
1,792,230	1.6M	↓9%	ii	Number of pages printed on library networked printers
613,537	644,145	↑5%	iii	Number of user sessions initiated on Leddy Website
1,329,711	1.2M	↓7%	iv	Number of page-views on Leddy Website
93%	94%	↑1%	v	Users using desktop or laptop to access
5%	5%	∅	vi	Users using mobile device to access
2%	1%	↓1%	vii	Users using tablet to access

G. Use of Scholarship at uWindsor Institutional Repository

1,092	1,958	↑79%	i	Number of items deposited into the IR
274,020	279,154	↑2%	ii	Number of downloads from around the world
75,094	83,304	↑11%	iii	Number of User Sessions
59,487	64,899	↑9%	iv	Number of Users
168,878	184,256	↑9%	v	Number of Page views

Selected Analysis / Commentary on “Leddy by the Numbers”

- B** Librarian Research and Creative Work increased on average by 33% overall.
- C i, ii** Reference interactions continue to decrease as user increasingly “Google” their questions .. in future, efforts will be made to capture data on the in-office library research consultations between students and their assigned Liaison Librarians.
- D, iii** Data for 2014/15 reflects the content loaded from the previous library system (Conifer) during the migration to the new library system (Alma/Primo) during the summer of 2014, which is reflected in a larger count.
- 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.
- E, iv** Data for 2014/15 total reflects the period during migration to the new library catalogue and search system, perhaps an indication of the learning curve experience by users.
- F, iii, iv** “User sessions” increased while “page-views” decreased on Leddy webpages. It could be due to the introduction of one-stop-search in Primo where article-level indexing on the primary screen replaces the need for users to seek out specific disciplinary databases to search for articles.



Leddy Library 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.

