

Senate Library Committee – Report to Senate 2016-2017

This document summarized the discussions and outcomes of the meetings held by the Senate Library Committee (SLC) on several topics relevant to the library, the Queen's community and the digital strategies at Queen's.

The current membership of the SLC includes:

Alexander Braun (Chair)
Rosanne Currarino
Susie Emerson
Kathleen Norman
Catherine Normandeau
Natalie Rewa
Matthew Shepherd
Michael White
Martha Whitehead
Matt Whittle
Kaitlyn Withers

Observer:

Anne Newman, C.U.P.E. 1302

The SLC met four times during the 2016-2017 academic year:

Tuesday, October 4, 2016	10:30am
Monday, December 5, 2016	2:30pm
Friday, February 10, 2017	1:00pm
Friday, April 21, 2017	9:00am

The discussion topics for this academic year included:

- 1. Information resources strategy**
- 2. Student engagement**
- 3. Digital strategies**
- 4. Open education resources (open access, copyright)**

This report has two major sections which represent the major discussions and outcomes of the SLC meetings, i) Updates provided by the Vice-Provost and University Librarian, and ii) Outcomes of the discussion topics.

Full reports of the library's strategic priorities and accomplishments are available on the library website, at: library.queensu.ca/about-us/planning-assessment.

i) Updates provided by the Vice-Provost and University Librarian

Every meeting included an update by the Vice-Provost and University Librarian Martha Whitehead on general topics related to the library, but also special events and strategies. The reports were actively discussed by the committee. The following represents a list of updates:

- The Library's strategic priorities, accomplishments, services, information resources strategy.
- Library and Archives Master Plan (LAMP), regular updates.
- Twelve new group study rooms have been created in Stauffer Library. These study rooms feature Indigenous names and artwork to increase the visibility of the Indigenous community.
- Strategies for modifying acquisitions practices in light of increasingly challenging scholarly publishing issues. A survey on researchers' journal needs was launched.
- The Schulich-Woolf Rare Book Collection was officially unveiled during a ceremony on November 23. Mr. Seymour Schulich and Queen's Principal, Daniel Woolf, jointly donated their personal collections to create the Schulich-Woolf Rare Book Collection. The collection, a combined 400 books, focuses on 16th-18th century English history and culture. A virtual exhibit is available at library.queensu.ca/schulich-woolf.
- The Matariki Digital Humanities Colloquium was hosted by Queen's on October 24 and 25 in Stauffer Library and in the Film Department's facilities at the Isabel Bader Centre for the Performing Arts. The event was coordinated by the Head of the English department, the Vice-Provost and University Librarian and the Office of the Associate Vice-Principal (International), on behalf of the Principal. Six of the seven Matariki partner institutions participated. Further information: <http://matariki-digital.library.queensu.ca/>.
- The terms of reference for the Open and Affordable Course Materials Working Group were approved by the Provost's Advisory Committee on Teaching and Learning on November 30.
- AMS Library Study Space Survey: AMS in partnership with the library composed a survey to gauge student opinion on library study spaces.
- Library's budget plan for 2017-18. Library budget strategies: strategic allocation of operating funds for continual evolution of services; fundraising for capital projects and other priorities, and strategic use of trust and endowment funds; modifying acquisitions practices as part of a broader information resources strategy.
- Collaborative Futures: Queen's and twelve other Ontario universities have confirmed their participation in the next phase of the Collaborative Futures project of the Ontario Council of University Libraries (OCUL).
- A 1482 copy of William Caxton's *Polychronicon* was recently added to the Schulich-Woolf Rare Book Collection. It is considered to be the oldest printed book in Canada and one of the oldest printed books in the world.
- I@Q, an annual celebration of inquiry-based learning that showcases cross-discipline research projects from Queen's undergraduates, was again hosted by the library in March. This year's event featured 50 oral presentations and 26 poster presentations.

ii) Outcomes of the discussion topics

1. Information Resources Strategy

In May 2016, the library and the Senate Library Committee held an invitational meeting, with representatives from all faculties, on the evolving landscape of scholarly communications at Queen's. The

forum aimed to engage representatives of academic stakeholder groups, provide an overview of the issues at the international, national and local level, highlight the collections decisions to be made in 2016-17, and seek input and support for a path forward. One of the forum outcomes was a plan to engage faculties in further consultations in 2016-17, and it was agreed that the Senate Library Committee topics for this year would include input on the library's comprehensive information resources strategy, including initiatives to modify acquisitions practices to address the issues of current publishing models, foreign currency exchange fluctuations, and new and continuing teaching, learning and research needs.

Associate University Librarian H. McMullen gave a presentation on the library's information resources strategy with regard to modifying acquisitions practices, a presentation given to Faculty Boards and other groups throughout the fall, and asked Senate Library Committee members for comments and suggestions. Members expressed concerns about potential reductions in spending in some areas to compensate for cost increases such as "big deal" subscriptions, and expressed appreciation for the information in the presentation.

M. Whitehead reported that at the Senate meeting the previous week a Senator had commented on the importance of a strong library to support research. M. Whitehead suggested that a presentation on the library's information resources strategy be included on a subsequent Senate agenda. This presentation took place in the Senate meeting of November 1, 2016.

2. Student engagement

The Senate Library Committee aims to help inform the further development of the library's student engagement strategy, to explore student experiences of the library, and to identify some stories from those experiences – the library as a resource, a facility, a space. A list of questions had been circulated in advance to help inform the committee's discussion (attached to this report). A lengthy discussion was conducted and the library's communications coordinator captured ideas for consideration in the further development of the library's communications and engagement strategies. The ideas are listed here, but often represent the opinion of individuals, not the SLC as a whole.

The ideas generated have been shared with library Heads for discussion and follow-up with their units, and for consideration in annual planning events in the spring of 2017 and beyond. This planning will inform the library's communications and engagement strategy and particular operational actions going forward.

A. Personal Experiences of Queen's University Library

- Present a story about how one could educate themselves as a citizen of the world. For example, resources that will help understand Truth and Reconciliation Commission of Canada, or how to embrace diversity. There are issues on campus that people would like to increase their knowledge on, and the library has the information resources to support this. Let them know! This could include donations, resources, or nice artifacts that we have.
- An example out of Lederman law library: the faculty has been setting up a service to provide media with answers to law questions for their scripts etc. Librarians introduced students to the resources that they would need to start fielding questions. Lots of great stuff happening.
- It is not so much about engaging with the library as it is engaging with a librarian – an information expert who will work with you to not just find what you need but increase your understanding of what you need.
- Fish where the fish are! Get the students who are already in the library to further engage with services

and resources rather than focusing on getting new people in.

- Work with instructors and present in class. A librarian presented to my students and they were incredibly grateful. They jumped on the opportunity and it was transformative for their research projects. Librarians who come into the classroom can reach a large number of students.
- Put a librarian in front of everyone—for example, why not feature a Librarian of the week.
- Professor engagement with the library is important, and this means building relationships and connections with faculty and new ones as some retire is key.
- I was taking a course that wasn't in my field, and decided to engage with the liaison librarian. I was amazed. She opened my eyes. I was so impressed that even when I was doing my PhD research in my own field I engaged with my faculty liaison librarian because I realized there was still much they could teach me.
- Present at frosh week so they know right away what services are available. This is not dependent on an instructor.
- Like they say in open access, you have to keep it on a drip feed. There is cumulative value in repetitive messages. For example, in grad studies, most of our students turn over every two years, so we should be repeating these ideas at least every two years.
- It is lovely to see students using the study space, such as study rooms in Bracken. You see them conversing or working out a problem on the white board. There is some social element to the space, but it is definitely well loved for studying.
- Real estate is at a real premium during exams for sure. Maybe less so during summer, and beginning of term, but it is very well used most of the time. And to this point, this is when you want to focus your efforts. Get to students while they are studying for exams, and make them aware of the other times you could be very helpful to them.

B. What is different about Queen's University Library versus other libraries?

- Our libraries are a place where true learning takes place. Other universities' libraries are louder, and more filled with non-academic/social activity.
- This could be because we offer social spaces such as the JDUC but the library is where you go to learn.
- Ours are much quieter, there is almost an unwritten code between students where they know where they should go depending on what environment they are looking for.
- It is amazing that you can book a study room online, and then half an hour later you are in there.

C. How might we engage more with others?

- Do we take all the journals out?
- Yes, it worked well when the law library gave over space to the faculty. This space is well loved, and the journals are stored off site.
- Yes, I never use journals because I need the most up-to-date information
- No, I still use the journals. There is lots to be learned from picking up a journal and finding something you didn't expect, accidental discovery in the stacks.
- Keep them, store them off site. Or record and consult pick up data.
- We can keep increasing the space, and they will keep using it, but we want to find ways we can increase their knowledge.
- I have been coming in to look at student posters on display, and a lot of the references include physical books. The next time there is an exhibit include the books consulted as part of it. These same student researchers could tell their stories of the resources they found and how they found them.

- Use data such as how many books are currently checked out, what are the top 100 titles, real-time feedback on how the library was used to today, and display this projected on to a library wall. Especially during high traffic times such as exams.
- Let students know in first year about a single important resource that you can guarantee they need. If left to their own devices they will rely on the internet, but if guaranteed the library has the right resources, they will go there.
- Sometimes it is the case that students have accessed library resources and might not even be aware of it! It is nice that it is seamless but how to show them the seam?
- Queen's in the news – every story include a statement “If you want to learn more about this subject, the library has the following resources: ... and connect with “
- It is just about getting them through the door, because once you see what there is on offer you become a true believer.
- Create an information package to share with chairs of departments.
- It is a librarian's job to know what is on the curriculum. They need to engage with professors and programs.
- Our library rep is fabulous. Have resources available at a click. For example, “Research for undergrads”: click here for what you need for this class. Here is who you should talk to, here are the top five journals in your field.
- Make that connection right on OnQ: who your liaison librarian is.
- Start habits early. First years. Provide a research module and a librarian to assist. Get them engaged with resources right away.
- Stress the importance of self-education for students and faculty. For example, highlight a found object in the library system that could be of interest in response to current events.
- Use one news item to highlight a certain question. For example the way archives does with social media.
- Career services sends out weekly bulletin emails. Put something in here.
- Something like 95% of students live in residence first year. Go there and talk, or do a workshop.
- Have a competition between groups. How can they contribute to a certain topic? Teach them how to use the library.
- Communicate where they are at: Orientation. Twitter.
- Time it around Thanksgiving when they are settling in and writing their papers.
- Suggest adding a page to the syllabus: I encourage you to make use of the library.
- Courses such as the introduction to resources course are good to teach students how to find the resources they need and start practicing. This includes much of what librarians do, workshops such as student2scholar, and working with faculty to raise awareness
- How about a session at teaching and learning forums—how to use library as faculty member for course design. Done before but do it again.
- Do a guest post on dean's blog.
- We need to start compiling these examples in one place.
- We need to look at faculties where student engagement is high, and start using them as models.
- We could do a student engagement survey and track it over time.
- Put a librarian on every curriculum committee on campus.
- Librarians can come up with one positive story each and as they are shared other people will be inspired and start integrating these stories into their courses.
- Make it very easy to engage with library in first and second year, and then by third and fourth year it is a habit.
- Know your prof and you will succeed. Know your librarian and you will succeed even more.

- Run an AdWords campaign—geofenced to campus, and using very specific words from the curriculum.
- Pop up libraries: do a pop-up in residence. A librarian could be present and you could have a runner. Scan student cards on mobile. Surprise people!
- Display streaming stories and facts that change every five seconds outside the library on the façade.
- You could use fine art—take that image of a woman reading a book and photo shop in a library book.

3. Digital Strategies

Associate University Librarian M. Vandenburg gave a presentation on the library's digital strategies, examining past and current initiatives to broaden access and create opportunities in regards to collections (including digitizing special collections), course integration (such as e-reserves and libguides) and scholarship platforms (such as Qspace and OJS). The importance of integrating digital strategy into the library's strategic framework was highlighted, as were consortial efforts such as OCUL's Collaborative Futures, which allow the library to expand its digital infrastructure and services.

Members discussed these initiatives and expressed enthusiasm for current offerings (such as the journal hosting service) and future developments, particularly in light of Tri-Council requirements for scholarly publications and data management.

4. Open Education Resources (open access, copyright)

This topic was identified by the Senate Library Committee as one of key interest with regard to teaching and learning, particularly in light of developments in open education resources and also the scheduled Parliamentary Review of the Copyright Act in 2017. Mark Swartz, Queen's Copyright Manager, described the guidance Queen's provides for instructors using copyrighted material in teaching, including information on fair dealing and educational exceptions, and the e-reserves service. He also spoke about the expanding interest in open access textbooks and publishing and the work of Queen's Open and Affordable Course Materials Working Group. The group will explore ways to facilitate the use of open and affordable course readings, textbooks and other learning objects. Senate Library Committee members' discussion included student concerns about the financial burden of expensive textbooks, differing faculty perspectives on the degree to which financial compensation is a factor in writing textbooks, and differing experiences regarding textbook retention in personal libraries.

APPENDIX:

Questions distributed to the SLC membership in advance of the December 5 meeting:

Senate Library Committee Meeting December 5, 2016 Agenda Topic: Student Engagement

Please see the questions below that will inform our discussion on how we might increase student engagement with library resources and services. You may want to make some notes in advance of the meeting, particularly for the final question.

Purposes of our discussion:

- To inform the development of our student engagement strategy
- To explore student experiences of the library
- To identify some stories from those experiences – the library as a resource, a facility, a space

1. Personal Experiences of Queen's University Library

- What, if any, impact has the Queen's University Library had on your (or your students') information seeking/learning/teaching/research?
- In what ways has the library supported your activities at Queen's?
- What does the library offer to you?
- If you have had a positive library experience, what has contributed to that? (If not, what would have made the experience positive?)

2. What is different about the Queen's University Library versus other libraries?

- What do you like best about the library?
 - What is important about that? What does that do for you?
- What aspects of the library have you or your users discovered that were unexpected?
- What is the library's reputation?
- What two things would you absolutely NOT change within the library?
 - What makes that work? What makes that worthwhile?
- What immediately comes to mind when you think about your experiences with the library?
- If there is one story you want to tell about the library what story would you tell?
- Please finish the following sentence: The Queen's University Library is

3. How might we engage more with others?

- How might we ensure that students are aware of library resources and services? One example of this would be to ensure the library consistently appears on course syllabi. What would you recommend?
- Brainstorm ideas.
- What would be one concrete idea that would help us engage students that we could implement tomorrow? Please prepare in advance of the meeting.