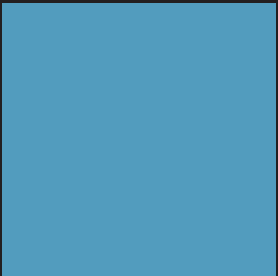




LEARNING





A Message from the University Librarian

Learning is the focus of this year's annual report. Little did we realize just how much we would find ourselves learning and adapting in the latter portion of the academic year with the arrival of COVID-19. The majority of library staff quickly shifted to working from home. In doing so, they realized a unique opportunity to better appreciate challenges experienced by faculty and students with this new, relatively unfamiliar, continuous online teaching and learning. I was fortunate to have a lovely setting in which to work (a glimpse of this is shown in the photo behind this text) but a number of colleagues with limited space, younger children, or elderly parents at home had considerably greater challenges to balance along with the unrelenting new way of collaborating via online platforms.

As an organization with a range of sought-after services, most largely provided in-person, we had to quickly shift to virtual service delivery, including those in support of online learning. I am proud of library staff who refocused their energy with a continued commitment to the provision of high-quality services. And while we could not overcome all issues, like publishers' lack of willingness to provide access to digital versions of textbooks, in many other ways, the shift provided us an opportunity to reconsider our work and allowed us to contribute to needs arising from alternative delivery modes.

This report will showcase the many ways in which the McLaughlin Library supports student learning at the University of Guelph through a range of innovative approaches and unique opportunities. As an example, you will read of the unique experience for fourth-year students in a human kinetics course who are helping to develop an open educational resource in support of two human physiology courses. The year also included a rare opportunity for a number of students arising from the loan of a set of medieval manuscripts. The McLaughlin Library has proven to be an exceptional leader in student experiential learning, providing students with a variety of opportunities to develop skills and prepare for their futures. Throughout this report, we hope that you will appreciate the students' own sense of how these experiences have helped to prepare them for the future as they describe the impact the library has had on their learning and growth.

With the challenges that 2020 has brought, an unexpected benefit for the McLaughlin Library will be a greater willingness to take risks and develop creative solutions that will encourage and contribute to student learning in our efforts to advance the University's mission to improve life.



Rebecca A. Graham
University Librarian

Adjusting Library Services in the Time of COVID-19

In the winter of 2020, the COVID-19 pandemic forced everyone to adjust to a reality that none of us could have foreseen. Academic libraries needed to adapt quickly and transition their service models, moving in-person services online, to meet the evolving needs of users. At the McLaughlin Library, we did just that.

Following the physical closure of the library on Friday, March 20, 2020, library staff began exploring how they would continue to provide high-quality services to the University community. Within days, library workshops and consultations were being offered online. “As co-chairs of the Academic and Professional Skills Working Group and as acting heads of our respective teams, we have been very proud of how staff quickly pivoted mid-semester to provide continued support for our community,” said Carol Perry, acting head, Research & Scholarship, and Kim Garwood, acting head, Learning & Curriculum Support. “Everyone worked together to develop the skills and content to conduct remote instruction sessions and to find new ways to provide meaningful consultations for our users. What has been especially gratifying is the way individuals have graciously offered to share skills and knowledge and support each other as we all adapted to new tools and resources. There is a renewed sense of purpose in ensuring our user community can find the supports they require.”

Dissertation Boot Camp (DBC) was one of the first programs to be offered fully online after the COVID-19 shutdown and had between 35 and 50 attendees accessing course material each day. For nine years now, this week-long intensive program has supported graduate students at U of G who are working to complete their theses or dissertations. “Our enrolment was exceptionally high this semester, and we knew the importance of continuing to support our students at this particularly challenging time. My team worked intensively to get this program up and running, and our students were incredibly thankful for the support,” said Jodie Salter, acting manager, Writing Services, Learning & Curriculum Support. DBC was offered online for a second time in the summer 2020 semester to another 75 U of G graduate students.

The Student Perspective

Feedback on DBC online from U of G graduate students

“ I liked the online videos because I was able to start and stop if and when I needed to. The flexibility was really useful. I could also move around while I listened, like an audiobook or podcast, and I really appreciate that they’ll be available for me to revisit when I need reminders on long-term goal setting strategies or advanced writing techniques.”

“ The online bootcamp [was] especially beneficial during this time because I was having trouble sticking to a schedule and was feeling more and more overwhelmed. I’ve come away from DBC with a plan and tangible strategies to tackle challenges or problems, and I also now know where I can get help when I need it. Thank you!”

Early in the spring of 2020, a team of individuals from across the library was created to begin planning for a safe reopening of library services, developing a multi-phase plan to meet the needs of library users, while keeping library staff and the U of G community safe. Phase one of the plan began on June 22, 2020 and included the introduction of a new service – curbside pick-up and mail delivery – this ensured U of G students, faculty, and staff had access to the print materials needed to continue their work. “This has been a dynamic and rapidly developing situation that has required patience and consideration of many perspectives. So far, things have been going quite well, and we are committed to adjusting when necessary to support our community,” said Kelly Bertrand, chair of the Phased Reopening Working Group.

“

I am writing to bring to your attention the commendable assistance I recently received from some of your team at the University of Guelph Library. During these COVID-19 times, I was faced with a dilemma of needing to upload a very large amount (several terabytes) of data to a publicly accessible database.

It has been a pleasure working with these resourceful individuals to collectively solve my archiving issues and ensure that this data is publicly accessible. Since public access to such raw data is a requirement for peer-reviewed publication in my discipline, their efforts have also ensured the success of my and my trainees’ research. [Their] professionalism and dedication to providing assistance were greatly appreciated.”

Brenda Coomber, professor, Department of Biomedical Sciences, on her experience with library staff including: Carrie Breton, data curation specialist, Research & Scholarship, Ken Van Braeckel, systems support technician, Digital Strategy & Technology, and Wayne Johnston, librarian, Research & Scholarship.

Open Educational Resources Development Highlight

HK*4150 Human Kinetics – Teaching, Learning and Knowledge Transfer

In the fall of 2018, a new course in the Department of Human Health and Nutritional Sciences (HHNS) began with the goal to support students in building their skillset through a unique learning opportunity. This fourth-year human kinetics course, HK*4150 Human Kinetics – Teaching, Learning and Knowledge Transfer, involves a group of undergraduate students who are creating a free, accessible, open educational resource (OER) to support the learning in two human physiology courses, HK*2810 Human Physiology I – Concepts and Principles, and HK*3810 Human Physiology II – Integrated Systems.

Justine Tishinsky, instructor, HHNS, and Ali Versluis, librarian, Research & Scholarship, alongside Coral Murrant, professor and chair, HHNS, and Kerry Ritchie, assistant professor, HHNS, have been leading the students through a three-year project in designing the resource, which incorporates targeted readings, interactive components, and videos to provide a more engaging learning experience for future students. “We currently recommend a textbook that does not support the course well, and really, no other textbook would be better,” said Murrant, “We thought that students would be the right folks to know what would have helped them, what issues tripped them up, what topics they had difficulty with. So, we turned to them to help curate a set of resources that stemmed from problems they had as students in our courses and what they would have used as resources to help them.”

“

Traditional textbooks present several accessibility and financial barriers, while OERs overcome them.”

ASHLEY FISHER
Student contributor,
HK*4150



Since the course began, students have participated in the creation of the resource by carefully selecting and evaluating openly licensed content and bringing the content together in thematic areas using Pressbooks open publishing software. Students who participate in the course learn transferrable skills — like project management and advanced research techniques — that can be used as they progress through their education and future careers. Additionally, students were asked to reflect on what they had learned throughout the course, and what skills they had developed while working on the OER. “Their reflective writing about their experiences attests to how much they learned throughout the experience: learning about themselves, their work habits, their ability to handle risk and their ability to work independently, especially in a new, task-oriented environment and not strictly a grade-oriented environment,” said Murrant.

Claire Coulter, instructional technology specialist, Open Learning and Educational Support, was also a member of the project team, lending expertise around teaching and pedagogy. Versluis provided expertise around open education, copyright, and educational tools, helping make the resource a reality for the classroom. “Undergraduate students don’t tend to be characterized as contributors to the scholarly conversation, but this project demonstrates what’s possible when they are treated as experts in their own learning processes. The knowledge they acquire and aptitudes they develop by virtue of engaging in a self-guided, reflective process where their outputs are so incredibly public means they come out of the

course as stronger researchers, writers, thinkers, and presenters. I can think of no other course that so richly exemplifies U of G's mission to improve life, both in terms of each student involved and of so many others," said Versluis.

OERs are materials, including textbooks, videos, test banks, podcasts, and more, that are free and openly licensed, making them available for anyone to use. These resources can be modified, repurposed, and customized to meet the needs and objectives of specific courses. In addition to their ability to be modified, OERs reduce financial pressure on students by providing a free alternative to expensive traditional materials. "OERs can also improve accessibility for students with perceptual disabilities as they provide opportunities to build in accessibility features such as alternative text for images, appropriately tagged headings for navigation, and meaningful text-based hyperlinks," said Athol Gow, manager, Library Accessibility Services (LAS). "LAS was invited into the course on several occasions to introduce students to multimedia accessibility, it was something that the course instructors were very interested in," said Gow. The library encourages the use of OERs by providing faculty and instructors with support for finding OERs in specific disciplines, explaining open licensing and open publishing, and assisting them with integrating OERs into their classrooms.

"The students have done an amazing job bringing information together that will help support future students — they took this task very seriously and professionally," said Murrant. "It ended up that the student learning was front and centre, and that the resource they produced was the 'happy accident' of their learning. I am so proud of how this team came together to support both student learning and resource development."

The Student Perspective

TAYLOR DUNLOP

Student contributor, HK*4150

“Through this unique experiential learning opportunity, I was truly given a voice. As a student, it is not often that we are offered the opportunity to provide insight or input into how course content is delivered within our programs. Through this process, students, professors, and staff were able to work together to develop a resource that incorporates foundational and interactive elements that were supportive of course material. This project is something that all University of Guelph departments, as well as fellow universities, should consider with the rising integration of eResources. Working alongside professors and staff to develop content that could enhance student knowledge is an experience I am thankful to have had. I look forward to seeing the final product and hope its success creates new opportunity for open accessible resources at the University of Guelph.”

ASHLEY FISHER

Student contributor, HK*4150

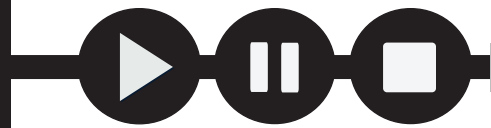
“I learned just how passionate I am about OERs. I knew what they were before beginning HK*4510, but this course helped me better appreciate how accessible, adaptable, interactive, and high-quality these resources are. Traditional textbooks present several accessibility and financial barriers, while OERs overcome them. Textbooks become outdated, but OERs can be easily updated every year. I truly believe that more professors should consider implementing these in their classrooms.”

POOJA RAVI SANKAR

Student contributor, HK*4150

“While the goal of the course is to create an accessible OER for human physiology, the most powerful component is arguably the experience that we as students gain throughout the process. The course fosters independence, creativity, teamwork, and self-reflection unlike any other course. The success of this course, along with the quality and accessibility of the OER, also demonstrates how this project can work for other programs. We hope this will encourage other professors and staff to develop student-centered open resources that will improve student experience for years to come. The physiology OER is entering its final year of development. Upon completion, approximately 96 students will have contributed to the OER, making it a diverse resource that reflects multiple voices and learning needs.”

Supporting Digital Literacy at U of G



Literacy is one of the University of Guelph's five key learning outcomes, and as students increasingly engage with information and ideas online, digital literacy – the ability to consume and create digital information with critical awareness – has emerged as a key competency for university graduates. “The library was receiving an increasing number of requests for support with digital media creation from faculty and students. The establishment of the Media Studio was a response to that demand on campus,” said Jacqueline Kreller-Vanderkooy, librarian, Learning & Curriculum Support.

In 2017, as part of a larger renovation, a media studio was built and equipped with the tools and technology needed to support the U of G community with media related needs, including a filming studio, an audio-recording studio, and editing suites. Since then, we have supported the University community with integrating digital media skills such as digital storytelling, podcasting, infographics, and videos creation, into the curriculum. “At the Media Studio, students have access to high-quality cameras, audio-recording equipment, and editing software to complete course assignments and extracurricular projects, as well as help with equipment use and guidance in creating a polished final product,” said Kreller-Vanderkooy.

In the winter of 2020, the library began offering media focused workshops to provide a broader reach of support for students with their media projects. “These workshops help students navigate the creation process by identifying the necessary steps and introducing them to new tools in a supportive and collaborative environment. While developing digital literacy skills, participants can be creative, engage with technology to build confidence, and simply play and explore something new,” said Lindsey Robinson, digital learning specialist, Learning & Curriculum Support.



Library media workshops included:

- An Introduction to Podcasting
- Create a Digital Story
- The Beginner's Guide to Animated Videos
- Designing and Creating Infographics
- Pitch Yourself: How to Develop and Film a Pitch Video

Media Studio staff also provide consultations for U of G faculty, instructors, and students. Faculty and instructors can receive support with designing digital assignments, reserve access to web-based video creation accounts, and request custom help guides tailored to course assignment requirements.

If you are interested in learning more about the Media Studio and how we are continuing to support the University community with digital literacy moving forward, read the Media Studio Report, published on the library's website: uoguel.ph/mediastudioreport.

Read more about the development of the Media Studio in our past annual reports:

2016-2017 Annual Report

<https://uoguel.ph/report20162017>

2017-2018 Annual Report

<https://uoguel.ph/report20172018>

The Student Perspective

CARLEA BLIGHT

Student consultant, Media Studio



It is so rare that you find a job that inspires your creative, analytical, and interpersonal skills all at once. Every time I went in for a shift, I not only helped fellow students learn, but I was learning alongside them as well. The Media Studio was a wonderful workspace and an extremely positive, encouraging community.”

SHEHROZE SAHARAN

Student consultant, Media Studio



When I first started working at the Media Studio, I thought I knew everything there was to know about video editing, using cameras, and audio but after receiving training, I learned a multitude of completely new skills that I still use today. Not only this but being able to apply my knowledge and help people out has helped me grow as an individual.”



My experience working on a project in the studio this past year was absolutely incredible. The staff were not only super friendly but also very knowledgeable about all the equipment and I was able to complete my project quickly and to perfection. I definitely would not have been able to complete my assignment without the resources the Media Studio had to offer.”

U of G student on their experience in the Media Studio.

A Unique Opportunity Working in the Archives

The Manuscripts in the Curriculum Program Comes to U of G

This year, students at U of G had a unique experiential learning opportunity – to touch, explore, and learn from nine medieval manuscripts. The students, alongside library archival staff and faculty from the College of Arts, curated and launched an exhibit called Illuminating Life: Manuscript Pages of the Middle Ages and facilitated a day-long colloquium titled From Parchment to Pixels.

The University of Guelph was the fifth institution – the second in Canada – to be loaned nine medieval manuscripts, an opportunity made possible by the Manuscripts in the Curriculum program, which is sponsored by the Chicago-based rare book dealer Les Enluminures. “The loan gave students in history and art history a unique opportunity to have a hands-on experience with items from the medieval and renaissance era. The manuscripts were the focus of four experiential learning classes and were one of the most intensively used collections in recent memory,” said Melissa McAfee, special collections librarian, Archival & Special Collections.

During the fall of 2019 and winter of 2020, the manuscripts were integrated into undergraduate and graduate level classes, providing hundreds of students a rare glimpse into history. The manuscripts, dating back to as early as the 13th Century, included a Bible, a Psalter, a Book of Hours, a Breviary, a Confessional, among others. “Working with original medieval manuscripts can be daunting, but having the experience to learn how to handle and read fragile manuscripts with guidance from your professor and an archivist lessens that fear. Through this experience, students experienced first-hand what historians do, and were able to learn where historical information about the Middle Ages actually comes from,” said Susannah Ferreira, associate professor, College of Arts.

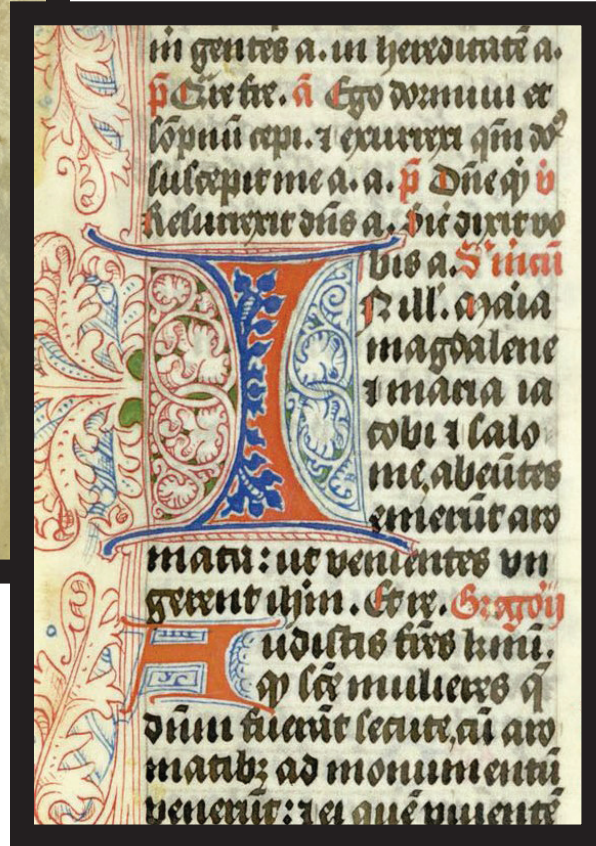
The Student Perspective

ROSALIE ENGLES
Student curator

“As a student from Europe, who has attended universities in the UK, Ireland, Italy, and Germany, I really have to commend the University of Guelph and the library for offering this type of class to students as it was something I have never experienced anywhere else. While universities in Europe might oftentimes have larger collections of rare books, especially manuscripts from the Middle Ages, it is practically unheard of to let students (let alone undergraduate students) directly engage with the collections or to let them create exhibitions. It would be amazing if every student in cultural studies and history could have the opportunity to participate in this type of program.”

EVANGELINE MANN
Student curator

“Working with the manuscripts loaned from Les Enluminures was a true honour, and one of the highlights of my time at the University of Guelph. Conducting research about them, as well as developing a digital exhibition with the other students in HIST*4700: Premodern History, was a wonderful opportunity to develop my skills as a researcher, scholar and future museum professional.”



Top: **Mss with St Michael killing the dragon in the letter Q:** Psalter. In Latin, illuminated manuscript on parchment. Southern Germany (diocese of Constance or Augsburg), c. 1240-60. Milan (?), c. 1460-1475. Loan courtesy of Les Enluminures (TM 683).

Right: **Mss with large decorated letter i:** Breviary for the Night Office in Two Volumes (Use of Utrecht). In Latin, decorated manuscript on parchment. The Netherlands (South Holland), c. 1450-1475. Loan courtesy of Les Enluminures (TM 940).

JACK McCART

Student curator

“ I always delight in seeing the interest medieval manuscripts generate, the fascination they inspire. This, of course, is part of what makes an exhibit of medieval manuscripts such an attractive prospect: illuminated manuscripts tend to pique the interest and curiosity—indeed enthusiasm—even of those who do not have an abiding interest in medieval history. They tend to draw a wide and eager audience. The sheer level of interest in our exhibit among community members, faculty, students, staff, and media was wonderful to see. As a medievalist for whom archival scraps marked up with thirteenth-century scrawl are a source of considerable excitement, it's great to see others experience something of that same eager enthusiasm.”

Learn more:
uoguel.ph/manuscripts



Above: Our Exhibit Room prior to the launch.

Right: Exhibition goes enjoying the exhibit and exploring history through the archives.



Highlighting Experiential Learning at the Library

Each year, the library provides a variety of experiential learning opportunities for students of all levels. We support:

- Up to 85 peer helper positions
- Graduate students who receive placements on various teams as co-op librarians
- Undergraduate co-op students
- Up to 65 part-time student staff
- Hands on learning opportunities in the archives

This year, we are highlighting the student experience, as well as acknowledging one of our staff members for winning the co-op employer of the year award, presented by U of G's Co-Operative Education and Career Services.

Highlighting the Peer Helper Experience

The Peer Helper Program is an experiential learning initiative in which students gain valuable professional and personal skills while providing student support services and programs to the University community. Each year, the library hires learning, engineering, writing, and supported learning group (SLG) peer helpers to learn from experts, train alongside their peers, and provide individualized and group academic support on the library's Learning & Curriculum Support team. Here is a glimpse into their experience:

MADLINE WARD

SLG leader, Supported Learning Groups,
Learning & Curriculum Support

“The peer experience comes along with a lot of training on a wide array of subjects. A lot of the topics covered, such as active listening, accessibility, inclusivity, and leadership, are very important, and I wouldn't have learned about them to the same extent had I not been a peer. Currently, I am in the final stages of my master's degree and am starting a PhD in the fall at another institution. My goal is to one day be a professor, but regardless of the career I end up in, I'm sure the skills I learned as a peer will be transferrable. Having been a peer for 5 years, it's hard to remember a time in my university experience that didn't include the Supported Learning Group program! Being a part of the SLG program was definitely one of the most impactful and positive experiences of my time at U of G.”



MELANIE KATZ

Writing peer helper, Writing Services,
Learning & Curriculum Support

“ I really appreciated the continuous opportunities to learn and challenge myself. For example, in my first year as a writing peer, our team organized the library’s peer conference with a growth and wellness theme. At this conference, alongside a fellow peer, I presented “Practicing Self-Compassion during Times of Failure,” in which we incorporated writing exercises that promoted self-compassion. Leading this workshop for the first time in front of my teammates helped build my confidence to give future workshops during my undergrad.”



MEGHAN SNYDER

SLG leader, Supported Learning Groups,
Learning & Curriculum Support

“ My peer helper experience was the most beneficial thing I ever did to work towards my future career. It really helped me gain confidence in myself and is one of the best experiences I have on my resume. In working as an SLG leader, I realized I had a passion for creating positive learning environments and for helping others. Now that I have graduated from U of G, I am in school working towards becoming a high school teacher. My experience as an SLG leader not only inspired me to pursue the career I’ve chosen, but also prepared me for becoming a teacher in ways I didn’t expect. So many of the methods we are learning at teacher’s college are ones I’ve already used as an SLG leader, and I felt incredibly prepared for this next step in my education. The competencies I’ve learned from being a peer helper, like goal setting, initiative, leadership and inclusivity are transferrable skills and would be beneficial to any career! I know that joining the SLG team was one of the best steps I ever took towards becoming a teacher, which I’m so excited about!”



TRISTAN KIMBALL

Learning peer helper, Learning Services,
Learning & Curriculum Support



Being a peer helper has helped me learn so much about different strategies for managing my time, setting goals and putting in the work to accomplish tasks. I am hoping to become a clinical psychologist in the future and my position as a peer helper has allowed me to gain experience and confidence in one-on-one consultations. This position has allowed me to understand ways to actively listen to the problems that others have and suggest ways to work on these issues. It has also shown me the impact that helping others can have, and how personally important it is to serve others in a career.”



MINH KHUE LAM

SLG leader, Supported Learning Groups,
Learning & Curriculum Support



Being an SLG leader has shown me the benefit of studying in a group and that trying different strategies and activities increases our retention and makes the act of learning more interesting. I have applied some of these study strategies into my own studying and the results are amazing. I have also improved and developed important skills like leadership, communication, organization, and problem-solving. By getting feedback from session observation and team meetings, I get a better hold of where I am and how much I have grown as a leader. Therefore, I become more confident in myself and am more ready for my career path. It has also been the most challenging and most memorable experience at U of G. As a first-generation international student, I surely have encountered many difficulties. That’s why my experience would not be complete without the huge support from my supervisors, my mentors, and other SLG leaders. They have made the SLG program inclusive, family-like, supportive, warm, and overall fantastic!”

“

My experience as an SLG Leader not only inspired me to pursue the career I've chosen, but also prepared me for becoming a teacher in ways I didn't expect.” – **MEGHAN SNYDER**



SOPHIE WEISS

Writing peer helper, Writing Services,
Learning & Curriculum Support

“

My time as a writing peer was one of the most rewarding experiences that I have had up to date. In my first year at the University of Guelph, the transition from writing high school-level papers to university-level papers was very difficult, and Writing Services supported me throughout that transition. By switching roles and going from first-year student to upper-year mentor, I was able to give back to the community, which was a rewarding experience that I will never forget.”



DAVID SAHAI

Writing peer helper, Writing Services,
Learning & Curriculum Support

“

As a peer helper, I have learned to understand my undergraduate degree as being much more holistic than simply lectures, assignments, and examinations. Instead, I have come to realize that what is most important is critically understanding the information that is presented to us as students, and using the guidelines set up for us by our programs to really explore our interests. This is a skill that I developed largely by working with students through Writing Services. An example would be looking closely at our assignment rubrics and understanding how we can use such a structure to study topics that we find fascinating. Not only do we learn more about our programs in this way, we also learn a lot more about our interests and potential career opportunities. In addition, I have learned that the path through university is surrounded by friends, co-workers, and peers that we can reach out to if we ever find ourselves confused; likewise, we can be there to help others strive in times of difficulty or uncertainty. I aspire to one day be a physician, and an understanding of this support network within university has equipped me with two skills that I believe will help me greatly in this career: displaying empathy and active listening.”

Highlighting the Co-Op Experience



MARK NONKES

Co-op librarian, User Experience and Web



The project I was most proud of was the website navigation redesign. The updated navigation enhances the findability of various materials, services and programs at the McLaughlin Library. It will make using the library website more straightforward for a wide variety of users. This project provided me with concrete examples to match the theoretical work I've been doing inside the classroom."



ABBEY UNYI

Co-op librarian, Collections & Content



My time at the McLaughlin Library taught me a lot about librarianship. It is one thing to sit in class and answer prepared reference questions from your professor, it is another thing to be sitting at the research help desk and have a student ask you about how to develop a research question for their agriculture paper. This co-op really allowed me to gain meaningful skills that I might not have developed in school."





EMMA EVENDEN

Co-op student, Communications



Working at the library taught me that communications is a rapidly changing industry and it pays to be able to think creatively! I've learned that in communications it's important to think strategically about the messages you are sharing and how they connect back to the goals of the organization. I've also learned that communications is becoming a much more personal industry, where audiences are looking to connect with organizations in a meaningful way!"



REBECCA POTTAGE

Co-op student, Communications



Working in the field, working a real job, was so much less nerve-racking and stressful than I anticipated it to be! The people were friendly, the tasks were challenging but manageable, and the job was something I felt like I could do well. The experience taught me how to be a leader and what kind of leader I want to be, how to better work and collaborate with others, and how to be an active listener. More specifically, I learned that the fields of marketing and communications are where I want to be and where I feel like I can do meaningful and impactful work. The McLaughlin Library was an exceptional co-op experience – from the people to the opportunities, it's something I'll always feel grateful for."

McLaughlin Library Named Co-op Employer of the Year

Since 2013, the library has provided 22 co-op work terms in the Communications department and was honoured this year by receiving the Co-Op Employer of the Year Award. Emily Jones, manager, Communications, received the award at the March 2020 ceremony, nominated by her co-op student Rebecca Pottage. “Being nominated for this award and then finding out that I won meant so much to me. Having the opportunity to mentor students and watch them grow into themselves as professionals is an honour. I feel very grateful that it’s part of my job,” said Jones. As Pottage explained in her nomination letter, “Emily advocates for our personal, academic and career development to ensure that we are getting the experience we want out of the position.” Read more about student and employers celebrated at this year’s awards ceremony: <https://uoguel.ph/coopawards>.

By the Numbers*

Phased Reopening

276

Curbside pick-ups

79

Mail deliveries

146

Scanning requests completed

**The numbers highlighted in this section (on pages 25-26) highlight data collected between March 16 and August 14, 2020.*

Online Workshops

45

Brain Food Thesis and Dissertation Workshops participants

24

Presentation Boot Camp participants

141

Data Skills Workshops participants

125

Dissertation Boot Camp participants

English as an Additional Language Graduate Writing Camp participants

49

276

Open Scholarship Series participants

40

Data Skills Boot Camp participants

18

Editing and Creating Videos with WeVideo participants

33

Faculty Writing Retreat participants

143

Total number of online workshops offered

Learn more about the reopening of library services:
uoguel.ph/phasedreopening

By the
Numbers
Continued

Online Consultations

827

Writing, research assistance,
and English language support

Working with data

398

57

Studying, time management,
and presentation skills

20

Publishing and author support

Open educational resources support

22

222

Accessibility services

Media creation support and media
assignment creation support

37

Total number of
online consultations

1,583

Library
materials
delivered

465

orders for physical
materials

1,060

items processed
for delivery

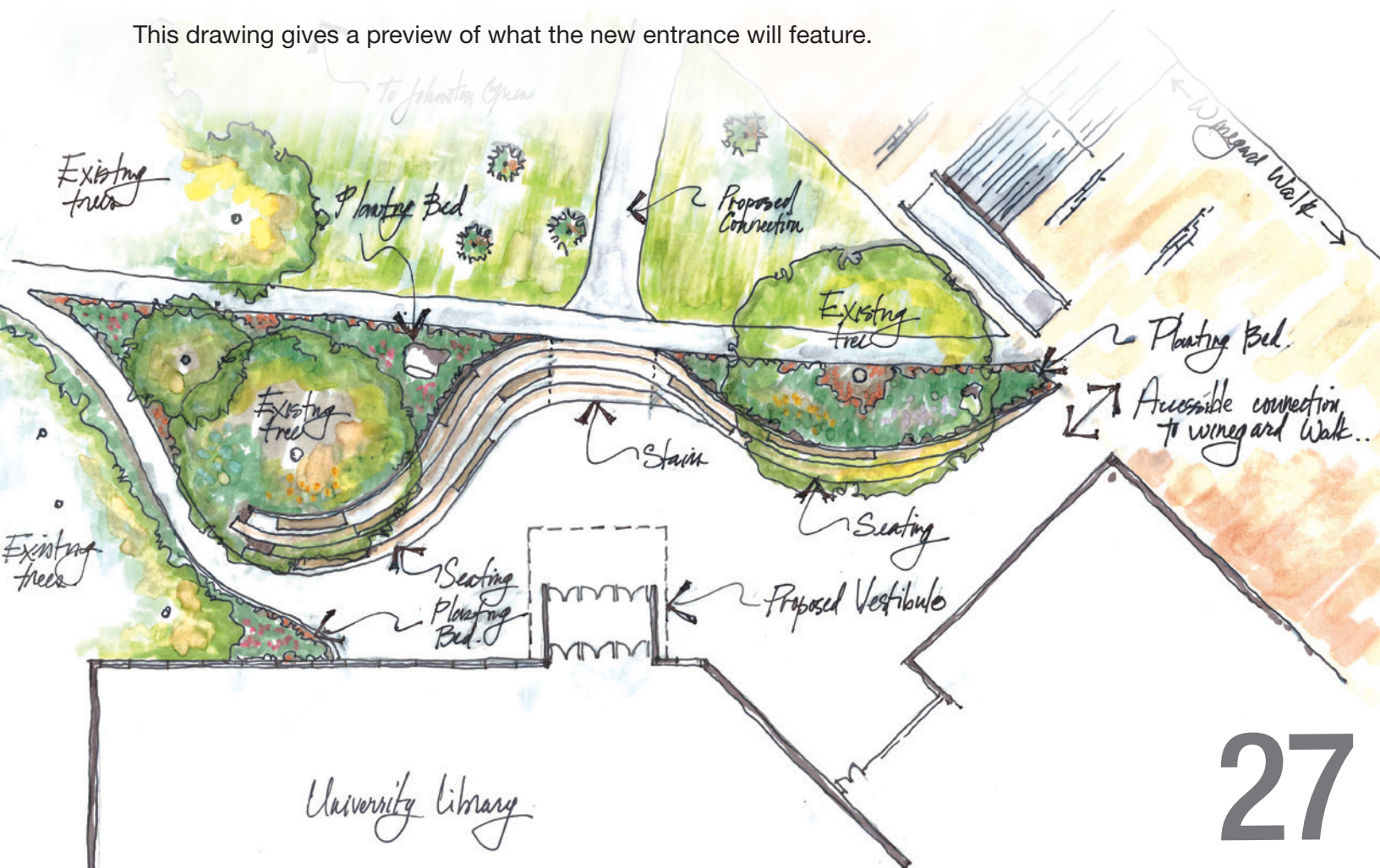
Learn more about the types of workshops and
consultations we offer on our website lib.uoguelph.ca

New Entrance Construction to Begin Spring 2021

With the construction of the library's new entrance put on hold amid COVID-19, the build of the new entrance is now slated for the end of April 2021. "While I'm disappointed in the delay, it will allow us more time to refine our design, and the University will benefit from the larger project that includes landscaping between McLaughlin Library and Massey Hall [where the library was previously located], as well as upgrades to the area between McLaughlin Library and the McKinnon building," said Kelly Bertrand, chair, Library Building Committee.

The number of visitors to the library has grown to 1.5 million per year — and that means our front entrance needs to grow too! This is our top fundraising priority right now and our renovation plans will help us serve the University's growing student population. The library's new front entrance will move to the north side of the building and significantly improve accessibility for students, faculty, visitors, and community members alike.

This drawing gives a preview of what the new entrance will feature.



You can be part of the library's story by helping to improve spaces, services, and resources. Consider donating today!

If you are interested in giving to the library, please contact:

Jillian Santi
Alumni Affairs & Development
226-821-3659
jsanti@uoguelph.ca
uoguelph.ca/giving

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