

TRANSFORM



McLaughlin Library Annual Report
2015-2016

UNIVERSITY
OF GUELPH

LIBR@RY

MESSAGE FROM THE CHIEF LIBRARIAN

Reflecting on my first four years at the University of Guelph—whether thinking about the dedicated and creative staff, heavily sought-after services, engaging spaces, or collections and content—I appreciate that the Library continues to transform.

In the pages of this annual report, you will read about our continued commitment to supporting students and faculty through creative approaches to outreach and engagement. One such effort, HatchFest, involves staff employing new approaches to student learning with the development of media-rich objects focused on key learning outcomes—forms of content that are found to be much more engaging to students. Another effort is an addition to the Library's Exam Stress Busters—the introduction of visits by therapy dogs during exams to provide a relaxing diversion for students. A third course-based opportunity engages students in the immersive study of the university's history through a building-focused approach in a collaboration with the Department of History and Alumni Affairs & Development. And another, the Faculty Writing Retreat, which offers dedicated space, consultations and time for faculty with writing commitments.

New areas of engagement, such as research data management, have provided opportunities for staff to enhance existing skills while learning new ones. Mindful of changing user needs and evolving services, we have taken a more strategic approach to recruiting staff with an enhanced focus on skills, experience, and mindset in order to enrich our outreach to students and faculty.

Space has been an area of continuous focus in the Library, with most changes being incremental in nature since my arrival. Many students love the library setting simply as study space, providing options for solitary and group work, much of it with natural light and campus views. We have embraced new opportunities, welcoming the establishment of a Digital Humanities Centre—the THINC Lab—which will be the first “outpost” on the second floor for our plans to establish a Digital Scholarship Centre. With financial support from the university, and through a successful submission to the federal government's Strategic Investment Fund, we are in the early stages of planning for renovations and renewal of the Library's lower level and second floor which will begin in 2017.

As you read through this report, I hope that you too will come to appreciate how aptly the concept of transform applies to many of our recent efforts.



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Chief Librarian & Chief Information Officer

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 @RebeccaCIOCL





HatchFest participants

HATCHING IDEAS FOR VIRTUAL LEARNING

A dedicated team of Library staff, led by M.J. D'Elia, Head of the Learning & Curriculum Support Team, has been working on a Virtual Learning Commons project to create compelling online open educational resources that align with undergraduate learning outcomes. Inspired by social media trends, websites like BuzzFeed, and the concept of bite-sized, easily digestible content, D'Elia's team hopes to create digital learning resources in the form of videos, checklists, top 10 lists, and more that resonate with students. Ultimately, these digital tools aim to bridge gaps in student learning across campus and promote academic skill development.

To create engaging content, the team has consulted with undergraduate, graduate, and distance education students to find out how to capture their attention and how to make content that is useful and relevant to them. "The Virtual Learning Commons has provided us with an incredible opportunity to collaborate with students with the sole intention of helping them tangibly navigate the world of higher education," said D'Elia.

The team received \$25,000 from the University of Guelph's Learning Enhancement Fund to help fund the project and to encourage the integration of these resources into the university's course management system, CourseLink. Students can expect to begin seeing these online tools appear via the Library's website, social media channels, and CourseLink starting in fall 2016.

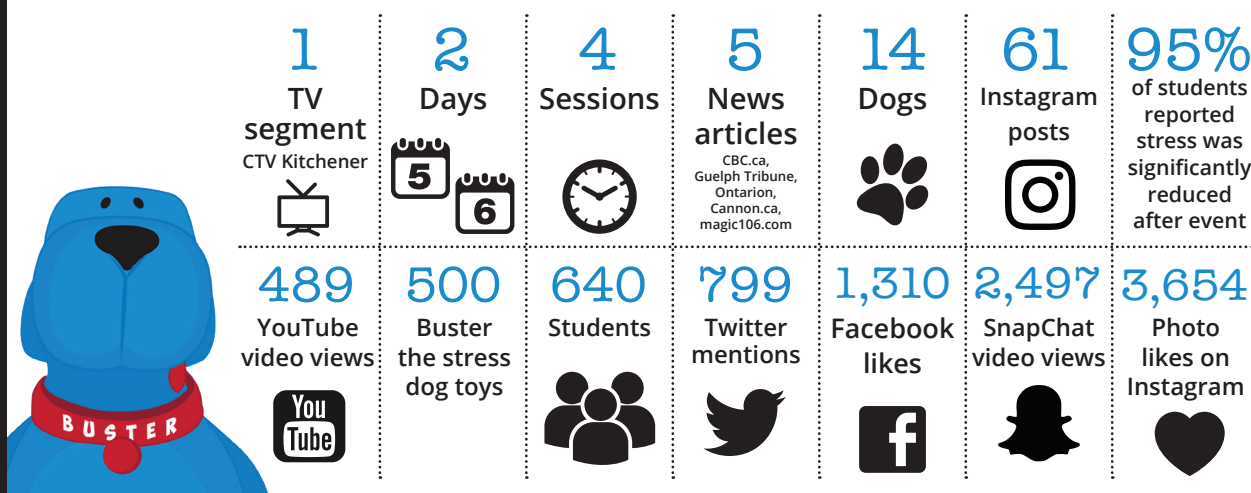
HatchFest, an innovative, one-day "ideas" event was held to allow Library staff an opportunity to brainstorm and be involved in the creation of digital learning resources. From pitching an idea to creating content to presenting a near-final product, staff were challenged to take their ideas through a robust production process. Creative coaches were on-hand to provide tips to staff throughout the ideation process.

HATCH FEST

STUDENTS TAKE A PAWS DURING EXAMS

Research has shown that spending time with gentle, friendly pets has significant stress-reducing benefits, including decreased heart rate and blood pressure, and improved mental well-being. In April, the Library partnered with the Guelph St. John Ambulance therapy dog program to provide students with the chance to “Take a Paws” from exam stress as part of the Library’s ongoing Exam Stress Busters programming. Take a Paws featured 14 registered therapy dogs and provided 640 students with the opportunity to have a 15-minute “Paws” with furry friends. Student survey results revealed stress levels were significantly reduced following the event.

The event was co-sponsored by the Ontario Veterinary College (OVC) and the OVC Pet Trust who gave the first 500 participating students a squeezable toy, Buster the stress dog, and led a robust social media campaign that encouraged students to share stress busting tips online using the hashtag #UGStressBusters.





President Franco Vaccarino thanks students for their contributions



Fourth-year students Grace Evers & Kelsey Priestman share their research

DIGITAL HUMANITIES STUDENTS DISCOVER **CAMPUS HISTORY IN THE ARCHIVES**

Students enrolled in a fourth-year digital humanities history course taught by Dr. Lisa Cox spent the winter semester exploring the Library's Archival & Special Collections. The students created historical plaques for key campus buildings and a compelling historical campus walking tour as part of their class project. Class sessions held in the Archives were supported by Special Collections Librarian, Melissa McAfee, who helped students uncover historically significant events and facts.

"I loved spending time in the Archives and learned so many interesting facts about U of G's history," said Grace Evers, a fourth-year student majoring in History. "I can't wait to come back as an alum to see what we have created on campus."

Campus plaques were created for Macdonald Hall, MacKinnon Building, MacNaughton Building, War Memorial Hall, and the Bullring. In addition, students created audio scripts to augment existing plaques on campus, as well as the new plaques. The project is a partnership between the Department of History, the Library's Archival & Special Collections and Alumni Affairs & Development.

The campus plaques and walking tour are expected to be completed by Alumni Weekend in June 2017.

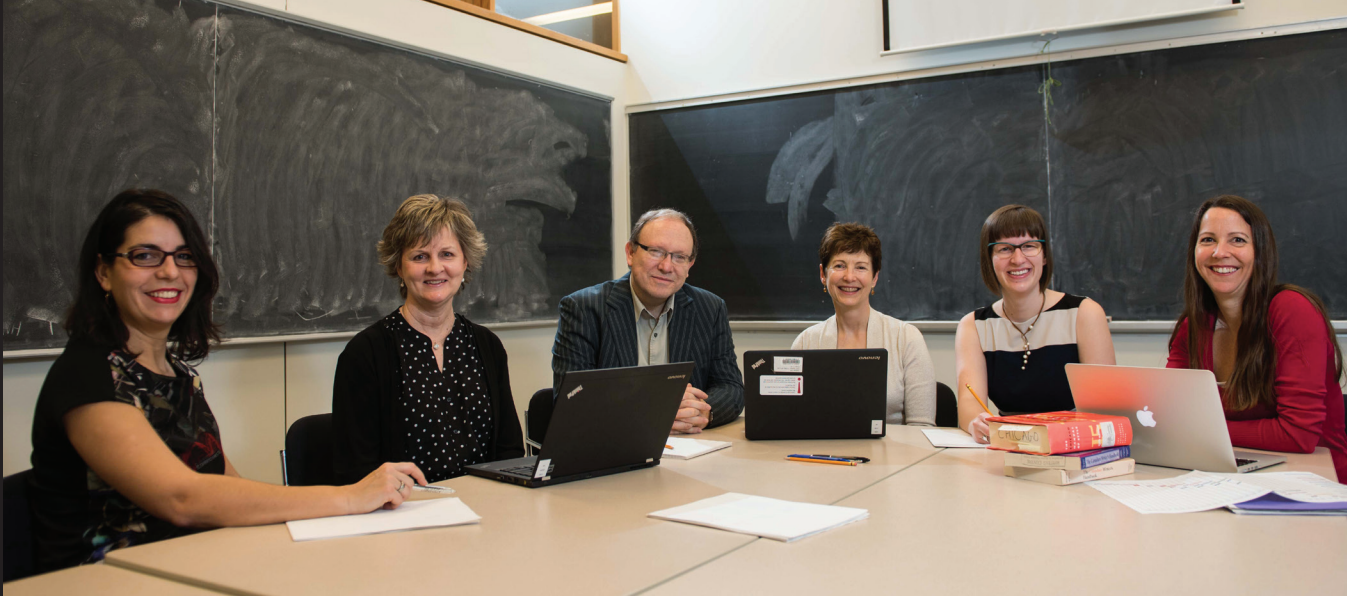
A hand-drawn floor plan of the University of Toronto Libraries. The plan is color-coded and includes the following areas:

- Top Left:** A yellow room labeled "ACQUISITIONS / DATA MAT'L'S MNGTMT".
- Top Center:** A green area labeled "FACILITIES".
- Top Right:** A grey area labeled "EX. STAFF".
- Center:** A large blue area labeled "COMPACT SHELVING". Below it is a red bar labeled "STUDY BAR" and "COMPUTER BAR".
- Left Side:** A vertical pink strip labeled "STUDY". Below it is a teal area labeled "MECH".
- Bottom Left:** A yellow room labeled "EX. WORK ROOM". Below it is a small grey area labeled "EX. OFFICE".
- Center-Left:** A yellow room labeled "MICROFILME" and "STUDY". Inside, it says "ARCHIVE COMPACT SHELVING". Below this is a dashed line area labeled "EX. RARE BOOKS COMPACT SHELVING".
- Center-Right:** A blue area labeled "COMPACT SHELVING". To its left is a red strip labeled "STUDY".
- Bottom Center:** A yellow room labeled "EX. ARCHIVE COMPACT SHELVING". To its right is a grey area labeled "SCAN".
- Bottom Right:** A grey area labeled "EX. MECH". Below it is a yellow room labeled "EX. ZON". To the right of "EX. ZON" is a grey area labeled "EX. VTR".
- Far Right:** A grey area labeled "EX. ELEC".

The next couple of years will see more changes to the Library's space than ever before. This summer, The Humanities Interdisciplinary Collaboration Lab (THINC) was built, in support of Dr. Susan Brown, Canada Research Chair in Digital Scholarship and Professor in the School of English and Theatre Studies. THINC is funded by a Canadian Foundation for Innovation (CFI) grant and will be used for course-related projects, digital humanities research, programming and training. The THINC Lab officially opened in October 2016.

U of G's Board of Governors has approved funding for the development of a plan for an extensive renovation of the Library's lower level which is the first substantive step in helping us to realize the vision of the Library's Master Space Plan. As such, it will increase compacted storage for both Archival & Special Collections and general collections in addition to updated study spaces and new staff workspaces. Board approval in early 2017 will lead to scheduling and further planning including stakeholder engagement.

Thanks to support from the federal government's Strategic Investment Fund (SIF), the Library will embark on the largest space renewal project to date. Second floor space will receive a major renewal that will include the shift of public elements of Archival & Special Collections, including an expanded reading room, a seminar room, and a new exhibit space; a Digital Scholarship Centre that will complement the digital humanities space allowing for additional collaborative research; a media lab that will allow students and researchers alike access to state-of-the-art technology; the project also includes renewal of building systems. Start and completion dates to be confirmed in the fall.



Faculty Writing Retreat participants

SUPPORTING RESEARCH FACULTY WRITING RETREAT

The Library's Learning Commons hosted its fourth annual Faculty Writing Retreat this past May. This free, four-day event provided faculty members with a quiet, comfortable, fully wired space, as well as focused time to write and the option to consult with the Library's writing experts. The retreat also presented the opportunity to build a supportive writing group with colleagues from across the university and to join in group discussions on writing and publishing.

This year, 24 faculty members from all six colleges on U of G's main campus participated, 15 writing consultations took place, seven articles were completed, and hundreds of pages were written. Feedback from the event was very positive: 100 per cent of attending faculty said they would recommend this retreat to their peers. To support faculty throughout the year, the Library hosts the Faculty Writing Retreat "Light" workshop each December, that provides faculty with a quiet space to write.

"I can't sing the praises of this retreat, or the organizers, any more strongly. This is one of the best (and most productive!) weeks of my year and I plan to come back every year. I've used what I've learned at the Faculty Writing Retreat to organize two other retreats for students and faculty. Thank you!"

Dr. Robin Milhausen, Associate Professor, Department of Family Relations and Applied Nutrition



Carol was selected as part of a group of national experts to assist the Canadian Association of Research Libraries (CARL) in developing PORTAGE, a library-based, bilingual research data management network in Canada



CAROL PERRY

Research Data Management Leadership

28 Years at U of G

What do you like best about your job?

As a Research & Scholarship Librarian, I'm always learning. I'm in an area (research data management) that is cutting edge, so there is always a lot to learn.

What impact will the PORTAGE network have on the research community?

PORTAGE will provide stable, standard data management guidelines and tools for researchers because it's a national initiative. The PORTAGE initiative is supported by academic research libraries across the country, which means all Canadian researchers will have access to the same tools, training and advice. It's a fantastic way to support sustainable research data management.

What project are you most proud of?

Several years ago, we were fortunate to receive a grant from the OMAFRA KTT program to establish a data repository for agricultural and environmental data produced on campus. As project manager, I was tasked with setting up the project from an initial environmental scan to a completed pilot project. With the help of talented staff, we have not only piloted the repository, we have two data repositories up and running in full production. In conjunction with these repositories, we have developed training and support for researchers wanting to submit their data for sharing and/or preservation. This project felt like the culmination of all I have learned over the years working in data services. It was and is extremely rewarding to be a part of this new service.

MELANIE PARLETTE-STEWART

Teaching & Learning Innovation

3 Years at U of G

How does your work as a Blended Learning Librarian contribute to the Library's commitment to students and the university as a whole?

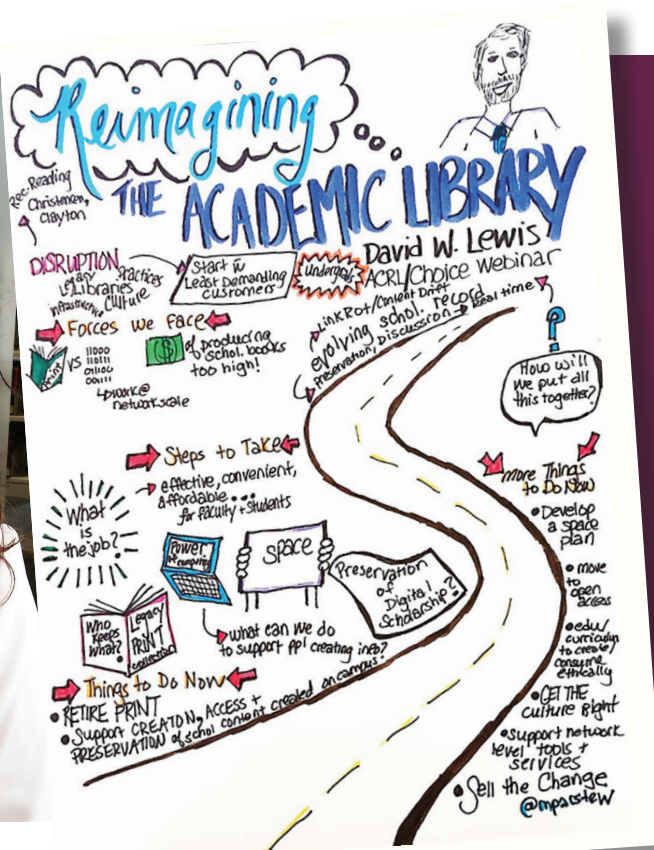
Technology is revolutionizing how students learn. My work as a blended learning librarian helps to make library content accessible to more students, wherever they are located, at any time of the day.

What do you like best about working at the University of Guelph?

I love the "let's try this" attitude. The University of Guelph is such a supportive community and people are really empowered to pursue unique projects. I really love the encouragement and challenge to innovate, improve and the focus on putting the learner first.

You're part of the Virtual Learning Commons (VLC) planning team – how do you think the VLC will impact the student experience?

I think the VLC provides an incredible opportunity to reimagine how we traditionally share the skills and know-how that our staff has. I think that the VLC recognizes the needs of today's students and by creating bite-sized, multi-modal and shareable content, we are finding a way to fit within the current media landscape that will be appealing to students. I really enjoy creating videos and digital content that help to make the Library's incredible expertise accessible to more people, and that is where the VLC comes into play!



Melanie shares her
blended learning
expertise and learnings
on her blog:

becomingblended.
tumblr.com



Art History student, Chrys Apostolatos, discusses the exhibit case she curated

STUDENTS HELP CURATE THE **CLAN LESLIE EXHIBIT**

This summer, Art History and History students worked alongside McLaughlin Library's Archival & Special Collections (ASC) curators as part of an experiential learning project to create the first exhibit dedicated to the Clan Leslie, a prominent Scottish clan; *The Clan Leslie: A Celebration of 950 years of Leslies in Scottish History, Literature, and Culture*.

Over 100 Leslies from across the globe, including their Clan Chief, the Honourable Alexander Leslie, visited the University of Guelph to participate in the exhibit launch. The ten-case exhibit, that spans three floors of the Library, and its corresponding online exhibit, were created to celebrate the achievements of Clan Leslie, the featured clan of the 2016 Fergus Scottish Festival and Highland Games. The exhibit launch was co-sponsored by McLaughlin Library, the Center for Scottish Studies, and the Department of Art History at the University of Guelph. In addition, the event was live streamed on the Library's YouTube channel.

"Guelph's Scottish Studies collection is unparalleled in North America and it is the contributions from individuals passionate about Scottish history that has helped build such an impressive, important exhibit," said Marian Toledo, PhD candidate in Scottish Studies, Department of History. "Coming to the University of Guelph has been fundamental in my development as a historian and I am eternally grateful to have the opportunity to learn curatorial techniques while creating this exhibit."

ASC is home to the Clan Leslie Collection, the official repository of Clan Leslie Society International. This rich, historical repository complements ASC's distinguished Scottish Studies Collection, which is the largest collection on Scottish history and culture outside of the U.K. The Clan Leslie Collection includes rare books and archival materials, which document the long history of the Clan from its purported progenitor Bartolf, a nobleman from Hungary who came to Scotland in 1067, to the Leslies of the present day.

The exhibit was curated by Melissa McAfee, Special Collections Librarian, Ashley Shifflett McBrayne, Library Associate, Marian Toledo, a PhD student in Scottish History, Chrys Apostolatos, BA student, Art History, Caroline Popiel, BA student, Art History, Desiree Scholtz, BA student, Art History and History, and Judy Wanner, Learning & Curriculum Support Librarian.

STUDENT SUPPORT BY THE NUMBERS

- We delivered a total of **22,904** Learning Commons and research help consultations
- **4,619** unique students participated in Supported Learning Groups attached to **59** sections of **18** courses with **43** course instructors and accounted for **231** hours of course support
- English-as-an-Additional Language learning and writing consultations have doubled in the past two years to **422** consultations delivered this year
- The Student Athlete Mentorship program is offered in partnership with Athletics and provides support to **400** student-athletes
- Library Accessibility Services student consultations increased by almost **160%**
- Students with disabilities increased their use of “alternative-format texts” (supplied by the Library) by **50%**
- **20%** of Learning Commons users are graduate students and most participate in targeted programming such as our Dissertation Boot Camp, Presentation Boot Camp, and our Writing Tune-Up, and Writing in the Sciences programs
- More than **220** students participated in Essay Madness, which provides students with drop-in writing & research assistance



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Join us today to provide leading-edge resources and the highest level of service and support for students, faculty and community members alike!

**Help us to write the next chapter in our story...
please consider donating today!**

Contact Breanna Wells, Senior Development Manager,
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