REINVENT

McLAUGHLIN LIBRARY | ANNUAL REPORT 2016/2017

UNIVERSITY of GUELPH

IMPROVE LIFE.

A MESSAGE FROM THE
UNIVERSITY LIBRARIAN

It's been an incredibly exciting and busy year at the McLaughlin Library. We are undergoing the biggest renovation in the library's history, which is enabling us to create new spaces and to upgrade existing ones.

This renovation project was a direct outgrowth of the Library Master Space Plan (LMSP) addressed in our 2013/2014 annual report. When the federal government announced a Strategic Investment Funding opportunity in early 2016, because of the LMSP, we were prepared to submit a proposal. In August of that year, we learned the library was among the projects chosen to receive support from the federal government.

In the pages of this annual report, you will gain a more nuanced understanding of a range of services we provide to students and to researchers. You will also see that we have welcomed several new librarians to the organization who have brought enthusiasm, creativity, and strong user focus to our services. We are committed to continuing to enhance existing services, while at the same time working to develop new services that will contribute to the University's strategic goal to improve life.

The changes that the current renovations are bringing to the library have provided us with the opportunity to rethink and evolve both what we do and how we do it. The process of reinventing library spaces has helped us enhance the different kinds of support we provide to the University community.

Upon the completion of the current renovations, we will open robust user-centered spaces on the second floor. These spaces include a media studio, enhanced Archival & Special Collections spaces, a flexible learning lab, and a new space dedicated to digital scholarship that we have named the Scholars Studio or S2, all of which have been designed to encourage the University community to come and explore, engage and create.

Along with these changes, I am pleased to share news of my reappointment as the university librarian. With a decision by the provost to separate my two former roles, I am excited to now focus solely on the library where I anticipate we will continue to enhance spaces and services. It's an ambitious time at the University, and the McLaughlin Library is continuing to evolve to meet the needs of our ever-changing user population.

Rebecca A. Graham
University Librarian
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USER EXPERIENCE

User Experience (UX) helps to inform the way we do things at McLaughlin Library—it is helping us better understand our users. The UX team consists of two librarians, Robin Bergart and Juliene McLaughlin. Together they gather qualitative data that shows us how and why students interact with our spaces and our services, while also helping us understand how students experience university learning.

In this year's annual report, we are highlighting two of the studies the team has conducted in the past year—a learning objects study that illuminated what students think about university learning and the services we provide to them, and another that focused on independent study carrels in the library. The carrel study went on to win an award for best fundraising video.

THE LEARNING OBJECTS STUDY
UNDERSTANDING HOW STUDENTS ENGAGE WITH DIGITAL RESOURCES

The Learning Objects Study took place in early 2017. The study engaged 18 participants from the University of Guelph's notoriously difficult first-year chemistry class, CHEM*1050—widely known as "killer chem."

This study was requested by M.J. D'Elia, head, Learning & Curriculum Support. "I asked the UX team to find out how students were reacting to some of our recently created digital learning objects. We already had access to quantitative usage data through CourseLink and YouTube, but I felt we would benefit from a qualitative approach too. The team conducted insightful exploratory interviews and provided us with a rich final report to use in our future planning," said D'Elia.

The UX team invited students to talk about their learning approaches. The team normally conducts their interviews one-on-one—this time, they took a different approach—they met with students together and spoke with one, two, or three students at a time. "We switched up the style and it seemed to work. The students fed off each other really well," said McLaughlin.

Each interview lasted for an hour. The team asked students questions about how they study for exams, and the kinds of material they use to study. They showed examples of learning objects in video form and in print. "For supplementary learning material, video always seemed to win over print. I think this is something that is becoming more and more true—not just for students, but for everyone," said Bergart. Video provides a multimodal experience. This kind of experience allows the user to absorb information in a more engaging way. This multimodal approach is one we are continuing to pursue through the development of digital learning objects.

What impressed the team most was how willing the students were to talk about the ways in which they interacted with learning materials and how determined they were to develop processes of their own. "The students were incredibly self-aware about how you need to approach different kinds of learning, and they were taking multiple approaches to each learning situation," said Bergart.

UX studies teach us about what students are doing, as well as why they are doing those things. These findings will help us refine our efforts to meet the needs of our current students.

> "The students were incredibly self-aware about how you need to approach different kinds of learning, and they were taking multiple approaches to each learning situation," said Bergart.

THE CARREL STUDY
A VIDEO FUNDRAISING PITCH

COLLIN
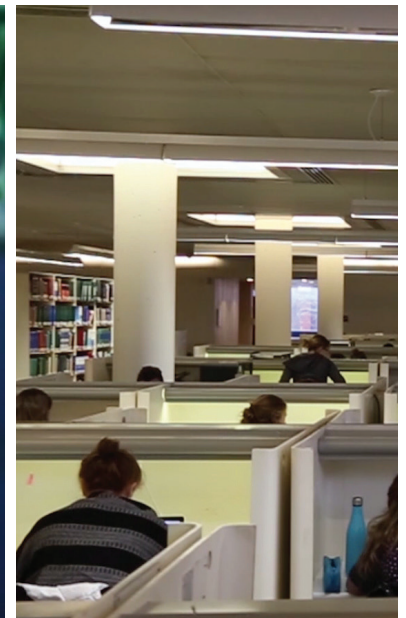
This year, campus academic units were asked to submit fundraising priorities for the consideration of university administration. In response to this request, we chose to create a video fundraising pitch. In the past year, we have created a number of videos. Through this process we have learned something very important—video storytelling is powerful.

The UX team was asked to find out what students thought of our study carrels and use their findings to inform the creation of a video. In order to connect with students who used the carrels, the team left flyers on the carrels asking students interested in sharing their perspectives to contact them. The students who participated in this study were eager to share their thoughts and photos of the carrels, explain why they needed updating, and tell the team what their ideal carrel would be like.

From the many submissions the UX team received, a small group of students were chosen to participate in the video interviews. Once conducted, these interviews were reviewed and pieced together to tell a story. "The students were great in their own words; they gave this really interesting and compelling case that students love this space and that investing in it would be meaningful to them," said M.J. D'Elia, head, Learning & Curriculum Support.

To learn more about the importance of storytelling, and the power of video, we spoke with Daniel Atlin, vice-president (external) at the University of Guelph. "Storytelling is the most fundamental part of communications—that is the way you actually connect with people, that is the way you resonate and have an impact," said Atlin.

Atlin was a member of the panel who

watched the fundraising video. "I like the storytelling that the library did in the carrel video. The individual vignettes about student experiences using the carrels and how they could be improved—I think that it was a great way to use stories to convey the need for change and improvement to the carrels," said Atlin.

Given the positive response the video received from university administration, the carrel video was submitted to a video competition hosted by the Association of Research Libraries (ARL) called "The ARLies." We are proud to say that we won an ARLie for best fundraising video.

The result is a positive one for our users—a large number of the 50-year-old carrels have been replaced as part of the second floor and lower level renovation and are ready for student use this fall, creating a much improved study space for our students.

LIBRARY ACCESSIBILITY SERVICES

Library Accessibility Services (LAS) originated in the 1990s and was designed to provide dedicated support to students with disabilities. With digital resources and electronic databases becoming increasingly popular, it became crucial for the library to provide students with the support they needed—both in terms of assistive technology and alternate format texts.

Today, the LAS team consists of two individuals, Athol Gow, manager, Library Accessibility Services, and Marinette Fargo, library accessibility technician. The team is focused on removing barriers faced by students with disabilities and helping them succeed in their academic pursuits.

Similarly, Student Accessibility Services (SAS) helps students who experience disabilities with full and equitable participation in academics. SAS and LAS work with the same group of students and share common goals—they work together to improve life at U of G. "Library Accessibility Services is one of our most important collaborators, and they provide incredibly valuable support to students," said Barry Praamsma-Townshend, manager, Student Accessibility Services.

LAS uses assistive technology to support SAS-registered students in key academic activities, such as reading, writing, and notetaking. Assistive technologies enable the LAS team to provide students with what they need to be successful. For example, if a student has a cognitive disability like dyslexia they may listen to text-based materials using text-reading software. When a student needs this kind of support, the LAS team creates alternative format texts for them.

While assistive technology has been around for decades, many of these tools are now web-based, or are built into computer operating systems. "It used to be the case that students had to come to our lab to access assistive technology programs, whereas now students can access many helpful technologies wherever they happen to be studying," said Gow. Now that assistive tools are available for smartphones and tablets, these technologies are more accessible, affordable, and offer a less marginalizing experience for those who use them.

The increasing diversity and availability of assistive technology is good news for students. This diversity also changes the role of the LAS team—the team needs to keep up-to-date with new technology, and teach students what options are available to them. For example, if a student likes to handwrite their notes, the LAS team teaches them about smart pens. Smart pens have a built-in camera and recorder, and use special paper, giving the pen the ability to sync written notes with the audio track that is being recorded. The pen helps students quickly and easily find the parts of the lecture audio they need to review without having to listen to the full recording.

"The evolution of technology is giving us the opportunity to help students in ways that we weren't able to in the past, and is also enabling students to learn more independently," said Gow.

WHAT STUDENTS ARE SAYING

"Everyone I have been in contact with is very friendly and willing to help in any way! I feel comfortable asking for help and going into LAS to inquire about things."

"Overall, it has been a fantastic experience working with Athol and Marinette. Both of these people go well beyond any expectations I had. Not only are they very approachable, but they go out of their way to ensure that you are getting the proper tools to be successful at university."

"I have always been so impressed with how everyone is always so supportive, positive, and helpful. The LAS lab has been a total life saver and has given me a great place to study with tools I couldn't otherwise afford!"

EAL specialist, Lenore Latta, at the summer 2017 EAL Graduate Writing Camp.

ENGLISH AS AN ADDITIONAL LANGUAGE

In recognition of the University of Guelph's increasing number of international students, Charlotte Yates, provost and vice-president (academic), approved a budgetary increase to support the full-time English as an Additional Language (EAL) specialist position and provided for the hiring of two graduate student teaching assistants to help with EAL programming. Lenore Latta was hired as the EAL specialist in September 2016.

The library offers a suite of services dedicated to assisting students with EAL. While the library's EAL services are academically focused, they help international students adjust to and excel in life in Canada, and more specifically at U of G by helping students enhance their communication skills.

EAL services are available to undergraduate and graduate students; they include one-on-one consultations, as well as group workshops, such as Write like an Academic, Talk like an Academic, and the EAL Graduate Writing Camp.

"Our programs are designed to help students with specific scenarios that they encounter as international EAL graduate students—like writing an email to an advisor, writing an abstract, or writing a cover letter for a job application," said Latta.

These services provide EAL students with the skills to become stronger writers, listeners, learners, and communicators—skills that will help them in places beyond the classroom.

At U of G, we all have a similar goal—to enable our students to succeed in whatever they choose to pursue. With international student admissions on the rise, we are expanding our services to meet the needs of our growing student body.

WHAT STUDENTS ARE SAYING

"I feel much more confident at expressing my thoughts in group meetings. Becoming aware of my speech patterns and mispronunciations (and of the correct way) made an enormous difference for me. Even in this short time, I was able to modify the way I speak, and I have noticed that it made understanding me much easier. I'm constantly using the skills I learned from Talk like an Academic."

- Seyed Mehdi Ahmadi

"I am very happy that I had the opportunity to attend EAL Graduate Writing Camp. I used to be an English teacher in Afghanistan, but I never had the opportunity to learn how to write academically. I really appreciate the EAL camp group and I highly recommend everyone who needs help to attend this workshop. I also hope the EAL team holds more and more of these workshops for graduate students."

- Nasrin Husseini

EXPERIENTIAL LEARNING LEADS STUDENTS BEYOND THE CLASSROOM

Student experiential learning is of increasing importance to the University of Guelph and the Government of Ontario. It gives students the opportunity to develop skills that enhance not only their learning, but also their résumés.

Since 2013, 70 students have participated in experiential learning projects in Archival & Special Collections (A&SC) that have focused on building exhibits and digital humanities projects.

A&SC has been partnering with the College of Arts, and the School of Fine Art and Music to provide students hands-on experience with primary sources to help tell the many stories of our histories.

TEXTS & TEXTILES
THE LEGACY OF LUCY MAUD MONTGOMERY

The first exhibit of 2017 was curated by students enrolled in the University Collaborative Experiential Exhibition program. The students worked under the supervision of professor Christina Smylitopoulos, School of Fine Art and Music, and Melissa McAfee, special collections librarian, to curate Texts & Textiles: The Legacy of Lucy Maud Montgomery.

The exhibit explored the intersections of textiles and narrative works of Canadian novelist, Lucy Maud Montgomery (1874-1942). Lace, quilts, clothing, photographs, and early editions of her novels from the library's L.M. Montgomery Collection were on display for exhibit goers to view.

The L.M. Montgomery Collection is an important scholarly resource—one that draws scholars, students, and collectors from around the world. "It is comprised of Montgomery's original journals, scrapbooks, and other personal effects, in addition to first editions of her novels, poems, and short stories, and her library, photographs, and miscellaneous archival materials," said McAfee.

"Lucy Maud Montgomery is a much celebrated author, who was genuinely concerned with objects and how they enabled her to mediate her personal experiences and the characters that she created in her books. She curated her own collection of textiles, and thought deeply about her own practice in needlework and craft more broadly, which is an understudied aspect of artistic production in our discipline that is recently gaining momentum," said Smylitopoulos.

The students who participated in the curation of this exhibit were trained in visual analysis, collections management, and interpretation. The goal was to provide students with an opportunity to see how much work goes into developing and mounting exhibitions, and how through their participation in them, students can expand their understanding of different subjects.

Being taught what it takes to create an exhibition while learning about the importance of primary sources was an extremely valuable experience for students. "They surprised themselves with how hard they could work, how important their contribution was, and how much they enjoyed the process," said Smylitopoulos.

This exhibit was co-curated by Mary Rubio, professor emerita, School of English and Theatre Studies; Helen Salmon, collections & content librarian; Ashley Shifflett McBrayne, library associate; Melissa McAfee, special collections librarian; and Desiree Scholtz, graduate student, history and art history.
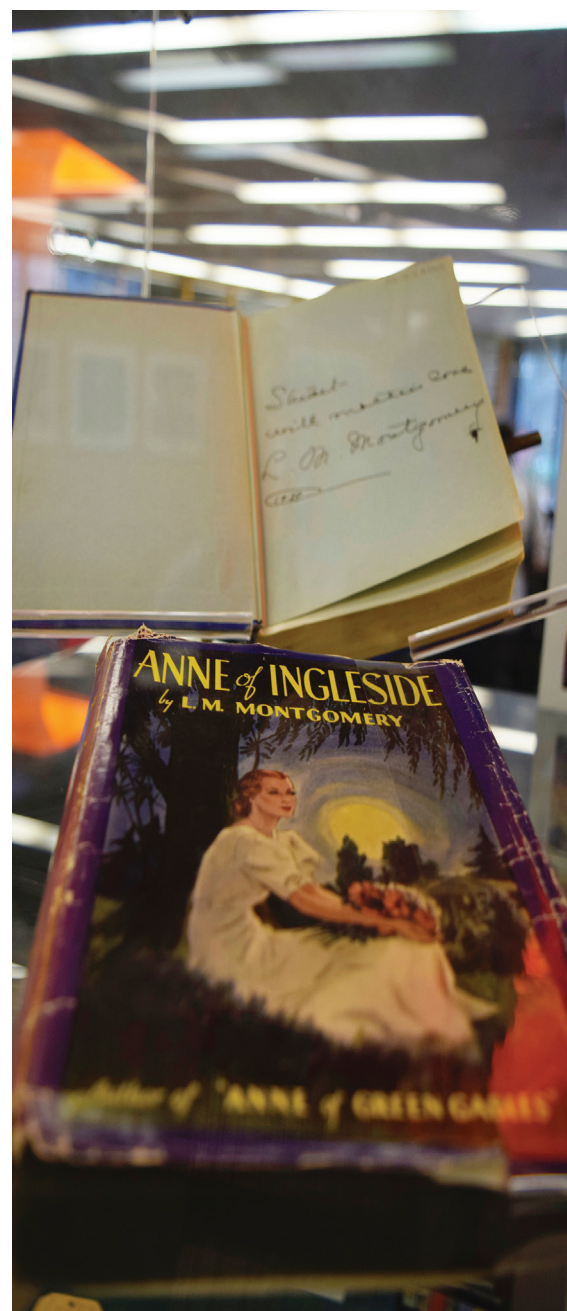
The students of Prof. Beausaert's food history class at the exhibit launch.

Anita Stewart, U of G's Food Laureate speaking at the exhibit launch.

TRIED, TESTED, AND TRUE
A RETROSPECTIVE ON CANADIAN COOKERY

In April 2017, an exhibit called Tried, Tested, and True: A Retrospective on Canadian Cookery was launched. The development of this exhibit was co-directed by professor Rebecca Beausaert, Department of History, and Melissa McAfee, special collections librarian, and was curated by 37 upper-level undergraduate students in Beausaert's food history class.

The exhibit explored what cooking was like in Canada from Confederation to the end of the First World War. Students had the opportunity to use the cookbooks and domestic manuals that are housed in Archival & Special Collections to get a glimpse into what Canadian society was like during that time.

"Historical cookbooks, as the exhibit demonstrated, contain much more than recipes; students learned that cookbooks are history books in themselves, and that much information can be gleaned from them," said Beausaert. These cookbooks enabled students to gain a deeper understanding of a time in history by shedding light on the social and economic environment during Canada's first 50 years after Confederation.

Students quickly learned that many elements go into curating an exhibit. They were able to explore the many facets of the process, which helps them prepare for their futures. "Today, students face a lot of uncertainty when they finish their degrees. The current job market, especially for students who specialize in arts or humanities programs, can be difficult to navigate," said Beausaert.

Curating this exhibit enabled students to work on skillsets that are relevant to many careers, including, but not limited to, research, writing, editing, time management, communication, event planning, archival work, and curation. "Experiential learning can give students a leg up when they enter the workforce, and it also makes the learning process more enjoyable," said Beausaert.

This exhibit was accompanied by an online exhibit, which was curated by independent study students Stephanie Reynolds-Badder, history, and Kristyn Pacione, anthropology, who were supervised by McAfee. To view the online exhibit, visit https://digex.lib.uoguelph.ca/exhibits/show/tried-tested-true.

DID YOU **KNOW** ?

To commemorate Canada's sesquicentennial, the University of Guelph's Office of Research featured 150 Innovation Projects from U of G. The McLaughlin Library's Culinary Arts Collection was chosen to be featured. The Culinary Arts Collection is one of the largest in North America—its holdings include approximately 18,000 books and archival materials, dating from the 17th Century to present day.

THE LARGEST RENOVATION IN OUR HISTORY

The McLaughlin Library's renovation and renewal project began this year. Through the Strategic Investment Fund (SIF), the Government of Canada has invested close to $2 billion and has worked with provinces and territories to transform colleges and universities into some of the world's greenest, most innovative post-secondary institutions. In August 2016, the University of Guelph became the recipient of a SIF from the federal government. This investment will go a long way towards the University's goals for sustainability, infrastructure reliability and saving energy costs—all of which help to improve life.

The McLaughlin Library was awarded a SIF that was augmented by an investment from the University that brought the project up to $16.1 million. This funding helped support the renovation on the library's second floor. "The SIF allowed us to embark on our largest space renewal project to date and to begin to realize visionary elements from the Library Master Space Plan completed in 2014," said university librarian, Rebecca Graham. The library also received University funding for a $5 million project to renovate the lower level and to install compact shelving.

The effect of the renovations can be seen throughout the entire building. The windows have been replaced, the washrooms are now upgraded, and the signage is fresh—directing people to our new spaces.

LEVEL 2 STUDENT USER SPACE WITH FEATURE WALL

WHAT'S CHANGED

The second floor is now a hub of collaboration and discovery. It is home to new spaces for the library's Archival & Special Collections (A&SC), a new space to support collaborative digital scholarship, and a new media studio.

A&SC has a brand new reading room, a seminar room, and a year-round exhibit space located on the second floor. By bringing the reading room and seminar room up to the second floor, and designing a year-round exhibit space, we are encouraging people to engage with our archives in a more direct way. We want people to know the archives as a place of exploration and discovery. "We are very excited about the library renovations and the indication that exhibitions will remain an important part of the library's new facilities," said professor Christina Smylitopoulos, School of Fine Art and Music.

The Scholars Studio complements The Humanities Interdisciplinary Collaboration (THINC) Lab, which was built in support of professor Susan Brown, School of English and Theatre Studies, and Canada Research Chair in Collaborative Digital Scholarship. "THINC Lab being embedded within the digital scholarship space, while also having the archives, and the media studio nearby, will create an ecology of people, equipment, and skills that will help advance digital scholarship on campus," said Brown.

The second floor now also features a media studio that will allow students and researchers alike to access state-of-the-art technology and to get the kind of support they need in

LEVEL 0 GENERAL COLLECTION AND STUDENT USER SPACE

creating digital projects. "The media studio is adjacent both physically and in the service model to the digital scholarship space. It brings with it a lot of new opportunities for undergraduate students to try different things, use different media, and explore different modalities to showcase their learning and research," said Amanda Etches, associate university librarian.

The library's second floor has been transformed to be a creative, collaborative space—a space where we can continue to

expand technology-based practices to help the University community undertake and share its research.

The lower level has gone through an extensive transformation. The addition of new compact shelving for general collections has made room for increased user space throughout the building—a goal we have been planning for since the creation of the Library Master Space Plan in 2014. New study carrels and alternative student user space has been developed on the lower level, creating a

modern, open concept flow throughout the floor. The remodeling of the lower level made it possible to enhance the storage in A&SC, as well as the team's workspace. It also led to the creation of a new open concept staff workspace.

These renovations are the beginning of many things for us at the McLaughlin Library—they allow us to reimagine where we are headed and will help us pave the way forward.

LOOKING TO THE FUTURE

While the past year has seen many changes, there are many more to come. Moving forward, we have plans to make changes to the first floor to make it more inviting and better functioning.

With some of the demolition work already complete, we plan to move forward with opening up the first floor to allow more natural light to filter through. The new space will be multipurpose in nature and will be enclosed by glazed glass. The design of this space will provide us with the flexibility needed to accommodate for programming, events, and meetings.

Another big change the library will embark on moving forward is the relocation of the building's entrance. The new entrance is to be located on the building's north side, looking onto the University's beautiful Johnston Green.

"A new entrance is sorely needed—the current entrance is in a challenging location given how busy the campus is these days. A number of alternatives were considered in the Library Master Space Plan with the north end determined to be the best location," said Kelly Bertrand, director, Organizational Services, and chair of the Library Building Committee.

The Library Building Committee asked architects to provide designs for an entrance that is appropriate for the library's yearly traffic, "They came back with one that is double the size of what we have now," said Bertrand. In 2016/2017, the library had 1,545,100 visits. The library's current entrance was built to accommodate 10,000 students, whereas U of G's student population is now closer to 24,000.

The new entrance will help keep the cold air out in the winter, and the warm air out in the summer. This change will provide a more welcoming space, increased safety, and an enhanced drainage system.

This newly envisioned entrance will transform the aesthetics of the building while also providing a vastly improved means of egress to and from the building. The entrance will provide direct access to front line service areas providing better overall function—ultimately, drawing people in and leading them directly to the Ask Us Desk, a place many students visit for information and guidance.

As all libraries do, we will continue to evolve and reinvent our spaces and services to meet the needs of our ever-growing and changing user population.
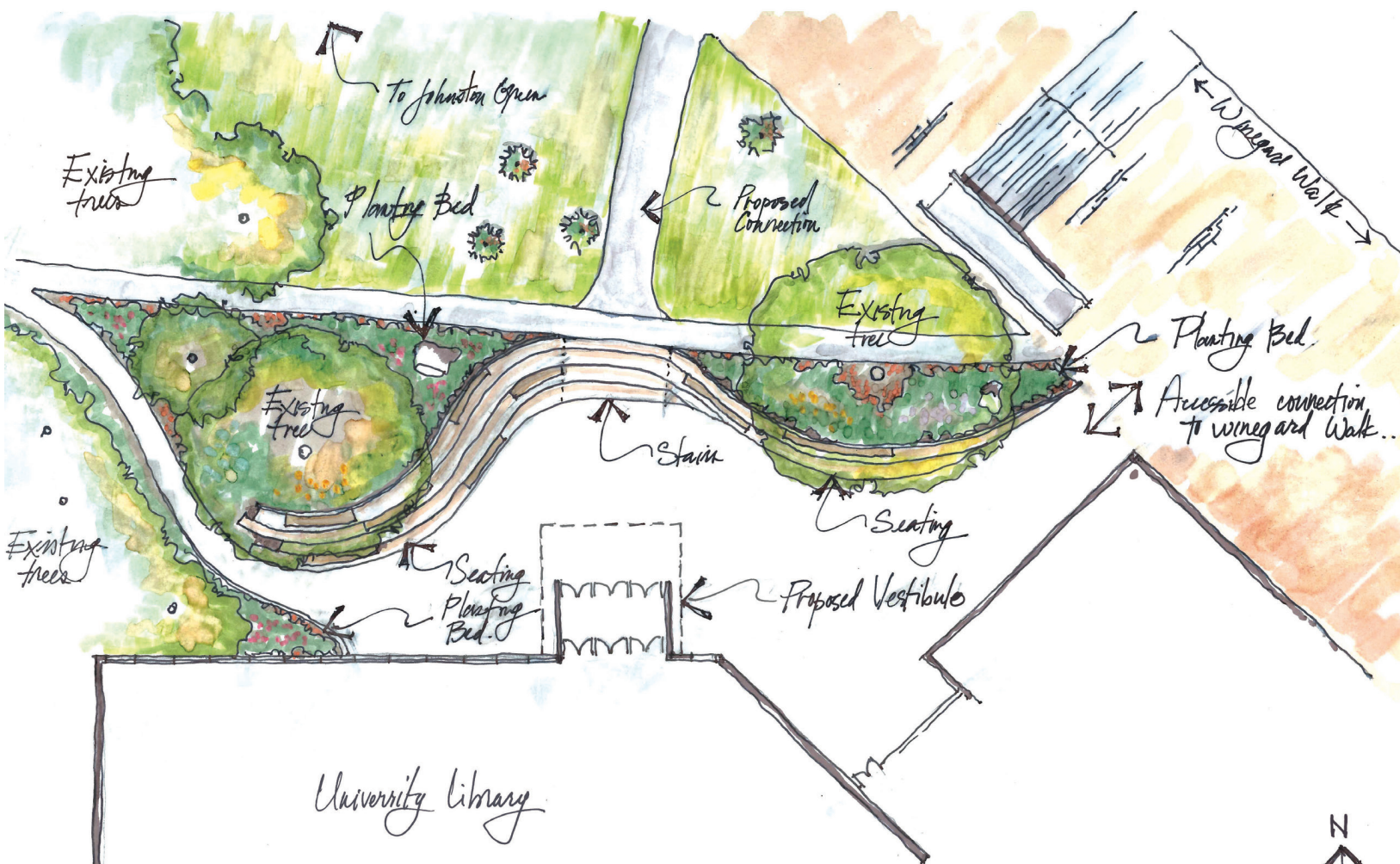
DIGITAL SCHOLARSHIP
GIVING OUR SERVICES A NEW HOME AT THE SCHOLARS STUDIO

The Scholars Studio was created to support researchers who are using digital tools to enhance their research. Digital scholarship work is not new to the McLaughlin Library—the Research & Scholarship (R&S) team has been working in this domain for almost a decade—but it was time to give it a dedicated space.

While the library has been supporting digital scholarship for quite some time, the services have sometimes been difficult to find as they were distributed across the library. The Scholars Studio provides a hub with expertise, technology, services, and programming. It is a place where people can go to get the support they need for their digital research projects.

"In many ways, it's a partnership—providing the infrastructure and the expertise to support digital projects on campus. It's not just a library thing, it's a whole University thing," said Amanda Etches, associate university librarian. This partnership means working closely with Computing & Communications Services, the University's central IT organization, and the Office of Research to provide the support digital projects need.

"The Scholars Studio will provide a physical and virtual home. It doesn't mean that all services or expertise live in the library, but the library is the host that brings together all the nodes of that expertise on campus," said Etches.

The Scholars Studio offers variety—both in its services and in its space. The space is full of moveable furniture to accommodate a variety of activities—researchers can use the space to do data visualization, work with their research team, or attend workshops or presentations.

The space offers workshops and support on all things digital, "We have a lot of internal expertise—we have user experience experts, geographic information system experts, data experts, visualization experts, copyright experts—we have all of these people who are able to offer workshops, and do point-of-need requests," said Amy Buckland, head, R&S.

The goal is to be the hub for this kind of discussion on campus. "We want to be the resource for questions, so if we can't solve your issue—we know who can, or we can point you in the right direction," said Buckland.

"We want to be the resource for questions, so if we can't solve your issue—we know who can, or we can point you in the right direction," said Buckland.

DIGITAL HUMANITIES

The Humanities Interdisciplinary Collaboration (THINC) Lab opened in the library in October 2016, in support of professor Susan Brown, School of English and Theatre Studies, and Canada Research Chair in Collaborative Digital Scholarship.

"We're very appreciative that we have this central space to highlight digital research particularly coming from the arts and interdisciplinary initiatives involving the arts," said Brown.

Over the past year, the space has given those affiliated with THINC Lab a sense of focus and has allowed them to advance their research. THINC Lab was set up in a flexible way to provide a congenial setting for collaborative work sessions and meetings, and a room to host talks and workshops. "THINC Lab's space provides an important hub for teaching and learning that highlights the library's exciting, evolving, and expanding role at the center of digital scholarship," said professor Kevin James, Department of History.

This year, THINC Lab will live in conjunction with the Scholars Studio. Collectively, the spaces will work alongside one another to provide support to all researchers on campus.

"We will do a lot of co-programming; everything that happens at THINC Lab is digital scholarship," said Amy Buckland, head, Research & Scholarship, "This is a complete partnership because we have the same ethic—we want to help researchers do new things with digital tools."

THINC Lab focuses on digital methods for humanities, interdisciplinary, and collaborative research. It's a space for research and training, and is also a working lab, with fellows, faculty seed grants, and a number of research projects affiliated with Brown's work.

The workshop with the largest attendance at THINC Lab this year was "Art+Feminism Wiki-a-thon," which was held in conjunction with professor Margot Irvine and the School of Languages and Literatures. The workshop had 35 participants who collaborated to improve content on women and art in Wikipedia.

One of the things people like best are the small workshop sizes: "It makes a big difference in the way people interact with the material and learn how to use digital tools," said Kimberley Martin, the Michael Ridley postdoctoral fellow in Digital Humanities.

WHAT PEOPLE ARE SAYING ABOUT THE WORKSHOPS

"Content was right on target. Discussion was robust and well facilitated. A very positive experience."

"Learned a ton, left feeling excited about research."

"The entire atmosphere was inviting and invigorating."

"I learned so much, and it is all immediately helpful to my work on my DH project."

"I wish that I had a chance to experience more than one!"

AMY BUCKLAND
HEAD, RESEARCH & SCHOLARSHIP

Why were you drawn to working at U of G?

I think the biggest draw for me coming to work at the University of Guelph was the people who work here already. They're extremely well versed in what they do, so it's a wonderful opportunity to get to work with experts in the field. We have research data management experts, we have UX experts, we have all these awesome people who are known in the field for what they do, and the opportunity to learn from them was just too good to pass up.

What do you love most about your role?

There's so much opportunity right now to engage with the community around research output and impact, partially driven by outside forces like new funding agency requirements, and the open access movement which more and more researchers are becoming a part of. The R&S team is eager to be "out in the wild" supporting researchers in their labs, helping graduate students figure out how to navigate the scholarly landscape, and helping all of campus figure out how to manage and share their research data.

What projects are you most passionate about right now?

Research data management is really picking up a lot of speed in Canada thanks to a number of national data initiatives. Carol Perry, R&S librarian, is one of the leading experts in research data management in Canada, and she works here, so there's a lot of opportunity to really support our faculty with all of their research data needs. The library already offers a number of data services, but we're eager to help everyone on campus share and preserve their research data—their scholarly output in general—in a truly sustainable way. With the opening of our new space in the library, we have a home base for those who want to get help with a data issue, learn how to share their research with the world, or just talk about their research needs with a librarian.

I'm also excited that the open educational resources movement has good traction on this campus and that the students are so strongly behind it. I think now is the time to make the switch to open educational resources whenever we can, and we can very often. I'm really excited to watch that grow and flourish on this campus.

ALI VERSLUIS
RESEARCH &
SCHOLARSHIP LIBRARIAN

The thing I like best about my job is that I get to do a lot of different things that I'm really passionate about—work relating to scholarly publishing, open access, open data, and open education. What I love most about it is that it's always changing, so I'm always motivated to keep learning and stay engaged.

I'm really excited about the work I'm doing with Open Educational Resources (OER). We're involved in an institutional taskforce on OER and affordable course content. The movement's pretty new, so there's a lot of enthusiasm and momentum, and there's institutional support. It embodies a lot of things that the University strives for and thinks are important—things like improving and strengthening pedagogy, and placing the learner at the center of all that we do. OER offers a lot of opportunity for instructors and students to get engaged with their teaching and learning—I think that's a really transformative, powerful thing.

JULIENE McLAUGHLIN
USER EXPERIENCE
LIBRARIAN

I love that every day's different. I'm a naturally curious person, so it's really fun to get to talk to all of our different users—staff, faculty, and students—about aspects of the library—our website, our space, our programs, and our services. I love starting to understand our users as complete people. Hearing their stories and how the library fits into that is so interesting and most often inspiring.

Robin Bergart and I are the two UX librarians here, and I think that we can really make a difference. We have a fresh crop of students coming in every year, so it can be hard to stay on top of it because it's a moving target all of the time. That's why I think our roles are so important—we are not necessarily front-facing, but we are going in-depth to understand the whole experience of a student.

NEW LIBRARIANS SYMPOSIUM

The New Librarians Symposium (NLS) is an annual meeting of new information professionals. It's the brainchild of Ali Versluis and Juliene McLaughlin. It was organized with the intention to help new information professionals learn from one another by getting together and sharing their experiences. It gives attendees a unique and safe space to have difficult conversations—this is something attendees have been very appreciative of. So far, there have been two iterations.

Over 100 professionals have participated in the NLS since its inception. The theme for the 2017 NLS was "Overcoming Obstacles," and featured a variety of talks, and a workshop on imposter syndrome.

Some topics included in this year's program were: overcoming failure, leadership from all levels, managing workload, making the most of out of contracts, learning to express dissent in healthy ways, burnout, managing work-life balance, and managing and instigating change.

KAILEY BRISBIN

METADATA LIBRARIAN

JOINED McLAUGHLIN LIBRARY MAY 2016

I like having the opportunity to be involved in a variety of work, tasks, and projects and to collaborate with colleagues from different teams in the library. Although I work primarily with metadata and electronic resources, I also get to work on things like library course guides, social media, and promoting open access. It's a variety of exciting work that's always different and changing.

I'm part of the Exam Stress Busters Committee, and we've been brainstorming and planning events and activities for the fall 2017 edition of Exam Stress Busters. Being involved with this initiative gives me a chance to connect directly with students, which isn't something I always get to do, so it's pretty exciting and fun!

MELANIE CASSIDY

LEARNING & CURRICULUM SUPPORT LIBRARIAN

JOINED McLAUGHLIN LIBRARY OCTOBER 2016

My favourite thing about my job is that I get to interact with undergraduate students a lot and my position is very focused on supporting them. I really like their energy and enthusiasm when they're just getting to know the subject matter. Building relationships with students is so fulfilling—I feel like I'm getting to know the people I'm supposed to be supporting and helping.

In my own research, I'm currently looking at the way information literacy concepts are understood by comic book artists. When we talk about information literacy, we're framing it around writing, we're framing it as text-based objects, and we're putting it in an academic context. I'm interested to see how people understand information literacy outside of academia and outside of text-based contexts.

JACQUELINE KRELLER-VANDERKOOY

LEARNING & CURRICULUM SUPPORT LIBRARIAN

JOINED McLAUGHLIN LIBRARY OCTOBER 2016

I love that I get to work with students and that I get to teach. Those are the two joys of being a librarian to me. I also really love doing research consultations—I'm a curious person and love to learn. Every day I get to learn something new that I can't anticipate in advance—it's one of the best parts of my job.

I also think my colleagues are amazing. We have the same mission and we're always learning from each other, but at the same time we're all coming at it from different perspectives and backgrounds. I find that really helps us advance what we're trying to do. It makes it really fun to work with them because we have great conversations and we discuss and work towards goals that we all think are important. It's really nice to have colleagues who are equally engaged in the work.

HEATHER MARTIN
COPYRIGHT OFFICER

Tell me about your role as Copyright Officer.

My role is to assist people in their use of copyright-protected materials. Whether they're being used for teaching, for research, for doing a presentation—any way that people need to incorporate copyrighted material into their work—it's important to have an understanding of copyright. I see my role as one of raising awareness about the laws and policies that govern the use of copyright-protected works on campus. I can also guide people, and help them find solutions, when they have very specific questions about using copyrighted works in particular contexts.

What do you like best about your role?

The best thing about this role is that I get to connect with people all over campus. It's great having conversations about copyright! There are a lot of misconceptions out there that I'm able to dispel. We are fortunate in Canada to have a very progressive Copyright Act, with exceptions, such as fair dealing that allow for a range of educational uses. The library also spends millions of dollars to provide licensed resources that are available for everyone at the University to use. It's rewarding to be able to make people aware of the options that are available when using copyrighted works. Also, copyright literacy is critical, and I like to advocate for that.

Who do you think copyright literacy is critical for?

I think it's critical for everyone and not just at the University. Every Canadian, and everyone who lives in this country should have a basic understanding of copyright. We all use copyright-protected works on a daily basis, and we also create works that are subject to copyright. So we should understand the rights that creators have to be compensated for their work, as well as the Copyright Act exceptions that permit fair uses of those works. At the University, it's especially important because activities, such as teaching, learning, and research, depend on the ability to make educational uses of copyright-protected works. To not understand how that's enabled, or even know if it's possible or not, is problematic.

This year, the Copyright Act is being reviewed, and fair dealing will be one of the issues being debated. Everyone at the University needs to be aware of how essential fair dealing is to the everyday work of teaching, research, and scholarship, and what the impact would be if we didn't have it. Fair dealing enables the library to deliver research and study materials through interlibrary loan and course reserves. Instructors use it to make content available via CourseLink. Researchers need to be able to share content with other researchers. We tend to take it for granted, and now is the time to speak up about the critical role of fair dealing in enabling access to information, not only in higher education, but for all Canadians.

REMEMBERING ANDREA

This year we lost a much beloved colleague, Andrea Humphrey (née Karpala). Andrea joined the Communications department in 2012. She quickly became an integral contributor and was also an active and sought after campus communicator.

Andrea contributed in many ways during her time at the library—she was a key developer of the library's social media accounts, annual reports, and contributed significantly to the development and marketing of the library's Take A Paws event, which has been increasingly successful since its debut in April 2016.

Andrea brought enthusiasm to everything she was a part of—she was quick to volunteer and highly organized. She brightened every room she entered and energized every event she attended. While she will be missed, her presence will live on through her contributions over the years to the library and to the University community.

We asked Jane Dawkins, marketing communications officer, Ontario Veterinary College, and co-marketer of Take A Paws, to share what it meant to her to know Andrea:

"Andrea was many things to many different people: a friend, a confidant, a mother, a wife, a colleague. She was an ear to listen and a champion of the people around her. It is rare to find and connect with someone like her. She was a true leader and someone I feel very lucky to have called my friend.

When we first met, we connected instantly over our love for social media. I often referred to her as "my favourite person at the U of G." Her ability to celebrate and place value on other's skills was incredible. She always reminded me to be my best, to hone and recognize my own talents and to give back by sharing my expertise with others.

I worked on several projects with her, one being Take A Paws—a signature event that brings therapy dogs to campus to help reduce exam stress for U of G students. We were proud of the event's success, the collaboration, and what it gave to students. Search #UGStressBusters on Twitter and Instagram to see photos and videos of its amazing success.

If there is one word I could find to describe Andrea, it would be spirit, and if there is any advice I can pass on to you in that spirit, it would be: 'Go out there, believe in yourself, and be amazing!'"

**Your support makes what we do possible.
Help us provide leading-edge resources, and the
highest level of service and support to library users.
Consider donating today!**

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