[LIBRARY REVIEW: CAMPUS CONSULTATION DOCUMENT]
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1. Message from Mark Haslett, University Librarian

The Library has a history of engaging in periodic reviews. We initiated the current strategic Library Review in the fall of 2011. It is very much an iterative process that is about building on our strengths, engaging broadly with our users and each other, and being strategic and forward looking.

The landscape of academic libraries has changed significantly. There has been a digital revolution (e-journals, e-books, e-readers, e-everything); significant shifts in the scholarly communications environment are underway (from nation-wide licensing of e-resources to open access publishing to major changes in the copyright environment to the need for stewardship of digital assets and data); and we are all challenged with navigating an increasingly complex and rich information environment. These are just some of the developments transforming how students, faculty, researchers and staff at the University of Waterloo access, comprehend, and share information every day.

Running in tandem with and informed by the University’s Mid-Cycle Review (MCR) and other strategic planning activities across campus, the Library Review sets the stage for a renewed annual planning and priorities setting process that will enable the Library to stay ahead of the curve by ensuring that our staffing, budgets, resources, and services are appropriate for the new evolving environment and are aligned with both the University’s and Library’s strategic directions and priorities.

This Campus Consultation Document summarizes the work that has been accomplished to date during the Library Review. Most importantly, it introduces four draft strategic directions that have the potential to directly and positively impact the Library’s ability to leverage, strengthen, and advance the MCR key goals. Proposed recommendations prepared by four working groups are also outlined.

As the Library Review continues, I am pleased to present this consultation report for comment and input. In particular, I would appreciate any comments you may have regarding:

- The four emerging directions. Do they make sense? Do they resonate?
- The proposed recommendations prepared by four working groups. As we move forward, we will need to decide which of these we would act on, have the capacity to address, and in what time-frame. Are there recommendations which you strongly support, question, see partnership opportunities for, or would like to see strengthened.
- Are there things missing which you might have expected to see and/or you would like to comment on?

I welcome your feedback. Any and all input is appreciated.

Finally, I gratefully acknowledge the hard work that many individuals from within the Library and across campus have already devoted to this Library Review.

K. Mark Haslett
University Librarian
Ext. 33568
2. Introduction: The Library Review Process

An outline and further information on the Library Review and the work accomplished to date is available on our Library Review website.

To date, the Library Review has included:

- **A Library Self Study**
  - A series of facilitated self-assessment activities, including committee and department self-studies and SWOT analyses
  - A day-and-a-half facilitated retreat involving twenty three library staff members
  - In-depth studies by four working groups in areas of significant strategic importance:
    - Advancing Research and Scholarship
    - Enabling Student Success
    - New Skills for New Times
    - New Spaces for New Times

- **A Strategic Directions and External Review Process now underway which includes**
  - Development and refinement of strategic directions
Consideration of how Library Review findings are aligning with the Mid-Cycle Review and Faculties’ strategic planning activities

A review and revision of the Library’s mission statement

External consultation with the campus community

Throughout the Library Review, we have broadly engaged with library staff and stakeholders from across campus. The four working groups each included at least one individual from outside the Library. External members on the working groups included undergraduate and graduate students, and faculty and staff from the Centre for Career Action, Office of Research, Student Success Office, and the Office of the Associate Provost, Resources.

In addition to assessment activities conducted by the working groups, a Data Support Group facilitated data collection exercises to engage the community and learn more about their habits and needs. The Group conducted focus groups, interviews, and guerrilla surveys with undergraduate and graduate students. The Group worked closely with Institutional Analysis and Planning (IAP) and considered performance indicators.

To arrive at strategic directions and recommendations, the working groups were asked to be both reflective and explorative – to take a strategic view of their topic, to engage with campus stakeholders and examine external comparators, and to also keep in mind “do-ability” of their investigations within a tight timeframe. More specifically, they were asked to:

- Consider and outline the Library’s current strengths in their area of investigation
- Conduct an environmental external scan
- Engage with stakeholders and users regarding their expectations and how well the Library is meeting them
- Consider future opportunities
- Look towards 2017 to identify realistic aspirations
- Identify challenges & gaps (e.g. aspirations vs. current reality)
- Consider and ensure consistency with campus directions, e.g. MCR foundational pillars, Faculties’ strategic planning, etc.
- Consider and explore the relationship to other campus activities

This Campus Consultation Document combines and summarizes the work that has been accomplished to date in the Library Review, with a primary focus on the strategic directions and overarching recommendations developed by the working groups.

The working group reports are now accessible on the Library Review website. You are encouraged to explore these as you consider the findings of the groups.
3. Moving Forward – Partnerships and the MCR Goals

The University of Waterloo Library has a proud history of innovation and entrepreneurship in service to Waterloo students, faculty, and staff. Guided by the Library’s Mission Statement (Appendix A) and in recent years by a focus on the three strategic areas of e-initiatives, space, and student experience, we have enjoyed many accomplishments (Appendix B). At the same time, we have also faced considerable challenges (Appendix C).

To move forward effectively, we are now positioning the Library to leverage, strengthen, and advance the MCR key goals. Already, the Library’s emerging strategic and enabling directions are aligning with and supporting the MCR key and enabling goals.

<table>
<thead>
<tr>
<th>MCR Key Goals</th>
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The Library’s emerging strategic and enabling directions

- **Advance research and scholarship** by partnering with researchers and scholars in the production, dissemination, and preservation of knowledge
- **Enable student success** by providing measurably effective education, outreach, and information services and resources
- **Foster staff creativity, collaboration, and pro-active skills development** and expand the infrastructure for staff training and development
- **Address critical space needs and establish a framework for agile space management** that is responsive to ongoing campus needs

To further our efforts in these areas, partnerships will be key. They are the lifeblood of many critical services provided by the Library. Within the University, we regularly collaborate with a wide range of units and actively participate on campus committees such as the Faculty Councils, Senate, Senate Undergraduate Council, and Senate Graduate & Research Council. We also participate in numerous external consortia and associations to share technological infrastructures, leverage large-scale resource purchasing and licencing initiatives across universities, and collaborate on various public policy matters (Appendix D).
4. Strategic Directions

4.1 Advancing Research and Scholarship

Strategic direction: Advance research and scholarship by partnering with researchers and scholars in the production, dissemination, and preservation of knowledge

The Library is an effective and trusted steward of scholarly resources to advance research and scholarship at Waterloo. In the University’s research-intensive environment, the Library is called on to support research at all stages of the research cycle – from idea generation, to research process, to publication.

The Library’s role in supporting research and scholarship throughout the research cycle is evolving around four emerging themes: 1) the stewardship of digital content, 2) increased collaboration and engagement with the academic community, 3) the integration of special collection resources within curriculum and scholarship, and 4) resultant new roles for library staff.

Overarching recommendations to further this strategic direction:

- Play an integral role in managing research data
- Invest in institutional repository development and Open Access hosting
- Retain our liaison librarian model while evolving staff roles to match new directions
- Consider emerging specializations that are relevant to support research in the library of the future
- Systematically assess collections and services in support of research in existing and emerging areas
- Build and share expertise on the continually-evolving research management tools that enable scholars to organize/share/collaborate
- Be a responsible steward of unique and local collections

The final reports of the four working groups provide further background and details.
4.2 Enabling Student Success

Strategic direction: Enable student success by providing measurably effective education, outreach, and information services and resources

The Library’s commitment to student success has been articulated in our long-standing mission to promote lifelong learning, heighten intellectual curiosity, and enhance creative and critical thinking skills. The Library aims to collaborate broadly with campus partners as the University continues to build an integrated approach to enabling student success.

The Library’s role in enabling student success is evolving around five emerging themes: 1) supporting deep learning and academic success, 2) assessing library services and resources, 3) enhancing awareness of library resources, services, and programs, 4) collaborating with faculty, staff, services, and departments on campus, and 5) offering seamless, convenient access to library resources and services.

Overarching recommendations to further this strategic direction:

- Support deep learning and academic success by participating in the education of students with respect to the development of information seeking skills that support scholarly research and lifelong learning. A deep learning strategy guides the Library in its implementation of this goal

- Make assessment a normal part of library staff’s work practices, undertaken regularly in support of priority setting and yearly planning

- Make students, faculty, and staff acutely aware of the library services and resources that are useful to them or their target audience(s)

- Regularly review and enhance the Library’s outreach and marketing strategy through engagement with our users

- Communicate more effectively how the Library enhances students’ academic success – especially to incoming students

- Collaborate regularly with faculty and staff and other groups on campus who interact with students and enable their success

- Enable intuitive, seamless, and convenient access to the Library’s resources for users, using state of the art technological applications
4.3 New Skills for New Times

Strategic direction: Foster creativity, collaboration, and pro-active skills development and expand the infrastructure for staff training and development

The Library recognizes staff as its “greatest resource” and maintains a long-standing commitment to staff training and development. To enable staff to respond effectively to emerging campus needs, the Library invests in skills development and expands its training infrastructure to positively impact staff at all levels. Library staff need to be able to incorporate new skills and knowledge through frequent re-evaluation of how they approach their work. Staff training and development is evolving around six themes: 1) priority-setting, 2) fostering a culture of collaboration and sharing, 3) managing change, 4) enabling staff innovation, 5) planning process for skills development, and 6) enhancing training processes in the Library.

Overarching recommendations to further this strategic direction:

- Ensure that priority-setting skills are learned and practiced at every level
- Foster active collaboration and partnerships among management, supervisors and non-supervisory staff
- Foster knowledge sharing, skills sharing, and collaboration across departments, across committees and peer-to-peer
- Ensure that change management skills are learned and practiced at every level
- Establish mechanisms and resources to allow staff to pursue new ideas and ways of thinking
- Maintain a formal, ongoing commitment to assessment, identification, and development of knowledge/skills as part of an overall planning process
- Develop succession planning guidelines
- Ensure that in-house staff trainers have well-developed training skills
- Create a central repository of training materials and training opportunities to enable staff to access appropriate training at the time of need
- Develop a formalized follow-up process for all staff training that involves reflection, practice, and assessment
4.4 New Spaces for New Times

Strategic direction: Address critical space needs and establish a framework for agile space management that is responsive to ongoing campus needs

The Library’s stacks and Annex storage facility are rapidly reaching capacity. This means that the Library’s collection has very little room for growth – an unsustainable situation given the need to continue to purchase print books within a nascent scholarly e-book environment.

Library and campus study space placed well below average in the Council of Ontario Universities’ (COU) Inventory of Physical Facilities. COU’s inventory compares the actual space each Ontario University has to the required space based on the student population.

The Library needs creative solutions to address space needs in the short term and a flexible framework for space management in the longer term. We are committed to improving and optimizing library spaces with a focus on four areas: 1) collection space, 2) user space, 3) service points, and 4) staff space.

Overarching recommendations to further this strategic direction:

- Secure new high-density storage for valued, but lesser-used, materials to allow for a decade of collection development
- Designate the open stacks for the most active items in the print collection
- Create a user-focused environment with high-quality research, study, and learning spaces
- Establish a target and action plan with campus partners for providing the appropriate amount of research, study, and learning spaces across campus
- Design instructional spaces to optimize the teaching/learning experience
- Optimize service points to enhance user and staff experience
- Design staff work spaces to be flexible, pleasant, ergonomic, and functional
5. Next Steps

As we enter the final stages of the Library Review, we are looking forward to receiving input on this consultation document from the broader Waterloo community. We will provide opportunities for further engagement with campus stakeholders and others.

To complete this strategic Library Review, we will:

- Look to refining and strengthening our strategic directions based upon input received.
- Continue a review and revision of the Library’s Mission Statement
- Prepare a Final Library Review Report for the Vice-President, Academic and Provost

We will also in tandem and as we move forward:

- Prepare for a renewed annual planning and priorities setting process
- Take action on some of the proposed recommendations as opportunities present themselves, and lay the groundwork for actions on others
- Work to align with and support, strengthen, and leverage the MCR goals
- Identify new roles and new approaches for the Library and Library staff
- Build capacity where gaps exist, both in expertise and infrastructure
- As always, look to further partnership opportunities
Appendix A: The Library’s Mission Statement

The Library’s mission statement is now under review with further consultation being planned.

At the December 2011 retreat, participants agreed that the current mission statement remains relevant but that some of the language is dated. The New Skills for New Times working group affirmed this view, noting that, “An important discovery that we made is that many of the themes that have arisen over the last few months are already stated as values in the Library’s mission statement.”

The Library’s current mission statement:

The University of Waterloo Library contributes to the achievement of the University’s goals by collaborating with other members of the University community in teaching, research, learning and service.

The Library is committed to the following values:

- lifelong learning
- equitable access
- intellectual freedom
- confidentiality of access and records
- communication and cooperation
- continuous improvement

Client needs are primary, and the Library’s goal is to create an environment for our clients to:

- become more informed and knowledgeable
- enhance their creative and critical skills
- be inspired by intellectual curiosity

The Library’s greatest resource is staff, and it is our goal to be:

- guided by the mission
- client-focused
- empowered
- innovative and flexible

The Library trains and develops staff and provides the intellectual and physical environment to:

- identify the information needs of the client community
- relate those needs to available resources
- provide access to those resources
- facilitate the productive and proficient use of those resources
Appendix B: The University of Waterloo Library Today

The University of Waterloo Library connects students, faculty, and researchers with the information resources and services they need, when they need them – whether this means access to e-books and e-journals, study spaces for students, or workshops for faculty. As one of the University’s busiest physical and virtual hubs, we welcome up to 17,000 visitors through our doors every day and millions of visits to our website each year.

A History of Innovation

The Library has a history of innovation and entrepreneurship in service to Waterloo students, faculty, and staff. Consider some of our firsts in recent years:

- The first Canadian research library to implement radio-frequency identification (RFID) technology for collections control and security. The Library’s Inventory and Security Implementation Group was awarded one of the Waterloo team awards for “Fostering Innovation, Major Efficiency Improvements, and Achievement of a Major Project”

- Created Canada’s first online thesis repository. The campus e-theses team, of which library staff were notable leaders, was also a recipient of a Waterloo Team Award

- Partnered with a Waterloo Engineering IEEE journal editor to develop Engine, an open access, pre-print server

- One of the first libraries in North America to collect materials on nanotechnology

- The first academic library in Canada to be completely enabled for wireless

- The first library in Canada (alongside Queen’s University) to dedicate targeted funds for a librarian to oversee services for persons with disabilities. This led us to create the Adaptive Technology Centre in the Dana Porter Library

Recent Accomplishments

The Sixth Decade Plan states:

“A strong and vibrant library is a vital component of an excellent teaching and research intensive university. The Waterloo Library will continue to foster and be a model of collaboration, connectedness and partnerships. The Waterloo Library will rank among the top research libraries in Canada, as evidenced by:

- quality and strength of information resources to support research, learning and teaching
• impact of educational programs
• high faculty, staff and student satisfaction with information resources, services and facilities
• innovative and effective use of technology to support delivery of services and information resources"

Since the Sixth Decade Plan was developed in 2006, the Library has made significant progress in three strategic areas: e-initiatives, space, and enriching the student experience. Select accomplishments in these areas include:

**E-initiatives**

- Received the first-ever OCUL Outstanding Contribution Award with TUG colleagues for the implementation of Primo, our online search tool
- Developed and implemented a new e-reserves system, which gives faculty greater control over their e-reserves and allows for efficient copyright clearance tracking
- Provided leadership on the Taskforce on the Long-term Preservation of University Records through the involvement of several Waterloo librarians
- Collaborated with research scientists in the Faculty of Environment to assess Waterloo’s current data environment as part of the ARL E-Science Institute. The Library is investigating opportunities to collaborate with IST, the Office of Research, and the six Faculties to plan strategically to support data-management activities on campus.
- Expanded our e-content through consortia partnership purchasing with CRKN and OCUL to support research, teaching, and learning. This includes continuing growth in access to e-journals, e-data and, increasingly, e-books
- Created new and revised Library Subject Guides that highlight key resources and search tips for each discipline. These guides are created by Liaison Librarians and are often integrated into LEARN, the Waterloo Learning Management System (LMS)
- Increased support for open access initiatives across campus
  - The Library worked with faculty and graduate students to enable publication and dissemination of research and scholarship in innovative ways such as ENGINE, an IEEE-affiliate pre-prints service and new open access journals, such as the Canadian Journal of Disability Studies and the Canadian Graduate Journal of Sociology & Criminology
Librarians created an Open Access FAQ that aims to educate students and faculty about open access issues and technicalities. It has received consistent traffic since it was launched in October 2011.

**Space**

- Completed major renovations as part of our ongoing efforts to make the best use of library space, reusing, repurposing, and reallocating it as appropriate to best support the needs of students, faculty, and researchers:
  - Main floor renovation of the Dana Porter Library
  - Creation of the Warren and Mary Ober Group Study rooms on the 10th floor of the Dana Porter Library
  - Creation of the Geospatial Centre

Students have provided ongoing support for improving our facilities. Donations from student societies such as the Arts Endowment Fund and the Mathematics Endowment Fund have enabled the Library to purchase new study carrels for both Davis Centre and Dana Porter libraries.

**Enriching the student experience**

This is a high-priority area for the Library. On a continuing basis, we:

- Contribute to student learning through close collaborations with faculty and other academic support departments in the development of course-related materials and in-classroom tutorials

- Provide campus leadership around academic integrity and copyright issues

- Engage with students and student leaders through formal means and on an as-needed basis. We have conducted several formal surveys as recommended in the Sixth Decade Plan

- Engage students beyond academics through outreach campaigns that are interesting and build community and connection:
  - Every year we host a Library Day to show our appreciation for students and celebrate the role that Library plays in their lives as students
  - The Library launched a buttons campaign to showcase the library spaces that students have grown to love. Students have picked up over 30,000 buttons and recently created their own library-inspired designs, which will be distributed in the fall. The campaign has received international recognition for its success
Appendix C: Challenges Faced Over the Last Decade

Notwithstanding our many achievements, the Library faced considerable challenges over the last decade. As we strove to support and strengthen the University’s strategic directions, specific challenges included:

- A decade of across-the-board operating budget cuts and a continuing decline in staffing numbers

- While the Library acquisitions budget was not subject to cuts, there were several years where new funds were not allocated to base despite the addition of new academic programs and initiatives and different approaches to scholarship and research, all of which required new and ongoing support

- The increasingly complex environment in which the Library provided its services continued to change with more students and faculty; many new and inter-related academic programs, research areas, and groups; new satellite campuses; and new external partnerships and affiliations

- Research libraries globally grew to support research and scholarship in new ways, such as providing digital repositories, open access publishing and data curation services. To support research, teaching, and learning in a digital age, the skill sets and roles of library staff must continue to evolve to meet these needs for the Waterloo academic community

- Even as the Library increasingly acquired electronic resources, we at the same time started to run out of space for our physical collections

- Growth in laptop usage and the need for more collaborative and group study space for students meant that the single study carrel model became outdated – today’s students need more space per user, with plenty of power!

- Our users expect an intuitive and effective web experience to connect them to the Library’s rich resources and services. Despite early leadership in the University’s web presence, a decade of fiscal restraint has meant that we have fallen behind
Appendix D: Key Partnerships and Collaborations

On-Campus Partners

Faculty and academic partnerships include but are not limited to participation and membership on:

- Faculty Councils
- Senate
- Senate Undergraduate Council
- Senate Graduate & Research Council

Some other key collaborations include regular contact with a wide number of units, such as:

- Centre for Extended Learning (CEL)
- Communications & Public Affairs (CPA)
- Co-operative Education and the Centre for Career Action (CECA)
- Development
- Human Resources
- Information Systems and Technology (IST)
- Instructional Technologies and Multimedia Services (ITMS)
- Office of Academic Integrity
- Organizational and Human Development (OHD)
- Plant Operations
- Retail Services' Book Store
- Student Success Office

External Collaborations – Consortia and Associations

The Library participates and provides leadership in numerous external consortia and associations to share technological infrastructures, leverage large-scale resource purchasing and licencing initiatives across universities, and collaborate on various public policy matters. Such partnerships include:

- Tri-University Group of Libraries (TUG)
- Ontario Council of University Libraries (OCUL)
- Canadian Research Knowledge Network (CRKN)
- Canadian Association of Research Libraries (CARL)
- Association of Research Libraries (ARL)
- Coalition for Networked Information (CNI)
- Data Liberation Initiative (DLI)