

UTM LIBRARY ANNUAL REPORT 2012-13

A. From the Office of the Chief Librarian

The U of T Mississauga Library is a leading, world-class facility that provides content, tools, services, and spaces in a technology rich environment that inspires and facilitates learning. Students, faculty, and staff also have access to the wealth of collections in the University of Toronto Library System, the largest library system in Canada, as well as around the world through Resource Sharing Services.

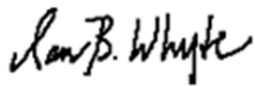
The UTM Library is very much engaged in supporting teaching, learning, and research at the University of Toronto Mississauga. Through our strategic planning we are "striving to be an incubator for innovative practice, technology, spaces, resources, and services." The Library's aim is to achieve excellence in innovation and services that exceed the expectations of UTM students, faculty, and staff.

During 2012-13, Librarians and Library Staff completed a multi-year scenario strategic planning process that resulted in the *Library Academic Plan, 2012-2017*. From a synthesis of trends within academic libraries, higher education, and other sectors, two key themes emerged¹. The UTM Library must:

- 1) Focus on creating vibrant digital and physical spaces that inspire collaboration, experiential learning and technology integration that enhance teaching and learning; and
- 2) Develop tools, services, programs, and resources in support of the teaching and research mission.

These two themes interweave five strategic priorities: The Library Team, *Experience Spaces*, *Boundless Learning*, *Enriching Research*, and *Integrating Resources*.

I am delighted to submit the UTM Library Annual Report for 2012-13. The remainder of this report highlights selected activities of the Library overall and accomplishments within each of the five strategic priorities.



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Chief Librarian

¹ UTM Library. (June 2012). *University of Toronto Mississauga Library Academic Plan, 2012-2017*. Available at: <http://library2.utm.utoronto.ca/sites/default/files/Library%20Academic%20Plan%20Final%2030June2012.pdf>.

B. Overall Library Activities

It is challenging to capture and communicate the overall activity and value of the Library. The UTM Library is an extension to the U of T Library System, which means the UTM community benefits from the vast and rich print and electronic collections of the entire system. The UTM Library personnel, collections, and associated financial resources, collectively, is a sizeable proportion of the entire system and represents a significant ongoing investment for the University of Toronto Mississauga campus support of teaching, learning, and research at UTM. The services and professional activities of Librarians and Library Staff have considerable impact on the teaching, learning, and research success of students and faculty. Library Staff and Librarians make a difference!

In 2012-13, the Library continued to be organized in four organization units: Library Operations, Teaching, Learning, and Research & Information Technology. The staffing complement comprised the Chief Librarian, 15 Librarians, 1 Professional Director, 21 support staff, and casual student staff (approximately 60 students).

Following is a *Table of Statistical Highlights* with selected statistics for the UTM Library for 2012-13 (compared to 2011-12).

Table of Statistical Highlights	2011-12	2012-13
Total visits to the Library:	1,422,452	1,403,869
Number of days with visits > 8000:	74	80
Service hours per week:	98	98
One-on-one patron assists ² :	46,256	25,171
Electronic reference assists ³	4,330	
LibGuides Usage		63,337
Ask a Librarian (Ontario Council of University Libraries)		393
Email Reference*		2,071
Other* e.g. Twitter, Chat, etc.	298	1023
Instruction in Library use sessions:	12,344	11,724
Instruction in Library use participants:		
	160,821	143,813
Total discharges:	48,860	40,166
Total stacks charges:	76,742	71,175
Reserves transactions:	27,472	13,211
Laptop loan transactions ⁴ :		
	399,983	409,398
Total volumes:	9,052	8,650
Volumes added to the collection:		

UTM Librarians continue to work with other Librarians across the system to identify more effective measures of value and impact⁵.

² Patron assists for 2012-13 were counted differently and overall were significantly higher than 2011-12.

³ Electronic Reference Assists for 2012-13 required by UT Libraries reporting included a finer breakdown of categories.

⁴ Laptop loan period was changed from 3 hours to 5 hours.

Librarians were also actively engaged in teaching, scholarly activities and publication, and research. UTM librarians sit on campus governance and other University committees, for example Erindale College Council, Academic Affairs, the UTM Academic Planning Committee, Council on Student Experience, UTFA Council, and the UTFA Librarians Committee. Selected Librarians also collaborate in preparing research funding proposals, collaborate on interdisciplinary research teams, and co-supervise or supervise Research Opportunity Program (ROP) students.

C. The Library Team

To place learning as a central organizational asset and an essential capacity building process to achieve the UTM Library's goals and aspirations.

Learning goals were accomplished, for the most part, through the Library's robust Learning & Development Committee (LDC) that planned and coordinated a rich program of learning activities. For 2012-13 the LDC focused on building staff competencies to prepare for the successful execution of the Library's Academic Plan 2012-2017 and its strategic priorities. This included learning through:

- Library Information Sessions
- LDC Technology Program
- Learning the 3 Gees of Mapping⁵: GPS, Google Earth, and GIS

The focus on *The Team* continued to be the Library's key priority, for it is through the effectiveness of the Library Team that strategic priorities and objectives to deliver leading-edge, user-focused services, resources, and spaces were and will continue to be achieved.

D. Experience Spaces

To create experiential environments to facilitate synergistic learning, research, knowledge creation and innovation.

During the year the Library initiated planning to reconfigure and effect a minor renovation in the AstraZeneca Canada Centre for Information & Technological Literacy to support additional collaborative group work and training. The renovation resulted in our being able to accommodate additional staffing support and the reconfiguration of furniture has resulted in significant increase in the usage of the Centre for collaborative work.

Another positive achievement for student study space was the renovation of Level 1 of the Library and the removal of mobile electric shelving to add 128 additional study carrels. Additional experimentation also occurred throughout the year to further explore opportunities to augment seating. Additional seating and tables were added as a result of this experimentation.

The Library's Academic Plan also embodies many aspirations in regards to the future development and/or enhancement of spaces in the Library.

⁵ Indeed, this is being done in academic Libraries across North America. See for example Association of College & Research Libraries. (2010). *Value of Academic Libraries: A Comprehensive Research Review and Report*. The Association. Available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf.

E. Boundless Learning

To lead in the creation and deployment of innovative high-impact activities, products, and services to enable and support authentic learning.

The UTM Library continued to collaborate with units across campus in planning and delivering materials and sessions for a variety of student-focused sessions for First year transition programs and initiatives, including utmONE, rezone, genONE, international LIFE, Head Start, and AccessAbility Summer Transition Program. The Library also had membership on the UTM Local Evaluation committee for the Co-Curricular Record, participated in the development of Research Training Certificate Program (now P.A.R.T.) to prepare students for research opportunities, and participated on UTM's Living Library Committee.

Under the leadership of a newly created Library Community Development Leader position, the Library initiated planning for a new student volunteer program. The initial phase of this development was exciting and highly motivating for the student volunteers (as expressed through student testimonials at the end of the year). The purpose of the volunteer program is to provide students with volunteer leadership experience and engage them in co-creating and promoting Library programming, events, and activities.

A large proportion of the time of Librarians is spent planning and engaging in course-based teaching activities in collaboration with individual teaching faculty (see Instruction in Library use sessions and participants in the *Table of Statistical Highlights* in Section B). Teaching materials and sessions were designed in consultation with course faculty and followed an instructional design methodology that included learning outcomes, learning activities, and assessment rubrics.

Another contribution for the Library is the participation of Librarians in the Centre for Teaching Support and Innovation's (CTSI) *Partnering for Academic Student Success* (PASS), with one librarian seconded to CTSI for one day a week. The impact of the PASS partnership is important when it comes to intercampus strategic support of teaching and learning initiatives. Here were the main PASS-related outcomes for 2012-2013:

- Establishment of Practice Exchange, the Community of Practice for Librarians;
- Integration of librarians into the *Fundamentals of University Teaching* course offered by CTSI and taught by award-winning UofT faculty;
- Lunch & Learn librarian sessions to enable reflection on changes to teaching practice;
- Librarian participation in the Course Design Institute, last year offered for the first time both at UofT St. George and at UTM, which resulted in greater faculty-librarian collaboration, led to some new faculty-librarian collaborations, more team-based course design, and integration of instruction technology librarians and subject specialists into the problem-solving parts of the course;
- CTSI-led Scholarship of Teaching and Learning (SoTL) Institute included a librarian-designed and led session on research in teaching.

In support of data and spatial literacy, the Library continued to be involved in embedding data, geographical information systems (GIS), and Google Earth technologies into the curriculum, for example in the online course ENV100 (The Environment), ANT306 (Forensic Anthropology Field School), and ANT338 (Lab Methods in Biological Anthropology). GPS mapping devices were also acquired during the year for student curricular use. The GIS & Data Librarian also collaborated with a faculty member in Language Studies in a successful proposal for the Provost's Instructional Technology Innovation Fund (ITIF) to create *Language à la Carte*, a portal to support language learning courses and introduce interactive mapping tools for teaching and learning in French.

One of the most significant investments for the Library has been instructional technology leadership, coordination, consultation, and support on campus. This is provided directly to faculty, through Departmental SPOCs (Single Point of Contacts), and to students through the Library's Reference & Research Service. The Library also leads the Learning Technologies Team on campus, an informal group that meets to review and discuss instructional technologies and issues. The significant increase in instructional technology support was also used to argue for additional support and an additional Instructional Technology Support Specialist position was added for this area. The Library provides leadership for instructional technology and collaborates with other campus units to ensure distributed and effective coordination and support (e.g., with Computing Services and Classroom Technologies).

Some of the initiatives supported by our Instructional Technology Liaison Librarians and Support Specialists include:

- Collaboration for the Online Undergraduate Course Initiative (OUCI) for ENV 100, RLG 299, RLG399, and RLG499;
- Assisting faculty with the creation and deployment of online tests to meet the accessibility requirements of students with disabilities;
- Assisting faculty with strategies and recommendations regarding the use of Blackboard tests for Scholarship of Teaching and Learning research purposes;
- Coordination and communication of information to University of Toronto Mississauga Academic Departments regarding Blackboard and other technologies through regular Blackboard Pro Tips;

In the Fall 2012, as a direct result of Librarian and Support Specialist efforts, 94% of UTM undergraduate courses used Blackboard. In 2012, the UTM Library increased the number of training sessions by 13% and helped 87% more instructors. Librarians and Staff were also involved in the revision and preparation of Blackboard documentation and training materials. Librarians were also actively involved in University-wide planning initiatives that support teaching and learning, for example in the CTSI Course Design Institute and planning meetings for the inaugural Course Design Institute at UTM. Librarians also participated and provided UTM input into university-wide RFP processes for instructional technology (e.g., plagiarism software, classroom response systems, computer-based exams, webinar software), provided technology-based programming and resources for instructors and students to assist them in acquiring technological skills, developed online resources for instructors of several courses using Camtasia Relay and YouTube, including videos and PDFs, and provided intensive troubleshooting of issues around the use of Blackboard and other instructional technology tools.

UTM Librarians and Staff involved with instructional technology continue to be at the forefront at the University in terms of Blackboard use for teaching and learning.

F. Enriching Research

To support the University of Toronto Mississauga research mission.

Liaison Librarians provide support to faculty in a myriad of ways, for example through one-on-one consultations regarding collections and other services to support faculty research.

Lead by the Digital Research & Scholarly Communications Librarian, other services and support provided by the Library included the early adoption rollout of *Focus on Research*, implementation and promotion of the UTL Open Access Author Fund, events, coordination, and promotion for Open Access Week 2012, support and promotion for the University's Research Repository, T-Space, which showcases

and preserves the scholarly work of U of T faculty, presentations and support for understanding and using *altmetrics*, tools for analyzing publication and citation patterns that facilitate the measurement of the importance and impact of scholarly research, as well as presentations on citation management software.

Some Librarians are engaged in conducting research. One example includes collaboration with a Historical Studies faculty member in a Higher Education Quality Council of Ontario (HEQCO) research project for HIS 101 entitled *Engaging Students to Think Critically and Historically in a Large Class*. Another example is the Visual Research Librarian and her collaboration with a UTM faculty member for the *Beauport Project*, a SSHRC and France-Canada Research funded project that resulted in the presentation of a paper at the conference *Beauport : Une Abbaye au Miroir de Ses Sources*.

G. Integrating Resources

To collaborate with academic departments and programs on the acquisition, curation, preservation, access, and integration of information resources for the enhancement of the curriculum, fulfillment of course learning outcomes and the enrichment of research.

The Library was engaged in various digital research and digitization initiatives. For example, the Library collaborated with the Editors of the Medium, to begin digitizing and archiving issues of the Erindalian and the Medium; some of this work has already completed and the issues are available through the Internet Archive. Another initiative, entitled *Art in the Library*, involved both digital and in situ exhibits highlighting the work of student in the Art and Art History students.

Another initiative that was started was the collaboration of the Historical Studies Liaison Librarian with a faculty member in Historical Studies who lead the project entitled *Travels of the Lute*. This project received start-up funds from the Jackman Humanities Institute and the Provost's ITIF.

Reserves Services continued to be another valued service to faculty and students. On the faculty side, Library Staff invited the submission of course reading lists that were then marked up to provide HTML links to Library licensed resources and/or Library catalogue records. The marked up course lists could then be easily uploaded into an instructor's Blackboard course shell. An added outcome is these reading lists were deemed to be in compliance with Canadian Copyright legislation.

Because of many changes in Copyright legislation, for example augmentation of the Fair Dealing section of the Copyright Act, and because of legal events occurring in Canada and elsewhere, there was marked increase in attention by the Library's Copyright Librarian / Collections Development Coordinator to Copyright issues. As a consequence of student and faculty involvement in digital projects there has also been increased focus on providing support to understand Copyright legislation and working with other Librarians to ensure shared understanding of the U of T Copyright Guidelines.