

Sheridan College

## Library and Learning Services Business Plan 2013-2018

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## Executive Summary

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Over the past three years, Sheridan's Library has evolved and improved with the addition of new staff, services and collections; it is fair to summarize it as a good college library. However, the benchmarking data indicates that the next step, becoming a university library that meets the standards of AUCC member libraries, is a much bigger leap than the growth we've seen over the past three years. If Sheridan is to be successful in our bid to become a university with a projected FTE of approximately 20,000 students by 2018 with approximately 51% enrolled in degree programs, the research informs us that Library and Learning Services must undergo a significant transformation over the next five to seven years.

There is no right or wrong way to build a university library from a college library but it can be done successfully over a few years. Most recently, Grant MacEwan University and Mount Royal University transformed their college libraries into university libraries that have met the criteria for membership in AUCC. We face challenges and opportunities. The recommendations included in this plan will take us a long way towards meeting both the needs our growing degree student population and at the same time address AUCC standards.

### From College to University Library: The Four Building Blocks



All Libraries are structured upon four fundamental building blocks: 1) Collections and discovery tools; 2) Staff; 3) Academic support services and 4) Facilities. There is significant variation from one library to the next in the depth and scope of collections and services, the design and size of facilities and the composition of their staff. University libraries are no exception. Sheridan's Library and Learning Services Strategic Plan and Business Plan build upon these four fundamental pillars but at the same time attempts to meet the institution's distinct needs.

The projections in this plan are based on research gathered and assessed from several Canadian Universities. AUCC does not specify what an adequate Library should look like so we must use comparator data to guide us in our long term planning. Projections in this business plan are based upon publically available data that university libraries are required to report to provincial or regional bodies. It is the same data that forms the basis for library rankings in both *Macleans* and *The Globe and Mail*.

The Deliverables section of the plan maps out how Library and Learning Services Strategic Plan will come to life, meet AUCC member library standards and ultimately, help us to fulfill our vision of becoming Sheridan University.

## Challenges and Recommendations

- Given that just over 50% of our projected 21,000 students will be enrolled in degree programs and the planned university will be an undergraduate school focussed on teaching, **it is recommended that Sheridan invests 3% to 3.5% of the annual institutional budget to supporting the Library.** This is low for most Ontario university libraries, but not without comparators. A 3% to 3.5% annual institutional budget commitment to the Library is, however, prevalent at B.C. and Alberta schools that offer a mix of degree/diploma programs. To better ensure a successful review by AUCC, Ontario comparator schools are included in our assessment as recommended by university librarians from across Ontario. See section, *% Institutional Budget Dedicated to Library – Comparator Data*
- **Collection budgets should grow from current annual expenditures of approximately \$950,000 to \$2.3 to \$2.6 million by 2018.** Related to this is the further development of access and discovery tools to ensure digital content is being delivered easily and reliably to end-users. As identified in the Library and Learning Services Strategic Plan, our focus must be on digital collections. We cannot, nor should we, attempt to build print collections that meet levels of AUCC comparator schools. However, Sheridan's monograph and journal collections need to see significant growth. It is recommended that we build our digital print collection to **over 500,000 digital monographs** and provide access to the necessary subject specific databases and e-journal collections to support degree level programs. **Library collections** should be developed in **direct relationship to the degrees** being offered at each campus. Appropriate collections should be rolled out with the addition of each new degree. See section, *Library and Learning Services Collections and Discovery: Comparator Data and Projections.*
- **Staffing may be the Library's biggest budget challenge.** Sheridan's Library staffing level has always been low compared to even our Ontario college comparator schools. The current Library team is doing exceptional work but the ratio of staff to fulltime students is very low. The data indicates that **expenditures will need to grow from approx. 1.6 million annually to approximately 4 million annually to come it at the bottom of the staff to student ratio range of our comparator schools.** UoIT, the closest comparator school in Ontario, currently employs 35 staff members to Sheridan's 25 FTE equivalent and this with UoIT / Durham College having a lower student FTE. Furthermore, there are skill deficits in the following areas: scholarly communication; information technology and library systems; digital collection development and maintenance; and specialized subject knowledge and research skills. For a full breakdown of staffing needs and projected rollout of positions, see sections, *Library and Learning Services Staff: Comparator Data and Projections* and *Staffing Requirements and Library Reporting Structure.*
- **A space assessment of comparator schools puts Sheridan at the bottom for Library and Learning Commons total space and sq. ft. per student.** Sheridan currently provides 3.38 sq. ft. per student in Library Space. The mean for comparator schools is 8.92 sq. ft. and the median is 7.95 sq. ft.. Using these numbers, the Library would need to grow to almost 170,000 sq. ft. with an enrollment of 21,000 to fall in the 'middle' of the comparator schools. This does not seem realistic or feasible. Another approach we might consider is to build our space at the same ratio as the lowest two schools, both in Ontario: Brock at 4.6sq.ft. and UoIT at 4.96sq ft.. For Sheridan to match in sq. ft. per student the two lowest two sq. ft. per student schools, with a projected FTE of over 20,000 in 2020, the Library would need to grow to 96,000 to 100,000 sq. ft.. Alternatively, using the sp. ft. per student ratio found at the two most recently added AUCC member schools, Grant MacEwan and Mount Royal, Sheridan's Library and Learning Commons should grow to between 122,000 to 140,000sq ft.. In our visits to Kwantlen University, Fraser Valley and Vancouver Island, insufficient Library space was a deficiency identified by AUCC. In each case, bigger Library spaces were built in response to AUCC recommendations. Grant MacEwan had extended Library space prior to AUCC's first visit. Mount Royal is planning on a significant expansion of their current Library space. Given all of the data, and factoring in the decline of print acquisitions, **it is recommended that Sheridan's Library and Learning Commons space should grow to between 110,000 and 125,000 square feet by 2017-2018 from the current 58,000 square feet.** See, *Library and Learning Services Space Comparator Data and Projections.*

- The recently adopted **Librarian Liaison Model** is commonly used by AUCC member libraries. **The Library should continue to develop this program to ensure information literacy skills are being taught to degree students.** The number of instructional workshops delivered by librarians is a standard measure for university libraries. The Liaison Librarians provided 245 information literacy classes last academic year. This number needs to keep pace with growing enrolment in order to meet the increased demands of the more heavy researched based assignments required in degree programs. The program, however, must reflect the changing teaching and learning models (e.g. in-person, online and blended) to remain relevant.
- Libraries are treated as Academic Departments in almost every Canadian university. It is recommended that **Library and Learning Services report to one of the following positions: Associate VP, Academic Quality, the Vice-Provost or Provost & VP, Academic.** As is the trend, the Library must increasingly **collaborate and work in partnership with NILES** on teaching and learning initiatives and, most importantly, the delivery of online instruction.
- **Reference services** should continue to be delivered at all three campuses with an **increased focus on electronic delivery of services.** Whenever possible, **utilize Library Technicians in the delivery of directional and basic reference** support thereby allowing faculty liaison librarians to focus on assisting with advanced research requests, developing faculty and student information literacy skills and attending to other liaison related roles and responsibilities. The Library must continue to explore new models for delivering reference and research services.
- **It is recommended that a digital repository be made available to the Sheridan Community for the purpose of collecting, preserving and sharing the work (e.g. research, reports, conference presentations, journal articles, dissertations etc.) produced by Sheridan's scholars.** Aligned with this is the changing nature of scholarly communication. Increasingly, published works are being delivered online under an open access model. University Librarians are central to this activity. The **development of a scholarly communication program** will be central to the delivery of Sheridan University's academic output to the outside community.
- Quality will be better assured with the addition of metric and data analysis tools and trained staff to assess usage. **The Library needs to start utilizing industry quality survey measures** such as LibQUAL, standard for university libraries in Canada, to determine the effectiveness of our services, collections and spaces. These tools cost between \$20,000 and \$30,000 annually for a school with an FTE of 15,000 to 20,000. Most importantly, the Library must commit to developing metrics in support of improved retention and student success.
- All Ontario University Libraries are members of the [Ontario Council of University Libraries \(OCUL\)](#). OCUL, like Ontario College Library Services, helps secure better pricing for books and database subscriptions by buying as a collective. Membership in OCUL cannot occur without a successful review by AUCC. **The approximate annual membership cost for Sheridan is estimated to be \$100,000.** Being a member of OCUL has definite privileges. 1) It is estimated that the Library would save over 30 per cent of e-book and subscription costs by joining the consortia. 2) Being a member of OCUL provides access to Racer-Scholars Portal, the provincial interlibrary loan system that allows faculty and student to borrow from other university libraries in a seamless and cost effective manner. **It is recommended that Sheridan pursues OCUL membership at the appropriate time.**
- **Introduce extended hours of operation** to better meet the 24/7 student cycle and that reflect standard practice at many university libraries. Additional Library staff will allow for longer hours of operation and extended services hours at night, over the weekend and during exams.
- **It is standard practice to include in university Library budgets funds for IT infrastructure spending.** Currently, the Library Budget does not include the expenditures spent on public computers, scanners and other technology used by students in Library and Learning Commons' spaces. **This expenditure should be reflected in the Library Budget and the information shared with the visiting AUCC reviewing panel.**

## Opportunities

- Sheridan has the ideal opportunity to develop leading edge information technology services and digital collections; what better skills to impart to our students as they embark on their new careers in an information-based economy than this. By **building unique and robust digital collections and services**, we can leverage our modern digital library as a key differentiator. It also provides opportunities for our Gaming and New Media Programs to develop new information technology applications and services in support of Library and Learning Services. The [Lyons New Media Centre](#) in McMaster's Mills Library is an excellent working example of Library space and expertise being put to use in this new and innovative fashion.
- Together with the Learning Centre Team, we have a real opportunity to tackle issues around academic integrity and 21<sup>st</sup> century information literacy skills. The college may want to **consider opening a Centre of Academic Integrity** out of the Library, a common practice at universities.
- New Library spaces will allow for the **development of innovative partnerships** as was observed at other AUCC member schools (e.g. **Teaching and Learning Centres** and **Student Services**). The Library has already held discussions with FAAD to develop a [Makerspace](#), something regularly found in art and design schools. As well, the department has successfully embedded the Learning Centres (tutoring) into the Library. A **shared instruction space with NILES (Sheridan's teaching and learning centre)**, that features emerging information and teaching and learning technologies, would be an excellent feature for an expanded Library. NILES leadership supports this initiative. Student Services is also open to exploring collaboration when it serves students more effectively.
- The **Library and Learning Commons are ideal spaces for developing and exhibiting creative campus initiatives**. These spaces often act as an incubator for students and faculty to develop new ideas and concepts. Creativity should be cultivated and exhibited to enhance learning. Central to this is the acquisition and preservation of special collections that support Sheridan's unique curriculum.
- New and improved collections, particularly digital collections, will enhance the teaching and learning experience for faculty and students; this is a given. At the same time, the right collections and services should **also play a key role in applied research endeavours**. Information specialists should be training our faculty and students to better track trends in their fields and to access data and research collections in a more efficient and effective manner by maximizing the capabilities of the plethora of tools and resources available to them.
- Language matters! **All Learning Commons need to be branded** and signage should be modified to state, "Library Learning Commons." These spaces need to be clearly designated as part of the Library. This is consistent with other university libraries. Otherwise, they are so often viewed as simply computer labs. Furthermore, Library administration should adopt **university nomenclature**. University Librarian, Chief Librarian or Dean of Library are titles commonly used for the head administrator in a University Library. Library administrators/managers must also adopt titles that reflect a university library reporting structure model. See *Staffing Levels and Library Reporting Structure*.
- The Library must continue to **pursue resource-sharing agreements with other post-secondary institutions** similar to the arrangement we currently have with UTM Library. Licencing terms will undoubtedly limit these arrangements to physical collections. Sheridan's Library will never be able to build deep historical archives but through agreements with other university libraries, we should be able to provide access for our scholars and students to outside collections as needed.
- This is an ideal time to **adopt a service design approach to meeting faculty and student information needs**. Far too often, libraries have allowed workflow to dictate service design. Going forward, Library planning should be driven by user need and behaviour.

## Deliverables – Aligning Business Plan to Library and Learning Services Strategic Plan

### Strategic Plan Deliverables: Goal 1 – Build and provide access to library collections appropriate for an undergraduate teaching university in the digital age

Objectives	Deliverables
Acquire materials in support of curriculum	<p>Prepare a full evaluation of existing collections in relation to programs and identify necessary gaps and required acquisitions.</p> <p>Ensure Library collections satisfy requirements of new degree and diploma programs by working closely with NILES and curriculum design faculty.</p> <p>Continue to work closely with faculty to ensure library collections meet the needs of existing programs.</p> <p>Institute a Collections Steering Team that consists of faculty from across the institution to discuss new acquisitions, usage and collection development issues and provide guidance to the Library’s Collection Development Team.</p> <p>Acquire special collections in support of curriculum.</p> <p>Establish collections policies, practices and procedures consistent with the accessibility standards established under the Accessibility for Ontarians with Disabilities Act (AODA).</p>
Shift focus toward digital collections	<p>Acquire digital formats (e.g. streaming, e-books, e-journals) whenever available.</p> <p>Limit the purchasing of print books or journals, DVDs and CDs on a need -only basis.</p> <p>Continue to participate in consortia acquisition plans to maximize purchasing dollars through provincial organizations such as:</p> <ul style="list-style-type: none"> <li>• Ontario College Library Services</li> <li>• Ontario Council of University Libraries</li> </ul> <p>Review and modify the existing Library Collection Policy to reflect University Library standards.</p> <p>Investigate patron-driven acquisition as a subset of collection development plan.</p>

	Identify and develop necessary skills to support the acquisition, preservation and maintenance of digital content.
Enhance access to external collections	<p>Secure agreements with other institutions to provide access to collections for Sheridan students and faculty (e.g. University of Toronto Mississauga Agreement).</p> <p>Explore document delivery options in providing content to faculty and students that support instruction; adopt services that will assist in meeting demand.</p> <p>Improve Library's interlibrary loans systems and processes; investigate and implement if feasible, a Post-to-Web service.</p>

## Strategic Plan Deliverables: Goal 2 – Optimize technology to deliver services and connect users to quality information

Objectives	Deliverables
<p>Utilize digital tools to provide better access to collections and services</p>	<p>Improve discoverability of library resources &amp; services by investigating and if appropriate, implementing:</p> <ul style="list-style-type: none"> <li>• Methods of extending the Discovery Service</li> <li>• Maintenance and continued work with consortia to maximize integration of the ILS</li> <li>• E-Reserve Tools</li> <li>• Cloud solutions for digital content</li> <li>• Repository for institutional/scholarly objects</li> <li>• Better communication tools for notifying the Sheridan community of new additions and library initiatives, for example:               <ul style="list-style-type: none"> <li>○ List of new books/journals posted online</li> <li>○ Email marketing campaign tools (e.g.. Constant Contact)</li> </ul> </li> <li>• Technology that allows students to quickly access Summon, or their documents from SLATE or USB drives for printing</li> <li>• Open source technologies</li> </ul> <p>Improve efficiencies in managing and monitoring library collections &amp; services by investigating and implementing tools such as:</p> <ul style="list-style-type: none"> <li>• An E-Resource Management Tool</li> <li>• A Copyright Management Tool</li> <li>• An upgraded chat service</li> <li>• A tool for managing service usage</li> <li>• Improved automation processes for managing digital content including the creation and maintenance of metadata</li> </ul> <p>Acquire technical expertise to support technology initiatives.</p> <p>Ongoing development of a website that meets university library standards.</p> <p>Evaluate and implement tools or processes to better meet AODA standards.</p> <p>Investigate opportunities to make use of new technologies to support teaching and learning, such as:</p> <ul style="list-style-type: none"> <li>• E-learning software</li> <li>• Video capture and recording technology</li> <li>• Portable projectors</li> </ul>

<p>Embed Library and Learning Services content and services into the Learning Management System (LMS).</p>	<p>Advance library &amp; learning services staff expertise and knowledge in D2L and e-learning strategies and technologies.</p> <p>Investigate and recommend strategies regarding the following:</p> <ul style="list-style-type: none"> <li>• Development of multiple standard online modules covering basic information literacy skills, copyright, and library orientation for faculty &amp; students</li> <li>• Development of flexible, course-specific online modules with evaluations that can be customized and used by faculty to incorporate into their SLATE course offerings (i.e. Academic Honesty)</li> </ul>
<p>Implement mobile-friendly solutions.</p>	<p>Investigate and recommend a mobile strategy for Library and Learning Services; work toward an integrated solution with existing college mobile initiatives.</p> <p>Monitor the use of mobile solutions to evaluate effectiveness and adoption.</p>

Strategic Plan Deliverables: Goal 3 – Design an information literacy (IL) program that is collaborative, creative and centred on teaching excellence and the student experience

Objectives	Deliverables
<p>Partner with the academic community to develop IL program aligned to curriculum</p>	<p>Liaisons attend, participate and add value to faculty meetings and events, including faculty orientation.</p> <p>Partner with NILES to explore opportunities for joint learning and support:</p> <ul style="list-style-type: none"> <li>• SLATE</li> <li>• TLA/FTL</li> <li>• Curriculum design</li> </ul> <p>Liaisons regularly consult with faculty re: curriculum development and delivery.</p> <p>Expand skills in instructional design for online learning.</p> <p>Explore new partnerships with faculty and students to:</p> <ul style="list-style-type: none"> <li>• Apply gaming technology to instruction</li> <li>• Develop mobile information literacy instruction</li> <li>• Design customized learning modules (for faculty, staff and students)</li> </ul> <p>Liaisons map information literacy skills to course content and curriculum.</p> <p>Library Reference and Citation Specialists work with Learning Centre staff and faculty to identify and deliver opportunities for skill development.</p> <p>Promote the information literacy program via:</p> <ul style="list-style-type: none"> <li>• Sheridan College communication channels</li> <li>• Social media</li> <li>• Faculty meetings and events</li> <li>• College-wide events and contests</li> </ul>
<p>Prepare graduates to thrive in an information-rich world.</p>	<p>Conduct Student-centred instruction to assist with assignments at point of need, in the classroom, online and one-on-one.</p> <p>Develop expertise in assessment and design an assessment program that measures student learning and growth as related to information literacy.</p>

	<p>Have faculty partake in the dissemination of information literacy instruction.</p> <p>Align information instruction to support portfolio learning.</p> <p>Develop a First Year Experience program:</p> <ul style="list-style-type: none"><li>• Pursue outreach and community engagement opportunities to prepare students for college success</li><li>• Collaborate with the Learning Center and Copyright Coordinator on Academic Integrity efforts</li></ul> <p>Measure quality of instruction to improve student experience as it relates to information literacy.</p>
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## Strategic Plan: Goal 4 – Improve the User Experience through evaluation, assessment and outreach

Objectives	Deliverables
Ensure quality assurance through data and assessment	<p>Adopt a service design approach to meet faculty and student information needs.</p> <p>Acquire necessary analytical/statistical skills to better understand user behaviour and needs such as:</p> <ul style="list-style-type: none"> <li>• Surveying skills</li> <li>• Statistical skills for research analysis</li> <li>• Project management skills</li> </ul> <p>Regularly track and assess usage of services to ensure they are user-centred, including collections, library technology tools and spaces, and library and learning centre services.</p> <p>Explore and implement library industry quality survey measure tools (e.g. LibQUAL).</p>
Improve library outreach and communication within Sheridan	<p>Publish annual Library and Learning Services Report.</p> <p>Effectively communicate the value of department’s services and collections to the Sheridan Community.</p> <p>Collaborate with Communications Department to develop Library and Learning Services strategies, including branding.</p> <p>Engage all staff in promoting the various library and learning services available to faculty and students.</p>
Establish channels for consultation with faculty and students	<p>Utilize a variety of communication channels to reach out to our faculty and students; e.g. social media, the Insider, faculty meetings, and orientation events.</p> <p>In partnership with the Emerging Technology Librarian, maximize outreach through the Library web site.</p> <p>Collaborate with Library Liaisons and other experts in the department to maximize consultation with faculty.</p>
Develop partnerships within Sheridan to better serve students	<p>Reach out to partners across the college to ensure all students are successfully utilizing academic supports.</p> <p>Work with partners from across the college to integrate services to students.</p> <p>Establish and cultivate relations with the Student Union and other student groups to improve awareness and solicit feedback.</p>

## Strategic Plan Deliverables: Goal 5 – Implement Learning Centres services that meet the distinct needs of our students

Objectives	Deliverables
Partner with faculty in developing curriculum-based learning	<p>Partner and support faculty interests by exploring tutoring models and opportunities:</p> <ul style="list-style-type: none"> <li>• Report back on tested pilot experiences and models to the Learning Centre Advisory Committee (LCAC), as pilots and models vary between each faculty</li> </ul> <p>Create deeper connections between staff tutors and the curriculum they support:</p> <ul style="list-style-type: none"> <li>• Provide a variety of resources to staff tutors, especially for high-tutoring demand courses</li> <li>• Meet with faculty and coordinators linked to the programs during tutor training and throughout the term intermittently</li> <li>• Continue to work with faculty as staff tutor mentors</li> <li>• Continue to work with faculty as faculty liaisons for the centre’s services</li> </ul>
Explore alternative tutoring models (e.g. online, embedded)	<p>Explore online tutoring opportunities and implement supported services, e.g. online English tutoring pilot phase II, starting in week 6 Fall 2013 and online Accounting tutoring (FCAPS), starting in Winter 2014.</p> <p>Continue to assess embedded tutors in FAST’s Manufacturing Management program, e.g. requires 3 terms of data to review impact; to be reviewed by December 2014.</p> <p>Explore Peer Supported Learning Groups (PSLG) via Supplemental Instruction model (SI) with degree programs and hybrid courses:</p> <ul style="list-style-type: none"> <li>• Target difficult courses, not struggling students</li> <li>• Target supportive/interested faculty</li> <li>• Target programs/courses that have students support the program for the duration of their program</li> </ul> <p>If a PSLG-SI model is supported and feasible then:</p> <ul style="list-style-type: none"> <li>• Employ the skills of a Learning Strategist; the strategist would: <ul style="list-style-type: none"> <li>○ Train and supervise the SI Leaders (formerly peer tutors) as an SI Supervisor</li> <li>○ Support Sheridan students with workshops (as currently done through Striving for Success workshops)</li> </ul> </li> <li>• Work with Associate Deans to identify and partner with faculty who could share the mentoring and supervision role of the SI Supervisor</li> </ul> <p>Explore a blended model of service by cross-developing Library and Learning Centre staff.</p>
Utilize Sheridan students as tutors whenever appropriate	Transition from hiring external university co-op students to hiring internal Sheridan degree students to support staff tutoring and/or a PSLG-SI model; e.g. Writing degree students to work as English tutors:

	<ul style="list-style-type: none"><li>• Based on degree roll-out at Sheridan</li><li>• Maintain focus of hiring excellent tutors</li></ul> <p>Explore and pilot a PSLG-SI tutoring model with degree programs and/or hybrid courses by employing Sheridan students as SI Leaders.</p> <p>Revisit current peer tutoring model:</p> <ul style="list-style-type: none"><li>• Review current peer tutoring budget dollars for exploring reallocation to PSLG model</li><li>• If PSLG model is supported by the college, maintain some peer tutoring, reserved for students in extenuating circumstances and/or registered with ALS with specific learning needs that would otherwise be unmet through the PSLG model</li></ul> <p>Hire at least 1 Sheridan student for the Java Course Connect/Learning Assistant role per term; e.g. initiative begins in October 2013 for a Learning Assistant start date of January 2014.</p>
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## Strategic Plan Deliverables: Goal 6 – Create spaces for research, study and collaboration

Objectives	Deliverables
<p>Provide spaces to support different kinds of learning</p>	<p>Plan and design public spaces that respond to client behaviour and meet the needs of students and faculty.</p> <p>Prepare an annual space inventory to meet AUCC accreditation standards and to inform future space planning:</p> <ul style="list-style-type: none"> <li>• Number of seats by function (e.g. quiet, collaborative, tutoring)</li> <li>• Technology units (e.g. computers, printers, monitors, printers)</li> <li>• Number of group study rooms</li> <li>• Instructional space overview (e.g. number of rooms and seats)</li> </ul> <p>In consultation with the Vision Steering Committee, IT and Facilities Departments, build spaces, IT infrastructure and facilities that support Sheridan’s vision that are based upon:</p> <ul style="list-style-type: none"> <li>• Library and Learning Services Strategic Plan Survey Data</li> <li>• Student and faculty input</li> <li>• AUCC comparator school data</li> <li>• Best practices found in other Libraries and Learning Centres</li> <li>• Current trends in Library, Learning Centres and Learning Commons design</li> </ul> <p>Support accessible spaces that provide clear signage, sufficient space for maneuvering, adjustable furniture and seating, assistive technology, and doorways and entrance ways that are accessible.</p> <p>Build flexible spaces that are designed for multiple-use (e.g. service desks, collections and furniture) and feature adaptable lighting and wiring for changing technology needs.</p> <p>Partner with NILES (centre for teaching and learning) to develop instructional space(s) that feature emerging technologies for the purpose of faculty and student training, discussion and interaction.</p> <p>Investigate spaces that support curriculum delivery, e.g. maker spaces, a gaming room.</p>
<p>Build sustainability into planning</p>	<p>Encourage sustainable design to impact the overall life-cycle cost of library spaces through the use of green procedures and products.</p> <p>Develop sustainable practices to integrate into library culture, e.g. product procurement policies.</p> <p>Promote Library and Learning Services efforts in creating a sustainable learning environment.</p>

	<p>Encourage the use of recycled and sustainable materials, efficient plumbing and lighting fixtures, natural ventilation.</p> <p>Promote digital over print, e.g. increase virtual collections, printing processes.</p>
<p>Incorporate creativity in design and function of spaces</p>	<p>Design vibrant learning spaces that engage the Sheridan community:</p> <ul style="list-style-type: none"> <li>• Observe how the spaces are used and consult with students and faculty on their needs and interests for developing the space</li> <li>• Provide interactive, fluid and transformative spaces that allow users to create what they need in the moment</li> <li>• Sponsor or host speakers and presentations</li> <li>• Tap Sheridan’s creative energy by commissioning art works from faculty, students and artists, and integrate creative features in space and services</li> </ul> <p>Enhance the ways in which teams and individuals communicate, brainstorm, study and play:</p> <ul style="list-style-type: none"> <li>• Create places to debrief, reflect and connect</li> <li>• Design with alternate uses in mind</li> </ul>

## Strategic Plan Deliverables: Goal 7 – Foster academic integrity throughout the college

Objectives	Deliverables
Help promote academic rigour	<p>Instruct students on academic integrity standards to help avoid plagiarism or other forms of cheating.</p> <p>Promote awareness of copyright user responsibilities to students:</p> <ul style="list-style-type: none"> <li>• Present copyright information and resources through the Copyright Services Student Guidelines web page and copier posters</li> </ul>
Provide copyright expertise and guidance	<p>Keep Sheridan community current on copyright developments as it affects educational uses of protected works:</p> <ul style="list-style-type: none"> <li>• Copyright Coordinator participates in educational copyright community through HLLR Copyright Interest Group and listservs; updates and expand knowledge through professional development and networking opportunities</li> </ul> <p>Keep the college current on changes in the copyright and licensing landscape and suggest adaptations/changes when necessary:</p> <ul style="list-style-type: none"> <li>• Respect copyright holder rights</li> <li>• Reasonably protect the college and its employees against infringement legal action</li> <li>• Promote and protect educational copyright users' rights</li> </ul> <p>Prepare Sheridan College to exit Access Copyright, 1 September 2014, with reasonable safeguards in place:</p> <ul style="list-style-type: none"> <li>• Communicate and educate Sheridan faculty and staff on their copyright obligations and establish evidence of these activities</li> <li>• Promote fair dealing guidelines and Copyright Act educational exceptions</li> </ul> <p>Create awareness of Canada's educational copyright users' rights:</p> <ul style="list-style-type: none"> <li>• Design and facilitate workshops through TLA and other available avenues</li> <li>• Develop a SLATE platform and market self-guided copyright education featuring Ontario Copyright Literacy videos, and create and market copyright services and a comprehensive copyright services guide</li> </ul> <p>Advise and educate faculty and staff on copyright best practices to provide them and the college with reasonable protection against copyright infringement charges.</p> <p>Facilitate avenues that make it easy for faculty and staff to comply with copyright law and licensing restrictions:</p> <ul style="list-style-type: none"> <li>• Research and advise on open access alternatives such as alternative image and video sources</li> <li>• Help faculty observe copyright through the use of e-reserve or similar software that facilitates access to persistent links to library material and enables efficient transactional licensing procedures</li> </ul> <p>Advise and educate Library and Learning Services on best copyright practices:</p> <ul style="list-style-type: none"> <li>• Educate library staff on fair dealing and library exceptions in the Copyright Act</li> <li>• Work with library staff to create and implement copyright-compliant library procedures and policies in ILL and Reserves.</li> </ul>

	<p>Work with e-resources librarian to create database of license terms.</p>
<p>Influence institutional culture of integrity</p>	<p>Embody the five fundamental values of The International Center for Academic Integrity: honesty, trust, fairness, respect, and responsibility.</p> <p>Discuss and engage Library and Tutoring staff in issues pertaining to academic integrity.</p> <p>Provide a model of staff behaviour for the college by encouraging and supporting Library and Learning Services staff to demonstrate ethical professional behaviour.</p> <p>Integrate copyright education and best practices into all available faculty and staff professional development programs and other opportunities:</p> <ul style="list-style-type: none"> <li>• Create and promote best practices on copyright for online courses in conjunction with NILES such as: <ul style="list-style-type: none"> <li>○ Professional Development: TLA seminars for p/t and f/t faculty</li> <li>○ SLATE copyright community</li> <li>○ SLATE best practices guide</li> </ul> </li> <li>• Create accessible copyright education for part-time faculty delivering on-line classes from off-site</li> <li>• Integrate copyright best practices into library liaison faculty sessions</li> </ul> <p>Explore the idea of developing a Centre for Academic Integrity at Sheridan.</p>

## Strategic Plan: Goal 8 – Adopt an entrepreneurial spirit in the provision of information services to the Sheridan Community

Objectives	Deliverables
Utilize Library resources in the development and delivery of applied research projects	<p>Inform Institutional Research of new Library services and collections that may assist them in their endeavours.</p> <p>Regularly review Sheridan’s scholarly activity to ensure that the Library is meeting the community’s information needs.</p> <p>Actively engage and instruct faculty on techniques for utilizing online resources:</p> <ul style="list-style-type: none"> <li>• Track trends in their fields and effectively use alert or other notification services to keep current</li> <li>• Identify new or breaking research and relevant collections</li> <li>• Identify possible sources for grants of funding</li> </ul> <p>Acquire data, services or collections that will support faculty and students in their applied research projects.</p>
Provide information services that mirror those adopted by industry	<p>Provide access to online services that reflect those used by employers and practitioners:</p> <ul style="list-style-type: none"> <li>• Assess information services and identifying practices found in a variety of workplaces</li> <li>• Deliver information products and online services as found in industry</li> <li>• Prepare students to view information through a critical lens by asking questions about the origin and accuracy of information</li> <li>• Train students to become efficient and effective online consumers</li> </ul> <p>Liaise with Career Centre and tune-in to workforce to better understand the necessary information skills required by Sheridan graduates.</p> <p>Encourage staff to be responsive in the development, design and delivery of information services.</p>
Maximize Library expertise to enhance college initiatives	<p>Support Scholarly Communication:</p> <ul style="list-style-type: none"> <li>• Develop a plan for a scholarly communication program at Sheridan</li> <li>• Identify best practices and guidelines</li> <li>• Explore and pilot open access publishing</li> <li>• Join discussions pertaining to peer review standards and methods both at Sheridan and in the larger scholarly community</li> </ul> <p>Participate in the planning and development of college initiatives and, when appropriate, apply Library and Learning Services skills to assist in their successful completion.</p>

## Strategic Plan Deliverables: Goal 9 – Attract and retain information specialists prepared to develop and deliver 21st century library and learning services

Objectives	Deliverables
Facilitate and support professional development	<p>Create a training plan that includes the evaluation of learning outcomes:</p> <ul style="list-style-type: none"> <li>• Enhance teaching and learning skills as well as digital literacy skills</li> <li>• Perform needs analysis where necessary to establish current staff competencies</li> <li>• Develop and provide a comprehensive orientation program that ensures a standard of training for new hires</li> </ul> <p>Collaborate and consult with the appropriate departments/faculties regarding the recruitment and selection process to ensure new hires are closely aligned with their needs.</p> <p>Work with NILES (centre for teaching and learning) to enhance the teaching and learning skills of library staff in order to create an exceptional learning experience for students.</p> <p>Promote active participation in the professional community:</p> <ul style="list-style-type: none"> <li>• Participate in external committees (OCLS committees, Copyright committees, AODA committees, HLLR, Ontario Colleges Learning Centres Working Group)</li> <li>• Attend conferences and pursue membership in industry associations and working groups to publish and promote best practices</li> </ul> <p>In consultation with HR:</p> <ul style="list-style-type: none"> <li>• Develop personal and organizational skills</li> <li>• Build and enhance leadership skills</li> <li>• Implement a sustainable succession management strategy</li> </ul> <p>Ensure resources are available in support of professional development.</p>
Encourage initiative and new ideas	<p>Create communication platforms for intradepartmental idea-sharing:</p> <ul style="list-style-type: none"> <li>• Support cross campus collaboration</li> <li>• Create a feedback mechanism that is responsive and formative</li> </ul> <p>Promote an environment of experimentation and risk-taking:</p> <ul style="list-style-type: none"> <li>• Provide incentives to innovate</li> <li>• Pilot innovations in service models</li> </ul>

	<ul style="list-style-type: none"> <li>• Consult with staff to encourage involvement in the decision-making process</li> </ul>
<p>Recognize excellence and commitment to students</p>	<p>Develop staff to be student-focused:</p> <ul style="list-style-type: none"> <li>• Engage staff in current student realities and behaviours</li> </ul> <p>Demonstrate staff commitment by fostering connections with other departments (e.g. Student Union, Student Services) to ensure staff are meeting student needs.</p> <p>Develop a staff recognition program.</p>



## Proposed Reporting Structure – Library and Learning Services

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### **Joan Sweeney Marsh – University Librarian or Dean, Library and Learning Services or Chief Librarian (Dated)**

Administration Support Member – support Library Admin

Marian Traynor – Associate University Librarian or AD or Manager, Library User Services and Facilities or Head, Library User Services and Facilities

TBD – Associate University Librarian or AD or Manager, Collections and Technical Services or Head, Collections and Technical Services

Danielle Palombi - Manager, Learning Centres (non-Library budget)

Patricia Buckley - Copyright Coordinator (Librarian)

User Experience Librarian (Might report to Marian TBD)

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### **Marian Traynor - Associate University Librarian or AD or Manager, Library User Services and Facilities**

Liaison Librarians including 1<sup>st</sup> Year Experience Librarian and Faculty Liaison Librarians (eventually 8 Librarians)

All Public Service Technicians and Clerks (number to be determined)

Coordinator - User Education Librarian

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### **TBD - Associate University Librarian or AD or Manager, Collections and Technical Services or Head, Collections and Technical Services**

Emerging Technology Librarian

Systems Librarian

Collections Librarian

Scholarly Communication Librarian

Data Technician

Acquisition Technician

Technical Services Technicians (e-content, cataloguing, Summon) (number to be determined)

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**Danielle Palombi - Manager, Learning Centres (non-Library budget)**

Learning Centre Associates (Fulltime and Part-time)

Staff Tutors

Peer Tutors

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**Other staffing questions**

Two Library Technicians in Learning Commons – should we move their salaries to Library from IT. Problem --- paid for by Student Fees. Student Fees cannot be used to pay for Library staff but can for Learning Commons staff. The two additional technicians will improve Library Staff/FTE Student ratio for AUCC review.