



**LIBRARY**

ANNUAL REPORT 2015-2016



Alan G. Green Fireplace Reading Room, Stauffer Library

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## VISION

Queen's University Library inspires learning, sparks creativity and builds community. Entering our libraries – virtual and physical – our students and faculty feel the world at their fingertips, the knowledge of the ages and the potential of the future. This community of learning and research, this library, is the keystone of our balanced academy where people engage deeply with each other to ask critical questions and build new ideas.

Librarians and staff work closely with students and faculty in every discipline and in the spaces where they intersect. Our best innovations happen through collaboration – across the library, with our faculties and schools and through our regional, national and international partnerships. Together, we're entrusted with ensuring that all information is available to all people, for all time.

## MANDATE/MISSION

The library stimulates excellence in research and scholarship through its collections, people, partnerships and services, and its physical and virtual environments. The library is a strategic asset to the University, contributing to the exploration and sharing of knowledge and the development of lifelong inquiry skills for the betterment of a global society.

## PRINCIPLES/VALUES

- Information access, stewardship and preservation, on a global scale for local needs
- Collaboration and partnerships across the university, region, nation and world
- Service that is people-centred, high quality, discipline-focused and inclusive
- Learning, inquiry, experimentation, innovation, knowledge and continual assessment
- Community, welcoming space, inclusivity and engagement
- Communication, consultation and sharing of expertise
- Wellness, kindness, safety and respect

**MESSAGE  
FROM THE  
VICE-PROVOST  
AND UNIVERSITY  
LIBRARIAN**

At Queen's University Library, we are known for our strong research collections, dedicated staff and superb facilities. This past year, the activities we undertook highlighted these different areas of focus, and the ways they enhanced the student learning experience and supported research prominence, internationalization and financial sustainability at Queen's University.

In 2015-2016, along with many other universities, we continued to examine the changing nature of scholarly information resources. Together with our academic partners, we explored our role historically, at present, and looking to the future. We asked what we could do to best support our research community in its scholarly communications, and these conversations will help guide the way forward as we continue to curate collections and work to broaden the impact of Queen's research locally, nationally and globally.

The many services we provide enable our strategic priorities. These services create critical points of connection and partnerships with students, faculty and staff. This year, we continued to nurture and explore those connections, asking ourselves how we can strengthen existing ones and where we might build new ones. Creating our Service Philosophy was a new step in this ongoing aspiration.

We also continued to develop our revered library spaces through the guidance of the Library and Archives Master Plan (LAMP) and continued to make possible the ideas that were identified as important by our users, such as more study space for students.

Thank you to the many, many people involved in these accomplishments over the past year: not only specific project teams but all those who handle the myriad of matters that go into the daily delivering of our services.

**– Martha Whitehead, Vice-Provost and University Librarian**



Queen's University Library staff

## SERVICE PHILOSOPHY

Queen's University Library is a welcoming, inclusive environment that provides an exceptional student learning experience and facilitates research excellence. Every member of our staff is an ambassador for the library and committed to collaborating with every individual within our global community: student, staff or faculty member, alumnus and friend.

### **We will:**

- Seek opportunities for meaningful interactions with you.
- Adapt to meet your needs, and provide accessible, quality service that is respectful, convenient, and efficient.
- Share our expertise and foster your ability to navigate the world of information.
- Build long term, supportive, attentive relationships in an effort to anticipate and exceed your expectations.
- Work together as a team to facilitate learning and innovation to support academic programs and research.

We are your library, and we are here to build community and advance creativity, learning, research, and teaching. If there is something we can help you with, please let us know.

## FACTS AND FIGURES

- 114.56 FTE employees (library technicians, staff, librarians, archivists)
- 11 linear kilometers of archival records, including 3,000,000 images, 300,000 architectural drawings and thousands of sound recordings and moving images
- 80,000+ e-journals containing more than 85,000,000 articles
- 15,319 responses to individual inquiries
- 3,000,000+ physical volumes
- 24 x 7 open hours in Stauffer Library during exams, and 2 am closing most other days in academic year
- 14,616 students taught in 903 classes/consultations across all faculties and schools



## PEOPLE

### FACULTY LIAISON UNITS

Working together with specialists from across the library, your liaison librarian can help you design research strategies, access and effectively use key information resources, manage your data, publish your research, navigate copyright and fair dealing, and stay current in your field. Your liaison librarian can also work with you to offer a wide range of teaching and learning support, including course-related instructional sessions and programs. With information resources at the foundation of learning and research, your liaison librarian also plays a key role in ensuring that you have access to the resources you need.

The **Education** liaison team works directly with teacher candidates, faculty, graduate students and Continuing Teacher Education in the Faculty of Education, and community teachers and librarians.

The **Engineering and Science** liaison team works directly with students, faculty and staff in the Faculty of Engineering and Applied Science and science departments of the Faculty of Arts and Science, as well as related research centres.

The **Health Sciences** liaison team works directly with students, faculty, staff and health professionals in the Faculty of Health Science disciplines of medicine, nursing and rehabilitation therapy, and the life sciences. As well, they have partnerships with a number of community hospitals and health care providers.

The **Humanities and Social Sciences** liaison team works directly with students, faculty and staff in the humanities and social sciences departments of the Faculty of Arts and Science, the Smith School of Business and the School of Policy Studies.

The **Law** liaison team works directly with students, faculty and staff in the Faculty of Law and other members of the *Queen's* and local communities engaging in legal research.

### ARCHIVES AND SPECIAL COLLECTIONS

**Queen's University Archives** preserves and provides access to the information assets and historical record of the university, private papers related to Kingston and the region, and the City of Kingston Archives.

**W.D. Jordan Rare Books and Special Collections** preserves and provides access to impressive collections of rare books, maps, posters and other special resources covering all subjects.



## LIBRARY-WIDE DIVISIONS

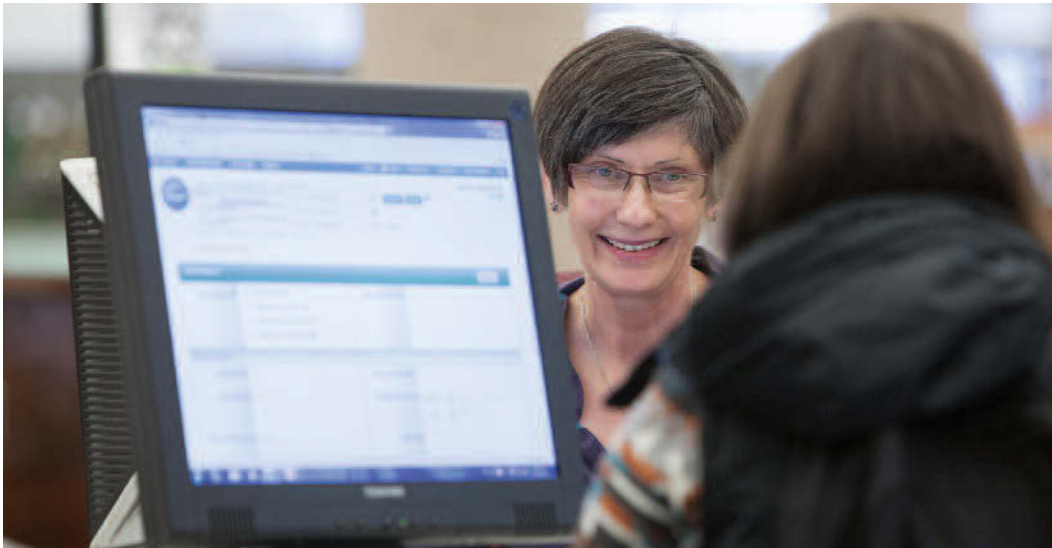
The library-wide divisions work with liaison librarians, university partners and directly with students, faculty and staff spanning all disciplines.

**Academic Services** provides leadership and expert advice on learning and research services crossing all disciplines, such as scholarly communications and data services.

**Collection Development and Assessment** provides leadership and coordination in the development and assessment of collections to support the research and learning needs of the university, and contributes to the development of information resources strategies.

**Discovery and Technology Services** has online user experience as its raison d'être. The team is responsible for understanding current research behaviour and user preferences as it provides technical leadership for digital initiatives, information systems and web development.

**Information Services** manages the physical and virtual service points where questions are answered or referred and a variety of transactions occur relating to library services, collections and spaces.





Douglas Library

## PLACES

**Stauffer Library,  
housing the Queen's  
Learning Commons  
and Academic Services  
as well as Humanities  
and Social Sciences  
resources and services**

**Bracken Health  
Sciences Library  
in Botterell Hall**

**Douglas Library,  
housing Engineering  
and Science and W.D.  
Jordan Rare Books and  
Special Collections**

**Lederman  
Law Library in  
MacDonald Hall**

**Education  
Library in  
McArthur Hall**

**University  
Archives in  
Kathleen Ryan  
Hall**

QUEEN'S UNIVERSITY LIBRARY







# Enhancing the Student Learning Experience

## FOSTERING A LEARNING COMMUNITY

Our library is a cornerstone of the Queen's University learning community. We welcome and support students as they learn and acquire "hidden" research skills, such as their ability to find, consolidate, apply, and manage information.

**Inquiry@Queen's (I@Q)** gives students the opportunity to transition from early learning to deeper understanding and even authority. "It is integral to the students' learning that they present and explain their work to a wide and varied audience," says Jackie Druery, I@Q co-chair and Head of Humanities and Social Sciences, Queen's University Library. "That's a key part of the discovery process. The conference provides an opportunity to do this in an interdisciplinary environment and to gain academic and

professional skills at the same time." This year we celebrated a decade of promoting undergraduate research, with approximately 150 student participants. There was much high calibre research to celebrate: students contributed posters and oral presentations, including one via Skype from a barn and featuring cows. There was a panel discussion on experiential learning, a comedic performance of *Lysistrata*, and a very special keynote presentation including, Art McDonald, Professor Emeritus and co-winner of the 2015 Nobel Prize in Physics.



Art McDonald delivers the I@Q keynote address

We often hear students say they live at the library. In January, Queen's students Sean Kim and Eric Sandham spent a week actually living, eating, and sleeping in Stauffer Library for seven consecutive days to raise funds and awareness for world literacy and gender equality in education. This is part of the annual campaign **Live-In for Literacy**, which was started at Queen's University in 2005. This is the eleventh year that the event has taken place and Queen's students always show enthusiasm in learning about and contributing to the cause.

**Freedom to Read Week** is an annual event that encourages Canadians to think about intellectual freedom guaranteed to them under the Charter of Rights and Freedoms. This year we marked Freedom to Read Week with events that included special readings of J.K. Rowling's *Harry Potter* series in the 1923 Reading Room of Douglas Library, which students fondly refer to as the "Harry Potter Room," and pop-up events at Stauffer and Douglas libraries.

The Engineering and Science unit hosted **Science Literacy Week** in September. The Queen's and Kingston community was invited to celebrate science and our appreciation for the insights, inventions and ideas that shape our world. Events included Science Books displays, **ground penetrating radar and a small magnetometer demo** in Douglas Library, guided tours of the Museum of Health Care, guest lectures, a 3D printing demonstration and more.

In November we promoted **Geographic Information Systems (GIS) Day** with our Queen's and community partners. GIS Day is an annual event when people all over the world come together to celebrate geographic information systems (GIS) technology to demonstrate real-world applications that are making a difference in our society. Geography, City of Kingston, Utilities Kingston, Kingston Aerials, KFL&A Public Health, and the Ministry of Transportation joined us to learn from one another about the many applications as well as the future of GIS.

This year we also teamed up with **Kingston WritersFest** to host two literary events in Speaker's Corner that were free for Queen's, St. Lawrence College, Royal Military College, and high school students to attend. In the spring, five acclaimed poets read from their new collections. On the twentieth anniversary of Robertson Davies' death, we hosted the release of his diaries with the two editors, Jennifer Surridge, daughter of Davies, and Ramsay Derry, Davies' editor. Before the reading, all were invited to attend a unique open house and tour of Robertson Davies' personal library.

*"The location was perfect for us as it felt as if the audience was with us through the whole piece and everyone at the library was so helpful."*

– **Jennifer Surridge, co-editor of A Celtic Temperament: Robertson Davies as Diarist**

To help facilitate online learning, we have been hard at work on our **website redesign project**, including conducting user experience assessment, content development in consultation with staff, enhancement of some key search tools, development of the virtual presence of the new services model, and a plan for ongoing administration, development, content management and analytics that are sustainable into the future and will facilitate a coordinated and evolving web presence.

### **PROMOTING STUDENT INQUIRY TEACHING AWARD**

This year we were proud to sponsor a new Principal's Teaching Award for Promoting Student Inquiry. The Teaching Award for Promoting Student Inquiry recognizes innovative instructional design which enables active student engagement in their own learning. This means they determine what they need to learn, identify resources and how best to learn from them, use those resources and report on their own learning, think critically, reflect on and assess their progress in learning, and share what they have learned through some form of scholarly communication.

Gabor Fichtinger was the 2015 inaugural winner for his promotion of inquiry learning in the Perk (Percutaneous Surgery) Lab. Multiple letters of support from graduate and undergraduate students described how the experience in the Perk Lab sparked their curiosity, creativity, skills and confidence. Vice-Provost and University Librarian, Martha Whitehead, and Principal Daniel Woolf presented the Award to Dr. Fichtinger at an awards ceremony in February.



## STUDENTS HELPING STUDENTS

Hossein Khonsari is completing his PhD in Electrical Engineering, and has worked in the library's information services division for nearly two of his four years at Queen's. Khonsari wanted to work at the library because he enjoys research and searching for unknowns, organizing and sorting things so they are easy to be found, and working with people to help them find the information they need.

Once he joined the information services team he noticed that he could not only help students find information, but also connect them with other resources and services provided by the library. For example, letting them know that there are librarians in each subject area that they can talk to about their fields, and research methods. He also observed that there's a study space in the library to accommodate every learning style. "There are quiet study zones for individual studies, and bookable group study rooms to practice presentations, for instance, or they can plug in their own laptops to confer on group projects."

He also noticed that along with helping other students learn, he was gaining valuable insight and information for his own studies. "I became familiar with all the resources we have in the university libraries and these resources are really helpful for me. It is much easier for me to find the information I need for my assignments and to learn new concepts."

Looking to the future, Khonsari believes his time at the library will continue to be of benefit, "I am hoping that I can finish my PhD in the next year, while continuing my work at the library, as I enjoy it. Then, I will apply for jobs, and I think the experience I have gained in the library will be helpful for me in my future career and job interviews. I am grateful to the students and staff I have been working with. I appreciate their kindness and helpfulness."

*"A positive experience: I got an empty seat and there was a note that said 'have a nice day'"*

**– Student feedback**



Students leave notes of encouragement for each other in the library during exam season

### **CHANGING LIVES IN THE ADAPTIVE TECHNOLOGY CENTRE (ATC)**

There are more than 1,200 students registered with Queen's Student Accessibility Services, and each of these students has access to the technology, study space, and services available through the Adaptive Technology Centre (ATC). The ATC removes access barriers to research and course materials, provides safe, non-judgmental space, and creates an accessible learning environment that contributes to student academic success.

The support of dedicated, knowledgeable staff, access to research material in an alternate format, and the use of assistive technology and accessible space has a significant impact on the academic success of the students. For example, this year a student with degenerative eye disease was provided with technological solutions, assistive device training, and course materials in alternate formats.

The ATC provides alternate formats (for example, digital audio, e-text, and Braille) to students who have a print disability. This involves acquiring and/or creating accessible course and research materials for 306 courses and 663 titles (books and course readers). One student expressed their gratitude as follows:

*"Thanks so much for your help throughout my undergrad – I would not have been able to keep up with the constant flow of readings and assignments had it not been for your help and reformatting! Endless thanks."*

#### **– Feedback from a student**

Students using the ATC have access to a variety of assistive technologies (such as LiveScribe Pens) and specialized software (including screen readers and text-to speech reading systems such as Kurzweil 3000). The Centre provides students with technological assessments, advice on the purchase of adaptive technologies, assistive device and software training and other technology support.

ATC staff are actively involved in university and provincial accessibility initiatives including the university's Information and Communications Working Group and the OCUL Accessibility Community.

## SUPPORTING LEARNING OUTCOMES

A transformative student learning experience is central to Queen's identity and vision. Our students and faculty are highly engaged and the library offers a wealth of resources to foster student success.

We have received recognition for our support of learning outcomes, including this year, when Suzanne Maranda, Head Health Sciences Librarian, and Sandra Halliday, Health Sciences Librarian, were recognized with one of the inaugural Principal's Teaching and Learning Awards, The Curriculum Development Award, sponsored by Centre for Teaching and Learning, along with fellow team members: Dr. Heather Murray, Department of Emergency Medicine; Dr. Melanie Walker, Division of Cancer Care and Epidemiology; Dr. Linda Levesque, Centre for Health Services

and Policy Research; and Ms. Sheila Pinchin, School of Medicine.

Halliday and Maranda say they enjoy working alongside highly engaged educators and students, and are pleased by this recognition as it demonstrates the librarian's critical role in learning and research. Librarians in health sciences engage in teaching students, from their first year, where they learn the basics of how to make use of the library's resources, to fourth where students are reminded of the information services and resources that are there to help them as they work with patients.

One of the ways we **support learning outcomes** is by teaching "hidden" skills, helping students understand how to find, synthesize, and report on information. There are many examples of this over the year. One is when one of our liaison librarians, Constance Adamson, taught for COMM 105, Business Communications, a required course in the first year of the Commerce Program. The course is designed to enhance the 475 students' understanding of the importance and transferability of professional written, oral, and technical communication skills. The librarian works with each of the six sections to introduce library research and resources for their group oral presentation and written report. The students research and report on current issues in the Canadian economy and labour market. This requires that they search and synthesize information from a range of sources including economic reports, government reports and statistics. The learning that takes place in the session is transferable to other courses and eventually to the workplace.

We also supported **online learning**, and produced a wide range of online modules and research guides, including: *Student2Scholar* for graduate students in social sciences (created through a collaboration with Western University and University of Toronto OISE); *Information Skills: Strategies for Effective and Efficient Use of Information* for undergraduate courses; and multiple online information literacy modules supporting curriculum across the faculties.

## PROVIDING LEARNING EXPERIENCES

Library resources and services provide a wealth of opportunities for meaningful learning experiences.

One example is a project with Professor Marta Straznicky's English 491: Life writing course. Students in this class studied the diaries of Laura Robinson Sills. These diaries are part of the H. C. Burleigh Fonds at Queen's Archives, and provide a glimpse at what life was like in Sandhurst between 1901-1945.

In order to facilitate student engagement with the material, student employee, Shelby Stinnissen, scanned all of the pages of Laura's diary—40-200 per year, for 41 years!

*"For me, too, this has been a journey of learning and connection quite unlike anything I've experienced in my career. So wonderful to be able to share it!"*

—**Marta Straznicky, Professor**

After assisting students on their journey of learning, library employees were invited to attend the class presentations. These projects included a Facebook page representing what Laura's profile might have looked like, and outlined the major events she outlines in her diaries.

Maureen Myers, Shelby's supervisor, says she was pleased to be part of providing this "unique opportunity to students, who were able to get familiar with materials, and engage with resources without risking fragile materials."

This year the Archives supervised nine student internships. Each student collaborated with their supervisor at the Archives to plan an individual project suited to their interests and the priorities at the Archives. Students came with a range of archival backgrounds – from having volunteered here for years to never having set foot in the Archives. This year students were provided a short archival reading list to go through at their own pace. They were also asked to journal about their experience during the term. The following are some of their observations.

Claire McGratton, HIST '17 observed the Queen's Remembers website was a bit sparse in regards to WWII, and her project was to update this exhibit. From Claire's Journal:

*It being Week Six ...going into the yearbooks made me feel slightly uneasy because I had finished reading all of the obituaries of these men, and now I was reading about their lives before the war, knowing very well how their stories ended. One yearbook in particular belonged to Charles Richard Maundrell, a Queen's University student who had died during World War Two. This was especially hard to look through because of the plethora of signatures that he had collected from his fellow peers that belonged to other Queen's men who would later lose their lives as well during the War.*

*This week not only taught me how much work goes into research, and gave me a small glimpse into the extensive work of archivists, but also how involved a researcher can get in their subject matter. I found myself feeling exhausted after today, which I credit to some degree to the amount of research I completed. However, I largely credit this feeling to seeing how these men lived, and how they were loved, and that the sacrifice they gave during World War Two not only affected them, but everyone who knew them.*

During their internships, students learned new professional skills, and some found new vocational pathways. Jade Harbinson, HIST '17 came to the Archives with no experience, but had an ideal degree combination for conservation, chemistry and history. Her internship involved examining the Deacon collection (a law firm in Brockville), Canadian history from a local perspective. From Jade's journal:

*At the end of my internship, I have acquired new skills, and further developed my organizational and processing skills. I highly enjoyed working on the Deacon collection and being able to see a bit of Canadian history from a more localized point of view. The Archives also allowed me to experience a more hands on approach to history by examining multiple primary sources and establishing a working organizational system that would allow for historians to find these documents easily.*

*Due to my work at the Archives, I have considered pursuing either archival studies or conservation training after I have completed my undergraduate degree. This internship has sparked my interest as it incorporates hands on work within the realm of academia. I have begun to look at programs at the University of Toronto for museum and information studies, the heritage conservation program at Fleming College, and the Queen's University art conservation treatment stream masters.*

Heather Home, Public Services Archivist, says it was gratifying to see all of the insight the students took away from the experience, "The students were challenged by the work they did, and their reflections illustrate the different facets of archival work, from the emotional to the pragmatic to the abstract."

Special collections also provided **experiential learning opportunities** where students could engage deeply with collections. For example, Jenna Mlynaryk, a 3rd-year English major who worked as a Digital Humanities Assistant, describing and digitizing more than 60 colour fashion plates from The Young Ladies Journal, 1872-1879. She created a digital collection on QSpace and also an interpretive online exhibit. Her work was presented as an online poster at the Inquiry@Queen's Undergraduate Research Conference. Another student, Renate Rumsaite, an exchange student from the University of St. Andrew's in Scotland, helped with rehousing and other conservation projects.

The library's Education unit also provided a number of opportunities for student engagement. For example, a librarian worked with the Faculty to co-organize Frontenac, Lennox & Addington (FLA) Science Fair Helping Saturdays. These popular events allowed parents and children the opportunity to request support from local science teachers and graduate students. Teacher candidates also participated in the science fair judging in March, when the Education Library served as the base for the approximately 70 judges from the community.



Student Jade Harbinson, in the Archives

## DEVELOPING LEARNING SPACES

The Library and Archives Master Plan envisions the Queen's Library and Archives of the present and the future. The process of consultation and iterative design began in 2013, and each year we are working to implement this plan.

In terms of study and learning space, **Stauffer Library** tells a story. Throughout the fall and winter terms on 100 plus days there are more than 1000 people in the building at once, and during exam periods it is at maximum capacity. This information is available as a result of a 2012-13 AMS Executive promise to provide a service to help students gauge the availability of study space in Stauffer Library. They worked with the library to install “people counter” technology at the entrance to the building, and it has been operational since 2013-14.

According to current student leaders, the ability to find a study spot in the library during many hours of the day remains a strong priority for students. LAMP envisions a 25% increase in student learning space across the library system.

LAMP provided a framework of high-level concepts that have now been further developed as individual projects. These include projects that are nearing completion. **Renovations to the Law Library** became a high priority due to increased enrolment in the Faculty of Law. LAMP plans called for the lower level of the library to be given to the Faculty, and the Faculty was able to fund that along with renovations required on the main floor as a result of the lower floor changes. Preparatory work began in 2014-15 with the library's analysis of collections on the lower level. The lower level was then renovated to become the Law Learning Commons. The Law Library entry level gained two study rooms with adaptive technology, as envisioned in LAMP, and an accessible gender-neutral washroom. Construction was largely completed by November 2015, and further work at the entry to the Law Library will be completed in 2016-17. LAMP also envisions further changes on the second floor of the Law Library over time.

This year planning took place for a number of projects, such as future renovations in Stauffer Library. Because we introduced a new service model this year that seeks to enhance the student learning experience, effective delivery of these new services requires updating the service area at the entry to Stauffer Library, which was designed over 20 years ago for different kinds of transactions. Plans were developed and costed in 2015-16 for renovations that focus on user friendliness, accessibility, consultation space, workflow effectiveness, flexibility and aesthetics befitting a signature building evolving into a new era. The plan also provides for a few additional study spaces in the short term, and aligns with a longer-term vision in which the floor includes substantial space for creative collaborative student projects supported by technology.



Further plans for Stauffer Library include the terrace adjacent to the Alan G. Green Fireplace Reading Room, as this is a beautiful space with great potential for outdoor study and special events. Accessibility and safety will be addressed in 2016-17, and further fundraising will be undertaken to complete features such as sunshades and furnishings.

In addition to this, the **Library Information Network at Queen's (LINQ)** envisioned in LAMP will be an exciting new form of library infrastructure that virtually connects the full range of library resources and services in strategic areas across campus: spaces where students can study and work together on course-related projects in an inspiring library atmosphere. In 2015-16, a project group developed a set of principles to guide development of LINQ sites, and a set of plans for a pilot site on the ground floor of Watson Hall. Department Heads in Watson Hall are united in their enthusiasm for rejuvenating this building by providing students with a welcoming environment enabling their work, and for opening up the space by allowing more light to penetrate its halls.

Another key driver of LAMP continues to be the conditions in which we would like to house archival, rare and special collections. Our **University Archives**, which also functions as a regional archive as well as the City of Kingston Archives, is recognized as one of the best archives in the country, and our **W.D. Jordan Rare Books and Special Collections** includes priceless items that bring subjects to life for students in disciplines across the university. Planning is underway to ensure that all of the collections are housed in ideal conditions.

Further planning for **Douglas Library** includes exhibition and community space and digital scholarship services that will build on special and archival material. As a grand heritage building at the heart of campus, Douglas Library should be as vibrant as its younger counterpart, Stauffer Library. Key to that vision is a plan to renovate the entry level to become a very inviting open area where students will enjoy gathering and studying, and exhibitions and community events can be held.

In the future we will continue to examine LAMP projects such as an expanded learning commons in Stauffer Library, reading rooms and vaults in Douglas Library, **Bracken Health Sciences Library** and **Education Library** renovations and enhancements to **Library Square**.

*"My parents asked me why I pay rent at my house  
because I literally live in Stauffer. . . <3 Club Stauff"*

– Feedback from a student







A photograph of a building facade featuring large, multi-paned windows. A black lamppost with a green lantern-style top stands in the foreground. The walls are covered in ivy with leaves in shades of red, orange, and yellow, indicating autumn. A semi-transparent grey rectangle is overlaid on the left side of the image, containing the text "Research Prominence".

# Research Prominence

## ACCESSING INFORMATION

The scholarly communications landscape is on the cusp of transformative change. The convergence of multiple factors including the opportunities of digital technology, new open access policies of research funding agencies, constraints of current publishing models and the financial realities of university budgets has prompted the need for discussion concerning sustainable approaches to publication and dissemination of research. In Canada and worldwide, the common goal is to enable research results to be as widely distributed and accessible as possible, internationally, in high quality publishing venues at the lowest possible costs.

Given the central role played by academic libraries in providing access to information and in utilizing and supporting collaborative technology-based initiatives, the library will continue to engage the Queen's academic community in discussion of the pressing issues and opportunities of this evolving landscape, within our local context. In discussions with the Senate Library Committee in the 2015-16 academic year, it was agreed that the library and the Senate Library Committee would host an invitational forum on this topic. These and other discussions will seek to engage representatives of academic stakeholder groups, provide an overview of the issues at the international, national and local level, highlight the local collections decisions to be made, and seek input and support for the path forward.

The Senate Library Committee agenda topics for the coming year will include input on the library's comprehensive information resources strategy, including initiatives to modify acquisitions practices to address the issues of current publishing models, foreign currency exchange fluctuations, and new and continuing teaching, learning and research needs.

*"Oh my goodness — this is utterly fantastic!! In all my time looking at course material formats, I have never seen anything so perfectly and accessibly organized. This is amazing! Thank you for this initiative!"*

– Law Professor, feedback on e-reserves

**DID YOU KNOW:** Our E-reserves service grows each year! More than 15,000 course readings have been processed for over 850 courses since Fall 2013; and they expanded in 2015-16 to include 26 Law courses and more than 30 Education courses.

## MEETING ACADEMIC NEEDS

Our Collection Development and Assessment division and librarians across the system continue to work in close consultation with the Queen's community to ensure our faculty and students have access to the scholarship they need to inform their research. At the same time, Canadian academic library budgets are under increasing stress due to a number of factors, and ours is no exception.

New models of collections strategies are emerging due to increasing costs, unsustainable publishing models and licensing costs, and digital distribution capabilities. This year we developed and communicated strategies to continue addressing the changing landscape.

We undertook a careful review of purchases and renewals, including analysis of stakeholder consultations, usage statistics, cost data and overlap studies. We have also been monitoring the increased demand for resources to support online courses and other new academic programs. We continue to engage in regional and national licensing consortia, and are extremely grateful for trusts and endowments that help us to continue to provide resources to our community.

## ADVOCATING FOR CHANGE

The strategic priorities of the Canadian Association of Research Libraries (CARL) include fostering knowledge creation and sustainable scholarly communication, including open access, and encouraging the role of the library in publishing, as well as facilitating collaborations to create, acquire, share, and preserve Canada's research resources.

Martha Whitehead, Vice-Provost and University Librarian, is president of CARL, and co-authored a white paper which provides a framework to stimulate conversations and collaborative action in support of these priorities: *Canadian Universities and Sustainable Publishing*. Presentations and discussions based on this paper occurred with many university groups and other stakeholders this year in Canada, and also internationally. CARL is engaged with the newly formed International Alliance of Research Library Associations, a coalition that aims to collaboratively address the most pressing issues of scholarly research information management in the digital, networked age.



## BROADENING THE IMPACT OF RESEARCH

### RESEARCH DATA MANAGEMENT AND PORTAGE

We provide data management services to support and partner with the members of Queen's community as they manage their research data. This issue is becoming more vital to researchers as governments and institutions worldwide affirm that research outputs should be as openly available as possible, for the advancement of knowledge and innovation. A growing number of funding agencies, and more scholarly publications, require that data be made available in a public archive, with appropriate restriction for sensitive data.

Data management plans (DMPs) are widely recognized in the international research community as a best practice, and this year, we were involved with the release of CARL's DMP Assistant, an open, web-based, bilingual data management planning tool made available to all researchers in Canada.

DMP Assistant takes users through a series of questions based on a general template for research data stewardship, and provides specialized guidance to help researchers develop their plan. It also supports DMP requirements of specific funders. Jeff Moon is a data librarian, and Academic Director of Queen's Research Data Centre, and chair of the national Portage DMP Expert Group. He says that this new tool will be an essential component of the services we offer researchers at the library. "We have a data management service, and welcome the opportunity to help researchers, whether they are planning a project or they already have data. Ideally a researcher will use the DMP Assistant at the outset and return to the tool throughout the research process. We are happy to be involved at any step in the process."

**Research Data Management Survey in Engineering and Science:** This year we conducted a Research Data Management (RDM) survey in collaboration with other universities. Participants were asked questions related to working with research data, data sharing, funding mandates, research data management services, and demographic and general questions. The goals of the survey were to: determine how Queen's researchers manage and share research data during and beyond their projects; determine how we might best help facilitate data management activities; and identify and understand differences in RDM practices and needs across disciplines and sub-disciplines.

By asking researchers to think about how they manage their research data, and introducing concepts such as metadata standards, best practices, library data services, embargoes, and more, we hope to

increase awareness and initiate an ongoing dialogue that will inform our work as we continuously improve our research data management. Plans are under way for a further survey of RDM practices and needs in other disciplines such as humanities, social sciences, business, policy, law, and education, and another is being prepared for health sciences.

### OPEN ACCESS WEEK

To mark Open Access Week in October we partnered with University Research Services to host a special panel discussion entitled “Open Access: What it is, what it means for you and why you should care.” This lively panel discussion, moderated by Karina McInnis, Executive Director at University Research Services, explored knowledge exchange and exposure from different angles, including authors, publishers, funders, research administrators, open science advocates and librarians.

The panel included Professor Simon French, Queen's School of Rehabilitation Therapy, Professor David Murakami-Wood, Department of Sociology, Jeremy Geelen, Policy Analyst at Social Sciences and Humanities Research Council (SSHRC), Professor Kerry Rowe, Department of Civil Engineering, Brian Hole, Founder and CEO of Ubiquity Press, UK (via skype), and from the library Nasser Saleh, Head, Engineering and Science, Rosarie Coughlan, Scholarly Publishing Librarian, Jeff Moon, Data Librarian, and Academic Director, Queen's Research Data Centre.

“The ways in which knowledge is created and exchanged are evolving. Many international funding agencies, including Canada’s federal Tri-Agency have implemented policies requiring awarded research publications to be made freely accessible online to the widest possible audience,” says event organizer, Rosarie Coughlan. “We are keen to bring all stakeholders to the table in exploring the impact of recent open access requirements and what this means for Queen's faculty and researchers.”

### MAKING TIME FOR WRITING

This year, in collaboration with The Office of the Vice-Principal (Research), we offered **Quiet Writing Times for Faculty Members and Post-Doctoral Fellows** on Friday mornings on a monthly basis in The Alan G. Green Fireplace Reading Room in Stauffer Library. This was in response to feedback from faculty, who appreciated the cozy library spaces and sense of camaraderie as Queen's faculty came together to embrace their creativity.



ENGAGING WITH  
RARE BOOKS,  
SPECIAL  
COLLECTIONS  
AND ARCHIVES

Our rare books, special collections, and archives are for the Queen's and Kingston community, and we encourage everyone to come in and engage with them. We collect, build and promote our unique, one of a kind collections for our community of learners, researchers and teachers.

One method of engaging with our community and increasing awareness of the diverse resources available is by holding exhibits. This year they included the Sir Sandford Fleming Centenary Exhibition, attended by the President of Sir Sandford Fleming College, Tony Tilly, and Queen's Principal Daniel Woolf, as well as pop-up exhibits to complement events, such as Homecoming, holidays, Freedom to Read Week and Kingston WritersFest.

**Prison Sentences: Penitentiary Literature in Kingston**, was an exhibit that focused on prison newsletters, or "joint magazines" from Kingston area prisons, and provided an in-depth look at writings by prisoners. It examined the content and historical significance of these works, and drew attention to the quality of these publications, especially in the 1950's and 60's. The newsletters were used for a project in Steven Maynard's HIST 458: Social History of Modern Canada class. There was press coverage in the Kingston Whig Standard, Queen's Gazette and CBC radio. We also received a visit from former prisoner and author John Rives whose books of poetry were on display, and held a formal reception attended by the public.

The Archives also provided research support to a number of departments utilizing university archival material in support of their upcoming 175th celebrations. For example, University Historian Duncan McDowall had writing space in the Archives as he consulted thousands of documents to research the third volume of Queen's official history, and the 175 Moments project.

In addition to this, the Archives also supported the Swamp Ward Inner Harbour History Project walking tours and downloadable app; Robert D. Godwin (Space Curator, Canadian Air and Space Museum) in his work on former Principal Leitch and his early role in rocketry, which received coverage on CBC Ontario Morning, inquiries relating to planning and implementation of digital humanities projects; participation in The Politics and Poetics of Digitizing Havana, 1959-1968, which received a SSHRC Connections grant; images for publications including Sophie Kiwala MPP 2016 Calendar, documentary film Al Purdy Was Here, and a MMFA touring exhibition, 1920's Modernism in Montreal.



A pop-up special collections exhibit (top) and Queen's University Archives, Kathleen Ryan Hall (bottom)







# Internationalization

## ACTING GLOBALLY AND LOCALLY

The development of research library services is an international endeavor. We work with partners around the world to develop a global-scale knowledge commons, while at the same time focusing on local services that nurture our university communities. This is embedded in our statement of values, which includes “information access, stewardship and preservation, on a global scale for local needs; collaboration and partnerships across the university, region, nation and world.” Our values also emphasize inclusivity, an essential component of a global society.

## CONTRIBUTING INTERNATIONALLY

Queen's librarians actively engage in international professional activities and scholarship. This year, examples included papers or presentations at the Coalition of Networked Information, the International Data Curation Conference, the International Federation of Library Associations and Research Libraries UK. As President of the Canadian Association of Research Libraries, Vice-Provost and University Librarian Martha Whitehead was involved in the formation of the International Alliance of Research Library Associations. These activities contribute to a greater understanding of the opportunities for meeting student and research needs, at home and abroad.

In collaboration with the Office of the Vice-Principal Research, Queen's University Library hosted **Religion Across the Humanities: A Matariki Humanities Colloquium**. This event brought together researchers and librarians from the seven Matariki partner institutions to foster dialogue about the current state of research and teaching in the study of religion, and to share the best practices and resources at our institutions. The Colloquium participants were from a number of backgrounds, including philosophy, history, English, religious studies, art, and cultural studies. The keynote speaker was Gauvin Bailey, The Bader Chair in Southern Baroque Art, who gave an engaging talk on “The Spiritual Rococo: Décor and Divinity from the Salons of Paris to the Missions of Paraguay” in Speaker's Corner, Stauffer Library.

## SUPPORTING INTERNATIONAL STUDENTS AND RESEARCHERS

The library seeks to support the needs of our international community, both international visitors here at Queen's, and our Queen's students and faculty abroad. We engage with international researchers who need Queen's information resources and services and with Queen's scholars and groups with an international focus.

We work closely with the instructors and students in the **School of English** to ensure that we have collections and services that meet their needs. This includes anything from classroom space for their library activities to teaching and supporting the development of their research skills. For example, we provide reader advisory services to help them with book selections at appropriate reading levels and access to useful online collections.

From a School of English instructor about our CBC online collection, [curio.ca](http://curio.ca): "I tried this, and it worked! Our new lab teachers are very interested in CBC News in Review. Many thanks."

This year we again hosted international scholars who came from overseas to consult our resources, such as our John Buchan Collection.

We also supported internationalization through ongoing consultations with researchers engaged in international research or teaching abroad, and ongoing engagement with curriculum developments and needs of students studying abroad through faculty liaison teams. Our ties with the Bader International Study Centre (BISC) remained strong as well, through engagement with the BISC Librarian, Academic Director and faculty.









# Financial Sustainability



Kim Bell (far right) and other 2015 Queen's University Staff Recognition Award recipients



## PRIORITIZING PEOPLE

The library has made significant shifts in how library service points are configured, managed and staffed, and how they make use of technology. Based on the Public Services Renewal Project final report, the library created a new organizational unit in 2015-16. Under this unit, service points are being viewed and configured as key, integrated information points at which user-library staff interactions occur.

The library's ongoing restructuring has enabled a shift of resources towards numerous strategic objectives, such as: copyright advisory services; e-reserves service; information skills modules for online and blended courses; student engagement with special collections and archives; experiential learning opportunities; scholarly publishing and research data management services in support of granting agencies' policy requirements.

This year we also created our service philosophy to ensure we continue to provide a consistent and inclusive environment that provides an exceptional student learning experience and facilitates research excellence. Every member of our staff is an ambassador for the library and committed to collaborating with every individual within our global community: student, staff or faculty member, alumnus and friend.

We have always been very proud of our remarkable staff, and this year we were pleased to see a continued recognition of their work by the Queen's community. Kim Bell, Services Coordinator, W.D. Jordan Rare Books and Special Collections, received one of eight annual Queen's University Staff Recognition Awards in recognition of her many contributions throughout the year. Caroline Davis, Vice-Principal (Finance and Administration), offered remarks on behalf of Principal Daniel Woolf, and had many glowing things to say about Ms. Bell, including:

"Her commitment to public service in general and individual patrons in particular is unmatched. She always goes the extra distance to learn about and locate information."

Each year library staff and faculty come together to celebrate highlights from the past academic year and plan for the next. This year our **All-Staff Planning and Development Day** was held at the Donald Gordon Centre at Queen's. Staff shared their stories of successes from the past year, and discussed what the future looks like in terms of the changing nature of teaching and research, and in terms of our collections, connections and service philosophy.

## LEARNING TOGETHER

We seek to ensure that our library community has all the resources needed to provide the highest level of service, and for this reason we offer a multitude of staff training and development opportunities.

One example of this is found in the Discovery and Technology Services team, who implemented a program of online learning using Lynda.com. In their experience this was an innovative way to learn together, as opposed to reading manuals.

Together they selected which topics would be relevant to each team member, and would meet over online chat. Together they watched the video, and completed the same exercises and assignments. This effort required individual responsibilities to ensure the best use of group time, and organizer responsibilities to ensure the topic was relevant, and the team was together and starting on time.

Judy Young, Systems Support Coordinator, Discovery and Technology Services, says that their experience was so positive they would recommend it to other library divisions and units. "If your goals are like ours, that is team building and getting everyone in the group to the finish line together, then this will help you with that."



Queen's Data Day, Speaker's Corner, Stauffer Library

## COLLABORATING

We know that our best innovations happen through collaboration: across the library, with our faculties and schools and through regional, national and international partnerships.

One clear example of collaboration this year was through our continued engagement and leadership in the **Ontario Council of University Libraries (OCUL) Collaborative Futures project**, which seeks to answer the question academic libraries are asking themselves: can our shared challenges be tackled with a shared solution?

To examine this question, members of our library served on working groups and participated in planning including research on library service platforms and requirements, collaboration opportunities, planning for a procurement process and a consortial memorandum of understanding. Our work so far has shown there is a need, an interest and a commitment to working together towards a shared vision of the library of the future.

In addition to this, we also participated in a collaboration with University of Toronto, Western University, McMaster University and University of Ottawa to plan a shared print preservation program at the University of Toronto's Downsview facility. Collaboration amongst the five partner libraries allows for the creation of an affordable state-of-the-art preservation facility that can serve the needs of all five universities.



## DONOR GENEROSITY

We are always very grateful for the support we receive from our donors who recognize that the library is at the core of learning, research and innovation. Nowhere is the spirit of *Queen's* more evident than here, where we have the privilege of providing resources and services that inspire people who want to learn, discover, think and do.

This year we announced exciting news: Canadian philanthropist Seymour Schulich and Principal Daniel Woolf partnered to create a rare book collection in our library.

**The Schulich-Woolf Rare Book Collection** combines 400 volumes from the personal collections of Mr. Schulich and Principal Woolf. Mr. Schulich has also made an additional \$1-million gift to *Queen's* Library for the preservation and expansion of the collection.

"When I met Mr. Schulich, we quickly discovered a shared interest in rare books as well as a passion to share this material with the broader academic community," says Principal Woolf. "I am pleased Mr. Schulich entrusted *Queen's* with his material, and I am excited that we are working together to build a collection that will enrich the teaching and learning experience at *Queen's*."

The main strength of the Schulich-Woolf Rare Book Collection is history and culture of the 16th through 18th centuries. There are also fine examples of books on other topics, including Canadiana, travel and exploration.

"I hope to be part of building one of the best English rare book collections in Canada. Our combined personal collections gives us a great start on that goal," says Mr. Schulich, who built his reputation as a Canadian business leader in the natural resources sector.

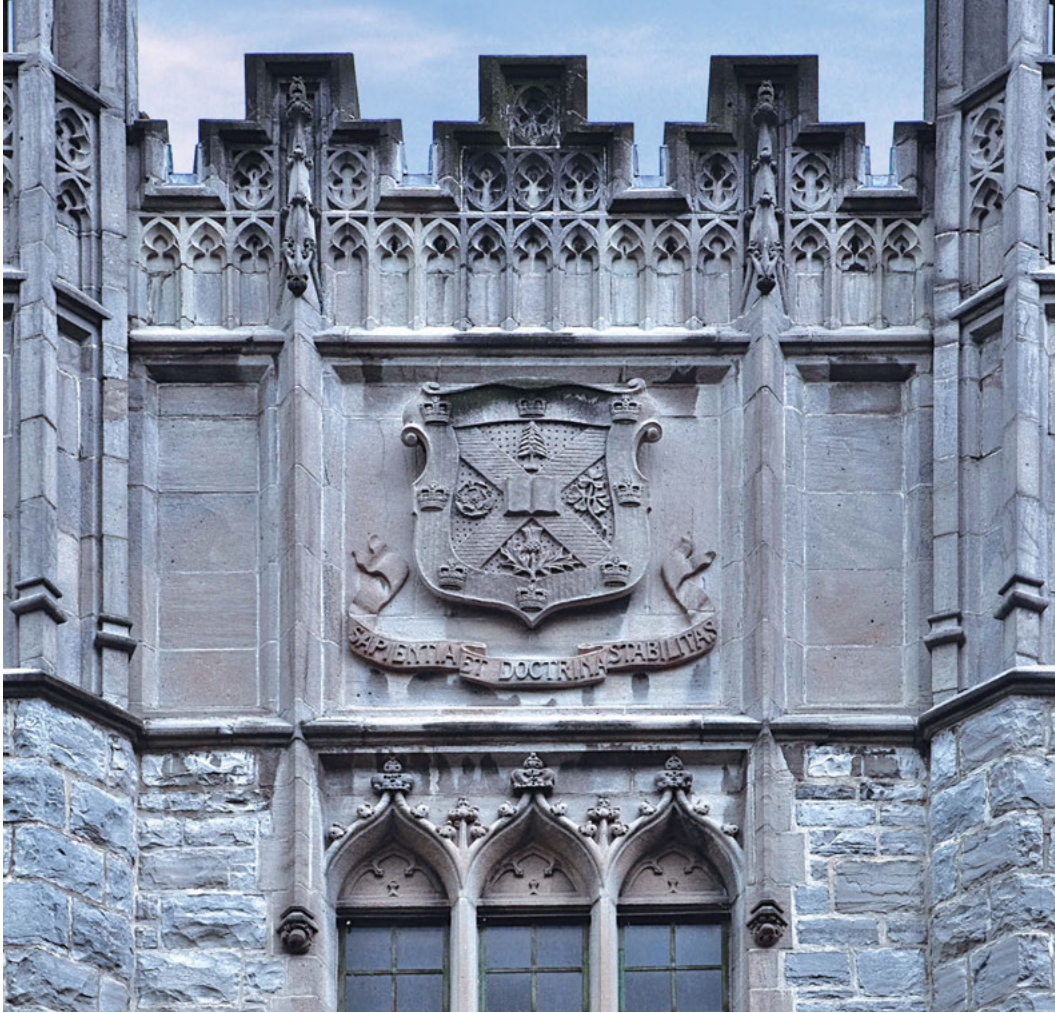
The Schulich-Woolf Rare Book Collection also contains a large number of illustrations and maps. Library staff members prepared the collection for public access to the volumes, beginning in 2016-17.

"We are honoured to receive these gifts from the personal collections of Mr. Schulich and Principal Woolf. We are fortunate at *Queen's* to have strong special collections, and this donation raises them to a new level," says Martha Whitehead, Vice-Provost and University Librarian. "This gift will serve to highlight the special collections as resources that can be engaged with as well as treasured, which is one of the important goals of the library."

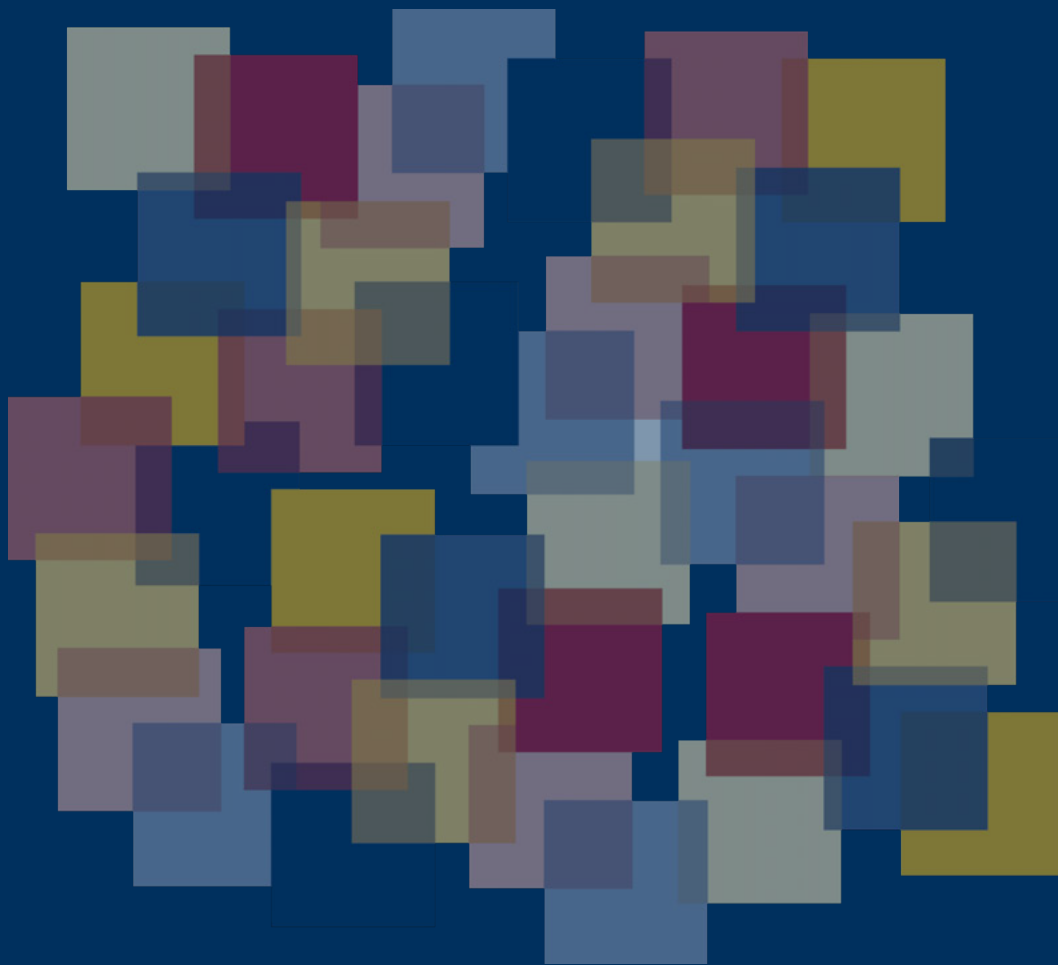


The *Polycronycon* is the oldest book in the Schulich-Woolf collection





Douglas Library



Library

101 Union Street  
Kingston, Ontario  
K7L 2L9