



SIMON FRASER UNIVERSITY
LIBRARY

THREE YEAR PLAN 2007-2010

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1. Introduction

In thinking about the SFU Library's goals over the next three years, we wanted to place them within the SFU context, "Thinking of the world", as well as ensure that we respond to the President's agenda, the VP Research Agenda, and the VP Academic Three Year Plan.

In particular, we want over the next eighteen months to explore what might broadly be described as the changing role of the University Library in the Academy, as we see many initiatives in which the Library is successfully engaged going beyond what are traditionally considered the academic library realm. We plan to involve faculty and students in the discussion.

The broad issues which we will be exploring are:

- Enhancing scholarly communication, continuing collection development, and supporting research
- Enhancing the learning experience
- Engaging our other communities
- Expanding the physical and virtual library
- Developing library staff and improving operations

The President's Agenda includes three broad themes: academic quality enhancement, student life, and public profile. The VP Research Agenda includes: maximizing opportunities for discovery and innovation; promoting internationally competitive research and scholarship; cultivating excellence through investment in emerging areas of research; facilitating collaborations across disciplinary and institutional boundaries; recruiting and retaining outstanding students, research fellows, and faculty; encouraging effective communication and dissemination of research results; optimizing use of our research and scholarship resources; recognizing the full value of intellectual property; achieving thematic coherence in the expression of SFU's research interests; and engaging all our communities for the benefit of society. The VP Academic Plan addresses: student service and success; research innovation & quality; academic innovation & quality; succession planning; First Nations; and financial sustainability. Together, they encompass a vision of a strong, vibrant research and teaching environment at Simon Fraser University. SFU Library, in turn, seeks through this three year plan to contribute to the attainment of that vision.

At the same time, there is a pressing need to improve and expand space, particularly at the WAC Bennett Library, which provides inadequate student seating even now, and which will effectively be out of stack space in three years.

2. Enhancing scholarly communication, continuing collection development, and supporting research

2a. Enhancing scholarly communication

Recent interest in reforming scholarly communication has arisen in large measure because of the unsustainable steeply rising cost of commercially published scholarly journals. In response to this situation, SFU Library, along with other Canadian university libraries, has worked to develop joint licencing initiatives through organizations such as the Canadian Research Knowledge Network (CRKN) and BC Electronic Library Network (ELN) to reduce the cost of individual titles and to increase the selection of journals available to SFU faculty and students. It is noteworthy that of the largest, most expensive online journal collections, ninety percent were used at least once in the past year, though many

were titles not formerly available in print at SFU. Some twelve per cent of the most used electronic journals were never subscribed to by SFU Library. Thus the library's enhanced buying power and strategic collection development are contributing to the University's research agenda.

While research and the publishing of the results of research are primarily the realm of the research community, there is still a role the Library can play. In addition to purchasing and licencing print, electronic and other collections, the Library provides access to peer reviewed open access journals, has supported colloquia devoted to related topics, and provides an institutional repository which is used to house permanent copies of the results of research, including electronic copies of SFU theses. We also maintain memberships in many alternative publishing ventures (i.e. Stanford Encyclopedia of Philosophy, SPARC, Directory of Open Access Journals, etc). Our memberships in BioMedCentral and Public Library of Science, for example, reduce the cost for SFU researchers to publish in journals from these publishers.

Over the next three years, we will investigate these issues further. For example, we will work to raise awareness among faculty about issues such as authors' rights and copyright transfer agreements, so that they are able to ensure that the results of their research remain in their control without jeopardizing their publishing record.

In response to numerous requests, we plan to host a journal editor's forum for faculty members, hold authors' rights workshop(s) for faculty members and grad students, work across all SFU campuses and with other BC Research Libraries Group libraries and liaison librarians to raise awareness of these issues, and work with Public Knowledge Project (PKP), liaison librarians, and faculty to raise awareness and understanding of the Public Knowledge Project and the potential of its software (OJS OCS and metadata harvester) as well as options for Open Access. We will plan and develop knowledge about open access, impact factors, publishers and publishing.

University of California Library lists one of five strategic priorities as: "influencing the development of new forms of scholarly communication". In order to guide our activities, we will develop an equivalent and realistic statement for SFU Library.

2b. Continuing collection development

At the same time, we will be engaged in more practical yet key issues. We will ensure continuing strong support for the collections budget while developing priorities in changing budget circumstances; continue to build relevant collections in all formats, including print monographs, electronic collections, particularly e-journals, e-books, multimedia, reference sources, and financial and GIS data. We will continue to create excellent collections at the branches that support courses, programmes and research at those locations.

With the potential faculty realignment we will continue to review collection development policies and liaison support to ensure that the collections budget allocation responds to the increasing interdisciplinarity of study and research at SFU. SFU Library has and will continue to provide leadership in joint collection development through consortia such as the BC Electronic Library Network, Council of Prairie and Pacific University Libraries, e-Health Library of BC, and the CFI-funded Canadian Research Knowledge Network project to expand access to humanities and social sciences resources online.

2c. Supporting research

Librarians support research by identifying information sources to further research projects, providing instruction for complex resources and tools such as SciFinder Scholar and RefWorks, working with

faculty and students to clarify approaches to information retrieval and analysis. In addition, we will support SFU research and contribute to research activities elsewhere through digitization projects such as Multicultural Canada projects, Kootenay School of Writing Audio Files, CHODARR materials relating to Downtown Eastside organizations, HCI-Book SSHRC New Media proposal, Special Collections audio tape collection. We will expand and simplify procedures for and promote the SFU Institutional Repository to support a variety of conference proceedings and other papers, non-traditional materials eg. Dance DVDs, Archives. We will put in place improved access mechanisms for institutional repository materials.

2d. Branch libraries

Branch libraries will continue to lead the collaborative delivery of services for faculty and students at the branch campuses; by working closely together, library staff from all three campuses ensure that the highest quality services and collections are available at all locations. The advent of online journals, ebooks, and other resources has contributed greatly to our capability to do so.

In the next three years, we will implement the Belzberg Library service/collection plan and support the request for funding to expand the Belzberg Library for collections, (including collections for the relocated School for Contemporary Arts), as well as for instruction and the Student Learning Commons. We will continue to enhance SFU Surrey library collections and services to support expanding programs. We will begin to plan for the expansion of the SFU Surrey Learning Commons and Library collections, services and space to meet the needs of 5,000 FTE students in 2015.

3. Enhancing the learning experience

3a. Delivered by the Library

The Library's ultimate goal is to ensure that students graduate knowing how to find, analyze and evaluate information within the context of their disciplines.

Most SFU students over the next ten years will be of the 'Millennial' generation. The Library needs to consider the ways it presents information and provides services to these students while ensuring that mature or returning students and students from other languages and cultures, as well as faculty and researchers, are also supported. We need to review and revise instructional programmes to meet these changing student needs and learning styles. We need to continue to solicit student and faculty input in the creation of services and the physical environment.

Library services will need to be even more user-focused, flexible, and convenient; we need to offer choices and enhance space and technology. We will need to simplify and streamline to deliver a mix of learner support services in a variety of modes: in-person, online, real time, self-paced. We will continue to seek opportunities to extend in-person reference services beyond the reference desk, (for example by expanding Ask Us Here and office hours).

We need to develop instructional and reference online, in-class, and one-on-one programmes and services for all our users that offer choices, flexibility, convenience, personalization, customization, speed, experiential learning, media rich environments, and seamless technology. We will continue to advocate for the Library's key role in fostering the development of students' research competencies through instruction and other means and to co-ordinate with other campus units in support of student learning.

With the increasingly diverse background of students, services and materials, particularly for incoming students, we will need to address where they start as entering students when focusing on where they need to be.

In teaching and explaining tools or processes we need to ensure that we have developed the simplest possible procedures, particularly in accessing online resources. To this end, Systems staff and liaison librarians will work together on an ongoing and consultative basis.

The Maps/Data/GIS services and collections support a wide range of subjects. We will work to improve the effectiveness of Maps/Data/GIS services by more fully integrating them into liaison activities; improving workstation hardware, software in the Maps/Data/GIS room by partnering with departments (eg Geography); and expanding data sets, in particular for financial and geospatial data.

3b. Delivered by the Student Learning Commons

The Student Learning Commons opened in September 2006 to assist and support students in their academic pursuits, with a focus on providing writing and learning support services across the three SFU campuses. The SLC is based in the libraries on all three campuses.

In October 2006, the SLC produced a comprehensive Three Year Plan available on the web site at http://learningcommons.sfu.ca/about/documents/SLCPLANNING07-10_final2.pdf . Using an appropriate blend of in-person and online delivery modes, the Student Learning Commons will build on its initial success to develop, expand and evaluate programs and services in three major areas: provide a comprehensive suite of core in-person services applicable to all students and/or major disciplines on all campuses; deliver programs tailored to disciplinary contexts; deliver programs and services targeted to the specialized needs of specific student audiences, including English as additional language (EAL) learners, graduate students, First Nation students, students with disabilities, and mature/returning students, and college transfer students. Recognizing the challenges of three campuses, as well as the mobile and commuter nature of the SFU student body, the SLC is committed to providing comprehensive and innovative online services to reach students wherever and whenever they require academic support.

The SLC will deliver “modular but connected” programs encompassing related topics and a variety of linked modes, e.g. workshops, print and e-resources, follow up consultations, and facilitated support groups; deliver innovative/ responsive programs, e.g. facilitating groups for thesis writing, creative writing, reading; use WebCT or other online tools to deliver content; explore online tutoring partnerships with other institutions; facilitate delivery of related programs and support, e.g. “technical literacy”, “statistical literacy” workshops; and partner with Student Services and Library Reference in delivering programmes for the Success Semester.

We will ensure that the optimal cohort of professional and line staff and peer counsellors are maintained to deliver the SLC services.

We will ensure the maximum effectiveness of SLC services by continuing to coordinate them with other complementary services such as Student Services, teaching support services, Academic Computing Services and individual faculties and departments, for example through the Advisory and Articulation Committees and the Charette held May 8, 2007.

3c. Delivered together by the Library and SLC

We will continue to expand and integrate library services with Student Learning Commons (SLC) services, a goal also articulated in the SLC Three Year Plan. Using the Student Learning Commons as a

model, we will investigate the power of peer to peer learning in a library context and possible means of delivery.

In order to augment our current services to create the most effective learning services, we will continue to solicit user feedback on a regular basis, using a variety of methods: spot surveys, feedback forms, class evaluations. We will analyze library and SLC instruction programs to determine which courses best suit different modes of instruction: face-to-face or online, real-time or asynchronous classes, etc. We will consult with undergraduate curriculum committees as we expand classroom-integrated library and/or SLC instruction and work to identify the most effective instructional opportunities and offer the most appropriate content to students at various stages in their academic careers.

We will continue to work with other campus units to provide support for the technological needs of students. We will explore ways to support the production of non-textual assignments, e.g. presentations, podcasts, images and video, and possibly social networking applications for students.

4. Engaging our other communities

As Simon Fraser University moves forward with internationalization activities and the creation and sustenance of links to other communities, SFU Library has worked with key individuals within SFU to provide support for these communities consistent with their requirements and with legal requirements, particularly with respect to our online licences. Key external communities include seniors groups, Fraser International College students, and Independent Scholars, all of whom have current SFU standing. Alumni and UniverCity residents receive special privileges and we continue to look to ways to reach out to them.

SFU Library provides outreach through programmes which it supports on the Burnaby and Vancouver campuses. These include readings and series such as the 'Share the Enthusiasm' series about collecting. In Fall, 2007, we plan to host a recognition event for faculty and staff who have published books over the recent past. We also participate in Word on the Street, and SFU activities such as Open House. We will continue to explore these opportunities.

SFU Library works with BC Postsecondary libraries to develop joint activities to support our students. In particular, we continue to house the BC Electronic Library Network which supports BC postsecondary libraries, particularly in online licencing initiatives. The closeness of this has benefited both SFU Library and ELN libraries as we have worked together since the ELN's inception, with SFU acting as developer or agent on a number of projects. SFU Library has been selected to provide support for the GNWC students and faculty and supports the SFU Resource Centre in Kamloops.

SFU Library works with local public libraries on ensuring our services articulate where appropriate, with services to the general public. Particularly for SFU students, the public library serves as a study space and as a source for materials and SFU library provides access to its collections to a limited number of local residents.

SFU continues to play a key role in the national Canadian Research Knowledge Network, with a representative on the Negotiations Resource Team.

Beyond libraries, SFU Library has partnerships with publishers and scholars, for example in the CFI-funded Synergies Project and the SFU Centre for Studies in Print and Media Cultures. SFU librarians are represented on the Canadiana.org Board and in a number of other co-ordinate organizations such as the Pacific Bookworld Society.

These relationships benefit the SFU Library and SFU in a number of tangible and intangible ways and we will continue to develop them both on an individual and an organizational basis. We will use social web technologies where appropriate to enhance community outreach.

SFU Library has been successful in developing software of use beyond SFU and funded in part through outside funds. Over the next three years the Library will ensure its continuing quality of services and collections. We will maintain the Library's role as a leader in technology by continuing to act as a consultant and provider of expert support for other institutions, on a cost recovery basis, and as a participant in various projects and initiatives, including the Public Knowledge Project (PKP) and related affiliations with the Scholarly Publishing and Academic Resources Coalition (SPARC) and the International Network for the Availability of Scientific Publications (INASP); Synergies, a CFI funded project; the reSearcher software (Rothskilde, eIFL); AlouetteCanada's New Media Metadata toolkit project; and theses backfile digitization (UVIC Library).

5. Expanding the physical and virtual library

5a. The virtual library

With the increasingly diverse capability of the internet and software resources to support interactive services, we will take even greater advantage of software to provide these services. With Learning Management Systems software beginning to provide the capability, we will embed interactive guides and learning spaces in course management software. In consultation with public services staff systems staff will explore ways to re-purpose usage information to improve access, e.g. refine site usability; to provide new features, e.g. search tag clouds, podcast, textmsg, phone support eg for online reserves; to implement software and services that enable users to do more remotely and directly, e.g. online fines payment; to extract and to contribute content, e.g. custom reports, tagging of bibliographic records, saved cross-database searches.

With increasingly complex and changing technology and students who are at home in the online environment, we need to ensure that access to the print and electronic collection takes advantage of software advancements. These include single search mechanisms similar to google, and social web features that support more integration and customization, e.g. tagging, subject wikis, RSS feeds, instant messaging, communication tools, and folksonomies—that emphasize online collaboration and sharing among users and utilize them to best provide library services. We will take advantage of the Web 2.0 characteristics of openness, ease of use, innovation, social interaction, creation of content, sharing, decentralization, participation, trust.

5b. The physical library

Over the past ten years, the WAC Bennett Library has been renovated toward two purposes: improving active learning and study space and reorganizing the stacks to accommodate its increasing physical collection. There is demonstrable need for expansion in all three areas, particularly stack space. Further, wiring, seismic upgrading, and other infrastructure requirements for this forty-two year old facility are badly needed.

Stack space in the Bennett Library is becoming increasingly crowded, with effectively three years of growth remaining. Student seating is lower than at corresponding institutions (SFU – 1336 UVIC -1523 Waterloo – 2074 all locations) and there is no room to increase capacity. Staff space is also crowded. Thus space is thus no longer a medium term issue but a pressing one.

Expansion into the boiler room area, which would provide approximately 20,000 sq. feet, is a preferred option provided another location is identified for the boiler room on campus. Failing that, expansion to the north, consistent with the heritage nature of the building, must be considered as the only viable option. Such an expansion will be considerably beyond the scope of current fundraising efforts, which have enabled us to reconfigure and modernize existing space more appropriately. Thus over the next year, we will be making the case to the University administration that expansion of the WAC Bennett Library must be a priority.

Meanwhile, over the next three years, SFU Library will need to increase shelving capacity where possible within the existing shell and appropriately reconfigure existing space to the extent possible. We will need to continue to articulate the importance of library space in providing access to learning and research resources, academic support, and active and quiet study space for students.

Despite the plethora of online resources, the physical collection continues to be heavily used. With its continuing low volumes per student in comparison with its peer libraries, with the continuing heavy use of the book collection, to discontinue building the physical collection would severely hamper SFU student and researcher access to the resources they need to succeed, notwithstanding the very strong document delivery and reciprocal borrowing privileges we share with BC postsecondary and Canadian University Libraries. Compounding the shelving crunch at the Bennett Library is the situation at the branches. While Surrey has just opened a new library, the Belzberg Library is completely at capacity and renovations to the library mezzanine to double the physical volume capacity must be funded in the coming year. Even with this increase, the expanding programming in Vancouver and Surrey, such as the move of the School for the Contemporary Arts, means they will both be out of stack space within a few years.

Failing funding to expand, the Library will need to expend the significant time and dollars required to develop and implement collection weeding and/or offsite storage plans. The irony is that such a direction reduces service capacity both in its ultimate goal and in its execution. Nevertheless, preliminary planning, should such a process be necessary, will need to begin in years two and three.

In the meantime we will work with SFU Facilities to ensure that the WAC Bennett Library provides superlative space for active learning activities in the Student Learning Commons and Alumni Information Commons on floors 2 and 3; adequate space and seating for quiet study throughout the library's public spaces; clear signage; adequate power sources and wireless coverage; and a welcoming and functional entrance way and support desk. We will renovate Special Collections space to make more it more effective and secure.

6. Developing Library staff capabilities and improving operations

6a. Developing Library staff capabilities

In order that the Library continue to change with the changing environment, it is crucial that all library employees (librarians, CUPE, and APSA) be given opportunities and be encouraged to engage in learning opportunities and that the Library working environment be conducive to exploration and experimentation. It is also important that all library staff work together in a mutually supportive environment and that open communication and dialogue continue. Over the next three years, we will continue efforts to improve communication between library administration and librarians and CUPE and APSA staff and work to ensure a collaborative working environment which supports mutual respect among employees; and improve interaction with new staff; eg pictures on the staff web site, a welcome event every few months and so on. We will maintain and enhance an environment in which the talents,

skills and contributions of all staff members are respected and valued. Where feasible, we will support librarian and staff exchanges across branches and with peer institutions.

In particular, systems and reference staff will work together to ensure that training and opportunities are available to implement web tools such as wiki's, blogs, RSS feeds, etc. to meet public access needs while at the same time meeting security requirements and other library priorities. We will foster a culture of staff creativity and capacity development in the use of innovative technology to serve library users.

6b. Improving Library operations

Increasingly, technology provides a backbone on which library services and collections rely. We will ensure the robustness of our technology by planning for disaster recovery and business continuity in consultation with IT Services and by developing a digital preservation strategy.

With limited staff resources and increasing and more complex materials to process, the capacity to move materials from the order point to the shelf has been severely constrained and has resulted in an unacceptable backlog. This is a disservice to faculty and students and results in increased work to provide access to individual needed items. Over the past six months, efforts have been undertaken by processing staff to improve this situation. Over the next three years, we will eliminate this processing backlog. A number of different strategies have been and will be used. These include eliminating unnecessary or specialized processing for certain materials, streamlining workflows where feasible, and taking advantage of new technologies to improve processes. In certain cases, activities may be eliminated or reduced in preference to expediting the moving of materials to the shelf (for example authority work may be limited to the automated activity which handles the most common situations). Given the highly sophisticated access provided by online systems, SFU Library will follow other libraries' practice, knowing that access to the materials will not be restricted.

Other areas which will benefit from changed processes include working toward increased interoperability between the Library's Innovative Acquisitions module and the University's PeopleSoft Financial system and developing and implementing the locally developed Electronic Resource Management (ERM) module within the CUFTS software.

7. Outcomes

Ultimately the success of the Library's goals should be their contribution to the success of the institution in learning, research and community relations. While we may look to anecdotal evidence to support our contributions, we need to rely on other less direct evidence as well. Survey results have in the past and will continue to show the success of initiatives we undertake; we are participating in the Libqual+ survey in Fall 2007 which will enable us better to compare our services and service gaps with our peers. Comparisons with our peers are also useful, though careful interpretation is often required. The Library has and will continue to monitor the success of its endeavors using these direct and indirect measures.