

FURTHER TOGETHER

The UTSC Library's Response to "Inspiring Inclusive
Excellence"

**UTSC
LIBRARY**



INTRODUCTION

The University of Toronto Scarborough Library is a proud contributing member of the University of Toronto Scarborough Campus (UTSC). Our librarians and staff work closely with partners across the campus to achieve shared vision and goals. We are also the local gateway to the larger University of Toronto Libraries (UTL) system and align our work and strategies to integrate with our tri-campus partnerships, systems, and workflows to bring the best possible experience to UTSC users.

In addition to reflecting how we will connect with and support our students, staff, faculty, and other researchers, Further Together reflects and maps to UTSC Library's values, which underscore our place as a central physical and virtual space through which our users move and engage in natural interdisciplinarity and collaboration, within a caring community.

We take our bond of trust to use public and institutional resources for the common good very seriously, and Further Together's five priorities and corresponding initiatives, alongside the Library's people, collections and space activate our values. Moreover, they reinforce our commitment to operate with responsibility and integrity through our support of best practices in the following areas:

Access - We focus on open access to broadest possible information while prioritizing open technologies, standards, and technical infrastructures.

Collections and Stewardship - We commit to developing and stewarding diverse collections including those focused on Scarborough and our rich community, integrating principles that ensure long-term preservation and access.

Community - We embrace our role as an anchor institution in the community and seek innovative collaboration that inspires academic curiosity and achievement and continuous learning. We pride ourselves in our commitment to respect and kindness, collegiality, and using expertise and evidence for decision making.

Diversity, Equity and Inclusion - We commit to making the library accessible, safe to all both physically and digitally, while amplifying and supporting underrepresented voices, while respecting and embracing the diversity of our staff and communities served.

Innovation - We commit to forward thinking, future-facing innovations by recognizing that experimentation, risk-taking, and failure are part of a process that affects long term change.

Research and Information Ethics - We are committed to fostering life-long critical and ethical information literacy in our users, while promoting principles of intellectual freedom and expression and respecting privacy of our users, in addition to holding up evidence-based practice and pedagogy and supporting excellence and responsibility in the research process and creation.

Service Focus - We commit to responsive, user focused library services that incorporate feedback gathered from patrons, staff, and stakeholders in a spirit of transparency and adherence to best practices.

Our plan identifies key initiatives that the University of Toronto Scarborough Library will undertake in the next five years to support the success of the UTSC strategic plan, Inspiring Inclusive Excellence: A Strategic Vision for the University of Toronto Scarborough. Under each of the UTSC strategic plan's priorities and strategic directions, we have designed initiatives that are based on careful review of data gathered from users, staff, faculty, and students as well as an external review conducted in 2019. This plan also represents substantial input from librarians and staff who came together to share their understanding of the library as it is now, and how they believe it will evolve in the future, and to develop a set of shared values that reflect, unite, and inspire us, and which form the foundation of the following plan.

PRIORITY 1 – INNOVATIVE, HIGH-QUALITY UNDERGRADUATE AND GRADUATE EXPERIENCE & SUCCESS

One of the fundamental goals of the University of Toronto Scarborough Library is to support and improve the student experience and success for both undergraduate and graduate students during their time as students and beyond. The library provides study and collaborative spaces, access to collections of information resources, and technology for learning and research. Librarians work closely with academic departments to ensure information literacy education is built into the curriculum and supported through both online learning tools and in-person instruction and to offer complementary co-curricular workshops and events to support student wellbeing and success.

Over the next five years, we will review and improve spaces, collections, services, partnerships, and communication practices to support undergraduate and graduate experience and success.

- 1.1 PROVIDE ALL STUDENTS WITH TRANSFORMATIVE, EXPERIENTIAL, AND HOLISTIC CURRICULAR, CO- CURRICULAR, AND EXTRA-CURRICULAR LEARNING OPPORTUNITIES.
 - 1.1.1. Create a plan of action for communications efforts directed at undergraduates, graduate students, post- docs, and faculty, including how essential information is conveyed.
 - 1.1.2. Make evidence-based modifications to existing service points (such as the information desk and library website) to improve user experience.
 - 1.1.3. Review and determine the strategic direction of the Makerspace.
 - 1.1.4. Participate in planning and discussion with the Centre for Teaching and Learning (CTL) and Information and Instructional Technology Services (IITS) around a potential "learning commons."

1.1.5. Collaborate with tri-campus partners to ensure alignment in services for graduate students.

1.1.6. Host a wide variety of events targeted at multiple user populations, and use events to build partnerships, awareness of library resources, and enhance the student experience.

1.1.7. Improve assessment practices around the use of library spaces to inform decisions (including about space use, communications about space, hours, and the development of potential new spaces dedicated to data & digital scholarship, student-led exhibitions, and archives & special collections).

1.1.8. Complete planning and secure funding for an extensive library renovation to better address future needs of the library.

1.1.9. Develop better internal and external communities of praxis and knowledge related to digital scholarship through community-building events, training opportunities, and the development of library spaces.

1.1.10. Develop online learning objects on topics of demonstrated interest to support self-serve pedagogy and promote diverse and open access to resources.

1.2. UNDERTAKE COMPREHENSIVE CURRICULUM RENEWAL THAT BUILDS UPON OUR TOP-TIER TEACHING, PREPARES STUDENTS FOR THE WORLD OF WORK AND THE DISRUPTIONS OF THE FUTURE, AND SUPPORTS INNOVATIONS IN INCLUSIVE TEACHING AND LEARNING.

1.2.1. Participate in department and campus initiatives to develop, embed, and deliver research skills instruction across the curriculum.

1.2.2. Assess how curricula are utilizing non-traditional assignments (such as multimedia assignments) and support these assignments alongside campus partners, such as CTL.

1.2.3. Monitor the development of experiential education activities on campus in order to provide integrated librarian support, for example through applied research training, events, community partnerships, and student employment opportunities.

1.2.4. Grow our Graduate Professional Skills offerings on campus in partnership with CTL to support our expanding graduate student population.

1.2.5. Strategically expand both support for campus-linked accelerators and partnerships with community, prioritizing equity-deserving groups and interdisciplinary collaborations, and ensuring that librarians and staff are supported in professional development to meet this objective.

1.2.6. Create pedagogical content to support digital literacy (training on tools such as citation management tools, as well as concepts such as digital privacy and data stewardship), earlier, in the student body.

1.3 DEVELOP AND IMPLEMENT A BALANCED AND ROBUST MULTI-YEAR STRATEGIC ENROLMENT MANAGEMENT PLAN THAT MAINTAINS THE INTEGRITY AND VIABILITY OF OUR ACADEMIC MISSION.

1.3.1. Develop a strategy to promote the library to prospective students in collaboration with appropriate campus partners. Actions could include, for example, campus tours and improving practice around co-hosting visiting high school classes.

1.3.2. Provide support for retention and recruitment programs such as the Transitional Year Program and Greenpath programs.

1.4 DEVELOP ACADEMIC PROGRAMS THAT MAKE UNIVERSITY OF TORONTO SCARBOROUGH AN EXEMPLAR OF LIFE-LONG LEARNING AND EXPAND OPPORTUNITIES FOR NON-TRADITIONAL STUDENTS.

1.4.1. Create workshops and/or events which are open to, and support the external community, such as Indigenous Book Club and Digital Scholarship @UTSC.

1.4.2. Prioritize and encourage the application of open licenses to educational resources developed and published by the library.

1.4.3. Provide support for continuing education endeavours on campus, for example badging programs and executive training programs.

PRIORITY 2 – SCHOLARLY PROMINENCE IN ESTABLISHED & EMERGING AREAS

The University of Toronto Scarborough Library partners with faculty and researchers for scholarly activities. Staff provide unique expertise for navigating new research and publishing realities, and our physical and digital collections support ongoing research, which attracts scholars from around the world. The library's Digital Scholarship Unit develops infrastructure in partnership with researchers to support campus scholarship and scholarly publication activities. Members of the UTSC Library team also conduct research and are proud contributors to both the field of information science and other scholarly disciplines. Over the next five years, we seek opportunities to review, improve, and grow our spaces, collections, and research support services. We will deepen our collaborations and partnerships with researchers, create research and scholarship opportunities for undergraduates, and take our departmental and campus scholarship output to new heights.

- 2.1 ENHANCE AND GROW CURRENT AND EMERGING AREAS OF RESEARCH STRENGTH THAT WILL DIFFERENTIATE UNIVERSITY OF TORONTO SCARBOROUGH AS A GLOBAL RESEARCH LEADER IN THOSE FIELDS.
 - 2.1.1. Formalize professional development activities that improve the skills of UTSC librarians as scholars and researchers and support strategic staff development in this area.
 - 2.1.2. Grow our nationally and internationally recognized archives and special collections.
 - 2.1.3. Increase capacity for archives and special collections development, including processing resources, more staff, and a larger physical footprint.
 - 2.1.4. Determine priorities and workflows for collecting and curating new formats and online resources for faculty, including digital collections, primary and purchased datasets, and media repositories.
 - 2.1.5. Make evidence-based decisions to develop spaces that support and facilitate interdisciplinary research collaborations such as a potential data and digital scholarship lab, and the UTSC Library's archives and special collections.

2.2 DEVELOP AND IMPLEMENT A NEW RESEARCH SUPPORT FRAMEWORK THAT FACILITATES REALIZATION OF OUR SCHOLARLY AMBITIONS.

2.2.1. Grow a rich, regular offering of research training opportunities directed at graduate students and faculty.

2.2.2. Building librarian and staff awareness and understanding of the wealth of available research supports at all campus and levels, improving our ability to triage research requests, and contributing to the overall awareness of research services on campus.

2.2.3. Enhance collaborations on knowledge synthesis studies by developing eligibility criteria and parameters for how liaison librarians can partner with faculty as research team members.

2.2.4. Support knowledge-building and practice in the areas of open access publishing, research data management, and metrics (especially bibliometrics). This could include actions such as growing our mediated deposit program to increase campus researcher compliance to Tri-Agency open access policies.

2.3 ESTABLISH THE UNIVERSITY OF TORONTO SCARBOROUGH AS A CENTRE OF EXCELLENCE FOR RESEARCH PARTNERSHIPS AND KNOWLEDGE TRANSLATION.

2.3.1. Extend librarian research practice and librarian–faculty collaboration through grant writing.

2.3.2. Create public history collections that feature and make available information of note and value to our community, such as the Tamil and Harley Spiller collections.

2.3.3. Support faculty and librarians seeking to create high quality educational resources in collaboration with other relevant departments, such as CTL.

2.3.4. Support community and industry partnership projects by providing research and data management training and support to the project team.

- 2.4 INVIGORATE THE ON-CAMPUS RESEARCH CULTURE TO INCREASE DISCIPLINARY AND INTERDISCIPLINARY ENGAGEMENT ACROSS DEPARTMENTS AND WITH THE WIDER COMMUNITY.
- 2.4.1. Work with UTSC scholars for the creation, promotion, publication, and analysis of non-traditional research and publication outputs.
- 2.4.2. Extend the library's role in supporting interdisciplinary research, and determine what mechanisms best support this type of thinking and methodology.
- 2.4.3. Implement the new Library Services Platform (LSP), which includes the catalogue as well as core library systems, minimizing disruption to users and improving quality of services and practice.
- 2.4.4. Develop hiring practices and a mentorship program that create opportunities to bring skilled new information professionals into the library to participate in interdisciplinary research teams.
- 2.4.5. Create opportunities for students to experience collaborative interdisciplinary problem solving through events like Hackathons or Makerspace challenges.

PRIORITY 3 – INTENTIONAL INCLUSION AND RELATIONAL ACCOUNTABILITY

The University of Toronto Scarborough Library values reflect our belief in the library as a welcoming and accountable part of the community. The library is for everybody, and we strive for accessibility, to amplify marginalized voices, and to create safe, welcoming, and inclusive physical and virtual spaces. We acknowledge that library classification systems are inherently biased, a product of the time they were created and are embedded in a non-inclusive worldview.

Over the next five years, we will create meaningful experiences that support the ongoing development of equity, diversity, and inclusion (EDI) skills and knowledge. We will develop collections and events that promote equity and inclusion. We will look inwardly at ourselves to ensure our library is equitable and supports the wellbeing and development of the team. We will look outwardly and seek ways to contribute to improving equity and inclusion in our profession.

3.1 DEVELOP NEW AND STRENGTHEN EXISTING RELATIONSHIPS WITH INDIGENOUS PEOPLES AND COMMUNITIES BASED ON EQUITY, RECIPROCITY, AND RECOGNITION OF THE VALUE OF BOTH UNIVERSITY AND COMMUNITY ASSETS THAT SUPPORT OUR RESPECTIVE MISSIONS.

3.1.1. Work with the Elders circle and the University of Toronto Scarborough Knowledge Keeper groups to advise faculty on how to include more Indigenous content in courses and promote and recognize these endeavours.

3.1.2. Evaluate existing collections, including archives and special collections, for Indigenous content and identify assessment methods to address gaps.

3.1.3. Host co-curricular events and learning opportunities that promote and further endeavours in this area, such as a teaching showcase with partners like Centre for Teaching and Learning, and the development of open educational resources.

3.1.4. Encourage and support regular attendance at educational sessions in Indigenous cultural competency, for all staff and librarians.

- 3.2 FOCUS ON STRENGTHENING TRUSTING AND ENDURING RELATIONSHIPS WITH UNDERREPRESENTED, EQUITY- DESERVING COMMUNITIES TO FACILITATE ACCESS AND A SENSE OF BELONGING.
- 3.2.1. Audit inclusive technologies, and virtual and physical spaces in cooperation with relevant partners to improve access to collections, spaces, and services.
- 3.2.2. Prioritize user access to software and networking when developing library spaces and services. This could include actions such as working with Information & Instructional Technology Services to develop a library- specific workstation image that contains all software a student might need to complete assignments.
- 3.2.3. Create introductions to library services in alternative formats (such as audio guides) in consultation with underrepresented communities to improve access and understanding of services.
- 3.2.4. Make conscious decisions regarding international accessibility when developing digital services and resources.
- 3.2.5. Seek community consultations when undertaking activities of interest and relevance to marginalized and underrepresented groups.
- 3.2.6. Create more events aimed at supporting and celebrating underrepresented communities, such as the Indigenous Book Club, Queer Orientation, Black History Wikipedia Edit-a-thon, Hakka display, and Digital Tamil Studies events.
- 3.2.7. Develop a template for the terms of reference for UTSC library committees, working groups, and meetings that centres EDI principles and practices.
- 3.2.8. Strengthen representation from diverse communities on the Library Advisory Committee (through recruitment in specific campus groups and departments) to improve the way that the committee reflects and listens to the communities the library seeks to serve.
- 3.2.9. Encourage and support regular attendance at educational sessions in equity, diversity, and inclusion, for all staff and librarians, including hosting internal professional development opportunities.

3.3 COLLABORATE WITH RELEVANT INSTITUTIONAL OFFICES TO DEVELOP ACCOUNTABILITY MEASURES FOR INCLUSION THAT ENABLE EVALUATION AND MONITORING OF SYSTEMS AND PRACTICES AIMED AT ENSURING THAT INDIGENOUS PEOPLES AND OTHER EQUITY-DESERVING GROUPS ARE PROPERLY REPRESENTED AMONG STUDENTS, STAFF, AND FACULTY, AND ARE APPROPRIATELY SUPPORTED TO SUCCEED.

3.3.1. Work with partners such as UTSC Equity Diversity and Inclusion, Sexual Violence Prevention and Support Centre, and U of T Anti-Racism and Cultural Diversity Office, and other relevant partners, to facilitate broad consultation with marginalized and underrepresented communities and establish long-standing reciprocal relationships.

3.3.2. Create paid training and early-career experiential opportunities that give preference to underrepresented groups in the information profession, increasing the volume of highly desirable job candidates from equity deserving groups.

3.3.3. Include knowledge and competency around EDI issues and practices into all job postings and ensure recruitment includes evaluation of these skills.

3.3.4. Consult with local and tri-campus human resources, the University of Toronto Faculty Association, and Equity, Diversity, and Inclusion Office to make meaningful changes to our hiring processes, increasing the diversity of library hiring.

3.3.5. Develop and maintain multi-format and multilingual collections to meet diverse user needs.

3.4 PROMOTE A CULTURE AND PURSUE ACTIONS THAT SUPPORT INDIVIDUAL AND COLLECTIVE WELL-BEING FOR ALL STUDENTS, FACULTY, AND STAFF.

3.4.1. Identify and implement improvements to staff working spaces and equipment, including but not limited to the renovation project.

3.4.2. Encourage regular discussion among librarians and staff to ensure appropriate support in a timely manner for their professional skills and work.

- 3.4.3 Support the wellness of the library team through morale and wellness building activities such as the Healthy Minds, Healthy Lives committee, social activities, and participation in the 10,000 Steps Challenge.
- 3.4.4. Host and promote events, activities, and spaces that support wellness and the holistic student's experiences.

PRIORITY 4 – DEEP AND ENDURING LOCAL, NATIONAL, AND GLOBAL PARTNERSHIPS & NETWORKS

The University of Toronto Scarborough Library works to support networks and partnerships that are being developed with individuals, departments, and other units across campus and within our profession.

We will develop local, national, and international partnerships to extend our commitment to the stewardship and preservation of information and knowledge. We will continue to provide support for scholars and researchers as they develop partnerships and networks, including newly established research institutes. We will support experiential education and work-integrated learning through The BRIDGE partnership with the Department of Management and our proposed Emerging Professionals program. We will also increase our awareness of how the library can facilitate the University of Toronto Scarborough's relationships with alumni.

- 4.1 DEVELOP AND IMPLEMENT AN OVERARCHING PARTNERSHIP AND COMMUNITY ENGAGEMENT FRAMEWORK THAT ADVANCES OUR STRATEGIC PRIORITIES WHILE RECOGNIZING THE DIVERSITY AND COMPLEXITY OF RELATIONSHIPS AND APPROACHES.
 - 4.1.1. Seek respectful, equitable, and inclusive partnerships with memory institutions and initiatives in our community to support long-term stewardship of community history.
 - 4.1.2. Partner with the community to create events that use library spaces and equipment in service of research and educational initiatives that benefit the community.
 - 4.1.3. Partner with external communities for special collection and event development and consult with the Department of Community Partnerships & Engagement to ensure success in these endeavours.

4.2 CONTINUE TO EXPAND LOCAL, NATIONAL, AND INTERNATIONAL COLLABORATIONS WITH PARTNERS ACROSS VARIOUS SECTORS THAT HELP TO INTEGRATE REAL-LIFE EXPERIENCES INTO THE CURRICULUM, CREATE OPPORTUNITIES FOR CO-LEARNING, AND FACILITATE CO-CREATION OF KNOWLEDGE.

4.2.1. Increase librarian support and partnership on experiential education initiatives, including interdisciplinary work-integrated learning teams.

4.2.2. Expand and coordinate an Emerging Professionals program that uses local co-op and work-study opportunities to draw in student workers and young professionals from key fields to make valuable connections and provide information professionals with practical experience.

4.3. IDENTIFY AND HELP LEAD A SET OF PRIORITY RESEARCH COLLABORATIONS THAT BRING TOGETHER TRI-CAMPUS COLLEAGUES AND LOCAL, REGIONAL, NATIONAL, AND INTERNATIONAL PARTNERS FROM VARIOUS SECTORS.

4.3.1. Support librarian involvement in cross-institutional and international research teams.

4.3.2. Partner with international experts to assess and develop local projects such as the Digital Tamil Studies project.

4.3.3. Partner with international communities of practice to collaborate on and publish high-quality, open, and sustainable research software tools.

4.3.4. Monitor future developments of research institutes (e.g. EaRTH Environmental and Related Technologies Hub) and identify opportunities by which the library can provide support.

4.4 EXPAND AND DEEPEN OUR RELATIONSHIPS AND ENGAGEMENT WITH OUR NEARLY 60,000-STRONG GLOBAL COMMUNITY OF ALUMNI AS VALUED, LIFELONG, ACTIVE PARTICIPANTS IN AND BENEFICIARIES OF OUR VISION AND OUR MISSION.

4.4.1. Act as stewards of UTSC's history and story to enable wider appreciation and engagement with our institutional history, and facilitate the ties that alumni build long-term with the campus.

4.4.2. Develop a framework for more deliberately considering and including alumni when planning library initiatives.

PRIORITY 5 – PARTICIPATORY DECISION-MAKING AND SUPPORTIVE ADMINISTRATIVE CAPACITY

The University of Toronto Scarborough Library is committed to transparent and collaborative leadership. We believe that our work will be the most successful through shared responsibilities and authority, respecting and supporting expertise, and encouraging innovation.

To accomplish this, we will review and update the library's reporting portfolios, and work on improving our internal and external communication and workflows. We will continue to invest in the professional development of the library team and will seek to fund ongoing growth and development through matching and partnership grants, and other funding opportunities. We will find ways to embed considerations of sustainability into our decision-making processes. Finally, we will continue to make changes to our internal budgeting processes to ensure that they are transparent and that decisions are made based on evidence and strategic goals.

- 5.1 FOSTER A CULTURE OF EMPATHETIC, TRANSPARENT, AND SHARED LEADERSHIP TO ENHANCE PARTICIPATORY DECISION-MAKING AT THE CAMPUS AND UNIT LEVELS.
 - 5.1.1. Audit existing policies, guidelines, meetings, working groups, and committees for purpose and process, and revise as needed to improve transparency and efficiency.
 - 5.1.2. Consider the ideal number and configuration of leadership positions and portfolios to meet strategic needs and best practices for appointments and ongoing growth.
 - 5.1.3. Refine and develop portfolios in the Office of the Chief Librarian to strengthen library-based human resources support.
 - 5.1.4. Create opportunities for librarians and relevant staff to develop improved managerial and leadership skills, specific to the University of Toronto context.

5.1.5. Develop ways of communicating that hold the library accountable to its current plan to improve transparency and assessment practices.

5.1.6. Work to ensure more equitable participation from all members in tri-campus groups through mechanisms like improved teleconferencing and by hosting events that engage librarians across the tri-campus.

5.2 FOSTER A CULTURE OF SERVICE EXCELLENCE AND CONTINUOUS IMPROVEMENT AMONG FACULTY AND STAFF.

5.2.1. Identify quantitative and qualitative assessment metrics and goal-setting practices for our programs and services.

5.2.2. Audit communications practices and referral systems both within the library and to colleagues/services at other University of Toronto libraries to improve workflows and communication.

5.2.3. Improve methods of backfilling and recruiting for specialized library skillsets through mechanisms like training and mentoring.

5.2.4. Identify emerging and foundational library competencies and strategize on development opportunities for existing librarians and staff.

5.2.5. Encourage and facilitate deeper liaison participation in departmental culture through initiatives such as embedding librarians in departmental offices.

5.2.6. Improve access and discoverability of local digital collections by adding digital collection records to the UTL online catalogue and creating open, machine-readable endpoints for metadata.

5.2.7. Create training opportunities to build expertise with the LSP and in electronic resource collecting.

5.2.8. Pursue improved integration with tri-campus collections workflows by participating more fully in the licensing process for collaborative purchases.

5.2.9. Complete records management review to improve library records management processes.

5.3 DEVELOP A PARTICIPATORY PROCESS FOR RESOURCE ALLOCATION.

5.3.1. Develop and implement workflows for unit budget creation and approvals that are collaborative and transparent.

5.3.2. Review expenditures for items that are not included in the existing operational budget and advocate for necessary adjustments.

5.3.3. Collaborate on large, tri-campus purchases that benefit the UTSC community.

5.4 IDENTIFY OPPORTUNITIES TO GROW AND DIVERSIFY REVENUES.

5.4.1. Look for funding opportunities that the library can pursue (grants and other awards) to support library priorities. For example, we can maximize our existing budget by applying it as matching funding to grant programs such as Young Canada Works and the Student Worker Placement Program.

5.4.2. Develop the library as central location for faculty looking to spend grant funding on hiring and management of projects, where the library can act as knowledge base and trainer.