



University Library

2009

## Enacting a learning mission at the Ontario College of Art & Design

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**Enacting a Learning Mission  
at the Ontario College of Art & Design**

**Jill Patrick, Director – Library Services  
Academic Policy & Planning Committee**

**March 16, 2009**



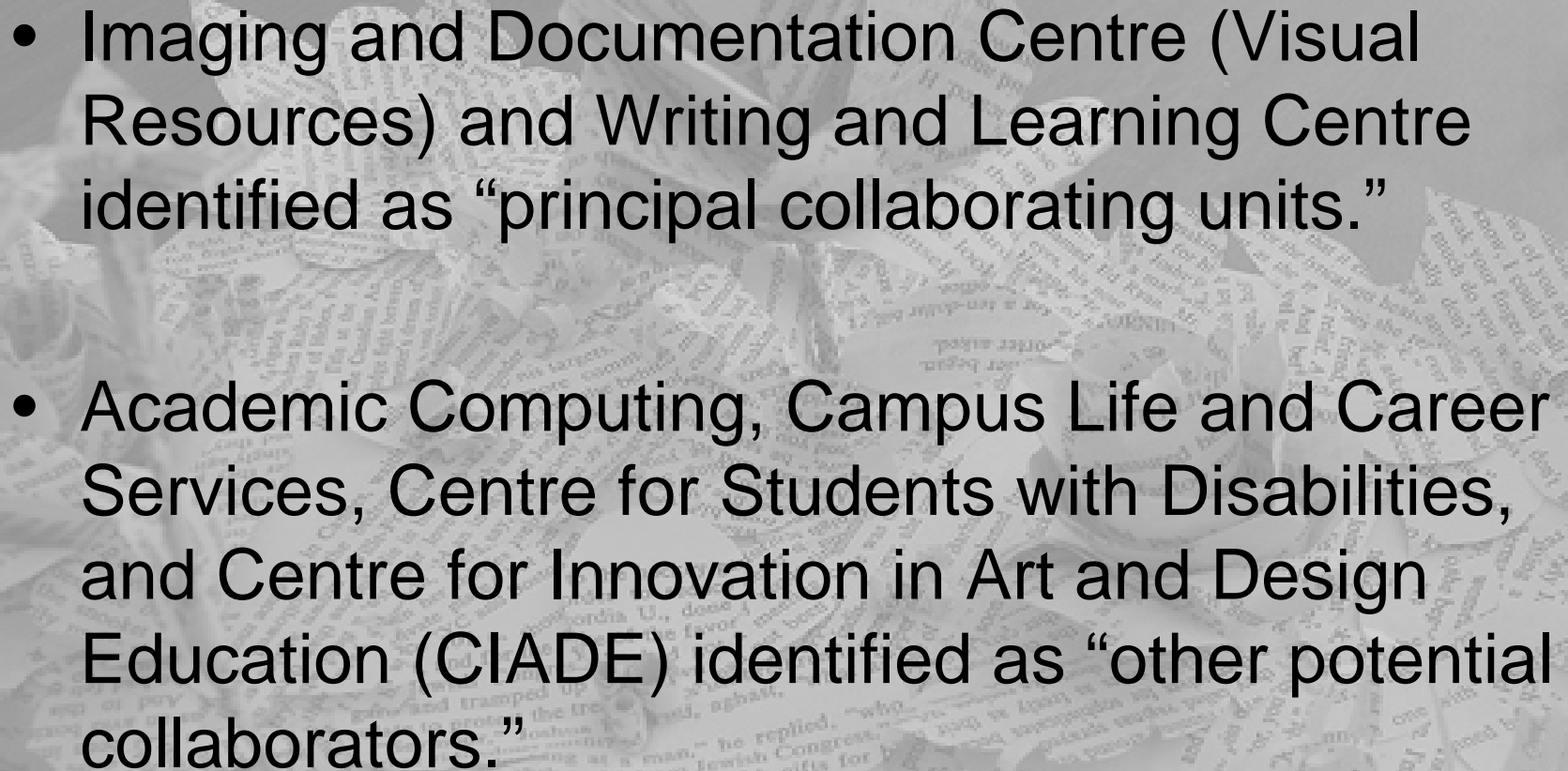
# Leading in the Age of Imagination: A strategic plan for the Ontario College of Art & Design (OCAD) 2006-2012. Dec 2006.

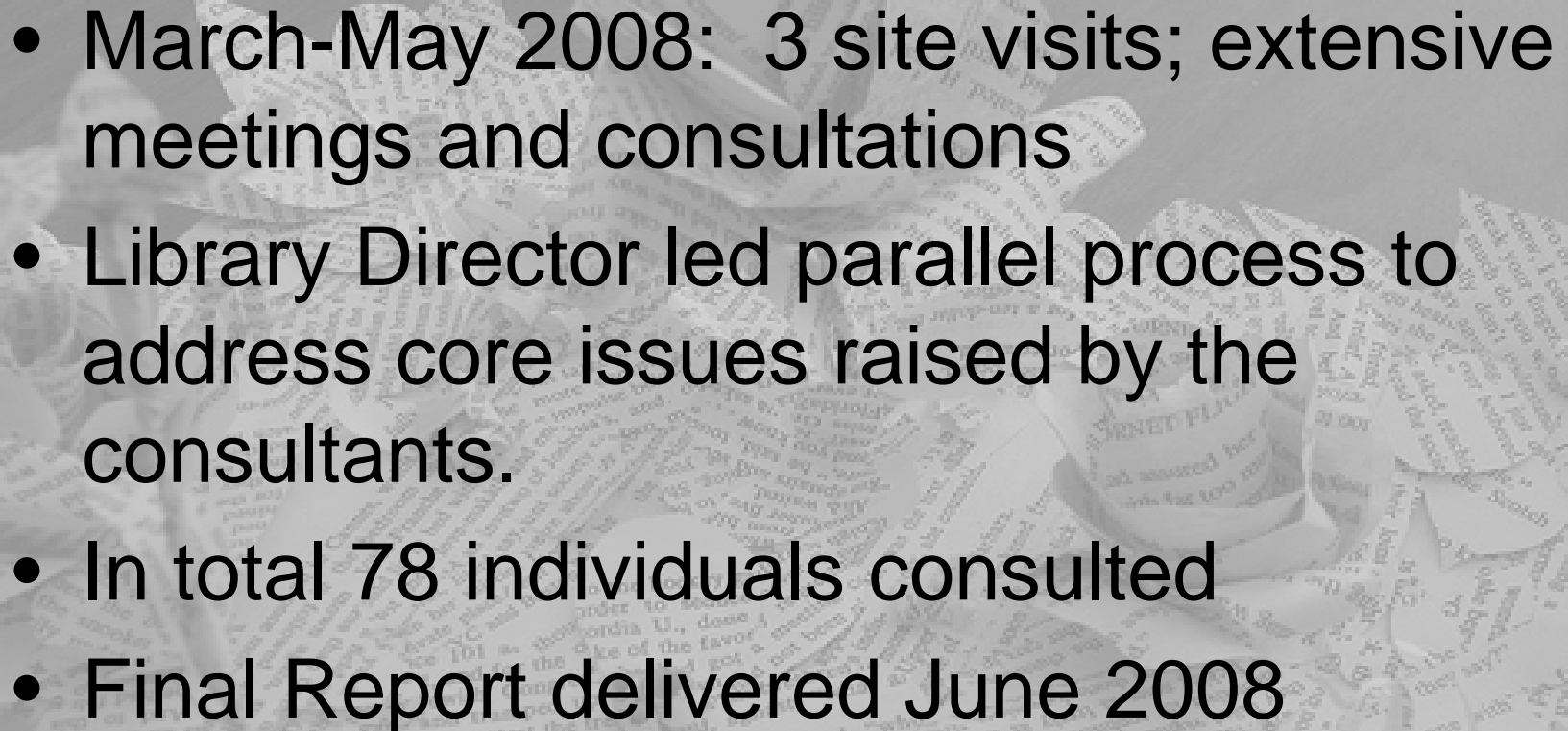
## Priorities

- Develop Library plan based on needs assessment. 2006-2008
- Implement Library Plan. 2008-2010 and 2010-12

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- *DFI funding 2007/08*
  - *Jan/Feb 2008 - Invitation and Terms of Reference*
  - *March 2008 – Engagement of Consultants*

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- Scott Bennett, Yale University Librarian Emeritus and Library Space Planning Consultant
  - Steven M. Foote, FAIA, LEED AP, Perry Dean Rogers Partners Architects, Boston

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- Imaging and Documentation Centre (Visual Resources) and Writing and Learning Centre identified as “principal collaborating units.”
  - Academic Computing, Campus Life and Career Services, Centre for Students with Disabilities, and Centre for Innovation in Art and Design Education (CIADE) identified as “other potential collaborators.”

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- March-May 2008: 3 site visits; extensive meetings and consultations
  - Library Director led parallel process to address core issues raised by the consultants.
  - In total 78 individuals consulted
  - Final Report delivered June 2008



# Enacting a Learning Mission: A consulting report for the Ontario College of Art & Design.

- Preliminary Space Program (completed)
- Needs Assessment
  - Step 1 (completed by consultants)
  - Steps 2, 3 and 4 (to be completed by us)



## Preliminary Space Program

- provides order-of-magnitude parameters to university officers as they fit the library into campus-wide planning.
- included in **Building an Imaginative Future: A capital master plan for the Ontario College of Art & Design 2008-13**. Sept 5, 2008.

## Needs Assessment

- The Report presents the Needs Assessment as a 4-Step planning process over a 2-year period.
- Step 1 (completed June 2008) identifies principal educational challenges, core issues requiring further consideration, and a method to move forward with the other required steps.

## Needs Assessment

- Step 2: Creating a Mission Statement (to be completed August 2009)
- Step 3: Specific Actions to Enact the Mission Statement (to be completed August 2010)
- Step 4: Refinement of Preliminary Space Program (to be completed December 2010)

## Core Issue.....Right Questions

*“We started our work focused on what will be required if the library and collaborating units are to support OCAD in its ambitious self-redefinition as a university for the Age of the Imagination. As our work progressed, we saw that the underlying question is what will be required for the library and collaborating units to enact the university’s mission—to become active agents and not only supportive agents in realizing the university’s ambitions.”*

## **Core Issue.....Learning Experience**

*“The right first questions focus on student learning—what actually is to happen in the classroom and lab and, also in the library and collaborating units. Questions about the nature of the [intended] educational experience—about quality and the nature of the learning community—are questions that must be asked first and asked persistently throughout the process, and indeed before and beyond the process of planning a facility.”*

## Core Issue.....Library in Context

*“...it is important to define the role of the academic art or architecture library in the context of the institution’s mission. .... the paradigm that aligns itself most closely with the mission of the academic institution is the learning-centered model of library space planning. This model requires buildings to promote learning among the community and places facilities standards within the context of learning goals.”*

## Core Issue.....Student Engagement

*“OCAD has identified a set of first learning questions in its strategic plan, “Leading in the Age of Imagination.” The single most fundamental and powerful statement about the education experience at OCAD is **‘Enhanced student engagement is a key requisite if OCAD is to succeed’.**”*



Needs Assessment Step 2 (Aug 2009)

## **Create a Mission Statement**

*“While the current practices of the library and collaborating units are unquestionably strong, they are not manifestly driven by a coherent, robust, and compelling vision of these units’ place in the university.”*



The background of the slide is a grayscale image of crumpled paper, with various pieces of paper and scraps scattered across the frame, creating a textured and layered effect.

OCAD Vision

**Imagination is everything!**

*The Ontario College of Art & Design is Canada's "university of the imagination," engaging in education and research and contributing to the fields of art and design, local and global cultural initiatives, and knowledge and invention across a wide range of disciplines.*



## OCAD Library Vision

# **Empowering the Imagination.**

*The OCAD Library empowers the imagination and leads the university community in the creation, discovery and sharing of knowledge.*

## Needs Assessment Step 3 (Aug 2010)

### **Specific Actions to Enact the Mission Statement**

Faculty, librarians and academic/support staff

- *Engagement and debate about mission-enacting activities tied to specific, measurable learning behaviors, such as those employed by NSSE, that are particularly relevant to learning in library and other non-classroom spaces.*

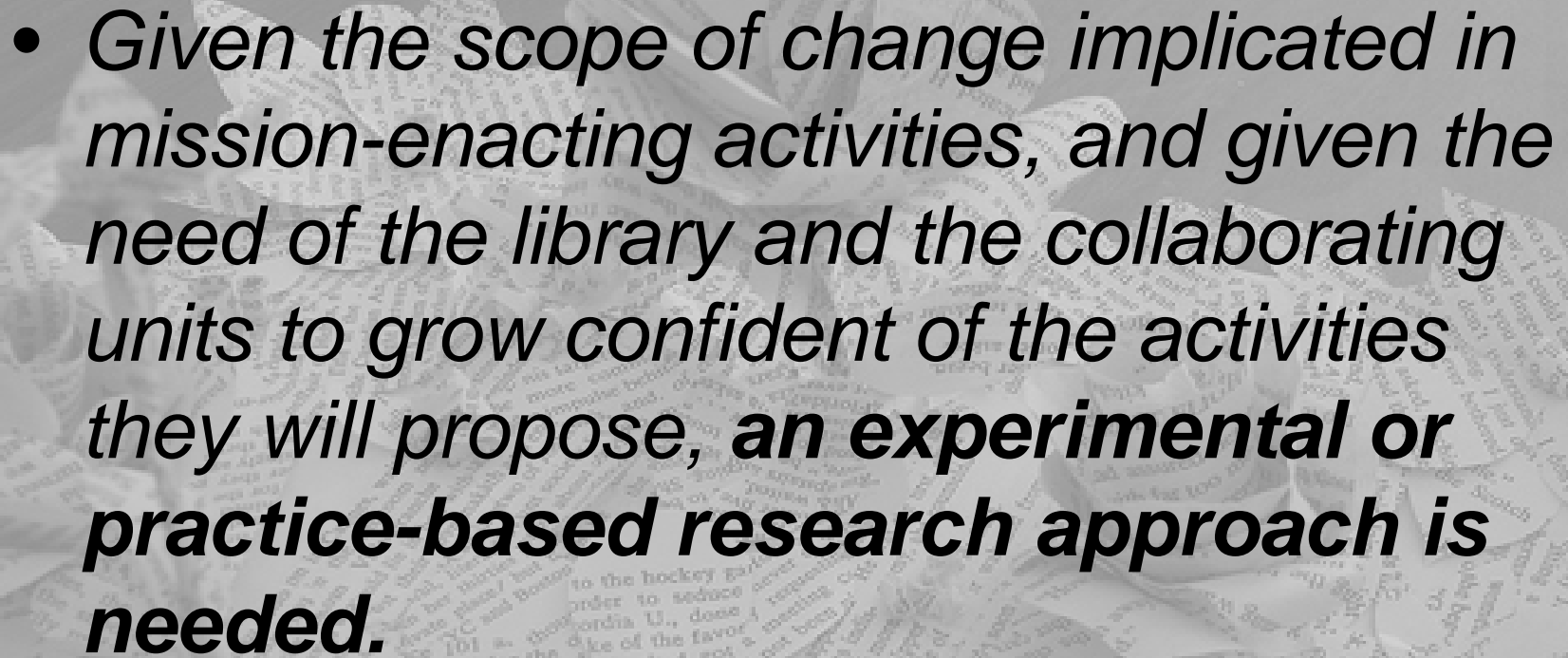
# **Libraries & Learning Symposium at OCAD**

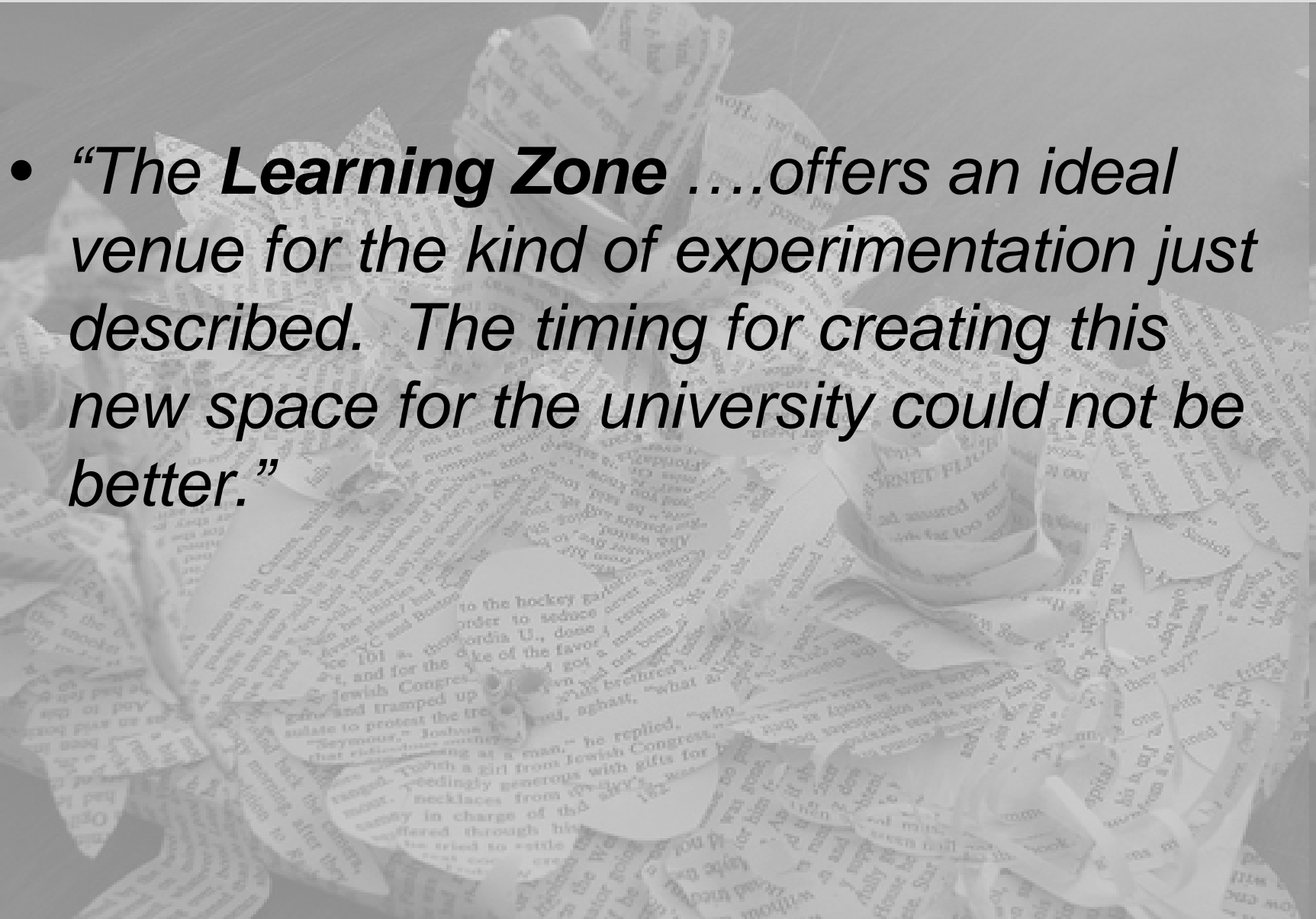
Wednesday, May 13, 2009

*To engage faculty, librarians, academic and administrative staff in the identification of specific mission-enacting activities related to learning in library and other non-classroom spaces, physical and virtual. Informative, critical and thought-provoking presentations will be followed by an open forum to critique and debate the issues raised.*

## Confirmed speakers

- **Scott Bennett**, Yale University Librarian Emeritus *“Libraries and Learning: A History of Paradigm Change”*
- **Mike Ridley**, Chief Information Officer and Chief Librarian, University of Guelph
- **Sue Maberry**, Director of Library and Instructional Technology, OTIS College of Art & Design

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- *Given the scope of change implicated in mission-enacting activities, and given the need of the library and the collaborating units to grow confident of the activities they will propose, **an experimental or practice-based research approach is needed.***

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- *“The **Learning Zone** ....offers an ideal venue for the kind of experimentation just described. The timing for creating this new space for the university could not be better.”*

- *“The product of the experimentation.... will be a value proposition about the library and collaborating units that has demonstrated validity. This value statement will be derived from and will energize a set of activities that can best be described in teaching and learning terms different from the operational and transactional terms typically used to describe academic libraries.”*