Geoffrey R. Weller Library, University of Northern British Columbia (UNBC)
External Review Report and Recommendations

Prepared by:

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Introduction

We were invited by Dr. Mark R. T. Dale, Provost, to conduct an external review of the Geoffrey R. Weller Library. This review did not follow the university's standard policy and procedure for an Administrative Unit Review in that there was no unit self-study undertaken to inform the external reviewers. In addition, background documentation available to the reviewers was largely limited to what was available via the university and library websites and what could be gleaned from an intensive two-day schedule of 30 minute, face-to-face interviews conducted during a visit to the campus by the reviewers on April 23 and 24, 2012. Given this context, the recommendations set out in this report are at a broader, higher level as our time spent on site was limited and therefore we may potentially be missing much of the context, background and information that would have been provided with a self-study.

The documentation available to us included the *Terms of Reference for an Administration Unit Review*, the *University Plan*, the *Library web site*, the *Geoffrey R. Weller Library Key Directions 2010-2015* planning document, the *Library Annual Report for 2010-2011* and the *Library External Review Schedule*.

Academic libraries operate in a very dynamic environment and managing and leading transformative change is one of the biggest challenges facing library and institutional leaders. Two recent publications lay out the challenges in a clear and concise narrative:

- *Redefining the Academic Library: Managing the Migration to Digital Information Services* (Advisory Board Company, 2011) - http://www.educationadvisoryboard.com/pdf/23634-EAB-Redefining-the-Academic-Library.pdf
- *Challenges of 21st Century Research Library Collections* (ARL Issues Brief, May 2012) - http://www.arl.org/bm~doc/21stctfreport_11may12.pdf

As UNBC senior leaders work with the University Librarian and library employees to shape the future of collections, facilities, services and the workforce culture keeping this context in mind will be essential.

At the beginning of our two-day campus visit, we meet with the Provost. During this initial meeting, we were asked to keep the following medium to longer term areas of focus at the forefront of our review and recommendations as they relate to the library:

- the university's emphasis on research
- the changing needs of learners, teachers and researchers
- the regional nature of the university's programs and activities.

The Provost also identified two immediate areas of focus:

- emerging developments with AUCC and Access Copyright, and

- the potential for further budget reductions to the budget.

At the conclusion of this initial meeting the Provost made us confidentially aware of the pending announcement of the resignation of the University Librarian, Ms Gohar Ashoughian. Ms Ashoughian's resignation was made public on May 12, 2012.

In reviewing the proposed Library External Review Schedule, we noted that the focus was largely internal to the library and was in our view missing representation from key campus partners including the Vice President Research (by conference call on May 4, 2012), the Director, Centre for Teaching & Learning and the Director of Student Success, for example. The schedule was revised to include input from these areas (see Appendix A).   At the commencement of each interview, we highlighted the medium to longer term areas of focus identified by the provost. We also indicated that we were open to receiving additional information that may have been left out during the formal interview process. A few of the librarians/archivists provided email follow up. At the end of the second day, we met with the provost for an exit interview and to provide initial impressions stemming from our interviews with library and university faculty, staff and students.

Summary of Recommendations

Library Strategic Plan
Recommendation: Continue and strengthen the approach to project management for implementation phase of strategic projects within the strategic plan.

Recommendation: Develop internal communication approaches to ensure all employees have a clear understanding of the institutional and library strategic directions and their individual and team priorities in support of achieving those directions.

Recommendation: Consideration be given to increasing the frequency of Deans' and Directors' Council meetings in order to facilitate greater collaboration across academic and administrative units such as the library; and that consideration be given to including the University Librarian as a member of Deans' Council.

Recommendation: Clear statement of endorsement for the library's strategic directions in support of the university research mission, regional users and 21st century teacher, learners, researchers and scholars.

Library Organizational Structure
Recommendation: Support at the university level, and Human Resources in particular (e.g., change management support, joint relations), for internal restructuring of the middle level management positions to identify librarians to take leadership and oversight of day-to-day operations to ensure support for the University Librarian in further extending relationships and engagement work across the university, in the region and with appropriate professional bodies.

Implicit in the restructure should be greater role clarity for all librarian/archivist positions and a clearer articulation of position accountabilities for all librarian/archivist positions.

Recommendation: Identify areas for disinvestment/process re-engineering in order to free up employee time to undertake new initiatives (e.g., investigate newer models for staffing library service points, acquiring, cataloguing and processing library materials such as outsourcing, etc.) and that may provide greater efficiencies in view of limited staff resources and budgetary challenges.

Library Liaison and New Service Initiatives
Recommendation: Develop a program statement for liaison librarian work that will help to further embed librarians into the colleges and provide consistent communications to faculty, staff and students about the work of the library in support of academic and administrative programs.

Regional Nature of UNBC's Programs
Recommendation: Consideration be given to implementing a comprehensive library liaison model across all subject areas; the assigning of liaison librarian subject areas take into consideration the full scope of activities for reference, instruction, and collection development in order to create balance overall.

Recommendation: Implement an integrated model that shares the responsibility for the delivery of reference and instructional services for all UNBC students (on campus, regional, etc.) across all subject liaison assignments.

Recommendation: Integrate all aspects of interlibrary loan requests from regional centres/students within the library's main ILL services functions; Integrate the fielding of general reference queries from regional students as part of the library's main reference services.

Archives
Recommendation: Consideration be given to initiating a unit review of the Archives to assist with go forward planning not only for the Archives, but also for a university RIM program.

Recommendation: Support a membership application by the library for membership in the Canadian Association of Research Libraries (CARL) to gain access to consortium approaches to new and emerging issues and programs.

Copyright
Recommendation: Review the placement of institutional responsibility for copyright in order to ensure its alignment with the university administration and mitigate enterprise risk. If the model implemented is one of shared responsibility, there should be clearly defined roles – for example, one unit with primary responsibility for coordination of copyright related activities should be identified.

Budget Challenges
Recommendation: The library initiate an assessment program to facilitate decision making on

issues pertaining to library collections, programs and services in view of potential budgetary challenges.

Library Strategic Plan

In our view, the goals and objectives set out in the library's strategic plan *Geoffrey R. Weller Library Key Directions 2010-2015* are closely aligned with those identified in the *University Plan*, and are consistent with trends and directions for today's academic libraries. The library's vision, mission and values are presented in a clear and concise manner, and include key directions and key actions that highlight the library's role as an integral partner in supporting the university's research, teaching and regional mission, and in providing a supportive environment, fostering *diversity, multiculturalism and close ties with our communities*. The need to give greater focus to the *timely adoption and use of emerging technological innovations* is also highlighted and this is in keeping with the changing needs of learners, teachers and researchers, and the regional nature of the university's programs and activities. In our view, this is a very good plan and it addresses the five areas that the Provost had identified during our initial meeting with him. Although there is always the challenge of aligning available resources with identified strategic priorities we do not think it is necessary to develop a new strategic plan at this time. The upcoming change to the library leadership will no doubt add a layer of complexity to the challenge of this alignment work. Regardless, we do not think it is necessary to develop a new strategic plan; rather the focus when recruiting new library leadership should be on continuing the implementation of the identified strategic priorities in alignment with available resources.

We understand that a consultative approach was employed for developing the plan, providing the opportunity for brainstorming and input during a retreat of the librarians and archivists that was facilitated by a consultant. The information from the retreat was then compiled and drafted by the consultant, with the opportunity for the university librarian and the librarians and archivists to further fine-tune the plan. We understand that there has been significant progress made on various aspects of the plan. However, during our interviews, some librarians/archivists and library staff reported a sense of 'disconnect' or lack of engagement with the plan to date and/or were not clear as to progress on key actions. Going forward attention will need to be directed towards ensuring employee understanding and engagement with the plan and its priorities. Regular updates and communications about the plan, its priorities and progress with the various projects will be critical. For example, frequent updates on progress (e.g., quarterly basis) may be made available to all library staff and the broader university community using a variety of communication tools, including the library's web site, or a library e-newsletter.

To help increase employee engagement and understanding, one option to consider may be greater use of working groups, tasked with developing the implementation plans for key actions, fostering greater engagement, sense of ownership and shared accountability for the successful implementation of the plan. The chairs of the working groups should be a librarian/archivist in areas impacted by the specific key action. Working groups should strive to find practical,

innovative, doable solutions guided by a willingness to try new ideas. In addition to the actual work completed, the working groups may wish to recommend further courses of action, or other working groups, with the understanding that action items of the initial working group will completed before other related groups are created. Working groups provide the opportunity for greater collaboration across all library areas and with other university partners.

Recommendation: Continue and strengthen the approach to project management for implementation phase of strategic projects within the strategic plan.

Recommendation: Develop internal communication approaches to ensure all employees have a clear understanding of the institutional and library strategic directions and their individual and team priorities in support of achieving those directions.

We would like to emphasize that the successful implementation of the goals and objectives identified in the library's strategic plan will require support at the university level.   Taking into consideration that UNBC is a relatively new institution, there is a real opportunity for the library to demonstrate innovation and leadership in ways that may be more difficult to achieve elsewhere. The key directions and actions identified in the library's strategic plan point to the need to foster partnerships with other university departments/units within the University Executive, Administrative, and Ancillary Operations.

There is a need for the University Librarian to continue to promote new directions and trends in academic libraries in order to raise the awareness of colleagues across campus. During our interviews with the representatives from outside the library, we noted that several expressed a view of the library that was still very traditional with a focus on its collections and library services available inside the library building only.

Although the library is identified in the university's organizational structure as an administrative unit, the library is a partner in the university's academic enterprise and as such, should have a voice on university committees engaged in decision making around issues specific to the university's teaching and research activities. We understand that the University Librarian is a member of Deans' and Directors' Council. We learned from various members of the university that we interviewed that this body meets on an infrequent basis. We believe that a significant challenge for the University Librarian is the need to work outside of established university committee structures such as Deans' Council and the Deans' and Directors' Council in order to explore and promote new initiatives and potential partnership opportunities.

Recommendation: Consideration be given to increasing the frequency of Deans' and Directors' Council meetings in order to facilitate greater collaboration across academic and administrative units such as the library; and that consideration be given to including the University Librarian as a member of Deans' Council.

Recommendation: Clear statement of endorsement for the library's strategic directions in support of the university research mission, regional users and 21st century teacher, learners, researchers and scholars.

Library Organizational Structure

The library's current organizational structure is flat, with eight librarians/archivists reporting directly to the University Librarian. When the librarians/archivists were asked if this structure was working well, the response was mixed. There is the perception that the current UNBC/Faculty Agreement does not allow in-scope faculty to report to another in-scope faculty member. We reviewed the UNBC/Faculty Agreement and did not find evidence to support this. Therefore, we believe that this perception may stem from past practice as opposed to the collective agreement.

In our opinion, the library's current organizational structure poses several challenges, including the potential for role ambiguity and a lack of a clear accountability framework for librarians and archivists. There is a strong temptation to view the University Librarian as being responsible and accountable for "everything". In order to ensure that the library's services, programs and resources are aligned with new university initiatives, there is a growing need for the University Librarian to focus more on exploring opportunities and partnerships beyond the traditional, at the local, provincial and national levels and to move away from close in management of the day to day operations of the library. As the library continues to move forward and either assumes, or is assigned new roles and responsibilities, there is the potential for the management of library operations to become more complex in balancing both traditional and emerging library services and programs.

A model that may be considered comprises two 'clusters' with one cluster bringing together established library services and programs, and the other focusing more on emerging and new directions for the library as detailed in *Geoffrey R. Weller Library Key Directions 2010-2015,* specifically in the areas of Research, Teaching and Learning, and the Technology and Digital Imperative. We hesitate to refer to these two clusters as 'departments' as the term department implies more of a vertical or fixed structure whereas a model that comprises clusters would potentially provide greater flexibility and overlap in sharing staff resources (e.g., working groups, the creation of operational/function/project teams) as necessary. The responsibility for managing these clusters could potentially be assigned to two in-scope librarians as managers – the equivalent of department heads, accountable for managing the staff resources, programs and services in their areas. This model may also provide the option for the Archives to intersect with both clusters, while retaining its direct reporting relationship with the University Librarian. The two managers and the Head, Archives would comprise an advisory team for the University Librarian on operational issues, budget and staffing, with the focus of the University Librarian's Council being more on professional and library policy development issues, for example. Clearly defined terms of reference would be required for both, as well as a communications plan to ensure openness and transparency around decision making.

Recommendation: Support at the university level, and Human Resources in particular (e.g., change management support, joint relations), for internal restructuring of the middle level management positions to identify librarians to take leadership and oversight of day-to-day operations to ensure support for the University Librarian in further extending relationships and engagement work across the university, in the region and with appropriate professional bodies.

Implicit in the restructure should be greater role clarity for all librarian/archivist positions and a clearer articulation of position accountabilities for all librarian/archivist positions.

During our interviews with the library's support staff, we learned that many are assigned to work in areas beyond their primary area of responsibility – for example, reference and cataloguing. We received positive feedback from the support staff regarding this model. However, in view of new models that academic libraries are exploring specific to the staffing of service points (e.g., the one desk service model) more efficiently, there may be the opportunity to free support staff for other opportunities, providing greater support in other areas including, for example, the Archives and/or records information management.

Recommendation: Identify areas for disinvestment/process re-engineering in order to free up employee time to undertake new initiatives (e.g., investigate newer models for staffing library service points, acquiring, cataloguing and processing library materials such as outsourcing, etc.) and that may provide greater efficiencies in view of limited staff resources and budgetary challenges.

Library Liaison and New Service Initiatives

In our view, one of the best ways to gain a better understanding of the changing library needs of faculty and students is to work within the context of their environment, and to bring that information back to the library for planning, development and implementation. Academic libraries and the programs and services they provide are no longer limited to one physical location – the library building, and may be accessed from other campus locations and beyond. These locations may include departmental office space within the teaching faculties, computer labs, other administrative units (e.g., the Centre for Teaching and Learning), and/or student residences as key examples. This added flexibility allows librarians to connect with faculty and students in new ways and to deliver a full range of academic liaison services, including specialized reference and instructional services, consultations on collections related issues, and identifying opportunities to partner with faculty on research projects, and potential data and digitization initiatives (e.g., open access journals, recent developments regarding Statistics Canada's Research Data Centre Program options, etc.).

During our site visit, we were impressed to learn of the many library liaison initiatives that are currently underway, including a relatively new 'roving reference' service that is available to students on campus. We encourage the library to continue to explore new ways of connecting with faculty, staff and students, including mobile applications and social networking tools. Although RSS feeds are not new, this is one option that may be implemented to alert faculty and students online to new additions to the library's collection.

Recommendation: Develop a program statement for liaison librarian work that will help to further embed librarians into the colleges and provide consistent communications to faculty, staff and students about the work of the library in support of academic and administrative programs.

Regional Nature of UNBC's Programs

We understand that the library's existing model for the delivery of instructional and reference to regional/distance students is centralized within a small team that is headed up by the Manager, Access and Information Services, and that the Manager provides library instructional services to regional/distance students. We also understand and acknowledge that this team has received positive feedback on the services it provides. However, we believe this model does not provide sufficient flexibility to be sustainable in the longer term. Many universities are actively exploring wide variety of course delivery models (e.g., televised, online, course capture, blended learning) in order to increase student recruitment and retention through more flexible learning options. These options may also alleviate increasing demands on limited space as capital funding for building new classrooms decreases.

The variety in course delivery models that are evolving challenge the traditional view of regional/distance library services. What would be the most efficient way for the library to reach a new group of students - students who are not at one of UNBC's regional centres, but who live in Prince George and elect to register for classes that are delivered online as opposed to coming to campus to take the same course? We would assume these students would not be considered part of the regional cohort – or would they? Would all reference and online instruction for students in this group be delivered by the Manager, Access and Information Services in this case? In our view, it is not reasonable to assign the responsibility for delivering increasing numbers of reference and instructional requests for online courses to one librarian only as there is the potential to create a workload imbalance and an inability to meet the demands of new course delivery models.

We understand that not all of the liaison librarians provide library instruction for their subject areas, and therefore we assume that the focus of their liaison activities with faculty is primarily on collections related issues. If this is the case, we believe this may foster a traditional view of the library among the faculty. A liaison model comprising the full spectrum of liaison activities for an assigned subject area – including the provision of instruction, regardless of delivery method and location (e.g., in person, televised, online, blended, on the Prince George campus or at the regional centres), would in our view provide greater flexibility, addressing the issue of workload balance, and would provide the opportunity to establish deeper connections with the faculty and students in a given subject area. In many academic libraries, liaison librarians provide in-depth/consultation reference and research services and library instruction in addition to providing input into collection assessment and management activities in their assigned subject area(s). Copyright awareness and scholarly publishing alternatives, exploring new opportunities to collaborate with faculty in research and teaching, ensuring a library presence and access to services via course management software systems, all comprise liaison work for academic librarians.

Recommendation: Consideration be given to implementing a comprehensive library liaison model across all subject areas; the assigning of liaison librarian subject areas take into consideration the full scope of activities for reference, instruction, and collection development in order to create balance overall.

Recommendation: Implement an integrated model that shares the responsibility for the delivery of reference and instructional services for all UNBC students (on campus, regional, etc.) across all subject liaison assignments.

Recommendation: Integrate all aspects of interlibrary loan requests from regional centres/students within the library's main ILL services functions; Integrate the fielding of general reference queries from regional students as part of the library's main reference services.

Archives

We were interested to learn about the dual mandate for the Archives, with a focus both on the region/community and the university, and question whether this mandate is sustainable in the longer term taking into consideration current staffing levels. In addition, we understand that the university has not yet launched a records information management (RIM) program, and this poses a significant risk to the institution. It is our view that redirecting staff resources, either from within and/or outside of the library, will be necessary in order to move forward in this program area.

Recommendation: Consideration be given to initiating a unit review of the Archives to assist with go forward planning not only for the Archives, but also for a university RIM program.

CARL – Canadian Association of Research Libraries

In view of the university's strong research mandate and regional focus as articulated in the *University Plan (2010)*, we encourage both the library and the university to apply for membership in CARL. CARL initiatives not only focus on the activities of academic libraries, but also provide opportunities for collaboration at the university level. In very broad terms, *CARL strives to enhance the capacity of member libraries to partner in research and higher education, and to seek effective and sustainable scholarly communication, and public policy encouraging of research and broad access to scholarly information.*

CARL serves as a venue for university librarians to explore and develop plans to address current issues impacting on Canadian university and national research libraries. Key examples include *copyright, preservation, human resource development, federal research policy, open access publication, and demonstrating value.* Recent initiatives include the Canadian National Collaborative Data Initiative (CNCDI) as a partnership opportunity for academic librarians, Chief Information Officers and campus IT units and VPs' Research, and the creation of the CARL Librarians' Research Institute (RI). The RI encourages representatives from CARL member libraries to attend intensive skills-based workshops to further develop their research skills *and to return to their home institution to share their knowledge and enthusiasm about research with peers and colleagues.* The benefits of a CARL membership are too many to list here. A full description is available on the web at:

http://carl-abrc.ca/en/about-carl/carl-members/benefits.html

Recommendation: Support a membership application by the library for membership in the Canadian Association of Research Libraries (CARL) to gain access to consortium approaches to new and emerging issues and programs.

Active membership and contributions to others consortium (such as the Canadian Research Knowledge Network – CRKN and the Council of Prairie and Pacific University Libraries – COPPUL) should continue to be an important focus for the University Librarian, but with a recognition that such relationship building takes time away from the oversight of day-to-day operational matters. Membership in CARL would also provide the opportunity for the library to access the full suite of core CARL programs, including LibQUAL data collection and advocacy, in addition to new initiatives.

Copyright

The recent email communiqué to the presidents of Canadian universities and colleges from Paul Davidson, President of the AUCC, regarding the Model Licence (Member Licence Agreement) developed by AUCC and Access Copyright has sparked debate in the academic community.

Key issues for institutions to consider are as follows: a five-year term; greater price certainty; a term that would take universities beyond both the Copyright Board decision on the current tariff and the potential effective date of the next tariff on January 1, 2014; a better price per FTE student -- $26 -- than had been achieved by the two individual universities, given that AUCC represented a larger group of members; enhanced acknowledgement of the purpose of the reporting requirements, including a recognition of the importance of respecting privacy, academic freedom, and university collective agreements; a mechanism for negotiation of future agreements that would, to the extent possible, avoid another Copyright Board hearing; a guarantee that the model licence "trumps" the tariff; and an enhanced retroactivity agreement with respect to institutions that had opted out and may now choose to sign an agreement, and those who had remained within the tariff.

Mr. Davidson also highlighted the risks of continuing to operate without a license including, a requirement to complete the time intensive interrogatories process; increased scrutiny from Access Copyright; potential claims from authors/publishers for copyright infringement; potential claims for statutory damages; and back royalty payments. In addition, the impact of the AUCC's recent withdrawal from the Copyright Board proceedings means that opt out institutions will no longer be represented by the AUCC's legal counsel. On April 26, 2012 the AUCC recommended that its member institutions sign the Model Licence.

In our view, it would be advisable for institutions to seek legal counsel on this issue, and to complete an analysis of the potential costs and risks associated with not signing the Model Licence as opposed to the costs associated with signing on. In either instance, there are many issues that will impact across various university departments/units, with a potential increase in administrative support costs and additional demands on IT hardware and storage.

Regardless of the final decision this issue, given the various teaching and research activities that make use of copyright protected works, there remains a need for increased copyright education, awareness and compliance to limit the university's liability for copyright infringement. There also remains a need for exploring and promoting Open Access and Creative Commons models as alternatives to copyright protected works especially now when the cost of research journals continues to increase at a time when budgets are stretched.

The complexities around these issues necessitate more of a team approach with the input and support of various university departments/units. Assigning this task to one university department/unit would in our view not be sustainable in the longer term.

Recommendation: Review the placement of institutional responsibility for copyright in order to ensure its alignment with the university administration and mitigate enterprise risk. If the model implemented is one of shared responsibility, there should be clearly defined roles – for example, one unit with primary responsibility for coordination of copyright related activities should be identified.

Budget Challenges

The trend we are seeing is that government funding for universities is decreasing, and therefore we can expect that academic libraries will be impacted by budget related challenges in the foreseeable future.

It is important to note that today's academic libraries have less flexibility in responding to sudden budget reductions than in the past, due in part to the complexities around electronic resources and multi-year licensing agreements that encumber acquisitions budgets beyond the current budget year. While the bundling of electronic resources (e.g., CRKN, COPPUL, etc.) has provided wider access to research journal literature at a cost savings through library consortia agreements, the sustainability of this model is uncertain if acquisitions budgets remain static or are reduced.

As a result, there is an immediate need for academic libraries to take a proactive approach to collections assessment, rationalizing collections usage while taking budget realities into consideration. A zero increase to library acquisitions budgets is a de facto reduction in buying power overall (including books and other formats) in light of annual increases to the cost of journal subscriptions. As e-journals are bundled together, there is no longer the option to target individual titles for cancellation as was the case in the past. Libraries must be strategic in the timing of licence agreement cancellations and which e-journal 'bundle' to target as many titles will be eliminated at the same time, and this may have a significant impact on the library's ability to support courses and programs in a subject area. The subscription fees for e-journals include access rights. If the library provides access to fewer electronic resources, this will also impact on its ability to support courses and programs offered at a distance and that rely on electronic formats. In the longer term, access to fewer electronic resources may also impact on the

university's decision as to whether it should operate outside of the Access Copyright Model Licence.

We did not receive information on the library's overall budget for the purposes of this review. However, we will assume that the library's budget comprises the following: general operating, discretionary and acquisitions. Due to the limited ability of acquisitions budgets to quickly adjust to sudden budget reductions, there is the potential for significant pressure to be placed on the library's general operating and discretionary budgets where there may be greater flexibility for change during any given budget year. Ongoing assessment of library services and programs will be essential to assist with go forward planning. Online library survey tools that invite the input of faculty, staff and students (e.g., Counting Opinions) on library collections, programs and services may assist with assessment activities.

Recommendation: The library initiate an assessment program to facilitate decision making on issues pertaining to library collections, programs and services in view of potential budgetary challenges.

Closing Remarks:

With the need to recruit a new library leader, UNBC finds itself at an interesting point. Decisions which the institution will need to make in the immediate future around the support it gives to its library and the library leader will be critical components of the search for a new University Librarian. The challenges and the opportunities for academic libraries going forward are complex and experienced and innovative leadership together with the committed backing of the university senior leaders will be required for the strategic directions to be fully realised.

We were delighted to be asked to serve as external reviewers for the UNBC Library and enjoyed meeting with the librarians/archivists and library staff, and the representatives of other campus units during the site visit. We thank you for your time and openness in sharing information that helped us to prepare this report. We hope that the recommendations assist you with your planning in preparation for new library leadership and beyond.

External Review Report and Recommendations

Appendix A: Library External Review Schedule

Monday, April 23rd

Time:	Meeting with:
8:30 – 9:00 am	Mark Dale, Provost Location: Admin Bldg 2041
9:00 – 9:30 am	Break
9:30 – 10:00 am	Catalogue Librarian Eleanor Annis
10:00 – 10:30 am	Head, Archives & Special Collections Ramona Rose
10:30 – 11:00 am	LAs: Circulation / Archives Kari Veninsky, Anna Williams, Flossie Smith
11:00 – 11:30 am	CIO Greg Condon
11:30 – 12:00 pm	Northern Health Sciences Librarian Trina Fyfe
12:00 – 1:00 pm	Lunch
1:00 – 1:30 pm	Digital Initiatives Librarian James MacDonald
1:30 – 2:00 pm	Access Services Administrator Liz Tait
2:00 – 2:30 pm	Dean of CASHS, John Young (via teleconference) & Dean of CSAM, Dan Ryan Location: TBA
2:30 – 3:00 pm	NUGSS President Kallie Smith
3:00 – 3:30 pm	Acquisitions, Collections & Information Resources Librarian Heather Empey
3:30 – 4:00 pm	Data, Map & Government Information Resources Librarian Gail Curry
4:00 – 4:30 pm	Library Technology Services Daniel Yule, Nic Waller

Tuesday, April 24th

Time:	Meeting with:

8:30 – 9:00 am   LAs: Cataloguing / Acquisitions
Debbie Hazell, Ina Spruit, Mandi Schwarz

9:00 – 9:30 am   Manager, Access & Information Services
Nancy Black

9:30 – 10:00 am   LAs: ILL / Distance / NMP
Mary Bertulli, Kathy Watmough, Vaunda Dumont

10:00 – 10:15 am   Break

10:15 – 10:30 am   Administrative Assistant, University Librarian
Amanda Dunkley

10:30 – 11:00 am   NBCGSS President
Rahul Jain

11:00 – 11:30 am   Archivist, Access & Digital Initiatives
Erica Hernandez-Read

11:30 – 12:00 pm   Research & Learning Services Librarian
Kealin McCabe

12:00 – 1:00 pm   Group Lunch
Location: TBA

1:00 – 2:00 pm   University Librarian
Gohar Ashoughian

2:00 – 2:15 pm   Break

2:15 – 2:45 pm   Exit Interview with Mark Dale
Location: Admin Bldg 2041

- All interviews to be held in the Library Building, Room 5-496 unless otherwise noted
- LA = Library Assistant