University of Ottawa Library Organizational Renewal

Phase I (Research, Analysis, and Recommendations)

Final Report

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NOTE*:*
Throughout this report we have used placeholder names for the portfolio and functions (see Description of Proposed Model) and the possible organizational levels (see Roles and Responsibilities). Our intention with the placeholder names was not to be prescriptive, but rather to provide a consistent language and functional description to assist the reader in understanding our proposed model.

Executive Summary

The last decade has seen extraordinary enrollment growth at the University of Ottawa. The Library has made great efforts to keep pace with new services and resources, improved systems and technology, and improvements to spaces. As described in our Interim Report, this pace of growth and change is now a common feature of the academic environment. Our success in this environment will require fluidity and adaption.

In light of this, the Library recognized the need to embark on a comprehensive organizational renewal to ensure that our structure is well-positioned for the future. We seek an organizational structure that will allow us to strengthen our capabilities, maximize our capacity to meet our strategic goals, and improve the effectiveness of our day to day operations. The new structure must allow for agility, flexibility, and responsiveness to change.

Project Scope

The Library's Organizational Renewal Team (ORT) was tasked to research, analyze, and recommend an organizational model(s) for the uOttawa Library (see Appendix C: Project Plan Phase 1). The work of the ORT consisted of two elements:

1. Research step: perform external and internal environmental scans
2. Analysis and recommendation step: analyze the findings of the environmental scans in order to begin identifying possible organizational model(s), and propose organizational model(s)

The ORT produced an Interim Report in August 2016 that summarized the information captured during the environmental scans. Input from experts and professionals within and outside the academic library environment and over 70 members of the uOttawa Library staff team informed the proposed organizational model. The report outlined future directions in Libraries, reviewed organizational renewal case studies, examined the Library's current context, and summarized consultations held with Library staff. The Interim Report was an important resource for us during the analysis and recommendation step of Phase I (see Appendix D: ORT Interim Report).

This final report outlines the proposed model developed by the ORT.

Proposed Model

We used organizational design theory to help ground our information gathering activities and the analysis of our current structure. Organizational design literature emphasizes that "organizational design starts with the organization's goals, and from there we work from the top to the bottom, considering strategy, structure, process, people, coordination, and control." (Burton, Obel, DeSanctis, 2011, p. 4). This top-to-bottom approach means that transformative (as opposed to incremental) change starts at the very top of the organization.

An organization's structure defines how all business units, departments, teams, and staff function in relation to one another. In the current Library model, function follows form (we fit new positions and initiatives into the existing framework without verifying for misfits). In our proposed model, form follows function (Sisney, 2012). We thought about the function first and designed around it.

According to contingency theory, there is no "one best way" to design an organizational structure. This message was also clearly stated during the case studies exercise: there is no single best model for an academic research library. Instead we must look at the Library's goals and its people while taking organizational structure and design best practices in to account. Above all, what we have learned is the critical role that organizational structure plays in how we work together.

The following image represents the top level of the Library's organizational structure in the proposed model. **The proposed structure is a functional model, which means the structure in this model represents the functions of specific business units, departments, and teams, not individual positions.**
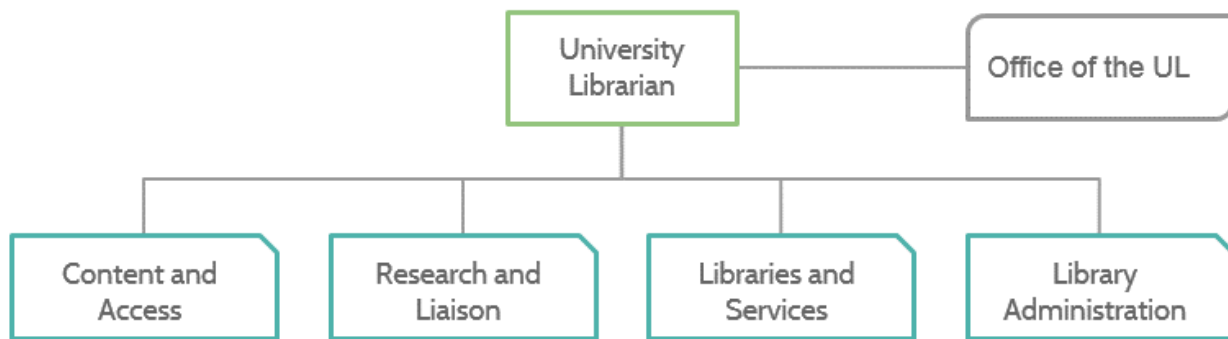
This model proposes 5 reports to the University Librarian (UL): three Associate University Librarians (AULs) with functional responsibilities representing the "business" of an academic library, a Chief Administrative Officer (CAO), and an Office of the University Librarian. This breakdown is meaningful today yet flexible enough that it will serve well into the future.

The leadership portfolios are at a sufficiently high level to allow the Senior Leadership Group to focus on the strategic, with operational decisions being delegated to the appropriate decision maker(s) down the hierarchy.

The Content and Access business unit combines all the activities that deal with building, managing, and providing intellectual access to the entire library collection. This holistic approach to collections will be more efficient overall, and will allow for greater opportunities when it comes to non-traditional collections.

The Research and Liaison business unit uses a matrix configuration: on one axis are the liaisons librarians that respond to the subject-specific needs of students and faculty; on the other axis are the staff whose specializations are applicable across subject and faculty lines. This will

require deep cooperation and collaboration from all unit members to maximize the benefits to users.

The Libraries and Services business unit places particular emphasis on providing a rich and inspiring user experience by developing and managing the physical and virtual library spaces and front line services for the campus community. It consolidates the management of all the front line services at all the services points in the Library. This will not only be more efficient internally, but the common approach will work to yield better user experience overall. Libraries, even the large ones, will be spaces in which to house collections and offer services, rather than be organizational entities unto themselves.

The Library Administration administrative unit combines all the administrative functions required by an organization: finance, human resources, information technology, mailroom, and loading docks. This unit supports all the other units but is not involved directly in any library business.

The Office of the University Librarian administrative unit includes an executive level assistant and will focus on the areas of communication, assessment and planning, development, and administrative support.

Appendix B, Aligning Library Priorities and the Model, highlights the Library's current priorities against the findings described on in the ORT's Interim Report and against the proposed model in this report.

Key Benefits to the Proposed Model

- Senior leadership group can focus on Library's strategic direction. They will have increased support and will delegate responsibility for operational issues and associated resources to their staff (departments and teams).
- Libraries are removed from the structure which allows for more consistency for users and more autonomy and accountability for all staff members.
- The Research and Liaison unit supports the increasing interdisciplinary nature of research and learning activities in university settings.
- The Libraries and Services unit supports user needs and success.
- Collection development becomes centralized and managed by a dedicated group of collection managers within the Content and Access unit.
- Systems and Technology is distributed putting the technology and solutions closer to staff who need them.

Above all, the proposed model is agile, balanced and built for evolution.

Introduction

The objective of Phase 1 of the Organizational Renewal was to recommend a new organizational model for the Library. To do so, we analyzed the functions and services, strategic goals, and the current context of the Library. The literature and documentation we consulted and the feedback we heard from library staff are summarized in our Interim Report.

Following the submission of our Interim Report, we began our analysis phase, breaking down the Library's activities into work units, and, starting from the top of the organizational structure, combining these units into an overall structure. Individual positions were not in scope for this phase of the project; the ways in which the proposed structure impacts current positions will fall to the consultation and implementation phases.

Throughout the research process, we heard and read that there is no single best model for an academic research library. The recommendation was always to look at the Library's goals and its people and then design a model within organizational structure and design best practices. To that end, we reviewed criteria used to create a new organizational design (Simons, 2014):

- Create an organizational structure based on broad strategic goals.
- Establish clear expectations and roles for all levels of the organization, e.g., managers as well as team and unit members.
- Facilitate transformative change.
- Support developing needs.
- Empower leaders to initiate change and make decisions.
- Prepare staff throughout the organization to make decisions.
- Align library units to best reflect the needs of our users rather than internal functions.

We strove to develop the most logical, suitable structure for the Library based on its current and future activities, objectives, and goals. As such, the proposed model focuses on presenting functional areas of activities represented by business units, departments, and teams.

This Final Report describes the proposed model. The first two sections, **Primer on Organizational Structure and Design** and **Analysis of the Current Organizational Structure** are the final research and analysis blocks. It is imperative to have read these sections and the Interim Report (see Appendix D) in order to fully understand the presentation of the proposed model.

The next two sections of the report, **Description of the Proposed Organizational Model** and **Roles and Responsibilities**, define each unit and summarize how the various levels of staff would live in this model. Appendix B, **Aligning Library Priorities and the Model**, highlights the Library's current priorities against the findings described on in the ORT's Interim Report and against the proposed model in this report.

And finally, we outline the **Major Changes from the Current Structure**; and, in Appendix A, **Moving Forward: Recommendations for Implementation**, we highlight important issues that will need to be considered for project success.

Primer on Organizational Structure and Design

The organizational structure defines how all business units, departments, teams and staff function in relation to one another. These relationships can be visualized as the "org chart". A successful organizational structure, as outlined by Cunliffe (2008):

- Groups staff members into logical departments and administrative units
- Organizes tasks to ensure work gets done in an efficient and effective manner with no duplication of effort
- Coordinates the activities of various departments and units towards common goals
- Allocates positions and people to ensure that the necessary work gets done
- Clarifies authority, roles, and responsibilities
- Aids in planning and decision-making
- Minimizes work-related problems and conflict between departments and functions due to competing goals or unclear expectations

According to contingency theory, there is no "one best way" to design an organizational structure. Instead, management and organizational practices should result from the characteristics and context of each situation; finding the most appropriate organizational structure will depend on many factors including the organization's goals, strategy, environment, tasks, technology, products and services, people, constraints, etc. (Cunliffe, 2008).

Although we looked for a best practice model to guide us, the variability of organizational structures in North American libraries (see Interim Report > Case Studies) is evidence of contingency theory and the importance of the unique context that each organization faces when engaging in organization design. Our understanding of the context of the University of Ottawa Library has been informed by the internal and external environmental scans undertaken in phase 1 of this process.

In addition to understanding our context, we reviewed the literature on organizational design to better understand the theory. **Below we summarize the key concepts and ideas that informed our approach.**

Efficiency and Effectiveness

Although commonly used as synonyms, efficiency and effectiveness mean very different things when used in the context of organization design theory.

Efficiency is an organizational goal with a focus on inputs, use of resources, and costs. Generally, an organization is considered efficient when it uses the least possible inputs to produce the greatest possible outputs. Gains in efficiency are quantifiably measured. Effectiveness is an organizational goals with a focus on outputs, products, or services. An effective organization develops new, improved or innovative products and may be interested in disrupting the status quo. Gains in effectiveness are qualitatively measured.

Importantly, efficiency and effectiveness are competing priorities. **Although all organizations value both efficiency and effectiveness, they must determine the dominant priority and design the organizational structure accordingly.** As Burton et al. (2011) suggest, "one approach to achieving the desired balance between these competing goals is to design the organization such that some departments primarily focus on outcomes related to either efficiency or effectiveness: one subunit runs the current operations while another focuses on innovation." (p.13)

Given the limits to and restrictions on the Library's current human and financial resources, understanding and applying the concepts of efficiency and effectiveness is critical to the success our proposed organizational structure.

Functional, Divisional and Matrix Structures

There are many options linked to organizational structure, the most common include:

Functional Structure	- Grouped together based on similarities in work, expertise, goals, resource utilization - Managers focus on key activities and goals, - Advantages: High focus on efficiency, staff become specialists or experts in their realm - A critical advantage to functional structures is that it enables managers of functional areas to focus on the key activities that help them achieve their goals
Divisional Structure	- Self-contained divisions based on geography, product/service type, or market/customer, often with their own internal functional structure - Often supported by functions based at headquarters (HR, R&D, Sales, etc.) - Advantages: divisional operations can be tailored to specific environments, users, or markets
Matrix Structure	- Groups people and activities into multi-functional teams according to their knowledge and expertise and the specific project, service, or deliverable. - Teams are temporary, existing for the length of the project, and draw on the expertise of different functional teams. - Each team member or project group member has two managers: a project manager, responsible for the specific project, and a functional manager, the person to whom an individual reports in the organizational structure.

Table 1: Common organizational structures (Cunliffe, 2008)

Our current organizational structure has elements of both functional and divisional structures. Functional organizational structures are increasingly becoming the norm in academic libraries (see Interim Report > Case Studies). Maximizing the gains and advantages that functional structures offer strongly influenced the underlying logic of our analysis and recommendations. We also see a significant potential in the matrix approach to maximize the focus and capacity of the Library by allowing individuals to deepen their expertise, while providing a structured method for teams of experts to work together to realize specific organizational goals and objectives.

Differentiation and Integration

There are two types of differentiation, vertical and horizontal. *Vertical differentiation* refers to the hierarchy within an organization: the number of levels of management and supervision. *Horizontal differentiation* refers to how work is divided and responsibilities are assigned (i.e. the division of labour). *Integration* refers to how work is coordinated across the organization. Finding the right balance between vertical and horizontal differentiation ensures that: work is carried out effectively; resources are directed towards organizational goals; there is no duplication of effort; and that managers are not overburdened by too great a variety of tasks to oversee (Cunliffe, 2008). Once work has been divided (differentiated), it needs to be integrated to ensure that each business unit, department, and team in the organization is working towards organizational goals.

Organizations need to balance differentiation and integration carefully. Too much integration can lead to high costs in terms of time, resources, and energy expended; too little can lead to high costs in terms of incomplete work, interdepartmental conflict, and time spent on meeting and resolving problems. (Cunliffe, 2008)

Integration can occur in different ways:
- Clarifying reporting relationships, responsibilities, and the degree of authority at each level in the hierarchy
- Establishing goals, job descriptions, and operating procedures, for each department and position
- Creating positions to coordinate work across departments and functions
- Encouraging staff to talk to colleagues in other departments and functions when necessary, providing opportunities for direct contact
- Having cross-functional teams comprised of staff from various departments working together on a temporary or permanent basis (Cunliffe, 2008).

In our consultation with staff, we often heard that there are too many supervisors in the Library's current organizational structure and some staff expressed the concern that some managers have too many disparate responsibilities. These are symptoms of inconsistent and imbalanced differentiation. The imbalance of vertical and horizontal differentiation in the current Library structure makes integration a particularly difficult task, and this has led to inefficiency and ineffectiveness at all levels (see Interim Report > Consultations).

Flexible Specialization

Flexible specialization emphasizes flexible and flatter organizational structures, serving niche markets, innovation, and a skilled workforce. As described by Cunliffe (2008), the characteristics of flexible specialization include:

- Short product life cycles and continual product and service innovation
- Monitoring consumer habits as the basis for adjusting production
- Versatility – the continual reconfiguration of technology and resources
- Decentralized decision making and an equitable distribution of knowledge amongst all organizational staff members
- Trust-based relationships.

Many of the characteristics of flexible specialization bear a striking resemblance to the suggestions received from staff for improving research support at the Library.

In summary

Organizational design literature emphasizes that "organizational design starts with the organization's goals, and from there we work from the top to the bottom, considering strategy, structure, process, people, coordination, and control" (Burton et al., p. 4). This top-to-bottom approach means that transformative (as opposed to incremental or ad hoc) change starts at the very top of the organization.

We used the organizational design theory to help ground our information gathering activities and the analysis of our current structure. **Above all, what we have learned is the critical role that organizational structure plays in how we work together.** As you read this document, it is valuable to keep the above concepts and terminology in mind. In the following section we provide an overview of the keys themes that emerged from our analysis of the current structure.

Analysis of the Current Organizational Structure

Throughout our consultations with Library staff it was clear that the Library benefits from a proud and dedicated staff who work hard in service to and partnership with the university community. The Library has evolved in response to the tremendous growth of the university, the ever-increasing interdisciplinary and complex academic environment, and the digital context that has come to shape collections and user expectations. We should all be proud of our collective accomplishments.

Despite the many profound changes to our environment and context, the organizational structure has seen only incremental change. New positions have been added and some departments or teams have restructured to improve workflows or service delivery. Although teams generally function well, it is increasingly difficult to differentiate and integrate the work of the whole Library. **The organizational structure itself has become a barrier preventing the Library from realizing its potential and positioning itself for future development and success.**

Hybrid Structure

Our current organizational structure combines both divisional and functional characteristics.

The Library features the three main libraries (Morisset, Law, and Health Sciences) as primary entities within its organizational structure. This reflects an earlier era, when these libraries functioned independently and the Library was referred to as the Library Network. In many respects, the Morisset, Law, and Health Sciences libraries operate divisionally; each location is managed by a Library Director who is responsible for the staff, services, physical space, and overall operation of their library. The library directors at the Law and Health Sciences Libraries also have a responsibility to manage the collections budget for their libraries.

While the divisional nature of the library locations allows for different approaches and local practice with respect to services, spaces, staffing, etc. and the freedom to "do things differently" it is also a significant source of inefficiency, an impediment to progress, and no longer sustainable when considering the Library as a whole.

The Morisset Library consists of a number of sub-locations. These divisions-within-a-division are each managed by a Head who is responsible for the staff, services, physical space, and overall operation of their sub-location. Subsequently, the Morisset Library is much larger and structurally more complex than the Law and Health Sciences libraries combined and has come to overshadow their requirements and concerns. Attempts to harmonize workflows and policies across locations are dominated by the Library's largest location. Furthermore, staff at many locations do very similar work, yet the management is distributed across numerous Library directors and heads which results in a tremendous redundancy in managerial attention, energy, and related administrative costs. The divisional structure of Library locations is the main impediment to coordinating and rationalizing services, spaces, staff, and policies. **Our research**

highlights that the Library's physical locations should no longer form the basis of its organizational structure.

Collections, Access and CABEC are more functional in nature, and attempt to centralize management and operations of their areas of responsibility on behalf of the whole Library. In practice, though, the structure isolates the Access staff from working with their colleagues across the Library and the underlying relationship unifying the Access group lacks clarity. Conversely, although the functional structure centralizes collections activities related to acquisitions and metadata, responsibility for collection development is in fact distributed throughout the Library amongst the AUL of Collections, the Collections Managers, and liaison librarians. This diffused approach adds additional challenges to managing the collections budget and implementing a Library-wide collection development strategy.

As CODI members represent both functional and divisional areas of the Library, it struggles to balance strategic, Library-wide direction, planning, and coordination with location-specific operational matters and concerns. We believe that this has led to challenges in articulating clearly defined priorities and organizational goals. It is clear that the hybrid structure creates a tension at the highest level of decision making and management.

Print-Related Services

The Library collection has grown significantly over the last ten years, and the main source of this growth has been materials in electronic format. Despite the continued and marked decline in the acquisition and circulation of print materials, the Library has not correspondingly changed the overall allocation of human resources dedicated to services related to the print collection. The very nature of the Library collection and user expectations have evolved to embrace digital access to information; however, the Library continues to staff print-related services at the expense of the opportunities afforded by the digital environment. **Dedicating such a significant proportion of the Library's human resource capacity to print related services no longer aligns with the Library's strategic goals** and objectives or the future direction of research libraries more generally.

Liaison Model

Liaison librarians are responsible for three broad functions: reference and research support, teaching and learning, and collection development. The subject and research expertise of liaison librarians is essential to the Library's mission and bridges the gap between the Library and its users. Despite the continued importance of the liaison role, the organizational structure prevents the Library from realizing the full potential of its collective expertise. As discussed in our Interim Report, there are numerous challenges that stem for the current, traditional approach to liaison activities. In some cases, examples of these challenges include the duplication of effort and a lack of integration. Furthermore, positions that support specialized scholarly needs are modeled on the highly independent liaison approach despite the scope and interdisciplinarity of these

positions. **Our current structure positions librarians to be independent operators in a world of connectedness.**

We observe that when it comes to collaboration, incentives are low and barriers are high. Staff that should functionally be collaborating report through different hierarchical and/or divisional levels through the organization. This impedes progress because the goals, objectives, and priorities of these different divisions may not align and there is a lack of clarity around decision making authority to approve the resources for more involved projects (i.e. those requiring financial resources or space).

Although expectations made of liaisons have evolved considerably, the way in which these activities are structured within the organization has not. The introduction of Research Liaison librarian positions was an attempt to address some of the evolving responsibilities in this area. However the "research" vs. "subject" distinction between liaison librarians is confusing and needs to be reconsidered as the gap between the activities and responsibilities of these groups continues to shrink.

Roles and Responsibilities

A weakness of the current organizational structure is the high degree of ambiguity surrounding roles and responsibilities. This results in unnecessary duplication of effort in some areas, individuals being called upon to handles issues or tasks that should otherwise fall outside of the scope of their position, and in the worst case, gaps in responsibility altogether. This issue contributes to many challenges, including: internal communication, collaboration, decision making, strategic direction, and more. We closely considered this issue throughout our discussions during analysis and the development of the proposed model, particularly the ways in which a successful organizational structure provides clarity to roles and responsibilities.

Description of the Proposed Organizational Model

The proposed organizational model is designed to maximize the efficient management of staff and service delivery, while providing a structure that leaves room for effectiveness to flourish through focussed expertise and enhanced collaboration.

Based on the information in the internal and external scans, as well as our analysis of the Library's current structure, we propose that the business activities of the Library should be organized into the following three **business units**:

- **Content and Access**: develops, acquires, describes, manages and provides access to all Library collections.

- **Research and Liaison:** engages with faculty and students to advance the research, teaching, and learning mission of the university.

- **Libraries and Services:** supports the user experience by developing and providing library facilities and services to the campus community.

In addition, we identified the need for two **administrative units** to support the Library's business activities:

- **Library Administration**: provides internal services and infrastructure required for the successful operation of the Library.

- **Office of the University Librarian (UL):** provides executive level support to the UL and Senior Leadership Group
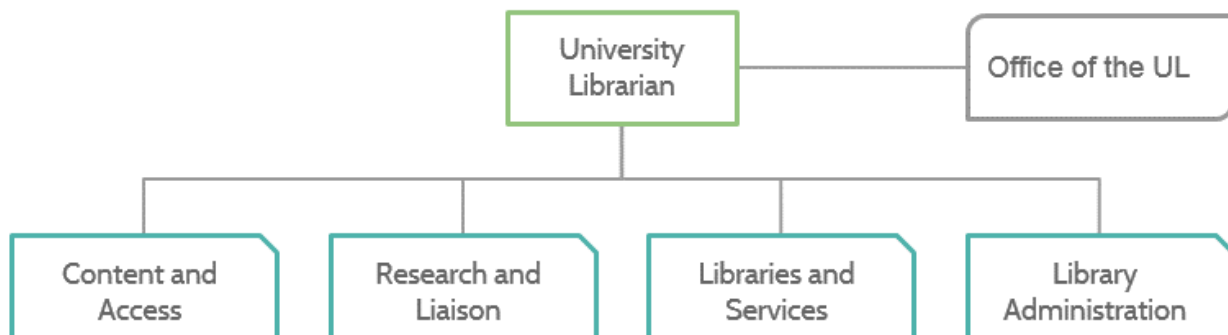
1. Content and Access

The Content and Access business unit consolidates all activities relating to the provision of the Library collection, including: collection development, management, acquisition, description, assessment, and access. Here, the "library collection" refers not only to traditional commodity content such as monographs and serials, but all other content that the Library collects or manages regardless of provenance or format: archival materials, microdata, theses, media, etc.

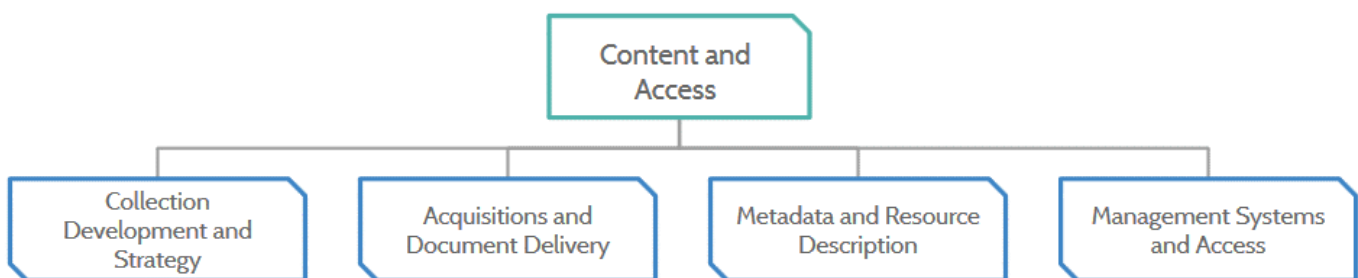This business unit comprises four functional departments: Collection Development and Strategy; Acquisitions and Document Delivery; Metadata and Resource Description; Management Systems and Access.

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1.1 Collection Development and Strategy (Department)

The Collection Development and Strategy department makes decisions and plans for the holistic and strategic development, management and assessment of the entire Library collection across all subject areas and all formats. This department consists of one team:

1.1.1 Collection Development and Strategy (Team)

The Collection Development and Strategy team builds and rationalizes the Library collection. The essential activities of this team include: policy development; budget implementation; assessment; approval plan and package management; review and deselection; vendor negotiation, and consortial collections projects.

Also included in this team is the responsibility for identifying and acquiring unique and distinctive collections, including archives, rare books and manuscripts.

In order to ensure a relevant and responsive collection, this team draws upon the expertise of subject and content specialists in the Research and Liaison business unit to inform selection/deselection decisions-making.

1.2 Acquisitions and Document Delivery (Department)

The Acquisitions and Document Delivery department acquires content for inclusion in the Library collection, and manages the delivery of content to users from internal sources (such as off-site storage) and external sources (such as interlibrary loan). This department comprises two teams: Acquisitions; and Document Delivery.

1.2.1 Acquisitions (Team)

The Acquisitions Team acquires content in all formats for inclusion in the Library collection; it includes responsibility for ordering and receiving content, managing subscriptions, and processing payments.

1.2.2 Document Delivery (Team)

The Document Delivery team delivers content to Library users from internal sources (off-site storage) or external sources (interlibrary loan, borrowing), and delivers content from our collection to external users (interlibrary loan, lending). This team also maintains the physical collection of resources in off-site storage.

1.3 Metadata and Resource Description (Department)

The Metadata and Resource Description department plays a critical role in the discoverability of all content in the Library collection through the creation and management of metadata. This department comprises three teams: Special Collections and Monographs; Electronic Collections and Serials; and Verification and Processing.

1.3.1 Special Collections and Monographs (Team)

The Special Collections and Monographs team focuses on print books and other tangible resources, as well as content in special collections.

1.3.2 Electronic Collections and Serials (Team)

The Electronic Collections and Serials team focuses on electronic resources, such as ebooks, ejournals, databases, websites, and digital objects.

1.3.3 Verification and Processing (Team)

The Verification and Processing team focuses on metadata records for content acquired through approval plans as well as the physical processing of resources and providing support to the other teams in this department.

1.4 Library Systems and Access (Department)

The Library Systems and Access department implements and maintains the various systems used to manage Library collections, and ensures that Library collections are discoverable and accessible to users. This department comprises two teams: Discovery and Access; and Library Systems.

1.4.1 Discovery and Access (Team)

The Discovery and Access team ensures that the Library collections are available through end-user discovery systems and provides support to Library users who experience access problems.

1.4.2 Library Systems (Team)

The Library Systems team implements and manages the Library's back end systems, most importantly the ILS/LSP system, as well other systems that manage Library collections and content.

2. Research and Liaison

The Research and Liaison business unit engages with faculty and students to advance the research, teaching, and learning missions of the university. This business unit contains two departments: Liaison Support and Scholarly Support.

Although separate with respect to the reporting structure, these departments work together in a highly collaborative manner via a matrix configuration (see the Matrix Configuration for Research and Liaison section, below).

2.1 Liaison Support (Department)

The Liaison Support department provides tailored research, teaching, and learning support, builds relationships with users, and fosters library engagement. Liaisons work directly with faculty and students to identify needs and develop innovative programs and services in line with the Library's strategic goals.

The Liaison Support department will be organized into three teams based on current university faculties: Arts and Education; Social Sciences, Law, and Management; and Engineering, Science, Medicine, and Health Sciences.

By design, this team-based approach will provide flexibility in service provision, wherein liaison librarians will not act at the single point of contact for specific university department, schools, or faculties based on their assigned subjects. Rather, the subject expertise of the liaisons will come into play either individually or collaboratively, based on user needs. Team members will be able to leverage and maximize their individual strengths, expertise, and interests, and transfer this knowledge beyond departmental or faculty-based boundaries. Ultimately, this approach creates affordances for liaisons to deepen their individual and collective expertise and specializations to better serve and partner with faculty and students.

In order to focus the energy of liaisons on this important role, the responsibility for collections development in our model now resides with the Collection Development and Strategy department (see section 1.1).

2.1.1 Arts and Education (Team)

This team provides research, teaching, and learning support primarily to users in the Faculties of Arts and Education.

2.1.2 Social Sciences, Law, and Management (Team)

This team provides research, teaching, and learning support primarily to users in the Faculties of Social Sciences, Law, and Management.

2.1.3 Science, Engineering, Medicine & Health Sciences (Team)

This team provides research, teaching, and learning support primarily to users in the Faculties of Science, Engineering, and Medicine & Health Sciences.

2.2 Scholarly Support (Department)

The Scholarly Support department possesses expertise and specialized knowledge that applies across disciplines and across the Library's user community. This department works both directly with users and in collaboration with the Liaison Support department in providing service to the Library's user community.

Staff working in this department will not have traditional, faculty-based subject responsibilities. This will allow them to deepen their expertise, make it available across disciplines, and keep abreast of current trends. Members of these teams, which we envision as a mix of librarians and technicians, will be expected to be creative, innovative, and open to experimentation.

Based on our analysis of the current environment, we propose the following teams within Scholarly Support: Teaching and Learning; Digital Scholarship; Specialized Resources; and Digital Initiatives. It is important to note, the composition of this department must be fluid and evolve over time to proactively meet shifting user needs and strategic priorities. New teams may be created and existing teams may be transformed in response to future areas of specialization.

2.2.1 Teaching and Learning (Team)

The Teaching and Learning team provides teaching and learning support to members of the Liaison Support team by, for example, developing evaluation and assessment methods and outcomes, providing guidance on new information literacy strategies and technologies, supporting the development of alternative instruction materials, building relationships with TLSS, developing templates for use in in-class instruction, and more.

2.2.2 Digital Scholarship (Team)

The Digital Scholarship team consolidates expertise in the areas of copyright, research data management, and scholarly communication. We opted to group these interrelated disciplines together in order to unlock previously untapped synergies. This team works to advance digital scholarship both within and outside the university by developing services, launching initiatives, and, critically, educating and raising awareness of new modes and practices of scholarship.

2.2.3 Specialized Resources (Team)

The Specialized Resources team facilitates access to resources and formats that require technical knowledge to retrieve, interpret, and use. Currently, such examples may include data, geospatial, government information, and media resources. As information resources evolve and new types of specialized resources rise in importance, so too should the expertise of this team.

2.2.4 Digital Initiatives (Team)

The Digital Initiatives team explores new and emerging technology, investigates their application in the library context, and leads the implementation of new digital programs and services. This team works to advance digital projects both internal to the Library and with external partners.

Matrix Configuration for Research and Liaison

The Research and Liaison business unit provides highly tailored support to users, grounded in the research, teaching, and learning activities of faculty and students. Successfully responding to the complex and varied needs of these user groups requires the Liaison Support and Scholarly Support departments to pool and link their individual knowledge and expertise, working cohesively toward a common set of goals.

While the reporting structure remains hierarchical, the necessary level of coordination between the departments in Research and Liaison will be achieved with a **matrix configuration**, as illustrated below.
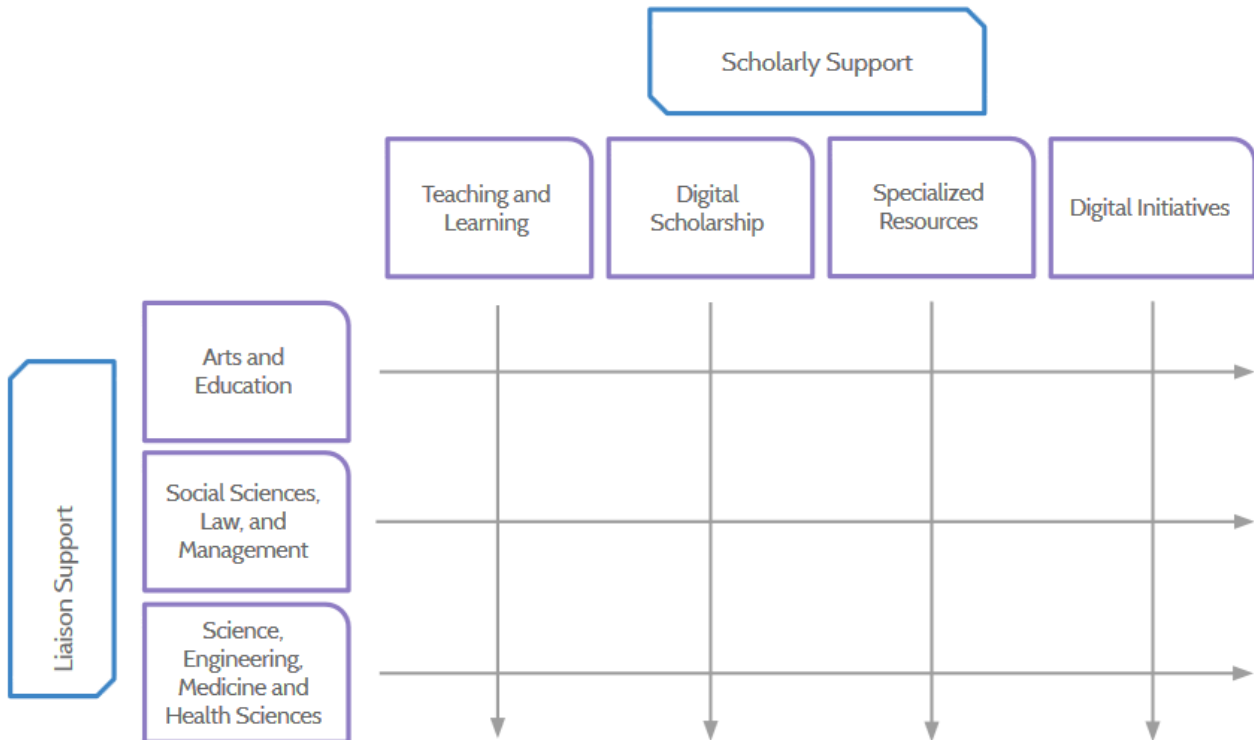
The matrix configuration provides a conceptual framework to promote a high level of collaboration and knowledge transfer between each liaison team and each support team in Research and Liaison. The intersections of the matrix make explicit and normalize relationships necessary to be more effective. The success of this approach requires not only the teams to work together, but a joint and intentional effort on behalf of the two department managers to: prioritize and allocate resources to projects; ensure projects are in synch with the Library's priorities; and determine when new services should be operationalized.

> *Example 1:* The development of Omeka-based infrastructure in support of Digital Humanities at the university results from collaboration between the Arts and Education team and the Digital Initiatives team.

> *Example 2:* The Science, Engineering, Medicine and Health Sciences team works with the Content Specialist team to respond to a data-intensive question from a faculty researcher in epidemiology.

> *Example 3:* The Social Sciences, Law and Management team works with the Digital Scholarship team to implement a Data Management Plan (DMP) template tailored to the specific requirements of the School of Psychology.

3. Libraries and Services

The Libraries and Services business unit places particular emphasis on providing a rich and inspiring user experience. It develops and manages the physical and virtual library spaces and front line services for the campus community.

Library and Services comprises two departments: User Experience and User Services. These departments work closely together to ensure that users benefit from a harmonized, high quality experience across the Library regardless of their point of contact.
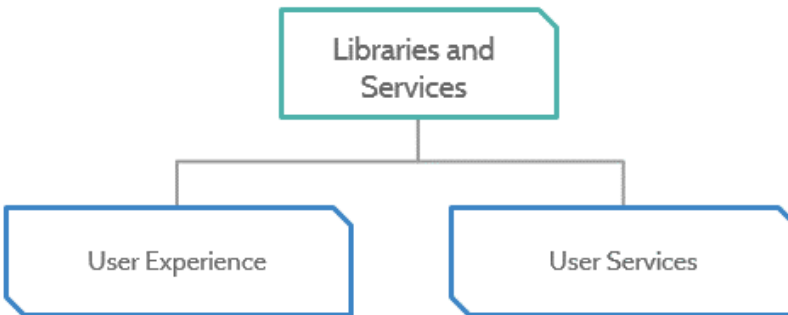
3.1 User Experience (Department)

The User Experience department works to promote a positive experience for all Library users across all of the Library's spaces (both physical and online) and channels. This department comprises four teams: Library Spaces; Online Library; Marketing; and Accessibility and Inclusion.

3.1.1 Library Spaces (Team)

The Library Spaces team manages and optimizes public spaces in all Library locations. This team also leads the design and development of new and innovative spaces (such as the upcoming Learning Center).

3.1.2 Online Library (Team)

The Online Library team manages, develops, and optimizes the Library's online presence, as delivered through the public websites and any other related channels. This team ensures that the Library's online interfaces are usable and consistent, and assists with content development.

3.1.3 Marketing (Team)

The Marketing team raises awareness in the user community of Library resources, services, and events, and develops the Library brand. This team works closely with other teams throughout the Library to market services to users.

3.1.4 Accessibility and Inclusion (Team)

The Accessibility and Inclusion team develops and offers accessibility services to Library users to ensure equitable access to resources, spaces and services. This team also works to ensure that the Library is inclusive to all user groups.

3.2 User Services (Department)

The User Services department delivers customer-oriented services to users at all Library service points, both in person and online. These services currently include circulation, reserves, account assistance, technology support, reference support, and shelving. Undoubtedly these services will change in the future, but the focus of this department will remain the same: excellent customer service at all library locations.

The User Services department comprises three teams: Public Services; Specialized Support Services; and Collection Logistics.

3.2.1 Public Services (Team)

The Public Services team offers the first point of contact for Library users, assists users with services of a transactional nature and includes referral to the team best equipped to serve the user, as needed.

3.2.2 Specialized Support Services (Team)

The Specialized Support team uses advanced knowledge and training to provide specialized services at specific Library locations, based on the collections or technology available at those locations.

3.2.3 Collection Logistics (Team)

The Collection Logistics team ensures the proper arrangement of the physical library collection.

4. Library Administration

The Library Administration business unit provides and coordinates the internal services and functions necessary to carry out the business of the Library. These support services include: financial resources, human resources, information technology, facilities and equipment maintenance, purchasing, health and safety, and administrative functions. Most importantly, this unit manages the overall Library budget.

Library Administration comprises four teams: Finance; Human Resources; Facilities and Operations; and Information Technology.
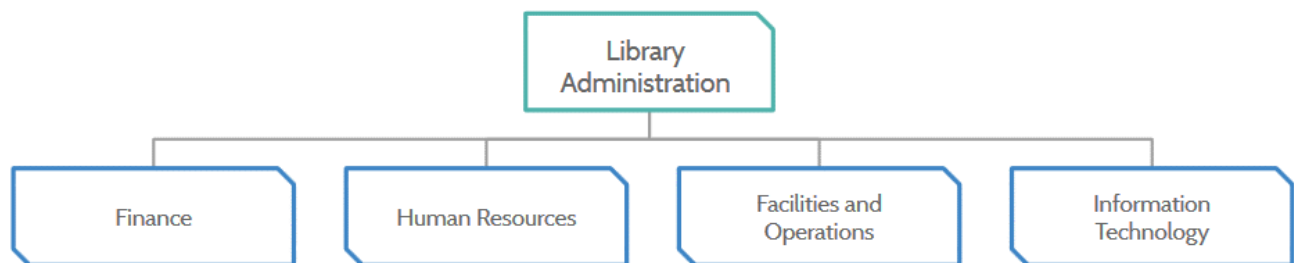
4.1 Finance (Team)

The Finance team manages and reports on the Library budget, oversees and coordinates payments for all Library expenditures, and directly purchases equipment, services, and physical resources for the Library as necessary. This team also maintains and provides the financial data to support analysis, forecasting, and decision making by the Senior Leadership Group.

4.2 Human Resources (Team)

The Human Resources team supports hiring and training processes, provides human resources advice and coordinates with the University's HR Office.

4.3 Facilities and Operations (Team)

In coordination with the University's Facilities Office, the Facilities and Operations team maintains all of the Library's physical spaces (public and staff) and ensures compliance with health and safety standards and requirements. This team also manages the Library's mail and delivery services.

4.4 Information Technology (Team)

The Information Technology team manages and maintains all hardware and software for both Library staff and users. This includes public and staff computers and related technology, software licenses, server infrastructure, and software applications such as the intranet.

5. Office of the University Librarian

The Office of the University Librarian provides vital support to the University Librarian. The support provided by this Office enables both the UL and the Senior Leadership group to focus on Library business and strategy.

The Office of the UL comprises five positions: Executive Support; Administrative Support; Assessment and Planning; Development; and Communications. The Executive Support Officer serves a dual role in managing the Office of the University Librarian and providing executive support, as described below.
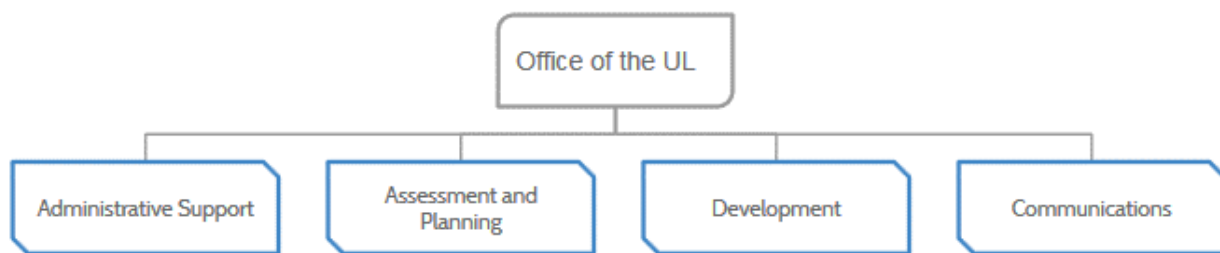
5.1 Executive Support (Office of the UL)

Manages the office of the UL and provides direct tactical support to the UL by, for example: producing briefing notes and reports on areas of strategic importance; providing advice and recommendations to the UL related to Library matters; managing the UL's schedule and event calendar; and coordinating logistics for special events hosted by the Library. Also provides hiring and labour relations support to the UL for APUO staff.

5.1.1 Administrative Support

Provides administrative support to both the UL and the Senior Leadership Group by, for example: coordinating meeting agendas, minutes, and supporting documents; making travel arrangements; and coordinating internal Library events.

5.1.2 Assessment and Planning

Coordinates the development, collection, interpretation and dissemination of Library-wide metrics. These activities support the UL and Senior Leadership Group in their strategic planning and reporting requirements. This position also consults with Library managers and departments on approaches and best practices for assessment and assists in project management.

5.1.3 Development

Aids in the Library's financial well-being by soliciting and securing monetary donations, conveying to potential donors how their contribution can help further the Library's mission. Liaises with the University development office.

5.1.4 Communications

Develops an internal communications plan and prepares timely internal and external communications for the UL and the Senior Leadership Group. Additionally, consults throughout the organization to promote best practices in communications in the Library.

Roles and Responsibilities

In the preceding sections, we explained in detail how the proposed model divides the work of the Library. A successful organizational structure depends not only on the division of the organization into clearly defined business units, departments and teams but also on the definition of roles and responsibilities and we therefore propose the following definitions:

Group	Leader	Role
Senior Leadership	UL	Vision
Business Unit	AUL or CAO	Strategy
Department	Manager	Operationalization
Team*	Supervisor (if applicable)*	Implementation

Note: The proposed model does not recommend the size of teams, however we expect that some teams will be quite small. The requirement of a supervisor will be at the discretion of the manager.

Senior Leadership Group

- Includes: the University Librarian, the AULs and the CAO.
- Establish and stand accountable for the strategic direction and vision of the Library
- Steer Library-wide policy development and major projects and initiatives.
- Determine and allocate the Library's financial and human resources.

Associate University Librarians and Chief Administrative Officer

- Set goals and objectives for their respective business units aligned with the strategic direction of the Library.
- Ensure that their business unit is meeting its goals and objectives.
- Manage the allocated budget and human resources for the business unit.
- Coordinate major initiatives across the Library in accordance with Library priorities
- Approve policy changes of their business unit.
- Communicate the activity of their business unit to the Senior Leadership Group; bring policy changes that have a Library-wide impact to the Senior Leadership Group for discussion and approval.
- Represent the Library at National and International committees as appropriate (they may delegate this responsibility as necessary).

Managers

- Operationalize the strategic plan and goals as established by the Senior Leadership group.
- Set goals and objectives for the teams within their department.
- Collaborate with other managers to meet Library-wide objectives and coordinate cross-departmental workflows (no overlap, no gaps).
- Coordinate workflows across their department.
- Communicate and interpret message from the Senior Leadership Group to their department.
- Evaluate and manage the staff complement in their department to ensure that it fits the needs of the organization; higher-level HR.
- Request and manage the resources required to ensure that their teams achieve goals and meet service objectives.
- Develop procedures and approve procedural change when recommended by their teams.
- Assess and evaluate departmental areas of responsibility.
- Communicate and collaborate with appropriate OCUL services and communities.
- Develop and recommend policy changes to their AUL.

Supervisors (where required)

- Implement goals and objectives as set by the Manager.
- Ensure efficient day-to-day operation of their team.
- Recommend or undertake projects to improve service.
- Recommend procedural change to improve workflow or service.
- Set goals for team members and evaluate performance.
- Create schedules and approve vacation for team members.

Major Changes from Current Structure

In the previous section we described a new organizational model for the Library. The proposed structure differs from the Library's current structure in many ways, some more significant or fundamental than others. In this section we will elaborate on the major changes from the current structure and explain how these changes will put the Library in a better position to achieve its goals moving forward.

More focused senior leadership group

The strategic planning and big-picture thinking so critical to moving the Library forward requires a highly focussed leadership team. To address this, we modified the composition of the Senior Leadership Group. By design, the new composition will shift the group's emphasis from operational to strategic matters. In the proposed model, the AULs and CAO have distinct functional portfolios, and a greater span of control. The extent of this responsibility will require the AULs and the CAO to delegate responsibility. In turn, this will allow them to work together more effectively on projects at a strategic level. For example, the Library's continued participation in the OCUL Collaborative Futures project would be steered by the Senior Leadership Group, who would then turn it over to the Managers for implementation and operationalization.

The addition of the Office of the University Librarian will provide the Senior Leadership Group with the administrative, executive and planning support necessary to allow them to focus on strategy.

Libraries removed from the organizational structure

The proposed model does not include the three main libraries (Morisset, Law, and Health) as entities in the organizational structure. This stands in contrast to the current structure, where a large proportion of staff are grouped divisionally by library and these libraries are directly represented on CODI. A result of not including libraries in the organizational structure is that the library-specific management positions (i.e. Directors, Heads) no longer have a place in the new model. Consequently, the management of the staff, spaces, and operations of the libraries will need to be carried out differently.

We use the Law Library as an illustrative example. In order to offer services to users in the Faculty of Law, the staff and functions that are currently managed under the Director of the Law Library will be the responsibility of multiple, functional teams.

New Team Responsible	Existing Function
Public Services (see section 3.1.1)	Front Line Service
Law reference technicians from Specialized Support Services (see section 3.1.2)	Reference Support
Law librarians from Liaison Support (see section 2.1.2)	Research Consultation
Library Spaces (see section 3.2.1)	Manage FTX Spaces and Technology
Facilities and Operations (see section 4.3)	Maintain FTX Spaces

The Manager of User Services (and by extension the AUL for Libraries and Services) would play a critical coordination role in ensuring that services offered at the Law Library are operating smoothly. Unlike the current Library Directors, the Manager of User Services would have this responsibility for all library locations, not just Law.

The current positions of Library Directors and Heads include other important activities and responsibilities not accounted for in the preceding illustration. Some examples include outreach to stakeholder communities, representation on decision-making bodies, provincial or national associations, professional or program accreditation responsibilities, attending faculty council meetings, etc. These responsibilities would need to be reassigned to ensure continuity.

The proposed model does not entail any changes to the libraries or services from the user perspective; we will continue to provide access to collections and offer services at our library locations. The proposed structure only changes how these libraries are managed. We believe that this change will allow for greater flexibility for managers to effect changes to the benefit of the entire user community.

Collection development activities centralized

The proposed model consolidates responsibility for collection development and strategy into the Content and Access business unit. This major change means that the collections work currently undertaken by liaison librarians and collection managers will be the responsibility of the Collection Development and Strategy team (see section 1.1.1). This stands in contrast to the current model, where responsibility for collection development is widely distributed and does not appear in the organizational structure.

Distributing collection development responsibility throughout the organization to collection managers and liaison librarians was appropriate in years past. However, the breadth, depth, complexity, and scale of research intensive academic library collections has changed so dramatically in recent years that the distributed approach is no longer viable. In a collections landscape in which a majority of the library collections are acquired through large-scale,

multidisciplinary electronic licenses, front-lists, and comprehensive approval plans, effective assessment and management of these strategies require a big-picture outlook and thorough understanding of their complexity and interconnectedness and the impact when changes are made. Similarly, finding solutions to quell the space constraints on our physical collections requires an approach to collection management that simply cannot be undertaken on an individual subject-by-subject basis. Developing and executing a strategy to assess, develop and manage our collection will benefit from a holistic approach and the dedicated time of a team of collection experts.

Liaison Support and scholarly support staff grouped in a matrix configuration

In the proposed functional structure of Research and Liaison, staff are grouped with those performing similar tasks, as opposed to being grouped geographically. Given the increasingly interdisciplinary nature of research and learning activities in university settings, those that support these activities will need to increase the level and frequency of their collaboration. The model proposes a more fluid approach with the creation of the Research and Liaison business unit and the way in which it groups staff into functional departments and teams. In this new unit, the librarians and technicians who are currently dispersed throughout the divisional locations are pooled together into a single unit with a clear unifying purpose: to provide highly tailored support to users grounded in research, teaching, and learning activities of faculty and students.

One of the actions taken that will make this possible is the transfer of the responsibility for collection development to the Collection Development and Strategy department, as described in the section above (Collection development activities centralized).

It is expected that staff in this business unit will develop expertise in specific areas that directly address user needs. This may be represented by disciplinary or subject expertise in the Liaison Support department or interdisciplinary expertise in key areas of strategic importance in the Scholarly Support department.

As described in section 2 (Research and Liaison), the matrix configuration will serve as a bridge between these two departments for the provision of tailored research, teaching, and learning support, building relationships with users, and fostering library engagement.

This is furthered by the team structure of the Liaison Support and Scholarly Support departments. In relation to the Liaison Support department we strove to create logical groups based on existing university faculties that have the most in common. The Scholarly Support department is organized into functional teams that provide expertise across disciplines and do not have subject or discipline liaison roles. A functional, team approach to this business unit and the departments within it is expected to: promote collaboration, enhance knowledge transfer, and increase flexibility in service provision.

User services staff grouped into functional teams

As library collections become increasingly digital and as user behaviours and needs continue to evolve, we expect that approaches to delivering and managing user services will also continue to develop. Nevertheless, Library user services will continue to include three fundamental activities: transactional delivery of regular library services; specialized support for the collections, technologies or services offered at a specific location; and shelving and maintenance of the physical library collections.

The proposed model consolidates all User Services staff into one department which consists of three teams: Public Services, Specialized Support Services, and Collection Logistics.

We opted for a structure that would enable user services to transform alongside changes in libraries, instead of prescribing a particular service model.

Public Services. In the current structure, circulation and information desk staff are assigned to a single location. While this approach does have advantages (for example, by fostering team cohesion), in our analysis we identified many problems with this divisional approach. In the proposed model, the Public Services team will deliver service at all Library locations. This implies that staff will be trained to and expected to work at any of the Library locations. This will result in a more efficient use of staff and will make it easier to manage annual leave, prolonged absences, retirements, and turnover. Importantly, this approach reduces the administrative management of Public Services and students and faculty will benefit from a more harmonized user experience.

Specialized Support Services. In the proposed model, the Specialized Support Services team will deliver reference or technology support service from specific Library locations. Unlike the Public Services team, the non-transferable nature of the work means that Specialized Support Services staff will be assigned to a Library location. The change is that this team will be managed within the User Services department, ensuring a consistent approach to service levels and training.

Collection Logistics. For similar reasons as outlined above, the proposed model consolidates staff responsible for the physical collection. In the current structure, only the Morisset library features a shelving team; other locations assign this duty to public services staff. We propose that these activities should be coordinated for all library collections, through the new Collection Logistics team.

The functional management of User Services will provide a more agile framework for transforming services to better engage and serve Library users. Although we recommend a functional approach to these essential library functions, the precise configuration and responsibilities of these teams should evolve to align with the strategic goals of the Library and should result from an audit and review of services and user needs (see Appendix A: Moving Forward: Recommendations for Implementation).

Technology and systems expertise distributed across multiple units

The proposed model does not feature a central technology/systems group. Instead, the many functions associated with Systems in the current structure have been separated into different areas of the new structure:

- **Information Technology** within Library Administration (see section 4.4)
- **Library Management Systems** and **Discovery and Access** within Content and Access (see section 4.1)
- **Digital Initiatives** within Research and Liaison (see section 2.2.2)
- **Online Library** within User Services (see section 3.2.2)

In our analysis, we considered the ever-increasing importance and transformative effect of technology in nearly all Library activities. This led us to conclude that, in order for the Library as a whole to be more knowledgeable of and responsive to changes in technology, expertise with technology should be distributed in the organization.

Historically, technology in libraries was a very specialized activity, and it was effective to group staff according this speciality. Over the years, technology became increasingly common and may now be considered ubiquitous, yet the responsibility for technology still resides with a central technology/systems group. We consider this to be a root cause of many of the technology-related problems identified by staff during the internal scan (see Appendix D: ORT Interim Report), specifically: a shortage of technology-related skills and expertise in the Library, and the difficulty of being proactive with technology in support of strategic or priority areas.

We observe that our current Systems department consists of two logically-separable functions: one responsible for IT infrastructure (public and staff workstations, network, etc.), and the other responsible for library applications and systems (ILS/LSP and other library management systems, discovery layer, website, etc.). In our new model, we place IT infrastructure under Library Administration, since this function supports all areas of the Library in a relatively uniform way. As for library applications and systems, we distribute these functions into each of the new business units, in order to embed technological expertise within the activities of specific departments and teams. For instance, management of the ILS/LSP and related systems, including discovery, will be the responsibility of a team within the Management Systems and Access department in the Content and Access unit.

The Systems department has served the Library well through periods of great technological change; however, a key enabler to future progress in this area will be the "unbundling" of the expertise in this team.

Conclusion

In this report, we proposed a new organizational model for the Library. We developed this model using organizational design principles, after careful analysis of the Library's current structure and assessment of the Library's internal and external environment. The proposed model groups staff into logical business units, departments, and teams based on their primary functions. We identified these functions based on the future directions of academic libraries generally, as well as the specific strategy and goals of our Library.

As outlined in our project plan, the goal of Phase I of the project was to research and recommend one or more options for governance and organizational structure for the Library. We began our work expecting to develop multiple, viable models. However, in our deliberations we achieved consensus on key points and it became increasingly difficult to imagine other suitable models that differed from the model proposed in this report.

We believe that this new model will help achieve the goals of the Organizational Renewal project, namely: strengthen our capabilities, maximize our capacity to meet our strategic goals, and improve the effectiveness of our day-to-day operations. We designed our model to be relevant and useful with respect to the current strategy and environment, but flexible enough to accommodate new and exciting developments in the coming years.

In addition to developing a new structure, we believe that a number of activities will need to take place in order to achieve the goals of the Organizational Renewal project. We list these here as **recommendations for implementation** (see Appendix A: Moving Forward: Recommendations for Implementation for details):

- Perform a thorough audit and review of user services and spaces.
- Review and update job descriptions and define roles and responsibilities.
- Review current committees and working groups.
- Integrate assessment into the activities and culture of the Library.
- Improve internal communication mechanisms.
- Adopt nomenclature to clearly describe and discuss the organization.

Phase 1 of the Organizational Renewal project has been both an enriching experience and a privilege for us. We hope that our work will contribute to the future success of the Library. We wish to acknowledge and extend our thanks to everyone who participated in our consultations, provided us with information and documentation, and supported us over the course of the project.

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Appendix A: Moving Forward: Recommendations for Implementation

Perform an audit of user services and spaces

Improving the efficient delivery of a service or process does little to advance organizational goals if the service itself is ineffective. Throughout our consultation process, participants expressed concern that the Library is not in a position to innovate because it is maintaining too many "traditional" services and often questioned whether we are "doing the right things" with the tacit implication that we are not. However, when explicitly asked what service or task could be reduced or eliminated entirely, participants were reluctant to name a service.

The Library's spaces are simultaneously finite and in high demand. Much like services, the use of Library space is a frequent area of direct and indirect concern. Use of space has many facets, including housing collections, delivering services, providing traditional and new user spaces, and staffing opening hours. Opening hours (including service delivery hours) are an aspect of user spaces that are directly related to efficient organization design due to the staffing requirements necessary to keep spaces open.

Organizational renewal is an ideal opportunity to perform audits of Library services and spaces: identify and strengthen those areas of the Library that are working well, make changes to or eliminate those that no longer serve the needs of Library users, and reallocate resources to support new opportunities.

Review and update job descriptions and define roles and responsibilities

The proposed model does not delve into the details of specific jobs or job descriptions. Some existing positions and job descriptions will fit easily into the proposed structure, whereas others will need a significant revisioning. Accurately describing and codifying the real work, expectations, relationships, and responsibilities of all staff in job descriptions is an important step of organizational renewal.

There is a need for greater communication and documentation related to "who does what", going beyond the division of tasks for individual staff members and teams. These activities should be undertaken on a regular basis going forward to ensure that job descriptions and related documentation is kept up to date and accurately reflects the activities of staff at all levels within the Library. We recommend the roles and responsibilities in the description of our proposed structure and encourage ongoing conversations between all levels to clarify their respective roles and responsibilities as necessary.

Review current committees and working groups

The proposed model groups staff by their primary function, bringing together individuals who previously did not have an opportunity to work closely together. Committees and working groups create working relationships and opportunities for regular communication that are not possible within the current organizational structure. These opportunities will be more feasible and natural in the proposed organizational structure. The mandates and objectives of each committee and working group should be closely examined to determine if and how they fit within the context of the proposed model.

Integrate assessment into the activities and culture of the Library

The role of assessment in the Library was discussed at length during our information gathering and analysis activities. It is clear that more attention needs to be paid to truly integrating assessment in more of the Library's activities, as well as into the culture of the Library. It will be important for this idea to be kept in mind and fostered as the Library undertakes reviews of services, implements new initiatives, and takes stock of its current activities. Though assessment is represented in the proposed organizational structure, more broadly, assessment is an important consideration for everyone in the Library.

Improve internal communication mechanisms

The challenges related to internal communication cannot be address by a new organizational model alone. Improving internal communication may involve making decisions about what information is communicated, which formal mechanisms should be used to communicate, with what frequency information should be communicated. The library will benefit from investigating new opportunities to use online communication tools to bridge geographic divides.

Review organizational structure regularly

As noted throughout this report, it is imperative that the Senior Leadership Group review the organizational structure of the Library on a regular basis to ensure that human and financial resources are able to be allocated in a manner that allows the Library to reach its strategic objectives and goals. It is possible that teams in the proposed model will and should be transformed, created, grow, and shrink in the long term as needs change. When reflecting on a possible future change, one should be able to identify the functional responsibilities associated with this change and find a team within the proposed structure that is a suitable match for accommodating these activities. The Library will benefit from organizational design becoming a more frequent activity in order to ensure that the Library's internal structure is appropriate for its

environment and strategy. The Senior Leadership Group could consider reviewing the Library's organizational design with each strategic planning exercise.

Adopt nomenclature to clearly describe and discuss the organization

The Library often lacks consistent nomenclature to describe and discuss its current organizational structure. Unit, team, division, office, department, library (when referring to a service point or branch within the structure of the Morisset Library), and centre are some of the words formally and informally used. For example, in this document we have made a conscious decision to refer to the University of Ottawa Library as "the Library", but in practice many individuals still use the term "Library Network" to describe organization. Although this distinction may appear to be unimportant, in fact it illustrates a fundamentally different perspective on the organizational structure and the relationship between its component parts.

In this document we have used business unit, department or team to discuss and frame the hierarchy and relationships between parts of the organization. These are provided as suggestions only. We have also made a concerted effort to name the business units, departments and teams as generically-by-function as possible.

Coming to understanding and agreement on the formal language that we will use to describe the component parts of the organization and their relationship to one another will be an important first step in the organizational renewal.

Appendix B: Aligning Library Priorities and the Model

Content and Access

If our org design is aiming for a focus on efficiency and our priority is:	Which line up with Future Directions (a sign that we may be on the right track re our priorities)	and Current Context (Issues that will impact our model)	and Consultations with Library Staff	A model that would support this could look like this:	Can this model support institution and Library priorities (see column 1)?
The Library will provide access to world-class resources and collections: • rationalize its collections • develop its unique collections • implement a new Library Services Platform	2 a) Access to specific resources at the point of need will be more important to users than a broad, historical collection. 2 b) Libraries will be recognized for the unique collections they contribute to research, teaching, and learning. 2 c) Information will become easier to access but more difficult to use, causing the library's brand to shift from "collections" to "content services". 3 a) Users will demand and expect high quality experiences in all interactions with the library, both "in real life" and online. 4 a) Internal and external collaboration will become a defining feature of all library activity.	-adjusting to the differentiation framework re our priority area focus -Tri-Agency Open Access policy -on-going review of Copyright legislation -collaboration (e.g. OCUL collaborative futures, Downsview, internal committees and working groups) -technological change: commodity computing, SaaS, open source movement, etc. -very capable Library team willing to change to stay relevant to user needs -University's new leadership and its strategic priorities -University funding from Province -Library funding from University	-improve coordination and centralize where possible -increase discoverability -deal with legacy issue of managing the print collection -strategic goals and capacity	**Content and Access** -consolidates all activities relating to the provision of the Library collection, including: collection development, management, acquisition, description, assessment, and access. -"library collection" refers not only to traditional content (monographs and serials), but all other content that the Library collects or manages regardless of provenance or format: archival materials, microdata, theses, media, etc. -Collections Development and Strategy -Acquisitions and Document Delivery -Metadata and Resource Description -Management Systems and Access	**Yes** -if everyone with a finger in the collection development pie today is willing to stop (and trust the new team) (and work with the new team's strategy) -if all staff in the unit understand their workflow now that collection development and management systems are part of the group (clear workflows = efficiencies) -if the workflows for collection development are clear to everyone re professor or librarian recommended acquisitions -if metadata and resource description is reorganized to ensure that the person managing the department does not have an excess of direct reports -if all levels of staff have the right knowledge and expertise for the position they hold (training for staff; repositioning of existing staff; testing skills of new hires at interview process)

Research and Liaison

If our org design is aiming for a focus on efficiency and our priority is:	Which line up with Future Directions (a sign that we may be on the right track re our priorities)	and Current Context (Issues that will impact our model)	and Consultations with Library Staff	A model that would support this could look like this:	Can this model support institution and Library priorities (see column 1)?
The Library will continue to support research excellence through the delivery of innovative and customized services and supports with particular focus on: • research data management • digital preservation • digital humanities	1 a) Higher education will change dramatically as a result of globalization and the mainstream adoption of online learning. 1 b) Scholarly communication will continue to expand beyond the peer-reviewed journal. 2 c) Information will become easier to access but more difficult to use, causing the library's brand to shift from "collections" to "content services". 3 b) Highly tailored, embedded research support and services will be highly valued. 3 c) Academic library spaces will be repurposed as multi-functional "hubs" of research, teaching, and learning. 3 d) Librarians will become the de facto leaders in digital preservation. 4 a) Internal and external collaboration will become a defining feature of all library activity.	-volatility of the Canadian dollar -adjusting to the differentiation framework re our priority area focus -on-going review of Copyright legislation -collaboration (e.g. Portage, internal committees and working groups) -technological change: commodity computing, SaaS, open source movement, etc. -very capable Library team willing to change to stay relevant to user needs -University's new leadership and its strategic priorities -University funding from Province and Library funding from University	-provide staff with autonomy to meet required Library priorities within their assigned resources -deal with legacy issue of the liaison model -develop proactive, focused strategy for providing research support -provide development support re expertise required -improve spirit of collaboration	**Research and Liaison** -engages with faculty and students to advance the research, teaching, and learning missions -contains two departments: Liaison Support and Scholarly Support -Although separate with respect to the reporting structure, these departments work together in a highly collaborative manner via a matrix configuration -Liaison Support: on one side, teams of Faculty Research and Liaison specialists who have relationships with the users and their academic units -Scholarly Support: on the other side teams of support specialists that can be drawn on just-in-time to support the liaison activities; this side also serves as the Library's idea incubator	**Yes** -if the staff members who will be in the matrix model work together towards the goal of excellent customer service for Library users -if the matrix is well managed (strong leaders required, there will be conflict and HR issues to handle) -if staff in the matrix are given autonomy AND collaborate /communicate with each other (these have to go together) -if staff are encouraged to try new things (even if the idea fails) -if the Liaison Support team understands how the matrix works so that referrals are done correctly (no awkward workflow) -if all levels of staff have the right knowledge and expertise for the position they hold (training for staff; repositioning of existing staff; testing skills of new hires at interview process)

Libraries and Services

If our org design is aiming for a focus on efficiency and our priority is:	Which line up with Future Directions (a sign that we may be on the right track re our priorities)	and Current Context (Issues that will impact our model)	and Consultations with Library Staff	A model that would support this could look like this:	Can this model support institution and Library priorities (see column 1)?
The Library will continue to enrich the students' learning environment: • open the Learning Centre • transform the Music Library "Creator Space" • create a collaborative space in the MRT Library	1 a) Higher education will change dramatically as a result of globalization and the mainstream adoption of online learning. 3 a) Users will demand and expect high quality experiences in all interactions with the library, both "in real life" and online. 3 c) Academic library spaces will be repurposed as multi-functional "hubs" of research, teaching, and learning. 4 a) Internal and external collaboration will become a defining feature of all library activity.	-new Accessibility legislation -collaboration, including committees and working groups -technological change: commodity computing, SaaS, open source movement, etc. -very capable Library team willing to change to stay relevant to user needs -University's new leadership and its strategic priorities -University funding from Province -Library funding from University	-improve coordination among locations and staff which would have a positive impact on the desired information sharing culture -increase autonomy by being more directly responsive to user needs at user services locations -innovate spaces -assess user needs in order to ensure best service offering	**Libraries and Services** -develops, provides, supports and manages the physical and virtual library spaces and front line services for the campus community. -two departments work closely together to ensure that users benefit from a harmonized, high quality experience across the Library regardless of their point of contact -User Experience (UX): works to promote a positive experience for all Library users across all of the Library's spaces (both physical and online) and channels. This department comprises four teams: Library Spaces; Online Library; Marketing; and Accessibility and Inclusion. - User Services (US): delivers customer-oriented services to users at all Library service points, both in person and online. The focus of this department will be excellent customer service at all library locations.	**Yes** -if the UX and US departments work together in a continuous improvement model (set-up, assess, tweak or change, repeat) -if the Libraries and Services AUL works closely with the Research and Liaison AUL re strategic initiative deployment -if all levels of staff have the right knowledge and expertise for the position they hold (training for staff; repositioning of existing staff; testing skills of new hires at interview process)

Library Administration and Office of the UL

If our org design is aiming for a focus on efficiency and our priority is:	Which line up with Future Directions (a sign that we may be on the right track re our priorities)	and Current Context (Issues that will impact our model)	and Consultations with Library Staff	A model that would support this could look like this:	Can this model support institution and Library priorities (see column 1)?
The Library will strengthen its internal capacity: • sponsor an Organizational Renewal exercise • foster exchange and communications in the Library • invest in staff development and in expanding our capacity • re-evaluate the Library's internal IT structure, i.e. how the intranet, shared drives, wikis, etc. relates to one another to foster better collaboration and knowledge	4 a) Internal and external collaboration will become a defining feature of all library activity. 4 b) The nature of library work will change dramatically, requiring staff at all levels to acquire new skills and embrace change.	-HR challenges (expertise & skills required, languages, etc.) -collaboration, including committees and working groups -identifying priorities & planning -technological change: commodity computing, SaaS, open source movement, etc. -very capable Library team willing to change to stay relevant to user needs -University's new leadership and its strategic priorities -University funding from Province -Library funding from University	-provide clearer strategic priorities, define goals and explain the plan to meet them (impacts multiple areas such as capacity, collaboration, roles & responsibilities, evaluation, strategic planning, etc.) -improve internal communication -explore existing staff expertise that could be repurposed	**Library Administration and Office of the UL** -a 2 pronged group consisting of the traditional library admin functions (LA) and an Office of the University Librarian (OUL) -LA: Financial Resources, Human Resources (Hiring support all unions; Staff training and development; and organizational development), Facilities, and IT -OUL: Communication and Coordination, Assessment and Planning, and Development	**Yes** -if some of the financial and other tasks of the CAO are shared down (with department and teams), giving the CAO time to work at a strategic level -if the HR department can manage the hiring support for all 3 unions, help managers with staff training and development plans -if the Facilities department coordinates well with the US department in order to ensure no overlap in work or calls to 2222 -if the OUL can manage to support all members of the leadership team in the higher level strategic planning areas -if all levels of staff have the right knowledge and expertise for the position they hold (training for staff; repositioning of existing staff; testing skills of new hires at interview process)

Appendix C: Project Plan Phase 1

Project Plan

Project Name: **Library Organizational Renewal**
              Phase 1 (Research, Analysis and Recommendation)

Project Charter Creation Date: December 2015

Project Sponsor: Leslie Weir
Project Team Leader: Katrine Mallan
Project Team Members: Stephane Cloutier, Liz Hayden (Resource), Margo Jeske, Catherine
                                     McGoveran, Christian McKinnon, Anthony
Petryk, Thomas Rouleau

Project Plan Working Document Last Updated: July 12, 2016

A. Project Summary & Goal

The last decade has seen extraordinary enrollment growth, together with the introduction of many new programs and services. In light of this and within the context of our own strategic planning, reviews of services and the economic climate, the Library's organizational structure has been periodically reviewed and modified over the years. We recognize the need, however, to embark on a more comprehensive organizational renewal to ensure that our structure is well-positioned for the future. The purpose of the renewal project is to identify and implement an effective structure that will allow us to strengthen our capabilities, maximize our capacity to meet our strategic goals and improve the effectiveness of our day to day operations.

All members of the Library team should understand that this is not an exercise driven by budgetary constraints; we are not seeking to eliminate positions, but roles and reporting structures may change in order to strengthen the Library's ability to build new services, introduce improvements to existing services and respond to the changing environment around us. The process will be a transparent and inclusive one; as it unfolds, all members of the Library team will have opportunities to participate in the process.

The project will be carried out in multiple phases. To begin the process, an Organizational Renewal Team (ORT) will be formed to complete Phase 1: the Research step and the Analysis and Recommendation step. The goal of this phase of the project is to research and recommend one or more options for governance and organizational structure for the uOttawa Library that enables the Library to strengthen its ability to focus on strategic priorities and respond to new and evolving needs, while allocating resources effectively and operating efficiently.

This team will include: 3 members of Library Council, 3 members (or nominees) of the Supervisors' Committee and 1 member of CODI. The ORT members will be selected to ensure a balanced representation from across the Library. The Assessment Librarian will act as a resource person. The ORT may create working groups in order to focus discussion and deliberation on specific elements of the organizational renewal.

B. Project Scope

Research, analyze and make a recommendation of an organizational model(s) for the uOttawa Library.

Research step

External Environmental Scan (EES)
- Perform a literature review on future directions for research libraries generally
- Gather information on recent redesigns carried out in comparator academic libraries
- Prepare a report of findings

Internal Environmental Scan (IES)
- Assess the current organizational structure providing opportunities for participation and engagement for all library staff
- Prepare a report of findings

Analysis and Recommendation step

- Analyze the findings of the environmental scans in order to begin identifying possible organizational model(s)
- Prepare a report proposing organizational model(s) including analyses of strengths and weaknesses of each model.

The implementation phase is not within the scope of this project.

C. Project Deliverables

Project Plan
- ✓ A project plan outlining the ORT's plan of action to meet the goals and deliverables (from December 2015 through September 2016).

Environmental scans
- ✓ A report summarizing the key findings from the external environmental scan.
- ✓ A report summarizing the key findings of the internal environmental scan.

Analysis & Recommendation
- ✓ A report outlining the proposed model(s) including analyses of strengths and weaknesses of each model.

D. Key Stakeholders

Members of CODI
Library Council
Library Supervisors' Committee
Library Staff Members

E. Communication Plan Outline

To Which Group	When	Who is responsible for providing info	Purpose/Method
Project Sponsor	Bi-weekly	the OR Team Leader	-provide complete project update in person and/or in writing
OR Team Leader	Weekly	the ORT members	-discuss project status, progress on assigned action items, etc. at scheduled weekly team meetings
OR Team Leader	Weekly (as required)	the working group leads	-discuss project status, progress, issues, etc. in person and/or in writing
CODI	~Monthly	the OR Team Leader	-discuss project status, progress, issues, etc. -update can be provided in writing or in person via invitation to a CODI meeting
Library Council	~Monthly (@scheduled meetings)	the OR Team Leader or designate	-discuss project status, progress, issues, etc.
Library Supervisors' Group	~Monthly (@scheduled meetings)	the OR Team Leader or designate	-discuss project status, progress, issues, etc.
Library Staff members	Bi-weekly	the ORT	-provide information about the status of the project via the project website -outline ways in which staff members can participate in the process

F. Project Timeframe

Action:	Estimated completion date:
Phase 1 Research, analysis and recommendation	December 2015 – September 2016
• Project plan working document to project sponsor	Jan-Feb 2016
• External Environmental scan	April 2016
• Internal Environmental scan	May-June 2016
• Environmental scan reports to project sponsor	July-Aug 2016
• Analysis and recommendation report to project sponsor	Sept-Oct 2016
Wrap-up and transition planning (as required)	Oct 2016 – Dec 2016

G. Project Budget

Item	2015-16	2016-17
HUMAN RESOURCES		
• The main budget requirements to complete this project is staff time (20% workload relief)	n/a	n/a
• Consultant fees (estimating five days of work @$4,000/day)	$4,000	$16,000
TRAINING & MEETINGS		
• Webinars (4 webinars @$125 each)	$375	$125
• Catering for meetings with stakeholders such as focus groups (10 meetings @$150 each)	$750	$750
TRAVEL		
• ORT members to off-site visits (2 members to visit 2 sites, includes flight, transport fees, hotel, meals)		$4,000
OTHER ADMIN		
• Parking fees (for ORT members)	$80	$120
• Supplies	$50	$150
	$5,255	$21,145

H. Constraints, Assumptions, Risks and Dependencies

a) *Constraints:*

-Members of the ORT have other demands on their time that might, at times, take priority.
-The Library's physical spaces/geography.
-The University's collective agreements.

b) *Assumptions:*

-That staff members are committed to and interested in participating in this project.
-That all staff members will be afforded opportunities to participate.
-That organizational change will occur based on the activities and recommendations of the ORT.

c) *Risks:*

-Unknown impact of the proposed change.
-Lack of support from stakeholders
-Level of feasibility of the proposed model(s).

d) *Dependencies:*

-On workload relief being managed in a way that allows the ORT to come together and complete the tasks required.
-On the Library's Strategic Evaluation External Review report arriving in a timely manner.
-On active stakeholder participation.

I. Project Success Criteria

- Attain the Project Sponsor's approval of the Project Plan
- Complete the project deliverables on schedule
- Engage Library staff in robust and meaningful participation in the process
- Maintain open communication and dialog with all project stakeholders throughout the project
- Produce clear, focused, and achievable recommendations to renew and reorganize the organizational structure allowing the Library to meet its current and future strategic goals and thrive as a valued and respected partner in the University community

J. Action Plan for Phase 1 Research, analysis and recommendation

Action items for team	ORT member responsible for task completion	Estimated completion date	Resources Req'd	Cost
Project Plan Development				
• Draft a project plan. • Discuss and approve project plan. • Submit project plan to project sponsor. ✓ Deliverable: A working document outlining the ORT's plan of action to meet the goals and deliverables. • Communicate project plan.	Liz Katrine Katrine Liz	Jan-Feb 2016	n/a	n/a
Research step				
External Environmental Scan (EES) Perform an EES which will include the following 4 areas of focus: 1. **Future Directions** Perform a literature review on future directions in the areas of academic research libraries and higher education.	Catherine, Anthony, Christian, (Liz)	April 2016	TBC	TBC
2. **Case Studies** Gather information on recent redesigns carried out in comparator academic libraries.	Margo, Liz, Stéphane			
3. **Organizational** Seek expertise on organizational design, theory, and structure/governance.	Katrine, Thomas, (Liz)			
4. **Current Context**	Katrine, Liz			

Research the local external environment (e.g. NCR, uOttawa).				
• Draft the EES report		April 2016		

Internal Environmental Scan (IES)
Perform an IES which will include the following areas of focus:
 	
1. Organizational Structure
Assess the current organizational structure providing opportunities for participation and engagement for all library staff
• Identify and describe existing functions within the Library. Examples of activities:
   o Gather inventory of functional responsibilities of each existing unit from unit head
   o Gather terms of reference or equivalent for all committees, working groups, etc. currently in place
• Conduct activities to broaden participation and gather some detailed information as required. Examples of activities:
   o Perform interviews, focus groups, surveys
   o Solicit feedback by posting questions to the project website
		May-June 2016	TBC	TBC

2. Library Strategic Evaluation Incorporate the Library Strategic Evaluation's External Review report findings				
3. Current Context uOttawa Library data				
• Draft the IES report		June-July2016		
• Submit environmental scan reports to project sponsor ✓ Deliverable: A report summarizing the key findings of the EES. ✓ Deliverable: A report summarizing the key findings of the IES.	Katrine	July-Aug 2016	TBC	TBC

Analysis and Recommendation step				
• Analyze the findings of the environmental scans, including a gap analysis • Prepare a report recommending one or more options for governance and organizational structure including analyses of strengths and weaknesses of each model.		July-Sept 2016	TBC	TBC
• Submit analysis and recommendation report to project sponsor ✓ Deliverable: A report outlining the proposed model(s) including analyses of strengths and weaknesses of each model.	Katrine	Sept-Oct 2016		
Wrap-up and transition planning				
Ensure all Phase 1 documents and information are shared on Basecamp for future reference.	Katrine	Oct 2016 – Dec 2016	n/a	n/a

Appendix D: ORT Interim Report

Renouvellement organisationnel de la Bibliothèque de l'Université d'Ottawa – Phase 1 (recherche, analyse et recommandations)

Rapport intermédiaire (août 2016)

University of Ottawa Library Organizational Renewal – Phase I (Research, Analysis, and Recommendations)

Interim Report, August 2016

Prepared by the Organizational Renewal Team (ORT):

Stéphane Cloutier
Liz Hayden
Margo Jeske
Katrine Mallan
Catherine McGoveran
Christian McKinnon
Anthony Petryk
Thomas Rouleau

Introduction

L'Équipe du renouvellement organisationnel (ÉRO) a été créée en décembre 2015 en vue de réaliser la première phase du projet de renouvellement organisationnel de la Bibliothèque. L'objectif de cette phase est d'effectuer des recherches afin de recommander un ou plusieurs modèle(s) organisationnels pour la Bibliothèque de l'uOttawa qui lui permettra de renforcer sa capacité à se concentrer sur les priorités stratégiques et de répondre aux nouveaux besoins en évolution du corps enseignant, des chercheurs et des étudiants en matière de recherche et de services. La structure proposée devra, en outre, permettre de répartir avec plus d'efficacité nos ressources financières et humaines. Veuillez vous référer au Plan de projet pour obtenir plus de détails.

Ce rapport intermédiaire résume les principaux résultats des analyses environnementales interne et externe. En plus de la lecture de documents clés (voir Annexe A), l'ÉRO a également réalisé les travaux suivants :
- Une analyse documentaire des orientations futures des bibliothèques universitaires
- Un examen d'études publiées de bibliothèques universitaires ayant récemment subi une restructuration organisationnelle
- Une collecte d'informations afin de mieux saisir le contexte actuel de la Bibliothèque, tant d'un point de vue interne qu'externe
- Une vaste consultation avec les parties prenantes au sein de la Bibliothèque.

Nos analyses et recommandations se fonderont sur l'information présentée dans ce rapport intermédiaire.

Orientations futures des bibliothèques universitaires

Introduction

Nous avons effectué une analyse documentaire approfondie de la littérature sur les orientations futures des bibliothèques universitaires, en mettant surtout l'accent sur les articles écrits au cours des cinq dernières années (énumérés dans les *Références*). L'échéancier ne nous a pas permis de procéder à un examen exhaustif; c'est pourquoi nous avons cherché à obtenir une vue d'ensemble des principaux développements et des domaines auxquels nous nous attendons à voir le plus de croissance et d'influence dans les bibliothèques universitaires au cours des années à venir.

Tout au long de ce processus, nous avons observé plusieurs thèmes. Vous trouverez les thèmes les plus pertinents dans les grandes catégories qui suivent : l'environnement, les collections, les services et les employés.

L'environnement

L'enseignement supérieur devrait évoluer de manière déterminante face aux pressions de la mondialisation et à l'adoption généralisée de l'apprentissage en ligne.

Même s'il est impossible de prédire les changements précis qui résulteront des pressions ci-mentionnées, il est évident que le concept traditionnel de l' « université » sera considérablement contesté dans les prochaines années (Matthews, 2012). Nous notons trois changements probables : tout d'abord, les lieux physiques dans lesquels a lieu l'apprentissage seront secondaires au processus d'apprentissage lui-même; l'environnement virtuel constituera une composante entièrement intégrée du processus (ACRL, 2012; Gwyer, 2015; IFLA, 2015; Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A., 2015). Deuxièmement, le système d'enseignement prendra lui-même une forme plus modulaire, permettant ainsi de mieux répondre aux besoins des étudiants. Par conséquent, les ressources et les outils pédagogiques « libres » constitueront la voie de l'avenir (Hurst, 2013; Saunders, 2015). Troisièmement, la mondialisation de l'éducation se traduira par la nécessité des bibliothèques universitaires de faire des progrès dans l'articulation de leur impact sur l'apprentissage et sur les étudiants en utilisant des mesures d'évaluation pour faire la preuve de leur valeur (ACRL, 2012; ACRL, 2016 Gwyer, 2015; Hurst, 2013; Jantz, 2012; MacDonald, 2015; Saunders, 2015). Les bibliothèques universitaires devront faire preuve de souplesse et d'ouverture au changement afin de prospérer dans ce milieu dynamique et en constante mutation. (Vassilakaki, 2015).

> *"As leaders have gained a better understanding of this field, they have been conducting numerous related online learning experiments; educators are becoming more comfortable testing various levels of integration in their existing courses, and many believe that online learning can be an effective catalyst for thoughtful discussion on all pedagogical practice."* (Johnson et al., 2015)

"Higher education is facing increasing public criticism, and it's possible (perhaps even inevitable) that the bubble is going to burst. Of course it won't vanish; it will just evolve, like everything does, but traditional educational delivery is about to be disrupted." (Matthews, 2012)

La communication savante s'étendra davantage au-delà de la revue évaluée par un comité de lecture.

Parmi les changements déjà en mouvement dans le milieu de la communication savante, nous notons les suivants : l'importance croissante des données de recherche; la croissante valorisation des d'outils alternatifs pour mesurer l'impact de la recherche; la reconnaissance du rôle de la littérature grise; les nouveaux modèles de communication savante; le mécontentement croissant face aux modèles traditionnels de publication et d'accès; et la critique entourant la pratique d'évaluation par les pairs (ACRL, 2012; ACRL, 2014; Gwyer, 2015; Johnson et al., 2015; OCLC Research, 2014; Saunders, 2015). Au fur et à mesure que le processus et le cycle de vie de la recherche évoluent, les bibliothèques universitaires devront adopter de nouvelles façons de préserver et d'encadrer les résultats de recherche et les données scientifiques de plus en plus diversifiés et complexes (CARL, 2010; Davis, 2016; Gremmels, 2013; Koltay, 2016; Vassilakaki, 2015). Pour réussir, ces bibliothèques devront définir et se concentrer sur leurs principaux domaines stratégiques, tout en restant ouverts aux nouveaux développements dans le vaste domaine de la communication savante.

"New publishing paradigms, such as open content, challenge the library's role as curator and place libraries under pressure to evolve new ways of supporting and curating scholarship." (ACRL, 2012)

Les collections

L'usager jugera plus important l'accès à une ressource précise au point requis qu'une vaste collection historique.

Comme décrit dans la littérature, le rôle traditionnel des bibliothèques universitaires comme bâtisseur de collections « au cas où » sera perçu comme une utilisation inefficiente des ressources, cédant plutôt la place à une approche « juste à temps » pour répondre aux besoins réels des différents usagers (ACRL, 2012; Maceviciute, 2014). Les services et les approches tels que les achats déterminés par le client, la fourniture de documents, les collections personnalisées, le partage de la gestion d'impression et le service de numérisation sur demande seront des pratiques normalisées visant à enrichir les collections (Dempsey, 2014; Ithaka S + R, 2016; Maceviciute, 2014).

"[As the Library provides greater access to collections that are not locally managed] it moves toward a set of services around creation, curation, and consumption of resources that are less anchored in a locally managed collection and more driven by engagement with research and learning behaviors." (Dempsey, 2014)

"The collection will be a very different thing. Instead of being material that is either owned or leased by the library, the collection will be anything that the library can reasonably expect to deliver to students or faculty." (Levine-Clark, 2014)

Les bibliothèques seront reconnues pour les collections uniques qu'elles contribueront à la recherche, à l'enseignement et à l'apprentissage.

Depuis les dix dernières années, les collections des bibliothèques universitaires se ressemblent de plus en plus, en raison, en grande partie, de l'agrégation de contenu électronique fourni par les grands fournisseurs (ACRL, 2016; Dempsey, 2014). Afin de se différencier des autres, la bibliothèque universitaire devra se démarquer en offrant non seulement les traditionnelles « collections spéciales » telles que les livres ou ouvrages rares et les archives, mais aussi du contenu d'origine numérique. Elle réorientera ses activités traditionnelles de développement de collection d'une approche en vase clos vers une approche favorisant la création de partenariats d'accès, tout en oeuvrant à enrichir et à améliorer la découverte de contenu spécialisé local et unique (ACRL, 2012; Gremmels, 2013; Gwyer, 2015; Levine-Clark, 2014; Maceviciute, 2014).

> *"Perhaps counterintuitively, as libraries are faced with smaller budgets and ever increasing amounts of digital content to acquire, they will refocus their efforts on special collections. Defined broadly to include not just rare and valuable books, a library's special collections will include any material in any format that helps distinguish the library from every other."* (Levine-Clark, 2014)

L'information sera plus accessible, mais moins facile à utiliser, obligeant le passage de l'image de marque de la Bibliothèque fondée sur les « collections » aux « services de contenu ».

Les chercheurs dépendent de moins en moins des bibliothèques universitaires pour trouver de l'information, car cette information est souvent disponible ailleurs (Levine-Clark, 2014). Par conséquent, les bibliothèques universitaires devront démontrer leur valeur ajoutée ainsi que leur riche expertise en tant que fournisseurs d'information (Eden, 2015). Les bibliothécaires universitaires devront développer des connaissances plus pratiques des usages de l'information à laquelle ils donnent accès, alors que les bibliothèques devront explorer de nouveaux services pour faciliter la « consommation » de cette information (Levine-Clark, 2014; Vassilakaki, 2015).

> *"Because libraries no longer have a monopoly on the provision of access to information, the value that they add to that content is now just as important as the content itself. [...] Being able to help users find and access the right material from this ever-growing mass of content is becoming increasingly vital for libraries"* (Levine-Clark, 2014)

Les services

Les usagers exigeront et s'attendront à recevoir une expérience de qualité dans leurs interactions avec la Bibliothèque, et ce tant en personne qu'en ligne.

Au cours des dernières années, les principes de l'expérience-utilisateur et de la conception axée sur l'utilisateur ont radicalement changé les attentes du public face à divers services (Levine-Clark, 2014). À défaut de pouvoir répondre à ces attentes, nous finissons par détourner les usagers, qui partent souvent en silence, ce qui rend essentielle une bonne gestion des relations avec les utilisateurs (Hurst, 2013; Johnson et al., 2015; Saunders, 2015). En tant que fournisseurs de service, les bibliothèques universitaires devront prendre conscience de ces normes et collaborer avec les usagers de manière à créer des expériences positives, surtout en ce qui a trait aux services et ressources, et plus spécifiquement à la flexibilité des contenus et des formats (ACRL, 2016; Ithaka S + R, 2016). L'avenir des bibliothèques universitaires dépend de l'expérience qu'elle offre à l'utilisateur et cette expérience repose sur la conception de cette expérience (Eden 2015).

> *"In a world where a student can buy, download, and begin reading a Kindle book instantly or have a print book delivered in a day or two from Amazon—and where he or she can discover and purchase new music instantly from iTunes, Spotify, or Pandora—it is ludicrous to assume that students should not expect the same level of service from libraries."* (Levine-Clark, 2014)
> *"Academic librarians should commit to a total, organization wide effort to design and implement a systemic UX."* (Bell, 2014)
>
> *"It's not about adding features, but about new processes. It's not about modifying the reference desk model or purchasing ebooks. That's just more of the same, but a little different. Instead we ought to consider a more central question: how can libraries support 21st century learners?"* (Matthews, 2012)

Le soutien et les services de recherche intégrés et personnalisés seront très valorisés.

Alors que le processus de recherche et les données universitaires s'étendent et se diversifient, il en va de même pour l'appui fourni par les bibliothèques universitaires en ce qui touche ces activités. Les bibliothécaires universitaires ont de plus en plus d'occasions de s'engager dans le processus de recherche à titre de collaborateurs égaux, notamment en matière d'appui à la recherche multidisciplinaire (Saunders, 2015). Le rôle de la bibliothèque passera de gestionnaire et fournisseur de contenu scientifique à participant actif et allié, nécessitant l'acquisition de nouvelles compétences, de types d'expertise variés et de prestations de services améliorées (ACRL, 2012; Gremmels, 2013; Maceviciute, 2014).

"The increasingly competitive research environment demands greater collaboration (across discipline, institutional, and national boundaries)... as research activities evolve, research support must evolve with it." (Jaguszewski, 2013)

"With an abundance of new databases and formats for scholarly records, the continuous curation and organization of digital educational materials is vital." (Johnson et al., 2015)
"The library should be developed as a hub of information and the new librarian should encompass subject knowledge and research knowledge." (British Library & Higher Education Funding, 2012)

Les espaces dans les bibliothèques de recherche devront être réaménagés pour se transformer en centres d'activités multifonctionnels pour la recherche, l'enseignement et l'apprentissage.

Nous nous attendons à ce que les espaces de la bibliothèque universitaire poursuivent leur passage d'espaces traditionnels de collections et d'étude à des centres liés à diverses activités scientifiques ou d'apprentissage (Ithaka S + R, 2016). Les bibliothèques universitaires et les membres de leurs équipes devront faciliter les collaborations multidisciplinaires et les types d'apprentissage et de recherche entre divers experts et groupes d'utilisateurs (Ithaka S + R, 2016). « Variés », « adaptables » et « intimes » serviront de descriptifs aux espaces des bibliothèques, qui pourront être ajustés et modifiés pour répondre aux divers besoins des utilisateurs (Hurst, 2013).

"[...] institutional leaders are starting to reflect on how the design of library spaces can better facilitate the face-to-face interactions that most commonly take place there." (Johnson et al., 2015)

"A key consideration mentioned by all interviewees was the development of new library spaces to support new services, which may be staffed by librarians—or other types of professionals—in new and emerging roles. [...] Libraries see a need to provide spaces for collaboration and to catalyze interdisciplinary research." (Jaguszewski, 2013)

Les bibliothécaires deviendront les chefs de file en matière de conservation numérique.

La conservation à long terme des ressources d'information est au cœur de l'éthique de la bibliothéconomie. À défaut, pourquoi continuer à maintenir d'énormes collections de livres imprimés? Nous prévoyons que cette propension se poursuive dans l'ère numérique. La préservation numérique va au-delà de l'achat d'une collection traditionnelle pour englober la recherche et la production scientifique de formats de plus en plus variés, de contenus numérisés et encore plus (Koltay, 2016; Maceviciute, 2014; ACRL, 2012). Les bibliothèques universitaires seront connues en tant que centres d'excellence en

matière de préservation numérique et seront appelées à offrir des services de préservation à la communauté.

> *"Academic libraries will increasingly focus on distinctive and unique collections in service to regional and national scholarly audiences."* (ACRL, 2012)

> *"... the preservation of digital resources is a complex issue that has to be addressed by putting significant effort into overcoming inter-organizational, legal, financial, technological and other barriers. It will require another vast collaborative effort on the part of libraries to unite in consortia or similar associations."* (Maceviciute, 2014)

Les employés

Les partenariats internes et externes deviendront une caractéristique déterminante de toute activité de la bibliothèque.

Avec la montée de la recherche et de l'apprentissage multidisciplinaires, les nouveaux projets regroupent de multiples acteurs à compétences, connaissances et expertise variées. Diverses unités au sein même d'une bibliothèque universitaire travaillent ensemble de plus en plus souvent et de manière plus continue, tant avec des partenaires internes qu'externes. Cette tendance vers une plus grande collaboration se maintiendra sans doute. Par exemple, les bibliothécaires universitaires travailleront plus étroitement avec les professeurs dans les domaines de la recherche et de l'apprentissage (Delaney, 2015; Eden, 2015; Ithaka S + R, 2016; Vassilakaki, 2015). La collaboration sera également essentielle dans la bibliothèque pour le développement de nouveaux services, l'acquisition de nouvelles compétences, la résolution de problèmes, la prestation de services et encore plus (Jaguszewski, 2013). Les bibliothèques universitaires doivent promouvoir et encourager la collaboration en vue d'atteindre ses priorités et ses objectifs stratégiques; la collaboration doit être au cœur de toutes ses activités (Jaguszewski, 2013; Johnson et al., 2015).

> *"Library of the future lies at the juncture of customization and collaboration in support of the overlapping spheres of the research process, academic networking, self-management."* (Ithaka S + R, 2016)

> *"Because of these emerging skills and trends, the expertise of librarians is invaluable to an academic campus, and the future will see even more collaboration between the library and campus communities."* (Eden, 2015)

La nature du travail en bibliothèque changera radicalement, exigeant du personnel l'acquisition de nouvelles compétences et l'ouverture au changement.

L'évolution de la recherche et de l'apprentissage doit se refléter dans les connaissances et les compétences du personnel. Pour aller de l'avant, les gestionnaires des bibliothèques universitaires devront remédier aux lacunes dans les compétences en fonction des priorités et des directions stratégiques (Saunders, 2015). La diversité et le développement professionnel font partie du plan stratégique de certaines bibliothèques et les nouveaux postes ont de plus grandes attentes en matière d'éducation ou de formation en raison du niveau supérieur des tâches à effectuer (Gremmels, 2013; Saunders, 2016). Le rythme croissant du changement technologique signifie également que le personnel doit rester à l'affût des nouvelles tendances, s'adapter et s'ouvrir au changement, avoir une facilité d'apprentissage et être encouragé à explorer et à expérimenter (ACRL, 2016). Les bibliothèques devront mettre au point leurs compétences tant générales que spécialisées afin de pouvoir évoluer de manière efficace et répondre à leurs priorités et objectifs stratégiques (Jaguszewski, 2013).

> *"Continuing education, professional development, strategic and creative approaches to hiring for vacant/new positions, retooling existing positions and retraining the staff currently in those positions are some of the ways libraries can "grow" the staff they need."* (ACRL, 2012)

> *"Change… must be embedded in the actions of employees… we need to invest in R&D. We need to infuse the entrepreneurial spirit into our local efforts and into our professional conversations. R&D empowers us to move away from our niche and dabble in new arenas."* (Matthews, 2012)

Library organizational renewal case studies

Introduction

In order to inform the organizational renewal taking place within the uOttawa Library, we spoke to external colleagues and reviewed the available literature on recent organizational redesigns undertaken in comparable academic libraries. Specifically, we were interested in learning what motivated them to embark on a redesign of their organizational structure, the organizational model they selected, and any challenges they faced or best practices they identified through the process.

The libraries that we spoke to:

A.   University of Alberta
B.   University of Calgary
C.   Dalhousie University
D.   Queen's University
E.   McMaster University
F.   University of Western

The case studies from the literature that we found relevant were:

A.   University of Guelph
B.   University of Kansas
C.   La Trobe University
D.   Queen's University
E.   University of Illinois
F.   University of Arizona

Evolution of organizational change in academic libraries

During our research, we identified two particularly relevant articles (Moran, 2001; Schonfeld, 2016) which provide insight into the evolving perspective on organizational change in academic libraries. Below, we highlight pertinent sections of each article to illustrate the issues, motivations, and challenges presented by organizational restructuring.

Restructuring the university library: A North American perspective (2001)

"Managers have been forced to think about better organisational structures because of the impact of rapid changes in the environment and increased competition. The old attitudes about organisational stability have been challenged and discarded in many corporations. Hierarchies have been flattened and broadened and more flexible organisations have arisen. The typical span of control is much broader. The new model of organisation being vaunted by modern management theorists is flexible, adaptable to change, has relatively few levels of formal hierarchy and loose boundaries among functions and units. This new organisational model represents a shift from the thinking of management experts of the past. These writers considered organisational structure as an enduring entity. They advocated a stable structure, almost always arranged in hierarchical fashion, with the power flowing in an orderly fashion from the individuals at the top of the hierarchy to those below." (Moran, 2001, p. 104)

*"The use of teams builds upon the long practice of university libraries in using committees and task forces. Employees **working in teams** participate in problem solving and are involved in decision making…The implementation of a team-based structure in at least part of the organisation is the most common type of reorganisation in US academic libraries."* (Moran, 2001, p. 107)

*" […] there is an emphasis on **becoming more customer-centred**. Most of the accounts of reorganisation mention the desire to be more user-oriented. These reorganised structures are trying to put the needs of users before the needs of the library. Some mention the desire to build greater customisation for the user into the organisation so that users will be able to select when, where and how they wish to access information."* (Moran, 2001, p. 108)

*" […] libraries are making efforts to change in ways that will make them **more responsive and effective in the future**…There is recognition that the old patterns of organisation have become obsolete […] At the present time, the most innovative structural changes appear to be occurring in a small number of libraries, such as the one at the University of Arizona, which are creating a strong team culture within a somewhat flattened hierarchy. These libraries may be pioneering a type of organisation structure that will be adopted by others in the future."* (Moran, 2001, p. 109)

"There is no one optimal way to organise university libraries and a number of possible future permutations exist – each having the possibility of being successful. We are entering a period in which librarians will be experimenting with new organisational models, and some failures can be expected. Because university libraries differ in so many ways, no one structure will suffice for all. University libraries differ in their objectives, in the focus of their parent institutions and in the people working in them." (Moran, 2001, p. 111)

Organizing the Work of the Research Library (2016)

"Established in an era when the collection was truly at the heart of the library, and when building and maintaining it was the focus of its work, the research library is today moving away from organizational structures centered around building and supporting the general collection. Research libraries are undertaking a number of radical transformations […] To support this transformation, libraries are evolving structures designed to embrace the library's full potential as a central campus partner supporting the use, and sometimes creation, of information resources for research, teaching, and learning." (Schonfeld, 2016, p. 1)

"When research libraries were more collections-centric operations, they tended to have more process-driven, departmentally focused structures. In recent years, many libraries have shifted their emphasis towards keeping up to date with, or leading changes in, research, teaching, and learning practices, while also addressing university strategic imperatives. As a result, directors are gravitating towards structures that allow innovation, that can stretch to incorporate new services, and that align with a new information environment and the changing place of the research university in society. Because organizational structures establish teams, build accountability, and create incentives, they are vital." (Schonfeld, 2016, p. 1-2)

"Ultimately, this project analyzed a diversity of models and identified the major commonalities across institutions, as well as some of the intentional differences. Key findings include:

*Library directors [UL] appear to be shifting how they **structure the role of associate university librarians (AULs)**, moving away from seeing them principally as division leads and towards seeing them more fully as organizational leaders.*

*Directors are using organizational structure **to drive a reallocation of the staffing and materials budgets** for general collections, with a long-term objective of reducing both in favor of other priorities. The alignment between strategy and organizational structures in these areas of responsibility are especially well established.*

*Directors are also pressing for **new approaches to outreach and engagement** roles, an area with a great deal of experimentation.*

*Finally, directors are least uniform in the areas of **library technology**, where approaches range from efforts to build Silicon Valley-style product organizations to those where directors seem uncertain how best to manage technology resources strategically."* (Schonfeld, 2016, p. 3)

" […] organizational structure is not something to try to perfect. Rather, it is contingent on the needs of the campus and the abilities of the library. Consequently, the best organizational structure for today will be imperfect and will at some point in the future need to be rethought…It is a mistake to see organizational structure as necessarily a hierarchical and bureaucratic topic. An important theme that recurred across interviews was the need to empower staff throughout the organization and bring focus to strategic priorities beyond operational responsibilities." (Schonfeld, 2016, p. 24-26)

Key findings from case studies

Motivations for organizational renewal

We discovered that there were four primary motivations for libraries embarking on an organizational renewal process. These motivations include:

- A change in leadership (i.e. the arrival of a new UL)
- A change in the fiscal environment
- A recognition of the need to adapt to the ever-evolving needs of faculty, students, and researchers
- A realignment of the library to the institution's goals and strategic plan

While the motivations were common, individual institutions articulated a much wider array of goals for their renewal. Below are some of the goals for organizational renewal as identified by libraries in our case studies:

- Enable the creation of library as a service, rather than library as a collection
- Give AULs decision making authority and the freedom to focus on the big picture
- Build capacity to adapt to and meet changing needs
- Become a more flexible and agile organization
- Foster a sense of entrepreneurship and shared ownership of the faculty liaison model
- Develop an organizational structure that are purpose-built to deliver on our strategies
- Ensure that people have the technology and resources they need for their work
- Create strong staff morale and team culture
- Enhance opportunities and support for internal and external collaboration
- Better leverage available human resources

Organizational Models

University Librarian

> **The role of the UL has evolved over the last 20-25 years.** As observed by DeLong et al. twenty years ago the UL was the primary manager of the organization. Today, "the library's chief executive now has additional challenges and responsibilities: defining the strategic direction of the organization, articulating its vision, and participating more explicitly in the academic life of the parent institution" (Spec Kit 331, 2012, p. 11). As ULs are increasingly being asked to demonstrate the library's value and the ways in which it is meeting university priorities, their focus has shifted from operational to strategic management. The ULs we interviewed see identifying priorities and developing a strategy for the library as their primary responsibility.

Leadership team

According to Schonfeld,

> *"[University Librarians] wish to have a leadership team that is focused on the needs of the library as a whole, and in many cases beyond the library to the university. They feel that, all too often, managers focus too narrowly on advocating for the needs of their units and divisions. They wish for, and have tried to create, a leadership team that can translate the library's strategic direction into the library's operations. There was a sense that the senior managers are not 'administration,' if they ever were, but "leadership," with one interviewee emphasizing the need to clarify continuously this nomenclature."* (Schonfeld, 2016, p. 9)

<u>The composition and focus of leadership teams (AULs and senior management) varies considerably</u>. AULs typically have responsibility for leadership of functional areas of the library. We observed in our case studies and readings that there are usually 3 to 5 AULs reporting to the UL. In many cases, one or more executives responsible for financial and administration functions are also members of the leadership team.

Some senior management and AUL portfolios identified in the case studies include:
- Research and learning
- Technology, discovery, and access services
- User experience (or services)
- Distinctive collections (unique, archival, special, etc.)
- Content and access services
- Learning and curriculum support
- Delivery, description, and acquisition
- Research and scholarly communication
- Library and learning technologies

In one innovative model we discovered, AULs portfolios are not functionally defined. Instead, there is one job description for all AULs, making them adaptable to the needs of the library. The goal of this approach is to have flexibility and build capacity for change within the senior leadership team. Leadership teams frequently include senior managers that are not AULs. Their portfolios are typically focused on operational activities, for example:
- Finance
- Human resources
- Fundraising
- Communications
- IT and facilities

Functional model

Historically, library directors have been responsible for managing a specific space or branch, playing a role on the senior leadership team, and reporting directly to a UL. Organizational structures based

on libraries and their directors are examples of <u>divisional</u> organizational structures. From our case studies of recently restructured libraries we have observed a decline in this practice. Increasingly, <u>functional</u> organizational structures are becoming the norm in academic libraries. This shift translates into functional teams that work across all library spaces and service points, as well as the centralized management of library operations, such as collections.

We observed a trend wherein library directors now report to an AUL, rather than being members of the senior management team. In one of our case studies, each AUL is responsible for the operation and management of a specific branch in addition to their functional portfolios; however, most libraries have a clear distinction between functional and divisional responsibilities.

> *"[ULs] are gravitating towards structures that allow innovation, that can stretch to incorporate new services, and that align with a new information environment and the changing place of the research university in society. Because organizational structures establish teams, build accountability, and create incentives, they are vital* […] *Today, there appears to be no single optimal model for a research library's organizational structure. The different approaches being pursued reflect efforts to experiment and innovate in the context of different views on leadership, different organizational histories and cultures, and a variety of other factors."* (Schonfeld, 2016, p.2-3)

Most case studies highlighted common steps found in a successful reorganization process. Moran (2001, p. 109) summarizes these steps as:

1. "determine and select the organisational design that best matches the organisation's strategy;
2. assess whether the organisation's employees can work well in the preferred design; and then
3. develop a plan on how to move the organisation from the current configuration to the new one."

Lessons learned and best practices

The University Librarians we spoke to and authors of the reports and articles we selected provided the following lessons learned:

- Libraries are in a state of constant change and must design organization structures to support this reality. However, we were cautioned to avoid an exercise of clever repurposing, changing position titles and reporting structures for the sake of change. If an organization fails to address the underlying issues during a reorganization, it will end up with the same problems it faced before the reorganization.
- Transformational change takes longer to plan, is more challenging to implement, and is worth the investment.
- An exercise in organizational change has an impact on everyone in the organization. Communication and change management strategies are equally important to the process of changing an organization's structure. A formal transition plan is a key element to success.

- An organizational change may reveal a gap between the new skills the library requires to thrive and those available from within the current staff. Identifying and managing the skills gap is critical due to its impact on the team; this includes helping staff disengage from work that is no longer relevant.

Stoffle and Cuillier (2010, p. 130) summarized the best practices well when they noted that to thrive, a library needs:
- "to use sound business management practices
- to align with campus learning and research goals
- to nimbly apply new technology to improve service and reduce costs
- to utilize benchmarks in implementing best-services practices
- to provide value-added library services"

Highlights from individual case study reports

Note: specific comments from our in-person and case study phone calls are not included below, due to anonymity considerations, but are incorporated into the key findings section above.

University of Guelph Library

"We want to foster a culture that encourages innovation, agility, collaboration, and exceptional service to our community. A team-based structure helps develop a shared accountability to meet the changing needs of our community and respond to rapid changes in the scholarly environment." (Ridley, 2009, p. 9)
- Began with a shared vision: to be central to the University community as a valued facilitator, partner, and catalyst for learning, research, and knowledge-creation on campus.
- Used a functional team-based structure with a goal to eliminate silos.
- Borrowed their structure from uArizona; it includes four teams: (1) functional, (2) integrative services, (3) infrastructure, and (4) cross-functional. These four larger teams are further broken into "work teams".
    1. Functional teams include
        - Information resources
        - Discovery and access
        - Archival and special collections
    2. Integrative Service teams include
        - Learning and curriculum support
        - Research enterprise and scholarly communications
    3. Infrastructure teams include
        - Systems support services
        - Organizational services
    4. Cross functional teams include

- Library management team
- Organizational development team
- External communications team
- Web and information architecture team
- Electronic resources management team
- Digital collections team
- Copyright, licensing, legislation, and policy compliance team
- Evaluation and assessment team

University of Kansas Libraries

"(Current) challenges are putting stresses on library organizational structures that are typically constructed around well-defined, standardized functions, and not designed for rapid change, reconfiguration, or easy adoption of new roles […] the recommendation was for an adaptive and agile structure that is more responsive to university priorities, technological developments, and resource constraints." (Ellis et al, 2014, n.p.)

- Overhauled their organizational structure significantly.
- The recommended organizational design is "fluid and user-focused with an emphasis on integrating into the academic life of scholars and students."
- Focused on on-going effort to "understanding the needs" of its users.
- Recommended two new divisions within the Libraries: a Content and Access division and a Research and Learning division.
- Recommended creation of "cross-functional teams": eliminate duplication, team approach, natural strengths flexible model, involve more staff in strategic initiatives.
- Created new positions, including data librarian, metadata librarian, assistant to the Associate Dean and Communications Coordinator.

La Trobe University Library

"Effective organization design is essential to build an organization that can respond to changing needs and remain financially viable." (Peasley, 2014, n.p.)

- Understood that they needed to be partners with the university in research, teaching, and learning and to make clear how the library aligns with university strategies and adds value to learning.
- Required new skills and capabilities to deliver online support for learning and teaching; to respond to the changing information needs or researchers; and to contribute successfully to the University strategy.
- Needed a structure purpose built to focus on delivering their strengths: their ability to discover and manage information and their strong customer service ethos.

- Wanted to increase self-service options for students (chat, online knowledge) and reduce the number of service points, providing all services from one single service point ("Service Zone"), using a triage system.
- Recognized that "the structure must be flexible and allow for change and growth in skills and expertise…" (avoid silos) and that "the structure must be agile, resilient and promote engagement across teams, campuses and the university"
- Designed their structure from the ground up, basing the design on strategic objectives, and not designing organization around existing structures or people.
- Chose a "customer" operating model. Customer needs are delivered by teams, and the organization is made up of work groups, or self-managed teams that are "structured around clients and not library functions".

Queen's University Library

- The objectives guiding the development and implementation of a new organizational structure included:
  - Realign staff resources to better manage and provide access to electronic collections
  - Provide focused leadership and authority for system-wide functions, below the level of the senior Library administration
  - Enable decision-making informed by strong cross-system consultation, listening and respect
  - Promote close productive working relationships within units
  - Promote strong alignment with all of the University's faculties, schools and research institutes
  - Enable creativity and innovation in the development of discipline-specific support for teaching, learning and research
  - Reduce the number of standing committees (teams and working groups) and time spent in Library meetings
  - Retain a 'learning organization' philosophy of continuous staff development, engagement and teamwork
- Created a more balanced leadership team: small enough for decision-making and large enough to ensure strong communication through staff team.
- Created four functional divisions (led by Division Heads, with system-wide authority for setting policies and procedures for functions wherever they may be performed across the system.):
  1. Academic services
  2. Collections management and services
  3. Collection development and e-resource management
  4. Discovery system
- Queen's Library Change Steering Group implementation plan priorities:
  - Organizational structure
  - People
  - Operations
  - Information resources

- o Discovery systems
- o Academic communities
- o Library as a place
- o Communications

University of Illinois Library

> *"A key guiding assertion in this effort is that our greatness as a library can be improved by giving attention to the organizational structure"* (University of Illinois, 2014)

- Focused primarily on strategic leadership.
- Four goals:
    1. Increase our impact and ensure better alignment of goals, resources and outcomes;
    2. Give the AULs more authority by moving work done in a matrix model into a formally-structured organization with better accountability in both directions;
    3. Complement a vigorous use of matrix models with a well-defined organizational structure;
    4. Sustain the collective sense of responsibility that shared governance brings while organizing work and reporting lines within areas of library scope.
- Created clearer reporting lines in administrative areas, giving attention to shared responsibility and shared governance.
- Examined AUL responsibilities and developed principles as to how they should be assigned. Responsibilities were categorized as both broad (Library-wide and overlapping with others) and specific.
- Examined gaps between capabilities and operational aspirations.
- Included discussion of where units, committees, etc. report, but also with whom they are aligned and are accountable to.

Current context

Understanding external and internal contexts is a prerequisite of effective organizational change. We performed environmental scans to assess: the external context, the university context, and the internal (Library) context.

External context

Economic pressure and volatility

The volatility of the Canadian dollar will continue to strain collections budgets for the foreseeable future. Although university libraries have benefited from a strong Canadian dollar over the last several fiscal years, the dollar declined sharply to 72-cents in January 2016. The Bank of Canada's April 2016 quarterly Monetary Policy Report forecasts a 76-cent loonie through 2017.

Universities cannot expect additional funding to come through tuition increases or from the province of Ontario. The 2013 provincially mandated 3% cap on tuition will continue to limit the ability of universities to increase spending through the 2016-2017 academic year (Ontario Ministry of Training, Universities and Colleges, 2013). As Ontario universities have the lowest per-student grants in Canada (Council of Ontario Universities, 2016), this represents a significant challenge. The current provincial government has also indicated that there are no plans to increase overall funding, but instead will provide targeted funding for specific projects such as deferred maintenance. (Ontario Ministry of Training, Colleges, and Universities, 2013)

Political factors

In 2013, the Ontario government released *Ontario's Differentiation Policy Framework for Postsecondary Education* (Ministry of Training, Colleges, and Universities, 2013) whereby funding for postsecondary institutions is based on the Strategic Mandate Agreement (SMA) that each institution strikes with the government. As part of the process, post-secondary institutions identify their strengths and then select key programs for expansion. uOttawa's differentiated research strengths, as outlined by the University's SMA submission (University of Ottawa, 2014) are: health, Canada and the world, molecular and environmental sciences, and e-society. There is no doubt that "committing to an SMA that defines our differentiation means deciding where we will put the academic and research emphasis in the years ahead." (University of Ottawa (Roadmap), 2014, p. 9).

In 2015, NSERC, SSHRC and CIRH released the Tri-Agency Open Access Policy. By requiring that all peer-reviewed journal articles resulting from publicly funded research be made publically accessible online within 12 months of publication, this policy represents a great leap in moving forward the open access movement. Gold, hybrid, and green open access methods are acceptable under the policy. Further, all

CIHR funded research projects are required to retain original datasets for five years and to deposit them in a publically accessible location (Natural Sciences and Engineering Research Council of Canada, 2015). Faculty members and researchers will need tools and expert support to adapt to and thrive within this new funding context.

Legislative factors

The legal landscape of copyright evolved significantly in 2012 when the Supreme Court of Canada released five copyright decisions and the federal government passed the Copyright Modernization Act. Together, these changes expanded the fair dealing exception to copyright and rendered it applicable for educational purposes. By expanding the rights available to post-secondary institutions, these changes created a need for greater expertise and capacity to deliver copyright services in academic institutions.

The Ontario government enacted the Accessibility for Ontarians with Disabilities Act (AODA) in 2005. Under AODA, libraries are required to make institutional information accessible to people with disabilities, as well as making accessible versions of library resources available upon request (Government of Ontario, 2016). Full compliance is required by January 1st, 2021. AODA has already prompted a number of improvements to library services. For example, our website is now compliant with the accessibility standards outlined in WCAG 2.0 and we offer book digitization on request using Scholars Portal ACE. The ongoing implications to library collections and services will develop in the coming years.

Technological factors

Commodity computing devices are ubiquitous within our society: the typical university student or faculty member owns both a personal computer and a smartphone, and uses both on a daily basis. These devices are primarily used as a means of accessing the internet: from news and information, to entertainment and social networks, and more. Increasingly, services are offered online as well, and this medium rapidly becoming preferred for service delivery over the physical world, both by service providers and users. This last point also applies to the university setting, where there is a trend towards what may be called the "virtual campus".

This online provision of services reflects the current importance of Software as a Service (SaaS). In this model, software applications run on a remote server instead of on a local machine, and are made available to users over the internet, typically via a simple web browser. Users thus have access to a vast array of applications, merely by virtue of having internet access. SaaS (and the related Platform as a Service and Infrastructure as a Service) changes the landscape not only for users but for service providers as well, many of which are transiting from local hosting of their services to remotely hosted infrastructure ("in the cloud"); discovery layers are an example of this in academic libraries.

At the same time, the open source movement and the maker culture continue to be popular. Unlike SaaS, which promises complete solutions with little effort, there are a plethora of options available for those who wish to develop technology themselves. Here, "technology" includes not only pure software applications, but also things such as 3D printing, robotics, etc. Among other things, the DIY approach allows for greater flexibility for customization and greater freedom for experimentation - both of which are important in the educational context.

Other technology trends of importance include: the Internet of Things, virtual reality, autonomous agents, the semantic web, big data, and online security/privacy. These technologies are not yet mainstream, but are representative of current areas of research in academia, libraries, and industry.

Collaboration

The Ontario Council of University Libraries (OCUL) has a plan to engage in forward-thinking, radical collaboration across OCUL Libraries (OCUL, 2014). Eighteen of the twenty-one OCUL schools, including uOttawa, have agreed in principle to participating in the Collaborative Futures project. Specifically, the collaborative futures project will involve implementing shared, next-generation library services platforms, collaborating to manage and preserve print resources in a sustainable system, and collaborating to effectively use shared systems to manage electronic and print resources. Such radical collaboration, if realized, will result in profound change to the status quo of local operations in OCUL institutions.

Portage, a national, library-based research data management (RDM) network, was launched by the Canadian Association of Research Libraries (CARL) in 2014. Its purpose is to coordinate and expand existing expertise, services, and infrastructure such that all academic researchers in Canada have access to the support needed for research data management. Portage will undoubtedly influence the ways in which libraries develop and provide data management services to their users.

The Downsview shared off-site storage and preservation facility will offer participating libraries new opportunities to collectively manage and provide access to print collections. Strategic and efficient use of this partnership has the potential to liberate valuable space in local facilities for new uses.

University context

Finances

uOttawa is experiencing prolonged budgetary challenges, including a deficit budget for 2016-17 (University of Ottawa, 2016). The expected drop in student enrollment will translate into a decrease of $5M in revenues in 2016-17 and a cumulative loss of $21M by 2018-19. Facing prolonged budgetary challenges, the University recognizes the importance of reassessing its budget management practices. The University is in the early stages of discussing the possible implementation of a responsibility-centered management business model. It will be important that any changes to the University's funding model take into account the appropriate financial investments required for the Library to effectively fulfil its mission (Library Self-Assessment, p. 69).

Strategic focus

uOttawa's strategic plan, Destination 20/20, articulates the University's ambitious goal of making the University of Ottawa one of the greatest universities of our time. Destination 20/20 identifies four key areas of focus for the University, including student experience, research excellence, internationalization, and bilingualism. In February 2014, after a series of consultations with stakeholders across campus, the University released the *Roadmap@Destination20/20 Getting There from Here,* which highlights the challenge of meeting the 20/20 goals given the new economic realities and the political context of differentiation. Together these documents provide a vision of excellence and a realistic approach given recent changes to the economic and political context intended to guide the faculties and services towards a common goal.

Leadership

The leadership at the University of Ottawa will undergo significant changes in the months following this report. Effective July 1, 2016, Jacques Frémont replaced Allan Rock as the University President. Soon after Mr. Frémont's arrival, the University began the selection process to find a new Vice President Academic and Provost and Vice President Research. A change in the University's leadership will likely lead to a new University strategic plan, with implications for the strategic direction of the Library.

Contexte interne (de la Bibliothèque)

Introduction

La mission de la Bibliothèque est de faire avancer la découverte et la communication du savoir en liant sa communauté avec des ressources mondiales qui appuient la recherche, l'enseignement et l'apprentissage. Conformément à notre mission, notre objectif est de veiller à ce que nos activités contribuent de manière significative aux objectifs de l'expérience étudiante et de l'excellence en recherche tout en appuyant l'objectif de la Francophonie et du bilinguisme qui imprègne notre mandat.

La section suivante présente une description de la structure actuelle de la Bibliothèque. Au cours de notre récent exercice d'évaluation stratégique, un rapport d'auto-évaluation a été produit grâce à l'apport de toute l'équipe de la Bibliothèque. Une bonne partie des renseignements que vous lirez dans cette section s'inspire du contenu de ce rapport.

Les sections du rapport d'auto-évaluation comprennent : les défis de fonctionnement dans un milieu bilingue, la structure actuelle de la Bibliothèque, les ressources financières, les profils de la Bibliothèque (Morisset, Sciences de la santé et droit), les collections, les services (y compris soutenir l'enseignement et l'apprentissage et soutenir le cycle de vie de la recherche), les espaces, la technologie de l'information, la collaboration, les avancées du plan stratégique de la Bibliothèque et les priorités futures.

Structure actuelle

La Bibliothèque de l'Université d'Ottawa se compose de 3 bibliothèques principales – la bibliothèque des arts et des sciences sociales (bibliothèque Morisset), la bibliothèque des sciences de la santé (la bibliothèque Roger Guindon) et la bibliothèque de droit (la bibliothèque Brian-Dickson). Il y a aussi un bon nombre de collections spécialisées de recherche dans les domaines suivants : archives et collections spéciales; information géographique, statistique et gouvernementale; gestion; média; et musique. Ces collections ont un lien administratif avec la bibliothèque Morisset. En 2006, la Bibliothèque a ouvert un site d'entreposage hors campus, l'Annexe, pour recueillir les parties les moins utilisées de sa collection. En 2009, elle a créé une bibliothèque satellite au sein de l'Institut de cardiologie de l'Université d'Ottawa. Et en 2013, la Bibliothèque a assumé la responsabilité des services du droit d'auteur, lui permettant d'assurer le leadership et la surveillance d'un programme complet de gestion du droit d'auteur pour l'ensemble de la communauté universitaire.

La bibliothécaire en chef relève du vice-recteur aux études et est membre du Sénat et du Conseil du Comité d'administration et des doyens, doyennes et bibliothécaire en chef.

La Figure 1 ci-dessous illustre la structure actuelle d'organisation de la Bibliothèque.
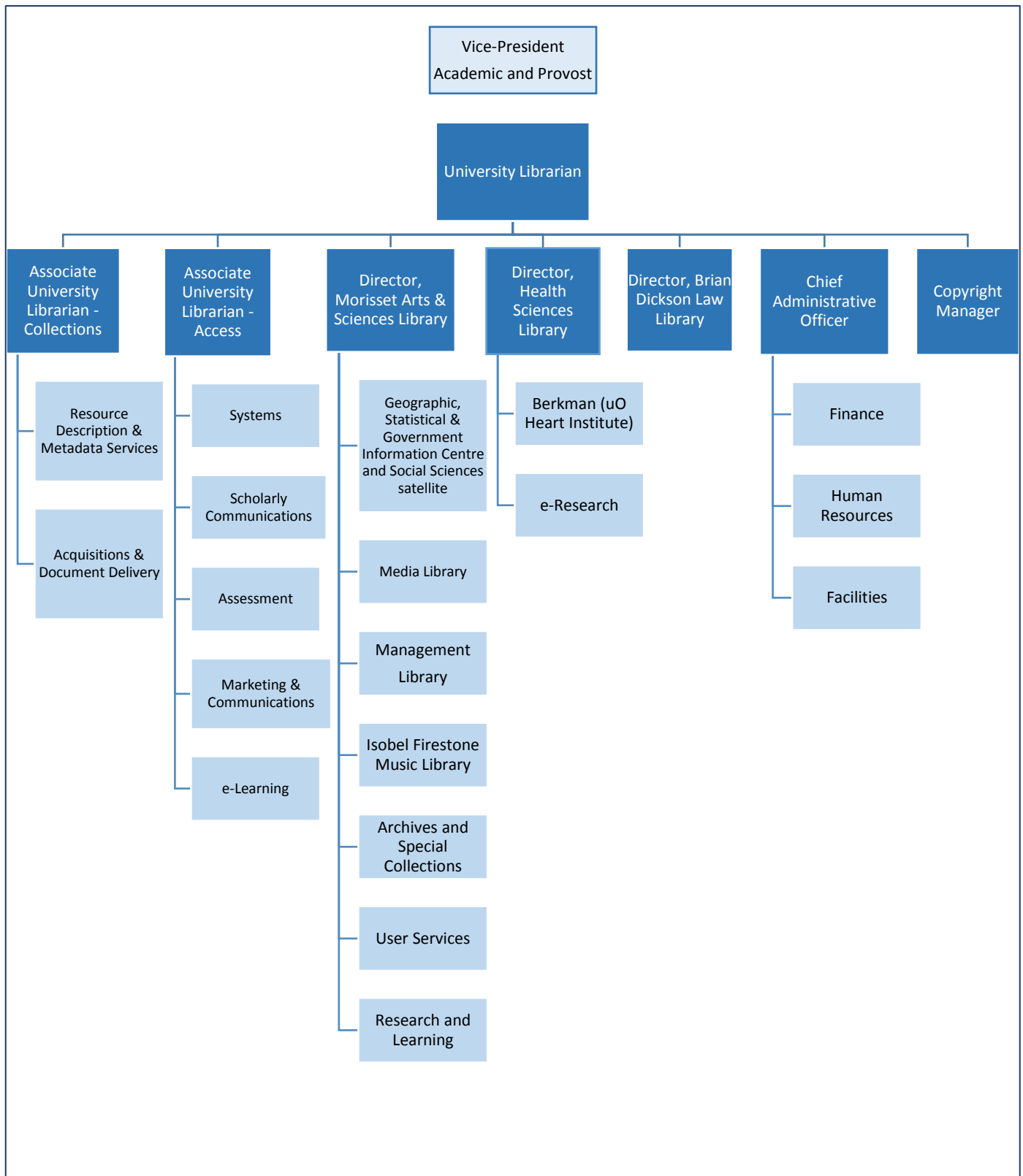
Figure 1 uOttawa Library Organizational Chart

Vice-President Academic and Provost
- **University Librarian**
  - **Associate University Librarian - Collections**
    - Resource Description & Metadata Services
    - Acquisitions & Document Delivery
  - **Associate University Librarian - Access**
    - Systems
    - Scholarly Communications
    - Assessment
    - Marketing & Communications
    - e-Learning
  - **Director, Morisset Arts & Sciences Library**
    - Geographic, Statistical & Government Information Centre and Social Sciences satellite
    - Media Library
    - Management Library
    - Isobel Firestone Music Library
    - Archives and Special Collections
    - User Services
    - Research and Learning
  - **Director, Health Sciences Library**
    - Berkman (uO Heart Institute)
    - e-Research
  - **Director, Brian Dickson Law Library**
  - **Chief Administrative Officer**
    - Finance
    - Human Resources
    - Facilities
  - **Copyright Manager**

Administrativement, la Bibliothèque se compose des unités suivantes :

- Les collections et ressources d'information – comprennent la gestion des collections, les acquisitions, le catalogage, le service de prêt entre bibliothèques et la fourniture de documents
- Les services d'accès – comprennent la technologie de l'information, l'évaluation, les communications savantes, le marketing et les communications, l'apprentissage en ligne
- La bibliothèque Morisset
- La bibliothèque des sciences de la santé
- La bibliothèque de droit
- L'administration et le Cabinet de la bibliothécaire en chef (comprends les finances, les ressources humaines et la gestion des installations)
- Le bureau du droit d'auteur

L'équipe de gestion de la Bibliothèque (le Comité de direction ou « CODI ») comprend la bibliothécaire en chef et les chefs de chacune de ces unités, à l'exception du bureau du droit d'auteur. Le gestionnaire du droit d'auteur relève de la bibliothécaire en chef et est chargé d'assurer le leadership et de veiller au bon fonctionnement d'un programme complet de gestion du droit d'auteur pour l'ensemble de la communauté universitaire. Le poste n'est pas directement lié à l'administration générale de la Bibliothèque.

Ressources humaines

La Bibliothèque est actuellement constituée d'une équipe diverse possédant une gamme d'expertise parmi ses 154 ETP (49 bibliothécaires et 105 membres du personnel administratif et technique). S'ajoutent environ 40 étudiants-assistants (7 ETP). La Figure 2 résume le complément actuel d'effectifs de la Bibliothèque. Les employés de la Bibliothèque sont représentés par différents syndicats : les bibliothécaires sont membres de l'Association des professeurs de l'Université d'Ottawa (APUO); le personnel administratif et de soutien sont membres du Personnel de soutien de l'Université d'Ottawa (PSUO); et les employés des systèmes informatiques de la Bibliothèque sont membres de l'Institut professionnel de la fonction publique du Canada (IPFPC). Il y a également 8 postes exclus.
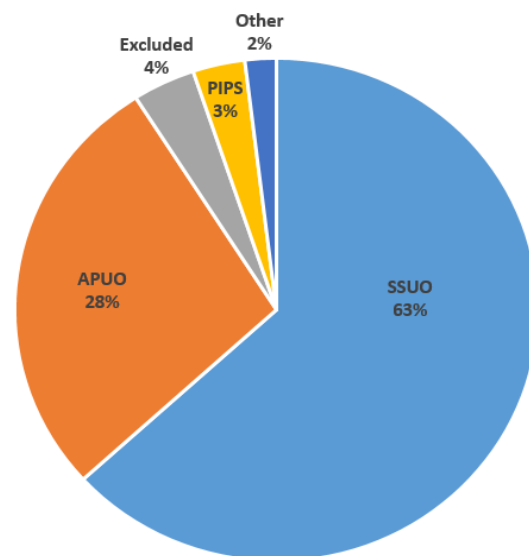

Figure 2 Library Staff by employee group

La Bibliothèque vise à assurer un milieu de travail favorisant le respect et l'inclusivité de ses employés, tant actuels que futurs. Nous surveillons continuellement le climat de travail par le biais de sondages des

employés, d'assemblées générales, de « Pauses café/thé avec la bibliothécaire en chef », et de réunions régulières du personnel des unités. Au cours de l'année, la Bibliothèque organise une série d'événements sociaux pour son personnel, y compris un barbecue, un tournoi de golf et une soirée de quilles – offrant des occasions de rencontre pour les employés de tous les secteurs.

Transformation

En réponse à de nombreux changements touchant les bibliothèques universitaires, la Bibliothèque a créé de nouveaux postes axés sur des services novateurs y compris les communications savantes, les archives numériques, les sciences humaines numériques, la liaison en recherche, la recherche électronique et l'apprentissage en ligne. Lorsqu'un poste se libère, il est évalué dans le contexte des plans stratégiques et de dotation de la Bibliothèque. En outre, plusieurs employés ont profité d'un congé professionnel dans le but de se ressourcer, de mettre à jour leurs compétences et de faire avancer leur carrière (notamment en s'inscrivant à l'École des sciences de l'information de l'uOttawa – SIS).

Enfin, compte tenu de notre rapide expansion, nous devons accomplir davantage malgré nos ressources de limitées. En 2009-2010, l'Université a entrepris un exercice d'optimisation des ressources pour surmonter un déficit budgétaire et réduire le taux annuel d'augmentation des coûts. Pour la Bibliothèque, l'exercice a entraîné l'élimination de 13 postes administratifs liés au traitement de matériel imprimé, dont pas tous par attrition. Comparativement aux universités canadiennes de recherche formant le groupe U15, l'uOttawa se classe en avant dernier rang pour ce qui est du ratio étudiants-bibliothécaire (ETP).

Recrutement et renouvellement

La Bibliothèque vit de nombreux défis en matière de dotation. Malgré des salaires et des avantages sociaux compétitifs ainsi que l'ouverture de l'École des sciences de l'information en 2009, l'organisme a du mal à recruter du personnel disposant de la combinaison nécessaire de connaissances spécialisées (scientifiques, données, expérience administrative) et de compétences linguistiques.

Le processus de création ou de transformation de postes et de recrutement pour pourvoir aux postes vacants est entrepris dans le cadre des conventions négociées de l'Université et des procédures des ressources humaines bien établies; cette structure est complexe et demande un investissement considérable en temps, de la part des gestionnaires d'embauche et autres personnes participant au processus.

Au cours des dernières années, la Bibliothèque a engagé un bon nombre de nouveaux diplômés et a témoigné de leur efficacité et de leur effet positif dans de nouveaux domaines stratégiques. Comme prévu dans le rapport initial des 8R, nous avons vécu au cours des dernières années, plusieurs départs à la retraite. En conséquence, l'équipe de la Bibliothèque a subi un renouvellement considérable étant donné que la
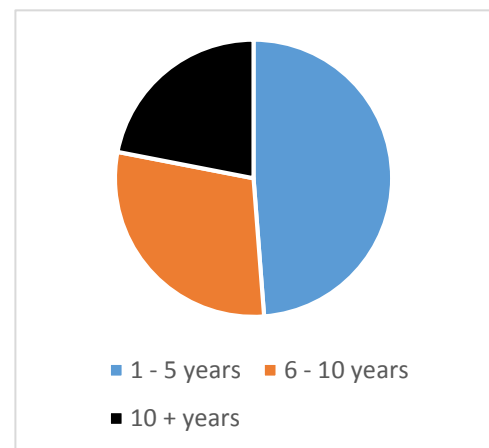
Figure 3 Librarians by number of years at uOttawa

majorité des bibliothécaires (76 %) ont été recrutés au cours des 10 dernières années (voir Figure 3). Vu cet afflux de nouveaux bibliothécaires, nous assistons à une transformation de la culture organisationnelle visant une collaboration et une expérimentation accrues, ayant amorcé, entre autres, des événements comme des compétitions de programmation, un programme de mentorat, un groupe d'intérêt en recherche et un forum de discussion.

Comités

Les stratégies et services de la Bibliothèque sont soutenus par des comités permanents et des groupes de travail. Les comités et groupes de travail comprennent :

Comités	Actif (O/N)	Procès-verbal disponible (O/N)
CODI (Comité de direction)	O	O
Développement des collections	O	O
Sous-comité du développement des collections	O	O
Droit d'auteur	N	O
Conseil des bibliothèques	O	O
LPC (Comité du personnel de la Bibliothèque)	O	N
Sous-comité du prêt	N	N
Superviseurs	O	N
Semaine de formation	O	N

Groupes de travail	Actif (O/N)	Procès-verbal disponible (O/N)
Politique sur la numérisation	O	O
Amendes et sanctions	O	N
Intranet	O	N
Système de gestion de l'apprentissage	O	O
Nouveau centre d'apprentissage	O	N
Renouvellement organisationnel	O	O
Transition RefWorks	O, jusqu'en août 2016	N
Gestion des données de recherche	O	O

Communication

La Bibliothèque comprend neuf emplacements sur trois campus. Le personnel a exprimé un besoin pour plus de communication et d'efforts pour briser les structures traditionnelles dans lesquelles nous travaillons.

Les méthodes de communication comprennent les courriels, les rencontres, l'intranet (notamment les procès-verbaux de CODI), les listes de distribution et les lecteurs partagés, les assemblées générales et les Pauses-café/thé avec la bibliothécaire en chef.

Nous sommes en voie d'élaborer un nouvel outil intranet qui devrait être lancé au début de l'automne.

Priorités de la Bibliothèque

Nous avons brossé un tableau sur les priorités actuelles de la Bibliothèque grâce : au plan stratégique actuel de la Bibliothèque; à la section « *Going Forward* » du rapport d'auto-évaluation; à la liste des projets en cours et à venir, soumise par les membres de l'équipe de la Bibliothèque; aux rencontres individuelles, à la présentation de la bibliothécaire en chef au nouveau recteur; et aux récentes assemblées générales.

Les thèmes récurrents des sources ci-mentionnées comprennent :
- La recherche (appui à la recherche, gestion des données de recherche, sciences humaines numériques, préservation numérique)
- Le renouvellement d'espaces (Centre d'apprentissage, espaces de collaboration à MRT, musicothèque, comptoir à guichet unique)
- Un nouveau système intégré de bibliothèque (SIB)
- Les collections (durabilité, unicité)
- La communication interne

La Bibliothèque dispose d'un Plan stratégique, rédigé en 2012 avec l'apport des membres de son équipe. Il relie les priorités de la Bibliothèque aux priorités de l'Université, une pratique exemplaire en planification stratégique.

Le récent rapport d'auto-évaluation provenant de l'Évaluation stratégique de la Bibliothèque comprend une section nommée « *Going Forward* » qui décrit huit priorités pour la Bibliothèque :
- La gérance des données de recherche
- Les sciences humaines numériques
- Un nouveau modèle budgétaire pour l'Université
- Le renouvellement d'espace
- Un nouveau système pour la Bibliothèque
- La durabilité des collections
- Des collections uniques et cachées
- Le renouvellement organisationnel

Au cours d'une récente rencontre avec le nouveau recteur de l'Université, la bibliothécaire en chef a souligné la manière dont les bibliothèques appuient les universités de recherche. Faisant, en partie, référence au rapport du *Research Libraries of the UK "The Value of Libraries for Research and Researchers*" :

- Aider l'Université à recruter et à retenir les plus grands chercheurs
- Soutenir les chercheurs dans le processus d'obtention de subventions
- Promouvoir et exploiter de nouvelles technologies et moyens de communication savante
- Accroître la visibilité de l'Université et aider à élever son profil de recherche par le biais de notre dépôt institutionnel (Recherche uO)
- Contribuer aux initiatives touchant l'ensemble de l'Université (telles que la gestion des données de recherche ou le droit d'auteur)
- Encourager les partenariats entre le personnel spécialisé et les facultés ou départements de l'Université
- Fournir un accès facile à un contenu de qualité (collections)
- Fournir des espaces créant de bons milieux de travail pour les professeurs et les étudiants

Les membres de l'équipe de la Bibliothèque ont été invités à partager avec l'ÉRO leur liste de projets en cours et à venir. Voici quelques exemples :

- Le Centre d'apprentissage
- La transformation de la musicothèque
- Le comptoir de service unique
- Le renouvellement des espaces à MRT
- Le remplacement du SIB
- L'informatique publique
- Le projet *Downsview*
- L'enquête sur les collections
- Le modèle de service RDM

Finance

L'Université nous impose un ajustement budgétaire de 2%, représentant un manque à gagner pour l'année 2016-17 de 539,213$.

Si on considère l'objectif net reçu pour l'année 2016-17 le 12 février 2016 en fonction des trois dernières années et des trois grandes « catégories » de dépenses de la Bibliothèque, s'en changer quoi que ce soit dans la « formule » de répartition, il ne reste que 121,254$ de disponibles, soit .05% de son budget.

|	OBJECTIVE						
	2014-15		2015-16		2016-17		
Collections	15,328,890	59.1%	15,328,890	58.6%	15,328,890	59.0%	
Salaries	9,835,324	37.9%	10,237,508	39.1%	10,521,287	40.5%	
Other	763,594	2.9%	589,641	2.3%	121,254	0.5%	
Operating Budget	25,927,808	100%	26,156,039	100%	25,971,431	100%	

Salaires

La réduction de notre main d'œuvre n'est pas une option viable pour atteindre notre objectif budgétaire. En 2010-11 la Bibliothèque a **aboli 13 positions** parmi son personnel administratif, permettant ainsi des économies de $500K afin d'atteindre une partie de la cible de l'exercice d'optimisation (5%).

La Bibliothèque se classe avant-dernière en termes de pourcentage du total de ses dépenses dédiées aux salaires; également, nous nous classons avant dernier pour le ratio du nombre d'étudiants par rapport au nombre au nombre de bibliothécaires.

Bibliothèque d'universités canadiennes
Salaires / Dépenses totales (2014)
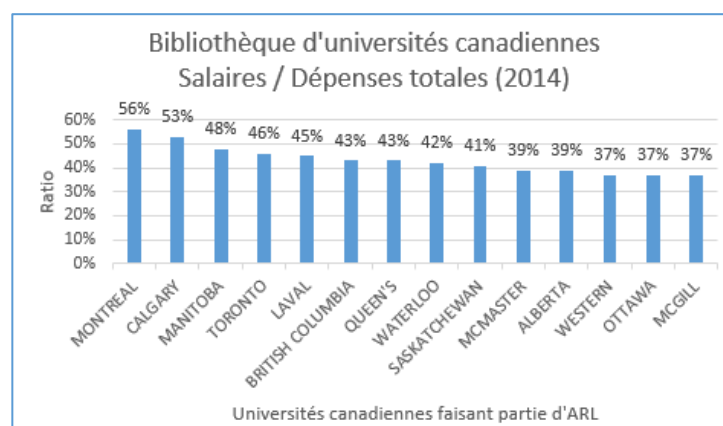
Collection

- Depuis 1997-98, notre budget de collection s'est vu octroyer une indexation entre 10% et 3%. En 2015-16 l'Université a décidé d'arrêter d'investir dans son budget de collection en suspendant l'indexation. Malgré tout, l'inflation sur les périodiques (qui représentent 70% du budget de collection) se poursuit sans relâche, estimé entre 6-8% cette année.

- La forte dépression du dollar canadien se traduit par une perte significative de pouvoir d'achat. Environ 55% de notre budget de collection est dépensé annuellement en achat de matériel provenant des États-Unis, donc en dollar USD.

- La combinaison de l'absence d'indexation et de la valeur du dollar canadien en US nous ont obligées, cette année, de procéder à des centaines d'annulations de ressources (revues individuelles, bases de données, ouvrages de référence et collections de périodiques ou livres électroniques) et une réduction de l'ordre de 23% dans l'achat de livres.
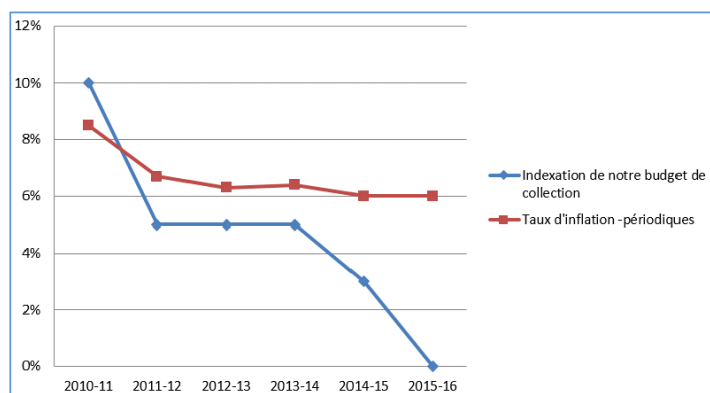
Budget 2016-17

- La Bibliothèque a un déficit accumulé au 30 avril 2015 de 498,419$ pour lequel le Comité de direction de la Bibliothèque a souligné son intention au cours de l'exercice budgétaire de 2016-17, de tenter de rembourser ce déficit à raison de 100,000$ par année;
- Afin de prendre en main les différents défis qui se présentent à elle, la Bibliothèque a décidé de modifier la répartition de son budget.
- Dépendamment des augmentations ou diminutions que connaîtront certaines bibliothèques avec lesquelles nous nous comparons, la Bibliothèque de l'uOttawa pourrait connaître une diminution dans le classement tenant compte des collections.

| | ACTUALS | | | BUDGET 2016-17 | | Moyenne du budget de collection sur le budget total | |
	2012-13	2013-14	2014-15			COFO	ARL
Collections	57.8%	55.4%	56.0%	13,944,976	**53.7%**	42.7%	47.0%
Salaries	36.3%	38.6%	38.5%	10,521,287	40.5%		
Others	5.9%	5.9%	5.6%	1,505,168	5.8%	*Note 1*	
TOTAL	100%	100%	100%	25,971,431	100%		

Note 1) Représente la moyenne des trois années connues
COFO: Conseil des universités de l'Ontario (Bibliothèques)
ARL: Association of Research Libraries (Universités canadiennes faisant partie d'ARL)

Bilingualism

One of the defining characteristics of uOttawa, and a source of its richness, is its commitment to bilingualism and its special role in the Francophone communities in Ontario, across Canada, and around the world. To gain a clear understanding of the Library, and its role in supporting the mission of the University, it is important to see it in this context.

Collections
Reflecting the University's mission to support higher education in both French and English, developing a bilingual collection to the greatest extent possible is an ongoing priority.

Comprehensive, scholarly collection development in French language requires particular effort, time and attention. In some disciplines, such as engineering or science, very few documents are published in French. In other cases, French language materials to support professional schools, such as nursing, may be available from other countries but due to the significant difference in professional practice, these materials are generally not suitable for Canadian students and practitioners. The impact is that librarians performing collection development spend more time seeking appropriate resources.

The fact that French vendors can't meet our requirements for service and workflow functionality is an ongoing challenge for the acquisitions team, creating inefficiencies and time-consuming non-mainstream

solutions. Cataloguing also faces challenges with respect to making bilingual material discoverable to faculty, researchers, and students. Most of the uOttawa's cataloguing workflows rely heavily on the re-use of existing metadata, a large portion of which originates from English language North American institutions.

Services and operations

Consistent with the mission and mandate of the University, all Library services are provided in both French and English. Employees working at every service point are actively bilingual, able to assist users in the language of their choice. All Librarians are actively bilingual and provide instruction in both English and French and all supporting materials are prepared in both languages. All website content is presented in both languages, as are library research guides. All public facing systems have both French and English user interfaces.

Our bilingual mandate can present challenges when it comes to implementing 3rd party systems. While multinational companies that operate in worldwide markets will usually support interfaces in a variety of languages, smaller companies often do not, limiting the options available to us. Those that do provide French language interfaces are usually developed with the European market in mind, so significant customization is required to ensure the language is appropriate for uOttawa's Francophone community.

Recruitment

It is undeniable that recruiting is made more challenging because the pool of qualified individuals, who are also bilingual, is considerably smaller.

Cost and Benefits

Without a doubt, the benefits of bilingualism outweigh its costs. The coexistence and integration of both language groups fosters the development of an institution at the crossroads of cultures and ideas, offering a wide range of training areas with world-class research intensity. Nevertheless, it does cost more to operate. For the Library, the incremental cost of bilingualism considering only its collections, was calculated to be $3,125,076 (Mercier & Diaz, 2014, p. 14).

Consultations with library staff

During the internal environmental scan, we sought to understand the Library by providing participation and engagement opportunities for all library staff. The ORT deployed a variety of communication and engagement strategies in order to reach and obtain input from as many staff as possible. By learning more about what staff do day-to-day, what barriers they face, and what they believe would make their work more efficient/relevant, the ORT will be better equipped to think about what transformative change would benefit the Library. Staff were highly engaged in these activities and offered feedback that was both insightful and informative. We were impressed by the level of participation.

The internal environmental scan included the following consultation opportunities:
- One-on-one interviews
- Focus groups
- Exercises / activities: campus tour day, design your own org chart workshop
- Questions to the community
- [ORT project website](#)

A description of the above consultation activities is followed by a thematic summary of the feedback and information we gathered.

One-on-one interviews
- 27 in-person interviews were held
- 7 written submissions were received

Focus groups
- 17 focus groups were held to hear staff feedback and perceptions of all areas of the Library
- 65%, 11 of 17, focus groups had 9 or more participants

FOCUS GROUPS	Number of focus groups	PARTICIPANTS	Number of participants
Frontline services	3		26
Teaching and instruction	1		5
Research	1		8
Library spaces	3		20
Collections	2		14
CODI	1		7
Support staff	3		22
Librarians	3		23

		No shows	17
		Written feedback	4
		Total participants	**145**
		Total unique participants	**68**

Activities

To inform Library staff about the ORT project, answer questions, and gather feedback, we engaged in two supplementary activities.

- **ORT Campus Tour**
  In April, the ORT completed a one day, 7 stop campus tour. We tried to reach as many staff members as possible by going to them directly. Overall, participation was very high.
- **Design your own org chart workshop**
  In May, as part of Training Week, members of the ORT led a workshop that provided information about organizational design theory and principles and was followed by an interactive, design your own org chart activity. Presentation slides were posted on the ORT project website. Eighteen staff members participated in this activity.

Questions to the community

Between February and June 2016, the ORT actively sought and received feedback from Library staff in the form of "Questions to the Community" posted on the ORT project website. The questions aimed to get staff thinking about change and renewal at the Library though questions that covered topics related to collaboration, our current organizational structure, and specific skills or tools that would help to respond to current and future needs. Responses received through this engagement messages have been summarized and posted on the ORT project website.

Question	Responses
1	10
2	23
3	22
4	6
5	8
6	6
Total:	75

Thematic summary of one-on-one interviews and focus groups

Each one-on-one interview had a minimum of three members of the ORT: an interviewer, an observer, and a scribe. Each focus group also had a minimum of three members of the ORT: a facilitator, an observer, and a scribe. Staff-based focus groups were facilitated by a consultant, while thematic focus groups were led by a member of the ORT. Prior to the focus groups, the ORT participated in a training session with the consultant to learn about best practices and strategies for the role of facilitator. All notes from the one-on-one interviews and focus groups were brought into NVivo for coding in an effort to identify common themes, ideas, and trends. Emergent coding was used, which involves reviewing the notes, identifying common themes, then developing a taxonomy for coding. NVivo was used to summarize, rather than analyse, and organize the opinions, ideas, and sentiments into categories. This summary, along with the detailed notes from these consultations, will assist in developing a new organizational model for the Library.

Below we present a high-level summary of the feedback received, organized by broad themes. Note that this aggregate summary does not reflect the views of individual staff members.

Autonomy

On the whole, staff want to be more directly responsive to user needs, which they identified as requiring a certain level of autonomy. Levels of autonomy fluctuate across the library. Some expressed appreciation for their high level of autonomy granted to them in carrying out their day-to-day work and want this to continue. Other staff would prefer more autonomy in their work. Interestingly, some people with a high level of autonomy expressed concern over the lack of direction, goals, and work plans. Staff do recognize the need for balance between freedom and direction.

We also heard that staff would appreciate more freedom to be creative, within an environment that empowers them to experiment, bring ideas forward, learn from mistakes, and steward change.

Capacity

Capacity was discussed in many different ways in several focus groups and 1-on-1 interviews. Staff repeatedly expressed their desire to do the best job and provide the best service possible, but feel hindered in achieving this due to capacity issues.

The main issue identified with respect to capacity was the misalignment between projects to be implemented and the staff resources and funds available to realize them. Many staff feel that the Library tries to "do too much" with too little, and would benefit from more focus. Some staff equated the lack of capacity to running on a treadmill, in a constant state of trying to catch up, without the flexibility to be proactive.

Many staff reported low capacity in several areas, including: providing rich access to the collection, strategically addressing systems challenges and opportunities in-house, being able to market new services and fulfill demand, participating in supplementary library staff activities, providing adequate training to employees, skills gap, and having time to experiment and learn. The small staff complements at some locations are particularly vulnerable to the capacity issues caused by absences.

Staff reflected on how recent hires and retirements in some areas have kept teams fresh and motivated, however there are challenges associated with high levels of staff turnover. Specifically, more support is needed for the process to hire librarians. The time required to carry out the hiring process results in long gaps between hirings. It was also noted that some positions that have been developed to reflect priority areas of the library have not been adequately resourced or funded. There is concern that some staff are too busy and others not busy enough, leading to missed opportunities.

Staff noted solutions that would address capacity needs such as: making better use of student employees and volunteers, utilizing project management principles to properly scope and align projects with capacity, and determining what is in and out of scope and thinking critically about return on investment in terms of library services and activities.

Collaboration

Tout au long des consultations, les employés n'ont cessé de souligner l'importance de la collaboration pour faire avancer la Bibliothèque. De nombreuses initiatives se réaliseraient plus rapidement si seulement on pouvait réunir toutes les pièces. Comme l'a dit un participant : « Il faut juste savoir comment tout mettre ensemble ».

Certains membres du personnel s'intéressaient à former plus de collaboration entre les secteurs dans des domaines spécifiques des services de la Bibliothèque, par exemple : gestion des collections, découverte et accès, ressources et recherche interdisciplinaires et numérisation.

Des obstacles à la collaboration interne ont aussi été identifiés, y compris : l'étendue géographique du réseau, la structure organisationnelle actuelle, l'ignorance des responsabilités ou de l'expertise des autres membres de l'équipe, le territorialisme et le manque de cohésion ou d'esprit d'équipe. Beaucoup ont cité comme exemple d'une mauvaise collaboration l'équipe des bibliothécaires à Morisset et plusieurs étaient d'avis que remédier à cette situation ferait progresser la Bibliothèque.

Souvent, le personnel exprimait son désir de créer une culture de partage d'information, de collégialité accrue, de confiance et d'expertise. Pour ce faire, il a été suggéré que l'organisation valorise davantage la collaboration (par exemple, en reconnaissant le travail d'équipe dans les rapports annuels).

Les employés ont également exprimé un intérêt à voir plus de collaboration avec des partenaires externes, tant sur le campus (p. ex. SAEA) qu'à distance (p. ex. CBUO, BAC).

Collections

Staff are proud of the Library's strong reputation in collections and demonstrate a high level of interest in continuing to strengthen this reputation. We heard that collections decisions could be better communicated and documented. Staff indicated that they would appreciate more collections meetings and more transparency regarding how collections decisions are made, roles and responsibilities in collections, and budget allocations.

We heard that staff experience various levels of autonomy when it comes to discretion for purchase decisions, with some appreciating a high level of autonomy and some expressing concern over the lack of direction and vision. Some librarians with collection development responsibilities report not having enough time and expertise to dedicate to this work. We frequently heard that collections development activities could be more centralized and coordinated across the Library network. It was noted that there is some duplication of effort when it comes to tasks such as selecting or ordering content. The highly interdisciplinary nature of much content and research also calls for greater collaboration. Centralization of some collections activities would allow for a greater focus on strategic direction and partnerships, as well as a more nuanced and holistic perspective on collections management and assessment.

Significant discussion took place around the idea of unique and special collections, particularly as a way to distinguish our Library within our local, provincial and national context. Staff noted that the Library lacks key expertise, infrastructure and capacity to make the most of our digital and unique collections. Exploring external partnerships and undertaking digitization projects could support these efforts. Some would like increased autonomy and support to purchase alternative content. Finally, it was noted that these unique collections could be better integrated into Library activities, such as teaching and learning. We heard that all Library collections would more valued by our users if they were better described and more discoverable, particularly with respect to electronic resources, unique collections, and French material. Ways to improve metadata to enhance the discoverability of, and access to, the collection were discussed at length. It was also noted that local metadata needs to be compatible with that of other organizations. It was recommended that the Library revisit what it prioritizes in terms of access and metadata to focus on surfacing relevant holdings, and allocate additional resources to do high quality English and French material description.

When asked about just-in-case versus just-in-time collections strategies, staff both reflected on current practices and future possibilities. Some noted that our current strategy leans toward just-in-case (e.g. ebook frontlist agreements), but many believe that just-in-time strategies (e.g. patron-driven acquisitions) may serve users better. Also discussed was the impact of a library's financial situation on these strategies; a strong budget allows for the luxury of just-in-case collections, but when funds are limited libraries may tend towards just-in-time.

Overall, when developing and managing the collection, staff understand and appreciate that the Library must consider both current needs and future priorities, and be strategic in its approach.

Comités et groupes de travail

En général, les employés perçoivent le travail des comités et des groupes de travail comme un moyen de rapprocher les perspectives d'un bout à l'autre du réseau. Toutefois, trois questions touchant les comités ont été soulevées : les membres, l'utilité et les mandats.

En ce qui concerne les membres, il nous a été dit que le personnel de soutien et le personnel à l'extérieur de la bibliothèque MRT devraient avoir une plus grande représentation sur divers comités de la Bibliothèque. Certains ont exprimé leurs préoccupations quant au manque de transparence touchant la composition des comités. De façon générale, les employés souhaiteraient avoir plus d'occasions de fournir des commentaires et de participer aux travaux de comités.

Dans certains cas, l'utilité des travaux d'un comité aurait été remise en question. Certains comités ont été considérés comme des endroits pour exposer des plaintes ou pour recevoir passivement de l'information pouvant être communiquée autrement. D'autres sont dits d'être inefficace parce qu'ils n'ont pas pu, ou n'ont pas été mandatés de pouvoir, prendre des mesures positives.

Beaucoup d'employés ont admis ne pas bien comprendre le mandat des comités ou ne pas même savoir si certains comités étaient encore actifs. Certains ont estimé la validité de créer certains comités, par exemple dans le domaine des services aux usagers. Parallèlement, plusieurs se préoccupent du fait que les décisions touchant l'ensemble du réseau ne peuvent être prises sans passer par un comité.

Communication

Comments we received from the focus groups and one-on-one interviews reveal inconsistent communication practices throughout the Library. Although some staff reported being well informed, more often staff reported being under-informed.

Support staff and librarians expressed their appreciation for access to the CODI minutes and opportunities such as the Town Hall meetings and Coffee with the UL to receive information. However, many staff feel that communication efforts are insufficient in many areas: roles and responsibilities, decisions made at all levels of the organization, services changes, collection decisions, budget decisions, and the strategic direction of the Library. Often people hear about changes unofficially through conversation before they are released through official channels. Some stated they feel like this creates an atmosphere of uncertainty and fear among certain staff members. Overall, staff feel that the Library lacks an information sharing culture.

At all levels, staff expressed that they do not have an opportunity to participate in "two-way communication" by providing input or feedback on Library-wide issues, changes, or decisions. Some proposed solutions included increasing representation of support staff on committees or working groups and more debate and discussion at Library Council.

Librarians reported that Library Council is an important forum for receiving information from the University Librarian about what goes on outside the Library. However, a number of people commented that they feel that Library Council is too focused on external news; there was a strongly stated preference for receiving more information about Library matters such as proposed services changes, budgetary issues, etc. Many librarians said they would appreciate receiving a written report from the University Librarian prior to the meetings. Library Council could then be dedicated to debate and discussion on important issues.

Outside of meeting minutes, staff noted that the Library lacks formal documentation about policies, decisions, systems, workflows, etc. Currently many formal decisions are distributed by email which make them difficult to find at the time of need. Many expressed hope that the new intranet will improve internal communication, so long as training and policy extend beyond technical aspects to include its potential as a communication tool. Some expressed interest in using additional tools for internal communication, including chat, wikis, etc.

Coordination

Un thème récurrent qui ressortit de nos consultations avec le personnel fut l'absence de coordination au sein de la Bibliothèque, entraînant une approche non cohésive dans plusieurs services tels que : le développement des collections, l'enseignement et l'apprentissage, l'appui à la recherche, la découverte de ressources, le service de prêt entre bibliothèques, les guides de recherche et les activités liées aux médias sociaux.

En général, les employés estiment qu'il serait préférable d'avoir plus de coordination. Plusieurs avantages ont été cités, y compris : des normes de service, une expérience uniforme pour les usagers, interchangeabilité du personnel entre les emplacements physiques et plus de temps consacré au travail novateur.

Deux domaines ayant largement été discutés en lien avec la coordination furent les opérations dans chaque emplacement de la Bibliothèque et le travail des bibliothécaires spécialisés. Plusieurs employés ont indiqué que d'un point de vue des opérations, les emplacements de la Bibliothèque ont beaucoup de points communs (prêt, commande, mise en rayon, fournitures, etc.) et ont remis en question le besoin d'autonomie et de pratique locale. Ce même sentiment ressortit en parlant des bibliothécaires : bien que le sujet puisse différer, les bibliothécaires spécialisés font généralement le même type de travail sans pour autant coordonner leurs efforts dans la mesure du possible. Cela mène à un manque d'efficience lorsqu'une tâche est répétée plusieurs fois à travers la Bibliothèque.

Plusieurs étaient d'avis que ce problème devait être résolu par la direction. Toutefois, il a été reconnu que la coordination pouvait être difficile à mettre en œuvre, car on la perçoit souvent comme une menace. Il a également été suggéré qu'on pouvait améliorer la coordination dans la Bibliothèque en améliorant la communication au sein et entre les secteurs.

Culture

Culture was discussed in relation to many different aspects of the Library, including experimentation, information sharing, and planning.

Some expressed the sentiment that the Library's culture is adverse to change and would like to see a culture that actively encourages experimentation. One way the Library has been attempting to achieve this has been through new hires, with varying effects on the organizational culture.

Some noted that the Library lacks an information sharing culture, both horizontally and vertically. One example of concern brought forward about horizontal communication is that people are not comfortable discussing and debating issues for fear of confrontation or reprisal from their colleagues. Concern was expressed over some work taking place in silos, with an unwillingness to share. One suggestion was that more formal and informal meetings could take place between and within various groups to facilitate the flow of information.

Some suggested that the Library could benefit from developing more of a planning culture, with an emphasis on evidence-based decision making. Also underlined was the importance of a culture shift to insure the success of this organizational renewal.

Decision-making

Staff feel that decision-making is highly centralized at the executive level (CODI). Members of CODI feel that they spend too much time on operational-level decisions, especially when there is a budgetary component. It was also mentioned that there could be more delegation of decision-making authority within CODI.

Both individual staff and teams (including committees, working groups) find it difficult to forge new ground without management approval, leading to feelings of powerlessness and demotivation.
We heard that Library Council's role in decision-making is a cause of confusion. Technically, Library Council only makes recommendations to the University Librarian, but we heard that in practice librarians expect there to be consensus at Library Council before significant decisions are made.
Staff generally are not satisfied with the decision-making process. Problems reported include insufficient prior consultation, lack of timely communication after decisions have been made, the fact that decisions are not explicitly tied to strategy, the feeling that decisions are made without sufficient evidence, the sense that decisions are made without consideration of the impact on staff, and the bottleneck caused by the current organizational structure. Some feel that the only way to move forward with new initiatives is to "go through back doors" which leads to friction between staff.

Direction stratégique et priorités

Nous avons souvent entendu le personnel exprimer leur besoin pour plus de communication et d'information sur les priorités de la Bibliothèque et de la direction stratégique. Il nous a aussi été dit que la Bibliothèque n'a pas de stratégie clairement définie et que la haute direction consacre trop de temps à s'attarder sur des questions opérationnelles. Lorsque le plan stratégique actuel a été mentionné, certains ont exprimé qu'il était trop général et non le document évolutif auquel ils s'attendaient. Certains évoquaient avoir de la difficulté à voir le lien entre leurs tâches quotidiennes et les objectifs cités dans le plan de la Bibliothèque. D'autres ont exprimé un intérêt à recevoir plus de direction de leur superviseur dans la création d'objectifs ou de résultats annuels correspondants clairement à l'image globale de la Bibliothèque.

Certains domaines jugés par le personnel comme étant d'une importance stratégique comprennent : le soutien à la recherche, le soutien à l'égard des données, l'érudition numérique, la maîtrise de l'information, la découverte de collections uniques, l'orientation des ressources humaines d'un milieu imprimé au milieu numérique, le développement d'une vision de service, l'improvisation de l'expérience utilisateur et l'établissement de relations étroites avec les professeurs.

Évaluation

Le personnel nous a partagés que la Bibliothèque pourrait bénéficier d'une culture axée sur la planification et l'évaluation et sur la prise de décision fondée sur des preuves. Plusieurs domaines pourraient bénéficier d'une évaluation accrue ou supplémentaire; parmi les plus cités, on y trouve : les comptoirs de service, les collections et la maîtrise de l'information. Il y a aussi, cependant, des activités qui posent des défis, mais qui sont importantes à mesurer telles que l'expérience utilisateur, les nouvelles interactions avec les professeurs, les collaborations de projets, les résultats d'apprentissage, la planification de projets, etc. Le personnel peut reconnaître la valeur de l'évaluation, mais n'a pas toujours le temps d'en faire un aspect fondamental dans ses tâches quotidiennes.

Expérience utilisateur

Les employés nous affirment qu'ils sont fiers de travailler à la Bibliothèque et veulent offrir un excellent service. Toutefois, certains constatent que la Bibliothèque n'a pas d'approche globale pour enquêter et évaluer les besoins des usagers et pour améliorer et adapter notre approche à l'expérience des usagers. Un participant a émis l'hypothèse que la tendance à la baisse des statistiques du comptoir de référence peut être le reflet d'un mauvais alignement entre les besoins des usagers et notre approche de service, plutôt qu'un simple déclin du besoin d'encadrement.

Nous avons entendu du personnel que pour être une bibliothèque axée sur les usagers, nous devons d'abord comprendre leurs besoins actuels et futurs et nous aligner en conséquence. Le processus d'amélioration de l'expérience utilisateur doit inclure la participation active des usagers; ils devront visiter nos points de service et travailler dans nos espaces, tant physiques qu'en ligne. Certaines

personnes sont d'avis que la Bibliothèque se fie trop sur les statistiques d'utilisation du service sans compléter ces données en allant directement vers les usagers pour leur demander ce que nous pourrions faire pour améliorer leur expérience. Les employés ont relaté que la Bibliothèque évalue rarement l'expérience utilisateur. Beaucoup estiment que l'amélioration de l'expérience utilisateur suppose l'établissement de liens étroits avec les professeurs.

Geography and services points

Staff frequently commented on the geographical or location-based structure of the Library system and that there are too many "silos". Although some individuals report working well within their location or with colleagues in other locations, others believe that this location-based structure results in the inconsistency of policies and service delivery across the network, an overly hierarchical structure of responsibilities, feelings of isolation at satellite locations, and poor communication.

Although each location offers some unique services to users, there could be more overall consistency, for example the look-and-feel of spaces, policies, and services. The idea was put forward that staff in similar positions (for example, circulation clerks) could have the same job description, allowing for more interchangeability across service locations.

Some reported that expecting people to travel to the main campus (usually Morisset) for meetings, learning, and networking opportunities is unrealistic and is a waste of staff time. Suggested remedies included equipping the meeting rooms with better technology to facilitate teleconference-style meetings and also moving face-to-face meetings and training opportunities around to various locations.

Library spaces

There was a substantial level of interest in the topic of Library spaces throughout our consultation process. Staff at all levels are invested in the use and management of Library spaces because they believe that the quality of Library spaces affects student success. It was mentioned that the Library must compete for student attention with other student space on campus by creating an inviting atmosphere that aligns with our users' needs.

The most common suggestion for improving space was to design open, flexible spaces to accommodate collaboration, group work, and experimentation. Spaces should be fully wired to accommodate technology, but "low tech" options, such as including white boards, cork boards, etc., are also important. Despite the support for innovative use of library space, staff also recognize the need to protect and maintain traditional, quiet study space. Others mentioned the immediate need to update and improve current signage, improve the flow of traffic on the first floor of Morisset and to renovate the Law Library. Suggestions for maximizing existing space included relocating more print collections off-site (including the reference collections) and weeding the print collections.

The Media Library was cited as an example of space being successfully transformed and put to new uses. Staff noted that it is important to consult with users and staff before making changes to space to ensure that the proposed changes consider all of the varied perspectives and needs. A positive example of such consultation was with the staff during the Lamoureux renovation.

The Learning Centre is top of mind when it comes to discussions about library space. It is clear that staff expect this to be an innovative, technology-rich space, but express concern that what this space will actually be used for has not yet been clearly decided or communicated.

We heard ideas from staff for how to put library space to new uses. For example, we heard interest in creating speciality centres equipped with the necessary staff, expertise equipment, IT, metadata and project support where our academic community can come to work and collaborate on projects. Challenges to improving space include budget constraints, a gap in the current staff capacity, accommodating so many overlapping and competing space requests from librarians. The decision-making process for allocating space to new uses is not clear and was identified as a source of conflict.

Méthodes traditionnelles ou contemporaines?

Les employés sont généralement conscients de la nécessité d'embrasser le changement et d'adapter les services et les produits de la Bibliothèque aux besoins changeants des usagers. Nous avons entendu de nombreux exemples de nouvelles pistes novatrices que pourrait prendre la Bibliothèque. Curieusement, nous n'avons pas entendu d'exemples de services traditionnels qui pourraient être abandonnés pour laisser place au changement.

Les deux domaines où le personnel estime que la Bibliothèque reste ancrée dans ses méthodes traditionnelles sont les collections et le modèle du bibliothécaire spécialisé.

Pour ce qui est des collections, les employés ont noté que la Bibliothèque continue de consacrer des ressources importantes à la gestion et à la manipulation d'une collection imprimée alors que la grande majorité de nos ressources sont mises à disposition par voie électronique. D'un point de vue structurel, nous n'avons pas fait le passage du milieu imprimé au milieu numérique. Il a été suggéré que les rôles du personnel soient rééquilibrés afin de mieux refléter nos domaines prioritaires.

En ce qui concerne le modèle de bibliothécaire spécialisé de liaison, l'on suggère que ce modèle est peut-être démodé, car il crée des frontières entre les sujets alors que la recherche universitaire est de plus en plus interdisciplinaire. En outre, il a été noté que certains nouveaux domaines, tels que la gestion des données de recherche, la communication savante et l'apprentissage en ligne, chevauchent plusieurs disciplines. Il est irréaliste de s'attendre à ce que tous les bibliothécaires acquièrent l'expertise nécessaire pour encadrer ces domaines en maintenant également leurs rôles traditionnels (en collections, en enseignement et en référence).

Enfin, un élément qui revenait constamment à travers nos consultations était la notion de résistance au changement. Certaines personnes sont mal à l'aise face à l'incertitude liée au changement, surtout si ce changement met en péril leur identité professionnelle. D'autres craignent d'être jugés sévèrement s'ils tentent quelque chose de nouveau et finissent par échouer.

Recherche

Plusieurs membres du personnel reconnaissent le rôle important de la Bibliothèque, qui est d'offrir un appui à la recherche. Beaucoup souhaiteraient voir la Bibliothèque participer à toutes les étapes du processus de recherche et ont exprimé le désir que la Bibliothèque soit plus largement reconnue comme partenaire en recherche.

En gardant ces désirs à l'esprit, il nous a été partagé que la Bibliothèque ne dispose pas d'une approche proactive ou d'une stratégie ciblée pour fournir un soutien à la recherche. Elle devrait développer une suite de services coordonnés pour appuyer la recherche en y définissant des rôles et des responsabilités bien précis. Certains ont recommandé que la Bibliothèque précise des domaines d'expertise et se concentre sur les services qui la distinguent des autres services sur le campus.

Certains bibliothécaires ont dit craindre que la nature immédiate de leurs tâches quotidiennes les empêche d'apprivoiser et d'acquérir de l'expertise dans certains domaines de soutien à la recherche, tels que le libre accès, la gestion des données de recherche, l'analyse de données et la méthodologie de recherche. De plus, certains membres estiment que la Bibliothèque n'est actuellement pas en mesure de répondre à la demande croissante en matière d'appui à la recherche. Beaucoup souhaiteraient renforcer la contribution et la réputation de la Bibliothèque dans ce domaine.

De nombreuses discussions ont exploré l'idée que la Bibliothèque s'intègre davantage dans le processus de recherche en nouant des partenariats et en soutenant plus d'initiatives faisant partie du cycle de vie de la recherche. Certains ont parlé de la façon dont cette intégration pourrait servir à la fois à montrer notre valeur et à mieux saisir les besoins des usagers.

En ce qui concerne les bibliothécaires en tant que chercheurs, les bibliothécaires ont identifié l'insuffisance de temps comme étant l'un des principaux défis les empêchant de développer de l'expertise et de poursuivre leurs recherches. Le groupe d'intérêt en recherche a été identifié comme étant un pas positif vers la valorisation d'une culture de recherche à la Bibliothèque. Nous avons aussi entendu que mettre en vedette la recherche menée par les bibliothécaires pourrait servir à démontrer le potentiel et la valeur des occasions de collaborations entre les professeurs et la Bibliothèque.

Le modèle de liaison pour la recherche a également été abordé. Certains reconnaissent que les activités de liaison pour la recherche sont menées de plus en plus par les bibliothécaires spécialisés de liaison et que cette division devrait être réexaminée, puisque la distinction entre la recherche et les bibliothécaires spécialisés de liaison limite ou restreint la participation à certaines activités, réunions ou comités au sein

de la Bibliothèque. Le personnel a aussi exploré des idées liées à la prestation de services de recherche, y compris le passage de la référence à un service de consultation spécialisée en recherche.

Reporting structures

Many staff found our current organizational chart either confusing or unwieldy, which underlines a lack of clarity with respect to the current structure. When staff try to operate outside their home units, they struggle to understand how the rest of the organization works.

Specifically, they mentioned that it is too hierarchical and that there were not enough "horizontal links"; that some managers have a large number of reports while some have very few; that there may be too many layers of supervision; and that it is unclear who should "own" various projects and initiatives. Staff from different parts of the Library network mentioned the "Morisset Factor": units outside of Morisset view it as having a greater administrative role than other Library units, due to its size; whereas units within Morisset feel that it lacks focus because it contains too many diverse subunits. It was, however, acknowledged that Morisset supports the bulk of the faculties at the university.

A number of suggestions for improving the Library's reporting structures were offered for consideration: flatten the structure; avoid organizing by geography, organizing instead by service; centralize the management of services offered at multiple locations; revise structure to better suit cross-functional collaboration and communication; ensure adequate support for Library-wide initiatives; and adapt structure to strategy, taking user needs into consideration.

Roles and responsibilities

In both the one-on-one interviews and focus groups, lack of clarity around the roles and responsibilities of library staff at all levels emerged as a major theme. In practical terms, people said that they are often unsure "who does what" within and between units, and which responsibilities are network wide and which are tied to a geographic service point. Implications of this issue were identified as: a diminished potential for collaboration, information barriers, hindered or slow decision-making, responsibility gaps, territorialism, and duplication of work.

Another issue we heard concerned the accuracy, currency and scope of job descriptions. Managers perceive that they need to wait for employees to retire in order to make changes to job descriptions. New initiatives are usually tied to a new position, which may not be the best approach. It was suggested that some positions should be expanded or revised to better reflect the current and future priorities of the Library. It was also recommended that certain positions could be more standardized, in order to create interchangeable teams that can replace each other at various locations.

It was noted that the library roles need to be flexible to accommodate changes in the environment in a proactive manner. For example, the subject liaison librarian model perhaps no longer reflects the

interdisciplinary nature of modern academics. Some suggested a team-based approach would be more appropriate.

Services

Le personnel nous a fait part de nombreux aspects positifs des services de la Bibliothèque, tels que les relations qu'ils bâtissent avec les étudiants et les professeurs, la coopération et le soutien du personnel de service de première ligne, certains outils (p. ex. les guides de recherche), et le service de référence bilingue « Clavardez avec votre bibliothécaire ». Les employés aiment élaborer de nouveaux services tels que le service d'impression 3D (RGN) et les services de jeux de la médiathèque (MRT).

Nous avons entendu des suggestions pour élaborer ou modifier certains services que nous offrons actuellement, y compris développer le service de consultation en recherche, interrompre le service de soutien offert pour la gestion des citations, améliorer le service de recherche de documents pour y inclure la livraison de matériel à destination et en provenance de tous les emplacements de la Bibliothèque, créer des étagères libres pour les demandes en attentes, investir dans des appareils d'auto-emprunt et dans des options pour offrir le paiement d'amendes en ligne, élaborer des vidéos en ligne pour les séances d'instruction à l'aide du logiciel *OneShot*, ouvrir un centre pour les sciences humaines numériques, améliorer notre soutien aux revues hébergées par l'uOttawa et offrir une suite complète de services de données pour appuyer le cycle de vie de la recherche.

Le personnel nous a aussi partagé leurs préoccupations liées aux services de la Bibliothèque. Les préoccupations varient d'un point de service à l'autre et au sein de chaque groupe d'usagers (étudiants, diplômés et professeurs). Les usagers bénéficieraient d'un même niveau de service formel et standard dans tout le réseau. Certains nous ont dit qu'ils trouvaient difficile d'améliorer les services en l'absence d'une vision globale ou d'un effort concerté. D'autres ont mentionné l'importance d'établir un modèle de service à la clientèle qui encourage et autorise le personnel de première ligne à trouver des solutions satisfaisantes pour permettre aux usagers de garder une expérience positive.

Certains croient que la Bibliothèque devrait réévaluer le rendement du capital investi (RCI) des ressources nécessaires pour offrir les services actuels, notamment les sévices liés à la prolongation des heures d'ouverture et aux ordinateurs publics. Lors de l'élaboration de nouveaux services, les employés souhaiteraient voir un processus plus formel et transparent pour demander des ressources et obtenir une approbation (p. ex un plan d'affaires et des preuves à l'appui démontrant la nécessité des ressources demandées).

Nous avons reçu plusieurs commentaires à propos du nouveau service de comptoir unique en état d'essai ou de mise en œuvre à la Bibliothèque. D'une part, les réactions du personnel à Morisset, à tous les niveaux, se partageaient entre la confusion et la préoccupation quant à leur rôle et leur niveau de responsabilité au sein du nouveau modèle. D'autre part, les employés de RGN ont indiqué qu'ils s'adaptaient bien au nouveau service de comptoir unique.

Skills development, expertise, and training

Many believe that there is a lot of untapped expertise within the Library, and that processes and activities should be reviewed to better utilize everyone's potential.

In many discussions, staff referred to the need for more training to accomplish current and future projects. It was felt that certain positions should be "upskilled". Some staff explicitly stated that they would like more time and resources to learn new skills.

Training and orientation activities for new hires vary significantly, with some receiving little or no guidance and orientation. Staff in contract positions in the Library often face the challenge of becoming "the expert" in a very short amount of time.

Job shadowing was discussed as a means of getting a better understanding of the activities of various teams within the Library. Also, rotating management opportunities were mentioned as a way of developing leadership skills.

It was noted that specialization is still required for some subject areas and types of collections, and that not all jobs are interchangeable. Some staff reflected on their lack of training on, for example, the tools, software, and pedagogical methods needed to support users. Another comment questions whether the MLIS is the best requirement for certain positions.

Staff repeatedly expressed their appreciation for Training Week. Some would like even more team building opportunities at the Library.

Teaching and instruction

Despite the growing emphasis on research support, we heard a clear interest from staff in providing strong teaching and learning support as a means of connecting with students. However, the Library lacks a comprehensive mandate and coordinated approach in this area. Library instruction has been successfully incorporated into the Faculty of Law where the law librarians teach for credit.

Many staff perceive that the Library's lack of an explicit information literacy mandate is an obstacle to improving information literacy instruction. Some feel that this sends the message that information literacy has fallen out of fashion. In order to demonstrate to faculty and services, such as TLSS and SASS, that information literacy skills are not "side skills," it was argued that the library staff must establish their credibility as educators. We heard that it is important to work towards creating a culture that recognizes the foundational value of information and data literacy skills.

Some people were highly critical of our current approach to teaching and instruction, specifically the ROI on the amount of time spent preparing library instruction sessions when the levels of participation are low. Others commented that they would like to explore alternatives to the traditional library workshop,

while others would prefer to relinquish their responsibilities for basic library instruction altogether to focus on research and project support.

Some suggestions to make progress in this area included more embedded librarianship, more customized or targeted support services for teaching and learning, improving our sharing practices to reduce duplication of effort, developing a common template and brand for library instruction, and creating online video tutorials to teach the basic search tasks. Others took the idea of coordination further by recommending that a "teaching team" be created to focus on developing expertise in the area of pedagogy and assessment. Some feel that we need to define the scope of our teaching mandate, and create a framework that includes clear and measurable learning outcomes. For example, some staff stated that they require clear and defined boundaries around supported software instruction.

Technology and infrastructure

Overall, staff recognize the critical role technology plays in the Library, both presently and in the future. Although the basic functions of libraries remain the same, how these are realized changes whenever the technology changes. A few staff described a vision for the Library where technology plays a central role, for example in creation of digital scholarship centers.

Many specific suggestions for improving technology and systems at the Library were provided: technology-rich spaces, teleconference solutions, demand-driven acquisition, digitization tools, data storage and preservation, ticketing system, intranet, etc. Most participants agreed that replacing the ILS should be a priority project.

Staff reported a number of problems relating to technology use and adoption in the Library. One was the perpetual cycle of upgrade, replacement, or improvement of existing systems, which leaves little time or resources for new projects. Another problem was the Library's increasing reliance on central IT for infrastructure, which makes the Library less nimble and responsive. In general, staff want the Library to be more proactive with technology in support of strategic or priority areas, but felt that this was not possible with current resources.

In addition to the above issues, staff reported a shortage of technology-related skills and expertise in the Library. Many felt that Library staff in general should be more adaptable to changes in technology. Some reported that their technology skills are lacking because there is not enough time to learn on the job.

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Appendix A: Inventory of information reviewed as part of IES

- ORT Project Plan
- NVivo summary of 1-on-1 interviews
- NVivo summary of thematic and staff focus groups
- Questions to the Community responses
- Library Strategic Evaluation
    a) Library Self-assessment report (Oct 2015)
    b) Update to the Library Self-assessment report of Oct 2015 (March 2016)
    c) SWOT exercise report from fall 2015 (part of Strategic Evaluation exercise)
    d) Staff Feedback from website
- Roles and structure
    a) Org charts
    b) Librarian reporting relationships
    c) Descriptions of unit responsibilities from unit heads
    d) Job descriptions
- Strategic planning
    a) Library Strategic Plan 2012
    b) Library Triennial Plan 2014-2017
    c) Unit reports from fall 2015 (part of Strategic Evaluation exercise)
    d) Strategy comparison document
- University Strategic Plan
    a) University Destinations 20/20
    b) Strategic Mandate Agreement
    c) Scorecard Results 2014
- Committees, working groups, distribution lists, etc.
    a) List of committees and working groups (including mandates where available)
    b) Proposal for a new Library Network Committee Structure (2004)
    c) List of distribution lists
    d) List of shared drives
- uOttawa library information
    a) Library statistics 2014-15
    b) Library statistics 2010-2015
    c) ARL submission 2014-15
    d) CARL submission 2014-15
    e) 2011 Faculty and Staff Experience Survey
    f) Library Budget Action Plan 2016-17
    g) Cataloguing Study 2013
    h) Library Report - Faculty and Staff Experience Survey (2011)
- Current initiatives reported by Library staff