



University Library: External Review Report

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Executive Summary

The North American academic library is a hybrid that combines both academic and service duties and responsibilities. On the one hand it develops its own research profile, and thereby makes a distinct contribution to the research mission of the university. On the other hand it can also play a central role in the university's digital reach, by supporting the research of its faculty and students, and by occupying areas where a central, neutral department can serve as a partner and a centre for developing interdisciplinary areas like data visualization, data management, and the digital humanities. The university library is also an accessible and appropriate place in which to locate writing, teaching and learning centres. The academic library co-exists in both the physical and digital realms. While the physical environment is still celebrated and appreciated by its users, the focus is more on learning and communal spaces, and less on storage spaces.

The Review Team recommends that the Library be considered an “academic partner” in its relationship with both the internal units of the University and the external relationship with other academic, public and commercial entities; that the University look to the Library as an integral part of any team that works in areas that exploit academic digital technologies or the work of student learning and faculty teaching; and that it be seen as a partner in building bridges between the University and its various external constituencies. The Library is well-placed to be a partner, perhaps even a catalyst, in building community in an increasingly diverse and complex world of learning and discovery. Since the University of Saskatchewan may regard itself as the principal university for the entire province, its Library might also see itself as the principal provincial library. Irrespective of the University's distinct vision, this would be an incentive to continue to engage in indigenization and develop a richer connection to the public library and both not-for-profit and for-profit provincial sectors as it seeks to play a key role in documenting Saskatchewan culture and history, while educating its citizens.

Selected Findings and Recommendations (drawn from the body of the report below)

- We agree that the U15 members of the Association of Research Libraries form a good comparator for the Library's benchmarking practice.
- We believe that the Library is well positioned to take a leadership role in, in its own phrase, “responding to changing times”.
- The current organizational structure serves the Library and the University well.
- The Library has an organizational culture that seems appropriately focused on student and faculty needs. Decision-making has been distributed – many staff members feel empowered to make decisions that support their work. Cultural support for new librarians is very strong, and in this respect the Library's solid grounding in research learning is powerful.
- Acknowledging that even the best-funded Canadian academic library cannot protect itself from the falling value of the Canadian dollar, we strongly encourage the University to continue its practice of demonstrating its financial support for the Library in this most fundamental service to the community.
- The Indigenous Studies Portal (iPortal), recently moved to within University Archives and Special Collections, merits ongoing University support as a flagship for the University's commitment to indigenous communities that perfectly complements the Gordon Oakes Red Bear Student Centre.
- There appear to be ample opportunities for staff to be aware of, and involved in, Library developments. The majority of staff told us they were satisfied with the current structure and found communication within the Library to be effective.
- It seems essential that the University stay the course mapped out in the Library's concept paper for transformation of Library spaces extending until at least 2020. In particular, the current state of Murray Library represents a major opportunity for renewal.

- The new Dean should turn her/his attention to linked information technologies and all of the attendant issues that face the University and its Library. This area is in our view an important next step in the evolution of the Library and the University, and we would recommend that a task force be put in place by the University to focus in this area.
- We are advocating librarians as partners rather than as service providers, so we would suggest that the incoming Dean compare Library roles with those at U15 institutions in such areas as the digital humanities, scholarly communication, copyright, research data management, data visualization, and other areas of current and emerging priorities in academic libraries.

The University of Saskatchewan Library is wonderfully positioned to take up a broad range of 21st century issues related to teaching and learning, and to research and scholarship, that further integrates the Library with the academic life of the University of Saskatchewan. With the strong foundation that we observed during our visit – a tradition of planning, a positive organizational culture, strong leadership development program, user-centric collections and services – coupled with the respect and appreciation of the University community, we are confident that the Library's successes will continue long into the future.

Introduction

This report is a record of our visit on January 20th, 21st and 22nd, 2016, when we were granted the opportunity to meet with a large number of the members of the University of Saskatchewan community. It is based upon what we learned from them and from the various reports that were prepared for this review by the members of the faculty and staff of the University Library. The authors are grateful to the senior administration of the University of Saskatchewan for giving them this privileged insight into the University of Saskatchewan Library (USL) system. We take this opportunity to thank all those involved in making our visit such a useful and pleasant experience, especially the Library faculty and staff and our internal reviewer and guide, Dr. Jay Wilson (Department Head and Graduate Chair, Department of Curriculum Studies, College of Education). A full list of the meetings held as part of this external review is given as Appendix 1. A list of the main texts provided to the Review Team appears as Appendix 2. We also appreciated the emails which a few individuals sent us to help us in our task. What we learnt from the meetings and documentation, combined with our own experience in academic libraries in Canada and abroad, forms the basis for our findings.

The USL has been designated an academic and service unit since 2006. This Review Report is structured to respond explicitly to the points listed under the “Scope of the Review” as: A. Mission and Vision; B. Organizational Structure and Operations; C. Library Programs and D. Future Consideration in the *University Library Review – Terms of Reference* (final as of Oct. 7, 2015). We have also concentrated this report on the ways in which we believe the next Dean of the University Library can build upon the strong foundation that has been laid in the past nine years by the outgoing Dean Dr. Vicki Williamson. We kept in mind the following points when considering the conversations and documentation that we were privileged to experience: What are (or could be) the Library's distinctive contributions to the University's academic mission? Is the Library focused and positioned to make those contributions? What relationships does (could) the Library cultivate – within the University, outside the University, within the province, nationally and internationally – to achieve its strategic directions and benefit the University community? We hope that our report will be useful to the administration of the University and to the search committee that will be called together to conduct the search for a new Dean. We also hope that the University and the Library might follow up on some of the ideas and suggestions that are part of our observations.

A. Mission and Vision

1. VISION AND VALUES

Under the current Dean the Library has a history and practice of alignment with the University's strategic directions. It was explained to us that in the early 2000s President Mackinnon, fearing the University was no longer "living the dream", began reshaping the University mission around a redefinition of international standards and areas of academic preeminence as well as a new sense of place that would include proper acknowledgment of indigenous communities and the province's natural resources. In the absence of a formal University-wide document, however, the Library developed its published values several years ago by combining those already adopted by the University's Human Resources Department with others drawn from the American Library Association's Code of Ethics (as amended in 2008). In this respect it seems to us that the current Dean and her team were exemplifying best practice, developing values ahead of the University that nevertheless were still clearly in alignment with those of its parent institution.

The University's new President, Dr. Peter Stoicheff, has recently launched a new initiative to define the University's vision, mission and values – these will replace those found in a document which was approved and adopted as long ago as 1993 (*On Campus News*, v. 23, 9:1, 9).

Findings and Recommendations

- The Review Team believes that the current values are being upheld by USL and recognizes that meeting them fully is always a work-in-progress that requires sustained attention and even vigilance.
- The Review Team recommends that the Library's Vision and Values are taken by the newly-formed *President's Committee on Vision, Mission and Values* as a significant contribution to Dr. Stoicheff's new initiative.
- The Review Team further recommends that the Library's Vision and Values should be revised in light of the results of the new initiative, which is due to be endorsed by the University Council, Board and Senate in June 2016. This may be a task appropriate for the Interim Dean, engaging with staff as appropriate.

2. STRATEGIC PLAN

The Review Team noted a strong planning culture at USL. The Library's current Strategic Plan is closely aligned with the University's integrated planning process and the *Third Integrated Plan: Promise and Potential*, as well as other foundational documents including the University's 2002 *Strategic Directions* formulated when Dr. Peter Mackinnon was University President. Its core strategies are well-documented and relate to: 1. Learner and Teacher; 2. Researcher, Scholar, Practitioner; 3. Relationships and Engagement; 4. Employee Engagement and Operational Effectiveness. The Review Team was impressed that the Library publishes a biennial Achievement Record, with a supplement in the intervening years that in effect provides an annual performance record, that tracks progress against each core strategy.

Findings and Recommendations

- We agree that the U15 members of the Association of Research Libraries (ARL) form a good comparator for the Library's benchmarking practice.
- The Review Team recommends that USL continues this practice even though ARL comparators are often exclusively input indicators only. More outcomes-based assessment is under development at ARL and will continue to provide good benchmarking data.
- It is our further understanding that a new strategic plan for the University will be issued in the fall of 2017. Should this transpire, we recommend that the new Dean should be tasked with the development of the Library's strategic directions in alignment with the larger plan. While

we believe the new Dean should have the freedom to develop a suitable planning process, our meetings indicated to us that “grass roots” involvement would be an important element of this process.

- Thanks to good work achieved in the last decade, the Review Team also believes that the Library is well positioned to take a leadership role in, in its own phrase, “responding to changing times”. A positive stance towards change will not only provide the best possible support to the University but will allow important partnerships with other faculties and units to develop.

B. Organizational Structure and Operations

1. ORGANIZATIONAL STRUCTURE

The organizational structure of the Library has undergone several transformative changes since the last external review was performed in 2004. These have consolidated its status as a College and provided the opportunity for the Dean to retain a more externally-focused profile while relying on two Associate Deans for more internally-focused leadership. Its primary strength is in its user focus.

Findings and Recommendations

- The Review Team believes the current organizational structure serves the Library and the University well.
- Although we see no reason to tinker with the current structure, the Review Team also commends the current Dean for creating a capacity for organizational change that will be appreciated by a new Dean if and when the University’s new directions call for new thinking. At this later date consideration can be given as to whether the organizational structure needs revision to be more effective for support to University. We believe it is critical that any decision to vary the number of “hubs”, for example, is made with the long term University mission in mind rather than as a short term plan to save resources.
- It was brought to our attention that some areas of the Library are more “silos” than others. This is not easy to solve with limited resources and an ambitious mandate. However, we do therefore recommend that a program of cross-training and other forms of employee interchange be considered as a potential priority for staff training and development.

2. ORGANIZATIONAL CULTURE AND STAFF DEVELOPMENT

There are a number of positive changes that have occurred since the last review and there are still several challenges that remain. The leadership program may be the most advanced of any library in North America. That said, it appears to have been developed by an outside consultant with a distinct perspective. A new Dean may wish to refresh this program. Although the uptake of the leadership program is impressive, it has inadvertently contributed to an atmosphere in which we discerned two distinct camps of staff: those who have generally bought into the new style of staff development and those who have not. We suggest that the incoming Dean consider bringing those two groups together, presumably with the aid of the Associate Deans and perhaps also with the aid of an outside facilitator, after the strategic directions of the Library have been set within the University’s larger context.

Findings and Recommendations

- The Leadership program is well integrated in Library culture and well received by many of the Library staff – we were impressed by the number of ideas that have been absorbed such as “Living the values”, and “Lead from where you stand”. The leadership reading club, started in 2011, is still working within the Library. The program is open to all and offers self-learning, team work and organizational development with a structure in place to build for the future and a commitment to sustaining it. This might also be a moment to determine what leadership

programs are available throughout the University, and whether the Library program could expand into a larger frame.

- The Review Team was delighted to see that the Library has an organizational culture that seems appropriately focused on student and faculty needs. Decision-making has been distributed – many staff members feel empowered to make decisions that support their work. Cultural support for new librarians is very strong, and in this respect the Library’s solid grounding in research learning is powerful.
- The differences among the staff were most in evidence in what was termed the “Culture of the Collegium.” Negative comments were however countered by positive comments about a culture of creativity, research support and operational decisions that the staff members have been empowered to make.
- We noted what appeared to us to be a distinctly nostalgic view of certain kinds of librarianship among a small segment of the staff. This was evident in concerns such as the “erosion of the complement of those in a liaison role,” and we were heartened to hear these views countered by notions that the liaison role was now “freed up” by newly created functional roles. This debate is not unique to USL: we note that there is just such a discussion about the future role of liaison librarians in most major academic libraries in North America. We encourage the participation of the USL community in these discussions.

3. FINANCIAL RESOURCES FOR ACQUISITIONS

The Library Acquisitions Budget has benefited for many years from an annual 5% increase in all but one year, and this was commented on by several librarians and other faculty as a much-appreciated sign of University support. Furthermore, when pressed on how the Library collections supported their research, the faculty researchers and students we encountered clearly indicated that the vast majority of their research needs were satisfied without recourse to other libraries; and that the interlibrary loan system adequately filled any gaps in a timely way.

Findings and Recommendations

- Acknowledging that even the best-funded Canadian academic library cannot protect itself from the falling value of the Canadian dollar, the Review Team nevertheless strongly encourages the University to continue its practice of demonstrating its financial support for the Library in this most fundamental service to the community. This money is being well spent: not only do we note USL’s full engagement with licensing consortia such as COPPUL and CRKN that reduce the price of digital resources; we also proactively sought out the opinions of the faculty we met regarding the quality of USL journal holdings. We were impressed that they were consistently praised, with only a few lacunae amongst international titles.
- The attention given in recent years to the Library Acquisitions Budget is the reason for the strength of its learning and research funds. Moving up the ARL Investment Index is one consequence of this. More importantly, the charts and statistics gathered on page 3 of USL’s *Achievement Record 2016* demonstrate that the University can be proud of its commitment to Library expenditures per FT graduate student while, conversely, Library expenditures per PhD continue to lag behind the U15 average. The Review Team believes this is one of the more important input measures that the University will want to track to ensure its financial commitment to the Library rises to match its research aspirations.
- The Review Team was impressed by the depth and scope of University Archives and Special Collections but this area clearly deserves special attention if it is to be a magnet for donor support as it is on other U15 campuses.

4. FINANCIAL RESOURCES FOR OTHER PROGRAMS

Libraries can and should play a critical role in student life and frequently need additional funding to respond adequately to changing student profiles and demographics. The University of Saskatchewan has rightly placed student experience at the heart of its mission, and we were frequently told of its strong desire to accommodate an increased range and diversity in its student

population. To achieve this and maintain a high level of student experience, the Review Team strongly believes it is essential to invest in the Library's student-facing programs. We can predict that the demand for programs such as Writing Help, Math and Stats Help, and Peer Assisted Learning will grow. Relatively small increments to current funding will allow these services to meet the needs in a responsive, rather than reactive, manner.

Findings and Recommendations

- Our meetings with staff, including a meeting with Student Learning Services (SLS) staff, confirmed for us that the recent decision to place the nine staff of the SLS under the responsibility of the Library, effective May 1, 2015, is working. It seems to us that this aspect of Library services could and should continue to respond to increased demand from a diverse and growing student body, including international students, as identified in its planning documents. Study skills offered include a range of critical services aligned with the University's Learning Charter including: peer mentoring (PAL) involving 100 mentors providing experiential learning; graduate student help (e.g. workshops); library skills; Math and Stats help; first year enrichment programs; technical help with ICT; writing skills (i.e. a tutoring, not an editing service).
- We noted that the Language Centre is a related fee-based service outside the Library; this seems appropriate but may need revision in light of the University's emphasis on internationalization.
- It is also noteworthy that student services extend to the graduate population, of which 40% are international students. This speaks to the need for more resources to support graduate students including consideration of a graduate learning commons oriented to their needs, perhaps incorporating a writing centre and lockable book trucks. We were pleased that the GSA VP (Research), who serves as Library liaison, may help to bring such suggestions forward.
- Library support to teaching and learning, including library instruction, may need additional resources to embed it further in the curriculum. The Review Team was impressed that an online module had been developed for first-year English students, for example, but notes that such innovative uses of technology often require central funding for new budget lines within Library operations.
- Central funding to support essential upgrades to the library management system should be considered by the University. The Review Team recognizes that it is extremely difficult if not impossible to engage in such major overhauls without separate additional funding, even when the result is a more efficient and effective system.
- The Indigenous Studies Portal (iPortal), recently moved to within University Archives and Special Collections, merits ongoing University support as a flagship for the University's commitment to indigenous communities that perfectly complements the Gordon Oakes Red Bear Student Centre.
- We were impressed by the responsiveness of staff and systems to the concerns of students. Neither the graduate student nor the undergraduate student representatives we met had any significant complaints on behalf of their members.
- The Review Team was left uncertain as to whether or not there was adequate Library funding for students with disabilities.

5. HUMAN RESOURCES

The existence of the *University Library People Plan* shows an exceptional and healthy emphasis on the most important of all Library resources: its staff. Faculty and staff whom we met during our visit expressed pride in, and commitment to, their role in supporting the academic mission of the University.

Findings and Recommendations

- The Review Team was unable to verify that the current staff complement was inadequate to the tasks assigned, although it did recognize that the exceptional focus on academic

outcomes in USL places the Library's research mandate in a natural tension – hopefully a healthy tension – with its service mandate.

- As noted above, reviewing the traditional liaison librarian model is widespread across North American academic libraries and has clearly been also identified as a priority at USL. Certain roles such as collection development are inevitably subject to change due to the radically different ways in which academic resources are disseminated and acquired. One Review Team member commented that revising the liaison model was like changing the leg on a 3-legged stool – hard to do while someone is sitting on it. However, we believe this change in the liaison model will be a critical part of the Library's near-term human resource strategy. USL has reflected on the liaison librarian model on multiple occasions over the past decade and created reports dated 2006, 2008, 2011, 2012 and 2013. The Review of the Liaison Librarian Program (2012) recommended changing to a hybrid model that creates two librarian groups: liaison librarians (with minimal collections responsibilities) and collections librarians.
- The Review Team would like to see job related growth opportunities that would lead to a greater appreciation of all staff members' roles in the organization. We note that the recent reduction in the number of grades of librarians should assist in this process, with more comparability across the spectrum of the professional cohort. It will be important to create opportunities for internal reassignments, job shadowing and succession planning. Training and development is a strong feature of the Library's current program. The Review Team could not confirm the desirability of continuing to engage external consultants in this process, but we emphasize that some form of development needs to be continued in the future to enhance the flexibility of the current workforce without compromising its high level of professionalism: by creating internal partnerships and considering mentorship programs for all staff groups.
- Based on our observations, there appear to be ample opportunities for staff to be aware of, and involved in, Library developments. The majority of staff told us they were satisfied with the current structure and found communication within the Library to be effective. There are numerous venues for consultation and contributions – it might even be useful to consider reducing the number and sharpening their focus. We encourage colleagues to talk to one another about issues as they arise to avoid larger problematic situations developing later on.
- Since we are advocating librarians as partners rather than as service providers, we recommend that the new Dean compare Library roles with those at U15 institutions in such areas as the digital humanities, scholarly communication, copyright, research data management, data visualization, and other areas of current and emerging priorities in academic libraries.
- Resource redirection is a necessary component of effective change management: the new Dean may need to counter the perception that redirection is *ipso facto* a sign of loss or decline. To be freed from doing things that have been done in the past ensures that there are resources to do the new work in the field. One example is more support for scholarly communication, discussed below in C3.

6. PHYSICAL RESOURCES

Libraries continue to provide the best on-campus physical locations for study: no boutique, embedded or unsupervised faculty environments – and no simple internet connection – can substitute for the technology-rich academic and social spaces that attract increasing numbers of students to campus libraries at all levels of the research enterprise. It is gratifying to see that the University of Saskatchewan has understood this reality in the documents shared with the Board of Governors (Dec 14, 2012; Dec 15, 2015) that show how it is currently engaged in Phase 3 of a four-phase University Library Transformation project. The Review Team was also delighted to learn in a meeting with the Vice-President (Finance and Resources) and Associate Vice-President (Financial Services) that the Library was at the highest priority to receive support for its vision to transform its physical resources within a multi-year (5-year) planning process.

It is abundantly clear to us that this is a longstanding desideratum that requires an active and engaged Library leader acting as client on behalf of the University community. Although we see the need for a Library space champion in the short term (i.e. during the search for a new Dean), we also see that no prospective Dean will want to ignore this opportunity.

Findings and Recommendations

- A short visit did not give the Review Team time to assess fully the Library's vision for transforming its spaces. However, we saw enough to know how important such a transformation would be to the entire University community – including alumni and prospective students and their families. We also recognized the value of the concept paper created by Dean Williamson and Associate Dean Ladd for the Chair of the Capital Steering Committee (*University Library Transformation - Phase 3 Reconfiguring the University Library*, Oct. 22, 2012), which includes gate counts and circulation statistics confirming the applicability of its findings. It seems to the Review Team essential that the University stay the course mapped out in that concept paper for transformation of Library spaces extending until at least 2020. We call upon the Provost to ensure that interim Library leadership keeps this project moving forward; no hiatus should occur during the search for a new Dean.
- In particular, the current state of Murray Library represents a major opportunity for renewal. The lack of adequate environmental controls for the University Archives and Special Collections makes this a critical near-term issue.
- The worldwide need to revise library physical resources in response to new forms of scholarly communication is well recognized. Less well recognized but equally relevant is the importance of libraries to the status of postsecondary institutions. Many Canadian universities are suffering from the need to upgrade buildings erected to meet the postwar drive towards the massification of postsecondary education. Some are recognizing the opportunity to put the central library back in the symbolic heart of the university campus, as a significant tool for recruitment as well as a thriving hub for student experience. Examples from nearby Alberta include the University of Calgary's Taylor Family Digital Library and Mount Royal University, while the University of Alberta is currently investing in a \$21 million high density storage facility on its South Campus. The Review Team strongly recommends that the University of Saskatchewan takes into account its need to remain competitive with these nearby examples of commitment to library physical infrastructure.

7. INFORMATION TECHNOLOGY

The Review Team found a number of areas in which the Library has made real and lasting strides in the past decade under the Dean's leadership. The next area towards which the new Dean should turn her/his attention is linked information technologies and all of the attendant issues that face the University and its Library. This area is in our view an important next step in the evolution of the Library and the University.

Findings and Recommendations

- We recommend that a task force be put in place by the University that includes the new Dean working in partnership with the Chief Information Officer (CIO) and relevant members of the community. The task force would analyze the state of play regarding IT in Saskatchewan and make recommendations to the Provost.
- Areas that should be considered from a Library standpoint are: the relationship of the Library Dean with the CIO (e.g. their distinctive roles and responsibilities and the ways to ensure a strong working relationship); what technologies and technology-enriched spaces are needed for students and faculty (e.g. investigating maker spaces and production studios: St Thomas More might serve as model location to study); what partnerships and collaborations on campus would optimize the benefit of new software and hardware solutions (e.g. a coordinated approach to the use of social media).

8. ENGAGEMENT OF LIBRARY EMPLOYEES

The Review Team was impressed by the engagement of Library employees in the External Review process: there was a tangible eagerness to engage and communicate with Review Team members across all levels and types of Library stakeholder. We believe this speaks well to the passion and commitment Library employees bring to their work. We also believe there is no issue regarding the engagement of Library employees that needs to be addressed at this time, although we are pleased to have the opportunity to add the following notes.

Findings and Recommendations

- In general the Review Team observed at USL that the Library's senior administration – especially the outgoing Dean, Interim Dean-designate and their associates – were fully engaged and committed to the Library in a way that holds great promise for its future.
- It was especially noteworthy that this commitment appeared in Library faculty – both tenured and untenured – and Library staff, many of whom perform a much more complex series of tasks than the ones they were originally hired to perform.
- The Review Team also found engagement even among those who felt disenfranchised or otherwise challenged by the many changes instituted or planned for the Library as a whole. We would like to think this valorizes the External Review as a process for eliciting a more 360° view of the Library than would otherwise be available to administration. Nevertheless, it also speaks to a culture in need of sustained attention so that the voices of those employees can be properly heard and understood both by senior Library administration and by their peers. We perceived a risk that groups of employees might otherwise be divided into camps, to the detriment of the Library and its aims to continue the positive transformation it has begun.

C. Library Programs

1. ACADEMIC PARTNER

Instead of thinking of the Library as being both an academic unit and a service unit, the Review Team would like to propose that the phrase “academic partner” be used to describe the Library's integration into the academic teaching and research agenda of the University. We suggest that the University look to the Library as an integral part of any team that works in areas that exploit academic digital technologies, the work of student learning and faculty teaching; and that it be seen as a partner in building bridges between the University and its various external constituencies.

Findings and Recommendations

- The first step towards becoming an effective academic partner will be assessing teaching and research needs across campus to determine where the Library can make a difference, and then identifying champions and early adopters among faculty who can collaborate in designing and promoting integrated programs.
- The Library should actively promote itself as an academic and research partner, by working closely with other parts of University, for example Research Services.
- Ideas for undergraduate and graduate student programming drawing upon librarian expertise include research methods courses and multidisciplinary instruction that develops critical thinking for academic and career success.
- Librarians should be encouraged to participate in University activities outside the Library – at program, department, college and University venues – for enhanced visibility and credibility. We noted that the Dean is *ex officio* on many bodies and could therefore appoint or designate Library delegates.

2. DIGITAL SERVICES AND TOOLS

The Review Team noted that there are several gaps in the digital services provided by the Library for students, instructors and researchers. Creating these services in the Library would need additional resources, but would also send a powerful signal to campus that the Library is a “one stop shop” for learning and discovery, and reinforce the Library’s role as learning space and community space, as well as a neutral place open and welcome to all.

Findings and Recommendations

- While there is a central visualization lab available as a research resource, this facility is not currently open to students. Therefore we recommend that *data visualization* and other learning tools be included in the plans for renewed Library spaces.
- The Review Team was puzzled that USL plays no role in the *digital humanities* (DH), and recommends that the Library reach out to partners on campus who are already involved with DH (e.g. Digital Research Centre in the College of Arts and Science).
- The Review Team recommends that the Library invest in *GIS and data* services for campus-wide service, ideally through the appointment of a dedicated GIS/data librarian, a proven model that is common in other research libraries.

3. SCHOLARLY COMMUNICATION

The Review Team believes the Library needs to make a greater commitment to scholarly communication in all its dimensions. For example: USL supports scholarly communication activities but it is the only one of the U15 that does not manage a comprehensive Institutional Repository (IR – see below). The Library should take a leadership role by redirecting resources to that area – the University would benefit from an expanded and formalized role for the Library. The Review Team was pleased to see that the outcomes in USL’s draft *Responding to Changing Times: Thematic Plans Outcomes and Actions* show an understanding of the need to promote open access and champion research data management.

Findings and Recommendations

Open Access (OA)

- The Review Team applauds the Library’s strong support for the Open Access movement; OA issues are featured prominently in the Library’s Strategic Plan.
- The Review Team recommends that the Library actively seek support from campus partners in promoting campus awareness that librarians have expertise related to OA and Tri-Council compliance policies.

Institutional Repository (IR)

- USL has an institutional repository (IR) – *ecommons* (powered by DSpace) – that has been implemented in a limited way, hosting digital theses and dissertations and the scholarly output of librarians and archivists, but not the research output of other faculty. What is in place is of substance and value but has not realized its full potential to celebrate the University’s research productivity and impact.
- We encountered more than one point of view about the merits of an enhanced, more broadly based IR. We heard that there is faculty demand for an IR to host and profile the full range of scholarly output. We also heard that the University need not develop its own local repository, instead depending upon the IRs at other institutions willing to host external content.
- The Review team recommends that *ecommons* be expanded to become a comprehensive research repository for visibility and accessibility of the University’s digital scholarly output (in multiple formats) as well as to ensure compliance with Tri-Council open access mandates.
- Rather than outsource the IR function to other institutions, the Review Team recommends that USL consider being the lead for a province-wide mandate of collecting and preserving digital scholarship.

- We encountered confusion on campus between the IR (repository for digital output of scholarship) and UnivRS (an enterprise system to manage the research life cycle, implemented on the first day of our visit). The roles of each and the relation between the two should be clarified to enable campus-wide acceptance of a fully functioning IR under the Library's leadership.

Research Data Management (RDM)

- We heard on multiple occasions during our visit of the benefits of a collaborative approach to RDM with the USL, Office of the Vice-President Research (OVPR) and Information and Communications Technology (ICT) as partners in moving this initiative forward.
- All three partners are already engaged with some aspect of RDM. OVPR is aware of the data needs of researchers across campus and of the data sharing policies of funding agencies; USL is a member of the Canadian Association of Research Libraries (CARL), a national library organization that has been proactive in promoting the need for a strategic approach to RDM; ICT is working with Compute Canada on a pilot project related to RDM storage. CARL recently joined forces with Compute Canada to build a scalable national platform for research data management and discovery, leveraging the information management expertise from CARL's Portage Network (building RDM-oriented resources, tools and experts) and the information technology expertise from Compute Canada.
- The three partners – USL, ICT and OVPR – should come together to formalize their relationship for the shared stewardship of research data.
- The Review Team envisages a shared leadership model, with each partner taking responsibility for its primary area of expertise. USL's role in this model would be related to information organization and access, in particular the implementation of a metadata protocol that will ensure future access and discovery in the interest of new interpretations and new applications.
- The University of Saskatchewan, like all U15 universities, will need to strive for a balance between doing RDM locally and taking advantage of national efforts.

D. Future Consideration

1. LIBRARIANS AS SCHOLARS

Librarian faculty are more developed at the University as researchers and scholars than is the case at other Canadian academic libraries. This is a strength that can be leveraged for the Library and the University. Research support for librarian faculty is a distinguishing factor for the USL. The Centre for Evidence Based Library and Information Practice (C-EBLIP) is an indicator of commitment to the librarian as scholar and to evidence-based librarianship. We believe there is room to develop this unique leadership role, building upon the established foundation. Not all librarians are truly functioning as faculty and research output is presently in need of nurturing.

Findings and Recommendations

- Librarians need to expand their research focus. While of value, case study/action research can be limiting. Librarians could work with other disciplines, consider the scholarship of teaching and learning as a research area, learn from behaviours in analogue disciplines on campus (e.g. clinical faculty, education, business, veterinary medicine), and participate in the University's research mentorship program.
- Working with the OVPR, the Library should leverage its leadership position in librarian research to develop tools to understand and promote librarians' research productivity and impact factors.

2. ADVANCEMENT / FUNDRAISING

Academic libraries are increasingly committed to fundraising to support special projects and innovative directions that are outside the scope and capacity of the annual budget allocation. USL's fundraising efforts and results are modest, which is to be expected in the absence of a dedicated development plan and staff. The Library might benefit from the new relationship management system (a module of Banner) implemented on campus that covers the continuum of the University graduate's experience from pre-student to alumni.

Findings and Recommendations

- Advancement models vary for academic libraries across North America. The most effective structure and staffing (whether centralized, decentralized, or hybrid) to optimize annual, major and planned gifts should be determined in consultation between the new Dean, University Library, and the Vice-President, Advancement and Community Engagement, currently being recruited. A critical question to be answered: is a dedicated development officer needed?
- Academic libraries do not have a natural alumni base as do the colleges, departments and programs. However it could be argued that all alumni are graduates of the Library: "no one graduates from the library; no one ever graduates without one."
- Library messages have a strong appeal to potential donors: they can emphasize a library's impact on student recruitment as well as student life and experience; and they can offer innovative and exciting new publicly accessible space as a concrete outcome.
- Acting as the province's largest library, USL may also wish to position itself as a major repository for the cultural heritage of its region.
- Like most academic libraries, USL will need sustained work on relationship building to integrate itself with alumni relations, the University's development (fundraising) initiatives, and municipal and provincial governments.

3. LIBRARY ASSESSMENT AND USER CONSULTATION

The Library has reinforced its commitment to evidence-based decision-making, as witnessed by the appointment of a dedicated assessment specialist and increased data analysis. As a result data collection is more efficient with the elimination of data being collected (and not used) and new more meaningful measures being added (e.g. U15 comparators). There has been significant progress so far but more may need to be done for USL to establish its leadership in this area.

Findings and Recommendations

- Implement surveys and focus groups to understand and involve users, rather than rely on the Library perspective to decide what users want. The Library would benefit from more direct interaction/consultation with student groups – USSU, GSA, international student groups, indigenous student groups – in addition to working through indirect channels – Student Support Services, Advancement and Community Engagement. One possible input channel is using the Library's student employees as an advisory/consultative group.
- The internationally recognized assessment survey LibQUAL+ has been conducted several times, but it indicates satisfaction with existing space, resources and services, and does not identify emerging practices and needs. Other assessment options should be given serious consideration: the Ithaka surveys for faculty, graduate students and undergraduates; ROI studies for academic libraries (often related to Responsibility Centre Management models, e.g. University of West Florida, University of Minnesota, University of Massachusetts); or learning outcomes models (e.g. through partnerships with Health Sciences and Education).
- USL would benefit from an outreach and cultivation program for alumni, emphasizing the positive about resources and services available for alumni.

4. COMMUNITY PROGRAMMING

During our visit, we learned of examples of innovative community programming and of the potential for additional collaboration both internal and external to the University. Current initiatives include ones related to student recruitment – high school art project, International Baccalaureate programs; Saskatchewan Public Library leisure collections; Wikipedia edit-a-thon; joint program with Law Society of Saskatchewan. We also learned of some distinctive ideas for additional community programming: interacting with the public library – connecting with the archives in the public libraries; and utilizing the strong collection of children’s literature to bring children into the Library, perhaps at times when it is not overfilled with undergraduates.

5. RECRUITMENT OF NEW DEAN

The future Dean, University Library, will play a critical role in shaping the future of the USL and its influence and impact on the academic success of the University. There need to be clear expectations of internal and external roles for the Dean, including the understanding that the time allocation of the Dean for effective and productive advancement must be substantial. We learned that there are likely to be up to seven new deans coming on board during a short time period; therefore, there is a terrific opportunity to build collaborative academic relationships. Overall, we believe the posting should employ a customized description of the role and of the campus that conveys the pride, excitement and growth potential that we encountered during our visit. In order to attract top-flight candidates, it should state clearly the University’s commitment to capital investment in Library transformation and to the Library Acquisitions Budget.

During our visit, the Review Team received many spontaneous expressions of the qualities and attributes of the incoming Dean. Here is a consolidated list that we hope will be of service to the Provost and the search committee: experienced and credible academic leader; university citizen; change manager who can set the scene, manage change, and give consistent messages; externally focused individual; champion of Library transformation, and an ambassador to campus; promoter and supporter of the academic objectives and planning culture already in place.

Conclusion

We were privileged to be invited to review the University of Saskatchewan Library at this pivotal point in its history. We were delighted to learn of the commitment and dedication of Library faculty and staff, of the appreciation and support from the University community, as well as the many programs and initiatives in place that will provide a strong foundation for the Library’s leadership role as fully integrated academic partner contributing to the University’s strategic priorities.

Respectfully submitted,

Gerald Beasley, Joyce Garnett, Elliott Shore

Appendices

APPENDIX 1 MEETINGS held with UNIVERSITY LIBRARY REVIEW TEAM January 20-22, 2016

Interim Provost and Vice-President Academic	Ernie Barber
Director, Institutional Effectiveness	Troy Harkot
Dean, University Library	Vicki Williamson
Teaching, Learning and Academic Resources Committee of Council	Jay Wilson, Committee Chair Alec Aitken Bev Brenna
Vice-President Research	Karen Chad
Council of Health Science Deans	Lorna Butler , Dean, College of Nursing (by phone) Gerry Uswak, Dean, College of Dentistry Kishor Wasan, Dean, College of Pharmacy and Nutrition
University of Saskatchewan Students' Union (USSU) Executive	Kehan Fu, USSU VP Student Affairs Jack Saddleback, USSU President
Library Advisory Committee (LAC)	Brenda Butler Christine Cuggy Charlene Sorensen Greg Wurzer
Dean's Committee on Integrated Planning (DCIP)	Candice Dahl Jennifer Murray Rachel Sarjeant-Jenkins Charlene Sorensen
Director, Centre for Evidence Based Library and Information Practice	Virginia Wilson
Library Assessment Analyst	Carisa Polischuk
Research, Scholarly and Artistic Work Committee of Council	Rainer Dick, Committee Chair Virginia Wilson
Library Faculty	22 faculty members
Client Services Function	Adele Charpentier Tim Hutchinson Jo Ann Murphy Rachel Sarjeant-Jenkins Li Zhang

Technical Services Function	Donna Frederick Jaclyn McLean Anna Thompson
Organizational Development Consultant, Nexus Learning, Inc.	Mary Martin (by phone)
Graduate Students' Association (GSA) Executive	David Bennett, GSA VP Finance Ziad Ghaith, GSA VP Operations and Communications Natalia Terekhova, GSA VP External Affairs
Vice-President Finance and Resources	Greg Fowler
Associate Vice-President (Financial Services)	Jeff Dumba
Student Academic Support Function	Joel Fonstad Holly Fraser Jo Ann Murphy
Library Systems and Information Technology Function	Tom Belliveau Steve Breker Shannon Lucky Karim Tharani
Collections Function Digital Collections, Preservation and Emerging Directions Function	Chery Avery Jill Crawley-Low Tim Hutchinson Joel Salt Karim Tharani
Interim Chief Information Officer	Shari Baraniuk
Operational Planning Team	Dale Amerud Jill Mierke Rachel Sarjeant-Jenkins Charlene Sorensen

APPENDIX 2
DOCUMENTS provided to UNIVERSITY LIBRARY REVIEW TEAM

LIBRARY

University Library Review

University Library Review: Self-Study (November 2015)

includes commentary on the following areas of the University Library:

- University Library Description
- Personnel and Organizational Structure
- Services Provided
- Research Activity
- Physical Resources
- Financials
- Metrics and Benchmarking

and the following appendices:

- Assessment of Research Learning Needs of University of Saskatchewan Librarians
- Onboarding at the University Library
- University Library Aboriginal Internship
- University Learning Centre – Library Integration
- Association of Research Libraries (ARL) 2013-14 Statistics – U of S Results
- Measuring Employee Engagement and Satisfaction at the University Library

Planning

University Library Strategic Plan (2015-2016)

University Library Strategic Plan (2015-2016) Progress Report (November 2015)

University Library People Plan (2010-2012)

University Library People Plan (2012-2016)

University Library Plan for the Third Planning Cycle (2012-2016)

University Library: Planning Parameters for the Third Planning Cycle (November 2012)

Demonstrating Library Value (June 2015)

Responding to Changing Times: Thematic Plans Outcomes and Actions (Draft January 2016)

Assessment

University Library Assessment Program (March 2015)

University Library Achievement Record (2012)

2013 Supplement to the 2012 University Library Achievement Record

University Library Achievement Record (2014)

2015 Supplement to the 2014 University Library Achievement Record

University Library Achievement Record (2016)

Teaching

Librarians as Educators: a Report to the Dean (March 2014)

Program for Information Literacy Instruction at the University Library (December 2015)

Research

University Library Research Strategy (2012-2016)

Report on Librarian Research: 2014-2015

The Centre for Evidence Based Library and Information Practice (C-EBLIP): Director's Report to the Dean (2013/14, 2014/15)

Facilities

University Library Transformation – Phase 3 Reconfiguring the University Library (2012)

UNIVERSITY

University Library Review

University Library Review – Terms of Reference (October 2015)

Guidelines and Procedures for Unit Reviews at the University of Saskatchewan (2015)

Planning

Renewing the Dream: University of Saskatchewan Strategic Directions (2002)

A Framework for Action: University of Saskatchewan Integrated Plan (2003-2007)

The Second Integrated Plan: Toward an Engaged University (2008-2012)

University of Saskatchewan Strategic Directions Update (2010)

Promise and Potential: The Third Integrated Plan (2012-2016)

Teaching

A Learning Charter for the University of Saskatchewan (June 2010)

Research

Signature Areas of Research: Discovery with Impact (2010)

Facilities

University Library Transformation – Phase 3 (Board of Governors' documents 2012 and 2015)

APPENDIX 3 UNIVERSITY LIBRARY REVIEW TEAM

EXTERNAL REVIEWERS

Mr. Gerald Beasley – Vice-Provost and Chief Librarian, University of Alberta

Gerald Beasley was appointed Vice-Provost and Chief Librarian on July 1, 2013. His previous library experience includes leadership positions at the Canadian Centre for Architecture, Montreal; the Avery Architectural and Fine Arts Library, Columbia University, New York; and Concordia University, Montreal. He has also worked at the Royal Institute of British Architects and the Wellcome Institute for the History of Medicine in London, England. He served as President of the Canadian Association of Research Libraries (2013-2015).

Education

M.A. English Language and Literature, Oxford University
M.A. Library Studies, University College London

Ms. Joyce Garnett – University Librarian Emeritus, Western University

Joyce Garnett is University Librarian Emeritus at Western University in London, Ontario, and recently served as interim dean of the university library for Iowa State University. Her previous experience includes leadership positions at Laurentian University, McGill University, and Pratt & Whitney Canada. Ms. Garnett is currently lecturer in the LIS program in the Faculty of Information and Media Studies at Western; she has also held teaching positions at Concordia University, McGill University, Laurentian University and the University of British Columbia.

Education

M.L.S. Library Science, McGill University
B.Sc. Physics and Mathematics, McGill University

Dr. Elliott Shore – Executive Director, Association of Research Libraries (ARL)

Elliott Shore has served as the executive director of the Association of Research Libraries (ARL) since January 2013. From 1997 to 2012, Dr. Shore served as the Constance A. Jones director of libraries and professor of history at Bryn Mawr College. Dr. Shore speaks and publishes widely, most recently with a focus on the future of research libraries and the need for coherence at scale in higher education.

Education

PhD History, Bryn Mawr College
M.S. Library Science, Drexel University
M.A. International History, London School of Economics and Political Science
B.A. History, Temple University

INTERNAL REVIEWER

Dr. Jay Wilson – College of Education, University of Saskatchewan

Jay Wilson is an associate professor and Department Head and Graduate Coordinator of Curriculum Studies with the College of Education. He works at improving the experience of pre-service and graduate teachers and has extensive practical experience in the area of technology and its application to teaching and instruction. He is also skilled in the areas of multimedia production, program evaluation, and delivery of professional development.

Education

Ed.D., University of Southern Queensland
M.Ed. Educational Communications and Technology, University of Saskatchewan
B.Ed. Elementary Education, University of Saskatchewan
B.A. History, University of Saskatchewan