

**Note:** This report has been re-paginated for electronic publication. Some re-formatting has also been necessary. The text is complete and unchanged from the printed version.

UNIVERSITY OF WATERLOO  
LIBRARY REVIEW  
EXTERNAL REPORT

GRAHAM R. HILL

UNIVERSITY LIBRARIAN  
MCMASTER UNIVERSITY  
HAMILTON, ONTARIO

SEPTEMBER, 2002

## CONTENTS

Letter of Transmittal .....	iv
EXECUTIVE SUMMARY .....	v
<b>1</b> INTRODUCTION .....	1
<b>2</b> AREAS OF ACHIEVEMENT IN THE LIBRARY	
.1 Services .....	3
.2 Resources and Management .....	8
<b>3</b> AREAS FOR ATTENTION IN THE LIBRARY	
.1 Services .....	11
.2 Resources and Management .....	14
<b>4</b> APPOINTMENT OF THE NEXT UNIVERSITY LIBRARIAN .....	20
APPENDICES	
<b>A</b> <i>Review Mandate: “Appointment of the University Librarian”</i> ...	22
<b>B</b> Schedule for the Site Visit, July 23-25, 2002 .....	23
<b>C</b> Meetings and Interviews .....	24
<b>D</b> Summary of Employment Terms and Conditions for Academic Librarians at Six Ontario Universities .....	27
<b>E</b> Leadership Qualities and Competencies Desirable in the Person Appointed as University Librarian .....	29
ENDNOTES .....	30

September 3, 2002

T. Gary Waller, Ph.D.,  
Associate Provost (Academic & Student Affairs),  
and Professor of Psychology,  
University of Waterloo,  
Waterloo, Ontario.  
N2L 3G1

Dear Dr. Waller,

I am pleased to submit this report of my review of the University of Waterloo Library.

I was appointed as an External Reviewer in June, 2002, and provided with guidelines that are appended to this report. I hope that this review will assist you and your Advisory Committee in the selection of a new University Librarian to succeed Murray Shepherd on his retirement. Hopefully, it will provide some direction for the future development of the Library System in these challenging times.

From the time of my appointment, I received full co-operation and assistance from the Library staff, academic, administrative and student officers, and faculty. I would like to thank everyone who gave so freely of their time, and who made reports, documents and data available to me. Murray Shepherd and Lorraine Beattie, together with their staffs in the Library Administrative Office, were most thoughtful hosts, and assisted my work in innumerable ways.

Ellen Hoffmann, who recently retired as the University Librarian at York University, accompanied me during the site visit, and was a most helpful colleague in discussion, both at the time, and following our visit. In acknowledging her considerable help in conducting this review, I must note that the responsibility for any opinions, errors, or misunderstandings in this report is mine alone.

Respectfully submitted,

Graham R. Hill.

## **EXECUTIVE SUMMARY**

### **“WHAT [THE LIBRARY] IS DOING RIGHT”...**

- The Library is generally perceived by users as having a strong user focus, and as a well-ordered resource that provides good support to the teaching and research programmes of the University;
- the Library’s expenditures on acquisitions compare reasonably well with similar universities, but constant attention and commitment will be needed to sustain and improve current levels;
- the Library has done well to balance collections expenditures between the licensing of digital resources and the acquisition of printed and other format materials;
- the TriUniversities Group Project has brought clear benefits at reasonable cost;
- the Liaison Librarian structure is widely appreciated;
- the Special Collections Department was noted as a particular strength of the Library;
- the services that are provided by the Library were the subject of favourable comment generally;
- the Library appears to have done a very good job in deploying and managing its resources through several years of rapid and sometimes wrenching change;
- the staff of the libraries is superior, and consideration should be given to creating the position of Library Human Resources Administrator;
- the Library has developed and sustained good working relationships with the University’s administrative areas, but such relationships on the academic side of the campus are less evident.

### **“WHAT [THE LIBRARY] SHOULD IMPROVE”...**

- The Library will almost certainly need its own dedicated electronic classroom as pressure on the existing, shared classroom intensifies;
- the Library must position itself to be more pro-active in support of the achievement of the University’s academic mission;
- the Library must take effective steps to improve its visibility on the campus, and beyond;
- there is an almost complete lack of formal University committees that focus on the Library;
- consideration should be given to including the new University Librarian in a high-level consultative body, such as the Executive Council, or Deans’ Council;
- the library’s internal organization structure is widely perceived as dysfunctional, although not necessarily for the same reasons;
- communication was identified as an area of concern;
- the current employment relationship between the University and the professional librarian group is a concern;
- the implementation of an electronic materials security system is an urgent priority.

### **“QUALITIES [THE UNIVERSITY] SHOULD SEEK IN A NEW UNIVERSITY LIBRARIAN”...**

- The universal hope is that every effort will be made to appoint the candidate who has the best combination of the strengths and abilities needed to lead the Waterloo Library beyond its current levels of achievement;
- a listing of qualities and competencies believed to be of special importance is appended;
- it is a position with great opportunity—Waterloo has the right to expect to appoint the very best.

## 1 • INTRODUCTION

I was appointed as the External Reviewer for the University of Waterloo Library in June, 2002, following the University's decision to engage a chief librarian from a Canadian research university to conduct such a review. The terms of reference that were provided to me were incorporated in a communication to the University community concerning the process for the appointment of the University Librarian (*Appendix A*). They were succinct: "advise us on what we are doing right, what we should improve, and what qualities we should be seeking in a new University Librarian." The University readily endorsed my view that this report should be a public document.

In advance of my visit to the University, I was provided with wide range of documents and reports, including the Library's organization chart, mission statement, annual reports, and position accountability statements for senior managers. Further relevant materials (for example, the Library's 2001/02 year-end financial report, the mandates of current Library committees and task forces, and a University organization chart) were requested and supplied, either as documents or through web references.

I asked Ellen Hoffmann, formerly University Librarian at York University, to accompany me on the site visit because two listeners are always better than one. The final schedule for the site visit is attached as *Appendix B*. Altogether, we met with some eighty people, who are listed in *Appendix C*. Although we tried to meet with as many people and groups as possible during our visit, the time frame for the review did not allow us to systematically solicit written submissions. Some of the groups and individuals with whom we met had prepared notes in advance of our visit, and often provided a copy of these to us. The President of the Faculty Association of the University of Waterloo did not have the opportunity to meet with us due to vacation and other schedule conflicts, but a letter was received from her, writing both as a faculty member, and in her official capacity.

Before the more detailed commentary which follows, a few general observations are in order. The Library is generally perceived by users as having a strong user focus, and as a well-ordered resource that provides good support to the teaching and research programmes of the University; however, there is a desire on the part of some to see the Library at the leading edge of innovation in the provision of knowledge resources and services. We also heard a more stereotypical view of the library that largely neglected the huge changes that had to occur in the Library over the last thirty years. The staff of the libraries is superior; they are skilled and experienced, and their commitment to the role of the Library in contributing to the achievement of the University's mission was apparent

in all our meetings and visits. However, in many of our meetings, we sensed the tension that exists both within the Library and also between the Library and other parts of the University over the apparent dichotomy between innovation and stability. The culture of the Library—and even the campus—was characterized to us more than once as a “pragmatic, can-do” culture, which was often perceived as militating against a culture of innovation.

“Innovation” can mean both “change” and “newness”. Change is inevitable, and usually desirable, but it must be effectively managed to be productive. Fresh ideas are always welcome, but they have to be knowledgeably evaluated if limited resources are to be used to the best effect. The hallmark of innovation—new ways to do old things, or, better still, new ways to do new things—is one of rapid and frequent change, in which “champions” flourish. By contrast, the climate of stability is marked by incremental change, based on broad participation, consultation and consensus. This tension is reflected in the different approaches of iterative prototyping and traditional project management. In an increasingly technical and networked environment, research libraries must use both approaches to deliver library services of quality and relevance, and staff need to be comfortable with both. This tension between innovation and stability was echoed to a lesser degree in the contrasting views we heard of librarians as teachers and researchers, and librarians as managers, leaders and facilitators.

The structure of this report is somewhat arbitrary. Even in areas of achievement, refinements or changes can lead to greater accomplishment, and correspondingly, in areas identified as in some need of attention, much has already been achieved.

## **2 • AREAS OF ACHIEVEMENT IN THE LIBRARY**

### **2.1 SERVICES**

#### **COLLECTIONS**

The extent, quality and currency of library holdings and information to which the Library provides access is critical to all faculty and students of all disciplines and interests. Further, the ready availability of access to needed journals and monographs is a factor in the attraction and retention of the best students. Library collections—broadly defined—are at the core of the academic research library. An over-arching challenge faced by academic libraries is finding a path that balances the needs of the several constituencies of the library in an extended time of change in the systems of scholarly communication and the pairing of the forces of digitization and commercialization.

In this complex environment, the Library has managed well, and better than most. We heard a general level of satisfaction with the collections resources, although occasional concern was expressed over the cancellation of print journals in the light of electronic availability, and less frequently the view was advanced that a more aggressive transition to the digital library was needed.<sup>1</sup> We also heard from those who needed and valued the printed collections: two graduate students in disciplines not normally associated with the need for print monographs were each waiting for the return of a book on loan to other users.

#### **ACQUISITIONS EXPENDITURES**

The traditional library role of acquiring books and journals, organizing them for use, and providing assistance in interpretation and use has now grown to embrace providing access to information, delivering it to the user, and providing support and assistance to library users of all shades of intellectual and technical ability in the search for information. This enhanced role will endure. The Library operates in times when funding and resources are greatly constrained; all Canadian academic libraries are additionally challenged by the declining value of the Canadian dollar, as more than eighty percent of acquisitions/licences must be purchased with foreign exchange. The Library's expenditures on acquisitions compare reasonably well with similar universities, but constant attention and commitment will be needed to sustain and improve current levels. Waterloo's expenditures (*Chart 1*) generally rank below those at Queen's and McMaster (both of which have medical schools), but they are above Manitoba (which has both a medical and a law school).<sup>2</sup> Only U.W.O. has managed to steadily increase acquisitions investment in the last ten years. Expenditures for SUNY–Stony Brook are shown here in Canadian dollars, and are included to illustrate the

struggle that Canadian research libraries have experienced with the decline in value of the Canadian dollar.

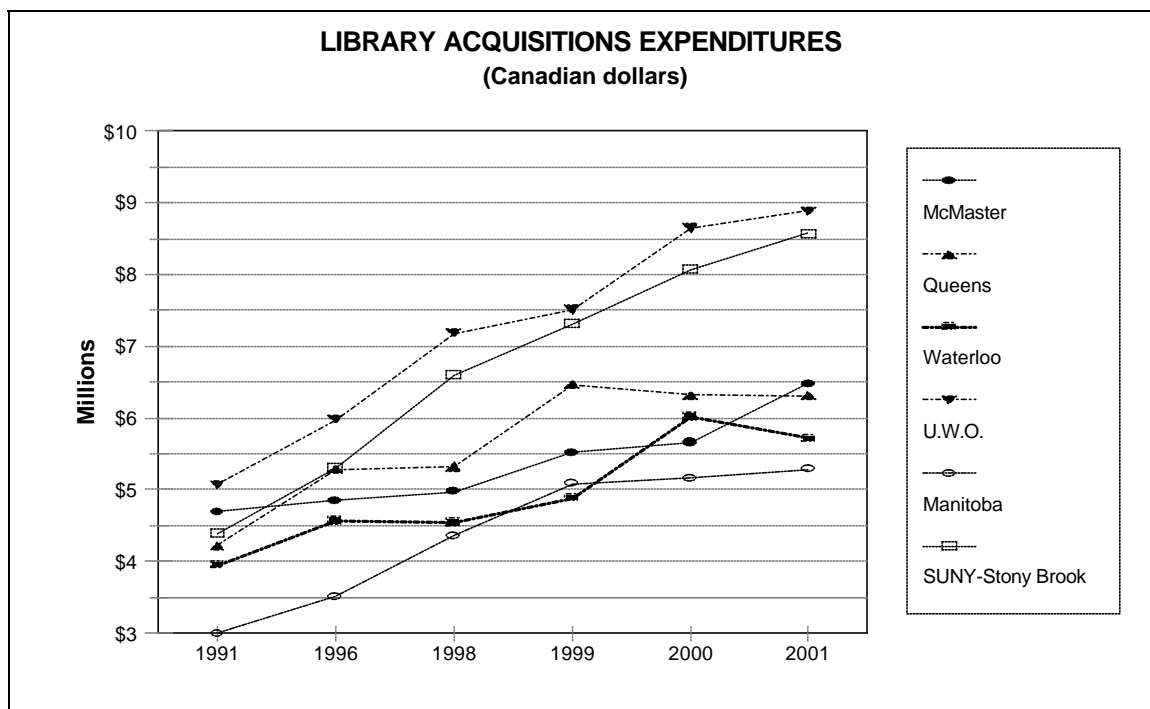


Chart 1

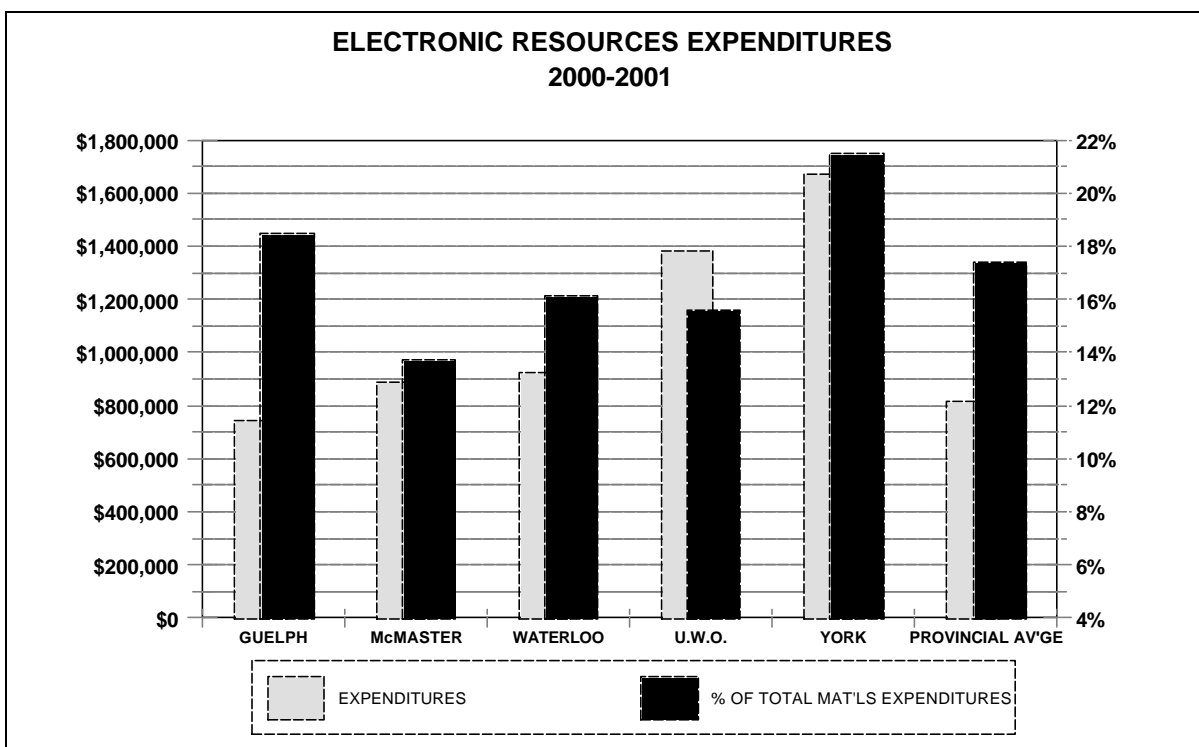
Source: Association of Research Libraries. *ARL Statistics* (annual)

## ELECTRONIC RESOURCES

The balance of expenditures between the licensing of digital resources and the acquisition of printed and other format materials has changed significantly in all academic libraries in recent years. The trickle of available digital information has become a flood, and few libraries, except the largest, have been able to find the resources to keep pace. Waterloo has done well in this regard. Expenditures have been steadily increased such that in terms of both actual dollars and percentage of total materials expenditures, Waterloo is well-positioned among Ontario university libraries (*Chart 2*). The *Supplementary Statistics, 1999-2000*, published by the Association of Research Libraries (ARL) show that the average percentage expenditure on electronic resources among 105 university libraries had increased almost fourfold, from an estimated 3.6% in 1992-93 to 12.9% in 1999-2000.

The ability to ramp up expenditures on electronic information has undoubtedly been boosted by the Canadian National Site Licensing Project, which has been of singular benefit to the Canadian research community. As well as participating in this project, Waterloo has a strong record and reputation for co-operative and collaborative library projects. I distinguish between co-

operation—which is generally opportunity-driven—and collaboration, which I think of as more deliberate, and capable of transforming the organizations involved.



**Chart 2**

*Source:* Ontario Council of University Libraries. Statistics, 2000-2001 ( July 2002)

### **THE TRIUNIVERSITIES GROUP OF LIBRARIES (TUG) PROJECT**

The dominant collaborative and innovative project in which Waterloo has played a leadership role is undoubtedly TUG Project. The projects within the broad areas of information resources and services, joint storage, and library systems have without question improved the ability of the three libraries to meet the needs of their users. We heard from both staff and users that TUG has been a very positive project, with clear benefits at reasonable cost. What is less clear at this time is the capacity or need to move beyond these component projects. While there may be limited opportunities with local public or college libraries, it is doubtful that these directions would be worthwhile. The role of the TUG project will probably change in the future, as provincial, national, and international collaborative initiatives mature. The core elements of the TUG project: the TRELIS catalogue and the Annex storage facility will undoubtedly continue, but other activities related to electronic information may be overtaken. There is always a tension between institutional collaboration and competitiveness, and increasingly, Waterloo may wish to align itself with the larger research library communities, where there are frequent opportunities for leadership.

Like many other academic libraries, Waterloo has recently re-designed the web gateway through which users of the Waterloo Library access resources. What typically began as a growing series of discrete or loosely-related web pages has matured into a gateway that takes advantage of current technology and fits with the broader University web presence. The re-design is impressive, and was put into production shortly after our visit. The knowledge, skills and teamwork that underpin this project are significant, and Waterloo can be proud of the result.

### **LIAISON LIBRARIANS**

The Liaison Librarian structure was widely appreciated. The Library is seen as supportive of collections development, and the liaison model seems to work well from the perspective of both faculty and staff. Some of the liaison librarians have developed very productive relationships with the teaching faculty in the departments in their portfolios, but we also heard of some weaker areas. It seems that a more pro-active role needs to be taken by some of the liaison librarians. The structure, together with the outcomes of the work performed needs continuous nurturing and refinement. Most of the Collection Development Policies of the Library have been revised in the last three years, but there remain a few which have not undergone revision, and which are very stale. Collection policies—and collections development work generally—are critical to the achievement of a high degree of congruence between the academic plans of the University and the development of resources in the Library. One challenge that is currently being wrestled with at most academic libraries is how best to budget for acquisitions expenditures in light of the increasingly transdisciplinary nature of curricula and scholarship. The traditional boundaries are blurred, and added to this, accounting systems are seldom flexible enough to accommodate the consolidation of electronic resources into “bundles”, or the trend to “suite licensing”. I have the impression that, in common with most libraries, Waterloo’s acquisitions budget still retains too great a departmental focus, given that e-resources must be centrally purchased. I suspect that a strong sense of “our share [of the acquisitions budget]” persists in some departments, and this is a matter that needs to be addressed.

### **SPECIAL COLLECTIONS**

The Special Collections Department (Doris Lewis Rare Book Room and University Archives) was noted as a particular strength of the Library for its focus on the development of unique collections of materials that have a direct bearing on the teaching programmes and research interests of some faculty and students. The Library should be commended for its attention to this area with the recently completed renovation to its physical space. The resources allocated to this department are not generous for the performance of its mandate, and there is good potential for innovation, given an increase in resources. Obviously, the Library is not able to undertake large-scale digital initiatives

such as those underway at the largest universities, but some of the unique resources housed in Special Collections deserve a wider audience through digitization and increased promotion.

### **PHYSICAL ENVIRONMENT**

The services that are provided by the Library were the subject of favourable comment generally. This reflects the commitment of the staff of the Library, and the noticeable pride that they have in giving good library service. I was impressed by the general appearance of the libraries, although we did hear from students that they do not like the ambience of the Porter Library, and that more space is needed in the Davis Library. We did not have the time to probe these views, which are probably already well-known to the library staff. I was not surprised to hear a heartfelt plea from students against the eating of cooked food in the libraries, and particularly in the Davis Library. Food and drink regulations are a perennial issue for libraries. Decisions and actions in this area are very much driven by local views and circumstances: what may work in one library may not work in another. The report of the committee on “Food and Drink in the Library” (May/Sept. 2000) is a good report, with practical recommendations. The specific issue that was raised with us was the eating of cooked food. Apparently, the ventilation system cannot cope, and these students, at least, found the smells offensive. This is not a critical issue, but it is one that needs ongoing attention, although the Library must accept that definitive resolution is unachievable. The Library and the University have made good efforts to implement and sustain a physical safety programme in the libraries, and this received favourable comment, as did the careful attention that has been given to the provision of facilities and services to persons using mobility devices, and others with special needs.

## 2.2 RESOURCES AND MANAGEMENT

### BUDGET AND STAFFING

The Library appears to have done a very good job in deploying and managing its resources through several years of rapid and sometimes wrenching change. Last year, Waterloo reported total library expenditures of \$13.85 million<sup>3</sup>. Of these expenditures, 41.9% was for library materials; 50.7% was for salaries; and 7.3% was used for other operating costs. The average that year for the eighteen Ontario university libraries was 39.0% for materials; 53.0% for salaries; and 7.9% for other operating costs. Waterloo's current proportional expenditures are a significant improvement on those reported five years earlier (1995-96) when collections expenditures accounted for 35.7%; salaries for 57.7%. These changes in proportional spending may have contributed to the belief that was expressed by several members of the library staff to whom we spoke that more staff are needed in the Library. In my view, this perception is not well-founded. Most Ontario university libraries have fewer staff today than they did five years ago. As shown in *Chart 3*, Western Ontario and McMaster have about 20% fewer staff, Waterloo and Queen's have about 10% less, although Guelph and York show little change.

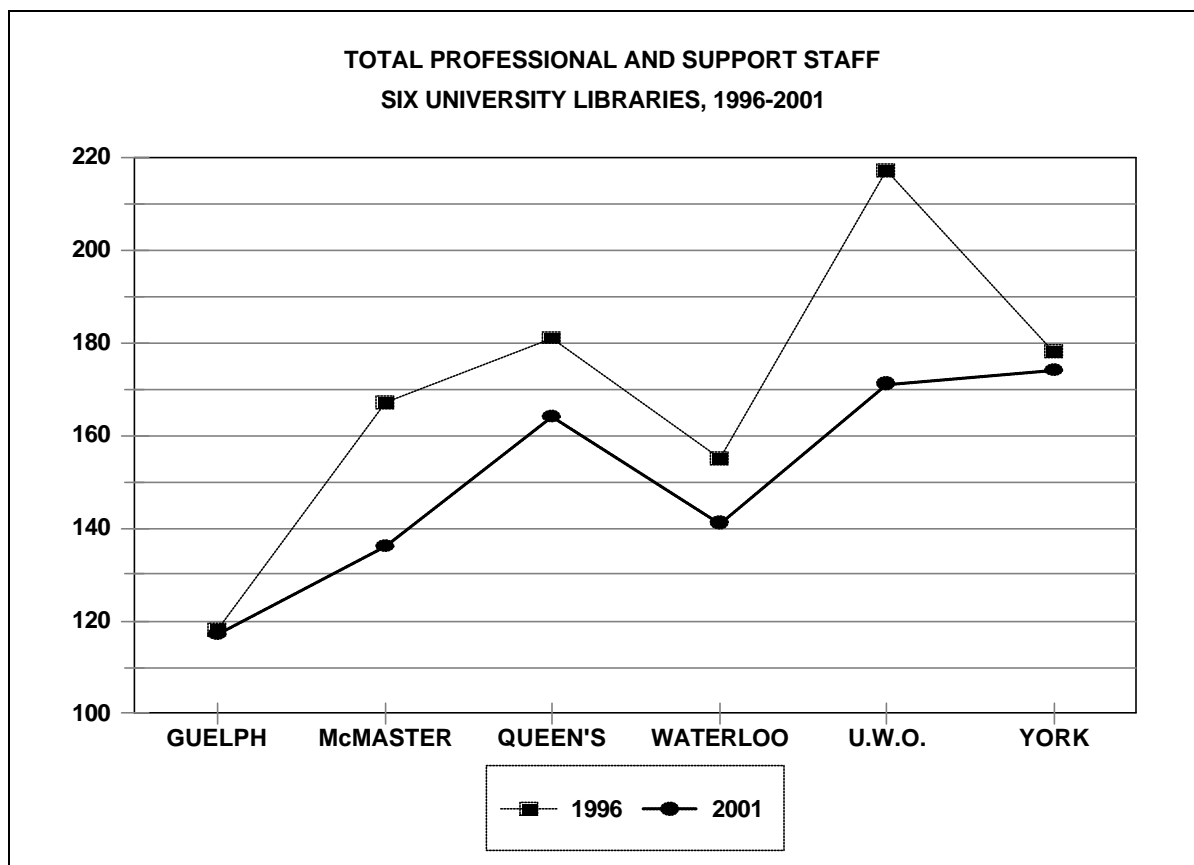
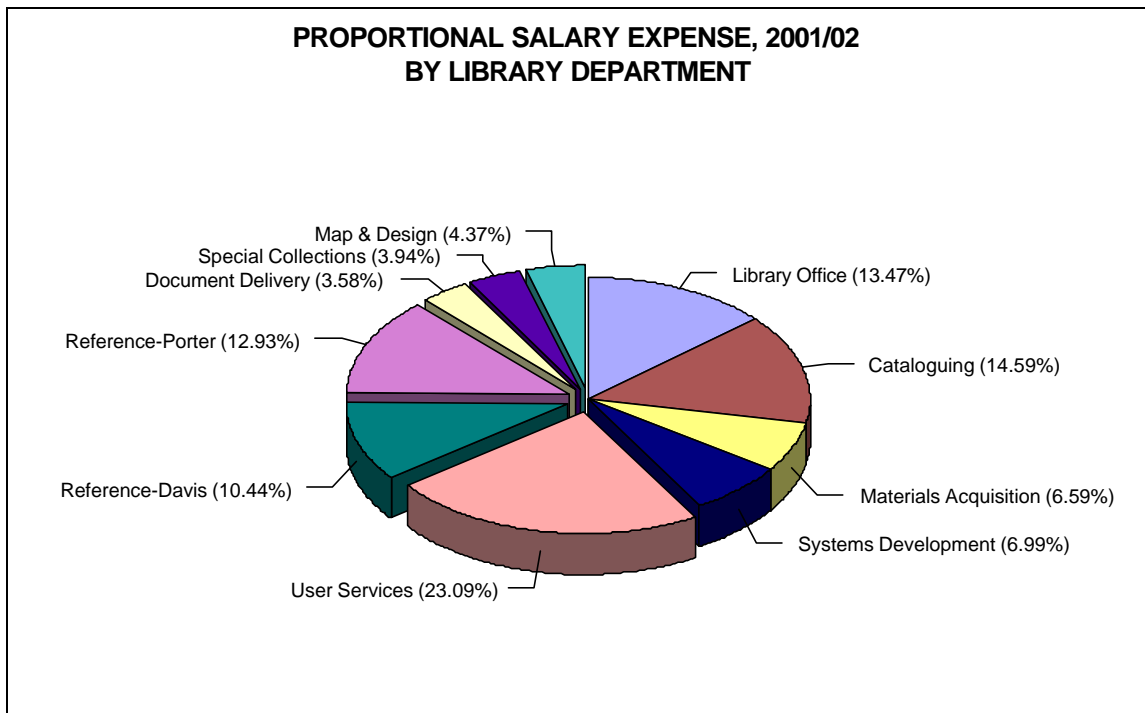


Chart 3

Source: Association of Research Libraries. *ARL Statistics* (annual)

There is no question that any effective organization can do more with more resources, and library management should not be discouraged from seeking more staff resources to accomplish new objectives, but the current total staff complement appears appropriate to current objectives, and statistically, Waterloo is not an outlier among its peers. The broad distribution of staff resources in the Library is good, with almost 60% of the staff and the salaries budget allocated to direct user services (*Chart 4*).



**Chart 4**

Source: University of Waterloo. Preliminary Financial Statement (May 4, 2002)

## HUMAN RESOURCES

The staff have many opportunities for skills training and development available to them. This is particularly important in an extended period of change and the ongoing need to maximize the use of scarce resources. This is an area that requires constant oversight to remedy gaps and inequities. There is always more that can be done if management actively seeks opportunities for cross-training and temporary assignments. Waterloo is to be commended for its initiative in facilitating the secondment of two of its librarians to the Ontario Council of University Libraries, which will not only enlarge their experience, but will contribute a valuable service to the larger research library community. The Library is a relatively large unit on the campus, and consideration should be given in the future to opening discussion with the University's Human Resources Department with a view to creating the position of Library Human Resources Administrator, with joint accountability to the

University Librarian and the Director of Human Resources. If human resources development and administration in the Library were an exclusive full-time, on site responsibility, increased attention could be paid to organizational development and training, in addition to the usual functions of a human resources office, such as the consistent management of employee issues, recruitment, position design, classification and salary administration, etc. I would view this as a good investment, and it is one that has been made by several university libraries.

### **WORKING RELATIONSHIPS**

The Library has invested time and effort in developing and sustaining good working relationships with those University administrative departments and areas with which it must work regularly. This appears to be especially true of relationships with the staff in Human Resources and in Information Systems & Technology (IST)—both critical areas for the Library. However, corresponding investments of time and effort do not appear to have been made to nearly the same extent on the academic side. The Library would benefit immeasurably from a higher profile among the Faculties and the senior University administration.

Like all university libraries, the Library Systems Department has experienced growing pains, and has had to bear the brunt of new demands and high expectations not only from the users of the Library, but also from the library staff. The Systems Department appears not only to have weathered this time, but to have matured into a team that is now much more widely appreciated; they appear well-positioned to “work with it”, rather than “fix it”. In the words of a senior university officer, the Library now has “a strong, vibrant [and] literate IT culture.” The new University Librarian will obviously need to give ongoing attention to this area, and with a strong foundation already in place, should be able to guide the growth and evolution of systems technology in the libraries.

## **3 • AREAS FOR ATTENTION IN THE LIBRARY**

### **3.1 SERVICES**

#### **REFERENCE AND INSTRUCTION**

Over the past decade, Waterloo—like all other academic libraries—has changed and augmented the ways in which it provides direct assistance to users of its collections and other resources. The great majority of this assistance is given to undergraduate users of the Library. The debate about how students learn, and how they should be taught is a matter of high academic policy, and it will continue for the foreseeable future. Whatever the outcomes from this debate, ready access for librarians to an electronic classroom in the Library will soon be essential. Many academic libraries already have such a facility, and some are planning their renovation. Although the Library currently shares an electronic classroom with the Centre for Learning & Teaching Through Technology (LT3), the Library will almost certainly need its own dedicated facility as pressure on the existing classroom intensifies. As the pace of the convergence of online teaching and learning with the information and knowledge environment accelerates, the Library must be positioned to be pro-active in support of the achievement of the University’s academic mission.

Instruction in the range and use of the Library’s resources has always been a core service, but more attention could be directed to ensuring that students have the opportunities to connect with the Library in ways that are relevant to them. Long gone are the days when crocodiles of students were led around the building in the name of “orientation”. Typically these days, voluntary instructional sessions are offered intensively in a small group setting at the beginning of term, and then less frequently as the term progresses. Often, instructors will take advantage of customized sessions to educate their students in the resources available in a specific area or discipline. Although the variation in enrollment at different universities must be taken into account, the participation rate of students in library instructional presentations at Waterloo is low in comparison with its peers (*Chart 5*).

The students to whom we spoke gave strong endorsement to “point-of-need” assistance. They generally regarded the Library as a difficult place with which to become familiar, and while they really liked online circulation and renewal, they reported that many students were not attracted to the instructional sessions in the Library, despite the Library’s Reference Services review and involvement in the LIBQUAL+ programme (under the auspices of ARL). Increased, systematic efforts to identify the current needs of students is indicated. It may be that the currently offered in-

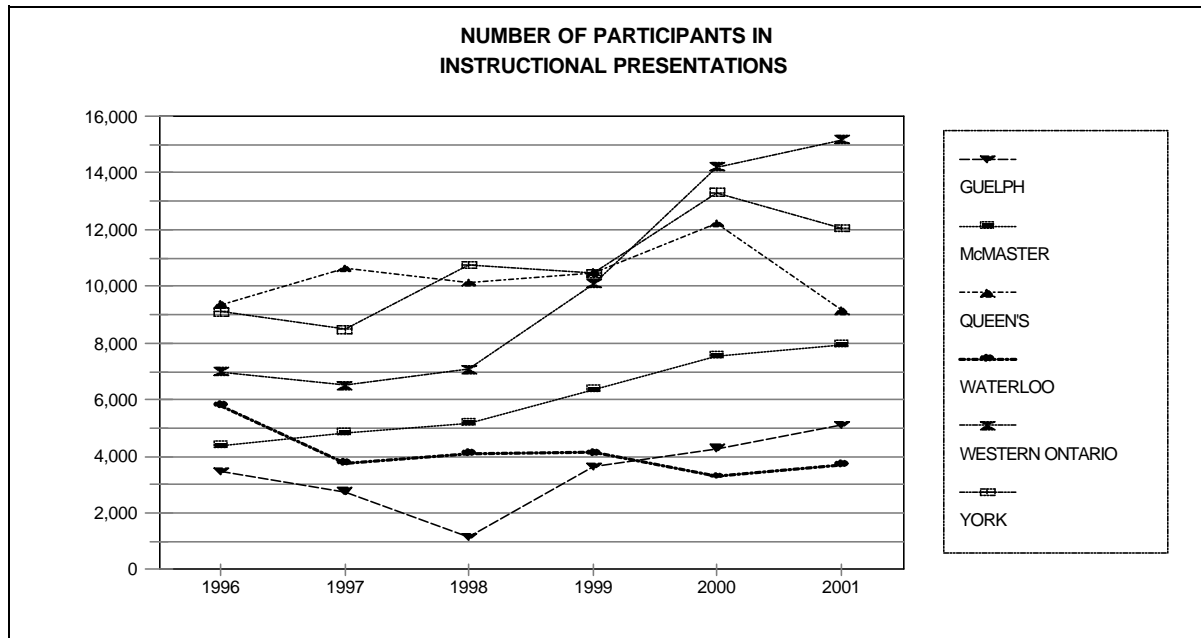


Chart 5

Source: Association of Research Libraries. *ARL Statistics* (annual)

library and in-class sessions need to be augmented with meeting with students at times and in places convenient and useful to them, for example in an evening, in the residences, or in the community centre. These growing responsibilities should be undertaken by the Liaison Librarians collectively, perhaps in co-operation with LT3.

## USER SERVICES

We were told by students that their top three “likes” about the Library were extended hours at examination time; the coffee shop; and the direct borrowing arrangements through TUG. Their pet peeves were the lack of synchrony between Library opening hours and circulation service; and the exit control desks. With regard to the opening and circulation services hours, we did not have time to clarify why this appeared to be a problem (in light of the availability of self-serve checkout) but this is an issue worth investigation. The use of exit control desks to give the illusion of security against theft was raised not only by students, but by several people to whom we spoke. The Library must be aware of the depth of feeling against these stations, which appears to be almost universal. As far as I know, Waterloo is the sole remaining academic library that does not use an electronic security system. It is the very first thing a visitor sees on entering the libraries, and is entirely at odds with an innovation agenda—especially in a university that has an international reputation in electrical and computer engineering. We were told that studies have been done on installing an electronic system, and I can only conclude that the reason for not proceeding is cost. I am well aware that the costs are not trivial, but they will only increase with the passage of time. The implementation of an

electronic materials security system is an urgent priority for the Library.

The comment made above regarding the need to constantly monitor the needs and expectations of the students for library instruction should be extended to include the need for systematic efforts to better understand the library and information needs of all constituencies of library users. This could be as simple as regular focus group sessions, or a well-constructed web questionnaire. We were surprised that the University's *Graduate Student Exit Survey* contains no questions about the Library. This should be remedied, if possible, through consultation with the incoming Dean of Graduate Studies. As noted earlier, users are generally happy with the library services they receive; the objective now should be to make them enthusiastic.

## **3.2 RESOURCES AND MANAGEMENT**

### **VISIBILITY**

An academic library is typically supported in the pursuit of its mission by both formal and informal structures for receiving advice, promoting discussion, distinguishing priorities, as necessary, and for exchanging information. The resources and services that the Library provides must be constantly tuned to the needs of the university. I was surprised to note that there is an almost complete lack of formal University committees that focus on the Library. I was not able to properly assess the extent of informal mechanisms that provide opportunities for the University Librarian and the senior staff to educate the campus community about issues of concern to the Library, to learn of developments that could affect the provision of library services, and to recognize opportunities that might be seized, but I sense that such informal ways as exist are limited, at best.

We heard on several occasions views to the effect that the Library “is on nobody’s radar screen”, or that “the Library is not a problem”. In one way, this can be interpreted as testament to the successful management of the Library; indeed, the demise of the Senate Library Committee a few years ago could be seen as confirming the trust that the University placed in the Librarian and his staff to manage the Library without the need for regular oversight. However, the purpose of formal university committees for the libraries is far more than to ensure that the library is well managed. Their more important purpose is to act as a forum for ensuring the congruence of the library’s programmes, projects and services with the academic plans, directions and information needs of the University. It is equally important that the University’s academic plans are informed by the Library’s capabilities and requirements. A University Library Council, or a Senate Library Committee (or equivalent) is usually the senior library committee on a campus, and it is often supported in its work by one or more Committees of Users. The new University Librarian should initiate discussion with senior academic management concerning the model(s) that would work best at Waterloo. The Chair and composition of such a committee needs to be carefully considered, because the committee needs to represent the broad academic community and its concerns with respect to the libraries, to act as a conduit in channelling library concerns and offering advice and assistance to the libraries, and as well to undertake a strong advocacy role for the libraries on the campus. Concurrently, discussions should take place with a view to including the University Librarian in a high-level consultative body, such as the Executive Council, or Dean’s Council. This would result in the necessary creation of recognized, formal venues for the discussion of library affairs at a university-wide level—venues which are already in place at most North American universities.

## **LIBRARY ORGANIZATIONAL STRUCTURE**

The internal library issue that caused the most extensive comment by those with whom we met was the organization structure, which is widely perceived as dysfunctional, although not necessarily for the same reasons. The current matrix management structure was implemented in response to the early retirement of senior staff in 1996. This change followed changes that had been made earlier in the Acquisitions and Cataloguing Departments. These re-organizations may have been appropriate at the time, but further change is now required. The Assistant University Librarians should be giving much of their time to the development, discussion, implementation and assessment of beneficial changes and new initiatives in their areas of responsibility. Currently, this senior management responsibility is subservient to performing the duties typically carried out by line supervisors and department heads.

The comments we heard suggest that most of the staff would respond positively to a more hierarchical organizational structure, although most of the staff refrained from stating this view directly, perhaps out of a concern for being perceived as “old fashioned”. A hierarchical structure does not necessarily mean the industrial organizational model of the last century. The Library is fundamentally a service organization, and direction, co-ordination and accountability is needed at all levels to provide and sustain effective and efficient services. The staff in all areas appear to work very well in teams, and autocratic direction would be disastrous. There is, for example, no Head of the Davis Library, and not surprisingly, the management focus in that library is blurred. The Library has a plethora of internal committees, task groups and working parties. At least twenty such groups are reported as active. These are both valuable and necessary to encourage (or require) team work, but taken together with the obscure matrix management structure, has given rise to an organizational structure that is confusing, cumbersome, and sometimes lacking in accountability.

## **COMMUNICATION**

Communication was identified as an area of concern. It is one which has been identified in every one of the external reviews that either I or Ellen Hoffmann have conducted—and probably in all reviews ever written. Nearly all the comments we heard were about sub-optimal communication down through the organization, but attention also needs to be paid both to upward and to peer communication. There appears to be a lot of communication taking place, and managers are making efforts to communicate; however, listening skills may be weak, and opportunities to clarify communications, and to deal with dissent, appear to be inadequate. This may be attributable in large part to the current organizational structure. The most frequent form of communication appears to be electronic mail, or print. Comments were made that personal communication is important, and that this seemed to have diminished in recent years. E-mail, in particular, facilitates communication,

and can be a great way to solicit comments or advice. However, most organizations and many individuals find it difficult to use the full range of communication methods and styles, or to achieve a good balance among them. This must be kept in mind by the Library's staff at all levels.

In some areas, we sensed that "communications" was being used as a misnomer for dissatisfaction with decision making. If this is indeed the case, a stronger organizational structure and improved committee management may help. Decisions are the prerogative of those who are accountable for their consequences. A new organizational structure needs to be accompanied by a more transparent process for planning, proposing, investigating, commenting and deciding. The effective use of limited resources to achieve library service objectives and priorities will inevitably result in some projects being deferred, or abandoned. Staff will more readily accept postponements or negative decisions, if plans, processes, and accountabilities are clear, and clearly understood.

In light of the strength of the Library staff, and the solid programmes already in place, the next University Librarian should be able to devote immediate attention to developing a new organizational structure for the Library which takes into account forthcoming to mid-term future changes in staff. The Library's staffing profile shows that almost 30% of the current staff will be retired within ten years (*Chart 6*). Wide-ranging thought and discussion is needed prior to a decision on how best to organize the Library to meet the challenges ahead with structural stability. The process through which a new structure is developed will provide her or him with an excellent opportunity soon after appointment to engage the entire staff of the Library in this fundamentally important matter.

### **PROFESSIONAL LIBRARIANS**

An issue that was raised with us on several occasions was the current administrative relationship between the University and the professional librarian group. Very different views of what this relationship is—and should be—were heard. Essentially, the librarians desire greater recognition of their important role in supporting and advancing the academic mission of the University through some form of academic status in the University community.

Throughout North American academic research libraries there is a spectrum of ways in which

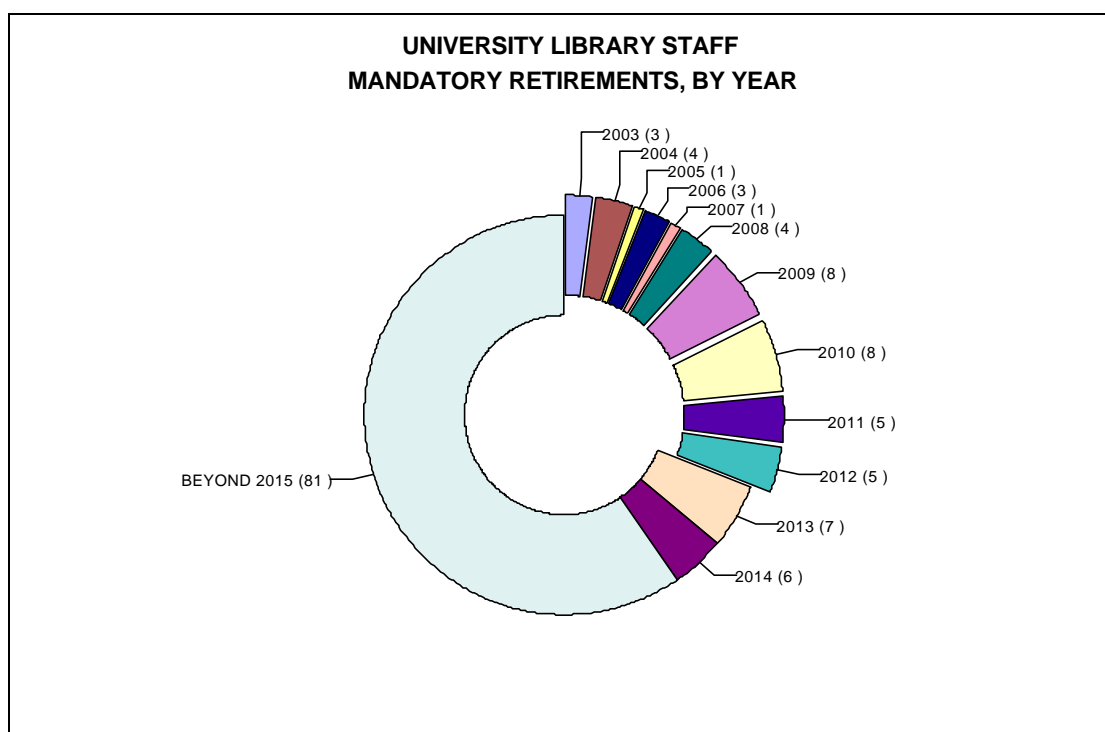


Chart 6

Source: University of Waterloo Library Management Data

librarians are administered, ranging from a professional/management structure at one extreme, through an “academic status” model, to a structure identical in all significant respects to that for teaching faculty (a “faculty status” model) at the other. Very few libraries still use a purely professional/management structure. Most Canadian academic librarians are employed under an academic status model, and the faculty status model is mainly used in the United States. The academic role and status of librarians in the university typically includes the following:

- participation in achieving the academic mission of the university through professional practice, research in the evolving facets of librarianship, and engagement in other intellectual and professional activities consistent with the university’s and the library’s objectives;
- flexibility to co-ordinate activities within the operational requirements of the library;
- classification and compensation systems that provide remuneration based both on position responsibilities and personal career development;
- the availability of a paid development leave programme and a professional development/expense allowance;
- eligibility for service on appropriate academic committees and bodies of the university.

A current snapshot of the employment terms and conditions for academic librarians at six Ontario universities is given in *Appendix D*. The many nuances in the responses to these quite simple questions that are contained in the notes to the chart reflect the efforts that have been made to develop structures that work in the unique local environment. From an initial comparison it appears

that Waterloo already has similar terms and conditions in principle, but that the level of support, the clarity of procedures, the appropriateness of terminology, and the amount of collegial recommendation appear weaker in comparison with similar institutions. Some of the issues at Waterloo appear to be ones of optics and attitudes. However, Waterloo appears to remain anchored in a clerical/managerial model for non-faculty human resources administration. A third system for professional librarians appears needed. Few universities have found a binary system (“Faculty” and “Staff”) to be adequate in an increasingly complex employment environment.

A couple of examples that contribute to my perception are, firstly, the contrast between the recruitment section of *Waterloo Policy 18* (Staff Employment)—under which librarians are administered—and *Waterloo Policy 76* (Faculty Appointments). Whereas *Policy 18* states that “Department Heads, faculty or staff are not discouraged from helping in the search for staff...”, *Policy 76* states that “The University...is committed to hiring the best possible faculty members within the context of budgetary considerations...for each regular faculty appointment...a search committee shall be established.” And secondly, the term “non-administrative librarians” has a negative ring to it—as if “real” librarians are administrative ones. Preferable terminology might be simply “Librarians” and “Library Managers”. It is inescapable that the primary purpose for employing librarians is to provide library service, and to organize and manage this service. Consequently, the route to advancement in the profession for the foreseeable future will largely remain the assumption of increased accountability for that service. Nevertheless, the classification schemes now used for librarians in most academic libraries afford career paths that do not rely exclusively on management advancement, and provide for promotion based on career growth and development.

Librarians must accept that the corporate University has the right to determine—within the context of the *University of Waterloo Act*—how it will administer and relate to any and all of its personnel. Whatever some may desire, librarians cannot be members of faculty, which is a term defined in the *Act*<sup>4</sup>. However, there are at least two good reasons why the next University Librarian should address this set of issues in consultation with senior academic management. Firstly, as the retirement of persons in the “Baby Boom” generation accelerates, he or she must be in a position to attract the brightest and the best librarians—the library leaders of the future. Those in the applicant pools must regard the Waterloo Library as a good career move, where terms and conditions of employment are not perceived as below industry norms. Secondly, unless addressed, this issue will metastasize, and become a barrier to the Library’s future success.

We heard a concern from librarians about their salaries, which some believe have failed to keep pace

with national/provincial averages, and also a concern that some professional positions had been re-structured on vacancy to become supervisory/administrative positions. The current average salaries in Canadian ARL libraries is shown in *Chart 7*. While the average actual salary paid to librarians at Waterloo is lower than most, it compares well with that paid at research libraries in Ontario. The current starting salary for a librarian at Waterloo is higher than most, which bodes well for future recruitment. Given the resource constraints, I cannot disagree with the decision to re-structure vacant administrative librarian positions in areas such as cataloguing, acquisitions and user services, and to concentrate librarians as Liaison Librarians. There are many other libraries in which these and similar positions are not filled by professional librarians.

LIBRARY	No. OF LIBRARIANS (FILLED POSITIONS)	AVERAGE SALARY, FY 2002†	BEGINNING SALARY, FY 2002†	AVERAGE YEARS EXPERIENCE
Alberta	54	\$68,880	\$38,332	18.2
British Columbia	86	\$64,931	\$37,000	18.0
Guelph	33	\$61,506	\$37,869	18.6
Laval	54	\$65,107	\$40,711	23.3
Manitoba	36	\$64,317	\$33,032	22.5
McGill	49	\$65,666	\$34,000	21.3
McMaster	22	\$62,203	\$35,089	20.2
Montreal	65	\$61,667	\$32,206	19.9
Queen's	35	\$62,708	\$34,456	19.9
Saskatchewan	26	\$73,397	\$35,640	20.3
Toronto	141	\$71,368	\$35,500	17.2
U.W.O.	50	\$54,460	\$41,590	15.4
Waterloo	39	\$61,929	\$37,115	19.2
York	49	\$75,167	\$42,226	17.5

† Salaries expressed in Canadian dollars. Library Directors are included in figures for average years of experience and filled positions, but NOT in the average salary. Excludes medical and law libraries.

**Chart 7**

Source: ARL Annual Salary Survey, 2001-02 (Washington, D.C.), 2002

## **4 • APPOINTMENT OF THE NEXT UNIVERSITY LIBRARIAN**

To fulfil the last part of my mandate, nearly all people with whom we met were asked to identify the qualities that they felt would be desirable in the next University Librarian. There were differences in emphasis or expectation between the staff within the Library, and those in the University at large. However, all people wanted the University to make every effort to attract a candidate for appointment who had the very best combination of the strengths and abilities needed to lead the Waterloo Library beyond its current levels of achievement.

I make the assumption—and recommend—that the person appointed will be one whose career to date has demonstrated her or his leadership and academic library management abilities, and will be a seasoned professional librarian with a graduate degree in Library or Information Science. A graduate degree in a subject discipline would be advantageous in a research-intensive environment.

I have developed a listing of the qualities and competencies that I believe will be of special importance to the new University Librarian at Waterloo, who will need to build upon the accomplishments of recent years, and lead the Library in times of challenge and change. These were identified from assessment of the environment and condition of the Waterloo Library in light of the discussions and meetings we held during the site visit. This list is included as *Appendix E*.

The members of the Advisory Committee to assist the Associate Provost in recruiting and selecting a new University Librarian will undoubtedly find that however large the applicant pool, candidates will offer these qualities and competencies in varying degrees. I have not prioritized the list, as I believe that the weighting of these skills and attributes is best done by the Associate Provost in consultation with his Advisory Committee prior to commencement of the selection process.

From what I heard within the Library, a person who values the respectful treatment of staff is critical; personal integrity is clearly very important, and there appears to be little appetite for a University Librarian who is not “known and respected” in the academic library community. A visionary who dismisses problems and ignores practicalities will leave the staff in disarray. The quality that appears most important from a broader campus perspective, is “visibility”. Given that we found a relatively low level of interest in the Library on the campus, the new Librarian will need to take the initiative to build dialogue with members of the Faculty and the Administration. In view of the profile of the University, a Librarian with solid experience in a scientific/technical library may be an asset. The commitment to “visibility” takes on additional importance if the Library is to be successful in its

fund-raising and development activities.

Should it be found that conventional candidate search techniques do not result in an appropriate candidate pool, the use of a consultant search organization should be considered. This is not uncommon among research libraries in the appointment of the chief librarian, and successful experiences have been reported.

The Waterloo Library has good staff and programmes. The new University Librarian will have what almost amounts to the luxury of being able to focus on those issues and areas that require attention, including spending time outside the library advancing the Library's agenda both on the campus, and beyond. It is a position with great opportunity, and Waterloo has the right to expect to engage the very best.

In closing this report, I can do no better than to quote from former President James Downey's eloquent article on academic leadership and organizational change. Although Dr. Downey writes about the role of the University President, his thoughts apply equally to the appointment of a University Librarian:

“...if one has to make a choice between good leadership and good management...one should choose good management every time, if only because good management is a precondition for effective leadership. But one shouldn't have to choose. An essential part of the challenge of leadership is to ensure good management, but there is more to it than that...there is at the heart of the university an overarching vision of the world we would like to live in. Part of the challenge for academic leaders is to find ways to capture and articulate elements of that vision for and to their own institution and to do so in ways that enhance, not inhibit, distributive leadership throughout the institution.”<sup>5</sup>

## APPENDIX A

### Appointment of the University Librarian

The current University Librarian is scheduled to retire in the summer of 2003.

The appointment of a new University Librarian is covered by Policy #18 (Staff Appointments). Under that policy the responsibility for making the appointment lies with the supervisor, the Associate Provost, Academic and Student Affairs. The intent is to proceed as follows in recruiting the best possible person for the position.

External Review: We will engage one person to do a review of the University Libraries. The person selected will be a chief librarian from a research university in Canada and will be experienced in conducting such reviews. The terms of reference will be straightforward: advise us on what we are doing right, what we should improve, and what qualities we should be seeking in a new University Librarian. The review will be conducted promptly with a report expected no later than the end of the summer. The intent is to conduct regular external reviews every 5-7 years.

Advisory Committee: As has usually been the practice with other senior staff appointments, the Associate Provost will appoint an advisory committee to assist in recruiting and selecting a new University Librarian. The committee will include the following:

- 1 Associate Provost (Chair, Gary Waller)
- 1 Senior HR rep (Catharine Scott, Associate Provost)
- 1 Undergraduate student (on advice of the Federation of Students)
- 1 Graduate student (on advice of the Graduate Student Association)
- 3 Professional librarians (one administrative and two others, elected by them)
- 2 Other library staff (elected by them)
- 1 Faculty or librarian representative from the affiliated colleges and universities
- 2 Faculty representatives from the University
- 1 Dean (appointed by the Vice President, Academic and Provost)

The Committee will invite input from members of the University community (including members of the Tri-University Group), will assist in all phases of recruiting (e.g., preparing and placing advertising, soliciting nominees, interviewing candidates), and will advise on the one best candidate for the position. As is the norm with such committees, proceedings will be confidential.

Advertising: The position will be advertised simultaneously both internally and externally. Policy #18 permits such advertising for very specialized positions with the approval of the Associate Provost, Human Resources and Student Services.

**APPENDIX B**

**SCHEDULE FOR THE SITE VISIT TO THE UNIVERSITY OF WATERLOO  
LIBRARY**

**TUESDAY 23 JULY**

**Porter Library, Room 328**

4:00 - 4:30 T. Carey  
Associate Vice-President, Learning  
Resources & Innovation

**Needles Hall, Room 3043**

3:30 - 4:00 J.G. Sivak  
Dean of Graduate Studies  
4:00 - 4:30 J. Black  
Associate Provost, IST

**WEDNESDAY 24 JULY**

**Porter Library, Room 407**

8:30 - 9:00 M.C. Shepherd  
University Librarian  
9:00 - 9:30 K.M. Haslett  
Associate University Librarian  
9:30 - 10:00 S. Routliffe  
Assistant University Librarian,  
Information Services  
10:15 - 10:45 J. MacDonald  
Assistant University Librarian,  
Information Resources  
10:45 - 12:00 Library Management Group:  
S. Bellingham  
B. Graf  
C. Jewell  
S. Lamont  
R. Pinnell  
M. Stanley  
L. Tether  
D. Tytko  
12:15 - 1:30 *Lunch: T.G. Waller*  
1:30 - 2:00 TUG Executive Committee  
2:00 - 3:00 Library Systems Group

**THURSDAY 25 JULY**

**Davis Centre, Room 1302**

9:00 - 10:15 Librarians (non-administrative)  
10:30 - 11:45 Library Support Staff  
12:00 - 1:15 *Lunch: T.G. Waller  
C. Scott*

**Needles Hall, Room 3043**

1:30 - 2:00 Undergraduate Students:  
B. Slomka  
K. Laws  
2:00 - 2:30 Graduate students:  
J. Grove  
S. Pollock  
2:30 - 3:00 B. Mitchell  
Associate Vice-President, Academic  
3:00 - 3:30 A. Chakma  
Vice-President (Academic) & Provost  
3:30 - 4:00 G. Hayes  
Associate Professor,  
Department of History  
4:00 - 4:30 T.G. Waller  
Associate Provost, Academic &  
Student Affairs

**APPENDIX C**

**PARTICIPANTS IN MEETINGS AND INTERVIEWS  
UNIVERSITY OF WATERLOO  
JULY 23 - 25, 2002**

**I. ACADEMIC, ADMINISTRATIVE AND STUDENT OFFICERS**

J. Black	Associate Provost, Information Systems & Technology
T. Carey	Associate Vice-President, Learning Resources & Innovation
A. Chakma	Vice-President, Academic & Provost
W.B. Mitchell	Associate Vice-President, Academic
C. Scott	Associate Provost, Human Resources & Student Services
M.C. Shepherd	University Librarian
J.G. Sivak	Dean of Graduate Studies
B. Slomka	President, Waterloo Federation of Students
T.G. Waller	Associate Provost, Academic & Student Affairs

**II. LIBRARY STAFF, FACULTY AND STUDENTS**

F. Abrams	Executive Director, OCU (secondment)
M. Aquan-Yuen	Librarian, Geography, Planning, Environment & Resources Studies
S. Arruda	Assistant Supervisor, User Services, Porter Library
S. Bellingham	Head, Special Collections
J. Britton	Archives Operations Manager (Special Collections)
T. Canini	Library Assistant, Cataloguing & Info. Services
A. Chan	Librarian, University Map & Design Library
A. Clair	Library Assistant, Information Services & Resources
J. Cummer	User Services, Porter Library
A. Dandyk	Administrative Assistant, Porter Library
W. Dandyk	Library Computer Systems Technician
K. Davidson	User Services, Porter Library
M. Davies	Library Assistant, Information Services & Resources
A. De Silva	Library Assistant, Cataloguing & Info. Services
J. Forgay	Librarian, Information Services & Resources
A. Fullerton	Librarian for Biology & Chemical Engineering
Y. Gordon	Librarian for Health, Kinesiology & Earth Science
B. Graf	Manager, Cataloguing
C. Gray	Library Systems Analyst
J. Grove	Graduate Student, Chemical Engineering
K.M. Haslett	Associate University Librarian

L. Hastings	Library Assistant, Graphic Design
G. Hayes	Associate Professor, Dept. of History
J. Heimpel	Library Assistant, Info. Services & Resources, Davis Library
G. Henry	User Services, Davis Library
M. Holmes	Library Computer Systems Technician
G. Huber	Acquisitions Unit
C. Jewell	A/Head, I.L.L. & Document Delivery
R. Keller	Library Assistant, Cataloguing & Info. Services
C. Kieswetter	Secretary to the University Librarian
I. Kremer	Library Assistant, Cataloguing & Info. Services
A. Lakos	Librarian for Accounting & Political Science
S. Lamont	Head, User Services, Davis Library
A. Lauzon	Library Assistant, Cataloguing
K. Laws	Undergraduate Student, St. Jerome's University
A. Leonard	Manager, Circulation Services, Davis Library
J. MacDonald	Assistant University Librarian, Information Resources
J. Morgan	User Services, Davis Library
C. Nagel	Library Network Systems Administrator
C. Pantic	Library Assistant, Info. Services & Resources, Davis Library
D. Paquette	Clerk, I.L.L./Document Delivery
B. Peters	Supervisor, Cataloguing Department
R. Pinnell	Head, University Map & Design Library
S. Pollock	Graduate Student, Computer Science
R. Praymayer	User Services, Davis Library
S. Rahman	Librarian for Psychology/Sociology
A. Ramlall	User Services, Davis Library
K. Rampersad	User Services, Porter Library
S. Routliffe	Assistant University Librarian, Information Services
J. Russell	User Services, Porter Library
D. Seager	Library Assistant, Special Collections
D. Sich	Librarian for Mathematics & Physics
A. Smith	User Services, Porter Library
G. Sperling	Library Systems Analyst
P. St-Pierre	Undergraduate Services Librarian
M. Stanley	Manager, Library Communications & Development
J. Stapleton	Librarian for Optometry, Chemistry & Systems Design
V. Starz	User Services, Davis Library
C. Steele	Library Assistant, Information Services & Resources
L. Teather	Manager, Systems Support Services
<i>TriUniversity Group Executive Committee:</i>	
	K.M. Haslett (University of Waterloo Library)
	J. Oud (Wilfrid Laurier University Library)
	M. Ridley (University of Guelph Library)
B. Turner	Library Assistant, Information Services & Resources
D. Tytko	Manager, Library Acquisitions Unit
G. Underhill	User Services, Porter Library

M. Wan	Electronic Resources & Services Librarian
J. Wason	Library Assistant/Co-ord. , Services for Persons with Disabilities
M. Watkins	Manager, User Services Training, Porter Library
C. Woods	Library Systems Administrator & Analyst

<b>APPENDIX D</b>
-------------------

**SUMMARY OF EMPLOYMENT TERMS AND CONDITIONS  
FOR ACADEMIC LIBRARIANS AT SIX ONTARIO UNIVERSITIES  
(JULY, 2002)**

	Guelph	McMaster	Queen's	Waterloo	U.W.O.	York
Ability to exercise independent judgement in performance of professional duties?	Yes	Yes	Yes	Yes	Yes	Yes
Regular review of performance by peers?	Yes	No	No	No <sup>10</sup>	No	No
Regular supervisory review of performance?	No <sup>1</sup>	Yes	Yes	Yes	Yes	No
Governance similar to teaching faculties?	No	No	No	No	No	No
Eligible for Senate similar to teaching faculty?	Yes	No	No	No	No <sup>15</sup>	Yes
Salaries and benefits comparable to teaching faculty?	Yes <sup>2</sup>	Yes <sup>5</sup>	Yes <sup>7</sup>	No/Yes <sup>11</sup>	No/Yes <sup>16</sup>	Yes
Librarians have stated tenure or appointment policy?	Yes	Yes	Yes	Yes	No	Yes
Eligible for promotion through peer review based on career development?	Yes	Yes	Yes	No <sup>12</sup>	No	Yes
Eligible for promotion with increased management responsibility?	No	Yes	No	Yes	Yes	No
Paid research leave available?	Yes <sup>3</sup>	Yes	Yes <sup>8</sup>	Yes <sup>13</sup>	No	Yes
Research and professional development funds available?	Yes <sup>4</sup>	Yes <sup>6</sup>	Yes <sup>9</sup>	Yes <sup>14</sup>	Yes <sup>17</sup>	Yes <sup>18</sup>
University Librarian reports to [position]?	Vice-President Academic	Provost & Vice-President (Academic)	Associate Vice-President Academic	Associate Provost, Academic & Student Affairs	Vice-President Academic	Vice-President Academic

## **Footnotes**

### **GUELPH:**

1. Included in biennial review by peers.
- Parallel structure for librarians, but not the same salaries.
- Leave granted by committee.
- Each librarian is allocated an amount for professional expense reimbursement and can apply to Chief Librarian for research funds.

### **MCMMASTER:**

- Salary and benefits for Librarians are negotiated with the Librarian group in the context of remuneration to the teaching faculty, but they are not the same.
- Each librarian is allocated a personal professional development allowance, and can apply for research funds to the appropriate bodies. Administrative travel funds are also available.

### **QUEEN'S**

- Comparable model, but not the same salaries.
- Application to University Librarian.
- Each librarian is allocated a professional development allowance and can apply to appropriate bodies for other funding.

### **WATERLOO**

- With peer involvement.
- Not for salaries, but for benefits.
- Peer involvement included in promotion.
- Librarians can apply to faculty committee with recommendation from University Librarian.
- Expenses to fulfill normal responsibilities funded administratively; can apply to University Librarian for other research and professional development expenses.

### **WESTERN ONTARIO**

- Librarians may be elected as part of professional/administrative staff.
- Not for salaries, but for benefits.
- Each librarian is allocated professional allowance and can apply for university and library educational development funds.

### **YORK**

- Each librarian is allocated an amount for professional expense reimbursement and can apply for research and professional development funds to the appropriate bodies. Administrative travel funds are also available.

## APPENDIX E

### LEADERSHIP QUALITIES AND COMPETENCIES DESIRABLE IN THE INDIVIDUAL APPOINTED AS UNIVERSITY LIBRARIAN

#### SKILLS/KNOWLEDGE/EXPERIENCE (BREADTH AND DEPTH)

- **Leadership qualities and teamwork experience/knowledge**
  - Involves others; sustains a team environment; maximizes the use of skills, human and financial resources; ability to manage conflict positively; is known for achievement;
  - Communication skills, exchanging the organizational knowledge, persuading, creating a positive work environment, conceptualizing, service orientation, handling crises swiftly and efficiently.
- **Knowledge and experience**
  - Strategic planning, budget development and management, policy/procedure development, change facilitation, maintaining/improving morale, coaching staff. Current awareness of the changing landscape of scholarly communication. Direct experience with collaborations and consortia.
- **Analytical and problem solving skills**
  - Logical and informed; distinguishes and uses data, facts and opinions; includes others; seeks advice; is successful in implementing solutions.

#### MANAGEMENT STYLE AND PERSONAL QUALITIES

- **A sense of vision for the University of Waterloo Library**
  - An ability to inspire and lead development and change in the programmes and processes of an academic research library.
- **Commitment to visibility**
  - An ability to “lead by example”, and to be accessible to staff at all levels on a regular basis to enable continuous monitoring of the workplace climate.
  - A willingness to “troll for issues” around the University: seeking out opportunities to educate students and faculty on library concerns and to identify opportunities for the improvement of library services.
- **Energy and enthusiasm**
  - Imaginative, innovative, and open to new ideas; ability to work long hours, as required by the position.
- **Decisiveness**
  - A bias against prevarication following appropriate investigation and consultation; combines integrity and fairness with patience and sensitivity to others.

## ENDNOTES

1. A larger, underlying question that is in the minds of many is “Who needs a Library anyway?”. While there is now much debate and an extensive literature speculating on the future of the research library as we have known it for the last few generations, there is no consensus on the degree to which physical research libraries will be needed and used in the twenty-first century, nor on what the role of the library will become. One of the most eloquent answers to this fundamental question of need was given by the President of Stanford University:

“We are in a transformation period...Even the most futuristic of thinkers would have to admit that we are likely to have physical libraries and paper books for decades to come. We are far from the point where everything we need is on the web or where the web is the preferred method of distributing and receiving knowledge....Universities and their libraries are the custodian not only of the many cultures of man, but of the rational process itself...the holdings of the university library, paper, object and digital, are one of the means by which the university performs its role as the custodian of that rational process.”

(Gerhard Casper. *Who Needs a Library Anyway?* Stanford, California: The University Libraries, 2000)

President Casper makes reference to the central dilemma of the research library in this extended period of transformation by quoting James O'Donnell, who contrasts the traditional research library with “infochaos” on the web:

“What would be the contents of the electronic virtual library? Everything? Every what? Just to ask the question makes it suddenly obvious that one of the most valuable functions of the traditional library has not been its inclusivity but its exclusivity, its discerning judgment that keeps out as many things as it keeps in.”

(James O'Donnell. *Avatars of the Word: From Papyrus to Cyberspace*. Cambridge: Harvard University Press, 1998, p.43)
2. For comparative purposes, I have attempted to select libraries which are similar to Waterloo. Usually, these are research-intensive, Ontario libraries, but occasionally, a “similar” library outside Ontario has been included. Data in some of the charts was “not reported” or “unavailable” on occasion, and thus different libraries are used for comparison. The reader should be aware that most of the data is unaudited, that the measures are not indicative of performance and outcomes, and should not be used as measures of library quality. In comparing any individual library with any other, the reader must be careful to make comparisons and inferences within the context of differing institutional and local goals and characteristics.
3. Ontario Council of University Libraries. *Statistics for FY 2000-2001* (July, 2002).
4. “In this Act, ‘members of faculty’ means those members of personnel employed by the University or employed by a federated or affiliated college, whose duties are basically those of performing and administering the teaching and research functions of the University, or as the case may be, of a federated or affiliated college, and who are included in the lecturer and professorial ranks”. *University of Waterloo Act* (1972), clause 1(j).
5. James Downey. “Guest Editor’s Introduction: Academic Leadership and Organizational Change”. *Innovative Higher Education*, v. 25 no. 4 (Summer, 2001).