



Office of the Provost &
Vice-President (Academic)

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4

Phone (403) 329 2202
Fax (403) 329 2097

TO: Mike Mahon
President and Vice Chancellor

DATE: November 8, 2022

FROM: Alan Siaroff
Chair, Academic Quality Assurance Committee

RE: Library Academic Quality Assurance Review

In accordance with the U of L *Academic Quality Assurance Policy and Process*, the Academic Quality Assurance Committee approved the review of the Library at its September 29, 2022, meeting.

The Self Study Committee for this review comprised: Nicole Eva (Program Review Coordinator), Jill Cassidy, Karen McCallum, Chelsey Rathwell, and David Scott.

The review produced 4 documents:

1. Self Study Report. Written by the Self Study Committee. Received on January 14, 2022.
2. External Review Report. Written by Colleen Murphy (University of Regina), Michael Purcell (Thompson Rivers University), and Ian Gibson (University of Guelph) based on a virtual site visit (May 11 to 13, 2022). Received on June 8, 2022.
3. Program Response. Written by the Self Study Committee. Received on June 30, 2022.
4. University Librarian's Response. Written by Harold Jansen, Interim University Librarian. Received on August 8, 2022.

The Program Review Committee was given the opportunity to respond to the University Librarian's Response and they chose not to respond. An Action Plan was crafted based on these four documents to provide guidance from the Provost & Vice-President (Academic) to the Interim University Librarian.

Self Study Report

The body of the report noted several strengths of the Library:

- A dedicated, engaged group of highly specialized Library staff who truly care about the Library resources and the services they provide
- A centrally located building, popular with students, with a variety of study spaces, group work rooms, and a 24-hour study space
- A reasonably stable budget for maintaining collections

The Self Study Report asked for External Reviewer feedback on several areas:

- Front-line staffing models
- Organizational structure
- Providing foundational information literacy skills given our more limited staffing
- Scholarly communication efforts in relation to the size of the University
- Current acquisitions models
- Print vs electronic acquisitions (both monograph and serial)
- Library website functionality and intuitiveness

The following weaknesses and challenges were mentioned in the body of the report:

- Critical lack of staff to accomplish all desired initiatives, including a more fulsome information literacy program, additional scholarly communication initiatives (such as research data management), additional functional and subject expertise, and proactive outreach, advocacy, projects, and programming, as well as additional service desk hours.
- Core services are being dropped or are in jeopardy of doing so.
- Low staff morale due to constant uncertainty around budgeting and restructuring.

Recommendations from the body of the report:

- Current and future staff vacancies provide flexibility in rethinking optimal organizational structure and staffing priorities. Discussions are in progress concerning filling both existing and upcoming vacancies of librarians, library technicians, and an APO supervisor, as well as the service desk model currently in place.
- Faculty restructuring could provide additional synergies with related academic units
- Much is uncertain given the faculty restructuring, though if IT is centralized on campus that will likely have a much bigger effect on the Library's day-to-day operations. The loss of our information systems staff would threaten our ability to perform and maintain many critical functions such as interlibrary loans, digitization projects, the institutional research repository, and customization of our discovery layer, the catalogue, and linkages between systems.

External Review Report

The External Review Report contained thirty-nine (39) recommendations for improving the Library:

Recommendations from the body of the report:

1. Work with the Curriculum Laboratory to identify possible areas for shared staffing.
2. The Library should establish a minimum level of service so that e.g. when a librarian goes on leave, if they are not backfilled there is an agreed upon service standard that those covering the leave will uphold.
3. The Library should examine possible models for ensuring the backfill of leaves e.g. Manitoba hires longer-term contract librarians who cover multiple leaves over the length of their contract.
4. Conduct an environmental scan of how similar libraries are organized. The definition of similar libraries should be expansive and should look beyond COPPUL peers.
5. Survey the university faculty to get a better sense of service gaps.
6. Review all current committees with a view to streamlining. Move toward a model of working groups that can be used to produce solutions to specific issues.
7. Review library participation on external committees to maximize impact while being mindful of limited library human resources.
8. The Library/University initiates the process of filling the University Librarian position with a professional librarian, with a view to having the position filled by the end of the current interim UL's term, i.e. July 1, 2023.
9. Find an office outside of the library for the previous UL.
10. Create a new vision for the Library, one in which all are involved in the creation. Begin by revisiting the existing library Academic Unit Plan.
11. Prepare for future retirements and other staff losses.
12. Focus on rebuilding a sense of community within the Library.
13. Documentation tasks should become part of annual performance reviews and judged accordingly.
14. Involve all staff in a review of the last 6 months of running the single service desk staffed solely by LOS's and student assistants.
15. Develop a core competencies document for the Library Operations Specialists and student assistants that would ensure all have received the necessary training for them to effectively provide services at the Single Service Desk and for the referral system to function effectively.
16. Develop a training programme that would ensure the core competencies are met and that could be used for onboarding.
17. Develop clear directions for referrals from the Single Service Desk to appropriate librarian.
18. The liaisons will need to examine closely exactly what they do. What can be dropped? What might be reassigned to/shared with an LOS?
19. Examine closely what the LOS's are working on. What might be dropped in order for them to work more closely with the liaisons in providing other services?

20. Use what was learned during the pandemic to inform the use of technology for the delivery of research consultations.
21. Carefully evaluate which sessions should move back to in-person and which should stay online.
22. Continue to develop online asynchronous learning objects.
23. Look for opportunities to involve the LOS's in instruction and other activities, where appropriate.
24. Capitalize on the existing support of the faculty. Investigate what other faculty needs might exist.
25. Build awareness of RDM, OA, etc. through workshops and other events.
26. Ease the transition to an access vs ownership mentality by reassuring and educating faculty.
27. Commit to a scholarly communications librarian who could, as with, the Information Literacy Coordinator, focus on the planning and roll out of new services in this area.
28. The review team would encourage the University Librarian to open a discussion with the University of Lethbridge's Central IT department to find areas where consolidation would serve the library and entire university community better. If a merger is likely the librarian can ensure that the key IT staff remain in the library.
29. The library information systems group's role is to support other library departments' policies and activities. IS should not be considered an entity of its own. This goal would be best served by having a librarian(s) as head of this group.
30. The library team should phase out the laptop lending program and divert the labour savings to other needed tasks.
31. The library IT team should carefully study the usage of OPAC search stations with the goal of reducing the number of these stations. The computers can then be used as regular student workstations.
32. Initiate a usability study of the library's website as well as a usability study of the Summon web discovery layer. Use the results of these studies to refine both web offerings.
33. Develop criteria to evaluate videos and LibGuides, especially with an eye to use counts. Rework or remove underused videos and guides.
34. Create a discovery layer committee; this body should primarily consist of reference staff and a single representative from library information technology.
35. The library needs to develop a collections strategy to guide its decision making:
 - a. Who are the primary users and audience of the collection?
 - b. The library's preference for discovery (i.e. knowing a thing exists) vs. fulfillment (i.e. having immediate access to the thing) and under what circumstances one might be favored over the other
 - c. Potential collections of record: Subject areas of strength where more effort and resources will be invested (e.g. the Blackfoot and their history)
36. [T]he library should focus their book purchasing on bulk strategies (EBA, complete front list collections, large subscription collections) and other evidence-based approaches (e.g. purchasing ILL requests, faculty requests, and DDA using deposit accounts to maintain cost certainty). Except for requests from members of the university community, title by title purchasing by librarians should stop immediately.
37. The library should be e-preferred for all ordering, except in those circumstances where print is specifically requested.
38. The library should be weeding regularly and automatically using clear criteria (e.g. 0 circ items get 20 years in the main collection, then 10 years in storage, then discarded). Collections of record could be

excluded from this exercise or given more lenient rules. These criteria should be clearly communicated to faculty.

39. Members of the Collections Work Team should be on the CRKN listserv and participate in CRKN webinars and online conferences as appropriate.

The reviewers identified several areas of concern discussed in the report:

- Library staffing is critically low with barely enough people to keep the lights on. Any more losses would be seriously detrimental to the ability of the library to offer core services to say nothing of critical emerging services like Scholarly Communications and Research Data Management that are only being offered at a minimal level right now.
- The administrative and supervisory burden placed on the strategic level of the organization is excessive. The AUL is bearing a particularly heavy burden in having 10 direct reports and having to be the voice of library expertise at the management table. There are many strategic and organizational decisions that need to be made soon and we are very concerned that between committee work and supervising all these people there is relatively little time to consider the pressing issues facing the organization.
- The committee structure is onerous. Once committees external to the library were factored in, librarians reported that on average they serve on 13 committees which is excessive. The feeling was unanimous that there was too much time spent in committees that did not address real needs. We are concerned by both the volume of committees (and their meetings) and the lack of outcomes from the work the committees do.
- Librarians are doing a lot of title-by-title selection. The problem with this is that it requires a large investment of librarian time (which is already at a premium at Lethbridge) and purchases a relatively small part of the relevant universe of available titles at high cost. In the current environment it is very difficult to justify this level of librarian intervention - there are strategies that give more access for less librarian hours.
- In a similar vein, the library is ordering a relatively large amount of print. Print may be cheaper up front to acquire but it requires continual care and feeding at the individual title level from library employees to keep it accessible. Moreover, the pandemic has changed expectations, whereas it was previously thought that serious reading especially in the humanities required print, the pandemic showed that there are very few humanities fields in which ebooks cannot substitute for print.

Opportunities discussed in the report:

- There appears to be real potential for involving the LOS's in more collaborative/teamwork with the librarians in areas such as instruction, LibGuide building, Open Access, etc. Capitalizing on the considerable strengths of the LOS's could be one way of responding to the need for delivering new services. This would need to be done, of course, with sensitivity and respect for collective agreements, etc.
- While it is vital that the library maintain control over the configuration of the integrated library systems (ILS), discovery layer, and EZproxy servers, there are other services the library IT department provides that might be better served by the central IT department. A distinction can be made between configuring and administering mission critical software and administering the servers the software resides upon. Administering servers is a task better suited to a central IT department. The ownership and administration of the mission critical software must remain the sole responsibility of the library.
- The reviewers noted that the Curriculum Laboratory staff could possibly be utilized to assist in staffing the Library overall. One of the recommendations made by the reviewers suggests the creation of a shared staffing agreement.

Program Response

In their Program Response, the Self Study Committee addressed the recommendations from the External Review Report:

1.	Work with the Curriculum Laboratory to identify possible areas for shared staffing.	We agree that this is an area to investigate. We will continue to work closely with the Faculty of Education to see what opportunities might be available, particularly with regard to technical services. Informal conversations have already begun.
2.	The Library should establish a minimum level of service so that e.g. when a librarian goes on leave, if they are not backfilled there is an agreed upon service standard that those covering the leave will uphold.	We agree with this and already do this to a certain extent – it is generally accepted that the level of service for covering colleagues' areas is reduced.
3.	The Library should examine possible models for ensuring the backfill of leaves e.g. Manitoba hires longer term contract librarians who cover multiple leaves over the length of their contract.	This is a great idea, and one we have often discussed as ideal.
4.	Conduct an environmental scan of how similar libraries are organized. The definition of similar libraries should be expansive and should look beyond COPPUL peers.	This is a great idea. While we have done some of this, a more fulsome review would be helpful.
5.	Survey the university faculty to get a better sense of service gaps.	We regularly do LibQual and are likely to create our own version of that in the coming year, so we will ensure to include questions on this aspect of service to faculty. Unfortunately, response rates are often dismal.
6.	Review all current committees with a view to streamlining. Move toward a model of working groups that can be used to produce solutions to specific issues.	We have discussed this all year, and are certainly doing our best to minimize meetings. Certainly, they have been generally shorter and less report-oriented in the past. Any sort of restructuring may also dictate a change in committee structure.
7.	Review library participation on external committees to maximize impact while being mindful of limited library human resources.	Many external committees require Library representation on them, but we can look to changing some of those terms of reference where Library representatives aren't deemed critical.
8.	The Library/University initiates the process of filling the University Librarian position with a professional librarian, with a view to having the position filled by the end of the current interim UL's term, i.e. July 1, 2023.	We agree that a search should be struck for a University Librarian as soon as possible. We recognize that it is typical – and ideal – for a UL to have an MLIS (or equivalent).
9.	Find an office outside of the library for the previous UL.	We agree.
10.	Create a new vision for the Library, one in which all are involved in the creation. Begin by revisiting the existing library Academic Unit Plan.	We agree. Discussions have already begun to get this process started in Fall 2022.

11. Prepare for future retirements and other staff losses.	This has certainly been highlighted for us in the past year, and already people have begun to better document their procedures. In fact one idea that came out of this recommendation already is to create a central place on an intranet (using LibGuides) to pull together all current documentation for each library unit, to be easily accessed and edited. The idea of incorporating this documentation into review processes (as per recommendation 13) is a good one.
12. Focus on rebuilding a sense of community within the Library.	As mentioned, attempts have been made to create more informal, collegial gatherings but having more structured ways to integrate the work of various units could be helpful toward achieving this end.
13. Documentation tasks should become part of annual performance reviews and judged accordingly.	Agreed. See number 11.
14. Involve all staff in a review of the last 6 months of running the single service desk staffed solely by LOS's and student assistants.	In progress.
15. Develop a core competencies document for the Library Operations Specialists and student assistants that would ensure all have received the necessary training for them to effectively provide services at the Single Service Desk and for the referral system to function effectively.	This is an excellent suggestion, and with our service desk review will share this document with staff for their input and endeavor to create our own.
16. Develop a training programme that would ensure the core competencies are met and that could be used for onboarding.	In progress.
17. Develop clear directions for referrals from the Single Service Desk to appropriate librarian.	In progress, to be reiterated with the above review/training/competencies document.
18. The liaisons will need to examine closely exactly what they do. What can be dropped? What might be reassigned to/shared with an LOS?	The librarians are currently discussing how their work is organized and will keep this recommendation in mind as they do so.
19. Examine closely what the LOS's are working on. What might be dropped in order for them to work more closely with the liaisons in providing other services?	This has certainly been a discussion. We will continue to keep this in mind and raise it with staff.
20. Use what was learned during the pandemic to inform the use of technology for the delivery of research consultations.	It seems that we are already doing this, and with the implementation of LibCal virtual reference meetings will be readily available.
21. Carefully evaluate which sessions should move back to in-person and which should stay online.	Agreed.
22. Continue to develop online asynchronous learning objects.	Agreed.
23. Look for opportunities to involve the LOS's in instruction and other activities, where appropriate.	We agree that we should carefully consider expanding areas of opportunity for LOS's in keeping with their interests and all collective agreements.

24.	Capitalize on the existing support of the faculty. Investigate what other faculty needs might exist.	Agreed, see recommendation #5.
25.	Build awareness of RDM, OA, etc. through workshops and other events.	We do try, and will continue to do so, but uptake and awareness is often scarce. We are creating a new faculty education series this year, with an emphasis on recording so they are available at a later date and not just a point in time. In addition, a further recommendation (27) in this report was that that we should have a Scholarly Communication Librarian, which would assist a great deal in promoting awareness of both these services and events.
26.	Ease the transition to an access vs ownership mentality by reassuring and educating faculty.	We agree. This is an ongoing process.
27.	Commit to a scholarly communications librarian who could, as with, the Information Literacy Coordinator, focus on the planning and roll out of new services in this area.	Agreed. See number 25.
28.	The review team would encourage the University Librarian to open a discussion with the University of Lethbridge's Central IT department to find areas where consolidation would serve the library and entire university community better. If a merger is likely the librarian can ensure that the key IT staff remain in the library.	The Library recognizes the need to coordinate IT roles across campus and has been deeply involved in discussions on how best to ensure that academic computing needs are looked after in a coordinated way, while maintaining our core Library services.
29.	The library information systems group's role is to support other library departments' policies and activities. IS should not be considered an entity of its own. This goal would be best served by having a librarian(s) as head of this group.	We agree that this unit would ideally be headed by a Librarian.
30.	The library team should phase out the laptop lending program and divert the labour savings to other needed tasks.	This is an interesting recommendation. We are looking into gathering better stats which will help us determine if this is a good use of resources. We currently run this program with the assistance of the Student Union (they provided both financial support, and requested the service).
31.	The library IT team should carefully study the usage of OPAC search stations with the goal of reducing the number of these stations. The computers can then be used as regular student workstations.	This is a good recommendation. We will endeavor to get stats on OPACs vs student work stations to see how the usage compares.
32.	Initiate a usability study of the library's website as well as a usability study of the Summon web discovery layer. Use the results of these studies to refine both web offerings.	Yes. This has been on the wish list for several years. We will try to kick start again.
33.	Develop criteria to evaluate videos and LibGuides, especially with an eye to use counts. Rework or remove underused videos and guides.	Agreed.

34. Create a discovery layer committee; this body should primarily consist of reference staff and a single representative from library information technology.	Great idea, other than the fact that it creates an additional committee. Perhaps after the initial findings, meetings could be called less frequently.
35. The library needs to develop a collections strategy to guide its decision making.	We agree. Will bring to the Collections Work Team for a fall project.
36. [T]he library should focus their book purchasing on bulk strategies (EBA, complete front list collections, large subscription collections) and other evidence-based approaches (e.g. purchasing ILL requests, faculty requests, and DDA using deposit accounts to maintain cost certainty). Except for requests from members of the university community, title by title purchasing by librarians should stop immediately.	We agree that we should look closely at this; we have made a few small steps this year towards EBA and DDA.
37. The library should be e-preferred for all ordering, except in those circumstances where print is specifically requested.	We recently made this switch with our monograph vendor for the majority of our subject areas, but will continue to nudge others towards this model (see recommendation 26). Will need to work closely with the committee created in recommendation 34. We will also look more closely at the print serials we are still receiving to ensure they are being used in that format.
38. The library should be weeding regularly and automatically using clear criteria (e.g. 0 circ items get 20 years in the main collection, then 10 years in storage, then discarded). Collections of record could be excluded from this exercise or given more lenient rules. These criteria should be clearly communicated to faculty.	Agreed.
39. Members of the Collections Work Team should be on the CRKN listserv and participate in CRKN webinars and online conferences as appropriate.	Agreed. COPPUL Collections meeting invites are regularly circulated among the library, and relevant CRKN webinars and conferences are circulated to CWT if not more widely.

University Librarian's Response

The University Librarian responded to the thirty-nine (39) recommendations from the External Review Report:

1. Work with the Curriculum Laboratory to identify possible areas for shared staffing.	These staff are employees of the Faculty of Education. There have been discussions in the past with Education about the possibility of greater integration between the curriculum laboratory and the Library but these have not borne fruit. The Library would be happy to re-engage in that conversation with Education and will do so in 2022-23. If there is the potential for shared staffing, implementation would take longer.
2. The Library should establish a minimum level of service so that e.g. when a librarian goes on leave, if they are not backfilled there is an agreed upon service	We already do this. For example, the Librarian who teaches LBSC 2000 is on leave in Fall 2022. We decided to not offer that course in the Fall and to pause other high-intensity Information Literacy activities while other

<p>standard that those covering the leave will uphold.</p>	<p>librarians cover essential InfoLit activities. Similarly, the Librarian who covers Copyright is on leave in Spring 2023 and we will be covering only essential ongoing Copyright tasks during this period. When these adjustments impact faculty and other external partners, we will communicate those to the affected parties.</p>
<p>3. The Library should examine possible models for ensuring the backfill of leaves e.g. Manitoba hires longer term contract librarians who cover multiple leaves over the length of their contract.</p>	<p>This is an interesting suggestion and one we will consider carefully. This is likely not possible in the current fiscal environment where positions – even term positions – are being filled only if absolutely needed. Furthermore, under the existing budget model, the Library does not have sole control over its staffing. As we move to a more decentralized budget model and as resources permit, we will consider this, although our understanding from other Libraries indicates that this model can have its own challenges. This would be a longer term consideration, but not one we would commit to implementing.</p>
<p>4. Conduct an environmental scan of how similar libraries are organized. The definition of similar libraries should be expansive and should look beyond COPPUL peers.</p>	<p>This is an excellent suggestion and one we have already begun to implement. The professional librarians met in July 2022 to discuss the merits of different models of librarian responsibility, which involved a review of the academic literature in the area. We will do a broader environmental scan in 2022-23. The time frame for implementation of any changes resulting from this review will depend on the extent of the changes necessary and its budget implications</p>
<p>5. Survey the university faculty to get a better sense of service gaps.</p>	<p>As the self-study committee indicated in its response, we regularly do LibQual studies to assess our services, but the participation rate in these is distressingly low. Surveys may not be the most effective tools. Over the last year, we have been attempting to use GFC Library Committee as a sounding board to understand strengths and weaknesses in our coverage and we will continue to do so.</p>
<p>6. Review all current committees with a view to streamlining. Move toward a model of working groups that can be used to produce solutions to specific issues.</p>	<p>This has been something we have worked on over the 2021-22 academic year and will continue to review. We have eliminated one committee, reviewed the Charters of three others, encouraged committees not to meet if there is not an agenda substantive enough to warrant the time, and have generally shortened meetings. We have also changed the chair of one of the committees to provide opportunities for LOS staff to take responsibility and to develop leadership skills. I do see the merit in working groups around specific Library functions that would have academic and non-academic staff working side by side on shared tasks, but that will likely require a realignment of the model of librarian responsibilities to fully realize and this will need to be done in conjunction with the review in response to recommendation 4.</p>
<p>7. Review library participation on external committees to maximize impact while</p>	<p>Most of this participation is beyond the control of the Library's leadership, as academic staff are free to choose</p>

being mindful of limited library human resources.	to participate in service opportunities across the university and many do. In addition, many of our Library staff are also involved in the Faculty Association – it may be that some of those committees require representation from the library, but the structure of those is obviously outside the authority of the university. We will review GFC committees where a librarian is explicitly required to examine if participation makes sense and/or is necessary by discussing these with PLC and with the University Secretariat. We will do this in 2022-23.
8. The Library/University initiates the process of filling the University Librarian position with a professional librarian, with a view to having the position filled by the end of the current interim UL's term, i.e. July 1, 2023.	On June 28, 2022, President Mahon emailed the campus community to indicate that there would be an internal search for a permanent University Librarian, who would also hold the role of Dean of Liberal Education. This senior administrator would assume both roles on July 1, 2023. I have communicated the External Reviewers' recommendation that the UL should be a professional librarian to the Provost for consideration.
9. Find an office outside of the library for the previous UL.	I will note that the former UL is rarely in the office, but we will seek to implement this, consulting with the Faculty of Arts and Science about the availability of possible office space. We will try to do this in 2022-23.
10. Create a new vision for the Library, one in which all are involved in the creation. Begin by revisiting the existing library Academic Unit Plan.	Already prior to the visit of the externals, we had concluded that such an exercise is needed. We are planning to begin with a discussion of core values in the 2022/23 academic year as a lead up to the formation of a more fulsome strategic plan. We are partly a victim of timing here as we want to be sure the Library's strategic plan aligns with a broader strategic plan for the university. The university's plan is partly awaiting the appointment of a new President and Provost. We will initiate the discussion in 2022-23, but a fuller strategic and academic plan for the Library is more likely something to be achieved by year 3 of the implementation of the Quality Assurance recommendations.
11. Prepare for future retirements and other staff losses.	This work has begun on documenting processes and we are also trying to do better succession planning through cross-training, where possible. As part of regular meetings with staff in 2022/23, the AUL will discuss process documentation to initiate the work with a goal of completing these by 2024/25 (three-year report from the AQAR).
12. Focus on rebuilding a sense of community within the Library.	Library administration is keenly aware of the divide between non-academic and academic staff in the Library and has been actively seeking to address this. Through 2021-22, the Library was arguably one of the most aggressive units at the university in moving to in person operations. Our all staff meetings in 2021-22, for example, were all held in person except for when required to move online due to the Omicron outbreak in

	January and February. Indeed, the importance of workplace culture is part of what motivated the requirement to return to in person work in March. The Library intends to move all meetings to an in person format in 2022-23 and to continue with social events to try to rebuild a sense of community. The suggested solution of working groups across different staff groups will need to be part of a review of library operations, as discussed in the response to recommendation 4. If this direction fits into the broader organizational/operational plan for the Library, we would seek to implement this by 2024/25 (three-year report).
13. Documentation tasks should become part of annual performance reviews and judged accordingly.	See response to recommendation 11.
14. Involve all staff in a review of the last 6 months of running the single service desk staffed solely by LOS's and student assistants.	The functioning of the single service desk is a standing item at our monthly all staff meetings. But we held a review meeting involving LOSs, professional librarians, and Library administration on June 27, 2022 to review the previous six months, hear concerns, and make tweaks to the service model. We have already implemented this recommendation, but will continue to review, assess, and adjust our front line service model on an ongoing basis.
15. Develop a core competencies document for the Library Operations Specialists and student assistants that would ensure all have received the necessary training for them to effectively provide services at the Single Service Desk and for the referral system to function effectively.	This is an excellent suggestion and one which we will implement, building on existing documentation around the General Services Desk. This work will require the leadership and input of the InfoLit Librarian, who is on Study Leave in Fall of 2022. We will plan to have some initial meetings about this in Spring 2023 and begin to build the document in 2023/24, with a goal to have it finished and implemented by 2024/25 (in time for three-year report).
16. Develop a training programme that would ensure the core competencies are met and that could be used for onboarding.	We believe this needs to be done in conjunction with the development of the core competencies document (Recommendation 15) and this will be done on the same timeline. In the meantime, we are planning on providing regular short training sessions as part of monthly all staff meetings and tasking a librarian to help onboard new technical services staff after hiring.
17. Develop clear directions for referrals from the Single Service Desk to appropriate librarian.	This was a point of discussion during the review meeting (Recommendation 14) and continues to be a point of discussion in our standing item at All Staff Meetings. The full-fledged documentation of this will be done in conjunction with the core competencies document.
18. The liaisons will need to examine closely exactly what they do. What can be dropped? What might be reassigned to/shared with an LOS?	This will be considered as part of a broader reconsideration of the subject liaison and functional responsibilities of professional librarians.
19. Examine closely what the LOS's are working on. What might be dropped in	We have had these conversations with our Technical Services staff in 2021/22. Over 2022/23, the AUL will

	order for them to work more closely with the liaisons in providing other services?	review PCQs with staff to formally review job tasks and update them as necessary.
20.	Use what was learned during the pandemic to inform the use of technology for the delivery of research consultations.	We are already implementing this. Part of what came out of our review of the single service desk model is the need to devote dedicated staff resources to instant message help during peak service hours. We are devoting resources to this already. Furthermore, we have just subscribed to the base level LibCal to allow patrons to make virtual or in person appointments directly with librarians.
21.	Carefully evaluate which sessions should move back to in-person and which should stay online.	This is something we believe all parts of the university are doing as we emerge from the pandemic; the Library is no exception. We will continue to evaluate the appropriate mode of delivery on a case-by-case basis. We've developed Moodle modules for Writing 1000 (see Recommendation 22) and are also offering pre-recorded content in other disciplines. Liberal Education 1000 is a significant instructional commitment for the Library and we've moved that to a flipped classroom model, even with the shift to in person.
22.	Continue to develop online asynchronous learning objects.	The librarians have been building updated, interactive Moodle modules for delivery of Writing 1000 information literacy content with the goal to deploy them for use in Fall 2022 classes.
23.	Look for opportunities to involve the LOS's in instruction and other activities, where appropriate.	We have worked to give our LOS staff more opportunities for leadership and skill development. For example, our Community Engagement Team is now co-chaired by two LOS staff so that they can take more leadership and ownership over those activities. Another LOS helps to deliver the orientation for international students. As the self-study team indicates, the issue of the involvement of LOS staff in things like instruction needs to be handled carefully to make sure we are in compliance with the collective agreements that govern the different employee groups in the Library. Where there is scope for this to happen and where there is interest and capacity, we'd certainly be open to this.
24.	Capitalize on the existing support of the faculty. Investigate what other faculty needs might exist.	As indicated earlier and noted in the response of the Library QA team, engaging faculty is a challenge and it's difficult to know how best to proceed on this. We will discuss this in Professional Librarians' Committee in 2022/23 to develop an engagement strategy, to begin implementing in 2023-24.
25.	Build awareness of RDM, OA, etc. through workshops and other events.	As hinted at in the self-study team's response to this issue, our efforts in this are hampered by the staffing shortages in the Library. Simply put, the lack of a Scholarly Communications librarian means that librarians are handling this off the sides of their desks, alongside their other duties. Although it will take more resources to fully realize this goal, the Library will seek to build a more

	strategic approach to faculty education on these matters, as part of the engagement strategy in 2022-23.
26. Ease the transition to an access vs ownership mentality by reassuring and educating faculty.	We are slowly making this transition, but this requires considerable work with faculty members, some of whom are quite resistant to changes in acquisition models. This will be considered as part of the engagement strategy in Recommendation 24.
27. Commit to a scholarly communications librarian who could, as with, the Information Literacy Coordinator, focus on the planning and roll out of new services in this area.	We agree that this would be an important development and enable us to provide greater leadership around RDM and OA initiatives. At this time, there are no additional funds for permanent positions, so we cannot commit to this in the immediate term and given the uncertainty around provincial funding and inflationary pressures, it would be difficult to make a medium-term commitment. This would need to be considered in the context of a broader discussion of library organization and the responsibilities of professional librarians, as discussed in the response to other recommendations. The Library is hoping to be able to fill two librarian positions in the next year, but that is obviously dependent on the university's budget situation. The cold reality is that we also face demands around supervision of/working with our technical services and information systems group, Indigenous liaison librarian, as well as ScholCom. We will have to make difficult choices about where to prioritize our efforts.
28. The review team would encourage the University Librarian to open a discussion with the University of Lethbridge's Central IT department to find areas where consolidation would serve the library and entire university community better. If a merger is likely the librarian can ensure that the key IT staff remain in the library.	The Library (including the University Librarian) has been involved in discussions with other academic units regarding possible cooperation around academic computing. The external reviewers' report provides helpful guidance for the discussion about which functions properly belong with Central IT and those that belong in the Library. This helpful corrective to either-or thinking about the Library's relationship with Central IT will help shape the Library's approach to these broader university discussions.
29. The library information systems group's role is to support other library departments' policies and activities. IS should not be considered an entity of its own. This goal would be best served by having a librarian(s) as head of this group.	We will consider this recommendation in the context of the broader examination of the library's structure and the approach to allocating librarians' responsibilities. With the current number of professional librarians and distribution of staffing, this is not currently feasible. This will need to be considered alongside our other staffing needs, consistent with Recommendation 27.
30. The library team should phase out the laptop lending program and divert the labour savings to other needed tasks.	This service is a partnership with the Students Union and, as such, is not something we can or should unilaterally change. We will task our Assessment Team to come up with a way of accurately measuring use of these laptops. If the data indicate that this is a needed service, then we will consider whether the Library is the appropriate place to be doing this.

31. The library IT team should carefully study the usage of OPAC search stations with the goal of reducing the number of these stations. The computers can then be used as regular student workstations.	As with Recommendation 30, we will study this to determine the appropriate balance between OPAC and general use stations and adjust accordingly. We have been unable to do this over the past two years because of the pandemic. We will task the Library's Assessment Team to analyze the usage of OPAC stations and bring a recommendation to the Library Advisory and Planning Committee (LAPC) in Spring 2023.
32. Initiate a usability study of the library's website as well as a usability study of the Summon web discovery layer. Use the results of these studies to refine both web offerings.	This has been of interest to the Library for some time. We will turn this over to the Assessment Team for consideration in 2022-23, carry out a study in 2023-24, and with a goal to have implemented any suggested changes in 2024-25.
33. Develop criteria to evaluate videos and LibGuides, especially with an eye to use counts. Rework or remove underused videos and guides.	I'm somewhat confused by the recommendation to remove underused videos or guides, since, as digital artifacts, they require little ongoing work to store or to maintain. In addition, many of these publicly accessible videos on YouTube are copies of videos that were produced for classes and are hosted in Moodle, where they are watched much more. The issue may be around discoverability, if less useful items make it more difficult for users to find the more helpful resources. We will task the Assessment Team to develop a recommendation for evaluation criteria to be considered by LAPC in Spring of 2023, with a goal to begin implementation in 2023/24.
34. Create a discovery layer committee; this body should primarily consist of reference staff and a single representative from library information technology.	Bearing in mind the caution from Recommendation 6 about the abundance of committees, this is something we will consider. As the self-study committee suggested, we will consider a limited time committee to do the review and then perhaps task another existing group with the task of regular review and updating. Given the other things to which we have committed coming out of this report and the limited staffing in the Library, plus the likely need to coordinate the implementation of this committee's recommendations with the broader review of the website in Recommendation 32, we will begin this work in 2023/24.
35. The library needs to develop a collections strategy to guide its decision making.	Our Collections Work Team will review and document a collections strategy as suggested by year 3. We will update our collection guidelines through university governance procedures.
36. [T]he library should focus their book purchasing on bulk strategies (EBA, complete front list collections, large subscription collections) and other evidence-based approaches (e.g. purchasing ILL requests, faculty requests, and DDA using deposit accounts to maintain cost certainty). Except for requests from members of the university community, title by title purchasing by librarians should stop immediately.	As per Recommendation 26, this will take some education with our academic departments, many of which have become accustomed to title by title purchasing. The Library has already begun this transition with Evidence-Based Acquisition and Demand-Driven Acquisition agreements with Taylor and Francis and JSTOR, respectively. Based on a year-end review of how these worked over the 2022-23 year, we will consider adding more models such as this in the 2023-24 budget year.

37. The library should be e-preferred for all ordering, except in those circumstances where print is specifically requested.	The Library has already been moving in this direction and this move is being accelerated by the shift in instruction and habits created by the Pandemic. We will continue to do this. This will be considered as part of the development of a collections strategy, as committed to in the response to Recommendation 35. We have recently changed our vendor profile (GOBI) to epreferred other than specific subjects known to prefer print.
38. The library should be weeding regularly and automatically using clear criteria (e.g. 0 circ items get 20 years in the main collection, then 10 years in storage, then discarded). Collections of record could be excluded from this exercise or given more lenient rules. These criteria should be clearly communicated to faculty.	This will be done in conjunction with the development of the collections strategy in Recommendation 25. We will implement this through the development of a policy that will be presented to GFC Library Committee and GFC. Assuming the successful adoption through collegial governance processes, we will communicate this through library representatives and through Library Lore.
39. Members of the Collections Work Team should be on the CRKN listserv and participate in CRKN webinars and online conferences as appropriate.	It is my understanding that this is already being done, but we will verify this in the Fall of 2022.

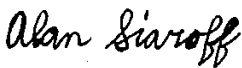
While the External Reviewers' Report contained thirty-nine (39) recommendations for improving and/or maintaining the Library, each of the Library, the University Librarian, and the Academic Quality Assurance Committee felt that the recommendations were at times too prescriptive and better organized by theme as multiple parts of a much smaller whole. The committee thus modified and consolidated the thirty-nine (39) recommendations into the following nine (9):

1. The Library will hold a department-wide retreat to develop a mission statement and strategic plan
2. The Library will conduct an environmental scan of how other similarly-sized libraries are organized and operated
3. The Library will develop a collections strategy that considers:
 - a. Other purchasing models
 - b. Appropriate format of materials
 - c. Routine weeding of collections
 - d. Disciplinary needs
4. The Library will endeavour to hire an academic librarian as University Librarian; if not possible in the short-term then structures must be put in place to address stakeholder concerns. It is noted from the Provost's office that the reality of the administration of LibEd/Library is also a factor in who becomes the leader of LibEd/Library.
5. The Library will establish a minimum level of service and corresponding work plans for all positions including:
 - a. Reviewing all current Library committees and external participation with the intention of reducing committee involvement where possible
 - b. Examining models to backfill leaves such as longer-term contract librarians
 - c. Creating a succession plan for upcoming retirements and staff losses
 - d. Incorporating documentation of tasks/roles into every position/performance reviews
 - e. Working with the curriculum library to identify possible areas for shared staffing
6. The Library will develop a consultation process to determine best organizational structures to meet core Library functions that were outlined in the strategic plan:
 - a. Assess whether any LOS tasks can be removed or combined with liaisons in other services

- b. Explore ways LOS might move into supporting labs/literacy
 - c. Assess literacy/lab delivery modes
 - d. Assess team composition combining librarians and LOS's
 - e. Conducting a department wide survey on the efficacy of the single service delivery model so far
 - f. Develop a core competencies document for the LOS and student assistants and develop onboarding procedures and a training plan for all staff
 - g. Develop a clear referral process from the single service desk and create a scheduling system to enable easily booked appointments with librarians
7. The Library will explore options for creating a scholarly communications librarian position in order to build awareness of RDM/OA and create a transition plan/education plan for faculty
 8. The Library will restructure Library IT to support library specific needs and explore:
 - a. Conducting a usability study of the library's website, Summon, and web discovery layer
 - b. Restructuring the laptop lending program
 - c. Converting underutilized OPAC stations to student workstations
 - d. Opening discussions with central IT to find areas of consolidation
 - e. Assessing the usefulness of videos and LibGuides, consider promoting underutilized tools
 - f. Creating a discovery layer committee to find the best use of the discovery layer
 9. The previous University Librarian's office should be moved to a space outside of the library

The Academic Quality Assurance Committee is satisfied that the Library academic quality assurance review has followed the U of L's academic quality assurance process appropriately, and acknowledges the successful completion of the review.

Sincerely,



Dr. Alan Siaroff
Chair, Academic Quality Assurance Committee
Professor, Department of Political Science

cc Erasmus Okine, PhD., PAS, FICN
Provost & Vice-President (Academic)