



Stakeholder Review of the McMaster University Library Transformation Initiative

FINAL REPORT

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Executive Summary

The Library at McMaster University is embarking on a transformational process that will bring its services into line with world-wide trends in university libraries. INERGY HR Solutions Inc. was contracted to collect information from key library stakeholders to solicit their opinions on future initiatives for the Library. The following report outlines the results of this project.

Based on the information received from stakeholders, the following recommendations have been made:

Operational

- Establish new positions or utilize skilled resources from other areas of the university as needed, to improve services as identified in the LIBQUAL survey;
- Implement automated system integrated with user e-mail for communications (i.e. notices, renewals, overdue fines);
- Implement a self-serve system for users to sign out books to reduce line-ups and free up staff for other work;
- Develop and promote the use of new web based search engines to users;
- Upgrade Library physical spaces for both users and staff. Consider opportunity to develop Thode Library in particular;
- Establish a multi-phase change plan that is integrated into related unit changes and clearly demonstrates the migration of Library services, processes and structure towards the future vision.

Library Staff

- Develop a detailed communications plan for both Library staff and stakeholders that helps them understand and support the change and facilitates maintaining momentum as the change process unfolds.
- Implement monthly town hall meetings with the vision presented by Jeff (revisited occasionally) and an update from a member of the Transformation Team – update on progress, projection of next months changes and input into those changes. Format should allow for constructive feedback on past and future changes.

- Review current services to eliminate ineffective or improve inefficient services (e.g. ability to pick up inter-lending requests at the circulation desks).
- Hire new Librarians to bring complement up to industry standards.
- The Librarian role should be to promote initiatives that support information literacy in partnership with teaching support centres (e.g. Centre for Leadership in Learning, Centre for Student Development), faculty and Teaching Assistants.
- Create smaller subcommittees to explore specific transformational issues (e.g. consolidation of service points and collections, sharing of staff across services, etc).
- Establish a learning and career development plan for all staff and managers. Utilize existing HR resources (within the university) to support employee learning and development.

Teaching

- Identify faculty champions who are currently teaching from an integrated perspective (i.e. Library, C.S.D., C.L.L. etc) who can deliver short presentations to other faculty about their experiences with an integrated approach to course design and delivery.
- Improve communications between Librarians and faculty departments across campus to more closely integrate the purchasing and maintenance of electronic and print collections.
- Develop an introduction to information literacy course for first year students that becomes a required course for all programs. This course could be delivered in a weekend or evening format or on-line to avoid conflict with required courses. Students would be required to pass an information literacy test (see standards developed by the American Library Association¹).
- Explore the possibility of establishing an information specialist certificate program for students (a certificate that they can receive by taking a selection of courses such as the information literacy course and working in the Library).

¹ American Library Association (2000). Information Literacy Competency: Standards for Higher Education. Chicago, IL: Association of College and Research Libraries.

Research

- Establish a Research Librarian role to focus on data curation, repository and related research projects.
- Partner with the Office of Research Services to identify a multi-disciplinary, multi-institutional large-scale research proposal (under development) in which the Library can provide data repository services. Integrate the costs of this service (both staffing and technology) into the proposal.
- Seek out a department/faculty group who would like to promote an open source research publication. Implement and showcase a pilot project to increase awareness and interest in future publications.

Partnerships with Other University Groups

- Establish working groups/committees with key stakeholders to identify interrelationships that need to be considered in all stakeholder transformation initiatives (e.g. impact of wireless campus on student access to Library resources). Identify synergies and conflicts to facilitate effective change.

Successful organizational change can be linked to four key components: leadership and employee commitment, stakeholder commitment, financial and time resources, and excellent project execution. The recommendations in this report reflect these key components. The Library should focus on the implementation of these recommendations within an integrated change management approach.

The recommended change process for the McMaster Library can be summarized by three “p”s – pace, partnerships and pilots. The pace of change (i.e. how quickly changes are implemented) for different initiatives needs to consider the priorities of stakeholders (with some taking place quickly and others more slowly). A focus on partnerships will ensure that future changes strengthen these relationships to keep the Library relevant to the university community. Pilot refers to the use of pilot projects for new initiatives, which help to minimize risk and, when successful, support the change process.

Introduction

Jeff Trzeciak, the McMaster University Librarian and the Library Transformation Team have a bold vision of the future of library services at McMaster. After many years of limited change the Library is now faced with making a significant transformation to respond to new developments both external and internal to the university. The vision is to move the Library into a leadership role in the following:

- supporting information literacy in course design and delivery;
- providing more electronic resources with easier access;
- developing better access to information resources;
- building more learning commons in the Library;
- establishing a cyber infrastructure to support the capture and archiving of research data;
- promoting the development and publishing of open access journals at McMaster.

These are ambitious goals, particularly in the context of financial constraints, staffing constraints, demanding and often conflicting user needs and a legacy of traditional library leadership. In light of the vision and these issues, the Transformation Team has had the foresight to conduct research into the needs and expectations of users with a particular focus on the future and organizational change. INERGY HR Solutions Inc. was hired to conduct this research on behalf of the Library.

The purpose of this project was to collect information from key library stakeholders to identify their current needs with respect to library services and to determine their future needs in the context of the changing community and university environment.

Understanding Organizational Change

Organizations change in many ways and for many reasons. The change process can typically be sorted along two dimensions: change impetus (the underlying basis for the change) and change response (when and how the organization initiates the change). Understanding the reasons for change and the extent to which this is understood in the organization is an important first step to creating and sustaining change.

Change in Organizations		
Change Impetus	Change Response	
	Reactive	Proactive
Internal to organization	Focus on resolving immediate organizational problems (e.g. redesigning jobs to increase employee satisfaction)	Focus on developing a better organization (e.g. redesigning the work process system to support the business goal of increasing efficiency)
External to organization	Focus on resolving short-term business performance issues (e.g. redesigning jobs to increase productivity)	Focus on building capability to respond to future marketplace changes (e.g. redesigning the work process system to incorporate best practices from industry)

The change impetus and response are important for determining the most effective communication strategy for creating the mandate for change.

Communicating Change in Organizations		
Change Impetus	Change Response	
	Reactive	Proactive
Internal to organization	Employees clearly recognize the need for change and the change required. Update relevant employees as necessary.	Managers recognize the need for change but employees may not. Managers and employees may not agree with change plan. Communicate need for change and rationale for change plan.
External to organization	Some awareness of need for change but not the change required. Communicate recent financial results as one reason for change and link to change plan.	Few recognize the need for change. Educate managers and employees about competition and future business implications to create case for change.

With respect to the McMaster Library, the Transformation Team needs to develop a communications plan that identifies the quadrant for the change element and the necessary communication tactics to create commitment and understanding. For changes reflected in the fourth quadrant (in our opinion the majority of issues can be placed there) the Transformation Team will need to spend a lot of time educating others in the Library and the university to bring the future to the present so that everyone can clearly see the implications of creating or not creating change.

A number of external factors are relevant to building the case for change at the Library. The pace of change in world-wide economies today is increasing and organizations as a result are faced with change decisions every day.

The university landscape in North America is changing dramatically. The following trends have been observed:

- More joint programs – particularly college and university partnerships;
- Increased focus on facilitating learning through instructional design;
- More students taking on-line courses through distance education;
- Greater demand for on-line resources (books, journals, problem solving materials);
- More on-line interaction in coursework;
- More international students;
- More students requesting individualization of courses for their programs
- More multidisciplinary, large scale, multi-institutional research;
- More “open access” research journals;
- Increased focus on student information literacy; and
- Greater accountability for the quality of university contributions to society through teaching and research.

Suffice it to say that this is an exciting and challenging time for universities and the Library.

It has long been recognized that change management with respect to people is an important component to any successful organizational change process. More recently, a number of researchers have found that employee participation (for examples see Antoni, 2004² and Lines, 2004³) is critical to effective organizational change. In order to ensure that any organizational changes are

² Antoni, C.H. (2004). Research Note: A motivational perspective on change processes and outcomes. *European Journal of Work and Organizational Psychology*, 13(2), 197-216.

³ Lines, R. Influence of participation in strategic change: resistance, organizational commitment and change goal achievement. (2004). *Journal of Change Management*, 4(3), 193-215.

implemented successfully, employees need to be consulted and they need to be active participants in the change process. The most important component in terms of engaging employees in change is to create a compelling case for change. This is the first step in the change process. By creating a case for change this will create the initial motivation for employees to support the change initiative.

Change and Employee Commitment		
Change Response		
Change Impetus	Reactive	Proactive
Internal to organization	High employee commitment	Moderate employee commitment
External to organization	Moderate employee commitment	Low employee commitment

The fourth quadrant of the chart above identifies the most challenging situation in which to create change. In many organizations senior executives and managers recognize the need for change because of their external focus but many employees do not. In this situation it is critical that employees receive information that clearly identifies the need to change in a constructive way. In other words, the challenge for managers in this situation is how to help employees understand the need to change without creating too significant a crisis or using threats. Some of the change issues being faced by the Library fall into this quadrant where employee commitment tends to be the lowest.

Stakeholders can often share employee reactions to change. In particular, a key overarching theme of any change effort is ensuring that stakeholder current needs are not subordinated to the change process, especially when the change process does not address those needs. The Library at McMaster faces many challenges both externally (e.g. the proliferation and fractionalization of information in society) and internally (e.g. conflicting needs across user groups) in a difficult fiscal context. Therefore, before the Library can implement its vision it needs to solidify its credibility operationally to ensure stakeholder “buy-in” with respect to the change.

Specific Project Purpose and Objectives

The purpose of this project was to identify the driving enablers and barriers for change to support the transformation of the McMaster Library. This purpose was achieved by the consultants implementing the following tasks:

- 1) reviewing external and internal documents related to the environment, university and library; and
- 2) collecting information from key stakeholders (i.e. Library staff, faculty, students, and partners) through interviews, focus groups and web surveys.

This report summarizes the key findings from these sources and provides recommendations with respect to the following:

- identification of key constraints and enablers for change;
- recommendations to facilitate the development of change plan; and
- some general directions regarding organizational structure in the transformed Library.

Project Method

Several different data collection modalities were used to gather information from key stakeholders. Multiple methods were used to provide for triangulation of issues and to ensure participant confidentiality and anonymity when necessary. The following table provides the number of respondents by User Group and data collection method.

User Group	Web Surveys	Interviews	Focus Groups	Totals
Administration		4		4
External Expert		1		1
Faculty	1	5		6
Graduate Student	3	1		4
Library Managers		2		2
Librarian			7	7
Library Staff	24		24	48
Undergrad Student	3	2		5
University Staff (non Library)		3		3
Totals	31	18	31	80

All data collection methods incorporated a qualitative research design (refer to Appendix A, B and C for the discussion guides). This approach was taken because of the inherent nature of change discussions and to fully capture the

range of perspectives from different stakeholder groups. Appendix D contains the list of interviewees and focus group participants.

Findings and Analysis

A summary of results is provided by each stakeholder group below:

Library Staff

- Want more information about upcoming changes;
- Want more transparent communication in terms of changes;
- Want to be more fully involved in the change process;
- Workload and burnout are key concerns, especially given reduced resources and increased demands due to change;
- Need more training to support new technology and new roles;
- Need to be recognized for efforts and outcomes;
- Want all managers to move to participative management style;
- Want improved physical work spaces.

Therefore, we recommend the following:

- That monthly town hall meetings are held with Jeff and the Transformation Team);
- That a change plan be developed that shows what is coming, when, and how it will impact Library staff;
- That staff be invited to participate in generating solutions for Library;
- That new Librarians be hired to support new directions;
- That Library services be reviewed for efficiency and effectiveness;
- That the Library establish new roles to support new initiatives;
- That future renovations include staff working areas.

In summary, Library staff need to understand the need for change through the Library vision, they need to have the capacity for change (e.g. through manageable workloads), they need to understand how the change process will be implemented and what the impact will be on them. Library staff recognize some aspects of the need to change (e.g. need for more electronic sources) and are committed to supporting the change process in these areas. They are an excellent problem solving resource and their participation in the change process will increase their commitment to the change process.

Library Stakeholders

The LIBQUAL survey provided clear and consistent feedback on User Group satisfaction with specific services provided by the Library. These issues were:

- More print and electronic resources;
- Improved access to electronic resources;
- Improved search engines to facilitate the search process;
- Enhanced physical library space for group learning; and
- Enhanced physical library space for individual learning.

These areas were supported by the data collected in our project. Specifically, all User Groups (Undergraduate Students, Graduate Students, Faculty, University Partners and Library Staff) want:

- Quick and easy access to e-resources in “one stop” searching approach;
- User friendly catalogue search engines;
- More electronic and print collections (numbers and diversity);
- Stronger emphasis on information literacy;
- Greater integration of information resources into course design/delivery; and
- More study space to support structured learning.

It is critical that the Library address these user satisfaction issues prior to implementing large-scale change that will impact on them. When organizations undergo change efforts, users expect that these changes will address their concerns. If they feel that the changes are not addressing their concerns then they can feel that their input was ignored which can lower their satisfaction further. Furthermore, they may be less likely to support any changes that they consider irrelevant with the result that the change initiative fails.

Therefore, we recommend the following:

- That the Library focus on addressing the issues raised in the LIBQUAL survey and communicate these initiatives to User Groups;
- That the Library assess the impact of these improvements in service to gauge progress;
- That the Library focus on new initiatives **after** users have reported that they are satisfied with the services being currently provided by the Library.
- All future initiatives be communicated fully to users and positioned as an enhancement to services (e.g. “now that we are meeting your information needs we are taking our services to the next level”).

University Partners

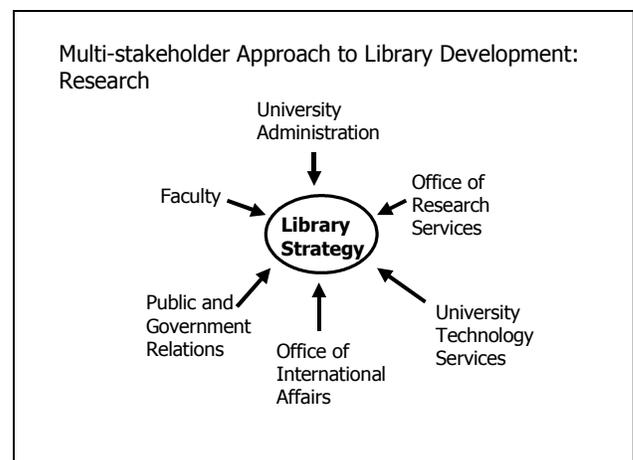
The Library provides services within a network of departments and centres both within the university and outside.

A number of key groups were identified in this process as key stakeholders in the delivery of Library services. A preliminary list includes the following:

- Centre for Leadership in Learning
- Centre for Student Development
- Departments and Faculty
- Health Sciences Library
- Learning Technology Resource Centre
- Office of Research Services
- Office of International Affairs
- Public and Government Relations
- University Technology Services

Although not all of these groups were reflected in the data collection process, the Library transformation must be designed and implemented with these stakeholders in mind. They should have input into the change vision document and the change plan. The Library fits within a network of university services and therefore any changes need to be considered within that network. This doesn't suggest that the Library cannot encourage and lead change within the university system. What it does suggest is that the Library transformation should not be so dramatic as to negatively impact other related university services. A consultative process can help to ensure that the required changes can be implemented and supported by other groups through their own communications or internal changes.

At this time the Library should focus primarily on building university support for change and hold external stakeholder development until the internal support is strong. The only exception to this internal focus would be when an external initiative can directly improve user satisfaction. The following two diagrams identify the key stakeholders who should be involved in the Library strategy and transformation, reflecting both teaching and research foci.

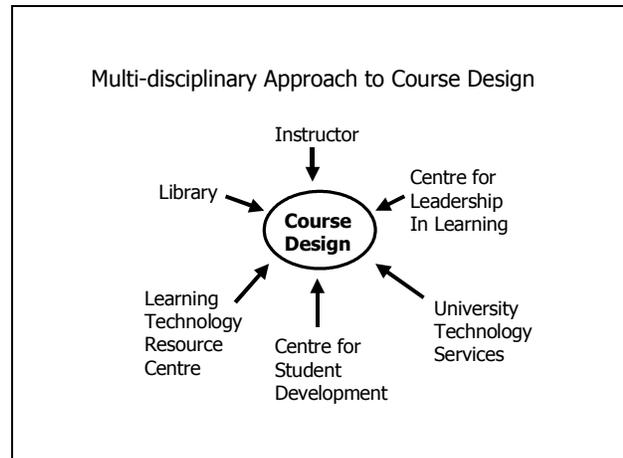


Faculty

Faculty represent a key partner in university teaching and research and their views are critical for the Library transformation. In addition to the results of the LIBQUAL survey, faculty indicated that they want the following:

- Institutional repositories for data and research articles;
- A digital commons that is catalogued and searchable;
- Enhanced technology for teaching, distributed learning, and licensing of multi-media sources.

In addition, faculty are willing to partner with key resources across the university, including the Library, in teaching design and delivery. Key roles and responsibilities need to be developed to make this approach effective.



Key roles and responsibilities need to be developed to make this approach effective.

Students

Students typically have a short-term focus in terms of their needs at the university. This short-term focus makes sense since the typical undergraduate degree takes 4 years to complete and the typical graduate degree is 2 to 6 years (Masters and PhD respectively). Nevertheless, student satisfaction is an important performance indicator for universities and their perspectives need to be considered.

Information Literacy

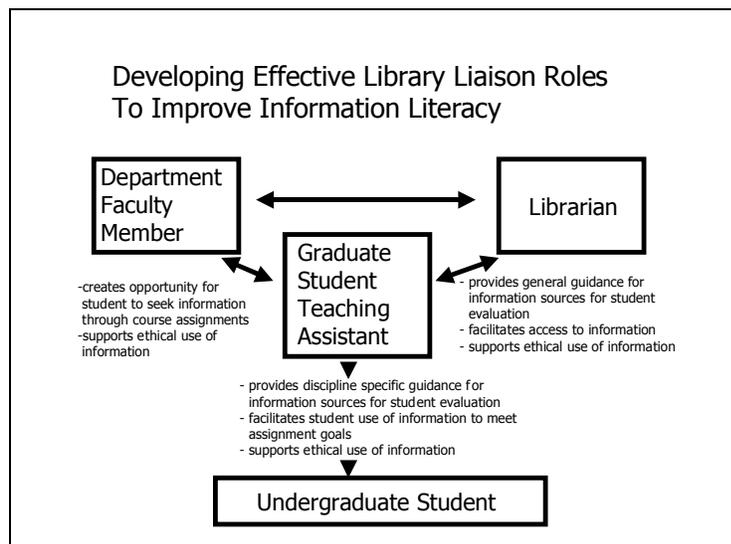
Beyond the LIBQUAL results, students need the Library to support the development of their information literacy skills. According to the American Library Association⁴ information literacy is defined as: “ a set of abilities requiring individuals to recognize when information is needed and [to] have the ability to locate, evaluate, and use effectively the needed information” (page 2). The five standards for information literacy are:

- 1) The information literate student determines the nature and extent of the information needed;

⁴ American Library Association. (2000). Information Literacy Competency: Standards for Higher Education. Chicago, IL: Author.

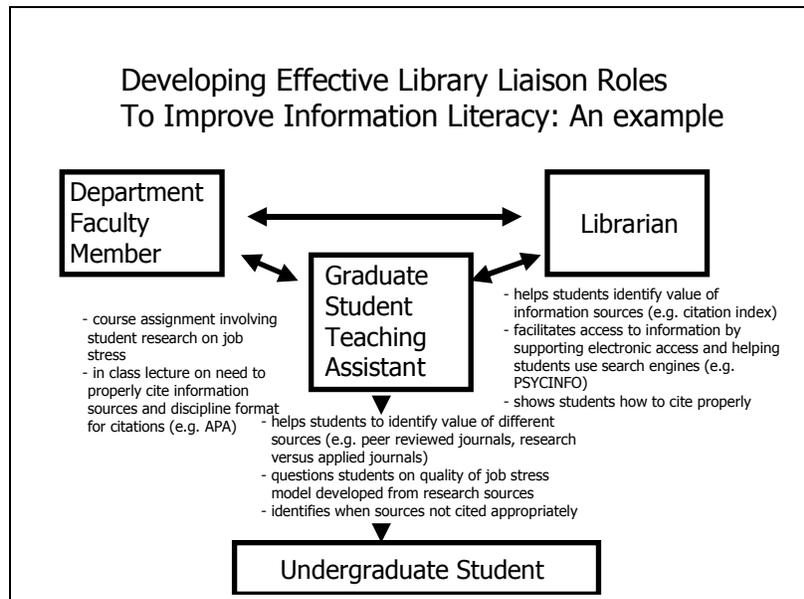
- 2) The information literate student accesses needed information effectively and efficiently;
- 3) The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- 4) The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- 5) The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

All stakeholders want students to develop their information literacy skills. Faculty, librarians and teaching assistants need to work together to facilitate the development of undergraduate student literacy. An example is shown below:



Faculty members create opportunities for students to use information in their courses. They can also identify sources that are more appropriate to the course assignment. Teaching Assistants can also provide insight into the quality of information sources from a tacit knowledge perspective. Librarians can provide guidance on accessing information and general evaluative information. All three groups can promote the ethical use of information (e.g. avoiding plagiarism).

A more specific example in the area of job stress is illustrated below:



In summary, there were key issues that all groups raised with respect to current satisfaction with the Library and services/directions for the Library in the future. These can be summarized as the following:

- 1) Ensure that current user needs are met before making significant changes or additions to Library services;
- 2) Engage all stakeholders in change process;
- 3) Adopt a multi-stakeholder approach to change to ensure that the Library continues to operate effectively with other related units;
- 4) User groups have common and unique needs that make change directions difficult to satisfy everyone;
- 5) Increased focus on information literacy across all groups;

In attempting to face these issues, the Library needs to redefine many roles to ensure that librarians and library staff are contributing to the Library's redefined focus as "partners in teaching, learning and research". The Library needs to embrace new technology, particularly with respect to software for electronic searching and databases. Finally, all changes need to be implemented in an environment of limited resources unless additional funds are allocated to the Library budget.

Recommendations

Operational

- Establish new positions or utilize skilled resources from other areas of the university as needed, to improve services as identified in the LIBQUAL survey;
- Implement automated system integrated with user e-mail for communications (i.e. notices, renewals, overdue fines);
- Implement a self-serve system for users to sign out books to reduce line-ups and free up staff for other work;
- Develop and promote the use of new web based search engines to users;
- Upgrade Library physical spaces for both users and staff. Consider opportunity to develop Thode Library in particular;
- Establish a multi-phase change plan that is integrated into related unit changes and clearly demonstrates the migration of Library services, processes and structure towards the future vision.

Library Staff

- Develop a detailed communications plan for both Library staff and stakeholders that helps them understand and support the change and facilitates maintaining momentum as the change process unfolds.
- Implement monthly town hall meetings with the vision presented by Jeff (revisited occasionally) and an update from a member of the Transformation Team – update on progress, projection of next months changes and input into those changes. Format should allow for constructive feedback on past and future changes.
- Review current services to eliminate ineffective or improve inefficient services (e.g. pick up at Inter-Library Loan).
- Hire new Librarians to bring complement up to industry standards.
- The Librarian role should be to promote initiatives that support information literacy in partnership with teaching support centres (e.g. Centre for Leadership in Learning, Centre for Student Development), faculty and Teaching Assistants.

- Create smaller subcommittees to explore specific transformational issues (e.g. consolidation of service points and collections, sharing of staff across services, etc).
- Establish a learning and career development plan for all staff and managers. Utilize existing HR resources (within the university) to support employee learning and development.

Teaching

- Identify faculty champions who are currently teaching from an integrated perspective (i.e. Library, C.S.D., C.L.L. etc) who can deliver short presentations to other faculty about their experiences with an integrated approach to course design and delivery.
- Improve communications between Librarians and faculty departments across campus to more closely integrate the purchasing and maintenance of electronic and print collections.
- Develop an introduction to information literacy course for first year students that becomes a required course for all programs. This course could be delivered in a weekend or evening format or on-line to avoid conflict with required courses. Students would be required to pass an information literacy test (see standards developed by the American Library Association⁵).
- Explore the possibility of establishing an information specialist certificate program for students (a certificate that they can receive by taking a selection of courses such as the information literacy course and working in the Library).

Research

- Establish a Research Librarian role to focus on data curation, repository and related research projects.
- Partner with the Office of Research Services to identify a multi-disciplinary, multi-institutional large-scale research proposal (under development) in which the Library can provide data repository services. Integrate the costs of this service (both staffing and technology) into the proposal.

⁵ American Library Association (2000). Information Literacy Competency: Standards for Higher Education. Chicago, IL: Association of College and Research Libraries.

- Seek out a department/faculty group who would like to promote an open source research publication. Implement and showcase a pilot project to increase awareness and interest in future publications.

Partnerships with Other University Groups

- Establish working groups/committees with key stakeholders to identify interrelationships that need to be considered in all stakeholder transformation initiatives (e.g. impact of wireless campus on student access to Library resources). Identify synergies and conflicts to facilitate effective change.

Organizational Structure

In order to facilitate the delivery of new services and roles to create a greater focus on user needs, changes to the current organizational structure will be needed. For example, the liaison librarian will need to be modified, a web development role will need to be established and greater IT support will be necessary. All of these changes are necessary to build the Library's capacity to meet current and future user's needs.

Final Conclusions and Recommendations

In summary, the Library has ambitious goals for the future. This report has largely assumed that the university will not increase funding significantly to the Library to support the transformation. Successful organizational change can be linked to four key components: leadership and employee commitment, stakeholder commitment, financial and time resources, and excellent project execution.

The recommendations in this report reflect these key components. Additional resources are critical to support this initiative, however, in their absence change can successfully implemented on a smaller, incremental scale. The extensive use of "pilot projects" can help to create awareness and interest, which can support the change initiative and potentially increase the contribution of time and money to support current and future change efforts.

If more financial resources are available then the Library would be in a much better position to implement all the changes required to make it an effective resource for the McMaster University community.

Appendix A – Interview Discussion Guide

- 1) What Library services do you currently use on a regular basis?
- 2) From your perspective how is the University going to change in the future (use these prompts as needed - research, teaching and administration)? In particular, what will be different in each of the three areas with respect to your role?
- 3) In response to these changes how will the Library need to change to be effective in meeting your needs?
- 4) What role should the Library play in supporting teaching and learning at McMaster?
- 5) What role should the Library play in supporting research at McMaster?
- 6) What is the best way for the Library to improve access to scholarly resources?
- 7) What challenges do you expect the Library might face as it moves forward?
- 8) With respect to your key partners/clients/staff who do you feel we should meet with to discuss these issues?
- 9) How important do you consider collaboration/partnership with other organizations (e.g. other campus units, industry vendors, other institutions, public libraries) to be for the Library to meet your future needs?
- 10) Are there any other related issues that need to be discussed?

Appendix B – Focus Group Discussion Guide

- 1) From your perspective how is the University going to change in the future (use these prompts as needed - research, teaching and administration)? In particular, what will be different in each of the three areas with respect to your role?
- 2) In response to these changes how will the Library need to change to be effective in meeting users' future needs?
- 3) What role should the Library play in supporting teaching, research and learning at McMaster?
- 4) With respect to the Library's key partners/clients/staff who do you feel we should meet with to discuss these issues?
- 5) What challenges do you expect the Library might face as it moves forward?
- 6) How important do you consider collaboration/partnership with other organizations (e.g. other campus units, industry vendors, other institutions, public libraries) to be for the Library to meet users future needs?
- 7) Are there any other related issues that need to be discussed?

Appendix C – Web Survey

- 1) What Library services do you currently use on a regular basis?
- 2) From your perspective how is the University going to change in the future in terms of research, teaching and administration? In particular, what will be different in each of the three areas with respect to your role?
- 3) In response to these changes how will the Library need to change to be effective in meeting your needs?
- 4) What role should the Library play in supporting teaching and learning at McMaster?
- 5) What role should the Library play in supporting research at McMaster?
- 6) What is the best way for the Library to improve access to scholarly resources?
- 7) What challenges do you expect the Library might face as it moves forward?
- 8) With respect to your key partners/clients/staff who do you feel we should meet with to discuss these issues?
- 9) How important do you consider collaboration/partnership with other organizations (e.g. other campus units, industry vendors, other institutions, public libraries) to be for the Library to meet your future needs?
- 10) Are there any other related issues that need to be discussed?
- 11) Other comments?

Appendix D – Interview Participants

Name	Title
Virginia Askan	Associate Professor, History
Debbie Barrett	CIO
Laila Bastedo	Course Management Systems Administrator
Paul Bates	Dean, DeGroote School of Business
Brian Detlor	Associate Professor, Management Science & Information Systems
Carol-Anne Eves	PhD Student - Political Science
Dorothy Fitzgerald	Director, Health Sciences Library
Fred Hall	Dean, Graduate Studies
Erika Kustra	Educational Consultant, General Sciences
Kyra Machen	VP (Education McMaster Students Union (Science Major)
Dale Marsden	Undergraduate Political Science
Joe McDermid	Associate Professor, Mechanical Engineering
Alexandre Sevigny	Associate Professor, Communication Studies & Multi-Media
John Shank	Instructional Design Librarian, Berks Thun Library, Penn State.
David Shore	Associate Professor, Psychology, Neuroscience & behaviour
Jeff Trzeciak	University Librarian
Peter Walsh	Academic Skills Counsellor
Phil Wood	Dean, Student Affairs

Appendix D – Focus Group Participants

Group 1:

Linda Michtics, Reference Librarian
Kathy Ball, Science Librarian
Donna Millard, Access Services Librarian
Olga Perkovic, Reference Librarian
Dr. Kathy Garay, Archivist
Regina Bendig, Reference Librarian
Gloria Jouppien, Acquisitions Librarian
Jeannie An, Business Librarian

Group 2:

Grazyna Ziolkowski, Cataloguer
Margaret Rutten, Cataloguer
Kerry Jay, Library Assistant
Ann Philbrook, Supervisor
Gord Beck, Library Assistant
Jill Bedford, Library Assistant
Anne Plessl, Library Development Officer

Group 3:

Lynn Schneider, Cataloguer
Rosalind Clarke, Library Assistant
Colleen MacKinnon, Library Assistant
Julie Willson Senior Library Assistant
Pat Collins, Library Assistant
Nancy Waite, Library Assistant
Denise Johnson, Library Assistant
Marlene Mastragostino, Library Assistant

Group 4:

Tamara Monster, Library Assistant
Lorna Turcotte, Reference Assistant
Renu Barrett, Archivist
Laurel Coo, Cataloguer
Silvia Halfon, Cataloguer
Pauline Yoo Library Assistant
Mark MacEachern, Reference Intern
Sandy Simmons, Library Assistant
Doreen Murphy, Senior Library Assistant