REPORT OF THE
TRANSITION TEAM

Submitted to:

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Introduction

On July 19, 1996, the Acting University Librarian Marianne Gaunt established a New Brunswick Libraries Transition Team to review the Final Report of the Task Force on New Brunswick Libraries. The charge to the Transition Team was to critically assess the report and identify those issues that are missing or that require clarification prior to implementation.

Despite absences of some members due to summer vacations and conference schedules, the Transition Team met from the end of July through early October. Subcommittees also met separately to address varying aspects of the report.

Methodology

Members of the Transition Team agreed that input from the Rutgers library community was strongly desired in order to aid us in preparing our report. A memorandum soliciting such comments was sent to all librarians and staff on July 31, with comments due by August 30. We received 18 memos, including some signed by more than one individual. Comments relating to the Task Force report were incorporated into the database that makes up Part III of this report, wherever possible within the section to which the comments pertain.

The Transition team then divided into subgroups to critically examine the text of the report, conducting a line-by-line analysis and preparing questions to help clarify the text. In addition, the team members examined the comments that had been included in the Database, Part III of this report. These in-depth analyses appear in Part II of this report.

The Transition Team Report

The report consists of three parts:

Part I. Findings of the Transition Team.

This is an outline of the main issues that the Transition Team identified as critical and that require further clarification and decisions prior to the implementation of the Final Report of the Task Force on New Brunswick Libraries.

Section A. Beginning the Process.

This section highlights the larger administrative and managerial issues that must be resolved very early in the implementation process and are important because they will essentially drive this process.
Section B. General Issues and Three Functional Teams.

This section highlights the major issues that will have to be addressed by those implementing the reorganization of the New Brunswick Libraries into a single library with three functional groups, i.e., Access Services, Collection and Research Services, and Instructional Technology and Information Services. We have only addressed the most urgent issues and omissions. Detailed analyses can be found in Part II of this report.

Section C. Comments.

This section points out some important issues that were not included in the Task Force Report but will have to be considered for reorganization to be successfully implemented.

Part II. Analysis of the Task Force Report.

This is a detailed analysis and interpretation of the Task Force Report as prepared by Transition Team subcommittees. It is here that the implementation teams should look for a detailed listing of the questions raised by the Transition Team members. All or most of these issues will have to be resolved at some point in the implementation process.

Part III. Database.

This database is a compilation of comments which were received from members of the library faculty and staff, as well as those of the Transition Team in our early examination of the Task Force Report. It is a working tool which we used as a database rather than a finished document.

We hope that this report will be a useful guide for those leading us through the next steps in the reorganization process.

The Transition Team reviewed the final report and found it innovative and comprehensive. It addresses difficult, complex, and conflicting issues and develops new concepts to resolve them. After studying the report and the comments received from other colleagues, the Transition Team concludes that it is important to establish a sequence for the implementation of the proposed changes and that the concepts used to justify the proposed reorganization be more fully articulated.

The Transition Team found that the Task Force report lacks data to support cost-benefit analysis. In addition, the report does not directly address how the reorganization will respond to the University’s recent strategic planning initiatives.

Section A of this report highlights these and other administrative and managerial issues that must be resolved to begin the implementation process. Section B highlights the critical issues that must be resolved in establishing the three functional teams that are to become the largest building blocks of the proposed new organization. Section C highlights issues that were brought to our attention through our call for comments and that are not addressed in the Task Force Report.

Section A. Beginning the Process:

1. Sequence for Restructuring

The Transition Team notes that in the proposed new organization four new positions are created in the New Brunswick libraries and that one Associate University Librarian position is redefined.

The Team suggests that the selection of individuals for these positions take place early in the process. We suggest the following sequence.

1. New Brunswick Libraries Director

   1.1 Determine fully the scope and functions of the position of the New Brunswick Libraries Director.

   1.2. Use a consistent title for this position.

   1.3. Determine the method of recruitment (internal or external recruitment, by
appointment or election; if by appointment, either internally or externally, or through the establishment a search advisory committee)

1.4 Decide on the physical location of the office of the New Brunswick Libraries Director.

2. Heads of the Three Functional Teams

2.1 Determine fully the scope and functions of the heads of the three functional teams, including budgetary and personnel responsibilities. (The responsibilities of the team coordinator or head described on p. 13 of the report is presumed to apply only to the coordinator or head of the Instructional Technology and Information Services).

2.2 Decide on one title (the Report refers to three different titles for this position as a "Head" or "Assistant Director" or "Coordinator", p. 9)

2.3 Determine the method of recruitment to fill these positions (internal or external recruitment, by appointment or election; if by appointment, either internally or externally, or through the establishment of a search advisory committee)

2.4 Decide on the physical location of the offices of these positions.

3. Determine the status of and new responsibilities for the current four Directors of the New Brunswick Libraries.

4. Determine Membership of Teams.

4.1 Determine whether all three teams will be established simultaneously or sequentially.

4.2 Specify how the membership of each team will be determined: self-selection? by appointment?; for librarians? for staff? How will qualifications be determined?

5. Bargaining Unit

Clarify the membership status of the affected positions held by faculty-status librarians with regard to AAUP representation. Included in this category are former Directors and the Heads of Teams and any current AULs not in the new structure.
6. **Associate University Librarian for Collection and Information Services**

   6.1. Determine the scope and the functions of the AUL for Collection and Information Services.

   6.2 Determine the method of recruitment for this position. (internal or external recruitment, by appointment or election; if by appointment, either internally or externally, or through the establishment of a search advisory committee).

7. **Associate University Librarian for Collection Development and Management**

   This position no longer appears in the new organization described in the Task Force Report. Explicitly allocate the responsibilities that were once held by this office with regard to the New Brunswick libraries.

8. **Associate University Librarian for Research and Undergraduate Services**

   This position no longer appears in the new organization described in the Task Force Report. Explicitly allocate the responsibilities that were once held by this office with regard to the New Brunswick libraries.

9. Determine the status and responsibilities of the current *heads of specialized libraries* such as Art, Chemistry, East Asian, Math, Special Collections and University Archives, and others. Determine how these positions will be affected by the changes.

10. **Decide on Print Collection Locations**

    10.1 The location of print collections dictates the kind of services required at each site; therefore, the decision of the location of print collections will be critical. (For a detailed discussion on this topic see this report - Sect. B.2.)

    10.2 Such issues as available space, cost of move, collection support, e.g., as in appropriate reference services and library hours, should be factors that must be considered in these decisions.

    10.3 Restate the missions of each New Brunswick Library.

II. **Clarify Terminologies and Explain New Concepts**

1. Elaborate on the *team concept*. The team concept is a new one for the Rutgers University Libraries. Librarians and staff will have to understand the nature of working in a team, as opposed to a more hierarchical structure.
1.1 Define the terms, the scope, and the functions of the following service areas as proposed for each team.

* Information Services
* Reference Services
* Research Services

We particularly note that the concept of reference services as currently practiced at RUL has been inadequately addressed. This leads to concern about the level of services that will be available to undergraduates and on-site users.

The Task Force Report left as unfinished business the nature and extent of core information collection/services, as distinct from general reference collection/services and specialized research services (p.12) The nature and extent of these collections and services must be fully and clearly defined in order to bring cohesiveness to the implementation process.

1.2. Clarify the responsibilities and relationships among, and within, the teams. Some examples are given below.

* What components will be involved in Access Services? Will it include the local systems office, local technical services and local information services?

* What are the responsibilities of the New Brunswick Selectors, especially in the area of information and research services? D

* What components will be involved in Instructional Technology and Information Services? To what extent will this team be responsible for actual teaching and providing information services?

Other details of the issues to be resolved are addressed in the discussion of each of the functional teams in Section B of this report.

2. Empowerment.-- Privileges and responsibilities associated with this new concept need to be amplified.

3. Standardize other terminologies used in the Task Force Report

Consistency in using terms such as staff, paraprofessional, and particularly the newly created administrative titles such as Director and Head, will help increase the level of common understanding of the new organizational structure.
III. User input

Certain areas of reorganization will have major impact on the user community. While the Task Force Report notes some formal and informal efforts to seek input from the user community, we propose that these efforts be expanded.

IV. Re-engineering

1. Orientation

The new organization will require a change of perceptions regarding work relationships, the hierarchy, and personal empowerment on the part of librarians and staff. This will require facilitation of change management.

2. Training

2.1. Libraries must invest heavily in training staff and librarian faculty to achieve optimal and effective use of new technology and working in a team environment.

2.2 Training sessions within the libraries and outside should be made available to both librarians and staff.

V. Personnel and Budget

1. Establish who will be responsible for personnel, e.g. hiring, payroll, benefits, budgetary, and all other administrative matters for the New Brunswick libraries. To what extent will these matters be under the auspices of the University Librarian’s Office, the New Brunswick Director, or the Team Heads? These responsibilities are explicitly mentioned in regard to Access Services (p.9), but are not mentioned in the discussions of ITIS or Collection and Research Services.

2. Job descriptions/ compensation:

2.1 Set up a clear procedure to insure that staff given new/different responsibilities will have appropriate job descriptions and compensation.

2.2 Establish methods to evaluate staff performance based on new requirements.

3. Decide how tenure-track faculty personnel actions will be structured in New Brunswick. Who will be responsible for mentoring? Promotion and tenure actions? (See also section on Faculty Bylaws).
VI. Central Administration/Technical and Automated Services

1. Systems Office

Since adoption of new technology is one of the major driving forces in the new reorganization, a thorough review of the Systems Office should be performed early in the process.

2. Personnel and Budget

These offices need to be reevaluated depending on how the New Brunswick Libraries' organization is defined. Personnel’s role in training must be examined.

VII. Faculty Governance

Faculty bylaws must be extensively revised in order to reflect the new organizational structure especially in regard to (1) library units and (2) faculty governance, for example, the role and the composition of membership of Standing Advisory Committees. The promotion instructions also need to be reviewed to reflect the new structure.

VIII. Data Collection

1. The Task Force Report provides some data regarding line losses and decreases in purchasing power (p.4). However, the Report generally lacks concrete information regarding how cost savings will be achieved. For example, information on how many lines will be saved and where these lines will be reallocated was not provided. In order to make the arguments for reorganization more persuasive, cost vs. benefits of proposed actions must be determined or evidence presented that these changes will effectively improve the efficiencies of library operation. We suggest that the data in the following areas be collected and made available:

   1.1 Estimates of projected needs and the costs of lines.

   1.2 Estimates of projected needs and the costs of new technologies.

   1.3 Calculations regarding the size of collections/space in target libraries to which collections might be moved.

   1.4 Estimates of the costs of moving and shifting collections.

2. User needs assessment.

Available and appropriate information on user needs should be analyzed and presented in
support of proposed changes.

3. Quality of service:

Missing from the report, except for a brief referral to the QCI concept, is any evidence that the reorganization will result in improving, or even maintaining, current levels of service. We will need to plan to measure the quality of services to demonstrate the effectiveness of the new organization.

Section B. Three Functional Teams

The cornerstone of the new organization is three teams each with specific functions that will be charged with responsibilities for the New Brunswick libraries as a whole. Because these three teams are the foundation of the proposed reorganization, special attention must be paid to their functions, structure, and personnel. The Transition Team found that some of the plans, such as in Access Services, are flawed in their basic premises. In this section, we have only addressed the most urgent, outstanding issues. We recommend that the sections below be studied in close consultation with Part II of this report, which contains the questions raised by the Transition Team.

1. Access Services

The Task Force Report proposes that Access Services be comprised primarily of staff (p.9). However, the proposed functions of this team require a workforce that includes librarians who are familiar with the RUN collections as well as those who possess sophisticated and advanced knowledge of the access tools in print and electronic format. Such expertise is necessary in order to verify the validity of I.L.L. requests, to develop electronic reserves, and to explore non-traditional methods for document delivery services. This is an area in which technological innovation must be extensively exploited. Members of this team should include librarians who are familiar with the latest literature and trends in the field.

Other issues that need to be addressed are:

1.1 What are the implications of establishing a team largely comprised of staff?

1.2 Clarify relationships and responsibilities in the following areas between the NB Access Services and on-site facilities.

*technical services functions
*system maintenance
*management of facilities and security issues
*collection and stack management for specialized libraries such as in Art, East Asian, Music, etc.
1.3. Clarify relationships and responsibilities of technical services functions between the NB Access Services and Central Technical Services.

1.4. Establish location for centralized Access Services Administrative Office.

* What positions will be located there? What administrative support will be provided?
* What levels of positions, e.g. library assistants, supervisors, etc. will be required at each site?

1.5. Determine Access Services’ role in the management of personnel, recruitment, payroll, and evaluation.

1.6. Determine the extent and the nature of information services to be provided by Access Services.

2. Collection and Research Services

This is the team in which the subject selectors will participate. It is critical because of its pivotal role in shaping the Libraries’ collections, both in print and electronic formats. As proposed in the report, the subject selectors will interact with other teams communicating the needs of teaching departments, as well as other research centers, bureaus and institutes.

2.1 Determine the content levels of the following collection types mentioned in the Task Force Report:

* Core Collection—print or electronic?
* General Undergraduate Collection
* General Reference Collection
* Research Collection

2.2 Decide on print collection locations for those in question as indicated in the Task Force Report, e.g., business, environment, landscape architecture, women’s studies, and government documents:

* Such issues as available space, cost of move, collection support, e.g., as in appropriate reference services, and library building hours, should be factors in these decisions.

* Restate the missions of those libraries affected by collection moves.

* Assign responsibility for and method of allocating the budget.
* Complete the implementation of the plan for the single subject selectors in New Brunswick.

* Define research services and how delivery of services will be organized.

3. Instructional Technology and Information Services

This team establishes a new direction in the Libraries’ response to the increasing impact of technology on education. The "smart classroom", increasing dependence on online resources, and the need for education of those who use these resources, as well as increasing demand for computer literacy, require that we establish a new infrastructure whose mission is to respond to these rising needs.

The following issues require resolution for successful implementation:

3.1. Define and delineate the basic, core, and other services to be offered by this group.

3.2. Determine the composition of personnel and the expertise necessary to provide these services.

3.3. Ascertain which and how many of existing library personnel have this expertise.

3.4. Delineate more fully the internal (within NB libraries) and external (within the University-wide context) relationships of this team.

3.5. Determine the cost (personnel and equipment) for providing these new and changing services and systems.

SECTION C. Issues not addressed in the Task Force Report

1. Preservation

This issue was not addressed in the Task Force Report. We suggest that the appropriate team(s) for preservation activities be determined within the new organizational structure.

2. Interdependence of Camden and Newark

The impact of New Brunswick Libraries reorganization on the relationship between the three major campuses needs to be assessed.
3. Disciplinary Representation

The question of the appropriate administrative level of representation by disciplines has been raised by the science librarians and merits serious attention.


Establishment of appropriate procedures to resolve conflicts that might arise - particularly when staff members (as well as faculty librarians) are part of more than one team - is an important issue. For example, a mechanism with regard to who will decide what proportion of time is assigned to which team needs to be developed.

To ensure the continued success of the reorganization, members of the Transition Team strongly recommend that an ongoing evaluation component be built into the implementation process.
PART II: Analysis of the Task Force Report

This section represents the Transition Team’s in-depth textual analysis of the Final Report of the Task Force on New Brunswick Libraries (July 16, 1996). Subcommittees of the Transition Team analyzed different portions of the text.

II. The Process (Page 4)

User Input

There has been little input from faculty, students, administrators, and other users into the model. It will be important to gain a sense of the perspectives of our users so that we can be sure that we will be positioning ourselves appropriately to improve the services that we provide to the University community and/or to develop new kinds of services that we believe will be in demand.

- How can we be sure that there is appropriate user input from the New Brunswick faculty?
- Is there a new grouping of faculty whose views can be assessed?
- Should a survey to faculty based on the proposed plan be developed?
- What are the best ways to discuss the new model with various groupings of students?
- Are there other communities that need to be brought into the consultative process?
- How are we considering and reviewing feedback received from our users?

Concept of Service Quality

The report notes the use of the University's QCI unit to help develop the new vision and mission statement. Apart from this initial assistance, the report does not seem to develop the concept of service quality as something that can be built into the way that we will work as a "user-focused" organization.

- How can we try to incorporate the concept of service quality - with its focus on defining quality from the perspectives of the Libraries' diverse constituencies?

The QCI office could be asked to work with a consultant or with the Implementation Teams in the months ahead to introduce the concept of perceived service quality into the working of the various teams and sub-teams in the new model. If we understand this notion - and have the analytic tools that lie at its implementation - we will be in a better position to ensure that the process of instituting the new model continuously takes into consideration the views of our constituencies.
III. New Brunswick in the Context of the Library System (Page 6)

Campus vs. Central Activities

The interdependencies of the libraries with each other and with the system-wide functions are such that it is sometimes difficult to distinguish between those activities that are campus-based and those activities that are central functions. Clarification is needed about those activities that are campus-based and those that are not.

* What are the campus-based activities?
* How can the needs and responsibilities of the central offices/functions in the areas of development, systems, interlibrary loan, and training be assessed?

Of all of the central areas, attention to the personnel/training function should be a high priority, since the development of appropriate skills for so many people in our library is so integral to the success of the model. Consideration should be given to reviewing and restructuring the Personnel Office to make sure that it functions as effectively as possible. This office can be a useful adjunct to the new director, team coordinators or heads, and the librarians and staff working on the teams and sub-teams.

* How and when will the various central activities be reviewed?
* Should the concept of teamwork be integrated into these central functions so that they, too, can benefit from the sense of involvement and ownership that teamwork provides in other areas?

There is some disagreement about what might be lost by moving from a "single campus-wide system" to a "single library."

* How can we ensure that the needs of our local constituencies can be attended to under the new model? The ability to modify some of the campus-wide policies and practices to meet local needs as necessary will be needed.

New Brunswick Director (Page 6)

The role of the Director needs to be fleshed out. The job is a complex one - spokesperson, listener, synthesizer, planner, coach, facilitator, coordinator, and the like. These qualities need to be built into our understanding of what it will take to do this important job.

The position's responsibilities need to be defined so that we have a better understanding of the interrelationships between the Director, team leaders, and individual librarians, and staff members, as well as the AULs.
* How will personnel actions be handled under the new model?  
* Will there be a role for the Heads of teams in the personnel actions?  
* How will mentoring of librarians and staff be handled? Presumably, there will be some sharing of this activity among the Director, the Heads, the senior librarians, and senior staff members.  
* Will there be a mentoring team?  
* What kind of support is necessary for the Director's office?  
* What support will be provided by such central functions as budget, personnel, and development?  
* What kind of administrative/secretarial/clerical staff will be necessary?  
* How large a staff will the office need? How and when will this staff be assigned to the Director's office?  
* New job descriptions need to be developed for the office staff as soon as possible so that they can function in the new structure. Will we need help from the University's central Personnel Office in drawing up the new job descriptions?  
* Where will the Director's office be located? What are the pros and cons for location in one of the libraries vs. location in the central Libraries' administrative office?  

The issue of working with a much larger and more diverse group of constituencies than has been the situation in the past is a major one.  

* How will the Director interact with the various component units on the campus?  
* How will we divide the responsibilities of working with campus administrators, chairs, faculty, and the like, between the Director, the University Librarian, the AULs, the three Heads of teams, and the librarians?  

The issue of bringing our library people together across the campus is also a major one.  

* How can we be sensitive to the longstanding identity issues that characterize our history and yet work as one library in accordance with the model?  

We will, presumably, need assistance from a consultant or from University offices in understanding the dimensions of these concerns and in making the necessary changes in our thinking.  

It is important that the Director and the three Heads of teams be named as soon as possible so that the work of developing job/position descriptions and clarifying campus relationships can proceed. Moreover, these four key positions should be instrumental in the discussions that will take place about the number and nature of the functional teams and sub-teams and who will be on them.  

* Does the size of the New Brunswick Director's office create a new imbalance in the way that the campus relates to Newark and Camden? How can this issue be addressed?
The concept of empowerment needs to be further examined and discussed.

* What does librarian/staff empowerment mean?
* What aspects of it are new?
* What are the responsibilities associated with empowerment?
* How does working in a team environment facilitate empowerment?
* What does it mean in practical terms when we say that the removal of the hierarchical layers should enable empowerment of staff and library faculty?
* Does this mean that the staff and librarians will begin doing what the directors have traditionally done? Which activities?

What is the preferred title of the position - Director, New Brunswick Libraries?

Heads of Teams

We will want to delineate these responsibilities and develop appropriate position descriptions as soon as possible.

* What sort of personnel responsibilities will these Heads have?
* What role will they play in faculty personnel actions?
* In recruiting, hiring, and training librarians and staff?
* What role will they have in the disciplinary process?
* Will they have the primary role in hiring voucher help?
* What kind of budget responsibilities will the Heads have?
* How will these responsibilities be shared with the Director? With the librarians?
* What kind of budgetary relationship will there be with the AULs?
* What kind of administrative support will the three Heads have?
* Will administrative assistants/secretaries to current directors be reassigned to the three Heads?
* Where will the three Heads be situated? Will they be located near the New Brunswick Library Director?
* How will the three Heads interrelate with the AULs? With Newark and Camden?
* What is the preferred title of the position?

Associate University Librarians (Page 6)

* How will the responsibilities of these positions be delineated?
* Will there be an Associate University Librarian for Administrative Services? This position is not mentioned and does not appear in the organizational chart.
* What kind of overlap might there be between the AULs and the Director?
More discussion is needed regarding the integration of the collections and services activities into the one AUL position for Collections and Research Services and how this integration strengthens service delivery.

* What is the scope of responsibilities for the position? The organization chart includes sub-activities for one AUL and not for another.
* How will this AUL relate to the Director, the three Heads of teams, and the librarians and staff on their teams?
* What is the connection between the automated services section of Technical and Automated Services and the electronic, multimedia, information services that fall under the other functional areas? The organization chart includes electronic resources under the AUL-TAS.
* How do we differentiate between this responsibility and the electronic resource work handled by the AUL for Collections and Research Services? By the three functional Heads?

**Personnel/Training (Page 6)**

The personnel area may well be the area of greatest change, with changes in existing job responsibilities and with many staff assuming higher level work formerly done by librarians.

* How can we be sure that there will be equity in job compensation? Should a review of job classifications be incorporated into the plan?
* What kind of budgetary planning will be necessary for the job categories that may be upgraded?
* How will job title and compensation be determined? How will these changes as assigned tasks change?
* How will librarians and staff be evaluated? Who will participate in the evaluation?

Missing from the report is a strong statement about the attention that needs to be focused on training, i.e., giving the staff and librarians the skills that they will need for continuous learning. This is one of the central service areas that is not discussed to the extent that it should be as an area for growth. We may want to consider restructuring the Personnel Office and possibly linking it to a Training Team so that we can provide the kind of effective training program that the new organization requires.

**Team Concept**

We will, presumably, need to have discussions about what it means to participate in a team, how team work differs from committee work, what leadership within a team means, and many other team-related issues. We will need to understand a great deal about how teams operate.
* What is the role of a supervisor in a team environment?
* How can our supervisors be re-trained to understand the meaning of team-based leadership? What does this mean with respect to their job categories?
* What will it mean when there is membership in more than one team? How can conflicts be resolved?
* How can we incorporate the team/group/collaborative/flexibility concepts into our larger University personnel structure which is based on a more traditional and stricter interpretation of job responsibilities, job classifications, and job rewards?

It would be useful for us to get a sense of who else in the University might be considering using teams in the way that we are. Perhaps, we might be able to get some support from the central Personnel Office for the transition and rethinking of our work groups and teams. We may have to think about whether or not we will be able to operate out of "synch" with the way that the rest of the University works. Presumably, there need to be discussions with central Personnel about these desired changes.

* What kind of long-term leadership training will we need for team leadership?
* How can we better understand decision-making within a team environment?
* How can we ensure that the appropriate amount of consultation will take place between and among all concerned parties that may be affected by a decision made by a particular team?

IV. Vision and Mission Statements (Page 7)

We should consider adding something to the vision statement to the effect that the New Brunswick libraries are part of a larger organization, the Rutgers University Libraries. In the attempt to focus on a new kind of integration and cohesiveness, we do not want to forget that this is one campus that is part of a larger system.

* Is not the "single learning organization" the libraries as a whole, not just the NB libraries?
* There needs to be more consistency about what we call NB. Is it the New Brunswick libraries or the New Brunswick/Piscataway libraries?

Mission Statement

The mission statement makes no mention of linkages and responsibilities to the other campus libraries. This is particularly important since the NB libraries necessarily provide so much support to the two smaller campuses. Before the mission and vision statements are officially adopted, we should review them again from the point of the other two campuses/libraries within the larger system.
* The goals singled out in the mission statement do not appear to mention working with the communities beyond the NB campus. Is there a reason why the collaboration goal does not include the University's service mission or is this just an omission?
* Do mission goal statements generally begin with a communication-about-our-role statement, as opposed to a (possibly more important) statement about identifying and responding to user needs? Also, it seems a little unusual that none of the goals mentions anything about working in an increasingly electronic environment. Is it not important to note this in our mission?

Work needs to be done developing vision and mission statements for the Newark and Camden libraries. It would be useful to develop the new statements by using the New Brunswick statements as a basis and modifying them to suit the situation in the two other campuses. As was the case in New Brunswick, it may be helpful to bring in the University's QCI office to assist in the vision and mission development processes.

**Strategies**

We should consider having the various Implementation Teams look at the three broad functional areas and determine how many librarians and staff will actually be needed. This would, presumably, be one of the first tasks undertaken after the selection of the Director and the Heads of teams.

Thinking through the reallocation process may well involve the obtaining of data about how much is currently given to the areas scheduled for growth in terms of lines, below-the-line resources, and other support. It might also involve a review of what people in systems, instructional support, multimedia, resource-sharing, and development do now and what they should be doing. Again, these central areas need to be reviewed.

The Libraries' strategic planning/capital campaign proposals will, presumably, play a significant role in the development of future needs. It would be useful to develop series of plans for the growth areas with priorities identified so that when positions open up they can be reallocated accordingly.

It would also be useful to gather information on our normal attrition rate so that we can have a better understanding of the number of positions that we can expect (on an average) to open up each year.

* What do we mean when we say that one of our strategies is "to use technology to our advantage"?
* The statement about the anticipated outcomes of the new automated system need to be spelled out. How can we better relate the acquisition of such an important system to the achievement of our mission?
V. The Concept for a New Organizational Plan (Page 8)

It is critical that there be a clear explanation of the rationale for the new organizational plan to both the RUL librarians and staff as well as to the University community. Before proceeding with implementation, this major change in the organizational structure should be presented in precise and decisive language.

V. A. Access Services (Page 9)

The scope and depth of Access Services staff responsibilities in the areas of collection management (including stack analysis), new resources (e.g., electronic journals), patron problems and patron emergencies, and facility problems and facility emergencies must be determined. Appropriate training must also be identified.

* To what extent will Access Services be responsible for Interlibrary Loan and Reserve?
* How will bibliographic verification take place?
* How will I.L.L., reserve, and collection management staff communicate with Collection Development librarians?
* Will Core Services fall under Access Services? If so, what will be the reporting structure and workflow?
* Systems support for Access Services must be assessed. How will that need be met?
* How will increased training for all personnel to a proficient level of electronic information retrieval and informed trouble shooting for technological problems be handled?

Under the new model there are implications of having a function performed almost entirely by staff that must be addressed before implementation.

* With changes in existing job responsibilities and many staff assuming higher levels of responsibility, how can we be sure of equity in job compensation? Should a review of job classification be incorporated into the plan?
* How will staff be evaluated? The number will be very large for evaluation by one individual.
* How will consistency of service, staff development and accountability be achieved?
* How will policies be implemented at a local level? How will communication between staff performing operations and groups setting policy be handled?
* In a team composed almost entirely of staff, how will problems of marginalization be avoided? Will librarians be appointed as mentors on a rotating basis?
* How will staff be cross trained for management of varied collections, such as music, media, East Asian, and special collections?
The scope and depth of responsibilities of technical services as part of Access Services must be established.

* What is the reporting structure?
* Where will technical services take place?
* What activities will comprise local technical services?
* Who will coordinate technical services locally?
* How will policies for technical services be established and implemented at the local level?
* How will communication between staff performing operations and groups setting policy be handled?
* If technical service activities of government publications continue to be mainstreamed into local technical services, who will be responsible for policy decisions and reviews?
* How will consistency be maintained among local levels of technical services? What will the reporting structure be? How will information regarding new procedures, corrections and maintenance of databases be disseminated?
* Page 10 of Final Report states that "there are different implications for present units due to size" regarding the suggested merger of local technical services into Access Services. How will Alexander Library and LSM be affected by changes in functions, in both technical services and collections, at Kilmer, Douglass and small unit libraries?

V. B. Collection and Research Services (Page 11)

There are still key decisions that need to be made and articulated with respect to the way the model depicts the collections and services.

* What will be the scope, level, and format of collections in the various libraries?
* Where will the particular collections in question be located?
* What are the space needs of the collections in question? Should they be transferred?
* What are the costs associated with the large-scale shifting of materials across the campus?
* How will our user population be involved in this decision-making? How will we handle differences of opinion that may be voiced by our users?
* What do we mean by reference vis a vis information service?
* What is the level of service that will be offered at a particular location? How can technology enhance our provision of these services? Who will provide these services and what kind of training will they have?
* What is the role for paraprofessionals?
There seems to be a difference of opinion as to whether or not librarians (some librarians?) will be providing information services. These issues (which, of course, come up in other segments of the report) need to be addressed and clarified.

Before large-scale relocation of a(ny) collection, a plan must be prepared for relocation,

* What is the rationale for the change?
* How will the vacated space be used?
* What is the estimated dollar cost of the transfer?
* What is the estimated cost of any internal shifting that might have to take place prior to (or following) a transfer of collections from one location to another?
* Will personnel accompany collections to new locations?
* Will the moves lead to anticipated savings?
* What do key user constituencies think about the proposed change(s)?
* How will the effectiveness/efficiency of these changes be assessed on an ongoing basis?
* Will the new sites of the collections be more heavily used than in the past?
* What are the building maintenance implications of heavier traffic?
* What are the user services implications of heavier traffic?
* When will moves begin?
* If there are several moves to take place, what is the sequence of these moves?
* What is the relationship of this model to the Strategic Plan for the University?

Before creating new subject profiles for the individual libraries which reflect the new model,

(a) decisions must be made about the nature and kind of collections that will be located at Douglass and Kilmer as well as other libraries.

* What kinds of libraries will Kilmer and Douglass become?
* Will the collections and services at Douglass and Kilmer reflect/duplicate one another?
* What services will they provide?
* What will the book and journal collections look like in these and other libraries?
* How many books will be added each year?
* In which subjects will books be added?
* What kinds of journals will be maintained?
* Will those journals be in electronic format?
* What are core information collections?
* Are core information collections intended to be only or largely electronic?
(b) decisions must be made about the extent of research and reference services.

* Is there technical support in those units to accommodate electronic collections?
* What are general reference collections?
* Where will general reference collections be located?
* What are general purpose/undergraduate collections?
* What are reference services?
* Are information services distinct from reference services?
* How will reference services be provided?
* Will there be a reference desk?
* Will e-mail or other communication modes supplement reference from remote sites?
* What are research services and consultation?
* Will librarians travel to another geographic site to provide research consultation?
* Is there a difference between Research Services for Rutgers users and Research Services for non-Rutgers users?
* Will services be provided by appointment? If so, which services?
* Will reference services be linked to a subject specialist and only be provided by one person in New Brunswick? Is it anticipated that librarians other than subject specialists will provide reference services?
* What user-based evaluation mechanisms can be built into the reference process?
* Will there be a separate Reference Services team? If so, will it include paraprofessionals?

Before having single subject selectors in New Brunswick, the subject profiles must be iterated fully including level of priority for allocation of funds and

(a) selectors must be designated and their additional responsibilities ascribed, i.e., in reference, ITIS, etc.,

* How will new campus-wide selectors gauge the needs of constituents?
* How will new campus-wide selectors be made aware of usage history among constituents?
* How will communication take place between new campus-wide selectors and other librarians who have long served as undergraduate subject selectors?
* Will selectors have other responsibilities (i.e., reference, library instruction, ITIS, etc.)? Will these responsibilities be voluntary?
* How will the workload be distributed evenly among the professional staff?
* How can the work carried out by the teams be coordinated?
(b) responsibility for and method of allocating the budget defined.

* Who will allocate the budget to the Collection Development team?
* Who will set the priorities for the development of the collections and for access to electronic resources across the campus?
* Who will have the responsibility for allocating the collections budget across the subject areas?
* What method will be used to allocate funds to the subject areas?
* How will allocations for growth areas/new programs be determined?
* Will allocations for collections be made by campus and then discipline or vice versa?
* What roles will the NB Director, the Head of the functional area, the team collectively, play in allocation of the budgets? Will these responsibilities be shared?
* Within a subject area, who will make suggestions and decisions about the allocations for periodicals, monographs, databases and other formats?
* How will the AUL for Automated and Technical Services be involved in the budget process? (See organization chart.)

(c) the policy on duplication revisited with regard to serving the needs of graduate and undergraduate populations as well as the general needs of a geographic location.

* How will selectors be made aware of acquiring multiple copies of titles that are likely to be in high demand, especially by undergraduates?
* Will availability studies be undertaken on a regular basis so that we can insure that the new model is as responsive as possible to changing user needs?

(d) the reporting structure including coordination between and among teams must be defined along with priorities across New Brunswick and within units.

* What will be the relationship between the AUL for Collections and Services, the central Budget Office, the NB Director and the functional team in terms of monies for the collections?
* How will communication and policy development be coordinated?
* How will team leaders be chosen?
* How will the collections team or sub-teams or the Head of the functional area interrelate with the Newark and Camden librarians and directors?
* Will Collection Development librarians have support staff? If so, how will assignment of support staff be made?
* How will Collection Development Librarians participate in Access Services functions like Interlibrary Loan and Collection Management?
(e) the method for assigning membership to various teams needs to be defined, whether by self-selection or appointment.

* If there are three subject-based teams, (science, arts and humanities, and social sciences), will there be an overall collections team?
* If there is an overall team, who will the members be? Will staff be included?
* Which members will play the role of department liaison?

V. C. Instructional Technology and Information Services (Page 12)

Instructional technology needs to be defined. To do this, it might be useful to obtain the views of the teaching faculty who, with students, will be the primary beneficiaries of these services. Focus groups may be used as part of the process of clarifying what is meant by instructional technology.

Before implementation of the Instructional Technology and Information Services functional area, there must be

(a) clarification of the definitions and delineations of services;

* What are general information services? What are the basic, core, subject-oriented, general instruction, etc. services?
* How do general information services differ and/or resemble traditional reference services?
* What basic services do we now provide? Which services will be added or changed?
* What are the intended levels of information services? How are they distinguished one from the other? By whom will each be administered?
* Do media/instructional technology services differ from information services? If so, how?
* How do general information services differ and/or resemble traditional reference services?
* What are the short- and long-term goals of media/instructional technology and general information services?

(b) decisions/clarification regarding the composition, expertise, and reporting structure of the functional team:

* Approximately how many staff/librarians will be needed to begin and eventually manage instructional technology and information services?
* What skills/expertise will be required of the ITIS team?
* Will instructional technology and information services be performed by the same individuals/groups?
* What level of technological expertise will be expected of staff/faculty who are not members of the ITIS? How will this be achieved and maintained?
What work will be done by librarians and not by staff (and vice versa) in the areas of general information services and media/instructional technology services?

Will librarians/staff from other areas of expertise also work on ITIS?

What decision-making power and protocol will be appropriate for the team?

What role will the Head play in the decision-making process?

The Head will need to have excellent communication as well as technical skills. How much support and staff will s/he be assigned?

c) decisions/clarification of the relationship of the ITIS with the other functional teams/areas and with relevant units outside the libraries:

Internal

What will be the relationship between ITIS and other teams?

Is there a conflict between both ITIS and subject selectors doing instruction?

How does the work of ITIS relate to the Scholarly Communications Center, Web development?

How will the configuration of Systems impact the work and possibly the formation of ITIS? Will a review of Library Systems take place before ITIS goes into effect?

External

How does the perceived role/responsibility of the ITIS differ and/or overlap with the roles/responsibilities of other units (both inside and outside the library) performing similar functions?

How will areas of collaboration with other units of the University be identified? Should this be done within the library or in conjunction with other units?

What overlap will information services have with distance learning?

How do the configuration and goals of ITIS support/coordinate with the goals of the University Strategic Plan, of RU 2000?

(d) decisions/clarifications regarding the level, quality, and implementation of services:

How will subject-specific questions be handled efficiently if they are telephoned, e-mailed, Web-reference or in-person?

Will the same level of service be provided at all locations?

Will services be divided by type of media involved/needed?

Where will the development, management and performance of media/instructional technology services take place? (p. 12: "It makes sense to begin consolidating staff and resources in one or two locations where economies are realized in supporting this effort...")

How can we incorporate the concept of service quality to ensure that ITIS is fulfilling its desired goals?

How will the need for different services be determined for different users?
* What kind of support is needed and how will it be provided to faculty developing instructional media?
* How can information literacy be more fully integrated into the curriculum?
* How can a plan for phasing in new technology be developed?

(e) decisions/clarification of funding and staffing:

* Is a new classification and salary range necessary for staff who will be expected to provide general information services?
* What budgetary responsibilities (staff, equipment, below-the line) will be assigned to the Head of ITIS?

(f) an evaluation of the cost (personnel and equipment) for providing new and changing services and systems.