

# **Report on Onboarding and Orientation for Librarians and other Library Staff**

**Prepared by the MAUT-LS Professional Issues Committee  
April 2014**

## **Summary**

This report synthesizes a selection of academic publications on strategies for employee onboarding and orientation. The articles are from library and information studies, human resources, and management literature and offer practical examples of onboarding and orientation practices that can be, or have been, applied in academic libraries. The report concludes with a review of current onboarding practices at McGill Library and recommendations for possible applications of findings from the literature.

## **Introduction**

Onboarding is the process of organizational socialization “that helps new employees learn the knowledge, skills, and behaviors they need to succeed in their new organizations” (Bauer & Erdogan, 2011, p. 51). Graybill et al. (2013) report that the goal of all onboarding programs is to familiarize the new employee with an organization’s strategies and to assist the new employee with understanding how his or her work will contribute to the organization’s mission and vision. They go on to state that onboarding “begins when a new employee is offered a position and ends when the employee is considered fully functional. It covers an employee’s first year, incorporates various offices and functions, addresses the whole range of employee needs (equipment, accounts, training, networking), and is strategic in focus” (p. 201).

It is interesting to note that the socialization inherent in onboarding occurs for employees whether a formal program exists or not. A formal program just increases the efficiency and efficacy of the socialization, and provides an opportunity for an organization to build a healthy workplace culture: “Regardless of whether or not a formal socialization program exists, employees eventually become socialized. Creating a systematic socialization program such as an orientation process gives management more influence over how the employee adapts to a new job and relates to others in the new work environment” (Ballard & Blessing, 2006, p. 241).

## **Methods**

For the published literature, we conducted a literature search in multiple business and library and information studies databases, as well as Google Scholar. In addition, a citation search conducted for highly cited articles. Over 20 relevant publications were included in this report.

For determining current practices at McGill, we conducted interviews with recent hires, branch heads, and human resources staff.

## Findings from Literature

### Benefits

Onboarding and orientation strategies were consistently linked with benefits for the employees and the organization (Acevedo & Yancey, 2011; Ardts et al., 2001; Ballard & Blessing, 2006; Bauer & Erdogan, 2011; Black & Leyson, 2002; Cable et al., 2013; Chapman, 2009; Dunn & Jasinski, 2009; Graybill et al., 2013; Ingles et al., 2005; Kammeyer-Mueller, et al., 2013; Klein & Weaver, 2000; Knight, 2013; Meier & Hough, 1982; Oud, 2005; Oud, 2008; Portilla & Young, 2001; Whitmell, 2006). The most common benefits cited were better retention, increased job satisfaction and job fit, and higher rates of productivity and achievement for the organization. Acevedo & Yancey (2011) note the following: "New employee orientation (NEO) programs have been shown to socialize newcomers and increase their knowledge, skills, and abilities (KSA) upon completion. These types of programs are perhaps the most influential piece of an employee's development" (p.349).

### Main Strategies and Recommendations

Oud's 2008 study of new librarians at Canadian university libraries surveyed librarians for pre-existing knowledge and difference from expectation with regard to job skills and workplace culture so that recommendations for improving orientation programs could be made. Oud's findings are useful in guiding the creation of onboarding and orientation programs. Oud's research determined that the hardest things for new librarians to learn were workplace politics/culture; how to get things done in an academic environment; collection development; local procedures, resources, structures; time management/workload management; saying no; conflict management; and relationships with faculty.

For solutions to teaching these and other employee orientation tasks, a pattern emerged in the literature. The following four strategies for effective orientation and onboarding of employees were recommended repeatedly:

- 1) Checklists for employees and supervisors during the onboarding process**  
Eight publications recommended the use of checklists (Ballard & Blessing, 2006; Chapman, 2009; Graybill et al., 2013; Oud, 2005; Portilla & Young, 2001; Simmons-Welburn & Welburn, 2003; Stein, 2010; Whitmell, 2006)
- 2) Formalized orientation programs**  
Twelve publications recommended this strategy (Ballard & Blessing, 2006; Bauer & Erdogan, 2011; Black & Leyson, 2002; Chapman, 2009; Dunn & Jasinski, 2009; Graybill et al., 2013; Klein & Weaver, 2000; Knight, 2013; Oud, 2005; Oud, 2008; Portilla & Young, 2001; Simmons-Welburn & Welburn, 2003; Whitmell, 2006).
- 3) Mentoring/peer buddies**  
Fourteen publications detailed this strategy (Ballard & Blessing, 2006; Bauer & Erdogan, 2011; Black & Leyson, 2002; Graybill et al., 2013; Klein & Weaver, 2000; Knight, 2013; Oud, 2005; Oud, 2008; Portilla & Young, 2001; Simmons-Welburn & Welburn, 2003; Stein, 2010; Weckström, 2010; Whitmell, 2006).
- 4) Support and training for co-workers and supervisors of new hires**  
Seven publications recognized this as an important strategy (Ballard & Blessing, 2006; Black & Leyson, 2002; Chapman, 2009; Graybill et al., 2013; Kammeyer-Mueller, et al., 2013; Oud, 2008; Stein, 2010).

Eight publications described the use of checklists in onboarding and orientation of new hires. Checklists are cited in the literature repeatedly as a common way to making explicit what needs to be learned, responsibility for teaching what needs to be learned, and what the timeline for learning is. Portilla & Young (2001) suggest developing checklists by committee and soliciting feedback and assistance from immediate colleagues as well as staff members last hired, as they

may have important information about things that were missed in their orientation. Such a checklist can be print or made available online so that supporting information can easily be linked to. In their discussion of the orientation checklist at North Carolina State University Libraries, Ballard & Blessing draw attention to another important, more philosophical, function of a checklist: "The checklist represents the organization's expectations for consistency in the experience of new employees across departments and supervisors" (p. 245).

Formalized methodological orientation programs that include scenarios likely to be encountered in the workday are a common recommendation. These programs help acclimatize new staff to the organizational culture and "ensure that all new staff are introduced to all parts of the library, its resources and services, and to the expectations of the role of the individual as a professional" (Whitmell, 2006, p.21). Oud (2008) outlined the lack of formal orientation and training in many Canadian academic libraries that her study revealed (only 40% of survey respondents reported any kind of formal orientation) and also pointed to similar results from 2005's major survey, *The Future of Human Resources in Canadian Libraries*, which found absences of training, gaps in training, inadequate training, and a lack of means to determine what training is needed and how to assess any training provided. Oud stated the following in response to these findings: "More formal, structured training programs would help address this gap and benefit both the new librarian and the library" and then went on to cite studies linking formal approaches to lower stress, conflict, and ambiguity (2008, p. 263). This recommendation echoed Whitmell in her 2006 report examining the implications of *The Future of Human Resources in Canadian Libraries* for the Canadian Association of Research Libraries: she includes a section entitled "Establish Formal Orientation and Mentoring Programs" that details the recently developed orientation program at the University of Toronto. Ballard & Blessing's 2006 article provides an extensive description and history of the successful, continually evolving formal orientation program at North Carolina State University Libraries. Information about the organizational socialization theory research behind the program and the committee that is responsible for the program is also provided, making this a particularly useful reference to consult as a starting point for such a project.

"A buddy is similar to an official friend: someone whom a new hire can ask questions that he or she may not want to ask of a new supervisor, from the trivial, such as where the bathroom or where to eat lunch, to more politically sensitive questions, such as what is the best way to get an answer from a particular colleague" (Graybill et al 2013 p. 203). Fourteen publications recommended the use of buddies or mentors. A buddy or mentor helps with the informal as well as formal socialization that is a part of becoming oriented within a new organization. These individuals are paired with the new hire for anywhere from a few weeks to the first few years of employment. They are important because they can efficiently answer questions that employees may be less comfortable asking their managers and they provide social and political support that helps the new employee fit in (Bauer & Erdogan, 2011).

Support and training for co-workers and supervisors of new hires was recommended in seven publications. It is easy for co-workers to forget what new hires do not know and it is also important for everyone in the organization to be aware of the goals and challenges of employee onboarding and orientation. Some training and information provision with regard to best practices for orientation can assist in these areas. Oud (2008) notes the following: "Having some open discussion, for both existing and new employees, would help to foster an environment where new librarians feel more comfortable asking for help and would simulate awareness by both new and existing librarians of what issues and questions may arise" (p. 265). Chapman asserts "[e]veryone in the library has a role to play, whether it is to provide information or to be supportive of the new employee" (2006, p. 126) and then goes on to state that "[a]ll library staff members involved in these processes should be provided with the training necessary to help them find and keep employees that will fit in well with the organization" (p. 133). A bonus effect of this attention to onboarding and orientation training is that current staff feel valued and appreciated as they are made part of the process of welcoming new hires to the professional climate of the organization.

## **Librarian Onboarding Practices at McGill**

Under former Trenholme Director of Libraries, Janine Schmidt, an induction program for new employees was created. It consisted of the following components:

- A series of presentations (with PowerPoint and activities) covering:
  - Current trends in scholarship and an overview of the University and the Library (2 hours)
  - Customer service, including “Sorry, Glad, Sure” workshop (3 hours)
  - Information Technology in the Library (2 hours)
  - Employee services: educational services, professional development, funding, performance review, tenure process, employee assistance program, vacation policies, business travel, pension, retirement information (2 hours)
  - Collection services (2 hours)
- Tours of the branch libraries

This program was discontinued and it is unclear if there was any effort to evaluate or improve it. Currently there is no centrally coordinated orientation for new McGill librarians. Carole Urbain, in her position as Director, Academic Affairs, has begun to meet with new tenure-track librarians to review the Library’s reappointment and tenure process and expectations. Regular information sessions for librarians on reappointment and tenure are in development to complement the online Reappointment and Tenure Toolkit. Librarians are also welcome to attend the information sessions organized twice a year by the Secretariat for all tenure-track academics at McGill. Isabelle Roberge, senior HR advisor for the Library, deals with new employee HR issues. However, the large majority of these are resolved before the employee begins working at McGill. Within the first year of their employment, new librarians complete one mandatory centrally administered process: the annual performance recognition report.

In the absence of a library-specific orientation program, new librarians can seek orientation services at the university level and at the library branch/department level. McGill’s Human Resources department offers an annual New Faculty Orientation day in late August. In the branches, individual heads assume responsibility for the orientation of their new employees. Practices include regular meetings to orient new librarians to their position responsibilities, explain the McGill Library culture and organization, and answer any questions they may have. New employees also tend to create their own personal networks of colleagues, who introduce them to the workings of the Library.

## **Findings from Interviews with Recent Hires**

Unstructured interviews were conducted with librarians hired in the last two years. The following is a sampling of comments and experiences:

- The librarians expected a more formal orientation process and would have welcomed it.
- All reported creating an informal buddy system of their own and finding that people were extremely willing to help.
- The onus seemed to be on the librarian to figure out what training was needed and what questions to ask. In some cases, librarians were asked to create a list of training that had been provided to them in their first months of employment.
- One librarian had a checklist that had previously been used in a McGill Library branch that was unofficially passed on to him or her by a peer. The librarian used this document to guide his or her own orientation and to figure out what questions he or she should be asking. This checklist is included in Appendix A.
- The librarians reported having difficulty knowing what to prioritize and what the expectations for the year ahead were.

- Issues with being oriented to IT, communication channels (LISTSERVs, etc.), job descriptions of unionized employees, and funding and travel procedures were reported.
- The librarians reported that weekly “check-in” meetings with immediate supervisors were very helpful. A habit of keeping a list of questions as they arose throughout the week and then bringing them to the meeting was reported to also be very helpful.

## **Recommendations for Onboarding New, Returning, and Transferred Librarians and library staff**

### **Current practices to maintain**

- 1) Reappointment and tenure overview meetings for librarians.

### **Current practices to modify**

- 1) Include more information about what the reappointment and tenure process looks like in practice (show sample dossiers) in the orientation and recruitment period.
- 2) Move the Reappointment and Tenure Toolkit (<https://www.mcgill.ca/library-rttoolkit/>) to a more prominent location on the Library website. One logical place for the page to be linked to is this page: <http://www.mcgill.ca/library/about/jobs>.
- 3) Link to the Reappointment and Tenure Toolkit in all academic librarian job postings. This is a good resource and it is currently underutilized.
- 4) The annual performance review guides librarian work and goal-setting within the organization and as such should be shared with candidates and certainly with new hires in their first weeks of employment. An example of what the annual performance review looks like in practice should be provided, with an example of a completed form.
- 5) Include a formal discussion of the reappointment and tenure process in all tenure-track job interviews to allow the candidate to hear the viewpoints of various librarians at different stages of their careers.

### **Practices to implement (short term)**

- 1) Implement a universal checklist for the orientation period for all new employees. In recognition of unique needs in our varied units, the checklist should be adapted for each individual employee by the immediate supervisor and colleagues. Allowing colleagues to contribute to the checklist will create a culture of collaboration and community and will involve everyone in the success of the new hire. A sample checklist that has been used in the past at one McGill branch for new and returning librarians is included in Appendix A.
- 2) Create a checklist (that includes timeline information) for supervisors. This checklist should cover preparation before the arrival of the new employee as well as essential tasks in the first weeks and months of the new hire’s employment. It should include information on how to complete specific tasks, e.g., how to get a new phone number, or who to contact to order furnishings. An example from NCSU, provided in Ballard & Blessing’s article, is included as Appendix B.
- 3) Assign a buddy to new hires. The buddy should be someone from the same branch or department, if possible.

4) Send a welcome email message to all library employees the day an employee starts, returns to work from a leave, or starts in a new position, letting the entire organization know that the individual has started, where he or she is working, and where they are arriving from. This welcome email should be authored by their immediate supervisor.

5) Create a librarian profile page for new librarians, and encourage them to add content as soon as they are able.

### **Practices to implement (long term)**

1) Form a committee to create, assess, and continually update a formal, dynamic orientation program for all employees, with additional content for librarians. The committee should be comprised of employees of all levels. The previous induction program can be used as a starting point, with the understanding that it may need major changes. This committee should also provide best practices training for colleagues and supervisors -- perhaps via an online module or best practices brochure that could be distributed before the new hire arrives.

2) Consider expanding one of the liaison librarian's position responsibilities to include orientation and onboarding duties across the organization.

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## Appendix A

### Life Sciences Library (McGill): Orientation for New & Returning Librarians September 2011

#### Needed:

- McGill computer account
- Access to U: drive – Administrator to contact Library Webmaster
  - Common
  - Health/Common
- Editing rights for subject guides – Administrator to contact Library Webmaster after discussions
  - Web system training
- Editing rights for course guides – Administrator to contact Library Webmaster after discussions
- QuestionPoint account – contact Maryvon (for new to McGill people, when e-mail account set up)
- Gobi account – Administrator to contact Joan Hobbins after discussions
  - Funds assigned & set up
  - Coutts account?
- Aleph account – request from Joseph Hafner
- Lenel – Sandra to assign access / arrange with Building Director
  - Access to building
  - Access to floors 2 & 3 and Rooms 401 & 409
  - Access to Collection Services entrance
- Printer code – 980933 (or 980977) – how to set up so stored permanently
- Laptop – Administrator to contact Frank

#### Academic Laptop Program

<http://kb.mcgill.ca/kb/?ArticleId=1287&source=article&c=12&cid=2#tab:homeTab:crumb:7:artId:1287>

- Record your contact information in the online staff directory
  - Bookmark this!: <http://www.mcgill.ca/directory/staff/>
  - use revision form; note also “Unit Directory” and other items there
- Member of Libhealth listserv – Administrator / Andree to do
- Member of hospital library listserv – Administrator / Andree to do
- Member of Librarians Council & Library staff listservs – Administrator to ask Bruna
- Recorded in Present – Administrator to ask Bruna  
<http://presentlibrary.campus.mcgill.ca/Login.aspx>
- Business cards



## Basic logistics

Life Sciences Library  
User groups  
Organization

Osler Library within Life Sciences  
Relationship to affiliated teaching hospitals (MUHC hospitals, Jewish, Douglas, St. Mary's, Verdun, Gatineau) & McGill RUIS  
Relationship to UdeM & other Quebec med school teaching hospitals (UdeM ABSAUM & CHUM / UdeM & other RUIS's)

Your desk

Which desk?

Phone

How to use the phone

- Record messages

<http://kb.mcgill.ca/kb/?ArticleId=1210&source=article&c=12&cid=2#tab:homeTab:crumb:7:artId:1210>

Private phone on 2<sup>nd</sup> floor

Laptop

- back-ups
- updates (software & hardware)
- remote desktop

Computer storage & drives

- N: vs. R: drive
- accessing from home (also U: drive; see below):  
<https://webfolders.mcgill.ca/Deptshare/Library/Shared/>
- e-mail storage allotment

VPN set-up (for remote access)

- EZProxy – see “Remote access” below under “Computer services”

Wireless

- set-up (printing???)
- WPA vs. Guest; also: Eduroam

E-mail

- Outlook
- web version: [exchange.mcgill.ca](http://exchange.mcgill.ca)

Food

Sources of food and drink:

McIntyre Building 5<sup>th</sup> floor cafeteria, Second Cup, Subway, Thomson House  
Faculty Club  
Other places for lunch  
Catering for events – who to use; via Administrator's P-card

Staff room

Monthly birthday parties  
Fridge, clean-up, tea, coffee, etc.

Obtaining software

- whom to talk to (see Library Service Level Agreement below)
- [www.mcgill.ca/software](http://www.mcgill.ca/software)
- educational discounts

U: drive

- U:HLTH:Common:Common2
  - > statistics folder - especially for teaching, consults & enquiries at your desk – see Excel spreadsheet for appropriate year, # 8 – 21, section 14: Library Instruction
- U:Common
  - > PowerPoint templates:  
<https://webfolders.mcgill.ca/Deptshare/Library/Shared/Common/templates/Powerpoint%202011-12/>
  - > QP folder (but not much there that is up-to-date)
  - > Others?

Staff blog – <http://blogs.mcgill.ca/librarystaff/> - sign in with your McGill ID (e-mail) and password

Library Staff Knowledge Base -

<http://kb.mcgill.ca/?cid=12&c=12&cpc=Wge84edM0c36xaOhNxu5Dv7d64A3ikgyfi12U24>

- service accounts – (listed on Staff Knowledge Base) - what are they for?

Obtaining supplies – where to look, whom to ask, whom to tell

- QP training
  - www.questionpoint.org
  - Meebo & Twitter: [www.meebo.com](http://www.meebo.com) & [www.twitter.com](https://twitter.com/McGillLib)  
McGillLib / IceCre@m

Facilities - Administrator to cover

Level access

- When building is open
  - to you & those with building access
  - to the public (building is restricted 6pm on & on weekends)

Building Director and staff

Collection layout

- reserves
- Osler
- Wendy Patrick Collection (consumer health)
- journals (here & in Redpath basement)
- books in LSL collection

Room 409 & room 401

- how to use
- booking: 409: <http://www.medicine.mcgill.ca/facmed/mail4.html>  
401: Book in Life Sciences Library calendar

Opening & closing / evenings & weekends

- leaving after hours & activating exit code – 1927\* and 7291\*

#### Collections

- Gobi training
- Coutts training?
- Selection policies & procedures
  - Books
  - E-books
  - Serials & e-resources
    - obtaining quotes
    - troubleshooting via Zafiro
  - Wish list in Common2
  - Textbooks
    - Duplicate copies for heavily used books; replacement copies
  - Electronic resources form (historically called the “green” form)
    - [https://home.mcgill.ca/librarycollectionservices/eresources/eresources\\_form/](https://home.mcgill.ca/librarycollectionservices/eresources/eresources_form/)
  - Doody’s access: [www.doody.com](http://www.doody.com) Account: 34173\_Del Balso (space in the middle)  
Password: 7it93841
  - Textbooks, course packs, e-reserves – Deanna to cover
    - reserves form
  - Checking new books in
    - Requisition slip to accompany book here:  
<http://www.mcgill.ca/librarycollectionservices/acquisitions/requisitionslips/>
  - Service accounts
  - eScholarship
    - theses
    - open access

Loans – Sandra to cover

- Policies & procedures
- Aleph training
- Laptops & e-readers

Interlibrary Loans – Deanna to cover

- Life Sciences / DOCLINE vs. Colombo
  - where are the forms for Life Sciences
  - Loans to and from McGill teaching hospitals

Loans to and from other universities, especially teaching hospitals

Liaison – To be discussed & negotiated

- Which departments
  - Introductory letters
- Duties, responsibilities, contacts  
Training as and resources for expert searcher

Teaching

Common2 files

Room booking – many listed here: <http://www.mcgill.ca/library/library-assistance/workshops/classrooms/>

- Room 409 (& Room 401)
- Law Library computer room  
[http://www.library.mcgill.ca:8080/law\\_dscc/d01/09/2011?display=M&style=L&positioning=A](http://www.library.mcgill.ca:8080/law_dscc/d01/09/2011?display=M&style=L&positioning=A)
- Humanities & Social Sciences Library: Cybertheque, McLennan computer rooms (floor 1 & M3-37A)

Other labs / where specific software is available: <http://webforms.mcgill.ca/labs/> (but see also Library pages in computer availability sections – note computer availability tool)

Information Desk

Layout

Procedures, Policies: (non-McGill people, guest accounts)

Duties

- QP + Meebo + Twitter on Friday's

Scheduling:  Share your Outlook calendar with all librarians

Statistics – at Info Desk; at your own desk; policy on types of questions; how to record in U: files

Monitor toggling – Alt-F5/F8 – how to set up

Lost & found

LCD panel (how / who gets things there; who turns on & off)

UPrint

Handouts

Computer services – Angella to cover

Technical support within the Service Level Agreement

- ICS help desk – reporting systems problems
- Library systems people- Steve Burliuk, Andreas, Danny, Charles . . .

“Ghost” image

Which software on which computers

“Guest” access – on all machines

- via a guest account – policy
- Knowledge Base article “Create a Guest Network Account” with link to form to complete to generate account -  
<http://kb.mcgill.ca/#tab:homeTab:crumb:7:artId:1021>

What software is where:

<http://www.mcgill.ca/library/library-using/computers/workstations/#LSL>

Conferences / continuing education / professional associations - Administrator to cover

Travel allowance & claims

Form is in this folder:

U:\Common\Administrative\FORMS\Travel Request form\2011 Travel forms & guidelines

Claims done via the online Minerva form

MyMcGill (upper right McGill home page) >> Employee menu [under “Employee records”]>>

Advances & expenses report menu

Professional development / CE workshops & sessions – attendance; how to request

Forms for Professional Development (different from \$500 / year Professional Development Allowance from University)

U:\Common\Administrative\FORMS\Travel Request form\2011 Travel forms & guidelines

Professional development allowance – \$500 per year  
<http://www.mcgill.ca/financialservices/pdf/>  
- how to claim: submit via Minerva (MyMcGill) – see  
<http://www.mcgill.ca/financialservices/pdf/>  
Concordia poster day: <http://library.concordia.ca/about/staff/librariansforum.php#poster>  
Lunchtime French – free  
<http://www.mcgill.ca/hr/employee/training-development/specialized-hr-programs/french-program>  
McGill courses & Continuing Education classes – free:  
<http://www.mcgill.ca/adminhandbook/personnel/edassistacademic/>  
Fitness (recommended: ride your bike!)

#### Library committees

Librarians Council  
Dean's Council (for duration of strike only?)  
Committee participation  
Strategic Plan Working Groups  
U:\Common\Committees\Strategic Plan (2011-2012) Working Groups  
EndNote Committee  
Megan Fitzgibbons coordinates  
Others (see Committees folder in U:/COMMON drive)

#### McGill University governance

Senate, Board of Governors, Principal, Provost, Deans including Dean/Director of Libraries  
MAUT & CAUT - [maut.mcgill.ca/](http://maut.mcgill.ca/) & [www.caut.ca/](http://www.caut.ca/) (free for first year?)  
MAUT-LS  
 Cost  
 Web site: [www.library.mcgill.ca/mautlib/](http://www.library.mcgill.ca/mautlib/)  
Faculty club  
MyMcGill  
Banner  
Minerva  
WebCT  
Administrator to cover:  
Academic appointment  
- where is documentation (MAUT-LS web site / Secretariat / Provost's Office / Academic Personnel Office / Benefits / Pension Management)  
- payroll – direct deposit  
- health & dental claims – where are the forms / online alternatives  
- reappointment process & dates  
- tenure process & dates  
Vacation, pension & benefits

#### McGill Library

Organization chart – Associate Director, Science & Engineering Libraries  
Collection Services  
Library Technical Services  
Osler  
Macdonald (Parasitology, microbiology and some other biology & immunology)  
Other branches:  
HSSL – Psychology  
Education – Kinesiology, Educational Psychology  
Schulich Library of Science & Engineering  
CREPUQ & relations with other Quebec universities  
ARL & CARL – Association of Research Libraries & Canadian Association of Research Libraries  
CRKN – Canadian Research Knowledge Network  
AFMC – Association of Faculties of Medicine of Canada, including Resource Group on Libraries

#### Miscellaneous

School of Information Studies  
20% librarians' discount at Paragraphe Books  
Professional associations  
ASTED Section Santé  
CHLA/ABSC

MLA  
CLA (all McGill librarians are members via Library corporate membership)  
Corpo  
Others?

SLA  
ABQLA

Journal Club

Listservs :

McGill Library ones are listed above

CANMEDLIB

MEDLIB-L

RQBS (mostly ILL requests, unfortunately) <http://listes.ulaval.ca/listserv/archives/rqbs-bibl.html>

LIS-medical (jiscmail.ac.uk)

[EVIDENCE-BASED-HEALTH](#) (jiscmail.ac.uk)

SALIS (substance abuse); membership required

Useful alerts:

VisAge : bulletin de veille informationnelle de l'Agence de la santé et des services sociaux de la Montérégie <http://www.asssm.veille.qc.ca/fr/bulletin/abonnement.html>

Current Cites (Roy Tennant) : <http://lists.webjunction.org/currentcites/>

CARL eLert (distributed every Friday via Librarians Council list)

E-Watch on Innovation in Health Services (on knowledge dissemination)

## **Appendix B**

### **NCSU Libraries Employee Orientation Checklist Categories**

#### BEFORE START DATE

- I. Preparing the Workspace
- II. Schedule Meetings and Training Sessions
- III. Equipment Installation & Configuration

#### WEEK ONE

- I. The Basics
- II. Safety and Security
- III. Telephones/Copies/Supplies/Mail

#### WEEK TWO

- I. The Libraries' Mission, Vision, and Organization
- II. Performance Expectations: Tools and Policies
- III. Employment Policies
- IV. Attendance and Leave
- V. Communication and Publications

#### WEEK THREE

- I. The Libraries: Departmental Role and Customer Service Principles
- II. Performance Expectations: Work Planning and Goal Setting
- III. Development and Training Opportunities

#### WEEK FOUR:

- I. Scheduled Meetings
- II. Follow-up

**(Ballard & Blessing, 2006)**