

Beyond the happy sheet

Gathering stakeholder
feedback to inform
liaison service
development

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Liaison never stands still



Which clients drive change?

Academics:

- inform collections
- long term use
- influence
- research dollars

The art of persuasion

“...important to us that our services provide maximum value...”

“...your opportunity to significantly shape services...”

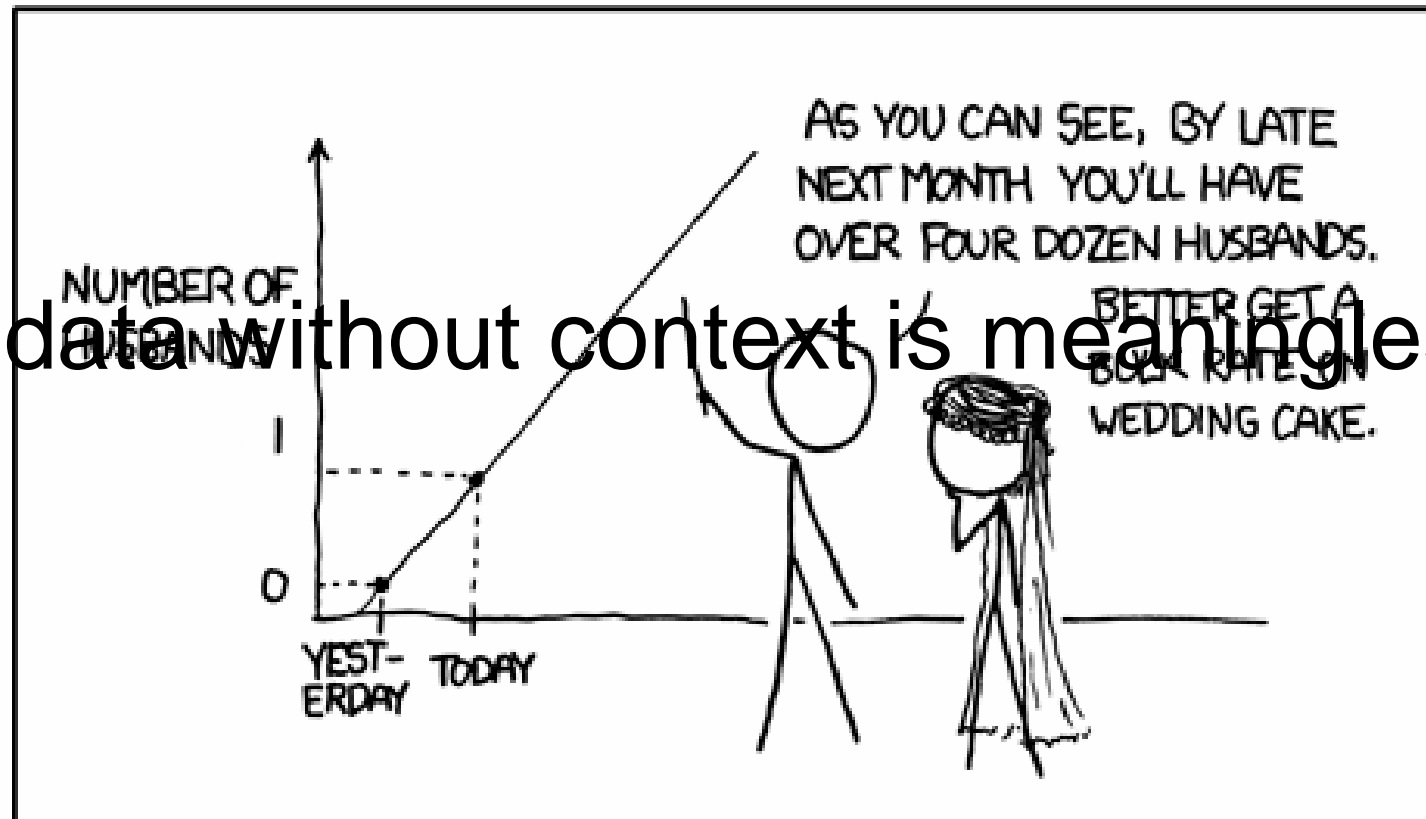
“...insight and guidance as we seek to understand...”

“...your input in this process is vital...”

Why survey?

- Whole-of-Faculty perspective
- Identify patterns and trends
- Identify service gaps in client needs
- Hear some uncomfortable truths
- Provides data to inform decision making

MY HOBBY: EXTRAPOLATING



data without context is meaningless

Rating value

The importance of
liaison services

Q: Overall, how important to [your] School/Faculty teaching, research or other academic activities are the services provided by Liaison Librarians?

Faculty response (sample: 18)

	very important	important	neutral	not important	not at all important
please choose	35.7%	50.0%	14.3%	0.0%	0.0%

85.7%

Liaison response (sample: 19)

	very important	important	neutral	not important	not at all important
please choose	36.8%	47.4%	15.8%	0.0%	0.0%

84.2%

Most important services (Resources)

Faculty response

Service	% responses “very important”
Ordering new books and journals	61.5
Having a detailed knowledge of discipline specific information resources (eg. databases)	53.8
Discussing and clarifying procedures and policies relating to unit readings	30.8
Communicating changes to collection development policy	30.8

Liaison response

Service	% responses “very important”
Evaluating the Library’s resources for usage and relevance	55.6
Having a detailed knowledge of discipline specific information resources (eg. databases)	50
Discussing and clarifying procedures and policies relating to unit readings	47.1
Ordering new books and journals	44.4
Communicating the results of resource evaluation	44.4

Least important services (Resources)

Faculty response

Service	% responses “neutral” or lower
Setting up RSS or email alerts to be sent to academics directly from publishers and databases	53.9
Offering seminars for academics on the Library’s resources	53.9
Sending regular updates on the Library’s collection budget	38.5

Liaison response

Service	% responses “neutral” or lower
Providing regular notification of new titles in the Library	50
Setting up RSS or email alerts to be sent to academics directly from publishers and databases	44.5

Greatest difference in importance rating (Resources)

Service	Faculty - % “important” or higher	Liaison - % “important” or higher (± difference)
Sending regular updates on the Library’s collection budget	46.2	76.5 (+30.3)
Discussing and clarifying procedures and policies relating to unit readings	53.9	82.4 (+28.5)
Evaluating the Library’s resources for usage and relevance	76.9	100 (+23.1)
Providing regular notification of new titles in the Library	69.3	50 (-19.3)
Offering seminars for academics on the Library’s resources	46.2	72.2 (+18.3)

Most important services (Research)

Faculty response

Service	% responses “very important”
Being available as resource consultants for postgraduate students	63.6
Being available for consultation for literature searches	63.6
Providing advanced database training for academics	54.5
Keeping postgraduate supervisors up –to-date regarding resources and training for their students	36.4
Providing training in the use of EndNote	36.4
Providing advice and training for data management	36.4

Liaison response

Service	% responses “very important”
Being available as resource consultants for postgraduate students	55.6
Keeping postgraduate supervisors up –to-date regarding resources and training for their students	44.8
Providing information on the development and benefits of open access repositories	33.3

Least important services (Research)

Faculty response

Service	% responses “neutral” or lower
Participation in Faculty research meetings	54.5
Guiding me in setting up table of contents alerts	36.4
Guiding me in setting up search alerts	36.4
Informing me of developments in the measurement of research impact	36.4

Liaison response

Service	% responses “neutral” or lower
Informing academics when their work has been cited	77.9
Providing regular summaries of academics’ publication impact	72.3
Providing regular summaries of School/Faculty publication impact	64.7

Greatest difference in importance rating (Research)

Service	Faculty - % “important” or higher	Liaison - % “important” or higher (± difference)
Informing academics when their work has been cited	63.7	22.3 (-41.4)
Guiding academics in setting up table of contents alerts	45.7	83.4 (+37.7)
Providing regular summaries of School/Faculty publication impact	72.7	35.3 (-37.4)
Keeping postgraduate supervisors up-to-date regarding resources and training for their students	54.6	88.8 (+34.2)
Being available for consultation for literature searches	70.7	100 (+29.3)
Providing regular summaries of my research impact	54.6	27.8 (-26.8)
Participation in Faculty research meetings	45.5	72.2 (+26.7)
Providing advice and support for data management	63.7	38.9 (-24.8)

Most important services (Teaching and Learning)

Faculty response

Service	% responses “very important”
Providing help desk support to undergraduate students	63.6
Maintaining accurate and current referencing helpsheets	63.6
Maintaining relevant, up-to-date Subject Guides	63.6
Developing online tutorials for basic information literacy skills	63.6
Developing other e-learning resources to support teaching and skill development	54.5
Developing unit-based information skills training workshops and lectures for undergraduates	54.5
Development and communication of the Information Literacy Framework	45.5
Working in partnership with unit coordinators to embed progressive development of information literacy skills across programs	36.4
Informing me of resources or services that support my teaching	36.4

Liaison response

Service	% responses “very important”
Maintaining relevant, up-to-date Subject Guides	66.7
Working in partnership with unit coordinators to embed progressive development of information literacy skills across programs	61.1
Providing help desk support to undergraduate students	55.6
Knowledge of academics’ teaching interests	50
Participation in Faculty Teaching and Learning Committees	44.4
Participation in Course Development committees	38.9

Least important services (Teaching and Learning)

Faculty response

Service	% responses “neutral” or lower
Participation in Course Development committees	54.5
Contributing to the development of Graduate Attributes	45.5
Participation in Faculty Teaching and Learning Committees	36.4

Liaison response

Service	% responses “neutral” or lower
Maintaining accurate and current referencing helpsheets	44.5
Development and communication of the Information Literacy Framework	38.9

Greatest difference in importance rating (Teaching and Learning)

Service	Faculty - % “important” or higher	Liaison - % “important” or higher (± difference)
Working in partnership with unit coordinators to embed progressive development of information literacy skills across programs	54.6	94.4 (+39.8)
Contributing to the development of Graduate Attributes	54.6	94.4 (+39.8)
Informing academics of resources or services that support their teaching	63.7	100 (+36.3)
Participation in the Faculty Teaching and Learning Committee	54.6	88.8 (+34.2)
Participation in Course Development committees	45.4	77.8 (+32.4)
Knowledge of academics’ teaching interests	63.7	94.4 (+30.7)
Maintaining accurate and current referencing helpsheets	72.7	55.6 (-17.1)

Most important services (Communication)

Faculty response

Service	% responses “very important”
Contacting new staff members to introduce them to the Library’s resources, services and contacts	72.7
Making regular contact with all academics	45.5
Regularly meeting with academic staff	45.5
Updating staff on services available through the Library	45.5
Informing Faculty of changes in the Library	45.5
Representing Faculty/Schools’ interests and opinions in Library meetings and policy development	45.5

Liaison response

Service	% responses “very important”
Being available for consultation appointments	77.8
Contacting new staff members to introduce them to the Library’s resources, services and contacts	61.1
Updating staff on services available through the Library	61.1
Regularly visiting Faculty or School building	50

Least important services (Communication)

Faculty response

Service	% responses “neutral” or lower
Participating in School meetings	72.8
Participating in Faculty meetings	54.5

Liaison response

Service	% responses “neutral” or lower
Participating in Faculty meetings	38.9

Greatest difference in importance rating (Communication)

Service	Faculty - % “important” or higher	Liaison - % “important” or higher (± difference)
Participating in School meetings	27.3	83.3 (+56)
Participating in Faculty meetings	36.4	61.1 (+24.7)
Regularly meeting with academic staff	63.7	83.3 (+19.6)

Faculty (Liaison) average ratings for importance across service areas

Service	% 'important' or higher	% 'neutral' or lower	% NA
Resources	66.4 (76.2)	31.8 (23.8)	3.5 (0)
Research	64.2 (73.6)	26.2 (26.4)	9.6 (0)
Teaching and Learning	64.4 (87.6)	25.8 (12.5)	9.8 (0)
Communication	74.5 (89.4)	25.5 (10)	0 (0.6)

% 'important' or higher in overall rating: 85.7 (84.2)

Rating performance

Q: How well do liaison activities support (your) teaching, research or other academic activities?

Overall Faculty response:

	very good	good	neutral	poor	very poor	I didn't know this service existed
Please rate our performance:	42.9%	21.4%	28.6%	0.0%	0.0%	7.1%

64.3%

Overall Liaison response:

	very good	good	neutral	poor	very poor	I didn't know this service existed
Please rate our performance	10.5%	52.6%	36.8%	0.0%	0.0%	0.0%

63.1%

Faculty (Liaison) average ratings for performance across service areas

Service	% 'good' or higher	% 'neutral' or lower	% 'I didn't know this service existed	% NA
Resources	13.6 (42.6)	31.8 (57.4)	40 (0)	14.6 (0)
Research	9.7 (41.9)	25 (46.7)	56.9 (5.4)	8.4 (5.9)
Teaching and Learning	10 (56)	21 (40.1)	33.1 (2.2)	35.3 (1.7)
Communication	28.9 (65)	47.7 (32.1)	15.5 (0)	7.9 (2.1)

% 'good' or higher in initial overall rating: 64.3 (63.1)

Faculty member:

“Gosh if you do all these things you will be very busy!”

Liaison librarian:

“There is insufficient time for liaison librarians to perform all these roles...it is impossible to do them all well”

“I feel the Library is doing a lot of ‘fluff’ around the edges but ignoring its principle role of providing access to books, journals and other information”

“I think we need to be more targeted and focussed”

“I’ve ticked NA... the time could be spent doing more valuable things”

“We need to market our services within the operational context of the academic staff, ie. target our services to the flow of work of the academics”

“I’d rather the money was spent retaining journals in the Library”

“Liaison services appear anywhere on this scale depending on the academic...”

“[Our liaison librarian] is very knowledgeable and she is always willing to help”

“I think the Library does a great job. It provides a highly professional service to students and academics...please continue to do the magnificent job you have been doing”

“I think providing high quality service should be the priority, not achieving an unrealistic number of goals just to tick a box... good service should ensure repeat clients and good referrals to others”

“I may not have been paying attention – it seems I could expect more help than I have been expecting”

What next?

- Wider distribution
- Stakeholder dialogue
- Realignment of liaison practice

Questions? Feedback? Please contact:

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