

**The On-Site Librarian Services Project: Progress Report**

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## Introduction

This is a brief report on my activities to date related to the On-Site Librarian Services Project. The rationale for the project was previously discussed in my report *Library Liaison: A Philosophy of Service Provision* (September 2006). The opportunity to provide services in a non-library space coincided with my new assignment as Subject Liaison Librarian for Education and Fine Arts in July 2006. The idea for the project was mine. For purposes of clarification, the Education Librarians' offices were previously located in the Education/Fine Arts Library – and not in a non-library space in the Education Building. All librarian offices were consolidated in the Dr. John Archer Library when the Education/Fine Arts Library was closed in 2004.

It has been more than 5 years since my previous liaison assignment in Education. A great deal has changed since then, including new faculty, new courses and programs, and Education information resources. The opportunity to work close-in with the Education faculty and students helped to bring me up-to-speed on my liaison assignment much faster than had I been working at-a-distance from my office in the Archer Library.

I was asked early on in the project about the services a librarian could provide outside of the context of the library building, and how those services were different from those provided by the Faculty of Education's Instructional Computing Technologies (ICT) Coordinator who was already located in the Education Building. I was told that following the closure of the Education/Fine Arts Library, many faculty were now consulting the ICT Coordinator regarding database searching, accessing electronic resources and Internet search skills. The term '*On-Site Librarian Services*' as opposed to '*On-Site Library Services*' was used to highlight the view that librarian skills and services are no longer tied to a physical location (i.e. the library building). The term also implies a greater emphasis on the 'in person', and my openness to exploring new ways of collaborating with faculty and students beyond the traditional. The project provided the opportunity for me to demonstrate the services a librarian can provide in the faculty setting.

The project was launched in mid-September 2006 and ran through to the end of Winter Semester 2007. The Associate Dean, Faculty Development and Human Resources (Education), and the Associate Dean, Research and Graduate Programs (Education) recommended that the initial focus of my liaison activities related to the project be on the graduate and PhD students. As of Fall Semester 2006, there were approximately 350 students registered in the Education graduate and PhD programs, and that number had grown to more than 411 students by the end of Winter Semester 2007. The majority of graduate students were returning to university after many years and many of them were finding today's library and information environment somewhat daunting to navigate. In light of this, library instruction sessions and in-depth reference consultations were key components of the On-Site Librarian Services Project. The Associate Dean, Research and Graduate Programs also recommended that RefWorks be promoted to all Education graduate and PhD students during library instruction sessions and one-on-one consultations.

Faculty and student feedback on the project and the services provided has been extremely positive. Feedback mechanisms were both formal and informal, and included a survey that was conducted at the end of Fall Semester 2006 (see Appendix A). The survey tool was a modified version (with permission of the authors) of a recent survey implemented at the University of Alberta to assess their Librarian On-Site Services Program in Engineering. Student and faculty feedback from the survey was used to fine-tune services and rework office hours for Winter Semester 2007.

The feedback I received during library instruction sessions and one-on-one consultations was invaluable in bringing me up-to-speed on the challenges students and faculty experience when accessing library information resources at the desktop from both on, and off campus locations.

Frequently asked questions, or themes, are highlighted later in this report. In addition, increased awareness of student and faculty research interests facilitated my collection selection and assessment activities.

In light of the positive feedback received, I plan to offer on-site librarian services on an ongoing basis as a component of my subject liaison activities. I heartily recommend that my colleagues explore similar liaison opportunities in their assigned subject areas as this has been one of the most rewarding professional experiences I have had in recent years at the University of Regina.

I would also like to take this opportunity to thank the University Librarian, Carol Hixson, and the Faculty of Education for supporting this liaison initiative.

### **Location**

The On-Site Librarian Services Office is located on the 2<sup>nd</sup> Floor of the Education Building, in Room 246. The office is a 'shared' space with the Greystone Centre for Interprofessional Collaboration in Education. However, this group uses the space only once or twice per year, so it is available most times as the On-Site Librarian Services Office.

The office opens onto the 'research corridor' and is in close proximity to Faculty of Education's Canada Research Chair offices, the graduate and PhD student offices, and the Research and Graduate Program offices. The Saskatchewan Instructional Development & Research Unit (SIDRU) is also located on the 2<sup>nd</sup> Floor, as are many of the faculty offices in my subject liaison group. The research corridor is a high traffic zone, providing a great degree of visibility and ease of access for drop-in clients. The office location is ideally situated to facilitate both one-on-one consultations and small group instruction sessions in the Education computer labs as required. The office is also located near classrooms where many of the Education graduate courses are taught.

The Faculty of Education provided the space, equipment and office furnishings. The office is equipped with a phone, Internet access, a computer with a 19" Dell UltraSharp flat panel screen to facilitate concurrent database searching and citation export, a filing cabinet, and a large table that provides enough work space for students to set up their laptops and to work next to me during reference consultations and small group instructions. Additional support included access to a networked printer on the 2<sup>nd</sup> Floor and a mailbox in Education's General Office to facilitate internal communications with faculty and graduate students. The level of computer support and services provided by the Education Computer Lab Technicians was the same as that provided for all Education faculty and staff, including access to the Faculty of Education's internal network.

The phone extension is the same as my office phone in the Archer Library, making it easier for Education students, faculty and students to reach me regardless of which office I am in. This became critical as the pilot project progressed, with students booking consultations with me in advance and at times beyond the advertised On-Site Librarian Services office hours.

An added bonus to the office location is that it is next to the Department of Media Production and Studies, another subject area that I liaise with as part of my subject liaison assignment in Fine Arts. The opportunity to have an office space in the Education Building helped me to make connections with the Media Production and Studies faculty and staff much faster than had I been based at the Archer Library only.

## Service Hours

During Fall Semester 2006 and Winter Semester 2007, the majority of Education graduate courses were offered Mondays – Thursdays from 6:30 p.m. to 9:15 p.m., with one or two courses offered on Saturdays during those semesters.

The majority of Education graduate students work full-time and are not available to come to campus during the day for assistance with their information needs. For this group, the Internet and the library's growing collection of electronic resources has become their preferred route for accessing information. The findings of the LibQUAL+™ survey indicated that a greater percentage of our students and faculty access information resources via the library's Web page rather than coming to the library with their information needs. This finding is consistent with the feedback that I received from a significant number of graduate students – especially those in the course-based, project and practicum program routes.

During May – August 2006 I was invited to give library instruction sessions to several graduate classes. Student feedback during these sessions indicated varying degrees of information literacy skill development and comfort levels with information technology. Many students indicated they would be interested in scheduling a reference consultation for a more in-depth review of the information presented during the library instruction sessions. With this in mind, I consulted the Associate Dean, Research and Graduate Programs to determine office hours during Fall Semester when most graduate students were available. Evening hours were targeted as the most likely time for me to connect with students given the majority of graduate courses are taught during that time. In addition, daytime office hours were offered in order to reach the International graduate and PhD students who are on campus during the day.

For Fall Semester 2006, On-Site Librarian Services office hours were:

Mondays – Thursdays, 4 p.m. to 6:30 p.m. and Wednesdays/Thursdays, 10 a.m. – 12 noon

The hours were modified for Winter Semester 2007 following student feedback received as part of an informal survey I conducted at the end of Fall Semester, 2006. Students asked that office hours be extended. The rationale was that students wanted the option to come to campus those evenings that they were not taking courses if they required reference assistance, and that extended office hours would give them more time to get home from work and come to campus. As a result, On-Site Librarian Services office hours for Winter Semester 2007 were:

Mondays – Wednesdays, 4 p.m. – 8:30 p.m., and Thursdays, 4 p.m. to 6:30 p.m.

Regularly scheduled office hours during the day were not offered. However, students who were available to come to campus during the day scheduled reference consultations at times other than the posted office hours.

In reviewing the reference statistics for this period, the 4 p.m. to 6:30 p.m. time slot continued to be the 'preferred time' for working graduate students to either drop-in or to schedule appointments to meet with me.

During the pilot project, I made a point of always being in the office during advertised service hours in order to build credibility with clients. I also built into my schedule additional time to be visible in the Faculty of Education in order to liaise with faculty, students and staff, to deliver library instruction sessions, and to attend Education Faculty Council and Program Area meetings. In my view, all of these activities - in addition to regularly scheduled office hours and e-mail communication - are key to promoting this service model. Although the trend is for the electronic

to be the preferred mode of information access for faculty and students, in my view, it is not the most effective way of communicating information on new library programs, collections and services. In my experience, the *in-person* element is essential in order to give a context to new programs, collections and services specific to individual faculty and student research.

### Advertising the Service

Advertising On-Site Librarian Services was one of the more challenging aspects of the project, requiring a significant time commitment – especially at the beginning of semester - and consistency in approach using a wide variety of methods, and flexible hours in order to reach as many of the students as possible. Below is a list of the key methods used to advertise the service.

- Global e-mail announcements to Education faculty in my assigned subject/program areas, with e-mail follow up during semester, as required. To facilitate e-mail communications, I arranged for my e-mail address to be added Education's faculty and staff e-mail lists.
- Global e-mail announcement to all Education Masters and PhD students, with e-mail follow up during semester, as required. Caveat: The majority of graduate students do not use their University of Regina e-mail accounts. Global messages were sent directly to their preferred e-mail provider, and depending on the e-mail provider, many students did not receive global messages because their e-mail provider identified group e-mail messages as junk mail and screened them out. A recommended workaround is to ask graduate students to forward their University of Regina e-mail to their preferred e-mail provider, and this is addressed during library instruction sessions.
- Announcement on the Archer Library and the Faculty of Education Web sites.
- Announcement on the Faculty of Education Research and Graduate Programs blog.
- Global e-mails sent to graduate students archived on Faculty of Education Research and Graduate Programs blog.
- Brief presentations re: the project and specialized 'librarian' services available to students at all graduate classes. Business cards distributed to all students in attendance. Presentations to the Faculty of Education Council, Program Area meetings, and updated Education office staff and the Education Computer Technicians on the project. The project was also promoted during all graduate library instruction sessions.
- Fliers distributed to Education faculty and graduate student mailboxes, and to all graduate student classes.
- Signage posted on office door (ED Room 246) and Archer Library office door.
- E-mail signature line **On-Site Librarian Services** used for all e-mail messages sent to Education faculty, staff and students.
- Strategic office hours: a visible presence in the Education Building at those times when most graduate students and faculty affiliated with the Education Research and Graduate Program are on site.
- My e-mail address included on Faculty of Education global e-mail lists.

- Walk-in traffic/curiosity: Several faculty, staff and students who were walking by and saw me in a non-library office space asked me about the project.
- Word of mouth: The students and faculty I met with were excellent promoters of the project and the assistance they received.

Although the project focus was not specific to my subject liaison assignment in Fine Arts, the faculty found the model intriguing, and invited me to present an overview of the project and best practices in library liaison at Fine Arts departmental meetings.

### **Reference and Instructional Services**

The initial focus of my activities was on the provision of in-depth reference and instructional services to graduate students. However, as the project progressed, there was an increase to the number of requests from faculty of in-depth reference consultations and literature searches in support of course and program planning, and research grant proposals. The majority of library instruction sessions were delivered in the Faculty of Education's computer labs. I liaised with the Faculty of Education's Computer Centre Technicians to ensure software specific to the instruction sessions (e.g., RefWorks Write-N-Cite) was available on all lab workstations in advance of each session. I also liaised with Education's Room Bookings clerk to reserve lab time for instruction sessions.

While preparing for the project, I identified a gap in the recording of reference statistics in the Library. I alerted the Head, Library Research Services, regarding forms that could be used to record office reference transactions, ensuring this type of reference activity is included with the CARL statistics. In response, the Head, Library Research Services created statistics forms and implemented the recording of office reference transactions for all reference staff.

For the period mid-September 2006 through to the end of Fall Semester classes, I fielded 127 reference consultations. In-person reference consultations were normally one hour or longer in duration. Consultations fielded by phone, fax and/or e-mail often took longer to complete. Of the 127 reference consultations, 57 were in-person and 70 were completed by phone, fax or e-mail. There was an increase in reference activity during Winter Semester 2007, with a total of 202 consultations fielded on site and 186 consultations fielded by phone, fax and/or e-mail.

The project sparked the interest of a number of faculty who requested library instruction sessions. For example, during Fall Semester I delivered eleven faculty-initiated library instruction sessions to graduate students, and several small group instructions initiated by the students as follow up. The library instruction sessions generated a significant number of reference consultations with students - and faculty - who wanted a more in-depth review of the information covered during class. Therefore, when taking into consideration the fact that the majority of graduate students work full-time and prefer to access library resources via the Internet, the breakdown of in-person and phone, fax or e-mail contacts was predictable. The scheduled office hours were viewed by the students as the times they could reach me either on, or from off site locations. The off site locations included not only Regina, but extended to other city centres and rural communities in Saskatchewan as a number of the graduate students commute from out-of-town to attend courses delivered on campus. Once the students connected with me through the library instruction sessions and learned about the On-Site Librarian Services project, they tended to contact me directly for follow up assistance if needed. The library's recent virtual reference initiative with Windows Live Messenger (MSN IM) will facilitate reference and instructional service delivery to students at-a-distance.

I would like to highlight the support and help I received from the library's Systems Assistant and Education's Computer Centre Technicians in testing MSN IM to ensure compatibility with Education's internal computer network. A brief web guide, *Settings to watch out for in Windows XP Professional to use Remote Assistance via Windows Live Messenger*, was prepared by the Education Computer Centre Technicians and will be mounted on the Faculty of Education's Web site. Further testing will be done in August 2007 from the Mac user perspective as close to 25% of the Faculty of Education's system is Mac based. I noted during my one-on-one meetings with the faculty (in their offices) in my liaison group that several were Mac users and this shed some light on the difficulties they were experiencing in accessing library resources. In addition, during each instruction session I asked how many students were Mac users, and in some classes about ¼ of the students indicated they were. These students often experienced difficulty in accessing library resources or RefWorks. These difficulties were often associated with the Internet browser they were using. With the increase to the number of Mac users, it is my view that the library should provide additional information on its Web site to assist these students in accessing library resources.

Early on in the project I met with the Distance Education Librarian to clarify my role as the liaison librarian for faculty and students affiliated with the Education Research and Graduate Programs vis-à-vis U.READ and Distance Education Librarian services. The Faculty of Education collaborates with various community colleges across the province to deliver courses and programs affiliated with the University of Regina. The Meadow Lake Community Based Masters Program, beginning July 2007, is a recent example. Many of the faculty who teach classes at these centres are full-time faculty in Education and know me as their library liaison. As an extension of this role, I have been asked to contribute to WebCT courses and to the Education portal that is under development to support the new Meadow Lake program. Given the realities of today's electronic information environment and new technologies that facilitate distance instruction delivery, it is my view that there is no longer a clear distinction between the reference and instructional services provided by subject liaison librarians and the Distance Education Librarian, and greater collaboration between the two is required. For the purposes of the project, it was agreed that the Distance Education Librarian would continue to deliver on site library instructions for courses offered at locations beyond the University of Regina campus. However, all follow up requests for reference and research assistance would be referred directly to me.

There were several themes to the reference questions that I fielded during consultations and library instruction sessions. Several could be facilitated by presenting existing information on the library's Web site in new ways, and including additional information (e.g., links to other campus departments, as appropriate) stemming from frequently asked questions. Here are just a few examples of basic/directional questions I fielded on a regular basis before I could move on to the content specific nature of graduate student and faculty reference questions:

- Pointing new students to the Computing Services Web site to identify their University of Regina username and ID; information on how to forward URegina e-mail accounts to preferred e-mail providers; and, information on how access the campus wireless network.
- Identifying Internet browsers compatible with library resources and RefWorks for Mac users. The library's Web site assumes clients are Windows users only, and there is little information geared to Mac users currently available (e.g., How RefWorks' Write-N-Cite displays differently between Windows and Mac).
- Accessing journal article links from off campus. The library does have a detailed FAQ Web page that includes this information, but users must scroll through a myriad of questions in order to fish out what they need. Perhaps a hyperlink approach would work better, or a link directly to item #3 on the FAQ Web page that addresses this frequently asked question. Additional information on the library Web site alerting graduate students

to contact their organization's systems support staff regarding Intranet restrictions that may impact accessing e-resources would be helpful. For example, several graduate students who are based at SIAST experienced difficulties accessing library e-resources via their organization's Intranet.

- Information on database alert services.
- Resources that identify peer-reviewed/refereed journal articles.
- Google Scholar: Information on, and library updates on resource linking progress.
- Open access journals, including library initiatives in this area.
- Highlighting library services, e.g., Interlibrary Loans Services, Borrower privileges, etc.
- Ensuring student information is in Voyager database to facilitate access to e-resources.

However, the majority of questions fielded for graduate students and faculty were of a complex nature and included:

- Navigating the library's Web site.
- Identifying appropriate resources for student and faculty research and course assignment topics, including the library's 'paid for' research databases and Google Scholar, etc.
- Advanced database search techniques.
- Assessing the quality of information retrieved and 'next steps' (e.g., how to access information resources of potential interest; further developing the research information base).
- Customized Proquest DATRIX dissertation and Theses requests.
- APA style (e.g., assisting with interpretation of guidelines).
- How to effectively manage information with RefWorks; using the Write-N-Cite feature to facilitate citations in document text.
- Literature searches in support of faculty research grant proposals, and to identify reading resources for course syllabi and program planning; collections related database searches to identify new resources for course syllabi and library reserves.

Reference consultations and instructions utilized the guidelines set out in the *Information Literacy Competency Standards for Higher Education*, approved by the Board of Directors of the Association of College and Research Libraries (2000) and endorsed by the American Association for Higher Education (1999) and the Council of Independent Colleges (2004).

There was one drawback to the library instruction blitz that took place during Fall Semester 2006. Unfortunately, graduate students are not required to take ED 800 (Education Research Methods) early on in their program. In some cases, students take this course at the end of their program. Therefore, many of the 'basic housekeeping' issues (e.g., identifying URegina username and ID in order to access resources from off campus and to register for RefWorks accounts) that I address in the ED 800 library instructions were included in the subject/course specific library instruction sessions also. This created a situation where several students sat through a repeat of the basics in every subsequent library instruction session before moving into the subject specific aspects of the session. In order to address this, I collaborated with Education's ICT Coordinator to develop a workshop geared specifically to incoming graduate students in order to bring them up to speed on the basics, freeing me to focus more on the in-depth and subject specific in subsequent library instruction sessions. This collaboration also helped to clarify the relationship between my role as a liaison librarian and Education's ICT Coordinator.

### **Collection Assessment and Selection**

Working close-in with the faculty and graduate students facilitated my collections related activities. Although this was not the main focus of the pilot project, knowledge of current faculty and student research helped me to target new resources for the library collection that would be

relevant – and used – in their work. Throughout the project I maintained close contact with the Manager, Collection Development and found her support to be invaluable in responding quickly to student and faculty collections related needs that often came up during consultations.

I discovered early on in my liaison assignment that very few faculty in my subject areas responded to the Blackwell's E-Notes. The overall sense was that the faculty had become disengaged from the collection development process. In many cases, faculty were actively developing their office collections to support courses they were teaching rather than alerting the library to recommended resources. In my view, the subject liaison librarian and the library are ultimately responsible for developing and maintaining library collections. However, faculty input is essential to ensuring library collections are aligned with current courses and programs.

I tend to liaise with all faculty in my assigned subject areas as opposed to channelling information through a faculty library representative. I have found this to be a far more effective approach, especially in today's environment where all faculty receive electronic notification of new resources. I learned during my one-on-one meetings with the faculty that several were confused as to the message that E-Notes was trying to convey. Were these notices of new items already added to the library collection? What do I do with these messages when I receive them? Who do I contact if I want to recommend titles for the library collection? How long does it take for the library to receive items? Can the library alert me when an item I have recommended has been received? What is Blackwell's Collections Manager, and how can this help me in identifying resources for courses I am teaching? My challenge was to figure out a way to engage the faculty in the collection development process and to open lines of communication in this area.

In cooperation with the Manager, Collection Development, my Education Liaison Librarian colleague - Donna Bowman - and I created a brief e-mail survey for faculty in our respective subject/program areas in the Faculty of Education (see below):

1. What topics do you cover in your courses?

- If possible, would you please send me a copy of the assignments and/or course syllabus? This information will help library staff to anticipate student questions, and to identify gaps in your enotes profile and library resources.

2. What is/are your current area(s) of research?

3. Are you working on a research grant application or planning to go on sabbatical leave?

- Right now, there is no mechanism in place for the library to be alerted to either of these. We provide a wide variety of services to faculty who are on sabbatical and would like to send you more information on this. We are also available to do literature searches for faculty who are preparing research grant applications.

4. Are there key publishers, or publications that you look at on a regular basis? If so, which are they?

5. What are some of the keywords that you use to describe your teaching and research interests when searching various databases?

6. Does your research cover a specific geographic area? If so, what is (are) it (they)? Would 'International' mean China, Europe, or Australia, for example?

7. When browsing the traditional library collection, what are the broad call number ranges that you look at? When you find library resources relevant to your teaching and research, what are the major call number areas they fall into?

8. Are there specific tools that you use to identify resources for either your office, or the library's collection. Examples may include journals, publisher catalogues, Web sites, etc.

9. Are you interested in receiving updates on new e-books that can be added to the library's growing collection of e-resources?

- Many of the major publishers now issue electronic versions of new book publications. The URegina Library is interested in knowing when an electronic book would be an acceptable replacement for a print version. The library is reviewing the offerings from several platforms. Please see the attached title list for examples of recent e-books.

With the exception of a few faculty who responded soon after the survey was sent out, I had to follow up with phone calls, and in several cases, one-on-one meetings with the faculty, in order to complete the questionnaire. However, this was well worth the effort as the information I gleaned from the survey not only fed into the development of collections guidelines, but also helped me to anticipate areas in need of greater focus in reference and instructional services.

The survey information revealed that the profiles that had originally been set up for the Blackwell's E-Notes were out of date. The generic 'one-size-fits-all' approach (e.g., Education Psychology) that had been applied to all faculty profiles in a given (Education related) subject area were no longer effective taking into consideration the increase in interdisciplinary research and programs. Faculty indicated that in most cases, items advertised on E-Notes were not relevant to their research and/or course topics. In response, all generic subject area profiles were updated to reflect current course and program content. In addition, personalized E-Notes profiles were set up to reflect each faculty member's research interests. The subject line for the personalized E-Notes includes the faculty member's name. In several cases, profiles were created for faculty to receive notices from additional vendors (e.g., Otto Harrassowitz) to enhance subject coverage. Profiles were also created for special interest areas that span across various subject areas and faculty, including GLBT studies, for example. In order to complete this project, I met with the Manager, Collection Development on a weekly basis from November 2006 through to the end of Winter Semester 2007. The Manager, Collection Development made the required changes to the profiles and ensured follow up in those cases where additional information was required from the faculty.

Since the project was completed, I have noted a significant increase in interest and communication from the faculty on collections related issues. The faculty response has been extremely positive regarding their personalized research E-Notes profiles and the special topics profiles (e.g., GLBT). Input regarding new additions to the collection has increased. A review of profiles across all subject areas may reflect similar trends and positively impact on library liaison.

### **Communication**

Communication is key to the success of any liaison program. The challenges around communication within the library as described in my report *Library Liaison: A Philosophy of Service Provision* (September 2006) have not been adequately addressed. In my view, the recommendations set out in the report to resolve these challenges still apply. A lack of communication across library departments and the liaisons impacts at all levels of liaison with faculty and students, including reference, instruction and collections related activities. For

example, it was late in Winter Semester 2007 that progress regarding Google Scholar and linking to local library holdings was discussed at Librarians' Council. This was useful information that could have been built into library instruction sessions and reference consultations earlier on. Google Scholar is one of the key resources that I cover in library instruction sessions, not only at the graduate level, but at the undergraduate level also. Students are often confused as to how they can access resources they find in Google Scholar. Links to library holdings from Google Scholar search results will hopefully resolve this issue.

### **Liaison Opportunities**

The merits of the On-Site Librarian Services pilot project should not be based on reference statistics alone. The benefits of this liaison model are many and facilitate exploration of new ways for librarians to partner with the teaching faculty. Here are just a few opportunities that stemmed from the pilot project and increased visibility within the Faculty of Education:

- EPS Program Renewal: Donna Bowman and I were invited to provide input into developing the information literacy components for core courses 1 through 4.
- Collaboration with Education's ICT Coordinator (Alec Couros) on a workshop for new graduate students, including information literacy and information technology components (to be delivered August 2007).
- Invitation to collaborate with faculty in revising the ED 800 Research Methods syllabus.
- Invitation to collaborate with faculty in planning a workshop that incorporates information literacy with writing skills development.
- Linking faculty associated with SIDRU publication *Policy and Practice in Education* with University Librarian to explore open access options for future issues of the journal.

### **Conclusion: Next Steps**

In my view, delivering librarian services on-site in the Faculty of Education has been a successful program initiative. The emphasis in this model is that library liaison is the overarching program area with reference, library instruction and collection development as components of the liaison program – and not the other way around. That is, liaison is not considered an 'add on' activity to these traditional service areas. In my opinion, liaison is a philosophy of service provision and is integral to the delivery of all library services in today's information environment. However, this may not be a commonly shared view. For example, in a recent conversation with a librarian colleague on where to include a link to a Web page specific to the On-Site Librarian Services in Education from library's Web site, I was advised that as liaison is a component of reference, the link should be as follows:

- **Research Help**
- **Reference**
- **Related Links**
- **On-Site Librarian Services**

In short, clients need to 'click' 4 times before they access information on this service.

Due to the positive feedback received, I plan to continue the On-Site Librarian Services Program as part of my liaison related activities. Office hours for Fall Semester 2007 will be the same as Fall Semester 2006. Due to time limitations, I was not able to launch my liaison librarian Web site and blog. However, I plan to do complete work on these initiatives during August 2007 in preparation for Fall Semester. The liaison opportunities listed above will be the initial focus of my project related activities for the remainder of 2007. The need for course development in the area

of student writing skills was also identified by several faculty. I anticipate that this will be another collaborative venture that I will be working on during the coming academic next year.



# Dr. John Archer Library

## Librarian On-Site Service in the Faculty of Education:

We would appreciate your feedback on this trial service, which will run until April 2007. Your feedback and comments will help us determine if this service should continue beyond the trial period.

1. Have you used the **Librarian On-Site** Service during Fall Session 2006?

Yes\_\_\_ No\_\_\_

2. If yes, why did you choose to use the **Librarian On-Site** Service instead of another information source on campus?

3. The librarian on duty helped me

	<i>strongly disagree</i>			<i>strongly agree</i>		
a) identify resources I needed	1	2	3	4	5	N/A
b) retrieve resources I needed	1	2	3	4	5	N/A
c) evaluate the information I needed	1	2	3	4	5	N/A
d) learn how to find and retrieve information	1	2	3	4	5	N/A
e) navigate the URegina Library web site	1	2	3	4	5	N/A

4. The librarian who helped me was

	<i>strongly disagree</i>			<i>strongly agree</i>		
a) approachable and welcoming	1	2	3	4	5	N/A
b) available when I needed help	1	2	3	4	5	N/A
c) courteous and polite	1	2	3	4	5	N/A
d) knowledgeable in						
- finding general information	1	2	3	4	5	N/A
- resources in my discipline	1	2	3	4	5	N/A

5. Were you satisfied with the help you received with your question(s)?

- a) \_\_\_extremely
- b) \_\_\_very
- c) \_\_\_somewhat
- d) \_\_\_not very
- e) \_\_\_ not at all

6. During the trial period, a librarian is available for consultations Mondays – Thursdays, from 4 p.m. to 6:30 p.m., and Wednesdays and Thursdays from 10 a.m. to 12 noon in ED 246. Are you satisfied with these hours of availability?

Yes\_\_\_ No\_\_\_

Please indicate any other hours of availability you would prefer for this service:

### Dr. John Archer Library



7. Are you satisfied with the location (Room ED 246) for this service?  
Yes\_\_\_ No\_\_\_

If no, please indicate where you would like to see this service offered?

8. In what ways do you think the **Librarian On-Site** Service could be improved?

9. If you have used other types of information and reference services on campus, please indicate which services they are:

- a) \_\_\_ in-person reference services at the Dr. John Archer Library Information Desk
- b) \_\_\_ private appointment with an Education Liaison Librarian at the Dr. John Archer Library
- c) \_\_\_ telephone reference with an Education Liaison Librarian
- d) \_\_\_ e-mail reference with an Education Liaison Librarian
- e) \_\_\_ other, please specify: \_\_\_\_\_

10. Please estimate how many times you have visited the Dr. John Archer Library during this current school term

- a) \_\_\_ daily
- b) \_\_\_ several times a week
- c) \_\_\_ once a week
- d) \_\_\_ 2-4x a month
- e) \_\_\_ other, please specify: \_\_\_\_\_

11. What best describes you?

- a) \_\_\_ undergraduate student; Year of study \_\_\_
- b) \_\_\_ masters student
- c) \_\_\_ PhD student
- d) \_\_\_ faculty member
- e) \_\_\_ staff member

12. What is your current program area focus in Education?

13. Would you like to see the **Librarian On-Site** Service continued in 2007? Why or why not?

Thank you for taking the time to complete this questionnaire. Please return to:

**William Sgrazzutti, Dr. John Archer Library**  
**Rm. 611.26**