

The On-Site Librarian Services Project: Progress Report

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Introduction

This is a brief report on my activities related to the On-Site Librarian Services Pilot Project for the period Fall Semester 2006 through to the end of Winter Semester 2007. The idea for the project was mine. 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. Previously, Education Librarians' offices were in the Education/Fine Arts Library, a branch library located in the Education Building. All Education Librarian offices were moved to the Dr. John Archer Library when the Education/Fine Arts Library was closed in 2004. However, this project was a 'first' in that a librarian successfully delivered services in a non-library space in the Education Building over an extended period.

More than 6 years have passed since my previous Education assignment as Head, Education/Fine Arts Library. There were many changes since then, including new faculty and students, new courses and programs, and new Education information resources. This project helped me to establish a new relationship with the Faculty of Education that was different from my previous role as Head, Education/Fine Arts Library. Working close in with faculty and students also helped me to get up to speed on my new subject liaison assignment. During the planning process, a number of faculty asked me to describe the services that librarians provide outside of the context of the library building, and more specifically, how these services differ from those provided by the Faculty of Education's Instructional Computing Technologies (ICT) Coordinator. I learned that following the closure of the Education/Fine Arts Library and in the absence of a strong librarian presence on site, many faculty were consulting the Education ICT Coordinator for information on database searching, Internet search skills, and how to access the library's electronic resources. Taking this into consideration, I decided to use the phrase 'On-Site *Librarian Services*' as opposed to 'On-Site *Library Services*' to highlight the services librarians can deliver beyond the library building.

The pilot project was launched a couple of weeks into Fall Semester 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 be on graduate students. As of Fall Semester 2006, there were approximately 350 students registered in the Education Masters and PhD programs, and that number grew 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 were overwhelmed by the complexities of today's library and information environment. Therefore, library instruction sessions and in-depth reference/research consultations became the focus of my activities during the project. The Associate Dean, Research and Graduate Programs (Education) also recommended that I promote RefWorks during library instruction sessions and consultations to help graduate students keep their research better organized.

Faculty and student feedback on the project and the services provided was positive. Formal and informal feedback mechanisms were used and included a survey of all graduate students at the end of Fall Semester 2006 (see Appendix A). Student feedback prompted a fine-tuning of services and office hours for Winter Semester 2007. The survey tool was a modified version (with the permission of the authors) of a survey that was used to assess the Librarian On-Site Services Program at the University of Alberta. Student feedback during library instruction sessions and one-on-one consultations was invaluable in bringing me up to speed on the challenges our clients experience when accessing library information resources from on and off campus locations. Frequently asked questions, or themes, are highlighted later in this report. Increased awareness of student and faculty research interests also facilitated my library collection selection and assessment 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 that I have had in recent years at the University of Regina. In light of the positive feedback received, I will continue the On-Site Librarian Services Project as an ongoing component of my subject liaison activities.

Location

The On-Site Librarian Services Office is located in 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, graduate student, and Research and Graduate Program offices. The Saskatchewan Instructional Development & Research Unit (SIDRU) is also located on the 2nd Floor, as are many of the faculty offices in my subject liaison group. The research corridor is a high traffic zone, and provides a high level of visibility and ease of access for drop-in clients. The office location is ideally situated to facilitate one-on-one consultations and small group instruction sessions that require the use of the Education computer labs, also on the 2nd Floor. The office is 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 pc with a 19" flat panel screen, filing cabinet, and a large table that provides enough work space for students to set up laptops and to work beside me during reference consultations and small group instructions. Additional support included access to a networked printer on the 2nd 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 and this made it easier for Education faculty, staff and students to reach me at either office location. This became increasingly important 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 working from the Archer Library only.

Service Hours

Education graduate courses are normally offered Mondays – Thursdays from 6:30 p.m. to 9:15 p.m. during Fall and Winter Semesters, with one course offered on Saturdays.

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 revealed that a greater percentage of 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 based programs.

During Spring and Summer Semesters (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 reference consultations for an in-depth review of the information presented during the library instruction sessions. I consulted the Associate Dean, Research and Graduate Programs (Education) to target office hours for Fall Semester 2006 when most graduate students are on site. We identified evening office hours as the best time for me to connect with students as this is when most Education graduate courses take place. Daytime office hours were also targeted to coincide with Education International graduate and PhD student office hours.

During 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 on an informal survey of students during Fall Semester 2006. Students asked that office hours be extended in order to give greater flexibility in scheduling appointments on the evenings when they are not in class.

During Winter Semester 2007, On-Site Librarian Services office hours were:

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

Regularly scheduled daytime office hours were not offered during Winter Semester to compensate for the extended evening hours. However, students who were available to come to campus during the day continued to schedule reference consultations at times other than the posted office hours. A review of reference statistics for this period revealed that the 4 p.m. to 6:30 p.m. time slot continued to be the busiest for drop-in and scheduled consultations. The extended hours also created a 'juggling act' at the beginning of semester due to conflicts with library instruction sessions. Taking this into consideration, I will not offer evening office hours after 6:30 p.m. during Fall Semester 2007.

In addition to the On-Site Librarian Services office hours, I made every effort to be present and visible in the Faculty of Education in order to liaise with faculty, students and staff, deliver library instructions, and attend Education Faculty Council and Program Area meetings. Although current research indicates that students and faculty prefer to access information in electronic format, the electronic (e.g., e-mail) is not the most efficient or effective way for the library to connect with clients. In my opinion, the *in person* element is essential to provide the context for new library services, collections and programs and how these impact individual faculty and student research.

Advertising the Service

Advertising On-Site Librarian Services was one of the more challenging aspects of the project from a personal time commitment perspective, especially at the beginning of each semester. A consistent approach using a variety of mechanisms is recommended, including flexible hours in order to reach as many students as possible. For example,

- Global e-mail announcements to Education faculty in my assigned subject/program areas, with e-mail follow up during the semester, as required. To facilitate e-mail

communications, I arranged for my e-mail address to be added to Education's faculty and staff global e-mail lists.

- Global e-mail announcements to all graduate students, with e-mail follow up during the semester, as required. The challenge with this is that 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 providers. 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. During library instructions, I recommend that graduate students forward their University of Regina e-mail to their preferred e-mail provider as an interim solution.
- Announcements on the Archer Library and the Faculty of Education Web sites.
- Announcements on the Faculty of Education Research and Graduate Program blog. Global e-mails sent to graduate students are archived on this blog.
- Gave brief presentations on the project and specialized 'librarian' services to all graduate classes. Business cards were distributed to all students in attendance. Gave presentations to the Faculty of Education Council, Program Area meetings, and provided updates to Education office staff and the Education Computer Technicians. The project was also promoted at all graduate library instruction sessions.
- Fliers distributed to Education faculty and graduate student mailboxes, and to all graduate student classes (Winter Semester 2007).
- 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.
- 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, faculty and staff I worked with were the strongest supporters and promoters of the project.

In addition to my subject liaison assignment in Education, I liaise with various departments in Fine Arts. Several Fine Arts faculty members were intrigued by the On-Site Librarian Services Project, and invited me attend Fine Arts departmental meetings to present an overview of the project and 'best practices' in library liaison.

Reference and Instructional Services

The initial focus of the project was on providing in-depth reference and instructional services to the Education graduate students. However, as the project progressed, there was an increase to the number of requests from faculty for in-depth reference consultations and literature searches in support of course and program planning, and research grant proposals.

Reference

Early on in the project I identified a gap with the recording of reference statistics for transactions that take place at locations other than the Archer Library Information Desk. I consulted the Head, Library Research Services regarding forms that could be used to record questions fielded in librarian offices to ensure this reference activity is represented in the CARL statistics. The Head, Library Research Services created a form and implemented guidelines for all librarians to use when recording reference questions fielded in their offices.

I also met with the Distance Education Librarian to clarify my role as the liaison librarian for faculty and students affiliated with Education Research and Graduate Programs vis-à-vis UREAD and Distance Education Librarian services. The Faculty of Education collaborates with various community colleges across the province on programs affiliated with the University of Regina. The Meadow Lake Community Based Masters Program, beginning July 2007, is a recent example. Often the faculty teaching these courses are from the University of Regina and they are accustomed to working with me as their primary liaison with the library. For example, I was asked to contribute content to WebCT courses and the Education portal that is being developed for the Meadow Lake Masters 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 On-Site Librarian Services 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. Students were referred to me as the key contact for help with reference questions.

There were several 'themes' to the questions I fielded during reference consultations and library instruction sessions. Many of the 'basic housekeeping' questions could be answered by reworking information that is currently on the library's Web site, and adding new information stemming from frequently asked questions.

Here are just a few examples of 'basic housekeeping' questions that I fielded on a regular basis before I could move on to the subject specific aspects of reference/research queries:

- 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 Web site has 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. For example, several graduate students who are based at SIAST experienced difficulties accessing library e-resources via their organization's Intranet. Information directing these students to contact their network support staff may be helpful.
- 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; 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 for 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.

During Fall Semester 2006, I fielded 127 reference consultations. 57 were in person and 70 were completed by phone, fax or e-mail. During Winter Semester 2007, I fielded a total of 294 reference consultations. 167 were in person and 127 were completed by phone, fax or e-mail. In person consultations normally took at least one hour to complete. Questions fielded by phone, fax and e-mail often took longer to complete. Taking into consideration the fact that the majority of graduate students work full-time and prefer to access information via the Internet, a greater number of questions fielded by phone, fax and e-mail as opposed to in person was predictable. In addition, many graduate students live in communities outside of Regina and are only on campus to take their classes. They often do not have time to remain on campus to do their research. Therefore, these students viewed my scheduled office hours as a 'reserved time' when they could reach me for assistance from either on or off campus locations.

The library's recent virtual reference initiative using Windows Live Messenger (MSN IM) will hopefully facilitate reference and instructional service delivery to students at off campus locations. On-Site Librarian reference services are extended to students taking courses affiliated with the University of Regina in city centres and rural communities across the province. I would like to acknowledge the support provided by the library's Systems Assistant and the Education Computer Centre Technicians in testing MSN IM to ensure compatibility with the Faculty of Education's internal network. A help 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 in time for Fall Semester 2007. 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. Several faculty use Macs in their offices and this gave me insight into the difficulties many have experienced in accessing library resources. Many of the graduate students are also Mac users. In my opinion, more information on the library's Web site that is geared specifically to Mac users would be helpful (e.g., Internet browsers that are compatible with research databases and RefWorks).

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).

Instruction

Almost all library instruction sessions were delivered in the Faculty of Education's computer labs. I liaised with the Faculty of Education's Computer Centre Technicians at the beginning of each semester to ensure that software needed for library instruction sessions (e.g., RefWorks Write-N-Cite) was available on all lab workstations. I also liaised with the Room Bookings Clerk to reserve lab time for each session.

The project generated a great deal of interest with the faculty and several requested library instruction sessions for their courses. During Fall Semester 2006, I delivered eleven library instruction sessions that had been requested by faculty, and several small group instructions that were requested by students. The library instructions generated a significant number of reference consultations with students and faculty who wanted more in-depth information that could not be covered during class.

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 covered in the subject/course specific library instruction sessions also. This created the situation where several students sat through a repeat of the basics during subsequent library instructions before moving into the course specific aspects of the session. In order to address this problem, I collaborated with Education's ICT Coordinator to develop a workshop for new graduate students that will bring them up to speed on the basics, freeing me to focus more on the in-depth and subject specific in course specific 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 research. 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 that very few faculty in my subject areas responded to the Blackwell's E-Notes. The overall sense was that the faculty were no longer engaged in 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 Collection Development Unit are ultimately responsible for developing and managing library collections. However, faculty input is essential to ensuring library collections are aligned with current courses and programs.

I liaise directly with all faculty in my assigned subject areas as opposed to channelling information on library collections and services through the faculty library representatives only. I have found this approach to be effective, especially in today's interdisciplinary environment where all faculty receive electronic notices of new publications. I also learned during my

meetings with the faculty that there was some confusion around E-Notes and the information they received. For example,

- 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? This question presents an opportunity to invite the Manager, Collection Development to make a presentation to faculty highlighting Blackwell's Collections Manager and how, for example, the Table of Contents feature may assist faculty in selecting resources for their courses.

Therefore, 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. There are currently two liaison librarians assigned to Education. In consultation with the Manager, Collection Development, we created a brief e-mail survey for the faculty in our respective subject and program areas to complete:

Library Update/Request for Information

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 E-Notes 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 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 consult 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 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 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, schedule individual 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 identify 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 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 an increase to the number of faculty recommendations for new titles to add to the collection. The faculty response has been extremely positive regarding their personalized research E-Notes profiles and the special topics profiles (e.g., GLBT). 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. In my opinion, 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. The recommendations set out in the report to resolve these challenges still apply. A lack of communication across library departments and the liaison librarians impacts 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 project:

- EPS Program Renewal. Both Education Liaison Librarians were invited to provide input into developing the information literacy components for Core Courses 1 through 4, and we will be teaching the information literacy components for Core Courses starting Fall Semester 2007.
- 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 the University Librarian to explore open access options for future issues of the journal.

Conclusion and Next Steps

Conclusion

In my view, delivering librarian services on-site in the Faculty of Education has been a successful program initiative. This model places library liaison as the 'overarching' program area with reference, library instruction and collection development as components of that program – and not the other way around. That is, liaison is not viewed as an 'add on' activity, or component of traditional library services. 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, I realize that this view is not shared by all. For example, the link to the Web page that describes On-Site Librarian Services in Education is buried four layers under the heading Research Help on the library's Web site:

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

Next Steps

I plan to offer On-Site Librarian Services on a continuing basis as a component of my liaison 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 prior to the end of the pilot project. However, I plan to complete work on these initiatives during August 2007 in preparation for Fall Semester. The liaison opportunities highlighted earlier in this report will be the focus of my project work for the remainder of 2007. In addition, faculty have identified the

need for course development specific to student writing skills and have asked me to collaborate in this area.

In closing, I would like to thank the University Librarian, Carol Hixson, and the Faculty of Education for supporting the On-Site Librarian Services Project.