

March 2000

Dear Colleague:

Information technology is the driving force behind the changing roles and responsibilities of academic librarians. Developments in computer technology suggest that librarians will play an increasingly critical role in the evaluation, analysis and filtering of information flowing from networked resources and will become active partners with faculty in the educational process. It is in this context that we invite you to participate in a study which will examine the extent of the collaboration between librarians and faculty at the University of Manitoba and will identify the current and future roles of librarians which will enhance the librarian/faculty partnership. This is not a funding or job opportunity survey.

This survey will take 10 to 15 minutes to complete. We assure you that our process has been designed to protect confidentiality. To facilitate follow-up with non-respondents, the investigators have supplied numbered envelopes for the return of the questionnaires. Upon receipt of this envelope, the corresponding label from a master list will be discarded. The envelope will be separated from the survey and also discarded. Similarly, the follow-up form giving permission to be contacted and/or to request a copy of the research findings will be separated from the questionnaire and kept in a separate file. If, despite these precautions, you are still concerned about confidentiality, you can obliterate the number on the envelope before returning it. The only effect this will have is that you will receive follow-up letters.

Only aggregate data will be analyzed and reported. Participation is entirely voluntary and you may refuse to answer any question or to withdraw at any time. The study has been reviewed and approved by the Faculty of Arts Ethics Review Committee.

This study has the potential of contributing significantly to the University of Manitoba Libraries' programs and priorities by providing well-founded information which can be used to develop and improve the partnership between librarians and faculty for the benefit of the institution. We count on your participation in this project. It would be most helpful if the survey could be returned by

_____.

Thank you for your time and anticipated participation in this study.

Sincerely,

A. Ducas
Associate Librarian, Neil John Maclean Health Sciences Library

N. Michaud-Oystryk
Associate Librarian, Elizabeth Dafoe Library

The Librarian/Faculty Partnership

Librarian Survey

Teaching/Instruction

1. Have you ever taught a component of a course(s) or provided library instruction for a course(s)?
 - a) No (*go to question #2*)
 - b) Yes (*go to question #3*)

2. If you answered no to question #1, why have you never taught a component of a course(s) or provided library instruction for a course(s)? Check as many as apply.
 - a) was not requested to do this
 - b) not part of my responsibilities
 - c) no time available
 - d) other (please specify) _____

(go to question #4)

3. If you answered yes to question #1, what type of instruction or teaching did you provide? Check as many as apply.
 - a) research methods
 - b) Internet training
 - c) BISON or NETDOC training
 - d) database searching (bibliographic or statistical)
 - e) design and evaluation of library assignments
 - f) other (please specify) _____

4. How else could librarians contribute to the teaching process? Check as many as apply.
 - a) providing assistance with course design
 - b) helping to integrate technology into curriculum
 - c) assisting with interactive instruction
 - d) teaching a full course on information literacy
 - e) other (please specify) _____
 - f) would not consider any other type of contribution

Information Services

4. Have you ever provided reference assistance to faculty?
 - a) No (*go to question #6*)
 - b) Yes (*go to question #7*)

5. If you answered no to question #5, why have you never provided reference assistance to faculty? Check as many as apply.
 - a) not part of my responsibilities
 - b) unable to tell whether the patrons are faculty members or not
 - c) other (please specify) _____

(go to question #8)

6. If you answered yes to question #5, what type of information services have you provided to faculty? Check as many as apply.
- a) explaining library services
 - b) finding a fact
 - c) researching a topic
 - d) conducting a literature search
 - e) using BISON or NETDOC
 - f) verifying citations
 - g) searching for pedagogical materials
 - h) other (please specify) _____
7. What other information services would you consider providing to faculty? Check as many as apply.
- a) current awareness service
 - b) citation searching
 - c) complete package including researching topic, conducting a literature search, retrieving and delivering documents
 - d) identification of key Internet sites in their field
 - e) other (please specify) _____
 - f) no other information services would be helpful

Information Technology

9. Have you ever provided assistance to faculty in dealing with information technology?
- a) No (**go to question #10**)
 - b) Yes (**go to question #11**)
10. If you answered no to question #9, why have you never provided technical assistance to faculty? Check as many as apply.
- a) was not requested to do this by faculty member
 - b) do not have sufficient ability or expertise
 - c) was not part of my responsibilities
 - d) did not have the time
 - e) other (please specify) _____

(go to question #12)

11. If you answered yes to question #9, what type of assistance have you provided? Check as many as apply.
- a) assessing and recommending software
 - b) providing instruction in the use of software
 - c) creating web pages
 - d) developing instructional web sites

- e) developing or managing databases
- f) providing assistance with retrieving an electronic document
- g) helping faculty order materials online
- h) resolving technical problems
- i) other (please specify) _____

12. What other type of assistance could you provide faculty in dealing with information technology?

Check as many as apply.

- a) assess and recommend software
- b) teach how to use software
- c) create web pages
- d) develop instructional web sites
- e) develop or manage databases
- f) provide assistance with retrieving an electronic document
- g) help faculty order materials online
- h) resolve technical problems
- i) other (please specify) _____
- j) cannot provide any other type of assistance

Research

13. Have you ever collaborated with a faculty member on a research project?

- a) No (**go to question #14**)
- b) Yes (**go to question #15**)

14. If you answered no to question #13, why have you not collaborated with a faculty member on a research project? Check as many as apply.

- a) is not part of institutional culture
- b) did not think of it
- c) did not consider that faculty member had sufficient subject background or expertise to participate in my project
- d) did not consider that I had sufficient subject background or expertise to participate in faculty member's project
- e) inappropriate for a faculty member to be part of research project
- f) no time to develop collaborative research with faculty
- g) other (please specify) _____

(go to question # 19)

15. If you answered yes to #13, how did you collaborate? Check as many as apply.

- a) co-writing the proposal
- b) creating or managing a database
- c) working as a partner on research project
- d) performing literature search
- e) gathering data

- f) analyzing data
- g) publishing the results
- h) other (please specify) _____

16. Did the faculty member's involvement have an impact on the research project? Check one.

- a) very substantial impact
- b) substantial impact
- c) some impact
- d) no impact (*go to question #18*)
- e) can't rate (*go to question #19*)

17. What type of impact did the faculty member's involvement have on the research project? Check as many as apply.

- a) provided additional expertise and skills
- b) brought a different perspective
- c) provided support for project
- d) facilitated completion of research project
- e) other (please specify) _____

(go to question #19)

18. If there was no impact, why? Check as many as apply.

- a) faculty member did not have sufficient subject background or expertise
- b) faculty member did not have adequate research skills
- c) faculty member did not have enough time to devote to project
- d) faculty member's contribution was minimal
- e) faculty's role could not be clarified and therefore it just didn't work
- f) other (please specify) _____

19. In what other capacity would you consider collaborating with a faculty member on a research project? Check as many as apply.

- a) co-writing the proposal
- b) creating or managing a database
- c) working as a partner on a research project
- d) performing literature search
- e) gathering data
- f) analyzing data
- g) publishing the results
- h) other (please specify) _____
- i) would not consider another type of collaboration

Collections

20. Have you had any interaction with faculty members in developing library collections?

- a) No (*go to question #21*)

b) _____ Yes (*go to question #22*)

21. If you answered no to question #20, why did you not have contact with a faculty member?

Check as many as apply.

a) _____ I have not conducted a collection assessment for a course or program

b) _____ I am not/have not been involved in collection management

c) _____ the library has adequate resources in their field

d) _____ faculty members rely on personal resources

e) _____ faculty use other local resources

f) _____ other (please specify) _____

(go to question #26)

22. If you answered yes to question #20, what type of interaction have you had? Check as many as apply.

a) _____ received recommendations for purchase

b) _____ faculty member is/was departmental library liaison

c) _____ received request for collection assessment statement for course or program
proposal

d) _____ consulted with faculty for journal cancellations

e) _____ was consulted by faculty to develop reading list for course

f) _____ other (please specify) _____

23. Did your interaction with the faculty member have an impact on the collections in your field?

Check one.

a) _____ very substantial impact

b) _____ substantial impact

c) _____ some impact

d) _____ no impact (*go to question #25*)

e) _____ can't rate (*go to question #26*)

24. What type of impact did the interaction with the faculty member have? Check as many as apply.

a) _____ developed better collections

b) _____ gained better understanding about the scope of collections management

c) _____ improved communication between department and library

d) _____ became aware of new resources in the field

e) _____ learned that the collection was inadequate for the proposed course or program

f) _____ other (please specify) _____

(go to question #26)

25. Why was there no impact on collections in your field? Check as many as apply.

a) _____ there was no follow-up from faculty member

- b) _____ proposed program/course did not go forward
- c) _____ library statement confirmed that resources in the field of study were adequate
- d) _____ there was inadequate funding to purchase resources needed
- e) _____ faculty member's contribution was minimal
- f) _____ other (please specify) _____

26. How else could faculty help you build library collections in their area? Check as many as apply.

- a) _____ provide Internet sites that I am not aware of
- b) _____ include librarians as members of faculty/departmental curriculum committees
- c) _____ ask librarians to participate in the development of courses
- d) _____ investigate alternative funding opportunities with librarians
- e) _____ other (please specify) _____
- f) _____ would not consider other ways to build collections in their area

27. In questions 4, 8, 12, 19, and 26, we identified a number of potentially new responsibilities for librarians. In order to perform any of these new functions, what responsibilities do you believe you could/should relinquish?

- a) _____ orientation tours
- b) _____ bibliographic checking
- c) _____ conspectus work
- d) _____ circulation work
- e) _____ equipment maintenance
- f) _____ committee work
- g) _____ administrative duties
- h) _____ other (please specify) _____

Overall, rate the librarian's role in the university in terms of the following activities:

		Very Important	Important	Somewhat Important	Not Important	Can't Rate
28.	Teaching	_____	_____	_____	_____	_____
29.	Info Services	_____	_____	_____	_____	_____
30.	Info Technology	_____	_____	_____	_____	_____
31.	Research	_____	_____	_____	_____	_____
32.	Collections	_____	_____	_____	_____	_____

Please provide the following background information.

33. With which discipline are you primarily affiliated?

a) _____ Humanities and Social Sciences

- Architecture
- Art (School of)
- Arts (Faculty of)
- Education
- Human Ecology
- Law
- Management
- Music
- Physical Education and Recreation Studies
- Social Work
- Special Collections
- St. John's & St. Paul's Colleges

b) _____ Pure and Applied Sciences and Technology

- Agricultural and Food Sciences
- Engineering
- Science

c) _____ Health Sciences

- Dental Hygiene
- Dentistry
- Medical Rehabilitation
- Medicine
- Nursing
- Pharmacy

d) _____ Interdisciplinary

- Archives
- Bibliographic Control
- Collections Management
- LETS

34. What academic rank do you hold?

a) _____ librarian

b) _____ associate librarian

c) _____ assistant librarian

d) _____ general librarian

35. How many years of experience have you had working in an academic institution (all universities including the U. of M.) as a librarian?

a) _____ less than 5 years

b) _____ 5 to 10 years

c) _____ 11 to 20 years

d) _____ over 20 years

COMMENTS - If you have comments regarding any of the issues addressed in this survey please provide them in the space below:

THANK YOU FOR COMPLETING THE SURVEY. PLEASE MAIL IT BACK IN THE BUFF ENVELOPE PROVIDED.

FOLLOW-UP FORM

Would you like to receive a copy of the research findings? ___ Yes ___ No

If you answered “yes”, please write your name, telephone number and e-mail address below, insert this form in the envelope provided and mail it to the investigators.

Name _____

Telephone Number _____

E-mail Address _____

Library Liaison Program Collection Development

The primary focus of the Library Liaison Program is to facilitate two-way communication between the library and the university community, providing faculty, staff and students with a contact person who can provide information on library programs, services and collections.

The Subject Liaison Librarian is responsible for developing and maintaining a current knowledge of information resources and collections within their assigned subject area(s).

The Faculty Library Representative is an integral part of the Library Liaison Program in the area of collection development. The Faculty Representative has two main functions:

To assist in conveying information about Library policies and activities to their department and/or faculty and,

To provide Subject Liaison Librarians with information on departmental or faculty initiatives that may impact on library collections and their support of courses and programs.

Recommended activities for Faculty Library Representatives may include:

- Providing input into the development of subject profiles and guidelines.
- Alerting colleagues to new additions to the library collection that support their teaching and research, and current courses and programs.
- Providing feedback to the Subject Liaison Librarian on the effectiveness of library communications regarding the collection, electronic vendor notices, usage studies and collection analysis reporting.
- Providing input to the Subject Liaison Librarian in identifying new publications for possible addition to the library collection.
- Providing input to the Subject Liaison Librarian in identifying materials for possible removal from the library collection.
- Alerting the Subject Liaison Librarian to new course and program initiatives, new faculty appointments, and other departmental/faculty activities that may impact on library collections and services. It is preferred that notification occur as soon as possible in order that the CDU has sufficient time to formulate a response.

Subject Liaison Librarian collection related responsibilities include:

- Reviewing faculty requests for additions to the collection, and communicating that information to the Collection Development Unit (CDU) with their recommendations.
- Alerting faculties and departments to collection resources that support faculty teaching and research, and current courses and programs.
- Notifying faculties and departments of projects related to the library collection and areas of the collection that are under review.
- Alerting the CDU to faculty questions, concerns and specific needs regarding the library collection.
- Providing subject expertise and input to the CDU in the identification and evaluation of electronic resources that would enhance the library collection in assigned subject areas.

- Providing subject expertise and input into the development of collection profiles and guidelines in assigned subject areas.
- Alerting the CDU to new faculty/departmental course and program initiatives.
- Providing expertise and input into the evaluation and assessment of the collection in assigned subject areas.
- Providing subject expertise and input to the CDU for Faculty Unit Reviews, new course proposals, accreditation and other reports.

Collection Development Unit related responsibilities include:

- Alerts Subject Liaison Librarians and other interested Faculty members of unique or significant collections, where the acquisition of the collection would have significant impact on research performed by students or faculty.
- Notifies Subject Liaison Librarians when a review of a collection area will take place in support of Faculty Unit Reviews.
- Seeks expertise from Subject Liaison Librarians and faculty members on the creation, and revision of Collection Subject Guidelines.
- Alerts Subject Liaison Librarians when gifts and donations have been received in their subject area.
- Will track and provide support for the Library's response to new course and program proposals.
- Provides statistical or comparative collection analysis data and assessments when requested by Subject Liaison Librarians, or as required for other collection related projects.

DRAFT

Dianne Nicholson

Revised 2004-12-09

Revised 2004-12-15

Revised 2004-12-21

Revised 2005-02-04

**Academic Liaison Advisory Team
Terms of Reference
April 8, 2005**

Terms of Reference

The Academic Liaison Advisory Team provides ongoing advice to the Associate University Librarian, Research on academic liaison related issues. Specific activities include:

1. Identifying goals and objectives for the library's Academic Liaison Program.
2. Developing and implementing the model for the Library's Academic Liaison Program.
3. Identifying skills and training that will assure the effective participation of librarians in the program.
4. Finding new opportunities for the library to partner with faculties, departments and program areas, and enhancing the role of librarians as representatives of the library.
5. Establishing a mechanism for evaluating the library's Academic Liaison Program on an ongoing basis.

Membership

Associate University Librarian, Research (Chair)
Manager, Collection Development (2 year term)
Head, Library Research Services (2 year term)
3 Librarians, at least one of which should be a Subject Liaison Librarian (2 year term)

Procedures

The Team will initially meet on a monthly basis. The Associate University Librarian, Research, will keep minutes of all meetings. The decisions and actions of the Team will be communicated to the Library.

Liaison Advisory Team
University of Alberta Libraries

Committee Mandate Statement

Name of Committee: Liaison Advisory Team (LAT)

SAT Liaison: The Associate Director (LASSL) and the Associate Director (Science, Technology and Health Science Libraries) will alternate serving on the Team every two years.

Mandate / Terms of Reference: The LAT acts to help liaison librarians identify and acquire skills that will assure the effective fulfillment of liaison responsibilities:

- To organize the regular meetings of the Liaison Discussion Forum and to plan Forum programming;
- To market and promote liaison services to the University community;
- To provide a vehicle for communication for Liaison Discussion Forum members (i.e. a blog);
- To develop and implement a process that maintains a current system-wide view of liaison practices and activities;
- To develop the annual budget for Liaison Discussion Forum activities;
- To identify and communicate to SAT the institutional support requirements to sustain effective liaison services;
- To prepare an Annual Report to share and recognize the activities of the Liaison Discussion Forum to SAT.

Membership:

- A librarian with formal liaison responsibilities from each unit library will be appointed by the unit manager to serve a two-year term. To provide continuity, half the Team members will rotate annually. To facilitate this rotation, half of the first-year Team will have a one-year term;
- The Associate Director (LASSL) and the Associate Director (Science, Technology and Health Science Libraries) will alternate serving on the Team every two years;
- The Assessment Librarian;
- Ex. officio members may be added as decided upon by the Team.

Chair: Selected by Liaison Advisory Team members to serve for a one-year term.

Frequency of Meetings: As required

Anticipated Team Duration: Ongoing

Liaison Discussion Forum
University of Alberta Libraries

Liaison Discussion Forum

The **Liaison Discussion Forum** is comprised of all librarians holding a formal academic liaison assignment in the University of Alberta Libraries. The Forum meets at least twice a year. The purpose of these meetings is to discuss matters of general interest or concern relating to the provision of liaison services; to review and discuss liaison service guidelines and procedures; and to provide a forum for sharing information about the current status of liaison activities. Forum members are expected to participate in the activities and programs that result from Forum discussions. Members may be asked to contribute to Forum programming through activities such as the provision of Forum workshops and seminars or reporting on learning experiences such as conference sessions or research findings. Forum meetings are open to all interested staff.

The Liaison Advisory Team is accountable to and coordinates the annual activities of the Liaison Discussion Forum. Liaison Advisory Team members will solicit comments and seek feedback from liaison librarians in their unit libraries. Liaison librarians will communicate to their unit LAT member on emerging liaison issues or concerns.