

## Liaison Librarian model:

### Positive reactions/suggestions:

#### Highly characteristic – Campus Engagement section (7)

- *Cultivate partnerships, and actively establish relationships with departmental faculty, staff, and students in order to integrate the library into the school or department's curricula and research projects (4)*
  - Who should liaisons work with?
    - Department staff/administrators, secretaries, support staff
    - Adjuncts and visiting professors
  - "People do not know how much is here and what each department is doing; we need more of a presence on campus to open us up more"
  - "the power of personal relationships"
- *Promote library services and collections through a variety of channels, including social media (1)*
  - "We really need to work more with undergrads to really get them involved in social media"

#### Highly characteristic – Teaching/Learning section

- *Engage faculty and other teaching staff to integrate information literacy concepts and skills into the curriculum (3)*
  - "The first bullet in T/L is essential. In order to do that well, the other bullets under T/L have to be met"
  - "One of the main things we do is reference... Information literacy is one of our mandates and our value is the expertise we have there. Undergrads don't always think they need the assistance"

#### Somewhat characteristic – Leadership and Teamwork section

- *Contribute to the goals and strategic initiatives of the ULS through active participation in collaboratives (2)*
- *Pursue partnerships with other organizations (e.g. libraries, library organizations, business community, etc.) (2)*
  - Partnerships with whom?
    - CIDDE and the Writing Center
  - "Pittsburgh has a cooperative spirit and ULS can perhaps engage with the city and other organizations... we can perhaps engage with younger students who might come here when they are of college age"

- *Identify areas where new online learning and digital tools can place the library into the flow of teaching, learning, and research* (1)
  - "We want to be present when the user is looking for something... we need to have a try out period with these digital tools to see what works for us"

#### **Unique commentary - Campus Engagement section**

- *Cultivate partnerships...* (1)
  - "It is important to understand the culture of different departments"

### **Concerns, comments, suggestions:**

#### **Highly characteristic - Research services section**

- *Provide high quality reference and research support on demand, typically by appointment, email, chat or other venue* (4-5)
  - There was concern about the actual implementation and coordination of the **reference referral system**:
    - "If the liaison librarians are OUT of the building, there is some concern about the referral system. Who will be onsite for referrals? This [bullet point] might not be precise enough to distinguish liaison librarians from service desk staff. The implementation of this program has to be coordinated really well in order to be effective"
- *Teaching/Learning section* (3)
  - There was an overall concern over the overburden or management of different students, faculty, departments:
    - "Perhaps there should be a central instruction team to assist with lesson plans, etc., to help handle the load... if there is such a team where would this team be located?"

#### **Somewhat characteristic commentary – Campus Engagement**

- *Analyze trends in departmental teaching and research programs, stay abreast of scholarship in the disciplines...*(1)
  - "being assigned a new topic, not knowing much about that subject can be a challenge for new liaison librarians; outreach should include showing familiarity with the scholarly discourse, otherwise faculty would be more dismissive"

#### **Somewhat characteristic commentary - Leadership and Teamwork**

- *Pursue partnerships with other organizations...* (1)
  - "I'm concerned that librarians will be so busy – will they have time to collaborate with outside organizations?"

### Unique commentary - Research Services section

- *Extend services through office hours, embedded librarianship and support of undergraduate honors researchers (1)*
  - "We should extend staff and professional hours after 5pm"

## Single Service Desk:

### Concerns, comments, suggestions:

#### Highly characteristic - "Ask-Us" Services

- *Understand and refer requests for customized or expert reference and research services to appropriate liaison librarians or other ULS libraries*
  - There were some implementation and training concerns (5)
  - "In the first years of implementing this system we should have the more experienced staff act as buffers for referrals so the system won't get too out of hand"
    - Staff (circulation) Training/Cross training
      - "making people comfortable with their new roles"
    - reference interview (4)
    - Referrals (3)
    - How will students fit in? (4)
      - "Will there be a performance expectation for students?"
- Incentives/compensation (4)
  - "These single point professionals... who are these professionals? If they are formally known as staff members, then they need to be compensated as professionals. There needs to be an incentive program – if you want people to learn, you need to pay them or have a compensation system"
  - "A Library III is not high enough – an incentive needs to be built in"

#### *Content/Collections (Circulation, Reserves, Collection Locations)*

- Librarian Training:
  - Circulation tools & policies (4)
    - "There needs to be a review of the current policies – do we want to change them? How do we work around them? These policies sometimes are the reason why we have customer satisfaction"

#### *Leadership and Teamwork*

- Open communication & sensitivity for all going through this change is key to have this work (5)

## **Somewhat characteristic: Communication Concerns**

### *Communications & Interpersonal Skills*

- Providing positive service/attitude (2)
- Both librarians & staff need to share abilities and support each other (3)

## **Unique Comments: from all categories, as well as implementation concerns**

- Training should include “shadowing” or mentoring to teach each other
- What about librarian/staff members who are negative about the change/have poor interpersonal skills
  - “Pick the right people for these positions; I do not think everyone is going to be great in this kind of job; it should be a mutual decision”
  - “Start out with the strongest [public services] people”
- Will there be librarians who aren’t Library Liaisons who will work the service desk?
- Departmental libraries will provide model, as all are currently using single-service desks (can also help with implementation)
- Some current staff members would be helpful for cross-training, as they now do both
- Library Policies should be reviewed – need more positive policies (rather than “can’t”)
- Consistency/best practices will be important
  - And further training on tools we already have to utilize them better (Outlook)
  - Dealing with difficult patrons
  - Check-in/out system should be in place at desk
- Need to consider education background of librarians/staff for bibliographic responsibilities

## **Commentary about the Ground Floor Space Redesign:**

- Many expressed interest in having mobile devices as a way to communicate (i.e. “page”) with Liaison Librarians for referrals
- The following were suggestions for the physical redesign
  - “swing the [current circulation] desk out to make a curvature” – the counter would “bubble out” with modifying the counter granite area
  - put the reserve books in a concierge area