The Remaking of *The Librarian*:

Average Customer Review ★★★★★

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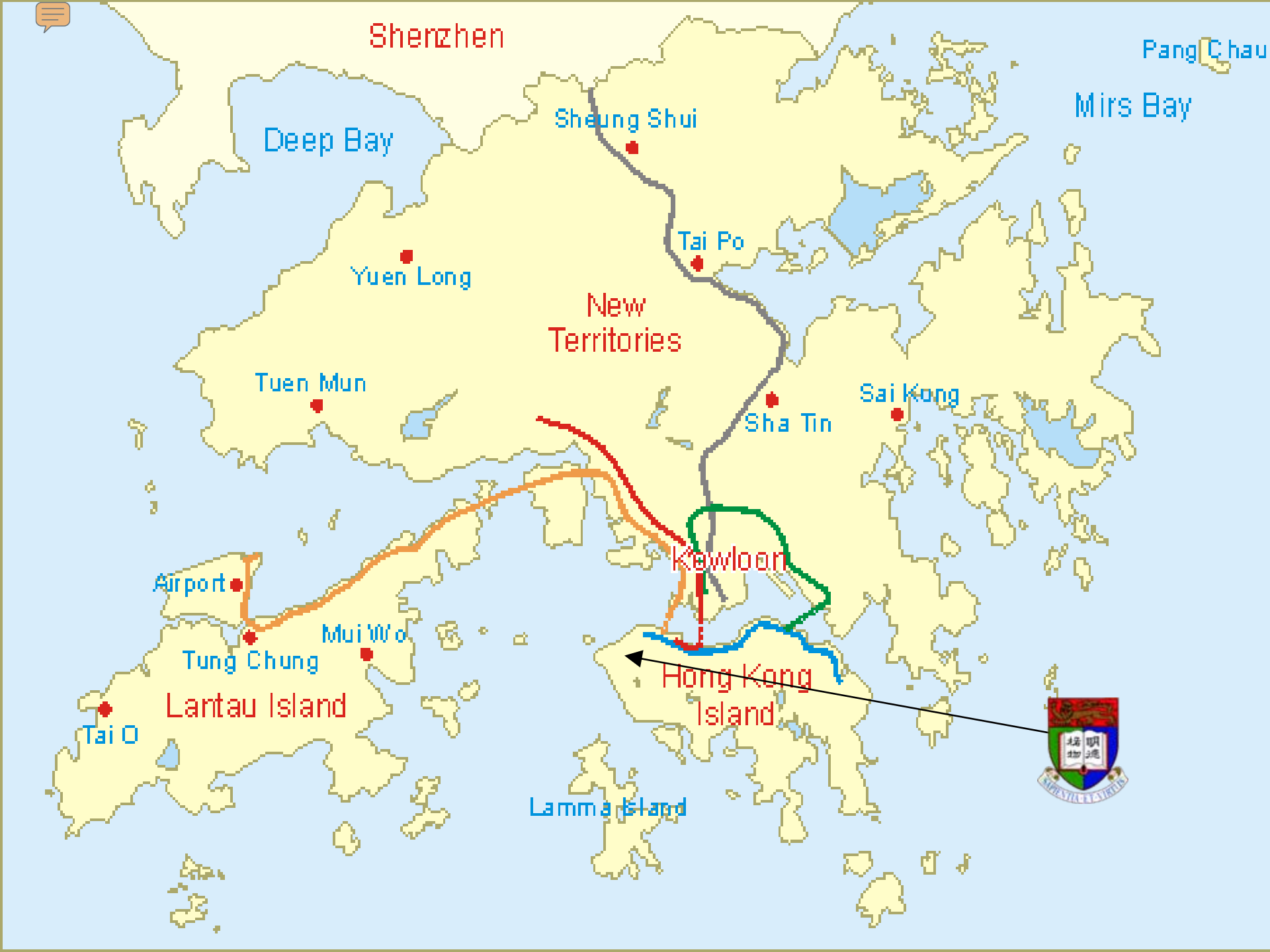
As human beings, our greatness lies not so much in being able to remake the world... as in being able to remake ourselves.

Gandhi.

©GraphicMaps.com
Barents Sea
Novaya Zemlya (Russia)
Kara Sea
90° E
Laptev Sea
Arctic
Norwegian Sea
Ostrova Anzhu (Russia)
ARCTIC CIRCLE
Ural Mts
Russian Federation
European Russia
Lake Baykal
Ostrov Sakhalin (Russia)
Sea of Okhotsk
EUROPE
Aral Sea
Kazakhstan
Mongolia
Caspian Sea
Black Sea
Uzbekistan
North Korea
Kuril Islands (Russia)
Turkey
Turkmenistan
Kyrgyzstan
Tajikistan
ASIA
Sea of Japan (East Sea)
Lebanon
Syria
MIDDLE EAST
Japan
Israel
Iraq
Persian Gulf
Iran
Afghanistan
Pakistan
China
Yellow Sea
South Korea
Nepal
Bhutan
Bangladesh
Hong Kong (China)
Jordon
Kuwait
Bahrain
Qatar
India
Macau (China)
Gulf of Tonkin
East China Sea
Ryukyu Islands (Japan)
Bonin Islands (Japan)
Saudi Arabia
U.A.E
Gulf of Oman
Burma
Laos
Hainan (China)
Taiwan
Okinawa (Japan)
Volcano Islands (Japan)
Red Sea
Oman
Bay of Bengal
Thailand
Vietnam
Philippines
Yemen
Gulf of Aden
Arabian Sea
Laccadive Sea
Andaman and Nicobar Islands (India)
Andaman Sea
South China Sea
Philippine Sea
Lakshadweep Islands (India)
Brunei
AFRICA
Socotra (Yemen)
Sri Lanka
Phuket (Thailand)
Cambodia
Sulu Sea
Malaysia
Gulf of Thailand
Cellebes Sea
New Guinea (Indonesia)
0°
EQUATOR
Maldives
Borneo (Indo.)
Singapore
Sumatra (Indo.)
Java Sea
Indonesia
Banda Sea
British Indian Ocean Territory (UK)
Indian Ocean
Java (Indo.)
Bali (Indo.)
Flores Sea
Savu Sea
East Timor
Arafura Sea
15° S
150° E
1000 mi
1000 km
Coral Sea
60° E
90° E
120° E
AUSTRALIA


Shenzhen
Pang Chau
Mirs Bay
Deep Bay
Sheung Shui
Tai Po
Yuen Long
New
Territories
Tuen Mun
Sai Kong
Sha Tin
Kowloon
Airport
Mui Wo
Tung Chung
Hong Kong
Island
Lantau Island
Tai O
Lamma Island

明德
格物
SAPIENTIA·ET·VIRTUS

Main Building -- the Library 1915

MAIN LIBRARY

MAIN LIBRARY

A simple message yet an oxymoron

- Libraries and librarians must move to the future
- Libraries and librarians must retain the past (selectively, at least)

What's in a name? A librarian?

Coordinators

Cybrarians

Internet navigators

Advisors

Hybrarians (hybrid librarians)

Architects

Knowledge managers

Managers

Information specialists

Information services officers

What's in a name? A Library?

Knowledge centers

Learning centers

Information resource centers

Knowledge hubs

Virtual libraries

Cybraries

Change and higher education

There is this:

"*thirty years from now the big university campuses will be relics, Universities won't survive. It's as large a change as when we first got the printed book*" (Peter Drucker, 1997)

then this:

"*institutions and organisations of all shapes and sizes need to be able to adapt quickly and fundamentally, and sustain the ability to change and grow. This will require both an* ***educated population*** *capable of producing and using* ***new knowledge****, and organisations throughout the workforce which are able to maintain* ***continuing and large scale change***" (Coaldrake and Stedman, 1998, pp4-6).

Change and higher education

- rapidly expanding developments in information and communication technologies
- increased competition, both locally and, increasingly, globally
- a growing emphasis on student-centered education

In Hong Kong

- 2002 Sutherland Report:
  - "teaching" to "teaching and learning"
  - changing demographics
  - the economy
  - technology
  - changes in knowledge development

Sutherland, 2002

"*...it should be recognised that education in theory and practice is subject to dramatic and **changing influences**, pressures and opportunities...the need for **flexibility** of thought, planning and response is evident.*"

Impacts on academic libraries

- Funding profiles
- New partnerships
- “Hybrid” collection development – growing emphasis on electronic
- New markets – remote services
- Physical infrastructure

Impacts on academic librarians

- Expanding and evolving roles:
  - Negotiators
  - Collaborators
  - Financial planners
  - Technology experts
  - Communicators
  - Cultural role
  - Publishing role
  - Project management role
  - Grey literature and institutional repositories
  - Closer alignment with teaching and learning

Responding to change at HKUL

- Electronic collections
- Faculty partnerships
- Collaboration built around IT
- Key players in teaching and learning support
- Others

But what do our users think of all this?

Two recent surveys

- Biennial user climate survey
- Faculty needs survey

Biennial survey

- New survey instrument developed at HKU
  - Introduced Feb 2004
  - 22 iterations before a final version
  - Quantitative and qualitative data
  - Bivariate Gap analysis based on Parasurman's instrument and our previous instrument
    - Q1 How important is xxx to you?
    - Q2 How well does the Library perform xxx?
    - Analyse the difference between the two (the GAP)

Seven goals for the 2003/04 survey:

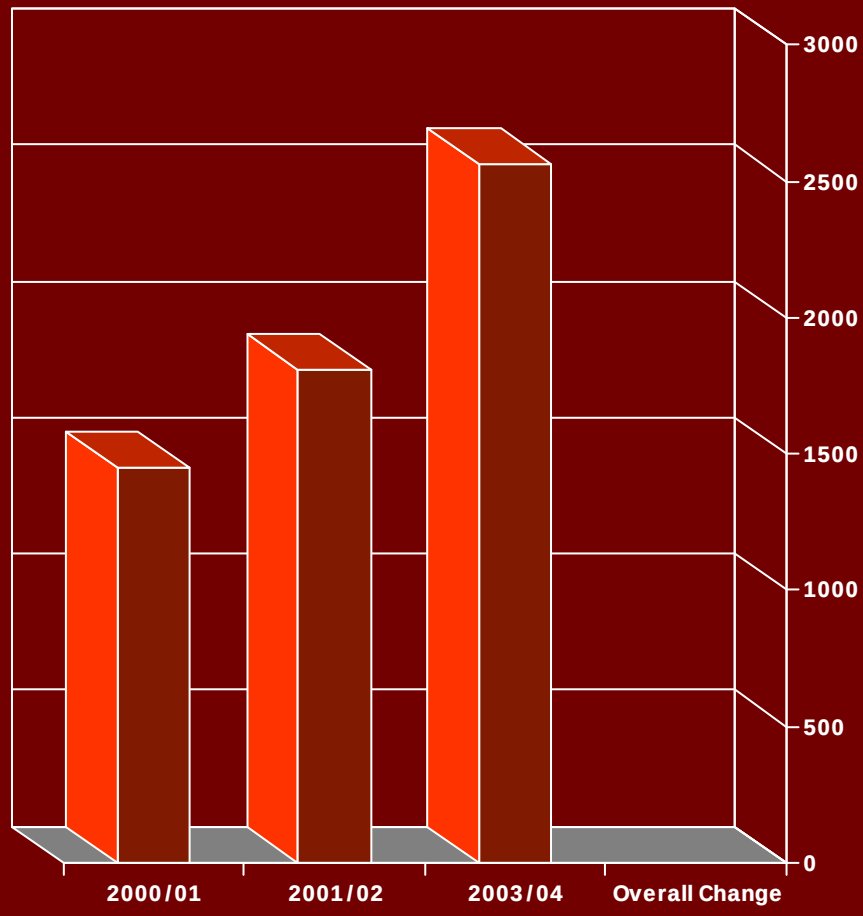
- To provide an opportunity for users to evaluate our performance;
- ***To identify performance gaps and make improvements on the problem areas with large gaps;***
- To identify information needs, services and library resources that are most and least important to users;
- ***To study user preferences for print and electronic materials;***
- To study different information needs of users from different library locations;
- To study different information needs from different patron types;
- To use the collected data as a management tool for strategic planning.

Maximise returns

- Online (only 81 print out of 2564)
- Small souvenir from vendor offered
  - Only 706 of these were collected.
- Bulk email – three times
- Web page popups
- Plasma screen announcements
- Posters, brochures etc

Returns

2000/01	2001/02	2003/04	Overall Change
1450	1805	2564	+77%



February 9 - 22, 2004

Please kindly answer the questions by marking an appropriate number in the rating scale, and mark N/A (Not Applicable) if you are not familiar with or have not used that particular service. Survey responses will be kept confidential. If you prefer a print copy, please obtain and return this survey at the Circulation/Reference Counter. Please send enquiry to usersurvey@lib.hku.hk

Which Library do you use most?

Main Library

SECTION A: USER SATISFACTION

I. Service Quality

Please tell us how important are the following to you and how well do we perform:

Low 1 2 Moderate 3 4 High 5 **N/A = Not applicable**

		Importance to me					Library Performance					
		1	2	3	4	5	1	2	3	4	5	N/A
1.	Opening hours meet my needs	○	○	○	○	○	○	○	○	○	○	○
2.	Recommended materials are purchased and processed rapidly for inclusion in the collection	○	○	○	○	○	○	○	○	○	○	○
3.	Books & journals are reshelved quickly	○	○	○	○	○	○	○	○	○	○	○
4.	Prompt action is taken regarding missing books & journals	○	○	○	○	○	○	○	○	○	○	○
5.	InterLibrary Loans (ILL) requests are followed through	○	○	○	○	○	○	○	○	○	○	○
6.	Library staff are readily available to provide assistance and respond in a timely manner	○	○	○	○	○	○	○	○	○	○	○
7.	Library staff are polite and friendly	○	○	○	○	○	○	○	○	○	○	○
8.	Library staff are knowledgeable and answer enquiries accurately and clearly	○	○	○	○	○	○	○	○	○	○	○
9.	Library orientation/ courses/ workshops meet my needs	○	○	○	○	○	○	○	○	○	○	○
10.	Dragon, HKUL Catalogue provides clear and useful information	○	○	○	○	○	○	○	○	○	○	○

	1	2	3	4	5
Overall performance	○	○	○	○	○

Comments/Suggestions:

II. Resources

A. In the last 6 months, how often have you used the following:

	daily	weekly	monthly	a few times	never
1. Printed books	○	○	○	○	○
2. Printed journals	○	○	○	○	○
3. Audio-visual materials	○	○	○	○	○

B. How adequate are the following library collections:

Low 1 2 Moderate 3 4 High 5 **N/A = Not applicable**

	Importance to me					Library Performance					
	1	2	3	4	5	1	2	3	4	5	N/A
1. Books in your discipline	○	○	○	○	○	○	○	○	○	○	○
2. Journals in your discipline	○	○	○	○	○	○	○	○	○	○	○
3. Audio-visual materials	○	○	○	○	○	○	○	○	○	○	○
4. Electronic Databases	○	○	○	○	○	○	○	○	○	○	○

	1	2	3	4	5
Overall performance	○	○	○	○	○

Comments/Suggestions:

III. Electronic Resources

A. In the last 6 months, how often have you used the following:

	daily	weekly	monthly	a few times	never
1. HKUL homepage	○	○	○	○	○
2. Dragon, HKUL Catalogue	○	○	○	○	○
3. Databases (full-text, abstracts & indexes)	○	○	○	○	○
4. E-journals	○	○	○	○	○

	Importance to me					Library Performance					
	1	2	3	4	5	1	2	3	4	5	N/A
1. Ease of locating electronic resources	○	○	○	○	○	○	○	○	○	○	○
2. Ease of use	○	○	○	○	○	○	○	○	○	○	○
3. Extensiveness of databases	○	○	○	○	○	○	○	○	○	○	○
4. Well organized HKUL homepage	○	○	○	○	○	○	○	○	○	○	○
5. Assistance from librarians	○	○	○	○	○	○	○	○	○	○	○
6. Library user education (courses/workshops/orientation)	○	○	○	○	○	○	○	○	○	○	○
7. Library printed/online guides	○	○	○	○	○	○	○	○	○	○	○
8. Being alerted to new electronic resources by bulk email, *Focus* (HKUL newsletter), etc.	○	○	○	○	○	○	○	○	○	○	○
9. Electronic resources is accessible from my home/office	○	○	○	○	○	○	○	○	○	○	○

C. If both printed and electronic versions are available, which format do you prefer to use?

Journals: ○ Print ○ Online

Books:: ○ Print ○ Online

	1	2	3	4	5
Overall performance	○	○	○	○	○

Comments/Suggestions:

SECTION B: USER PROFILE

I. User Category

HKU Faculty

○ Architecture
○ Arts
○ Business and Economics
○ Dentistry
○ Education
○ Engineering
○ Law
○ Medicine
○ Science
○ Social Sciences
○ Others (please specify) :

Status ○ Undergraduate Year: ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
○ Postgraduate
○ Academic Staff
○ Non-Academic Staff

Survey results analysis

Ranked gap scores: highest (poorest performance)

Question	Importance	Perform	Gap
1. Books in your discipline	4.55	3.72	0.84
2. Electronic resources is accessible from my home/office	4.49	3.74	0.76
3. Ease of use (electronic)	4.36	3.67	0.71
4. Ease of locating electronic resources	4.34	3.66	0.71
5. Prompt action is taken regarding missing books & journals	3.96	3.31	0.67

Ranked gap scores: lowest (best performance)

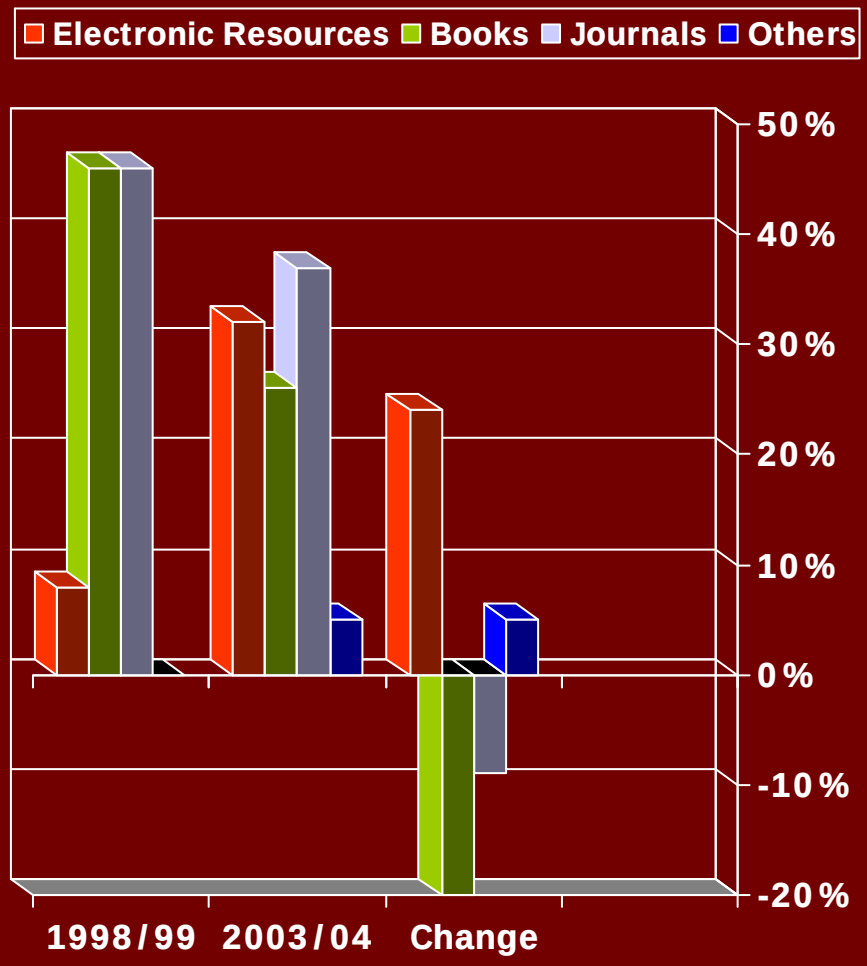
Question	Importance	Perform	Gap
26. Audio-visual materials	3.42	3.37	0.075
27. Library printed/online guides	3.54	3.49	0.073
28. Library orientation/courses/ workshops meet my needs	3.40	3.57	-0.16
29. Being alerted to new electronic resources by bulk email, Focus (HKUL newsletter), etc.	3.43	3.65	-0.21
30. Library user education (courses/workshops/orientation)	3.34	3.58	-0.22

KNOWLEDGE
NAVIGATION CENTRE

YU CHUN KEUNG MEDICAL LIBRARY

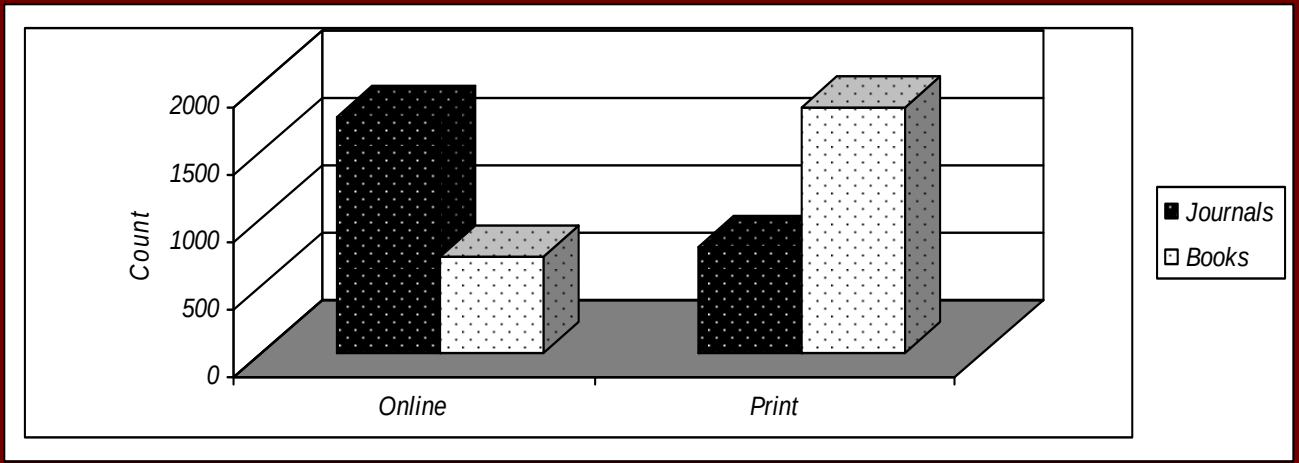
Print vs Electronic

	1998/99	2003/04	Change
Electronic Resources	8%	32%	+24%
Books	46%	26%	-20%
Journals	46%	37%	-9%
Others	0%	5%	+5%



Preference for Print vs. Electronic Resources by Number of Respondents

Material Format	Online	% Online	Print	% Print	Total No. of Respondents
Journals	1764	68.8	800	31.2	2564
Books	724	28.2	1840	71.8	2564



User comments

Top user comments

2001/02 Survey

1. Air-con temp (too cold)
2. Extend opening hours
3. Impolite staff
4. Training/guides/orientation
5. Loan queues
6. More books
7. Mobile phones
8. Recall service
9. Positive views on staff
10. General noise

2003/04 survey

1. Extend Opening Hours
2. Shelving/books missing on the shelves/tracing missing materials
3. More e-resources
4. Library staff - improvement needed
5. Alumni - access to electronic resources
6. User Education – timetables and online versions
7. Acquiring multiple copies of heavily demanded books (equal 7th)
7. HKUL Resources homepage - Improvements needed (equal 7th)
8. E-resources interface not user-friendly
9. Expand the depth of the collection
10. Borrow/return of Library materials (inter-branch loans) (equal 10th)
10. Mobile phones/Noise (equal 10th).

For full user survey results and responses go to:

http://lib.hku.hk/survey2004/

Faculty Needs Survey

Why?

- Three new subject librarians serving 6 faculties.
- What do their faculties want?
- How to prioritise their work for their faculties?
- How to raise their profiles in their new faculties?

Score from 1 to 5

(1 being “Most important” and 5 being “Less important”)

- Collection building
- Research consultation
- Instruction on subject-specific library materials
- Integrating library materials into teaching & learning resources for specific courses/programs
- Promote library services
- Foster closer collaboration with faculty.

Results (in order of importance to faculty)

1. Collection building
2. Research consultation
3. Integrating library materials into teaching & learning resources for specific courses/programs
4. Promote library services
5. Instruction on subject-specific library materials
6. Foster closer collaboration with faculty.

Faculty	Collection Building	Research Consultation	Instruction on Subject-Specific Library Materials	Integrating Library Materials into Teaching & Learning Resources for Specific	Promote Library Services	Foster Closer Collaboration With Faculty
	** Ranking in descending order (1 is most important)					
Architecture	2	2	3	1	3	4
Arts	1	2	5	4	3	6
Business and Economics	2	4	2	5	1	3
Engineering	1	2	6	3	4	5
Science	1	3	5	4	2	6
Social Sciences	1	5	4	2	3	6
OVERALL TOTAL :	1	2	5	3	4	6

Some added comments:

- *"All of the six areas mentioned are equally important for teaching and research purposes. It doesn't make sense to rank-order the six areas."*
- *"Totally useless for [my department]." (Research consultation)*
- *"Most teachers are professionals in their particular area and do not require this type of assistance." (Instruction on subject-specific library materials)*

And some more:

- *"Your staff have no professional training in ... areas of curriculum design and should not try [to] interfere in our teaching methods." (Integrating library materials into teaching & learning resources for specific courses/programs)*

- *"Instead of trying to pry into curriculum development at the faculty level, it would be better to wait until asked by colleagues. It is the teachers who are employed to develop curriculum, not librarians."*

- *"I think academics are in a far better position to undertake most of these aims than the "subject librarian".*

And my all time favourite:

- *“The Library is clearly trying to reinvent itself and its role after decades of inactivity.”*

Lessons learned

- that having access to books in their discipline is the number one area of current concern to our users;
- to better understand our users' preferences for print and electronic (most prefer books in print than electronically, while most prefer journals electronically rather than print).
- that our users want more electronic resources even though they have difficulty (because of the large number) identifying the right ones that meet their needs;
- that the variety of interfaces for electronic resources is a source of frustration for our users and they are becoming increasingly difficult to use;

Lessons learned

- that the quality of our training programs is high, yet users still need help with all of the new resources;
- that seemingly mundane or traditional things like opening hours, correct shelving and noise are still very important to our users, in some instances more important;
- that faculty need librarians to help build collections;
- that faculty want tailored training in resources that meet their needs at a place and time that suit them; and
- that faculty are mixed in their responses to our attempts to involve ourselves more closely with teaching and learning processes. While some are sensitive to this apparent incursion into their domain, others welcome the initiative.

Lessons learned

- We need to listen to our users
- We need to educate them to our reasons for “remaking” ourselves
- We need to correct their misconceptions
- We need to retain what is important to them.

Thank you