Personal Librarian Service Review

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Scholarly Information Services

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Contents

Executive summary

- The ANU PhD experience is supported by a specific program from the Library that has been built on worlds best practice in HDR support
- The Library continues to seek to deliver innovatively on its a responsibility to engage with HDR Candidates, connect them to the wealth of resources and services available from the library and archives to support their research and to build their capabilities for their future career
- The ANU Library offers a bespoke service to HDR candidates via a Personal Librarian Service (PLS)
- The ANU PLS is valued by PhD students and seen as having value by library staff
- It has been in place for a decade and it is timely to review and refresh the service to meet current needs in the best way possible
- Personal Librarian Services provide a relationship to be developed between students and a library that both enhance the experience of the student, create a welcoming personalised engagement and strengthen the skills of library staff and students.

This review proposes:

- Undertaking further analysis to seek more information on student needs and student support across the university for Higher Degree by Research Students
- Clarifying the Personal Library Service goals and seeking input from stakeholders
- Refining and relaunching the Personal Library Service aligned to university strategy
- Implement a staffing support model that includes all library ANU04 and above staff and volunteers from other areas in Scholarly Information Services, including this in PDRS
- Ensure the relaunched program is underpinned by a new staff training program
- Ensure the relaunched program is underpinned by an evaluation methodology and reporting
- Develop supporting material for students that expands and updates the current LibGuide and newsletters.

Introduction

ANU's commitment to excellence is demonstrated in all aspects of the PhD program including the support provided to candidates through activities across the university

In the 2020 White paper *Redefining the ANU PhD*, an inspiring vision was outlined to frame the ANU PhD:

> ANU prides itself on producing world-class researchers through its PhD program and we must continue to ensure that the quality of the work undertaken by our PhD candidates compares with the world's best. However, the world is changing and the expectations of our graduates are evolving. We believe that the ANU PhD should:
>
> - Provide skills that will benefit graduates irrespective of their chosen career.
> - Treat our PhD candidates like professionals and provide them with the options of professional development comparable or better than their contemporaries in paid employment.
> - Equip ANU PhD graduates to rapidly move on to leadership positions across Australia and the world.
> - Ensure that the ANU PhD graduate will be a well-rounded professional with world-beating research experience[1]

Within the research and key issues identified in the Green paper[2] supporting the assessment note the importance of support for students from professional staff in divisions and colleges:

> As a veritable engine room of research for the University, HDRs deserve to be acknowledged for the level and range of their contributions to the health of the University; equally a positive and rewarding HDR experience is largely created by supervisory and professional staff. (*Redefining the PhD: green paper,* p. 46)

Higher Degree by Research Students form a significant component of ANU's student population:

10,252 undergraduate students

7,128 postgraduate students[3]

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[1] https://services.anu.edu.au/system/files/review/ANU%20PhD%20White%20Paper%20%28Jan%202020%29_0.pdf

[2] https://anu365.sharepoint.com/sites/RedefiningtheANUPhD-TheGreenPaper/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FRedefiningtheANUPhD%2DTheGreenPaper%2FShared%20Documents%2FANU%20Green%20paper%2021%20June%202018%2Epdf&parent=%2Fsites%2FRedefin

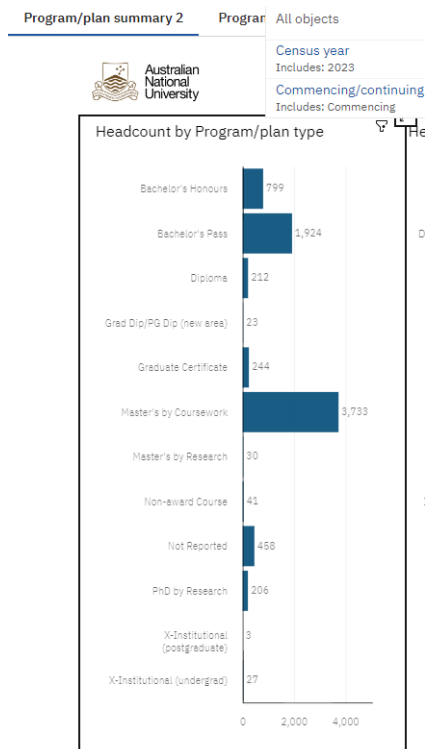[3] Facts about ANU, 2023. https://www.anu.edu.au/about/facts-about-anu

Figure1: Commencing students headcount by program 2023 [ANU Insight]
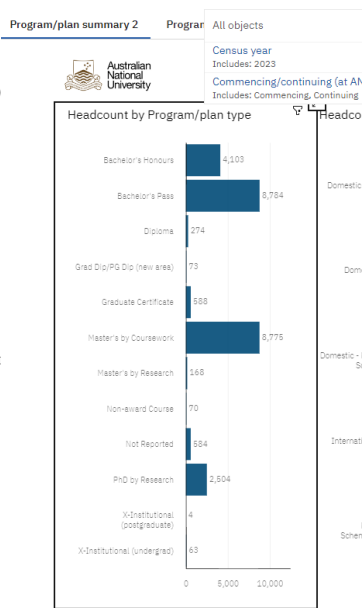
Figure 2: Continuing and Commencing students headcount by program 2023 [ANU Insight]

Services supporting Higher Degree by Research Students are therefore a vital part of the ANU student experience.

Background

Engagement with Higher Degree Research [HDR] candidates is a key activity undertaken by Scholarly Information Services, particularly undertaken by the University Library.

In 2013 a pilot program to develop a Personal Librarian Service [PLS] was developed with the scope "t*o provide a personal Library contact with postgraduate researchers at the ANU. The main purpose … to make clients aware of the new resources acquired and services available, such as training programs and tailored research skills support sessions*" (SIS, 2013). The program used the Personal Library Service engagement model that was in place at Yale Cushing (see Spark & Glover, 2007).

The program has taken into consideration feedback from students about their university experience. Particularly feedback relevant to its establishment was that:

- HDR students required particular focused support
- A personal connection with an individual in the library enhanced their research and engagement with the university
- Students felt isolated and valued human contact as part of their study
- Developing knowledge and skills to use information were significantly assisted by individualised support
- The breadth of collection material and services were complex and activities to communicate this was essential to contribute to a high quality student experience.

Scope

The PLS remains active in Semester 1, 2024. Review of PLS in the context of HDR candidate's needs is timely.

- The review will consider the following key questions:
- How can we best connect with HDR students to give a personal connection in a primarily online world?
- What do HDR students need from the library?
- How can HDR students be best connected to library services and resources?
- What are the future directions that should be explored or implemented for the PLS?

Whilst other SIS services may be considered specific recommendations will primarily address the PLS.

Objectives

The review will:
- Identify the needs of HDR students for connection to the library and information communication preferences of HDR students.
- Assess developments across the world to understand innovative ways of meeting the connection of libraries to HDR students in world class universities.
- Review options for informing HDR students about library services and resources.
- Determine and evaluate options for creating a personal connection of the library with HDR students.
- Assess the value and future directions for ensuring a personal connection to HDR students within the library context.

Directions: refining the service

Areas for action arising from this review are detailed here, and in the relevant discussion.

It Is proposed that PLS actions will occur in three tranches:

Semester 1 2024 will focus on matters for immediate action

- Undertaking further analysis to seek more information on student needs and student support across the university for Higher Degree by Research Students in particular engaging with the Graduate Research Office, ANUSA and Associate Deans of Research
- Clarifying the Personal Library Service goals and seeking input from stakeholders

Preparation for activities in semester 2 2024 to encompass

- Refining and relaunching the Personal Library Service aligned to university strategy
- Implement a staffing support model that includes all library ANU04 and above staff and volunteers from other areas in Scholarly Information Services, including this in PDRs
- Ensure the relaunched program is underpinned by a new staff training program
- Ensure the relaunched program is underpinned by an evaluation methodology
- Develop a reporting tool
- Develop supporting material for students that expands and updates the current LibGuide and newsletters.

2025: will see an assessment of the changes made and any required fine tuning.

- review future considerations and rollout of PLS programs.

What is a Personal Librarian Service?

The ANU Library's PLS model is based on the Yale University Harvey Cushing/John Hay Whitney Medical Library [Yale Medical Library] model that has been in operation for over 22 years. The Yale Medical Library PLS "matches students with a librarian as they matriculate – a relationship that is maintained throughout the student's journey at Yale" (Harvey Cushing/John Hay Whitney Medical Library, n.d).'

The Yale Medical School outlines "a few ways Personal Librarians have been used in the past:
- One-on-one or small group instruction on databases and tools
- Guide you to specific resources as your research and learning needs evolve
- Connect you with other university staff and faculty

- Consult about research projects
- Help articulate good research or clinical questions
- Develop strong search strategies
- Help get materials".

YaPLS offers a human face of engagement and a personal connection.

It has been reviewed and significantly changed in the last 4 years to better meet the needs of students.

ANU Library's PLS

The ANU Library's model of a PLS strives to make a direct connection to all new HDR candidates. This is done by the assigning of a Library staff member to every Higher Degree Research student to assist students in their first year at ANU. Library staff:

- send email updates about services and resources from SIS.
- answer Library questions.
- assist in locating Library resources.
- answer questions about where to start your research.
- Connect HDR candidates with Library subject experts.

This is a service that makes the ANU HDR experience distinctively different a better experience for HDR candidates. The PLS is part of the suite of HDR support services provided by SIS.

Personal Librarian Services in University Libraries

Literature on PLS offerings in academic libraries predominately considers universities in the United States of America. Williams (2022) provides an excellent summary of current PLS practice [Appendix A] which demonstrates that a PLS is predominantly offered by medical libraries [or the medical branch of the broader university library].

The number of library staff and students engaged in each PLS varies. Yale Medical Library reported over 1,400, students served by the PLS with 10 active library staff involved in delivering the PLS. The Ohio Northern University reported 2,800 students served by the PLS with 5 Library staff in the PLS [see Appendix A]. Students both undergraduate and postgraduate.

Princeton University Library has offered a PLS from 2017 (Welber, 2023). A Personal Librarian is allocated to every Undergraduate student [approximately 5500 students, with an allocation of 50-100 students per Personal Librarian. Personal Librarians are qualified librarian and support

staff. Students are predominantly allocated randomly however; some program specific targeting is undertaken.

ANU has over 2600 commencing and continuing HDR candidates and according to ANU Insight had in 2023 286 commencing PhD and Masters by research students. The numbers of HDR candidates both commencing and continuing enable the ANU Library to offer a unique service to all HDR candidates irrespective of discipline.

A fundamental tenant across literature reviewed and reinforced by anecdotal information from ANU Library staff is that for HDR Candidates, particularly PhD, "services must be adapted to their needs and should preferably be usable regardless of time and location" (Gullbekk et al, 2013, pp. 49-50).

ANU HDR Library needs

In accordance with the *Guideline: Minimum allocation of resources for Higher degree by research candidates* (ANU, 2020) SIS is committed to providing infrastructure support to HDR candidates including access to Library facilities [6.d.] and providing relevant research skills and development support.

It is essential that detail of research skills, development support and information related to Library facilities are to be "communicated to candidates at the beginning and throughout their candidature [11.]. Providing a Personal Librarian Service [PLS] is a key activity to meet the needs of HDR candidates.

SIS has a key role in ensuring that HDR candidates have the infrastructure, support and resources to contribute to their knowledge, understanding and application of the Universities graduate attributes. SIS needs to ensure this is communicated to HDR Candidates.

Ongoing evidence used to review the service includes direct feedback from participants, Student survey results, information from meetings with the Student association/s and insights for evidence of student needs and behaviours from world class universities.

Ongoing engagement with the Graduate Research Office, ANUSA and Associate Deans of Research on services provided by SIS including the PLS will assist the revision of the service..

ACTION 1:

- Undertaking further analysis to seek more information on student needs and student support across the university for Higher Degree by Research Students in particular engaging with the Graduate Research Office, ANUSA and Associate Deans of Research

ACTION 2:

- Clarify the Personal Library Service goals and seeking input from stakeholders

ACTION 3:

- Refining and relaunching the Personal Library Service aligned to university strategy after the new model and supporting systems are implemented.

Staff support model for the PLS

The current PLS is supported by volunteers from the division. There are approximately 12 staff who volunteer. The are allocated approximately 14 students each semester who they extend personal support to for 12 months. Staff who join the program are given specialised training.

> **Commented [RM1]:** Is this right

Staff participation at the ANU Library is on a voluntary basis with staff from SM1 to ANU2/3 having been involved over the life of the PLS.

The PLS as a service is seen by some staff as a value-added service. However the feedback (see attachment D) identified a range of issues. This review identified the following for action in 2024:

- Increase the range of staff that can participate in the services - all library ANU04 and above staff and volunteers from other areas in Scholarly Information Services.
- increase the visibility of the staff experience in the service
- ensure that participation in the service is recorded in PDRs
- develop a new staff training program
- support staff participating in the program with additional resources
- run quarterly meetings for staff participating in the program,

ACTION 4.

- Implement a staffing support model that includes all library ANU04 and above staff and volunteers from other areas in Scholarly Information Services, including this in PDRS

ACTION 5.

- Ensure the relaunched program is underpinned by a new staff training program

ACTION 6.

- Develop a new support program including quarterly meetings and new resources.

Communicating with HDR candidates

The ANU Library currently communicates HDR students via;

- Assigning a dedicated person in the library as their contact
- PLS newsletter email on a quarterly basis.
- PLS Library guide https://libguides.anu.edu.au/personal-librarian
- PLS Library page https://anulib.anu.edu.au/about/planning-governance/anu-library-publications/personal-librarian-service
- Services for research students https://anulib.anu.edu.au/services/research-students
- Ad hoc Inclusions in the bi-monthly HDR Updates https://services.anu.edu.au/news-events/hdr-update.

HDR engagement with the ANU Library PLS

Analytics of the success of past engagement in the PLS are limited with no centralised recording of engagement or feedback. Summary detail provided from the first half of 2023 follows.

Engagement from the Hancock branch

- Emails sent: 184
- Non-responses: 163
- Acknowledgement/thank you emails: 12
- Reference enquiries: 9

48 responses to PLS emails were received across other service areas.

- Acknowledgement/thank you emails: 13
- Reference enquiries: 35

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Topics of reference questions:

- Enquiry about Personal Librarian Service in general
- Data wrangling of 20,000+ files harvested from the internet
- Access to e-book not available through ANU Library/off campus
- Issues with journal access
- Access to articles not held by ANU
- Help finding theses
- Finding difficult sources of biology articles
- Locating where an Indigenous Studies appendix came from
- NVivo assistance
- Qualtrics help
- Making a research appointment
- Renewing overdue books
- Databases for literature reviews
- Zotero help
- Tour of library branches

Example responses from HDRs
Selected feedback received by Library staff in the 2023 PLS engagement.

- *Thank you for reaching out. I have been using the library services for the last three months and it has been excellent so far, including the help to get two important articles from other libraries. I will save your contact for further reference.*
- *Thank you for getting in touch, I was hoping to book a session to explore some databases relevant to my research area, can I book that session with you?*
- *I'm not sure if this is the type of service you provide, but I've been trying to locate the following article and am having some trouble …*
- *First of all, thank you for being my personal librarian contact! I am writing to you because I had a question about some items that I borrowed and that now (completely through my own fault) are a few days overdue.*
- *Thank you for reaching out to me. I am currently conducting a literature review and would like to discuss with you a few questions regarding the use of few databases such as PsycINFO, Web of Science, etc. How may I meet you? can we meet in the library?*
- *Lovely to e-meet you, although I'm already 10 months into my candidature. I have to confess I have already made quite active use of the excellent ANU library services, as I am based in Melbourne so have needed to have books sent and chapters digitized. Also, I'm one of those post-public service career PhD candidates to whom the ANU is very kind and generous,*

which is good, because my research skills hadn't been seriously updated since well back last century and your colleagues have been very helpful (😊).

- *Thank you for reaching out and for the introduction!*
- *Thank you for reaching out and for the warm welcome to the Personal Library Service Newsletter. I appreciate the information you have provided and the opportunity to have you as my personal contact for the first 12 months of my candidature. I will definitely keep your contact details on hand and reach out to you if I have any queries or concerns regarding the library. Thank you again for your assistance and support.*

Library Guide engagement

The associated Personal Librarian Service LibGuide provides details of engagement with the guide content. There have been 543 visits to the Guide from February 2022 to August 2023.

For calendar year 2023 [to August] there has been 168 page views].

Name	Views
About the Personal Librarian service	116
Key resources for Higher Degree Research students	14
Newsletters	9
Training and support	13
Your Libraries	16

Table 1: PLS LibGuide engagement 2023

Information is not centrally collated of easily accessibly to assess its success, strengths and any gaps.

ACTION 7:

- Ensure the relaunched program is underpinned by an evaluation methodology and reporting tool

ACTION 8:

- Review the LibGuide structure and consider if is there a more suitable PLS repository of information for HDR candidates at ANU

ACTION 9:

- Review the communication strategy including the newsletter and connections with college communication.

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Summary - proposed ANU PLS Framework

Issue	Action/s
Target population	All HDR candidates
The PLS will focus on …	Being the connection for new HDR candidates to SIS services and resources.
	Providing a referral service to the most appropriate SIS service.
The PLS is not …	A subject specialist or research consultation service. [The PLS will refer to these services].
How the PLS will be implemented …	Library resourcing - all Client Services staff at the ANU6/7 and ANU05 levels will participate in the PLS. Staff at other levels and from other areas in the Library and SIS would participate on a voluntary basis.
	Coordination – Library Communications team to draft content.
	Contribution – ANU08 client services staff and heads of SIS Services* to work closely with the Library Communications team.
	Steering group – Library Managers group
	* Archives & Records, Digital Scholarship, Collection Access & Discovery, Academic Competencies and Digital Capabilities, Australian Research Data Commons and Privacy.
How the PLS will be delivered …	Review of all student researcher communication points.
	Creation of a single SIS HDR hub.
	Direct email.

	Content embedded in HDR Hub https://www.anu.edu.au/students/information-for/higher-degree-research-candidates.
Market the PLS	SIS Communications to develop a marketing plan. Including promotion via https://www.anu.edu.au/students/information-for/new-students/checklist-for-postgraduate-research-students and at HDR induction sessions.

Assess the PLS	Future measures of success
	
	1. Quantitative measures will be recorded in Library statistics
	• Number of direct engagements
	• Number of research consultations resulting from PLS engagement
	• Number of Library items communicated in PLS news.
	
	2. Qualitative
	• Feedback from
	   o HDR candidates
	   o ANUSA
	   o Graduate Research Office
	   o Library staff.

Review	So that the focus always is how the PLS helps students succeed. November 2024.

[based on Moniz's (2014, pp. 114-115) PLS checklist].

This framework will be the key component for consultation with stakeholders and partners in HDR support in action 1.

Future considerations

Considerations to be part of the 2025 PLS assessment include;

- identifying an existing position that would be the Personal Librarian Services coordinator
- Identified or targeted cohorts and/or Program specific PLS beyond HDR
  - All Masters students
  - All Undergraduate Honours
  - Residential
  - Kambri Scholars

       o   Scholarships.

ACTION 10:

- Consider further areas for development and improvement as outlined above.

References

Australian National University, 2020, *Guideline: Minimum allocation of resources for Higher degree by research candidates*, https://policies.anu.edu.au/ppl/document/ANUP_000821

Gillum, S., Williams, N., Herring, P., Walton, D. & Dexter, N. 2018. Encouraging Engagement with Students and Integrating Librarians into the Curriculum through a Personal Librarian Program. *Medical reference services quarterly*, 37, 266-275.

Harvey Cushing/John Hay Whitney Medical Library, n.d., *Personal Librarian for Students*, https://library.medicine.yale.edu/research-help/personal-librarian

Richard Moniz, J. M. (2014) *The Personal Librarian: From Resources to Relationships*. Chicago: American Library Association.

Murphy, J. E., Premji, Z. & Jones, R. 2022. A scoping review of personal librarian programs in academic libraries. *College & undergraduate libraries*, 29, 23-53.

Spak, J. M. & Glover, J. G. 2007. The Personal Librarian Program: An Evaluation of a Cushing/Whitney Medical Library Outreach Initiative. *Medical reference services quarterly,* 26, 15-25.

Welber, A. 2023. Works in Progress Webinar: Princeton's Personal Librarian Program — building relationships across campus. https://www.oclc.org/research/events/2023/princeton-librarian-program-relationships-across-campus.html

Williams, N. A. 2022. Personal librarian programs in medical and academic health sciences libraries: a preliminary study. *Journal of the Medical Library Association*, 110, 87-96.

Appendix A - Medical and academic health sciences libraries with personal librarian programs

[Williams, 2022, pp. 90-91]

Institution	Length of time program has been in existence	Approximate number of students served by program	Number of librarians in program	Number of students per librarian	Types of students served
Yale University Harvey Cushing/John Hay Whitney Medical Library	22 years	1,400	10	More than 50 (did not provide specific number)	Undergraduate medical students, postdoctoral medical students, undergraduate nursing students, graduate nursing students, doctoral nursing students (PhD), graduate health professions students, other
Oakland University William Beaumont School of Medicine	Specific institutional data omitted by request				
University of Massachusetts Medical School	9–10 years	301–400	6	100	Undergraduate medical students, graduate medical students, doctoral medical students (PhD)
University of Miami Miller School of Medicine	Specific institutional data omitted by request				
University of Central Florida College of Medicine	5–6 years	401–500	5	88	Undergraduate medical students
Walsh University	5–6 years	401–500	5	100	Undergraduate medical students, undergraduate nursing students, undergraduate dental students, undergraduate health professions students, other

Mount Saint Mary College	Specific institutional data omitted by request				
Redcliffe and Caboolture Hospital Libraries	20 years	201–300	1	100	Graduate medical students, doctoral medical students (PhD), postdoctoral medical students, undergraduate nursing students, graduate nursing students, undergraduate health professions students, graduate health professions students, doctoral health professions students (PhD)
University of Toledo	Specific institutional data omitted by request				
Ohio Northern University	3–4 years	2,800	5	More than 50 (did not provide specific number)	Undergraduate nursing students, undergraduate health professions students, other
UC San Diego	9–10 years	100–200	1	135	Undergraduate medical students
University of Florida	Specific institutional data omitted by request				

Appendix B: Supporting SIS documents

- [How SIS contributes to ANU Graduate Attributes (2022) (PDF, 4.54 MB)](#)
- [SIS Plan on a Page (2022) (PDF, 1.06 MB)](#)

Australian National University

Appendix C: Scoping Study – Consultation feedback log

Document name: PLS review
Updated by: Tom Foley
Last update on: 08/01/2024

Log #	Commentator	Commentator's Division	Date received	Summary of feedback/comment	Response	Action
1		SIS	17/10/23	Currently under the 'Services for Research Students' tab there is no 'Personal Librarian Services' section, it is called 'Library contacts' (see screenshot below). I think it would be better to change this so it's easier for HDRs to find. There isn't that much information on the PLS page. It would be good to include some of the info that is of ongoing relevance on this page, such as Academic Skills, links to the RAP guide, link to ANU Press, and Library support (subject Librarians, Libchat, etc.). These things have been in the last 2 editions of the PLS newsletter and would be worth putting together on this page for ongoing use. It would be good to find out from HDRs how useful the PLS newsletter is. Do they actually read it? Is it helpful? How could it be made more helpful?	Acknowledgment and email response to feedback provided.	Review of PLS and HDR content on website As per recommendation 4. Review engagement as per recommendation 2.
2a		SIS	19/10/23	Is there opportunity to include parts of SIS dealing with primary sources that may be of relevance to HDR areas of research (ANU Archives and Digital Scholarship)?	Acknowledgment and email response to feedback provided.	Content input from across SIS leaders included within ANU PLS Framework Recommendation 9.

Log #	Comment ator	Commentator's Division	Date received	Summary of feedback/comment	Response	Action
				Currently Archives staff interactions are primarily through engagement with particular courses and research consultations with individual students. A workshop for CAP HDR students covering Asia Pacific Library collections, Pacific Research Archives, PAMBU and Paradesic has been trialled to target this cohort. In the past Archives has sought information about new HDR students in CASS and CAP but there have been concerns about overloading students with too many contacts. Incorporation in the PLS could be by: Access to list/information about HDR students and topics to allow Archives to proactively offer information on collections of relevance or archival literacy skills Increased awareness of archival sources (including in Open Research) for Library staff providing PLS advice		Content to be included in guides in recommendation 5.
2b		SIS	20/10/23	The majority of the recipients which we send out the newsletter to will never reach out to us as the Personal Librarian contact. We get a few messages saying thank to the initial email, but only a handful of actual library questions are generated from it. Most often I find that this is either suggestions for purchase, assistance in locating articles, and some arrange research consults.	Acknowledgment and email response to feedback provided.	Content to be reviewed and included in guides in recommendation 5.

Log #	Comment ator	Commen tator's Division	Date received	Summary of feedback/comment	Response	Action
				I think the tough nut to crack is how do we make people aware of what services we have on offer? I often hear from people later in their university career when they suddenly discover services like Research Consults, DSS, or Academic Skills and I think that those services are the most useful earlier on in a student's academic career so they can make the most of them. As HDRs can start at really any time of year they can be missed in our regular orientation sessions. So I think things like UX analysis on our website, prepared (and up-to-date) content made available, and messaging from the different schools/colleges is really important. So many people are surprised that we can provide ILL material to them for free, or in how vast our collections actually are. I also think that the content in the newsletter which we send out could be applicable to all university students – so if we are going to the effort of creating a newsletter for our users, then I think there would be a lot of value in expanding the list of recipients to it.		Future considerations detailed in recommendation 10.
2c		SIS	23/10/23	My primary concern with the way the PLS currently exists is I understand that the librarian contacts are randomly assigned. I don't think this makes sense - HDRs should be connected to a Librarian who is an expert in their field of study. Not only does this make things easier for the Librarian to provide support to the HDR	Acknowledgment and email response to feedback provided.	Articulation of PLS purpose and focus recommendation 5.

Log #	Commentator	Commentator's Division	Date received	Summary of feedback/comment	Response	Action
				candidate, it means that they can see care has been taken in connecting them with someone who has the expertise to help them. If I was assigned to a medicine student, for example - I would have to suggest they book an appointment with Cathy or Mel to get research help. What good does that do? However if I was assigned to a student studying business or social sciences, I could support them with their research needs throughout their candidature. They would have one person at the library they could come to throughout semester. As far as promoting our services, I think the best thing we could do is try and attend the HDR inductions. I'm not sure how HDRs are inducted here at ANU, but at Sydney there was always a day when all the HDR students in a school would be brought into a room and introduced to all the services available to them. In the Business school, the library was always involved in these inductions. We had a 10-15 minute slot where we could tell them who we were and what we could do for them. We also went to the subsequent morning tea so we could mingle, ask them about their theses, and become personally acquainted with them. This was really effective because even though things are becoming increasingly online, the best way to connect with people still remains face to face. That way you become more than just a name in an email to them - you're able to make a real connection and really show them how you can help them.		Review of process to continue in 2024 recommendation 7.

Log #	Comment ator	Commen tator's Division	Date received	Summary of feedback/comment	Response	Action
				I then think that any communications throughout their candidature should be carefully targeted to meet them when they most need them, whether that's when they're developing their research question, starting their literature review, commencing research etc. Providing access to resources such as the EndNote guide could be really useful - I see a lot of PhDs who have been using Endnote incorrectly through their whole thesis and are ready to submit and have realised what a mess they've made of it. So really thinking through the structure of their research process - which will be different across different disciplines, another reason to connect them with Librarians who are experts in their subject areas - will be of great value to them		
2d		SIS	24/10/23	I found the newsletter really a good idea. We could even improve our link with HDR students by personalizing them more, and also matching reference librarians in history with HDR students in history, etc. Many students feel insecure about the academic publishing environment, especially those who are international students. Could the library help them by setting up a booth with reference material about this? E.g. Info about open access publishing, predatory publishers, books on how to write an academic paper in English, copyright and plagiarism issues...	Acknowledgment and email response to feedback provided.	Content to be reviewed and included in guides in recommendation 5. Review of PLS and HDR content on website As per recommendation 4.

Log #	Commentator	Commentator's Division	Date received	Summary of feedback/comment	Response	Action
				About the future: stay in sync with the trend of using more large language models trained just on academic content, and deliver HDR-students tips on how to best organize their research strategies. Teach them how to evaluate their research strategy, and the databases. Also the need for librarians to learn to evaluate the library's databases, so as to offer an appropriate e-collection		

Attachment D. SIS Staff feedback

A range of staff feedback was received via the PLS Scoping Study [Appendix C], in addition to unsolicited feedback during PLS activities from participating staff.

Key elements relate to the coordination and methodology of the PLS and subject engagement.

- *From my engagement with HDR students, either via email or via subsequent research consults, they mostly want to know there is someone they can contact if they need specific support. Most queries are more research focussed so they lead to consults, but there have been some queries around borrowing, or following up with Doc Del etc.*
- *I think there is a place for this kind of outreach to HRD students, but I strongly feel it should be based in the subject area expertise.*
- *My preference overall would be that we get ourselves integrated into HDR induction programs for each College and make a connection that way. I think it's more effective to give them a face and a name at that starting point. We could also hold post-grad only events. This year we had a p/grad request some lunchtime events and we got at least three students to each one despite very little advertising. I think an unstructured 'drop in' style probably speaks more to an HDR student since they all have very different research needs.*
- *Subject aligned HDR students where possible – benefits include increasing visibility/engagement of subject specialists with that cohort, and subject knowledge and understanding.*
- *All Information Access staff at a 6/7 and above level (subject based) should be involved in this service.*
- *Review the PLS library guide*
- *Generic email with library services could come from central source (functional email i.e. library.info) and specific research focused HDR support email could come from subject librarians*
- *Subject Librarians contribute content to the emails*
- *Include Masters students and the Medical School students (or even 1st years like Harvard* https://library.harvard.edu/services-tools/librarians-first-year-students *1st years could be a voluntary sign up)*
- *Update the PLS Libguide with more specific pointers to Library Services, contact names and URLs*
- *The logistics of sending out the emails would be better done with an admin person being created to look after that.*

- *Any way to make it even more personal? Bit like at the end of a LibChat we say" anything else we can help with today" "Have a great day J" The emails look manufactured and not engaging.*
- *All 6/7s and Info Access 4s should be required to participate in the service. Other User S*ervices 5s and 4s voluntary, and maybe CAD staff.
- I don't mind having other subject areas HDRs as it's a bit like answering the question at the desk, you'd be directing patrons to the best place in the library for their question. This way level 4 I/A staff can be involved also.