Organizing Customer Knowledge in Academic Libraries

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Abstract - Availability of sophisticated ICT infrastructure combined with emerging business processes such as various service orientation configurations, constitute major characteristics of many of today's libraries in western universities. This has created a vast amount of customer-related information in libraries. This article provides a methodology for organising customer knowledge in academic libraries. A two-dimensional Customer Knowledge Taxonomy (CKT) has been presented for organizing the customer knowledge, thus providing a formal and explicit specification to deliver a shared conceptualization of customer knowledge. Based on the proposed CKT, customer knowledge in academic libraries can be classified into (i) knowledge about customers, (ii) knowledge from customers and (iii) knowledge for customers. The knowledge in each of these three categories can be 'explicit' and 'tacit', thus providing six categories of customer knowledge. The second major contribution of this paper is to introduce a method for integrating the above first and second categories of customer knowledge in order to derive the third category. This integration methodology is based on an integrated cyclical knowledge flow model that consists of four phases including: (i) communication, (ii) knowledge sharing & dissemination, (iii) knowledge acquisition and application, and 'iv' knowledge utilization and evaluation. Through a qualitative research, the proposed framework, consisting of the CKT and the corresponding integrated cyclical knowledge flow model, was then applied to a large university library for coding and classifying the vast amounts of existing customer data residing in 2,500 interview scripts within the case study organization. In doing so, a uniform coding scheme had to be developed using a focus group methodology. Data were then stored into a customer knowledge base using the Laximancer software. The proposed framework was evaluated for consistency of conceptualisation to ensure reusability in similar environments. It is expected that similar organisations will benefit from the proposed methodology for classifying the customer knowledge in academic libraries and the associated evaluation methodology for design and development of integrated knowledge based systems which in turn will support emerging processes within the organization.

Keywords: Knowledge taxonomy; customer knowledge management; knowledge management in library; evaluation of customer knowledge; innovative services; academic libraries

1. Introduction:

According to a survey conducted by Ernst and Young, customers' knowledge was quoted as the most important type of knowledge (97%) to assist organizations act effectively. This is followed by knowledge about best practice and effective processes (87%), and knowledge about competencies and capabilities (86%) (Smith & Farquhar 2000). Within the case study organization of the present paper, this view is formally reflected by the Information Services Department Restructure Document, the Outreach Team Leader position description, and the Content Cycle used by the Information Services Department to highlight the appropriate flow of information between the faculties, the library and throughout the department.

The present study focuses on organizing customer knowledge in academic libraries. Availability of sophisticated ICT infrastructure combined with emerging business processes such as various service orientation configurations, constitute major characteristics of many of today's libraries in western universities as demonstrated in the following case study. This in turn has created a vast amount of customer-related information in libraries. There has however been little investigation to understand the attributes of customer related knowledge and how best to utilize it. The present study is probably the first attempt in discovering and explicating some of the underlying components of customer knowledge in academic libraries of today. For example, currently there is no clear indication of the type and nature of the existing customer knowledge; whether it exists mainly in explicit form, and therefore can be accessed (as is the case in many other domains), or whether it is in tacit format and unavailable to those who may benefit from it. What kind of ICT support would be appropriate for the different types of customer knowledge activities (e.g., capturing, evaluating, sharing, storing and organizing)? How important is the customer knowledge for maintaining high customer satisfaction, relevance and competitive advantage in today's academic libraries? This study focuses on a subset of the above issues and proposes a categorization scheme for customer knowledge in academic libraries with the aim of improving knowledge-related activities in these organizations. The study also presents an evaluation methodology for assessing consistency of the proposed categorization scheme.

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2. The case study

The Library under investigation (called "library" for short) is structured into the following three departments each headed by a Director who reports to the university librarian:

- (a) *Information Resources Department:* acquires processes and manages the collections held by the library. The negotiation of terms from vendors and the management of the collection budget is also included in this portfolio.
- (b) *Infrastructure Department:* is responsible for library facilities, including opening hours, circulation, library IT, Human Resources, and finance, and is headed up by the Deputy University Librarian.
- (c) *Information Services Department (ISD):* has the responsibility for the delivery of professional services to the University community. This includes service development and delivery, relationships with the academy and the university-wide community. In short ISD is responsible for the development and delivery of services that allow library users (called 'customers' in this study) to reach their academic goals. For the purpose of the present study the main focus is given to the ISD.

Recently, the ISD has moved to an integrated model of teams focused on the service cycle with the following service units:

- *Service Innovation Unit:* keeps abreast of international best practice and developments in technology to ensure that the library services are efficient and appropriate. It is responsible for the definition of services, the development and management of measures in order to enable the 'library' to determine what services are being used and what outcomes are being achieved through their use. In addition, the Unit receives feedback from the customers, including various university communities, according to which, services may be modified or upgraded as required. This feedback comes from a variety of areas but primarily through the Outreach Team and Faculty meetings as shown in Figure 1 below.
- *Service Development Unit:* for development and maintenance of all new services such as ELISE (Enabling Library & Information Skills for Everyone), online tutorials, subject guides etc. It receives service definitions from the Services Innovation Unit (above), and based on this input, existing services are modified or new ones are created. In addition, this unit manages the library's online presence, and creates standardized templates for service delivery.
- *Academic Services Unit:* for building relationships with faculty, and identifying, promoting and delivering services. This Unit informs the academic community of the available services, and delivers required services to the community. Through either discussion with the community (Outreach Team) or the delivery of the services (Services Team) feedback from the customer is generated which in turn, is fed back to the Service Innovation Unit for consideration. Each faculty within the university has been assigned specialist contact librarians who are available to provide information, organize service delivery, give seminars, listen to concerns, facilitate feedback and work through any issues that may exist within a faculty in relation to the library.

Figure 1 demonstrates a knowledge-flow perspective for the ISD.

There is a vast amount of knowledge relating to the Library's customers. Library management is now exploring more effective methods for organizing this knowledge. It is being captured to facilitate knowledge management activities such as evaluating, sharing, and storing of the customer knowledge within the 'library'. The 'Library' expects that knowledge management activities will build a greater understanding of customers and their requirements and as these requirements will hopefully lead to the delivery of more appropriate and timely services. For this to occur it is imperative that the knowledge is organized appropriately.

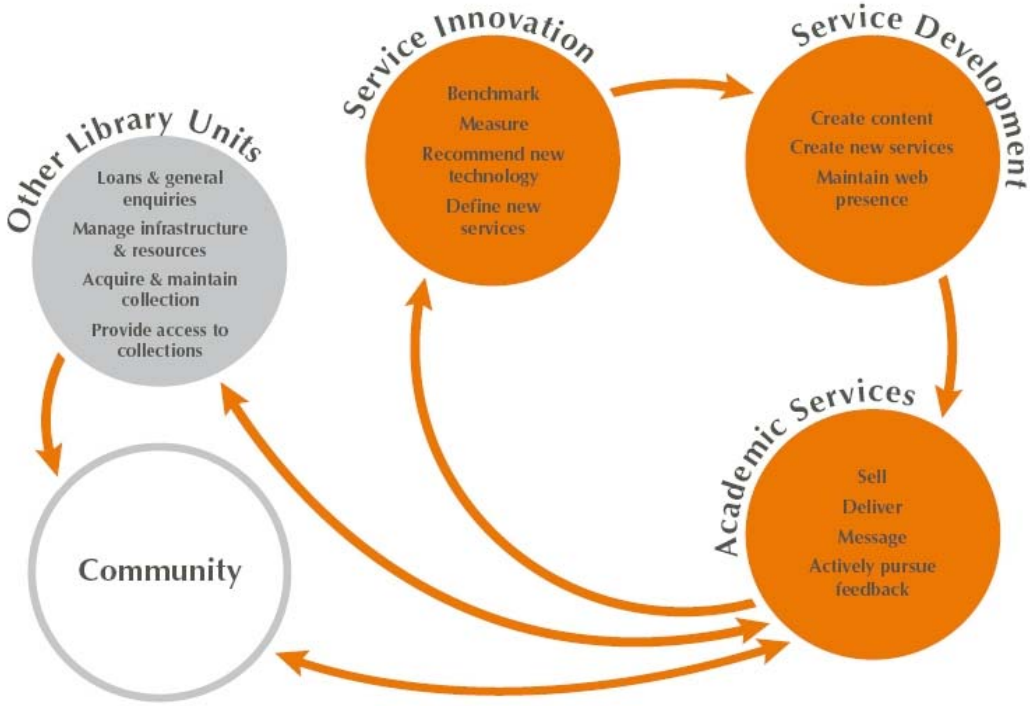

Figure 1: Knowledge cycle diagram in ISD

3. Theoretical foundations of the study

From the knowledge representation perspective, this paper proposes a categorization scheme called Customer Knowledge Taxonomy (CKT) for organizing customer knowledge in academic libraries. It is expected that the proposed CKT will provide a formal and explicit specification for shared conceptualization of customer knowledge, which among other things, will prevent the mental development of different knowledge maps in the minds of librarians. The formation of subjective knowledge maps is said to be the result of variations in the perspective and understanding of knowledge workers' knowledge of their customers (Jashapara 2004). The proposed CKT can also play a major role in storing and accessing large amounts of customer-related information that is created as a result of both availability of advanced information and communication technological infrastructures as well as various emerging processes and related transactions in today's increasingly complex academic libraries. And finally, the proposed CKT is expected to provide a *"consistent and coherent conceptualization that is extensible and easily reusable in similar environments".* (Olive 2007).

The current study also has links with the systems engineering literature. The three most common approaches in information systems engineering can be classified into approaches that are process-oriented, data-oriented, and rule-oriented or object-oriented (Olive 2007, p.213). The proposed taxonomy adheres to the rule-oriented approach that views the library as a set of concepts and relationships among these concepts. Such relationships however are shown by diagrams rather than by formalized mathematical and logical formulas.

The present study also benefits from the knowledge management (KM) literature. Currently various perspectives exist in the KM literature for classifying knowledge in general, and customer knowledge in particular. The most common classification perspective for the customer knowledge is the 'knowledge flow' perspective suggested by Gebert et al (2003). Based on this scheme customer knowledge is divided into the following three categories:

- *Knowledge about customers* is accumulated to understand customers' motivations and to address them in a personalized way. It includes factual information about the customers, their information needs and interests, histories, connections, expectations, and their past transactions with the

library. This type of customer knowledge is normally explicit and therefore is codified and stored in, and accessed via, traditional knowledge repositories and retrieval systems in many of today's academic libraries. On the other hand, since librarians are in constant contact with their customers, the librarians' tacit knowledge about their customers' behavior and needs should not be ignored. Therefore the 'knowledge about customer' category includes both tacit and explicit knowledge about the customers. In the case organization one major method for collecting knowledge about the academic members is by face-to-face interviews by the Outreach Librarians who visit three academics each day and record this knowledge in call reports (see Appendix 'A' for samples of these reports).

- *Knowledge from customers* is the customer's perceptions, insights and reactions, knowledge about other products, suppliers, markets and their environment, and comments about existing services. This category of customer knowledge will facilitate continuous improvement, e.g. through service improvements or new product developments. It provides a view of how the customer perceives their environment and their particular role within that environment. This provides the Library with a context in which to create and deliver services. The knowledge about customers and knowledge from customers are combined and then transformed into the 'knowledge for customers'.
- *Knowledge for customers* is required for satisfying customers' knowledge needs. This category focuses on the knowledge that the library provides to its customers in the form of final services, making it relevant to the individual context for each academic. It can also be an interim knowledge that can be used by customers for performing other tasks. It is contextual and therefore differs from library to library, and academic to academic. Although all service based enterprises, including libraries, provide various services to their customers, an essential and logical relationship between different kinds of customers' knowledge is usually missing (Tian-Xue Feng & Jin-Xin Tian 2005). The present study asserts that *knowledge for customer* is a product of an integration and transformation of the previous two categories of customer knowledge as shown in Figure 2 and discussed in the next section.

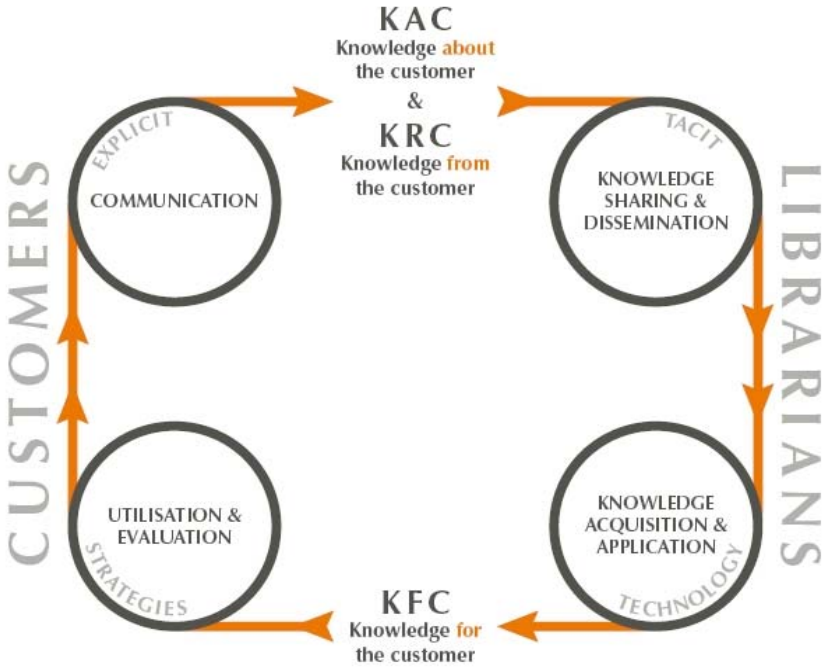

Figure 2: An integrated knowledge flow diagram for customer knowledge in academic libraries

4. Integration of customer knowledge

The integration of the two categories of customer knowledge and deriving the third category of customer knowledge is shown in Figure 2. Such integration is closely related to, and is a sub-activity of, a phase that is commonly referred to as *Knowledge Capture and/or Creation Phase.* The most commonly used methods for capturing the '*knowledge about customer*' and '*knowledge from customer'* in the case study organization is a combination of direct interviews with the customer, surveys, data mining, and a variety of knowledge discovery methods. The *'knowledge for customer'* on the other hand is a derived knowledge and is created by combining the other two knowledge categories as shown in Figure 2. The integration methodology is summarized in the following three steps:

- Step 1: The 'tacit' component of the librarian's knowledge that was initially developed as a result of interfaces with their customers is evaluated by (i) the existing body of knowledge on the field, and (ii) by sharing and refining this 'tacit' component of '*knowledge from customer'* with other librarians with similar experiences. The result will constitute refined knowledge from customer.
- Step 2: Both of the categories of knowledge from and knowledge about customers are shared and disseminated with all the librarians; in our case study, these are all the librarians within the ISD.
- Step 3: As a result of step 2 new tacit knowledge will be created that is necessary for understanding customers' information needs and interests. This understanding, which is called 'knowledge acquisition and application', helps, among other things, the creation of innovative ideas for the library. These new ideas can then be used for designing new services for the customers, which are related to the third category of customer knowledge, that is, *'knowledge for customer'*.

In addition to the adoption of the Gebert et al (2003) taxonomy of customer knowledge, the current study also makes a clear distinction between the 'tacit' and 'explicit' knowledge for all three categories of customer knowledge in order to facilitate effective management of this knowledge in academic libraries. The current state of technology for supporting knowledge management systems suggests that completely different types of component technologies and methods are required for the management of tacit and explicit knowledge. Therefore, addition of the tacit/explicit dimension to the Gebert et al (2003) taxonomy will facilitate development of automated methods for storage, access and interpretation of customer knowledge. This extended taxonomy constitutes the theoretical contribution of this study.

5. Methodology for developing CKT

The present study is a piece of collaborative research involving both academic and practitioner insights which provides increased theoretical sensitivity (Gummesson 2000). The following methodology was applied to the academic library case study for the development and evaluation of the proposed CKT model:

Data Collection Process: The aim of data collection process is to derive various categories of customer knowledge from the data. The three major sources of data for collecting customer knowledge are undergraduate students, postgraduate students, and academic members. Since the focus of this study is on the Information Services Department (ISD), this paper reports data collected from the academic members. Data is captured from the academic members every time one of the members of the outreach team arranges a semi-structured interview with an academic member. These interviews provide a forum to discuss both the academic's immediate informational needs from the library as well as discussing newly established services that the library can provide to support academics in day to day teaching duties, promotion, research publication, and so on. Each interview normally takes between 60 to 90 minutes from which a 'customer call report' is generated. Appendix 'A' shows a sample of two call reports along with the coding scheme used to identify categories of knowledge chunks. Currently there are over 2,000 call reports. The ultimate goal is to automate storage and access of all available data on these call reports, along with any other data collected via other methods.

Knowledge Discovery Process: The data in the call reports is the result of semi-structured interviews and therefore does not directly represent relevant 'knowledge chunks' for the study. Additional transformations are required in order to discover the various relevant knowledge chunks

from the available data. The following qualitative research methodology was applied for the interpretation and classification of the initial data.

A focus group was formed to develop a uniform coding scheme for all future data collected from the call reports by the outreach librarians. The participants in this focus group included the two authors, and the three unit managers within the ISD. The three unit managers manage different aspects of service development and delivery, which includes the supervision of ten outreach librarians who directly interview the academic members of the university, (customers). Therefore, deep understanding of the CKT by the unit managers is vital for training the outreach librarians and therefore, to ensure the success of this project.

During a two-hour focus group meeting one of the authors played the role of coordinator and the other author played the role of knowledge management expert. The former provided qualitative input to the discussions in order to clarify the points made, and/or to steer the focus of the group to the right direction. Data from each call report was read loudly by the coordinator one sentence at a time. After reading each sentence, and based on the formal definitions of the six categories of customer knowledge, the unit managers were asked to provide independent feedback in the form of (i) identifying relevant customer knowledge chunk/s within the sentence that fit the scope and purpose of the study, and (ii) if such relevant knowledge chunks are identified, to comment on the exact category it relates to. After reading each sentence, the feedback was collected by the coordinator and examined. If all three feedbacks were the same then no action was taken and the next sentence was read. However, if there were discrepancies and disagreements among the three responses the matter was discussed until a consensus was reached among all three unit managers. The 'knowledge management expert' was responsible for handling the latter situation and directing the group towards a consensus. The process continued until all sentences in the call report were read, and various knowledge categories identified. At the last stage, the call report was coded (see the next stage) for future training of the outreach librarians who themselves will have to go through a similar coding activity after each future interview.

Coding Procedure: During the above coding exercise, the group was engaged in constant comparative methods suggested by Glaser (1965). Chunks of text were compared in order to discover similarities and differences among them. According to Lucas and Kline (2008), this process will highlight the different properties for each knowledge category, and "fills" the category out.

Even though the three categories were already decided, they themselves were also constantly compared and contrasted so that those with interrelated themes could be merged under one descriptive overarching category. This process is referred by Strauss and Corbin (1998) as 'selective coding', which is an integrative process of establishing overarching themes by selecting the "core categories", relating these to other categories, and verifying those relationships. In order to establish credibility and trustworthiness of the research findings the use of member checking (Lincoln & Guba, 1985) was employed. This method requires the interpretations and conclusions be given back to the participants and allowing them to react to those initial findings.

Planned Evaluation of the CKT: As mentioned earlier, the results of the above categorization exercise need to be evaluated for consistency of conceptualization that is extensible and easily reusable in similar environments. This paper proposes the following evaluation methodology as a future work for the evaluation of the proposed CKT. The evaluation will focus on its capacity to incorporate new meanings, relations, domains, and knowledge over time as reused in the case study library, or other related libraries in different institutions. Ideally, this would require longitudinal methods which at the same time will be impractical for the short-term life-cycle of the current research project. Therefore, a cross-section of existing academic libraries will be selected and used for evaluation of the proposed CKT. Views will be sought from the domain expert librarians in this cross-section sample of libraries for 'correctness' of the categorized results. Such correctness is defined by both 'truthfulness' of selecting knowledge chunks and filling each category, as well as 'consistency' of such selection by various coders (Olive 2007).

6. Conclusion and future work

This paper proposed a conceptual methodology for organizing customer knowledge in today's academic libraries called Customer Knowledge Taxonomy (CKT). It was then applied to a sample of data collected from a case study which resulted in a knowledge store for customers' knowledge for the case organization. The main promise of the CKT is that it facilitates creation of new tacit knowledge that is necessary for understanding customers' information needs and interests. This understanding, which is called 'knowledge acquisition and application', helps, among other things, the creation of innovative ideas for the library. These new ideas can then be used for designing new services for the customers, which are related to the third category of customer knowledge, that is, *'knowledge for customer'.* A plan for future evaluation of the CKT was also briefly outlined.

The study has highlighted the enormous amount of tacit knowledge that librarians possess 'from', 'about' and 'for' customers that can now be organized and systematically accessed. Prior to this study no explicit mechanism existed for linking what the librarians know, to how this may support their customers, and more importantly how what each individual librarian knows can be systematically converted into corporate knowledge. Finally the study revealed new capabilities that are required from librarians in today's academic libraries.

A future study is planned to investigate standard ways of anticipating knowledge for customers based on the existing knowledge about and knowledge from customers. Can such a knowledge derivation process be automated? How can ICT facilitate or support the current resource-intensive face-to-face interviews? As a first step, and using the theoretical findings of the present study, work is already in progress for design and development of an ontology-based knowledge management system that supports initial phases of the decision-making processes of knowledge workers in the case study library.

7. Appendix A: customer call report for a typical academic library

Below is a sample of two customer call reports one for a customer from the Faculty of Arts and the other one for the Faculty of Commerce and Economics. The abbreviations for the three major categories of customer knowledge, that is, Knowledge For Customer, Knowledge About Customer, and Knowledge fRom Customer are shown by KFC, KAC, and KRC within brackets in both underlined as well as in red-color font. For simplicity of presentation, the distinction between the tacit and explicit types is not shown here:

Outreach Call Report (Sample from Faculty of Arts):

Name: <ABC> **(KAC)** ex# 99999 **(KAC)**

Outreach Librarian: <DEF> (KFC) **Date of Visit**: 5th March 2008 (KAC)

School: vvvvvvvvvv (KAC)

Faculty: FASS (KAC)

Teaching areas: (KAC)

Undergraduate:

- The Structure of Language
- The Use of Language
- Theoretical and Descriptive Linguistics
- Generative Grammar
- Linguistic Typology

Postgraduate:

- Language and Mind
- Bilingualism

Research active: YES (KAC)

Research areas: (KAC)

Morphosyntactic theory (with particular reference to Generative Grammar), lexical semantics (with particular reference to Conceptual Semantics and Natural Semantic Metalanguage), and linguistic aspects of bilingualism.

Research Grants: (KAC)

ARC Large grant - Verbs and coverbs: …..

RFCD Codes: (KAC)

Recent Publications: <as per link> (KAC) & (KRC)

PLAN SUMMARY

What are the main content (collection) related issues that the Academic wishes to address?

- Procedure for purchase requests. OK to send marked catalogue? (KRC)
- Natural language and linguistic theory; Language These journals are behind current printed issues and is the Library still currently subscribing? (KRC)
- Trends in Linguistics [monograph series by Mouton] Library receives some volumes. Could MOSO be established? (potentially, a KRC)

How will this assist the academic? (KFC) & (KRC)
When should this be delivered by? (KFC)

What is the Library offering to support this academic?

The Library subscribes to the major core journals in Linguistics in which the customer publishes. (KRC) & (KFC)
What resources/websites/search engines/associations is the Academic using when locating content?

The publishers, John Benjamins, Mouton de Greutyer are major publishers of interest (KFC) as well as a selection of linguistics journals which the Library holds (KFC). The customer actively participates in conferences and is a member of Australian Linguistic Society and Linguistic Society of America (KAC& KRC);

Where do you and your School publish your research (list of journals, conferences, books, web sites) and why? (KRC)

Would you like an advisory Research Performance Measurement service provided by the Library and measuring the performance of a researcher, a collection of selected articles, a journal or an institute? (KFC)

The customer is interested in this and supports it as a Library initiative (KRC). He and OL discussed possibilities of strategies which could involve individual academics or those researching in Linguistics as a discipline and he thinks more discussion at School level would be useful (KRC)

Brief History of Academic customer and Library relationship / use:

This customer was unaware of the services outlined by OL in the meeting. During the meeting, OL demonstrated the browse function on the LRD for identifying series and publishers. The customer was appreciative of this. He was especially interested in the RSS feed as he previously consulted the new book display. (KRC)

The customer was unaware of the subject guide for linguistics. He would like to look at it and will make suggestions/comments if he feels this is necessary. (KRC)

This meeting was curtailed by the arrival of a student who urgently required the customer's assistance (KRC). He was very receptive to the new services and considers these excellent support by the Library (KRC). He is pleased to know that Outreach provides a specific member of Library staff with whom he can make initial contact (KRC).

Actions

OL will follow up the currency of the journals mentioned with Collection (KFC)

OL will send links to services such as UNSWorks, Postgraduate ELISE and some other links discussed during the meeting. (KFC)

Outreach Call Report (Sample from Faculty of Business):

Name: <ABC> (KAC)

Position: Lecturer: (KAC) **Ext:** 99999 (KAC) **Room**: xxxxx (KAC)

Outreach Librarian: <DEF> (KFC) **Date of Visit:** 28/5/2008 (KAC)

School: Business Law & Taxation (KAC)
Department: n/a (KAC)

Faculty: Australian School of Business (KAC)

Teaching areas: LEGT2721, 5511 (KAC)

Research active: (Yes/No) (KAC)

Research Area(s): (KAC)

- Franchising
- Insolvency as it affects franchises
- Property law
- Unjust enrichment
- Alternative dispute resolution

RFCD Codes: 390115, 390105 (KAC)

Recent Publications: (KAC)

PLAN SUMMARY

How many times a month would you use the Library – USE means (website, physical building/collection/email/phone)?

Although this was not broached as an actual question, I was able to determine the customer used the Library to access databases and Online Repositories such as SSRN (KRC).

What are the main content (collection) related issues that the Academic wishes to address?

The customer uses the Library for online Databases including SSRN (KRC). She had questions pertaining to the use of SSRN (KAC). These primarily related to where best to upload Journal Articles, Working papers, Conference Papers and Chapters she had written, both in the past and more recently (KFC). We explained to the customer that although electronic repositories like SSRN were a valuable place to load her papers as they would be found when searching the WWW… we demonstrated that when someone had a hit on her when searching they would have to be a subscriber to the actual repository (KFC). This led very well into informing her of the service provided

by the library – UNSWorks (KAC) & (KRC). She had not heard of it and was extremely happy and impressed with the Service (KRC)… amazed that everyone was not using it as it not only increased her visibility on the WWW but also saved a load of time compiling publication lists and such, which is a requirement as directed from her head of school in particular (KRC). Added UNSWorks to Jenny's Favourites and added Community of Scholars Universe and Funding to her 'MySpace' in SIRIUS

Copyright issues were explained regarding pre and post refereed Journal Articles when posting papers and such onto UNSWorks and other such repositories (KFC). Added Sherpa Romeo to the customer's Favourites (KFC).

Primarily the customer would like to see if Collections Development Team (CDT) can look into more relevant up to date books related to her field … Economics and the Law (especially relating to Franchise if possible) (KAC) & (KFC), and also what content we have pertaining to Empirical Research and the Law (KAC). I will inform Collections of this and see if they are able to source other more up to date monographs etc (KFC). I will also discuss with the Faculty of Law Outreach librarian to determine if the Law Library may have content that I can suggest Jenny investigates (KFC).

We discussed the New Library Research Start-up Fund. Given the nature of the customer's research we determined she would certainly qualify for inclusion given no one was looking into the Economic/Legal issues around Franchise Failure (KFC). She will email me, outlining her field of research and a 'wish list' for me to pass onto Collections. As she is rather busy between now and the beginning of July we agreed that I would contact her early in July as a reminder to do this (KFC).

She had a small issue with Factiva (KAC) which I was able to show her (KFC) and she was very happy with this (KRC). I showed her how to set up database alerts within SIRUIS. When we attempted to set up alerts with in Factiva this led to a discussion on RSS Feeds, something she is keen to know more about (KRC). Due to time constraints I talked with her and will talk her though setting up RSS feeds over the phone at a time convenient to her.

How will this assist the academic?

Building up the collection in her research & teaching areas will assist the academics endeavours (KRC).

When should this be delivered by?

Over the forthcoming months weaknesses in the collection will be referred to the CDT for appraisal. (KFC)

What is the Library offering to support this academic? (KRC)

- SIRUIS
- UNSWorks
- E-journals
- SSRN

What resources is the Academic using when locating content? (KRC)

Where do you and your School publish your research (list of journals, conferences, books, web sites) and why?

Currently using SSRN Repository (KRC),

Explained UNSWorks as detailed above (KFC).

Would you like a Publishing Activity Consultancy Service provided by the Library?

Not discussed
Brief History of Academic and Library relationship / use:

This is the second meeting aaaaaa has had with an Outreach Librarian. She was able to disclose this was the most enlightening meeting she had had and was very happy with the meeting and impressed with the support and services provided by the Library (KRC).

Actions:
Email the customer the EndNote Training via the web (KFC)

Contact xxx (Head or School) and yyy with a view to their encouraging all with in the School to use UNSWorks, perhaps arrange a presentation (KFC).

Discuss with them the possibility of my attending School Meetings (KFC),

Assist the customer with setting up RSS feeds (KFC).
Speak with Collections re Economics & the Law content within the Library as well as investigate if the Collection has any content relating to Empirical Research and the Law (KFC)

Follow up with the customer in early July regarding the New Library Research Start-up Fund (KFC)

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