Our Research: a first step to... Investigating reasons why institutions are still behind in their attempts to use analytics from the South European library perspective that could according to Long & Siemens (2011) “allow higher education institutions...penetrate the fog that has settled over much of higher education” facilitating the formulation of context-specific recommendations by helping appreciate some of the complexities involved that if tackled with LLA prospects of tying user success into organizational evidence, demonstrating library’s role in impelling student experiences and creating knowledge added values will be well improved.

Transcripts analysed... M&A (MACRO and MICRO EVALUATION LENS), the first juxtaposing intercountry differences and the latter examining participant intergroup perspectives, revealed that library directors, more aware of technical, operational and administrative challenges associated with disruptive change and repercussions of transcending the institutional strategic planning framework as articulated by central administration, were starting to be more concerned by time/space and budgetary constraints, data collection over-aggregation, information silos and inflexible organizational structures. Though in the majority they usually express their confidence in their skills’ adequacy to coping with present job requirements, our research has recorded concerns about valued future skills and the system weaknesses to approach the Continuing Professional Development (CPD) issue in a systematic and proactive way.

On the other hand, students besides emphasizing low automation index and non-systematic library use data collection practices, also showed institutional isomorphism, user/library disconnect and user demotivation, their comments taking a somewhat behavioral orientation. All stakeholders demonstrating an overall strong willingness to share their own interpretations of current academic scenario part-participants were highlighted and summarized severe implications on library service, librarian workload and especially the necessity to take proactive rather than descriptive approaches to demonstrating library value and upgraded library role in enriching L&T. They also highlighted the importance of CPD to equipping librarians with the necessary skills to:
- revisit and rethink their roles and mandates
- move beyond the traditional information literacy work to take on larger and more prominent role in L&T development
- remedy the lack of capacity to use tools and a culture and incentives that oppose and hold back innovation.

Among key takeaways the fact that:
- Although no other higher education professionals care more deeply about privacy and confidentiality than librarians, library standpoints are mixed with regard to ethical/privacy-related LLA implications.
- Stakeholders seem to have started to develop an appreciation of benefits related to library integration in wider LA initiatives indicating the beginning of a major shift for higher education culture fostered around undergraduate learning.
- There is a whole bunch of disconnects between library and institutional vision, supervisors and staff, patrons and librarians, and faculty that should better be tackled before embarking on LLA interventions.

References


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