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## **REPRESENTATIVE DOCUMENTS**



## Liaison Services

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## Librarian/Faculty Liaison Program

The *Librarian/Faculty Liaison Program* provides faculty with an ongoing opportunity to keep abreast of KSL services and collections. Each academic department has a designated research services librarian who maintains an awareness of the department's research and teaching needs. Departments are encouraged to include their librarian in meetings, research projects, and other activities, especially when library support is a factor to be considered. Librarians also teach classes related to research and information retrieval. We would be happy to develop a course-related instruction component for any of your classes. These classes, one or several, focus on specific research databases and other resources that students may use to for papers and projects. For more information, contact a librarian listed below.

KSL also strongly encourages each department to formally designate a faculty member as the department's library liaison so that communication remains current. The department's liaison should keep the department informed of library activities and will act as the primary contact and advocate for faculty representing the needs of the department to the library.



### Case School of Engineering

- **Biomedical Engineering** - Daniela Solomon, [daniela.solomon2@case.edu](mailto:daniela.solomon2@case.edu), 368-8790
- **Chemical & Biomolecular Engineering** - Brian C. Gray, [brian.c.gray@case.edu](mailto:brian.c.gray@case.edu), 368-8685
- **Civil Engineering** - Daniela Solomon, [daniela.solomon2@case.edu](mailto:daniela.solomon2@case.edu), 368-8790
- **Electrical Engineering & Computer Science** - Daniela Solomon, [daniela.solomon2@case.edu](mailto:daniela.solomon2@case.edu), 368-8790
- **Macromolecular Science & Engineering** - Brian C. Gray, [brian.c.gray@case.edu](mailto:brian.c.gray@case.edu), 368-8685
- **Materials Science & Engineering** - Daniela Solomon, [daniela.solomon2@case.edu](mailto:daniela.solomon2@case.edu), 368-8790
- **Mechanical & Aerospace Engineering** - Daniela Solomon, [daniela.solomon2@case.edu](mailto:daniela.solomon2@case.edu), 368-8790

### College of Arts and Sciences

- **Anthropology** - Karen Thornton, [karen.thornton@case.edu](mailto:karen.thornton@case.edu), 368-6511
- **Art History and Art** - Leigh Bonds, [leigh.bonds@case.edu](mailto:leigh.bonds@case.edu), 368-4253
- **Astronomy** - Karen Thornton, [karen.thornton@case.edu](mailto:karen.thornton@case.edu), 368-6511
- **Biology** - Yuening Zhang, [yuening.zhang@case.edu](mailto:yuening.zhang@case.edu), 368-5310
- **Chemistry** - Yuening Zhang, [yuening.zhang@case.edu](mailto:yuening.zhang@case.edu), 368-5310
- **Classics** - Stephen Toombs, [stephen.toombs@case.edu](mailto:stephen.toombs@case.edu), 368-2403
- **Cognitive Science** - Karen Thornton, [karen.thornton@case.edu](mailto:karen.thornton@case.edu), 368-6511
- **Dance** - Stephen Toombs, [stephen.toombs@case.edu](mailto:stephen.toombs@case.edu), 368-2403
- **English** - William Claspay, [william.claspay@case.edu](mailto:william.claspay@case.edu), 368-3595
- **Earth, Environmental, & Planetary Sciences (Geology)** - Evan Meszaros, [evan.meszaros@case.edu](mailto:evan.meszaros@case.edu), 368-3509
- **History** - William Claspay, [william.claspay@case.edu](mailto:william.claspay@case.edu), 368-3595
- **Mathematics, Applied Mathematics, & Statistics** - Karen Thornton, [karen.thornton@case.edu](mailto:karen.thornton@case.edu), 368-6511
- **Modern Languages & Literature** - William Claspay, [william.claspay@case.edu](mailto:william.claspay@case.edu), 368-3595
- **Music** - Stephen Toombs, [stephen.toombs@case.edu](mailto:stephen.toombs@case.edu), 368-2403
- **Philosophy** - Karen Thornton, [karen.thornton@case.edu](mailto:karen.thornton@case.edu), 368-6511
- **Physics** - Yuening Zhang, [yuening.zhang@case.edu](mailto:yuening.zhang@case.edu), 368-5310
- **Political Science** - Mark Eddy, [mark.eddy@case.edu](mailto:mark.eddy@case.edu), 368-5457
- **Psychological Sciences** - Mark Eddy, [mark.eddy@case.edu](mailto:mark.eddy@case.edu), 368-5457
- **Religious Studies** - Mark Eddy, [mark.eddy@case.edu](mailto:mark.eddy@case.edu), 368-5457
- **Sociology** - Mark Eddy, [mark.eddy@case.edu](mailto:mark.eddy@case.edu), 368-5457
- **Theatre** - Stephen Toombs, [stephen.toombs@case.edu](mailto:stephen.toombs@case.edu), 368-2403

### Weatherhead School of Management

Karen Oye, [karen.oye@case.edu](mailto:karen.oye@case.edu), 368-5309

- **Accountancy**
- **Banking & Finance**
- **Design & Innovation**
- **Economics**
- **Operations**
- **Organizational Behavior**

Interdisciplinary Areas



## Subject Librarians: Liaisons at Emory

Identifies who we are and what we do

[Liaisons at Emory](#)

[TaskForce & Team Leader Documentation](#)

### Liaison Roles Documentation

- [Subject Librarian Roles & Responsibilities \(current version\)](#)  
Written by a diverse team of librarians after reviewing our peers and results of library focus groups and surveys of Emory faculty and students. Approved July 2013 by the Senior Vice Provost for Library Services while serving as the interim Director of Libraries.
- [Liaison Roles 2009 version](#)  
The Division changed leadership and teams were changed. Likewise, the ARL Liaison report was used to update our roles.
- [Liaison Roles 2004 version](#)  
Teams were consolidated and the document was changed to reflect this. Library Administration approved changes in 2004.
- [Liaison Roles 2002 version](#)  
The original document when subject liaisons were first implemented and assigned at Woodruff Library

### Emory Liaisons

Contacting Subject Librarians is possible from several links at the Woodruff Library.

[Meet our Subject Liaisons Directory](#)

[Consultation Services](#)

[Library Instruction](#)

[Class Research Guides](#)

[Ask a librarian](#)

[Purchase Request](#)

[Collection Policies](#)

#### SL Training Materials

- [Recording SL stats via Desktracker](#)
- [Collection Management Team](#)
- [Suggestions for Training & Professional Development](#)

#### Defining a SL

A subject librarian provides the full range of subject specific library services to the academic department, including collection management, consultation, instruction, assessment, and reference. The subject librarian maintains and expands research-level collections, acts as an expert guide, provides research help at the time of need, and contributes to the programmatic and collaborative work of the Services Division and the library in general.

#### Recent Emory Liaison Job Descriptions

- [Humanities Librarian](#)  
2015 opening
- [Social Sciences Librarian](#)  
2015 opening
- [Science Librarian](#)  
Chemistry & Physics 2014
- [Humanities Librarian](#)  
2010 position
- [Social Sciences Librarian/ Psych](#)  
2010 position

#### Additional Materials

- [Subject Liaison Roles and Skills, Bryson](#)  
Constellation of subject liaison duties.
- [Subject Liaison Roles and Skills with Graphic, Bryson](#)

#### Additional Readings from other Universities

- [Duke Libraries](#)
- [University of Minnesota Libraries](#)
- [ARL 2009 Liaison Report](#)

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- UIC Library Dashboard

**UNIVERSITY LIBRARY**



You are here: Home » About Us » Departmental Liaisons

**Departmental Liaisons**

**About the liaison program**

The University Library has appointed a *liaison librarian* for each department. Liaison librarians offer a number of services including:

- presentations at orientation events, departmental meetings, or other forums
- reference services that encompass one-on-one consultations for you and your students
- course-related library instruction
- review of recommendations to add to the Library's electronic and print collections
- partnership on E-scholarship efforts that include data curation and preservation
- information on scholarly communication initiatives.

- East Side / Daley Library Liaisons
- Campus-Wide Services Liaisons
- LHS – Chicago Liaisons
- LHS – Peoria Liaisons
- LHS – Rockford Liaisons
- LHS – Urbana Liaisons

**Locations**

- Richard J. Daley Library
- Health Sciences - Chicago
- Health Sciences - Peoria
- Health Sciences - Rockford
- Health Sciences - Urbana

**Other Topics**

- UIC Library Dashboard
- Giving to the Library

Book a Study Room

Library Events

**Connect with us**



**East Side / Daley Library Liaison Affiliations and Contact Information**

College	Liaison	Departments
Architecture, Design and the Arts	Jane Darcovich (312) 413-7677 darcovic@uic.edu	Architecture; Art and Art History; Design
Architecture, Design and the Arts	John Cullars (312) 413-0020 jcullars@uic.edu	Theatre and Music
Business Administration	Marcia Dellenbach (312) 413-3045 dellenba@uic.edu	Accounting; Information and Decision Sciences Managerial Studies
Business Administration	Glenda Insua (312) 996-4032 ginsua1@uic.edu	Finance
CUPPA	John Shuler (312) 413-2594 alfred@uic.edu	All departments
Education	Annie Armstrong (312) 413-3045 annie@uic.edu	All departments
Engineering	David Dror (312) 996-1886 ddror@uic.edu	All departments
Liberal Arts and Sciences	Catherine Lantz (312) 996-6633 clantz@uic.edu	Biological sciences; Chemistry; Earth and Environmental Sciences
Liberal Arts and Sciences	David Dror (312) 996-1886 ddror@uic.edu	Mathematics, Statistics, and Computer Science; Physics
Liberal Arts and Sciences	Glenda Insua (312) 996-4032 ginsua1@uic.edu	Economics
Liberal Arts and Sciences	Annie Armstrong (312) 413-3045 annie@uic.edu	Psychology



- Services**
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  - ▶ [Federal Depository Program](#)
  - ▶ [For Faculty & Grads](#)
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  - ▶ [Research Data Services](#)
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  - ▶ [Suggest a Purchase](#)
  - ▶ [Terrapin Learning Commons](#)
  - ▶ [Research Commons](#)
  - ▶ [Teaching & Learning Services](#)
  - ▶ [Use a Library Computer](#)

## Library Liaison System

The Library Liaison System at the University of Maryland exists to establish ongoing relationships between the UMD Libraries and the University's academic departments. At its core, The Library Liaison System is composed of subject librarians and departmental faculty. These Library Liaisons and Departmental Liaisons work together to enhance communication and improve library resources and services.

### GUIDELINES

[Guidelines for Subject Librarian Liaisons](#)

[Guidelines for Departmental Liaisons](#)

### EMAIL REFLECTORS (@UMD.EDU)

Library Liaison Reflector: **sel-liaison**

Departmental Liaison Reflector: **libdeptliaisons**

### LIAISON LISTS & CONTACT INFORMATION

[Librarian Subject Specialists \(Directory of\)](#)

[Departmental Liaisons](#)

*Last update: Jul 23, 2012*  
 Questions? [Contact us.](#)

### DOCUMENTS

- [Liaison System Update to University Library Council \(March 6, 2009\)](#)
- [Liaison System Implementation Group, Final Report \(January 16, 2009\)](#)
- [Liaison System Working Group, Final Report \(May 22, 2007\)](#)
- [University Library Council, Report on Liaison System \(April 2006\)](#)



The screenshot shows the OSU Library Research Services page. The header includes the OSU logo and navigation links: Home, About the Library, Search & Find, Using the Library, Research Support, Collections, and Ask Us. The breadcrumb trail is: Library / LibGuides / Research and Learning / RLS / Research Services. The main heading is "Research Services" with a sub-heading "Overview". The content is titled "Research Services at the OSU Library" and includes a welcome message and a list of services for faculty and researchers.

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Home About the Library Search & Find Using the Library Research Support Collections Ask Us

Library / LibGuides / Research and Learning / RLS / Research Services

## Research Services

### Overview

#### Research Services at the OSU Library

Welcome to Research Services at the OSU Library! Here you will find all of the information you need to be successful in all of your academic and professional work; be it using citing software, scheduling a research consultation, or managing your data, we are here to help!

In this section, you will find information on data management plans, open access resources, author rights and alternative metrics (altmetrics) to help you determine the impact of your research and more.


#### Faculty and Researcher Toolkit

1. Collaborate with your academic liaison on:
  - Research assignment design
  - Plagiarism prevention
  - Embedded and tailored instruction
  - Support for all of your research needs: data management planning, author rights, and alternative metrics
2. [Place items on reserve](#)
3. [Embed a library guide into your D2L course](#)
4. Link to one of our research tutorials (coming soon)
5. [Request an instruction session](#)
6. [Schedule](#) a consultation with one of our [experts](#)

Washington University Libraries

Site Search  Go

Hours | Site Index

 Ask Us  
email chat phone text

My Catalog | Interlibrary Loan | Reserves

- Library Home
- Search Resources
- Classic Catalog
- Primo
- Articles
- Databases
- Research Help
- News & Events
- How Do I ...
- Services
- Libraries
- Comments
- WUSTL

## What Subject Librarians Can Do For You

[Subject Librarians](#) at the Washington University Libraries are happy to assist with your research and collections needs. Here are just some of the ways we can help:

### Research

Students researching

Let us...

- ✓ Save you time by identifying the best books, articles, and resources
- ✓ Provide personalized service related to your research, including assistance in generating a [research strategy or idea](#)

### Teaching & Learning

Students researching

Let us...

- ✓ Customize library support for your courses
- ✓ Provide personalized service for faculty and students

### Collections

Students researching

Let us...

- ✓ [Purchase](#) resources for research and teaching
- ✓ Involve you in evaluating resources and future purchasing decisions

### Authoring & Publishing

Students researching

Let us...

- ✓ Provide you a tailored list of journals for possible submission
- ✓ Assist you with copyright issues; check the copyright policy of a journal; provide assistance with the [WU Amendment to Publication](#)

### Problem Solving

Students researching

Let us...

- ✓ Sort out tech support issues for you - [proxy](#) and [wireless](#) access, [printing](#), scanning, etc.
- ✓ Act as liaison between you and other library units - Circulation, Interlibrary Loan, Reserves
- ✓ Follow up on your ideas for improvement in services and collections

The first priority of library staff and librarians is to provide assistance to Washington University students, faculty, and staff. We will respond to requests for research assistance from people not affiliated with Washington University as time permits. For general library information requests, please [Ask Us](#).

[Alphabetical listing of Subject Librarians](#)   [Listing by subject](#)

## Position Descriptions

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*Professional Position Posting***Humanities Librarian, English Literature**

<b>Department:</b>	Emory Libraries, Humanities Team
<b>Salary:</b>	Commensurate with qualifications and experience
<b>Position Availability:</b>	Immediately

The Emory Libraries seek an energetic, user-oriented, and collaborative professional to serve as a Humanities Librarian on the Humanities Team with a subject area focus of English Literature. Emory's well-ranked and dynamic English department includes 40 faculty, over 50 graduate students, and more than 150 undergraduate majors. The successful candidate will be highly knowledgeable in the field of English and American Literature, have a passion for the research, teaching and learning mission of the University, and understand the Libraries' role in the advancement of that mission. S/he will possess excellent communication, interpersonal, and team skills. This position offers an opportunity for strategic and interdisciplinary approaches to the selection, teaching, discovery, and delivery of digital and print information resources.

**Position Duties**

Reporting to the Humanities Team Leader, the Humanities Librarian will be involved and engaged in the entire life-cycle of research, teaching and learning processes. S/he will collaborate with and support faculty in course-specific ways, including providing point-of-need instruction sessions and assignments, research guides and/or tutorials. Focused primarily on the English department, the librarian will provide a full range of subject specific library services to include collection development, consultation, instruction, reference services, and assessment. The librarian will also work closely with other librarians and units to understand and integrate area research and curricular needs with the Libraries' collections and services. Partnering with fellow subject librarians, other Library & Information Technology Services (LITS) units, and campus organizations, the Humanities Librarian will work to create and sustain strong relationships with the Manuscript, Archives, & Rare Book Library (MARBL), Emory's Center for Digital Scholarship (ECDS), and Academic Technology Services to engage in evolving campus digital scholarship initiatives. Finally, s/he also will work the reference desk an average of 3 hours a week. Specific duties include:

- Serves as primary liaison to and actively develops professional relationships with faculty, students and staff in assigned subject area. May include other areas within the Humanities Team if needed.
- Plans and delivers innovative reference and instruction services; teaches research tools and skills relevant to the discipline, develops content for subject-based web pages, and collaborates with faculty to achieve information and digital literacies and archival pedagogy learning outcomes in course-specific ways.
- Provides in-depth, specialized consultation in support of the entire research lifecycle; contributes to University efforts to assess and promote institutional scholarship.
- Assists faculty engaged in digital scholarship projects and teaching-and-learning-with-technology initiatives; collaborates as needed with ECDS and Academic Technology Services.
- Partners with other libraries, especially research services in MARBL, to promote teaching and research with primary evidence materials.
- Develops and manages excellent electronic, multimedia, and print collections in English and American literature to support the research and teaching needs of the Emory University community, promotes resources using current tools and technologies, and collaborates with colleagues in related fields to acquire materials, especially the curators in MARBL.

- Provides marketing and assessment of library services.
- Participates in professional and scholarly associations.
- Maintains up-to-date professional knowledge and skills in areas related to primary job assignment as well as maintains general knowledge of current trends in higher education, academic libraries, and information and educational technology.
- Adheres to guidelines outlined in the *Handbook Governing the Librarian series for Faculty-Equivalent Librarians* to ensure appointment, appointment renewal and promotion-in-rank
- Participates in library and campus committees as appropriate for service purposes.

**Required Qualifications**

- ALA-accredited master's degree in Library and Information Science or equivalent education and experience (subject expertise).
- Advanced degree in English Literature or related discipline.
- Demonstrated knowledge and experience with instruction, information literacy, and assessment of library services and resources.
- Familiarity with new technologies, such as text-mining, network analysis, data-visualization, and other digital applications relevant to the study of English literature.
- Commitment to user-centered library services.
- Strong interest in technology and tools for research and teaching
- Strong understanding of the key issues and trends in instruction, collection development, research, and reference in the subject area of English.
- Knowledge of scholarly communication issues and trends within the literature disciplines.
- Evidence of excellent communication, public speaking, teaching, writing and analytical skills.
- Commitment to fostering a diverse educational environment and workplace and an ability to work effectively with a diverse faculty, staff, and student population.
- Demonstrated willingness to respond to new opportunities with initiative, creative energy, and leadership.
- Evidence of active participation, involvement, and leadership in local, state, regional, national, or international professional or scholarly associations.

**Preferred Qualifications**

- Practical knowledge of ACRL's Framework for Information Literacy for Higher Education.
- Experience working with Aleph, ALMA, vendor sites, like YBP's GOBI, libguides, LibAnswers, and other assessment tools.
- Background and/or interest in other humanities disciplines, such as comparative literature or classics.

**Application Procedures**

Interested candidates should review the applications requirements and apply online at [https://sjobs.brassring.com/1033/ASP/TG/cim\\_jobdetail.asp?partnerid=25066&siteid=5449&areq=53093br](https://sjobs.brassring.com/1033/ASP/TG/cim_jobdetail.asp?partnerid=25066&siteid=5449&areq=53093br)

Applications may be submitted as Word or PDF attachments and must include:

- 1) Cover letter of application describing qualifications and experience;
- 2) Current resume/vita detailing education and relevant experience; and
- 3) On a separate document list the names, email addresses, and telephone numbers of 3 professional references including a current or previous supervisor.

**Candidates applying by June 26, 2015 will receive priority consideration.** Review of applications will continue until position is successfully filled. Emory is an Equal Opportunity/Affirmative Action Employer that welcomes and encourages diversity and seeks applications and nominations from women and minorities.

**General Information**

Professional librarians at Emory Libraries are 12-month faculty-equivalent positions evaluated annually with assigned ranks renewable for 3 or 5 years based on experience and background. Appropriate professional leave and funding is provided. Depending on educational credentials and position, librarians may be considered for a shared/dual appointment between the library and academic department as a faculty member.

Librarian appointees at Emory generally have educational credentials and professional backgrounds with academic library experience and/or disciplinary knowledge and demonstrate a commitment to continuous learning, professional engagement and involvement, research and scholarship, creativity, innovation, and flexibility. Such backgrounds will normally include a graduate degree from an ALA-accredited library and information science program AND/OR a discipline-specific master's OR doctoral degree. In addition to professional competence and service within the library in the primary job assignment, advancement and/or appointment renewal requires professional involvement and contributions outside of the library and scholarly activities. Candidates must show evidence or promise of such contributions.

Emory provides an extremely competitive fringe benefit plan that includes personal leave, holiday pay, medical and dental plans, life insurance, courtesy scholarships, and tuition reimbursement just to name a few. For a full list of benefit programs, please go to <http://www.hr.emory.edu/cu/benefits/>.

**Description of Institution and Library**

Emory University is internationally recognized for its outstanding liberal arts college, superb professional schools, and one of the South's leading health care systems. Emory's beautiful, leafy main campus is located in Atlanta's historic Druid Hills suburb and is home to 7,836 undergraduates and 6,677 graduate and professional students. As the third largest private employer in Atlanta, Emory University and Emory Healthcare have a combined workforce of approximately, 27,937 and an annual operating budget of \$4.3 billion. Emory University received \$507.1 million in research funding in 2013. Emory recently concluded a successful fundraising campaign that raised \$1.69 billion from 149,000 donors.

Ranked among the top 25 Association of Research Libraries (ARL) in North America, Emory University Libraries in Atlanta and Oxford, Georgia are an intellectual commons for Emory University. Comprised of 9 libraries, the holdings include more than 3.9 million print and electronic volumes, 83,000-plus electronic journals, and internationally renowned special collections. Emory is well known in a number of collection areas including modern literature, African-American history and culture, U.S. Southern history and culture, and U.S. civil rights. Emory Libraries staff number approximately 137 and the overall library budget is approximately \$25.3 million. The Emory Libraries is a member of the Association of Research Libraries (ARL), the Coalition for Networked Information (CNI), the Center for Research Libraries (CRL), the Council on Library and Information Resources (CLIR), the Digital Library Federation (DLF), International Federation of Library Associations and Institutions (IFLA), and the Scholarly Publishing & Academic Resources Coalition (SPARC) as well as regional associations including the Association of Southeastern Research Libraries (ASERL), Georgia Library Learning Online (GALILEO), and the GETSM Consortium (a consortium of the University of Georgia, Emory, Georgia Tech, Georgia State University, and Georgia Regents University).

The Emory Libraries include the Robert W. Woodruff Library, which is also home to the MARBL. Other campus libraries, which serve the specialized and professional schools, include the Goizueta Business Library, the Woodruff Health Sciences Library, the Pitts Theology Library and the Hugh F. MacMillan Law Library in addition to the Oxford College Library located on the Oxford Campus approximately 30 miles from Atlanta.

*- 18 July 2014*

EEO/AA/Disability/Veteran Employer

### **Clinical Services Librarian**

Clinical services librarians at the University of Louisville (UofL) Kornhauser Health Sciences Library serve as an information expert for clinical departments and researchers including their staff, residents, faculty, attending physicians, nurses and students.

#### **Responsibilities include:**

- Serving as a clinical librarian embedded within clinical departments
- Engaging with users in their preferred environments, typically outside the library
- Building a collaborative relationship within clinical departments to support information literacy and evidence based practice
- Actively participating in hospital rounds, morning report and evidence- based healthcare teaching sessions
- Collaborating with clinical faculty, residents or students on journal clubs, seminars, systematic literature review projects, and other clinical forums
- Providing immediate information as requested using current technology and resources
- Keeping students, faculty, and staff in touch with emerging technologies and electronic information tools in the field of medicine
- Participating in the development of the Kornhauser Health Sciences Library's clinical library services program
- Participating in the management of the library
- Providing service at library information desk
- Engaging in scholarship and activity in appropriate professional organizations

#### **Required Qualifications**

- Master's degree from an ALA-accredited program or international equivalent in library or information science
- Excellent presentation and relationship building skills
- Ability to think and react quickly in an intense clinical environment
- Experience using biomedical and evidence based practice literature, research, and clinical tools
- Demonstrated ability to learn and use new technologies
- Demonstrated ability to communicate effectively in multiple formats to diverse audiences
- Demonstrated evidence of initiative and flexibility with planning and problem-solving
- Proven ability to work creatively, collaboratively and effectively as both a team member and independently
- Demonstrated commitment to health sciences librarianship
- Potential to meet promotion and tenure requirements

#### **Desirable Qualifications**

- Experience working with users in their environments, as opposed to traditional library services
- Understanding of evidence-based practice
- Experience in a health sciences library
- Experience using EndNote or similar citation management software
- Health sciences background
- Additional graduate degree or certification in a related discipline



**POSITION DESCRIPTION**

Working Title: Global Public Health Librarian

Supervisor: Kate McGraw, Assist. Depart. Head for User Services

Date Completed: May 5, 2015

**Primary purpose of position:**

The Librarian will provide client-centered information and education services using a variety of methods and technologies with a primary focus on serving researchers, faculty, students and staff in the Gillings School of Global Public Health. Work is performed in client settings and in the library. Information services are provided through office hours in the school, consultations, chat, email, telephone, and the User Services Center. Education services are provided by offering curriculum integrated instruction and by developing online user guides and tutorials. The person in this position will also contribute to the Health Sciences Library's Global Engagement initiatives and work with the Area Health Education Centers staff to meet the needs of public health practitioners and students across the state.

**Principal responsibilities:**

- Initiate relationships with researchers, faculty, staff, and students working in cross-disciplinary public health courses, programs, centers, and institutes (both on and off campus) to identify and fulfill needs for information and education services.
- Maintain current knowledge and share expertise in searching the wide range of information tools used in public health, particularly in the areas of global health, health statistics and informatics.
- Maintain and share knowledge of innovative information, education and communication methods and tools, especially as they relate to public health practice.
- Develop an understanding of the research themes important to the School and identify ways the Library can support and partner with public health researchers.
- Actively develop local, regional, national and international collaborations to advance the strategic directions and Global Engagement initiatives of the Library.
- Pursue research and professional development activities appropriate to maintaining or advancing appointment rank.

**REQUIRED Knowledge, Skills and Abilities:**

- ALA-accredited Master's degree in library or information science.
- Minimum two years of experience as a health sciences librarian or comparable work providing health information services.
- Ability to demonstrate knowledge of public health information sources and how they are used in public health education, research and practice.
- Ability to provide and assess information competency instruction for both in-person and distance education students.
- Excellent oral and written communication skills.
- Flexible self-starter with demonstrated ability to discover and use innovative approaches.
- Ability to work effectively and collaboratively with diverse colleagues, students, faculty, and researchers.
- Demonstrated commitment to continued professional development.

**PREFERRED Knowledge, Skills and Abilities:**

- Public health education or work experience.
- Knowledge of the systematic review process.



- Experience partnering with researchers conducting systematic reviews.
- Current experience using instructional technology tools for distance education.
- Experience finding funding opportunities or writing grants.
- Experience using EndNote, RefWorks and similar products.
- Experience developing online content using web tools such as LibGuides, blogs, wikis, MOOCs.

FIND ([//WWW.LIB.NCSU.EDU/FIND](http://WWW.LIB.NCSU.EDU/FIND))

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VACANCY ANNOUNCEMENT: RESEARCH LIBRARIAN FOR ENGINEERING AND BIOTECHNOLOGY

# Vacancy Announcement: Research Librarian for Engineering and Biotechnology

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

VACANCY ANNOUNCEMENT

RESEARCH LIBRARIAN FOR ENGINEERING AND BIOTECHNOLOGY

The NCSU Libraries has a well-earned reputation for creating adventurous library spaces and innovative services that delight today's students and researchers. The award-winning [James B. Hunt Jr. Library \(/huntlibrary\)](#), opened in 2013 on NC State's [Centennial Campus \(http://centennial.ncsu.edu\)](http://centennial.ncsu.edu), offers faculty and students access to advanced technologies such as large-scale visualization, simulated environments, 3D imagery, and interactive computing that are enabling revolutionary ways to see and use information. An iconic building that captures NC State's spirit of innovation in education and research, the Hunt Library is recognized as one of the world's most creative learning and collaborative spaces and a model for "the library of the future". The D. H. Hill Library, serving the main campus, combines the best of tradition and innovation, housing special collections and a beautiful gallery alongside vibrant, experiential spaces such as the Learning Commons, Technology Sandbox, Visualization Studio, and Makerspace. If you are a person who would like to provide a new generation of library users with everything they can imagine and more, consider applying for this position.

The NCSU Libraries invites applications and nominations for the **Research Librarian for Engineering and Biotechnology**. NCSU research librarians collaborate actively with faculty members, students, and researchers, supporting their disciplinary and interdisciplinary research and scholarship across its life cycle and offering expertise in emerging technologies; data science, analytics, and management; and visualization. NC State University has made a strategic investment in supporting interdisciplinary research by establishing the [Chancellor's Faculty Excellence Program \(/faculty-clusters\)](#), a "faculty cluster" initiative to address major global challenges. Many of the 20 cluster themes involve engineering and the biosciences. Reporting to the Director of Centennial Campus Research Services and based in the James B. Hunt Jr. Library, this position supports research and teaching in interdisciplinary areas such as biomedical engineering, biotextiles, bioinformatics, and translational regenerative medicine.

## Responsibilities

The Research Librarian for Engineering and Biotechnology:

- › Performs outreach to engage faculty throughout the life cycle of research and teaching.
- › Provides research consultation services for faculty and students.
- › Supports and enables faculty and students in the use of data analysis, visualization applications, and technology-rich library spaces such as visualization labs.
- › Supports data management needs of researchers.

## NORTH CAROLINA STATE UNIVERSITY

### Research Librarian for Engineering and Biotechnology

- › Provides instruction on research skills and data literacy to students in the sciences and engineering.
- › Contributes to collaborative collection development in engineering and biotechnology disciplines.
- › Participates in library planning, serves on library-wide committees, task forces, and teams
- › NCSU librarians are expected to be active professionally and to contribute to developments in the field.

#### Required qualifications:

- › ALA-accredited MLS, MIS, or equivalent advanced degree in library/information science.
- › Academic preparation in engineering, life sciences, health sciences, or equivalent discipline or relevant experience in these areas.
- › Understanding of information sources and research methods in the sciences and engineering.
- › Ability to provide exceptional service to a diverse clientele.
- › Ability to work independently and in a team environment.
- › Excellent interpersonal skills; ability to communicate effectively, both orally and in writing.
- › Capacity to thrive in an exciting, ambiguous, future-oriented environment and to respond effectively to changing needs and priorities
- › Evidence of ability for ongoing professional development and contribution

#### Preferred qualifications:

- › Advanced degree in engineering, life sciences, health sciences, or equivalent discipline.
- › Demonstrated success in faculty and student engagement.

#### The Libraries, the University, and the Area

The NCSU Libraries has been recognized with numerous national and international awards, including the first Association of College and Research Libraries **Excellence in Academic Libraries Award**; the **Stanford Prize for Innovation in Research Libraries** and the **American Institute of Architects/American Library Association Building Award** for the Hunt Library; two **John Cotton Dana Library Public Relations Awards**; and Library Journal's **Librarian of the Year, Paraprofessional of the Year, and eight Movers and Shakers** awards. The library system consists of the D. H. Hill Library, the James B. Hunt Jr. Library, and branch libraries for design, natural resources, and veterinary medicine. With a staff of almost 300 FTE, the Libraries has more than 4.6 million volumes in its collection and has a total annual budget of over \$30 million. The Libraries is the host site for NC LIVE, a multi-type library initiative making digital resources accessible to North Carolina residents.

The NCSU Libraries is a member of the Association of Research Libraries, the Digital Library Federation, the Coalition for Networked Information, the Scholarly Publishing and Academic Resources Coalition, the Council for Library and Information Resources, and the Center for Research Libraries. Duke University, the University of North Carolina at Chapel Hill, North Carolina Central University, and North Carolina State University form the Triangle Research Libraries Network (TRLN), with combined resources exceeding 17 million volumes and collections budgets totaling more than \$40 million.

North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting its strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development. NC State offers degrees through the Colleges of Agriculture and Life Sciences, Design, Education, Engineering, Humanities and Social Sciences, Management, Natural Resources, Sciences, Textiles, and Veterinary Medicine. As the largest academic institution in the state, NC State enrolls more than 34,000 students, offering bachelor's and master's degrees in more than 120 fields of study and doctoral degrees in 67 disciplines. The university is ranked third among all public universities (without medical schools) in industry-sponsored research expenditures and has more than 660 active patents

North Carolina's Research Triangle of Raleigh, Durham, and Chapel Hill lies between the mountains of the Blue Ridge and the shores of the Outer Banks. One of the nation's premier concentrations of academic, corporate, and public research, the area combines moderate year-round temperatures, rolling hills, championship college athletics, and a rich diversity of cultural events. The Triangle consistently ranks high on lists of desirable American communities. *Businessweek* rated Raleigh as "the best American city" in 2011, and recent rankings by *Forbes* name the Triangle as the number-one place for business and careers and as the number-two spot for young professionals.

#### **Salary and Benefits**

The Libraries offers a highly competitive salary in recognition of applicable education and experience for this position. Librarians have non-tenure track faculty status (without levels of rank). Benefits include: 24 days vacation, 12 days sick leave; State of NC preferred provider medical insurance, and state, TIAA/CREF, or other retirement options. Additional and optional dental, life, disability, deferred compensation, and legal plans are offered. Tuition waiver program for all campuses of The University of North Carolina is available. More benefits information is available at [http://www.ncsu.edu/human\\_resources/benefits/](http://www.ncsu.edu/human_resources/benefits/) ([http://www.ncsu.edu/human\\_resources/benefits/](http://www.ncsu.edu/human_resources/benefits/))

#### **Application process and schedule**

Applications will be reviewed upon receipt; applications will be accepted until finalist candidates are selected. Candidates are encouraged to apply as soon as possible to receive full consideration. The nomination committee may invite candidates for confidential, pre-interview screenings. Appointment requires successful completion of background check. This position is available immediately; start date is negotiable.

Applicants must apply through the NC State University online employment website at <https://jobs.ncsu.edu/> (<https://jobs.ncsu.edu/>). Search in the keyword box by position number 00001596. Complete application, attach cover letter and résumé, and provide contact information for four current, professional references. For assistance with this process contact NCSU Libraries Personnel Services Office (919) 515-3522.

*Affirmative Action/Equal Opportunity Employer*

*NC State welcomes all persons without regard to sexual orientation or genetic information*

*Persons with disabilities requiring accommodations in the application and interview process please call (919) 515-3148.*

06/15

### **Librarian for the David B. Falk College of Sport and Human Dynamics**

#### **INFORMATION AND RESEARCH SUPPORT SERVICES**

- » Serve as subject specialist and as liaison to programs located in the David B. Falk College of Sport and Human Dynamics (which includes the School of Social Work, and departments of child & family studies, public health, food studies & nutrition, marriage & family therapy, and sport management. The Falk College supports undergraduate, masters, doctoral, and professional programs.
- » Provide information and research services
- » Provide in-depth research support (conduct one-on-one research consultations, provide subject-based reference services, etc.) in assigned disciplines. Provide a full range of general and multi-disciplinary information services including consultative, referral, phone, by-appointment and digital reference services.

#### **INSTRUCTION & OUTREACH**

- » Develop and provide specialized online and in-person information literacy instruction in assigned subject areas for undergraduate and graduate students, faculty, and staff.
- » Create and maintain subject-related informational library publications and instructional materials in both print and electronic formats including web pages
- » Participate in the marketing, development, implementation, assessment, and provision of reference outreach programs.
- » Develop professional relationships with faculty and researchers in appropriate schools, colleges, and departments in order to assess and respond to research and teaching needs.
- » Work with faculty and Library colleagues to develop relevant library services.

#### **COLLECTIONS & SCHOLARLY COMMUNICATION**

- » Participate in interdisciplinary library liaison teams as assigned and work collaboratively and creatively to implement and enhance programmatic services that benefit the library's users.
- » Select and purchase monographs in several formats (print, electronic, open access) in coordination with bibliographers, and perform other relevant discipline-specific collections activities as needed.
- » Interpret and communicate findings obtained from outreach with constituents using well-defined library communication channels.
- » Facilitate and direct library resource requests from faculty to library's subject bibliographers.
- » Promote open access and effective scholarly communication as relevant to furthering the mission of Syracuse University.

**SERVICE**

- » Engage in activities that contribute to the advancement of the Libraries, the university, and the library profession including, for example, actively participating on a team, committee, or special project; chairing or organizing a workshop, conference, or other professional event; teaching (excluding library instruction sessions or other teaching activities that are explicit job duties); professional consulting; conference discussant, publishing; conducting research that results in a publication or conference presentation.

**PROFESSIONAL DEVELOPMENT**

- » Maintain awareness of professional developments, issues, and practices through research and activities that increase one's knowledge and abilities, and that positively impact one's performance and service contributions. Examples of activities include participation in a workshop, webinar or conference that result in the acquisition of new knowledge or skills; completion of a credit course pertaining to the employee's position; completion of an internship or other practical training.



Human Resources department at the University of Waterloo

**Liaison Librarian**

Date:	June 26, 2014
Reports to (Job Title):	Head, Information Services and Resources (ISR), Dana Porter Library or Head, Information Services and Resources (ISR), Davis Centre
Jobs Reporting (Job Titles):	None
Location:	Library Main Campus, Optometry, or Pharmacy
Grade:	USG 8 - 13 35 hr/wk

**Primary Purpose**

Liaison Librarians are the Library's primary contact with the University's Schools/Academic Departments. Each Liaison Librarian is a member of the Information Services and Resources Department and is responsible for one or more Academic Department/School. Liaison Librarians enhance the Library's contribution to the University community through the development and delivery of library information services and resources to faculty members, students and staff.

In order to support research, teaching and learning at the University of Waterloo, Liaison Librarians are proactive in information resources development and management as well as the development and provision of instructional activities that support the curriculum and develop students' research related literacies and lifelong learning. As appropriate, the Liaison Librarians contribute expertise in support of grant applications and the research process. Librarians are knowledgeable of, and engaged in activities related to scholarly research, inquiry, and publishing.

Liaison Librarians work closely with Library departments, committees, and others as appropriate to advance the Library's strategic directions and lead projects and initiatives in their areas of responsibility and expertise.

**Key Accountabilities:**

1.	As a Liaison Librarian, the incumbent: <ul style="list-style-type: none"><li>• Supports and advances the Library's strategic directions to further the Library's contribution to the campus Strategic Plan for learning, teaching, and research in the campus community</li><li>• Consults with the campus community to develop, implement, coordinate, and review initiatives/services/resources that support teaching, learning and research</li><li>• Promotes the use of Library services and resources to the campus community, and as aligned to assigned subject areas or areas of expertise</li><li>• Provides instruction in areas related to expertise</li></ul>
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	<ul style="list-style-type: none"><li>• Remains current and conversant with trends and practices within the Library and campus community by:<ul style="list-style-type: none"><li>◦ Maintaining general awareness of trends and developments in librarianship and academia</li><li>◦ Maintaining awareness in areas of expertise and exploring potential local impacts or applications</li><li>◦ Transferring knowledge to Library committees and staff, as well as faculty, staff and students, as appropriate</li></ul></li><li>• Participates in, and at times leads, Library, University, and as appropriate, non-University committees and groups, and fosters collaboration, information sharing, partnerships and expertise as required</li><li>• Works with colleagues at other TUG, OCUL, CARL and ARL member institutions, as appropriate, in collaborative ventures</li><li>• Participates in professional development in areas such as research, courses, conference presentations, posters and ongoing skills acquisition</li></ul>
2.	<p>To ensure a thorough understanding of needs for information services and resources in the assigned subject areas and areas of expertise, the Liaison Librarian:</p> <ul style="list-style-type: none"><li>• Consults with Schools/Academic Departments to establish and prioritize their resources and services needs as well as to identify new opportunities for further collaboration</li><li>• Promotes the use of Library resources and services to Schools/Academic Departments</li><li>• Raises awareness of issues related to scholarly communication, including:<ul style="list-style-type: none"><li>◦ Maintaining general awareness of trends and development</li><li>◦ Maintaining specific awareness in areas of expertise and exploring potential local impacts or applications</li><li>◦ Transferring knowledge to School/Academic Department faculty, staff and students</li></ul></li><li>• Provides curriculum specific library instruction to enhance the student experience</li><li>• Promotes lifelong learning</li><li>• Participates in the development and review of new and existing programs by working with the School/Academic Departments to:<ul style="list-style-type: none"><li>◦ Complete the Library portion of academic and accreditation program review reports, including new program reports. This includes participating in the initial review team meetings to gain a thorough understanding of the needs, learning outcomes, and career paths for graduating students and representing the Library during program review on-site visits</li><li>◦ Review the curriculum, and seek meaningful opportunities to enhance student research skills, specialized information seeking, and critical analysis of information</li><li>◦ Participate in curriculum reviews with particular regards to research skills, specialized information seeking, and critical analysis of information, as possible</li></ul></li><li>• Remains well informed about the Library's resources, services and policies and interprets and promotes these to faculty and students</li><li>• Attends/participates in Faculty Council and Departmental meetings, as possible</li></ul>



3.	<p>As a Liaison Librarian accountable for the proactive management of the collection lifecycle in assigned subject areas, the incumbent:</p> <ul style="list-style-type: none"> <li>• Develops and maintains collection development and retention policies that reflect the needs of Schools/Academic Departments and support long term management and relevance of the collection</li> <li>• Selects materials, both print and electronic, for the Library’s collections in a fiscally responsible manner aiming to maximize the scope and depth of the collection</li> <li>• Analyzes the use of collections, and applies gained information to collection decisions</li> <li>• Evaluates the print and electronic collections and recommends actions based on condition and relevance of the collection</li> <li>• Collaborates with other Librarians and Library Department Heads regarding the selection and evaluation of interdisciplinary collections as well as the identification of locally unique, at times rare, collections</li> <li>• In co-operation with the Head, Collection Development and Heads, ISR, as appropriate:             <ul style="list-style-type: none"> <li>◦ Interacts and negotiates with publishers/vendors</li> <li>◦ Assesses vendors platforms &amp; products and service</li> <li>◦ Develops and maintains approval plan profiles</li> <li>◦ Participates in the exploration and piloting of innovative collection development initiatives</li> </ul> </li> <li>• Maintains current knowledge about the Acquisitions Budget and manages the budget allocations in a fiscally responsible manner, with particular attention to assigned Schools/Academic Departments</li> </ul>
4.	<p>As a Liaison Librarian providing support for information services and instructional activities, the incumbent:</p> <ul style="list-style-type: none"> <li>• Participates in Information Services delivery, including:             <ul style="list-style-type: none"> <li>◦ Trains other Library staff for information service delivery, with particular regard to their assigned subject areas or areas of expertise</li> <li>◦ Providing information services at virtual and/or physical service points</li> <li>◦ Consultations to faculty and students, and staff</li> </ul> </li> <li>• Participates in the Library’s instructional activities, by:             <ul style="list-style-type: none"> <li>◦ Developing, designing, delivering, and assessing instruction programs, including designing instructional materials, whether in person, online or in a blended environment</li> <li>◦ Developing modules for instructional activities as related to areas of subject expertise</li> <li>◦ Working with faculty to integrate the use of the collection, and research skills into course assignments and research activities</li> </ul> </li> <li>• Designs, develops and maintains effective online and print content. Provides input to other Library departments into maintaining and improving the Library’s virtual user interface and face to face services, including active participation in working groups</li> </ul>
5.	<p>As a Liaison Librarian who may be embedded in an academic School or Department that operates a Resource Centre, the incumbent:</p>

	<ul style="list-style-type: none"> <li>• Communicates with the Head, ISR (Davis or Porter) in regards to Resource Centre issues for discussion</li> <li>• Acts in an advisory capacity to Library and School on the functional operation of the Resource Centre, as appropriate. This excludes management of day-to-day responsibilities such as Circulation Services, Technical Services, troubleshooting equipment (printers, photocopiers, scanner, self-checkout unit), and management of employees</li> <li>• Advises on the implementation of Resource Centre policies to ensure that they are in keeping with Library and TUG-wide policies and practices</li> <li>• Participates with School/department staff in the coordination of activities for the delivery of information service</li> <li>• Oversees and makes decisions related to collection storage and maintenance</li> <li>• Communicates with School/department administration as appropriate</li> </ul>
6.	<p>As a Liaison Librarian who may undertake supervision of Library Associates and co-op students, the incumbent:</p> <ul style="list-style-type: none"> <li>• Coaches, trains and develops employee(s) to assure growth and development of that(those) individual(s)</li> <li>• Conducts regular performance reviews with direct report(s), and supports achievement of performance goals</li> <li>• Makes decisions on the hiring of his/her direct report(s), in consultation with the Head, ISR (Davis or Porter)</li> </ul>
7.	<p>As a Liaison Librarian and/or health information specialist who may have specialized areas of responsibility or expertise, the incumbent:</p> <ul style="list-style-type: none"> <li>• Actively participates on specialized teams or working groups to support the unique needs and strategic goals at the University of Waterloo. Activities could include for example:             <ul style="list-style-type: none"> <li>◦ Participation in research projects and grant-funded projects as the information specialist</li> <li>◦ Provision of training as related to areas of subject expertise</li> </ul> </li> <li>• Ongoing, proactive acquisition, maintenance, and provision of leadership in the development of associated skills and knowledge in areas of expected expertise</li> <li>• Liaise, as Library representative, with campus partners such as the Writing Centre, Student Success Office on special projects beyond the scope of normal liaison activities with these partners</li> </ul>

**Position Requirements**

**Education:**

ALA-accredited MLS/MLIS degree, or equivalent

**Experience:**

- Academic background and/or applicable knowledge of the specific liaison portfolio(s) demonstrated through undergraduate or advanced degree, coursework or work experience
- Proven excellent communication skills, both oral and written, and commitment to fostering positive working relationships & build partnerships
- Proven self-starter with demonstrated commitment to innovation, creativity, and

excellence

- Demonstrated ability to independently, as well as collaboratively, plan, coordinate, implement and assess effective services and collections projects, including managing multiple and simultaneous projects
- Demonstrated ability to analyze data and synthesize recommendations
- Proven ability to work effectively in a service oriented environment, which values collaboration and collegiality
- Demonstrated ability to interact with all staff in a respectful and sensitive manner

**Technical:**

- Knowledge of current practices and trends in the areas of interest to the specific liaison portfolio(s)
- Ability to develop, deliver and assess instructional content, in person and virtually, such as web content, screencasts, webinars
- Superior customer relationship management skills. Ability to maintain effective working relationships across multiple and diverse organizations, and across levels within organizations from specialist to executive level
- An understanding of the collection development process including principles of proactive information resources development and management, licensing and strong vendor relationships
- Excellent organizational, analytical and problem-solving skills
- Knowledge of current practices and trends in the areas of information services, information seeking, information literacy and instruction, information resources development and management, scholarly communication, and higher education
- Ability to identify new service and engagement opportunities, that align with Library and Campus Directions and to collaborate with library managers and colleagues on the feasibility, development and sustainability of new services and programs
- Ability and aptitude to use and learn new technologies to enhance and deliver information services
- Ability and aptitude to collaborate in an online, technology-rich environment
- Experience with financial and budget information
- Understands how research contributes to evidence-based decision-making

**Assets:**

- Experience in an academic Library setting
- Experience with information services delivery, in-person or virtual
- Experience providing instructional sessions, workshops, or presentations
- Demonstrated experience in leading and managing staff, including staff development and coaching

**Technical:**

MS Word	Excel	PowerPoint	Other
Intermediate	Intermediate	Intermediate	Intermediate web content development, Intermediate instructional methods and

technologies,  
Intermediate  
discovery and  
access interfaces

### **Nature and Scope**

#### **Interpersonal Skills:**

Internally, communicates with employees in all groups and departments throughout the University community and at all levels to gather ideas, envision, articulate, update and inform on projects s/he is leading or otherwise accountable for. Externally, communicates frequently with vendors and colleagues at other institutions in order to execute work.

#### **Level of Responsibility:**

The position is responsible and accountable for the development and maintenance of high quality user-focused information resources and services, with particular focus on the assigned subject areas. The position is fully accountable for assigned Department/School acquisitions funds.

#### **Decision-Making Authority:**

Responsible and accountable for the development, delivery, and assessment of instructional services and collection decisions as related to assigned subject areas and/or project leadership. As required, the position consults with the Department Heads, ISR, and members of the Library Managers Group.

#### **Physical and Sensory Demands:**

Minimal exposure to disagreeable conditions typical of an office environment.

#### **Working Environment:**

Exposure to stresses related to pressures and priorities related to typical librarian responsibilities.

#### **Has or develops expertise in a specialization that can be shared within and beyond the University of Waterloo**

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## Responsibilities, Competencies, Goals

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**BRIGHAM YOUNG UNIVERSITY  
HAROLD B. LEE LIBRARY  
LIAISON LIBRARIAN PROFESSIONAL ASSIGNMENT EXPECTATIONS, PROFESSIONAL  
DEVELOPMENT EXPECTATIONS, AND SCHOLARSHIP EXPECTATIONS**

1. Librarianship: Professional Assignment
  - a. Demonstrates effectiveness in serving as a liaison to faculty in assigned departments through:
    - 1) Reaching out to faculty
      - a) Meeting and communicating regularly with the chair and teaching faculty in assigned academic departments
      - b) Meeting all new faculty each year
      - c) Coordinating with other librarians and curators regarding related/joint liaison assignments
    - 2) Developing collections and managing content in the assigned areas
      - a) Developing and revising collection policy statements in assigned subjects
      - b) Developing and managing print, electronic, and media collections in accordance with established policies and procedures in assigned subjects
      - c) Evaluating collections regularly by conducting specific assessments with the purpose of identifying areas to improve or develop in support of faculty teaching and research
      - d) Working with teaching faculty in assessing collections to support university curriculum
      - e) Establishing, maintaining, and updating standing order and approval profiles with vendors
      - f) Monitoring physical conditions of general collections, and making conservation and preservation decisions as needed
      - g) Keeping students, teaching faculty, and library colleagues informed about new acquisitions
      - h) Managing gift acquisitions for general collections in assigned subject areas
      - i) Coordinating purchase of appropriate reference sources for the collection
    - 3) Promoting and providing instruction in information literacy
      - a) Analyzing curriculum of assigned departments, identifying and targeting critical courses (e.g. capstone courses, and other courses with a research component) for library instruction
      - b) Developing and promoting instructional programs for undergraduates, graduates, and teaching faculty
      - c) Teaching library instruction classes
      - d) Providing individual library instruction in office
      - e) Using assessment methods to evaluate student learning and improve instruction
      - f) Promoting faculty and student understanding of contemporary scholarly communication issues and practices
      - g) Marketing library resources and services in assigned areas

- 4) Providing reference/research support by
    - a) Holding regular office hours for student and faculty consultations
    - b) Answering phone, email, and other electronic inquiries from students, faculty, and the public
    - c) Providing relevant online and print subject guides for faculty and students
    - d) Maintaining a working knowledge of reference desk policy and procedures and training reference staff and student employees in specific tools and strategies in assigned subject areas
    - e) Employing emerging technologies as appropriate
    - f) Providing support for faculty in the areas of scholarly communications, including copyright, authors rights, data management, impact metrics and altmetrics
  - 5) Promoting and coordinating of projects to digitize collections as appropriate,
    - a) Acting as a consultant and content expert on digital projects related to assigned subject areas.
    - b) Teaching courses in academic departments as requested and as appropriate
2. Sets and accomplishes relevant goals within specified professional assignments.
  - b. Participates in committees that are a direct outgrowth of assigned professional responsibilities (See also 1.f.)
  - c. Achieves appropriate quantity and quality of work in assigned professional responsibilities.
  - d. Uses sound judgment in decision-making.
  - e. Manages personnel and resources effectively including submitting reports, keeping statistics, and managing appropriate budgets.
2. Librarianship: Professional Development
    - a. Stays abreast of issues and trends in academic librarianship, higher education, and scholarly communication.
    - b. Stays abreast of issues and trends in assigned subject areas.
    - c. Stays abreast of scholarship in assigned subject areas, and other appropriate subject areas of expertise.
    - d. Takes courses to enhance professional assignment and/or career opportunities.
    - e. Studies professional literature.
    - f. Attends conferences and workshops.
    - g. Participates in appropriate professional associations.
  3. Librarianship: Scholarship/Creative Work
    - a. Collaborates with other faculty in appropriate research endeavours.
    - b. Presents research or innovative/unique information in the assigned subject fields, and/or in the field of librarianship at conferences, workshops, seminars, and/or other professional meetings.
    - c. Publishes significant and original contributions relevant to librarianship and/or to assigned subject areas.
    - d. Curates exhibits that highlight unique library materials with a unified theme and context, providing significant educational opportunities for the campus community.
    - e. Performs other approved scholarship/creative works.

### **UC, San Diego Academic Liaison Program**

#### **Description of Services**

The ALP aims to integrate information services and competencies within academic programs in support of UC San Diego's teaching and research activities. We develop strategies to learn about and understand information needs of academic departments and programs; identify and implement effective methods to promote library services and resources; and provide subject-specific user services. Services include consultation by request; development and delivery of curriculum-related content; and instruction on library related topics identified through liaison relationships and user needs assessment, such as scholarly communications, publishing, research data management, copyright compliance and effective use of library resources. The ALP is also responsible for developing ways to effectively communicate academic research and teaching needs and priorities within the library, so that library policies, collections, and services are responsive to the interests and preferences of the academic community.

#### **User Needs Research and Assessment**

- Observational Methods
- Environmental scanning:

Identify and describe research, educational and other campus user groups

Track Research trends: topics, seminars, publications, Research Intelligence Portal, etc.

Track curricula: faculty and staff continuing education; graduate and undergraduate curricular objectives. Identify and develop mapping tool in collaboration with learning services. Each program envisions using the tool for different projects with different mapping parameters.

Attend or monitor campus public events, discussion forums, news streams.

Document departmental and programmatic accreditation standards for library resources and services.

- Actively participate in the Library's external user advisory groups.
- Facilitate discipline-focused user advisory groups as needed, including faculty, staff and students.
- Investigational methods: Collaborate with other programs and Library Council to strategize and develop.
- Build and maintain a User Knowledge Base: User research and needs assessment will yield data to build and maintain a knowledge base of user needs that synthesizes observational data and enables the Library to respond to evolving demands. Such a knowledge base could be used to map UCSD library resources; services; outreach; information- and data literacy standards to campus programs, research and curricula.



The Liaison Program will provide leadership in communicating user priorities and preferences to The Library.

#### **Communication, Outreach and Promotion**

- Build an Outreach Toolkit: Core knowledge and about the Library and best practices for outreach.
- Develop and implement best practices for communications with users at a variety of levels.
- Construct systematic two-way communications channels
- Identify contact people for campus units, e.g. Head AAs, Dept network managers
- Develop and promote a program through which campus units will identify with specific liaisons
- Plan and deliver events targeted to specific, departmental user groups
- Informational: Talks, exhibits
- Promotional: participate in campus events to convey value, increase visibility, raise awareness
- Develop web presence
- Work with Digital User Services to determine how liaisons may best communicate through the Library website, e.g. deciding how and where to display Liaison contact page(s).
- Create specialized content for user web spaces.
- Orientation for new faculty, graduate students and staff (including research, administrative, and post-graduate staff)
- Create content for library communications as needed, e.g., campus newsletters, social networks, digital signage, etc.
- Provide office hours in user and library spaces

#### **Research and Teaching Support**

- Participate in Faculty Continuing Education: teach library-related topics identified through needs assessment or liaison relationships
- Provide consultation services for researchers
- We will document consultation topics and outcomes. Examples include effective use of library resources and services; scholarly publishing support; data management planning, and data curation support.
- Develop subject-specific instructional content and activities for faculty, staff, graduate, undergraduate education: workshops, guides, assignments, etc.
- Information Resource Support
- Identifying and linking appropriate resources to user sites
- Advising on appropriate use, citation, license restrictions
- Facilitating funding (e.g. Med Center, others?)
- Investigating user needs for collections and assisting in selection
- Assist departments and programs in ensuring that library-related accreditation standards are met.

**Academic Partnerships: Building a Collaboration Framework**

- Identify and expand upon best practices of existing liaison relationships
- Attend or participate in academic events and committees: e.g., research interest groups, research seminars, research or educational oversight, etc.
- Faculty Consultation: Specific needs expressed to liaison
- Participate in discipline-based professional organizations or conferences (Local, National, International)
- Network with information professionals from other institutions
- Learn current and emerging trends/priorities for discipline (publishing, teaching, research)
- Collaborate in mutually beneficial projects or events with users, e.g. publications, websites, presentations, etc.

**Core Competencies: Department of Collections, Research, and Instruction**  
**Last Revised July 8, 2014**

**Core Competencies Working Group**

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**Introduction**

The following document outlines core competencies for the professional librarians in the Collections, Research, and Instruction Department (CRI) at Georgetown University. Its purpose is to define the competencies which delineate our professional roles and responsibilities in order for us to create accurate position descriptions, recruit competent librarians, provide uniform professional standards, and establish benchmarks for professional development. The competencies are grouped into the five accountabilities common to all CRI librarian position descriptions: liaison/outreach, instruction, reference, collection management, and professional development. The individual competencies tend to be conceptual in nature and are followed by “in practice” statements, which elucidate the ways in which each competency may be demonstrated.

While they identify commonalities amongst the CRI librarians, the core competencies are not intended to replace individual position descriptions. Rather, they are designed as a complementary document. Likewise the competencies are not evaluative in that they will not be used in the formal Annual Performance Review. They may, however, be used by individual librarians to identify potential annual goals. The competencies should encourage reflection and self-assessment leading to training, professional development, and excellence of service to the library and the university. Individuals are encouraged to develop their skills and knowledge beyond the core competencies.

These competencies were informed by current professional standards, guidelines, and competencies along with professional literature, which are available in Appendixes A and B.

The core competencies are a living document and will be reviewed every two years or as needed.

### **Liaison Core Competencies**

Liaison work is the process by which librarians involve the library's clientele in the assessment, evaluation, and augmentation of collections and library services. It includes identifying user needs, evaluating and promoting existing collections and services, and locating resources that will enhance these offerings. Liaison work enables the library to communicate its collection policies and services to its clientele while enabling the constituency to communicate its needs and preferences to the library staff and governing body. Liaison work promotes the library's strategic goals and enhances its public relations.<sup>1</sup>

Core competency skills for liaison and outreach work were adopted and modified from Shreeves's "Iowa Framework for Liaisons/Subject Librarians."

**Liaison Competency 1:** Actively engages with faculty, students, and staff in assigned areas, developing strong working relationships.

#### **In practice:**

- Communicates on a regular basis with the appropriate constituencies for librarian's collection development areas.
- Communication can be directly with faculty, but also with student groups and support staff (such as the department administrator).
- Communication can take place via email, in-person, at department meetings, etc., and can be a combination of formal and informal.
- Communication should minimally include beginning of the semester introductions and end-of semester check-ins, as well as periodic promotion of services and collections (such as databases, website features, and acquisitions).

**Liaison Competency 2:** Promotes current services and collections.

#### **In practice:**

- Inform faculty, students, and appropriate staff when new resources are acquired or services are offered, asking for feed-back to improve services and collections.
- Under-utilized resources and services can also be promoted to increase visibility and use.
- Communicates library policies and procedures to faculty and students.
- Provides information on library initiatives such as data services, copyright, scholarly communication practices, and Digital Georgetown, as appropriate.

**Liaison Competency 3:** Analyzes trends in departmental teaching and research programs, stays abreast of scholarship in the disciplines themselves, and uses this knowledge to respond to departmental needs.

#### **In practice:**

- Works with appropriate department point people to monitor course offerings and department curricula, noting shifts in academic and pedagogic practices.

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<sup>1</sup> Definition of liaison work adapted from RUSA

- Modifies library instruction, collection choices, and general liaison support to match the changing academic needs of the department, innovating new approaches as necessary.

**Liaison Competency 4:** Works closely with faculty and students to understand their changing workflows and patterns of scholarly communication.

**In practice:**

- By working closely with area faculty and students formally and informally via research consultations, library instruction, correspondence, attending department meetings and events as well as campus events, receiving department emails, etc., the liaison librarian monitors changing workflows and patterns of scholarly communication.

**Liaison Competency 5:** Seeks participation in academic departments.

**In practice:**

- The liaison librarian avails herself as a supportive member of the departments, as the situation allows.
- Asks to participate in or attend department meetings; attends annual department events, screenings, readings, presentations, colloquia, etc.
- Attends some larger campus events in which assigned departments may play a role.

**Liaison Competency 6:** Seeks opportunities to collaborate and establish partnerships with departments. Examples include:

- Collaboration with data producers and repository contributors.
- Partnering with researchers in projects, initiatives, and grants.

**In practice:**

- Considers where the department and the library's needs intersect within teaching, learning, and research initiatives and, when appropriate, seeks to support and align mutual goals.
- Supports teaching and learning initiatives such as ITEL, CNDLS's annual Teaching and Learning workshops, the new Writing and Culture Seminars, and SFS pro-seminar library instruction.
- In particular, participates in "trickle-down" initiatives, such as calls from the provost for the university to emphasize student research and writing opportunities as well as the use of primary sources within coursework, can contain opportunities for the library to repackage its services in a fresh and relevant fashion.

**Liaison Competency 7:** Supports the integration of information literacy skills into the curriculum.

**In practice:**

- Knows courses and curriculum in relevant subject departments and promotes, when appropriate, library instruction supporting general and subject-specific information literacy objectives.
- Develops awareness of common/current assignments in assigned areas.

**Liaison Competency 8:** Acquires functional knowledge of foreign languages, computer programs, academic resources, databases, and scholarly and research tools, as appropriate, that support the librarian's liaison responsibilities to the department.

**In practice:**

- Develops knowledge of foreign languages as necessary.
- In accordance with library policies, learns the appropriate level of software supporting specific and general research needs of academic programs such as digital scholarship, data, geospatial data and GIS, government information, streaming media programs, citation programs, visual resources, etc.
- In subject-specific instruction and consultations, is able to coach students, faculty, and staff on the use of this software, these academic resources, databases, and scholarly and research tools.

**UIC Library Liaison Program: Activities, Competencies, and Indicators**

The intention of the library liaison program is to provide faculty, staff, and students with a contact person in the library, who they can call upon for information about any library service, resource, or issue. Librarians are assigned to a department(s) on campus based on their education, experience, interests, and library needs. The liaison's primary role is to foster two-way communication between the library and the school. The liaison is expected to understand the information needs of his or her school as clearly as possible, and to represent those needs within the library. Liaisons are knowledgeable about library resources and services and will be able to represent these effectively to their contacts.

**Activities of Library Liaisons**

- Instruction:
  - Provide tailored workshops and general, course-specific or assignment specific instructional programs to meet specific needs
  - Offer demonstrations or workshops of resources and services of interest to departments
  - Map information literacy to college/ departmental competencies
  - Learn about college/ department instruction and research focus
    - Meet with department chair or other leaders to learn about directions of department/ college, seek feedback on library services and collections
    - Attend department/ group meetings or other functions
    - Review departments/ colleges website and strategic goals
    - Periodic searches for faculty publications output
    - Participate in professional development activities to enhance skills and knowledge to support assigned college or department
  - Develop and maintain necessary subject and class-specific LibGuides
  - Document activities related to curriculum integrated instruction (contact names of instructors, documentation of instruction outline) so that transitions of liaisons allow as much continuity as possible
  - ALA Professional Standards for Proficiencies for Instruction Librarians and Coordinators: <http://www.ala.org/acrl/standards/profstandards>
- Communicate with college / department about new resources, changes in resource functionality/features, and cancellations
  - Prepare and distribute targeted library information news updates
  - Send out annual Liaison letter and send to targeted audience as appropriate/ possible
  - [100 ways to Reach Your Faculty](#)
- New faculty
  - Send information packets for new faculty
  - Provide one-on-one orientation to new faculty members and teaching assistants
- Provide one-on-one reference and consultations to faculty, staff, and students on database searches – provide tailored database instruction or assist with developing search strategy through email, in-person, and online
- Collections development

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1 | UIC Library Liaison Activities, Competencies, and Indicators, July 2015



- Develop and manage relevant print and online collections
- Review database and journal subscriptions each year, and consider cancellation of those with little use in order to free up funds for new needed resources.
- Determine which resources are being used in the curriculum or by students, as that may impact retention decisions.
- Respond to faculty and student resource requests
- Determine the needs and priorities of users
- Monitor new resources in your areas for collection consideration and assess potential new resources when available for trial
- Seek feedback when making decisions in updating the library's collections
- Gather information about department's/ college's research needs and how the library's collections can support them
- Monitor budget and participate in cost reduction/cancellation projects as needed
- Withdraw duplicates and material that is no longer current or out of scope as appropriate for the college or department and Library collections policies of the particular UIC Library
- Make decisions about donations in consultation with Collections Coordinator and RAM at Daley, Health Sciences Bibliographer at LHS. Regions would consult with Health Sciences Bibliographer when needed.
- Additional activities
  - Schedule office hours in college/ department/ labs
  - Write a feature or column for departmental newsletters
  - Attend morning report or department rounds (as appropriate)
  - Provide mediated searches on clinical queries (as appropriate)
  - Assist with college re-accreditation

### **Competencies of Library Liaisons**

- Be able to articulate curricular and research developments in college/ department
- Design and present instruction in person or through online tutorials or other learning objects
- Information Resources
  - Be able to describe and demonstrate proficiency in searching the key databases/ clinical tools in your liaison role and the other disciplines supported by your UIC library
  - Be able to demonstrate proficiently how to search key databases/ clinical tools in liaison role and in key databases used by other disciplines supported by your UIC library
  - Direct patrons to appropriate databases for information needs
  - Search using strategies to retrieve relevant articles
- Provide basic support of citation management tools such as RefWorks and be able to refer advanced questions to appropriate library faculty
- Critically appraise and assess the evidence/ literature retrieved

### **Collections Development**

- Develop the collections and make informed subject collection decisions based on faculty and student needs; conduct use assessments of electronic and print resources for retention/cancellation decisions.
- Know the content of each resource in your area and understand the overlap with other resources. The content will affect the types of usage statistics received and what they mean.
- Know what are the core resource(s) and journals for your subject areas, the ones that are critical to support the program.
- Understand the resource acquisition process.
  - Be able to explain the difference between a journal in a full-text EBSCO database and a journal subscription from EBSCO, and what the long-term archival rights are for each.
  - Understand what a journal embargo is and how it affects patrons, and what are the options in case of an embargo.
  - Understand and be able to “read” the Voyager Budget Reports and the Detailed Fund Report (DFR)
  - Be aware of what journals relevant to your subject areas are in the current Big Deals.
  - Be able to look up basic e-resource data in Serials Solutions
  - Be able to login and utilize the CARLI selection system, EBSCOnet, and GOBI.
- Know how to collect or obtain use statistics for your resources in order to evaluate use.
  - Understand what use statistics definitions mean, and the difference between COUNTER-compliant and non-compliant statistics, and the differences between vendor and Serials Solutions statistics.
- Understand why some journals may have use statistics from multiple sources and what the differences are.

### **Data Management**

- Provide basic guidance in data management strategies
  - Librarians can assist patrons in locating existing data repositories and data sets
  - Librarians can assist researchers in identifying storage options for data -- either subject repositories or a campus repository; appropriately know when to refer to INDIGO/local repository vs other repositories
  - Librarians are aware of special requirements for data in specific domains / disciplines (e.g. Medical--HIPAA; personally identifiable data in social science research, etc.)
  - Librarians can assist researchers in identifying federal, grant, or journal mandates for data access and restrictions
  - Librarians are knowledgeable of the data lifecycle process for research and can provide direction for each stage to research faculty
  - Librarians are aware of services provided by and the experts within the library and make an appropriate referral

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3 | UIC Library Liaison Activities, Competencies, and Indicators, July 2015

- Librarians can refer patrons to the DMPTool
- Librarians can explain how to cite data in articles
- Librarians can communicate/advocate/ market the library's role in data management to users
- See [Liaison Librarian Competencies](#)

#### **Scholarly Communications**

- Liaisons are able to articulate issues in scholarly communication and describe scholarly communication/ open access/ publishing services offered by library
- Liaisons are knowledgeable about and are able to speak to a range of scholarly communication issues, including rising journals costs, new models for publishing, publishing fees, open access memberships, relevant legislation, UIC initiatives, author rights, open access.
  - Help faculty and graduate students to understand their rights as authors
  - Promote use of CIC addendum
  - Promote use of Creative Commons License
  - Advocate for sustainable models of scholarly communication
- Support and promote Library SC initiatives (INDIGO@UIC, Journals@UIC, open access memberships)
  - INDIGO@UIC
    - Helping administrators, faculty, and students understand the role of the INDIGO in preserving and promoting scholarship
    - Assist in content recruitment; identify content appropriate for IR
  - Journals@UIC
    - Promote Journals@UIC as an alternative to traditional publishers for publishing journals
  - ROAAP Fund
  - Promote UIC Research Open Access Article Publishing (ROAAP) Fund
- See [Scholarly Communication Competencies for UIC Librarians](#)

#### **Special Collections & Archives**

- Level one (all liaisons)
  - Have a general understanding of SCUA unit organization and know the SCUA liaisons within the department: Val Harris, rare books, Peggy Glowacki, manuscripts; Megan Keller, Chicago Mercantile Exchange; Kevin O'Brien, Health Sciences
  - Refer inquiries to appropriate staff, usually via QP or the LibChat IM queue.
  - Have a general knowledge of SCUA policies and procedures, including public hours, how researchers access collections.
- Level two (liaisons with relevant disciplines):
  - Have reviewed SCUA holdings for their subject area in person.
  - Be able to describe, in general, SCUA holdings relevant to their subject area (e.g., for sociology, we hold papers of a number of cultural organizations and social service agencies particularly related to Eastern European immigration)

in the late nineteenth and early twentieth century; for health sciences, we hold rare and historical works on women's health, particularly pregnancy, childbirth, surgery, and fertility).

- Be able to explain use of SCUA discovery tools such as finding aids to instructional faculty and students.
- Incorporate discussion of SCUA as part of bibliographic instruction on primary source research.

#### **Government Information**

- **Government structures/levels, processes and administrative structures and their profound influence on the bibliographic control of government information.** Government information is often based on long-term programs over several decades and different political elections. Much of this depends on earlier decisions or analysis that may or may not be directly mentioned or referred to. Very often several/many years of these types of documents have to be found or read for the user to understand the context of the question or government information that they seek.
- **Understanding legislation, regulations, legal decisions, and public statements.** Understand, and be able to explain to the user, how the basic laws are created, implemented and adjudicated and how this process determines where the information can be found.
- **Government data sources and reports.** Government data can be raw, analyzed to a limited degree or fully explained. There is no single place to look for government data or reports. However, there are several critical web pages and data depository sites one can consult.
- **Understand the “gray literature”: a shared information world between public and private organizations.** Over the last 35 years, non-government special interest groups, political parties, professional associations, and other non-government organizations have produced or co-created government information. They may not necessarily be issued by a government agency, but they are often distributed through government information programs.
- **Understand when to use “digital” government information and services.** For the last ten years, many e-government processes and services are integrating more public information sources with deeply complicated government processes and services directed at the individual citizen. This includes regulatory, financial, statistical and environmental information. Very often these information sources are only available through stand-alone databases, or digital record keeping, managed by a particular government agency or contractor.
- **Understand the history and organization of government information collections at UIC:**
  - The Paper Universe
  - The Gray Literature Universe
  - The Digital Universe
- **Learn how to answer reference questions with possible government information resources.**

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### **Potential Indicators of Success / Integration of Library Liaisons**

Note: Not all indicators are appropriate for all liaisons. Accomplishing items on the list are potential indicators of successful integration / communication with a college/ department.

- Collaboration in conducting a narrative or systematic literature searching with appropriate co-author designation as appropriate
- Teach a course or course component
- Establish a teaching partnership with faculty in college
- Increase teaching partnerships
- Attend departmental events and meetings, faculty meetings, or lab meetings on a regular basis
- Participate in departmental events and meetings – present on databases, service, or topic
- Serve on departmental task force, committee, or council
- Serve on departmental curriculum committees
- Establish a research partnership with faculty in college
- Develop a program that promotes active student-centered learning
- Liaison is known by assigned college's faculty
- Receive faculty status within the college or department
- Included on departmental or college listservs

## OVERVIEW

Academic Liaisons support faculty and students by engaging with them throughout the research teaching, and learning processes. Each liaison has assigned subject and/or functional areas and actively participates in the common responsibilities outlined below.

Each liaison also serves on one of the following teams:

- **Collections:** work collaboratively with the Collections Analyst to develop and assess collections guided by a deep understanding of the research trends and local needs;
- **Teaching and Learning:** actively engage with faculty and graduate students as partners in programmatically integrating information fluency concepts and research skills into the curriculum;
- **Marketing and Services:** work collaboratively with the UX Director and colleagues in Access Services and Support Services using user-centered inquiry and design to develop, market, assess, and maintain relevant, high-quality services;
- **Scholarly Communications:** work collaboratively with the UX Director to understand faculty and students changing workflows and patterns of scholarly communication and assist in the development of tools and services to support this work.

## COMMON RESPONSIBILITIES

### Liaison Engagement

- Actively engage with faculty and students to build strong working relationships
- Be knowledgeable about and be able to speak to a range of library issues, including scholarly communication, data management and curation, digital scholarship, and information fluency
- Identify opportunities to collaborate on projects, exhibits, services, and collection decisions
- Actively seek opportunities to support constituents through all parts of the research lifecycle
- Analyze trends in departmental teaching and research programs, stay abreast of scholarship in assigned disciplines, and use this knowledge to respond to departmental needs

### Content (Acquisition, Stewardship and Promotion)

- Monitor and analyze faculty and graduate student research trends in assigned areas
- Understand the broader research and scholarly communication trends in assigned areas and their relationship to the local environment
- Develop, discover and recruit institutional scholarly output, such as research data, digital content, and other content for inclusion in digital repositories
- Understand collection policies and budgets as a part of overall planning
- Develop research level collections by curating the acquisition of materials in all formats that support the research and teaching not only of the assigned departments but also of those interdisciplinary areas which build from them.
- Evaluate and make decisions about existing collections including decisions about withdrawal, transfer, and preservation
- Promote newly acquired and accessioned materials through integration into instruction, class syllabi and exhibits

- Instruct on, and troubleshoot, electronic resources
- Work closely and proactively with the Collections Group

**Teaching and Learning**

- Stay current with relevant University and/or department curriculum initiatives; communicate new directions to the Teaching and Learning group
- Demonstrate core pedagogical competencies in assigned instruction areas, including the methods of disciplinary instruction in those areas
- Work closely and proactively with the Teaching and Learning Group
- Determine the most effective way to incorporate information fluency into formal and informal instructional settings

**Research Support**

- Customized and expert:
  - Provide consultations that involve subject or other specialized areas of expertise (e.g. in-depth knowledge of specific collection or specific scholarly communication issues)
  - Apply knowledge of how research is conducted in assigned disciplines
  - Record consultations and regularly analyze them to discern trends in research areas
- On-demand
  - Provide professional, high-quality research support to faculty and students who use our on-demand resources, including staffing the Research Consultation Office, being on call, and monitoring e-mail and chat reference

**Scholarly Communication**

- Be knowledgeable about and able to communicate with faculty and students on the range of scholarly communication issues, including open access, copyright, authors' rights, and metrics.
- Collaborate with DMS to connect researchers to data management resources
- Collaborate with the IR unit to provide education about the services they provide
- Assist faculty and graduate students with the identification of themselves as unique authors, the association of themselves with their body of work, and the dissemination of that body of work

**QUALIFICATIONS:**

- MLS from an ALA-accredited institution or related graduate degree with a minimum of three years professional experience in library research, instruction and collection development
- Strong technology skills including experience with innovative applications of instructional and communication technologies, wikis, (i.e. Confluence or a similar platform), AdobeConnect, screen capture software and LibGuides
- Demonstrated academic liaison experience
- Demonstrated commitment to responsive and quality library services
- Strong teaching, interpersonal, and communication skills, including demonstrated ability to work collaboratively
- Willingness to work a flexible schedule, including occasional evenings and weekends

**PREFERRED QUALIFICATIONS:**

- Advanced degree in the humanities, sciences, social sciences, or engineering
- Experience working in an academic or research library

#### ACADEMIC LIAISON AND SELECTOR JOB ADDENDUM

Academic liaison and selector assignments entail responsibilities related to faculty outreach, reference and instruction, collections, and other services as outlined below.

This document describes the responsibilities of liaisons and selectors. For individuals whose job descriptions do not already include such a description, this wording can be appended to establish a record of understanding between supervisor and supervisee with regard to liaison and/or selection assignments. The addendum provides a set of guidelines for liaisons and selectors to follow throughout the year.

**LIAISON ASSIGNMENTS:** The following responsibilities will fall to librarians with liaison assignments, whether or not they also have selection assignments:

1. Establish and maintain regular contact with faculty and students in assigned academic units or other non-academic constituency groups, serving as a link between the user community and the library.
2. Develop and maintain awareness of programs and courses, faculty research and curriculum support needs; evaluate library services and resources required to meet university teaching, learning, and research needs of assigned constituency.
3. Actively assist users in assigned constituencies locate and use information resources, directing them to appropriate librarians, collections, and services within and outside NU.
4. Provide or facilitate research consultations and instruction to faculty and students in assigned constituency groups.
5. Contribute to the library's outreach program through participation in disciplinary clusters; attend faculty or other departmental meetings whenever possible.
6. Address scholarly communication matters and direct faculty to appropriate resources relevant to open access, copyright, new publishing models, pricing, and related issues.
7. Promote library collections and services both on and off campus; design and maintain research guides(s) to support assigned constituency groups.
8. Help ensure that collections in all formats are responsive to constituent group needs by acting as a selector (see below), by communicating and collaborating with (other) selectors with relevant assignments, and by suggesting purchases for specialized resources.

**SELECTION ASSIGNMENTS:** The following responsibilities will fall to librarians with selection assignments, whether or not they have liaison assignments:



**OHIO UNIVERSITY LIBRARIES  
SUBJECT LIBRARIANS FRAMEWORK**

*Subject librarians actively engage with faculty, students, and staff in assigned departments in order to develop strong, collaborative, opportunistic relationships that **place the Libraries in the flow of teaching, learning, and research.***

Subject librarians use their knowledge and expertise in these activities:

- Collection Development & Management - Identifying, developing, and promoting collections that support research and curricular needs
- Teaching & Learning - designing and implementing strategic and pedagogically appropriate instruction, reference and research consultation services using a variety of methods
- Scholarly Communication - educating and informing faculty, graduate students and campus administrators on issues of scholarly communication
- Data Management – educating and informing researchers on issues of data architectures, policies, practices and procedures that properly manage the full lifecycle needs of research data.
- Fundraising & Grant Writing - participating in development and fundraising efforts and cultivating relationships with established and potential donors as appropriate; identifying potential projects and activities for grant funding; seeking opportunities to support and collaborate on grant funded projects of the departments
- Special/Digital Collections – identifying and fostering connections between the curriculum and research and the Libraries’ special collections

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In order to be successful in the above activities, librarians must:

- Understand the curriculum of the department and identify and promote appropriate integration of library collections and services into that curriculum
- Be aware of and monitor changes in the research areas of departmental faculty
- Understand user needs and information-seeking behaviors
- Facilitate ongoing communication about resource needs and service expectations
- Understand basic pedagogical methods and information literacy theory
- Understand and speak knowledgeably about national trends within the discipline on issues of scholarly communication and data management
- Share information about users with library staff and with departments
- Use assessment, data analysis and evaluation to improve and prioritize

**Ohio State University Libraries  
Research & Education Division  
Librarian Position Description Framework**

**Introduction to the Framework**

This document describes a spectrum of activities and is intended to support development and revision of position descriptions for librarians in the Research and Education division. Clear and current position descriptions, along with department/division goals and the Libraries strategic plan, will help individuals write annual personal goals.

The R&E Framework describes most work performed by public service librarians and is based on the framework developed by the University of Minnesota Libraries and the core competencies identified in the Libraries' Engaged Librarian Framework:  
[http://library.osu.edu/staff/administration-reports/Engaged\\_Librarian\\_Framework\\_Dec2011.pdf](http://library.osu.edu/staff/administration-reports/Engaged_Librarian_Framework_Dec2011.pdf)

Specific additional competencies for functional specialist positions (e.g. instruction, assessment, etc.) are not addressed here and will be identified by department heads as they write or revise position descriptions. This framework also does not specify expectations for research and service activities that may be included in full position descriptions for Libraries faculty.

**Liaison**

- Actively engage and communicate effectively with faculty, students, and staff in assigned areas, developing strong working relationships.
- Seek opportunities to collaborate and establish partnerships with departments, including the creation of digital content, strategies for managing data and information, and support for researchers in projects or grants that require intense information and data management.
- Promote current services and collections.
- Be knowledgeable about and be able speak to a range of library issues, including scholarly communication, digital initiatives, the development of new online tools, and the integration of information literacy skills into the curriculum.
- Assess user needs to develop and maintain relevant, high-quality services and collections.
- Analyze trends in departmental teaching and research programs, stay abreast of scholarship in the disciplines themselves, and use this knowledge to respond to departmental needs.
- Champion the library as an intellectual meeting place for programming, conversation, and inquiry.

**Research Services**

- Analyze and understand users' research and information needs to develop, refine, assess, and sustain research and information services and programs in all formats.
- Actively seek opportunities to foster interdisciplinary collaborations in the provision of research and information services across the campus.
- Provide research consultations that involve subject or other specialized areas of expertise (e.g., in-depth knowledge of copyright or scholarly communication issues or specific collections).

DRAFT, 8/6/2015

- Provide on-demand research and information support in multiple formats.
- Continuously evaluate and assess research and information-related services.

#### **Scholarly Communication**

- Understand the scholarly communication process, publishing models, and emerging trends in assigned disciplines.
- Educate and inform faculty, graduate students, and campus administrators about scholarly communication issues and Libraries programs and services in this area.
- Understand and explain the principles behind open access publishing, institutional repositories, and authors' rights.
- Promote OSU Libraries publishing partnership options.
- Advocate for sustainable models of scholarly communication.

#### **Collection Development and Management**

- Systematically select material in all formats to serve the current and future research, teaching, and learning needs of clientele in the subject areas of XXX.
- Build on collections of distinction that may also serve regional, national and international users.
- Discover and recruit institutional scholarly output, research data and other content for inclusion in the University Libraries' digital initiatives.
- Develop cooperative statewide collection development relationships to enhance collaboration, access, and the development of shared resources.
- Manage collection funds efficiently, effectively and in a timely manner.
- Strategically assess and make decisions regarding the acquisition, retention and preservation of collections.
- Work effectively with colleagues in the Libraries to enhance acquisition, access, discovery, and use of library collections.

#### **Teaching and Learning**

- Actively engage with faculty and graduate teaching assistants as partners in programmatically integrating information literacy concepts and skills into the curriculum.
- Maintain an up-to-date knowledge of relevant University and department curriculum initiatives, in order to keep the information literacy program consistent with University curriculum.
- Identify areas where new online learning and digital tools can place the Libraries into the flow of teaching, learning and research.
- Collaborate in the design, implementation, and maintenance of online tools and services that meet the needs of discipline/interdisciplinary research communities.
- Understand and apply basic principles of instructional and assignment design, develop effective instructional materials and sessions in a variety of formats and provide alternative learning opportunities.
- Conduct needs assessment as appropriate to plan new areas of instructional initiative and selectively measure instructional outcomes in order to ensure effectiveness of instructional programs.
- Engage in reflective teaching through the use of instructional improvement tools available from the Libraries' Teaching & Learning Office and the university.

DRAFT, 8/6/2015

**Fund Raising**

- Identify and monitor relevant government agencies and private foundations for funding opportunities.
- Identify potential projects / activities for grant funds; prepare and submit grant proposals.
- Identify potential donors and work with the Libraries Development Office to cultivate donors as appropriate.
- Seek input from academic department heads and faculty about needs that might be met with external funding.

**Management and Supervision**

- Coordinate overall operational activities of [name of unit or library]; facilitating relationships with other groups in the Libraries, evaluating needs and processes, addressing staffing requirements, physical plant needs, and the implementation of policies and procedures.
- Provide direct supervision of [positions]. In consultation with department director write position descriptions, hire, assign job responsibilities, coach and mentor, conduct performance evaluations, and facilitate staff development and training opportunities.
- Prepare narrative and statistical reports for [name of unit or library] and prepare additional documentation on activities and progress as required. Prepare recommendations and proposals for long range projections in terms of staffing, space and equipment, and collection facility needs.

DRAFT, 8/6/2015



## A Framework for the Engaged Librarian: Building on our Strengths

The role of subject librarians in academic libraries continues to evolve because of the changes occurring throughout higher education—changes marked by simultaneous hyperspecialization and interdisciplinarity, by the movement of learning experiences toward the online and the mobile, and by changes in user behaviors in library spaces, where traditional reference service is less needed in a time of ubiquitous access to information resources, but where greater explanation, context-setting, and interpretation is needed for many library users to make sense of their research projects within a rapidly changing environment, and where positioning subject librarian expertise within the workflows of users is crucial.

To respond to this environment, The Ohio State University Libraries have made “engagement” a priority for subject librarians, and Area Studies and Special Collections Librarians. The kind of deepened involvement with the academic community envisioned by “engagement” calls for a new Framework, which presents an organized approach to professional activity with “engagement” as the linchpin or guiding principle.

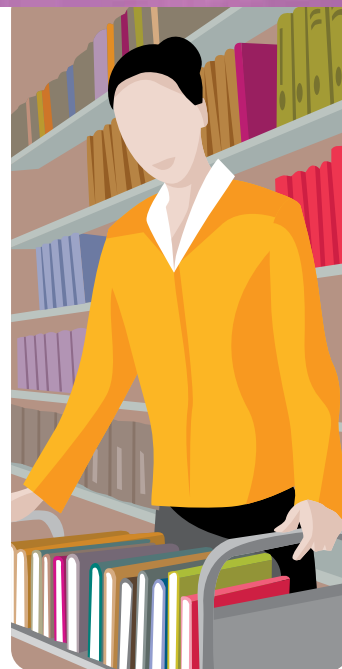


### How the Framework will be Used

The Framework for the Engaged Librarian presented here draws on the best thinking of the Engaged Librarian Framework Group in the OSU Libraries, and on the documents on subject librarians and engaged librarianship developed first by the University of Minnesota Libraries (Librarian Position Description Framework); the University of Iowa Libraries (Iowa Framework for Liaisons/Subject Librarians) and Duke University Libraries (Engaging with Library Users: Sharpening Our Vision as Subject Librarians for the Duke University Libraries).

This Framework presents the main categories of engaged librarian responsibilities, and serves to create expectations for all subject librarians at OSUL (including Area Studies and Special Collections Librarians). The Framework will be used

to set goals each year for all subject librarians. Each of the five sections in the Framework contains a list of competencies. All competencies should be considered “core” for all subject librarians, but will be considered developmental as the Engaged Librarian Model is implemented over time. In addition, each section has a list of “best practices” enumerating sample activities, projects, or behaviors that illustrate engagement. Subject librarians, in consultation with their division heads and supervisors, will develop their list of goals each year, using the competencies identified, and the best practices examples as a guide. Their goals will also be based on disciplinary distinctions and other aspects of their assignments.



## Engagement

Engagement is a deepened level of sustained, high-quality, mutually beneficial interaction in the liaison role with academic programs.

### Competencies:

- Communicating effectively with members of the assigned departments, individually or in groups, in both face-to-face and virtual venues
- Developing partnerships when appropriate between the library and the assigned area on collection building, teaching and learning issues, grants or research projects, or other areas of mutual interest
- Creating new programs and services (or improving existing programs and services) that respond to identified needs and priorities of students and faculty and to strategic directions of the Library
- Facilitating problem-solving for the assigned programs in relation to library services
- Championing the library as an intellectual meeting place for programming, conversation, and inquiry

### Examples of best practices:

- Communicating often with faculty, students, academic staff, and administrators in assigned areas
- Participating in departmental meetings and other events such as colloquia, seminars or dissertation defenses
- Participating in discipline-specific organizations and associations
- Inviting faculty to share their scholarship through library-sponsored programs and events

## Research Services

Provide expert research consultation to members of the university community through understanding user needs, extending specialized services to users appropriate for their discipline and points in their research workflow, and assessing the services offered in order to improve them.

### Competencies:

- Analyzing and understanding users' research and information needs to develop, refine, assess, and sustain research and information services and programs in all formats
- Actively seeking opportunities to foster interdisciplinary collaborations in the provision of research and information services across the campus
- Providing research consultations that involve subject or other in-depth specialized areas of expertise
- Providing on-demand research and information support in multiple formats
- Continuously evaluating and assessing research and information-related services

### Examples of best practices:

- Developing and conducting studies to assess users' research, information, and technology needs (using data from Ask Database, web logs, circulation statistics, ILL Statistics, interviewing key constituents)
- Sharing information with colleagues about disciplinary trends and OSU/ University activities
- Creating research portals, research wikis, research blogs, and other virtual tools and resources
- Offering regular virtual and in-person office hours in departments
- Creating and maintaining appropriate online research guides, tutorials, etc.
- Regularly surveying departmental web sites, listservs, press releases, OSUToday, onCampus and other appropriate sources to identify faculty research interests, announcements of new University initiatives and centers, etc.
- Contributing to Subject Teams and other groups in planning services for interdisciplinary projects and strategic priorities at the campus level
- Establishing research mentorships with students writing undergraduate theses



The Ohio State University Libraries

## Scholarly Communication

Work with members of the university community to enhance their ability to share their research broadly and effectively by addressing a range of issues, including changes in publishing, funder requirements for sharing research, open access models for disseminating new knowledge, digital publishing, and exercising author rights to broaden sharing of research.

### Competencies:

- Knowing how scholarly communication works (including understanding a variety of publishing models) in assigned disciplines
- Tracking emerging trends and models within disciplines and how these relate to trends in other disciplines
- Understanding and explaining the value and function of OSUL publishing partnership options as they develop
- Explaining the principles behind open access publishing and public access practices, knowing expectations of funders for sharing research results, and knowing available options for open access for scholars in their assigned departments
- Understanding and explaining the functions and policies of institutional repositories and disciplinary repositories generally and OSU-supported repositories specifically.
- Understanding the mechanics of authors' copyrights and advise faculty and students on strategies for effectively managing and exercising their rights in their works.

### Examples of best practices:

- Helping faculty, graduate students, and academic staff to negotiate retaining their rights as authors to broaden access to their research.
- Advocating with authors and editors for advancing sustainable models of scholarly communication.
- Providing resources that increase faculty, graduate students, and academic staff awareness of alternative publication models in their discipline.
- Working with faculty to deposit their works in institutional or disciplinary repositories and publish in open access venues.
- Recruiting university-published content; identifying digital resources that require long-term preservation and merit sustained access.
- Referring faculty, students, and staff to the Head of the Copyright Resources Center, Preservation and Reformatting Officer, or the Scholarly Resources Integration Department when appropriate and partnering with them in projects that increase sharing of OSU research.

## Collection Development

Develop and manage collections to actively support research and instruction in subject area(s) by contributing to the selection and management of content for the libraries collections in relevant formats and languages.

### Competencies:

- Using collections as a basis for engagement to create dynamic services and innovative applications of collections to research questions or curricular goals
- Managing funds and other resources to support the acquisition of content that has the most value for OSU research, teaching, and learning.
- Working effectively with colleagues in the Libraries to enhance acquisition, access, discovery, and use of library collections.
- Integrating knowledge of scholarly communication patterns and trends in a discipline with local collection building and management activities.
- Developing cooperative statewide collection development relationships to enhance collaboration, access and the development of shared resources
- Developing and applying knowledge of local use of collections to effectively manage resources and increase the value of collections for users' research, teaching, and learning.

*Continued*



The Ohio State University Libraries

Collection Development  
continuedExamples of  
best practices:

- Applying knowledge of changing user needs and behaviors to review continuing commitments and approval plans regularly to ensure our collections reflect current research and scholarship on campus;
- Expending collection funds effectively and in a timely manner;
- Identifying new content (e.g. e-resources) that advances research or teaching at OSU and creatively seeking resources to acquire it.
- Participating actively in managing print retention and maintaining print collections within shelf capacity
- Analyzing usage data for electronic or print collections and revising purchase recommendations in response.
- Developing and maintaining relationships with donors (both in-kind and monetary) and dealers.

Engaged Librarian  
Framework  
Working Group

Tschera Connell  
Tamar Chute  
Florian Diekmann  
Maureen Donovan  
Anne Fields  
Kathy Webb  
Craig Gibson

## Teaching and Learning

Collaborate with colleagues within and beyond the libraries on planning, delivering, improving, and assessing information literacy initiatives within the context of the larger curriculum of the university.

## Competencies:

- Promoting understanding among faculty and other teaching staff about approaches to integrating information literacy concepts and skills into the curriculum
- Understanding basic principles of instructional and assignment design appropriate to information literacy instruction
- Using program assessment data to plan new areas of instructional initiative
- Developing effective instructional sessions and provide alternative learning opportunities (research consultations, Carmen Library Links, etc.)
- Engaging in reflective teaching through the use of instructional improvement tools that are available from UCAT (University Center for the Advancement of Teaching) and the Library's Teaching and Learning Office
- Understanding basic copyright principles and recognize basic areas of application (e.g. fair use scenarios and face-to-face teaching exceptions)


Examples of  
best practices:

- Analyzing curriculum within assigned subject areas and prepare curriculum maps or other curriculum plans for information literacy competencies
- Negotiating with teaching faculty on timing, purpose, and learning outcomes for information literacy instruction
- Writing learning outcomes for information literacy appropriate to their disciplines
- Using appropriate assessment techniques to gather and analyze information on student learning and information needs in preparing instruction
- Developing learning materials in a variety of formats for a variety of teaching situations (e.g., materials for faculty or GTAs to use for class sessions)
- Teaching classes effectively using a variety of pedagogies
- Creating learning environments using appropriate e-learning technologies or systems
- Working with staff in the Libraries' Teaching and Learning Office in improving instruction and to incorporate new technologies and effective e-learning strategies
- Performing regular teaching self-assessments



The Ohio State University Libraries



	<p><i>The</i> UNIVERSITY of OKLAHOMA LIBRARIES libraries.ou.edu</p>	<p>University Libraries</p> <p><b>POSITION DESCRIPTION FRAMEWORK FOR LIAISON LIBRARIANS</b></p>
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The University of Oklahoma Libraries represent a strategic investment of the university that is essential to support of the teaching, research, and service missions of the University.

Liaison librarians serve as the primary contact between the University Libraries and academic departments, schools, colleges, and/or programs or centers. The nature of the liaison role requires librarians to develop and maintain positive working relationships with faculty, students, staff, and scholars and other campus constituencies in ways that enhance the strategic investment of OU in libraries as part of the research and educational infrastructure of the institution. The primary focus of a liaison's role is to build and sustain relationships.

Liaison librarians work to enhance the visibility of library services across the campus and seek input and feedback from faculty, students, staff, and scholars about library services and programs in ways that ensure the libraries meet the current and emerging needs of the institution and are able to provide sustainable and scalable services.

Liaison librarians act as expert guides to the research and scholarly literature of specific disciplines; provide research support and consultation at the point of need; teach classes and workshops on research tools, methods and strategies; curate research-level collections that include both print and electronic materials as well as special collections; and support development of emerging forms of digital scholarship.

In order to actively promote research and educational services and facilitate research and scholarship within the evolving scholarly communication ecosystem and higher education environment of research universities, liaisons are expected to be proactive in developing and maintaining their professional expertise and knowledge of current and emerging changes, trends, and issues in the rapidly changing environments of academic librarianship and specific disciplines.

\*\*\*\*

*Liaison duties fall into the teaching category for library faculty, a category that generally covers between 60 to 80 percent of a library faculty member's time. Liaison duties are part of the primary job responsibilities for a professional librarian.*

The specific duties of a liaison librarian fall into several areas and generally include the following specific duties:

1. Serves as the liaison librarian for the following assigned areas: \_\_\_\_\_.
2. Serves as an embedded librarian, physically located within the \_\_\_\_\_ either full- or part-time. Provides personalized consultation services to faculty and students within the department/college/school. Offers library services and programs custom designed for constituency.  
[APPLICABLE ONLY TO LIBRARIANS EMBEDDED INTO SPECIFIC DEPARTMENTS/COLLEGES/SCHOOLS]

#### **RELATIONSHIP DEVELOPMENT**

3. Develops and maintains positive working relationships outside the library with administrators, library representatives, faculty, and students in academic and affiliated units for assigned subject areas. Meets and/or communicates regularly with administrators and library representatives.

4. Communicates regularly with department faculty and students through email, LISTSERVs, departmental websites or other channels as appropriate. Attends departmental meetings of academic departments, schools, and colleges and/or holds regular office hours in academic departments, schools, and colleges if applicable.
5. Establishes and sustains positive working relationships with all levels of staff – administrators, faculty, staff, and student employees – within the library.

**SCHOLARLY COMMUNICATION**

6. Develops and maintains working knowledge of scholarly communication and open access developments and trends as well as local, statewide, regional, and national initiatives in order to be able to consult with faculty and students and provide support for campus-level initiatives.
7. Works with Open Educational Resources Coordinator and other librarians to identify, review, and promote open educational resources for teaching and research.
8. Compiles and maintains academic profiles for assigned units. Manages special projects or initiatives related to academic units as assigned.

**COLLECTION MANAGEMENT**

9. Develops and manages print and electronic collections in assigned areas in accordance with current collection management policies.
10. Manages and reviews approval plan profiles on a regular basis.
11. Manages allocations for the purchase of library materials for assigned subject areas.
12. Works with disciplinary teams and the Director of Collection Management & Scholarly Communication (D/CMSC) to prioritize purchases and coordinate collection management projects as necessary.
13. Participates in library collection review projects.
14. Performs regular assessment to maintain sustainable and usable collections for faculty and students under the direction of the D/CMSC.

**RESEARCH SUPPORT**

15. Provides research assistance and education on the use of library and related resources to users in person (by appointment) or remotely (via chat, phone, and email).
16. May provide reference assistance to students, faculty and staff at specific service desks.

**INSTRUCTION / INFORMATION & DATA LITERACY**

17. Teaches instructional sessions within credit courses in assigned departments and/or works with individual students and small groups outside of credit courses.
18. Develops and provides specialized instruction on library and related resources and the literature of a field through classes, group training sessions, and workshops sponsored by the library or related organizations.
19. Conducts tours and orientation sessions for new and prospective students, faculty, and other patrons.
20. Develops and maintains subject and course guides and special topic guides for the library website and appropriate university websites and systems.
21. Develops and maintains open educational resources for use within library and university online venues and in support OU online learning initiatives.

**DIGITAL SCHOLARSHIP**

22. Collaborates with scholars on advanced research projects or digital scholarship projects as assigned.

23. Participates as a team member in digital scholarship projects as assigned.

**OTHER DUTIES**

24. Contributes content for the library website.
25. Compiles and submits activity reports and statistics for liaison activities related to research consultations, instructional activities, outreach programs, and other activities in a timely manner into public services statistics system, ensuring accuracy and completeness. Creates reports related to activities as requested.
26. Develops and maintains subject and interdisciplinary knowledge and knowledge of academic librarianship. Keeps abreast of new technologies/trends and how they may apply within academic libraries and to assigned disciplinary fields. Attends and participates in professional and scholarly conferences, workshops, and webinars.
27. Performs special duties as assigned.

**BRANCH MANAGEMENT [APPLICABLE TO BRANCH LIBRARY HEADS ONLY ]**

28. Responsible for the management of the \_\_\_\_\_ branch library including daily management of library services and operations and supervision of branch staff.
29. Participates in development of library and branch policy. Implements library policies and practices within specific branch.
30. Works with appropriate staff to manage branch library facility.

*May 2014*

## **University of Oregon Libraries**

### **Subject Specialists' Roles and Responsibilities**

The subject specialist's symbiotic relationship with the university's academic units creates the basis for communication and collaboration between the library and the university community.

Academic units are assigned a subject specialist librarian, who serves as their primary liaison to the Libraries. Subject specialists serve one or more departments, programs or institutes. The University of Oregon Libraries represent a wide range of services linked by our mission to enable teaching and scholarship by creating, collecting, preserving and providing access to information resources. Subject specialists are uniquely positioned within both the library and the academic unit to support scholarly endeavors by providing both traditional library services and by creating collaborative links between faculty and library departments providing specialized assistance with advanced technologies for creating, preserving and disseminating information.

The subject specialist interacts with departmental faculty, staff and a diverse student body to ensure that the information resources provided by the Libraries meet the evolving research needs of the department. They understand and respond to developments in styles of scholarly communication and evolving information technologies relevant to the discipline. Because of the subject specialist's involvement with instruction, changes in methodologies and pedagogy are followed and the subject specialist maintains an awareness of issues of information literacy, curricular support, educational technologies, and classroom equipment needs. The subject specialist serves as an advocate for the department within the Libraries, insuring that the Libraries' policies and services are responsive to the needs of the department and researchers within the discipline.

Equally important, the subject specialist represents the Libraries to the department. The subject specialist interprets and promotes the Libraries' collections, services, and policies to students, staff, and faculty. Subject specialists take responsibility for making themselves known and available to the areas they serve, responding to collection, research, instruction, and information technology needs of the department by answering questions and providing services or by making appropriate referrals to other individuals or departments within the Libraries and beyond. Subject specialists' active involvement with their departments expedites collaboration between faculty and Library departments providing specialized services such as faculty instruction and training, advanced classroom and other technologies, new methods of information dissemination and the creation and preservation of information resources.

Subject specialists' activities include:

#### **Communication and Outreach**

Although the particular patterns of communication will vary widely depending on individual disciplines and department cultures, subject specialists:

- work closely with a departmental representative or departmental faculty committee;
- represent the Libraries at departmental activities ranging from faculty meetings to social events and colloquia;
- communicate with the members of the departmental community, including faculty, graduate and undergraduate students, and staff using avenues appropriate for the department;
- provide appropriate referrals to other experts or service providers within the libraries and across the university;
- interact with faculty doing interdisciplinary work through campus institutes, area studies programs and other cross-disciplinary efforts;
- alert other departments within the Libraries to changing departmental research, program changes, educational technology needs, relevant classroom technology and equipment, special projects requiring advanced technologies or information creation and preservation assistance, faculty training and other needs that may be met by service providers within the Libraries.

### **Collection Development**

Subject specialists have a variety of responsibilities for collection development and assessment in their discipline areas. As part of their Collection Development responsibilities, subject specialists:

- develop an active knowledge of the discipline's information resources in all formats within the Libraries' collection as well as those freely available or available for purchase;
- select materials that support diversity and diverse viewpoints, and promote accessible content to students of all backgrounds;
- maintain knowledge of collection strengths of other libraries, both within the area's library consortium and within the discipline area;
- understand the department's collection needs and select library materials in support of the curriculum as well as individual research;
- communicate with departments regarding new library materials and research tools;
- collaborate with other subject specialists to build collections and to purchase interdisciplinary resources;
- manage budget lines by utilizing discretionary funds to purchase library materials and by developing, monitoring and updating approval plans;
- maintain active review of serial subscriptions, available formats, and access options in order to provide the best and most efficient access;
- develop knowledge of scholarly communication issues in general and specifically in discipline areas;
- stay abreast of collection access and use issues in order to provide input to library decisions concerning copyright, licensing, preservation, and archiving;
- solicit and manage gift material and funds in collaboration with development officers;
- participate in the formulation of collection development policies;
- evaluate collections for internal use, program reviews or accreditation utilizing available assessment tools.

### **Instruction and Reference**

The subject specialist is an integral part of the instructional mission of the University and is an instructional partner with departmental faculty.

The subject specialist works with faculty in developing, delivering and assessing research instruction through course integrated instruction. Subject specialists' reference and instruction responsibilities may include:

- develop course integrated instruction sessions designed to provide general research techniques, help students understand and evaluate diverse viewpoints, reflect particular discipline specific research methods or to explore library research approaches to specific problems or projects;
- provide unique instructional sessions such as workshops, orientations or demonstrations of new resources for groups or individuals in departments, interdisciplinary programs or institutes;
- develop discipline specific credit courses on library and research related topics;
- serve as a resource outside of the classroom;
- create instructional support material including research guides in appropriate formats;
- assess student knowledge of library research and measure student learning from library instruction;
- understand the Libraries' potential role in providing content or support for the department's use of educational technologies, utilizing these tools in library instruction and informing the department of developments in their use;
- utilize discipline knowledge and retrieval skills to contribute to the design and creation of instructional content;
- refer faculty to appropriate library departments for training and lab assistance in educational technologies, classroom equipment and other advanced teaching and research technologies;
- utilize discipline knowledge to connect departments with special teleconferencing and other educational opportunities in the digital environment by expediting collaboration between the academic units and library departments;
- make appropriate referrals to other service providers in the library, on campus and beyond for both instruction and reference.

Reference Service is a strong partner with the instructional duties of the subject specialist. Many subject specialists serve regularly on a public service desk. This experience strengthens instructional expertise and collection development skill by giving insight into how patrons search, the nature of patron questions, instructional needs, and topics of current interest in their subject areas. Subject specialists also provide subject specific, one on one reference assistance outside of their service desk responsibilities.

*September 22, 2006*

*By Cara List, JQ Johnson, Katy Lenn, and Annie Zeidman-Karpinski*

## Liaison Librarian Job Description

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At Vanderbilt, professional librarians' job responsibilities are structured around the model of liaison relationships. The liaison model includes the following eight categories. No one individual will simultaneously have major responsibilities in all eight, and the relative priority of various activities will change from year to year. Job descriptions will reference this overall structure, with updates annually to identify and prioritize which components are emphasized in each person's role.

**Outreach/Communications** Initiate efforts to seek out and make contact with library constituents within and outside the university; promote the services and resources of the library while cultivating relationships with library stakeholders. Example outreach activities include:

- Develop relationships with university departments, institutes, or sponsored programs; when possible work collaboratively on projects
- Serve on university, college, or school-level committees

**Campus Engagement** Participate in campus life beyond the confines of the library's traditional spaces and services; demonstrate the liaison's investment in the larger educational and cultural goals of the universities. Example campus engagement activities include:

- Attend concerts, lectures, athletics, and other campus events
- Involvement with student activities, clubs or the Commons

**Teaching and learning** Promote information literacy by educating users on how to find, evaluate, and use information effectively, ethically, and legally. Example teaching and learning activities include:

- Teach course-related and course integrated instructional classes as requested
- Create and develop instruction related materials such as Research Guides.

**Reference/Research Services** Provide reference services to library users in a rapidly changing information environment; provide specialized research services to liaison departments. Example reference/research services activities include:

- Provide instruction and assistance in using libraries and their resources through tours, workshops, creation of handouts, Research Guides, and/or tutorials; assistance at a reference point via chat, phone, or email
- Assist library users with managing information

**Content/Collection Development and Maintenance**

Coordinate with the faculty and students of liaison departments to select and acquire appropriate materials in the most usable formats for the collection. Example content/collection development activities include:

## Liaison Librarian Job Description

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	<ul style="list-style-type: none"><li>• Keep up with new developments and apply new strategies for collection development</li><li>• Develop metrics to show how the collection supports current scholarship in assigned areas by having conversations with faculty about current research, performing citation analysis, and/or by reading faculty and student publications</li></ul>
<b>Scholarly Communications</b>	<p>Facilitate the dissemination of academic research by fostering emerging communication technologies while reducing legal barriers to access; support students and faculty who are exploring the areas of authors' rights, data curation, digital humanities, electronic theses and dissertations, geographic information systems, learning management systems, open access publishing, and scholarly repositories. Examples of scholarly communications activities include:</p> <ul style="list-style-type: none"><li>• Promote the concept of reproducible research, providing advice to faculty and students about writing data management plans and documenting best practices for data curation</li><li>• Educate and inform faculty, graduate students, and campus administrators about the fundamentals of intellectual property law, advocating for authors' rights and promoting the use of permissive copyright licenses</li></ul>
<b>Leadership</b>	<p>Develop and demonstrate ideas or practices that others may want to follow. Examples of leadership activities include:</p> <ul style="list-style-type: none"><li>• Take leadership roles in campus, departmental, or library system-wide committees</li><li>• Actively contributes to and participates in professional organizations, sharing insight, knowledge, and skills</li></ul>
<b>Exhibit and Event Planning</b>	<p>Identify and develop events and exhibits that appeal to the senses and promote traditional and non-traditional collections, materials, campus interests and scholarly subjects. Examples of exhibit and event planning include:</p> <ul style="list-style-type: none"><li>• Coordinate or plan events (i.e. Zome competition, open houses, author receptions, mini-golf, scavenger hunts, etc.)</li><li>• Participate in the library's exhibition program by working with the Director of Special Projects to curate an exhibit</li></ul>



## Program Evolution

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**Strategic Objective III.1 Formalize the Network of Library Liaisons to Departments and Academic Programs Across the University to Strengthen Relationships. Build Liaisons' Subject and Information Expertise to Enhance Ongoing Dialogue with Researchers.**

**Final Report**

**I. Introduction**

In September, 2011, the Library Executive Group (LEG) charged a small team of library staff to work on developing one of the strategic priorities for the Library for the period 2012-2015, i.e. formalizing the network of library liaisons to departments and academic programs.

The team members include:

Kathy Chiang (co-chair)  
Virginia Cole  
Dan McKee  
Fiona Patrick (replaced by Gail Steinhart)  
Patrizia Sione  
Kornelia Tancheva (co-chair)  
Jill Wilson  
Drew Wright

The LEG sponsors of the team are Janet McCue and Oya Rieger.

In a discussion with the sponsors, the following goals were set:

- Look at the University's strategic plan goal regarding library services for faculty and build a robust cohesive program around it.
- The program should include, among other things, a table matrix of liaisons, updated job descriptions, clear expectations for liaisons, training for liaisons, means of spreading resources across units; and two-way communication (from library to faculty and from faculty/departments to library).

The team was asked to conclude its work by the end of December 2012.

LEG and the Managers' Council also produced an initial Goal/Objectives/Deliverable Document, which the team revised and is attached at the end of the report as **Appendix 1**.

## II. Executive Summary

### 1. Environmental Scan of Liaison Activities at CUL

The team completed an environmental scan of the current liaison activities at CUL, which revealed that they are robust and diverse and take into account the specificities of the schools, colleges, and disciplines, the expertise of current liaisons, as well as staffing patterns at each library.

Generally speaking, liaison activities focus on two areas: research support services (including in-depth reference support and instruction) and materials selection. Some liaisons focus on only one of those areas, others on both in various proportions.

Assigning of liaisons varies by library—in some units, one liaison is assigned to multiple departments, in others, all liaisons are assigned to individual faculty, in still others, one liaison is assigned to a department. In rare cases, the liaison responsibilities are shared between a selector and a reference librarian. In departments which reside in multiple schools, more than one liaison is assigned from different libraries. Thus, the number of faculty per liaison varies greatly.

The full environmental scan of the current liaison activities, including conclusions and recommendation, is included as **Appendix 2**.

### 2. Environmental Scan of Other Institutions

The team completed an environmental scan of liaison activities at other institutions, which revealed that most liaison programs in polled institutions, with the exception of a few, are informal, fluid, with no dedicated funding, no formal training, and no assessment tools. In all polled institutions, however, significant efforts are underway to maintain strong relationships and share information with the academic communities the libraries serve.

The full environmental scan of other institutions is included as **Appendix 3**.

### 3. General Expectations and Suggested Best Practices

Based on the conducted environmental scans and the feedback of the team's LEG sponsors, who identified three areas to focus liaison activities on: reference and instruction; collection development, and scholarly communication, the team compiled documents delineating the general practices (for liaisons who do not work in the specific area) and suggested best practices (for liaisons who do work in the respective specific areas), which are included as **Appendix 4**.

These documents were compiled and revised multiple times after the team gathered feedback from liaisons and library administrators at the Reference and Outreach Forum, selectors' teams (Humanities, Social Sciences, Sciences, Area Team), PSEC, CDExec, individual liaisons, as well as faculty.

### Appendix 2: Current Liaison Activities at CUL

Based on interviews with unit library directors or their representatives, as well as discussions with the Reference and Outreach Committee, and representatives of Collection Development, Digital Scholarship Services and IT. Examples are provided for illustration and are not meant to be exhaustive.

#### I. General Description

The current liaison activities at CUL are robust and diverse and take into account the specificities of the schools, colleges, and disciplines, the expertise of current liaisons, as well as the staffing patterns at each library.

Generally speaking, they focus on two areas: research support services (including in-depth reference support and instruction) and selection. Some liaisons focus on only one of those areas, others on both in various proportions.

Assigning of liaisons varies by library—in some units, one liaison is assigned to multiple departments (e.g. Mann, Vet, Engineering), in others, all liaisons are assigned to individual faculty (e.g. Law, JGSM, ILR, Hotel), in still others, one liaison is assigned to a department (e.g. Olin/Uris, Music, Fine Arts, Math, Africana). In rare cases, the liaison responsibilities are shared between a selector and a reference librarian (e.g. in Philosophy where the selector is in LTS and the reference librarian in Public Services). In departments which reside in multiple schools, more than one liaison may be assigned from different libraries. Thus, the number of faculty per liaison varies greatly.

Certain programs and centers also have liaisons (e.g. Fulbright, Institute for European Studies, Institute for Social Sciences, Society for the Humanities Olin/Uris), Center for Real Estate Finance (Hotel School); Moot Court (Law)).

The virtual libraries (Physical Sciences, Engineering) have pioneered the model of embedded librarians who offer office hours in departments.

Some units also work closely with their School's Administrations (Hotel, JGSM, Vet, Law).

#### II. Liaison Activities in the Area of Selection and Collection Development

In the area of selection and collection development, the liaisons who are also selectors, engage in activities such as:

- Building the collections; responding to purchase requests, reviewing cancellations, Annex transfers, etc.; identifying gaps in the collections, securing resources and filling the gaps
- Intelligence gathering; engaging faculty and graduate students; communicating developments and activities
- Provision of alerts on selected subject resources (Africana, Music, Mann, Olin/Uris); new book lists (all); new e-resources updates (PSL; ILR)
- Monthly updates on collections
- Attendance at subject-specific conferences (Math, Olin/Uris, Mann)

- Focus on scholarly communication and online publication patterns (Math)

### III. Liaison Activities in the Areas of Research and Instruction

In the area of research and instruction support, the liaisons, who are also reference and instruction librarians, engage in activities such as:

- Research Consultations (all)
- Teaching support (all)
- Faculty paper processing (RMC, Engineering)
- Digital repositories support (e.g. Digital Commons at ILR)
- Compiling profiles with research interests; help with research, including emergency cite checks (Law)
- Liaison for journals (e.g. Law)

### IV. Liaison Activities in the Area of Scholarly Communication

This is the area of greatest variety in the extent to which liaisons engage in it. Some of the reasons might be that it is comparatively newer to the portfolio of library liaisons; that the concerns in scholarly communication manifested at a very different speed in the sciences, the social sciences, and the humanities; as well as the fact that the expertise required in some areas of scholarly communication (e.g. copyright) is very specialized.

### V. Methods of Communication and Engaging with the Academic Community

These vary again depending on the local environment, the needs of the discipline and program, and the library staffing. The following are generally employed:

- Attendance at department events (department meetings, colloquia and seminars: Music, PSL, Engineering, Olin/Uris; job talks: Music, Olin/Uris; forums: Music; formal and informal department gatherings: Physical Sciences)
- Participation in various CU committees and task forces (RMC), school committees (Hotel), department committees (Olin/Uris)
- Participation in faculty hiring process and prospective graduate student recruitment (Olin/Uris, RMC)
- New faculty and graduate student orientation (all)
- Alerts to departments, administrative managers, etc. about services and facilities
- Participation in faculty library boards
- House calls (Vet)
- Participation in graduate students' organized or sponsored events (e.g. graduate reading group: Music; pro-seminars (Olin/Uris) and serving on dissertation committees (Olin/Uris) and as faculty advisors (Law)
- Production of various PR materials: brochures, web sites, blogs by unit (Engineering, Math, PSL; Olin/Uris, Law) and by subject areas (e.g. History, English), digital signs, social media, etc.

### VI. Comments

The following general insights and recommendations emerged from the discussions with library directors and outreach coordinators:

- The success of our liaison efforts depends on resources, but also on a chemistry between the department/program and the liaison
- Resources among libraries vary
- Being in the building where the college is makes liaison much easier
- While everyone uses CountIt, only Management is piloting a Customer Management System.
- There is a feeling that not enough information is provided for liaisons on library-wide initiatives.
- Leverage resources across the system to ensure liaison sustainability (e.g. Olin and FA, Mann and Vet)
- Collaborate with other functional units (e.g. DCAPS, Metadata Services, IT) to create a production line behind public services liaison activities
- Provide a consistent level of liaison engagement across the system that is customized for the local audience
- Formalize the liaison program based on department and program affiliation but also on subject areas
- Provide a “best-practices” blue-print for liaisons
- Provide training for liaisons and encourage them to increase subject expertise and knowledge of departments
- Provide regular information on library-wide initiatives for liaisons
- Leverage expertise in areas that span subjects more effectively (e.g. RMC, GIS, data curation, visual resources)
- Make time for liaison activities and make this activity a priority
- Specify expectations, make liaison activities part of the performance dialogue, provide measures of success
- Provide a forum to share the information both with staff in the units and across the system

**Appendix 4: General Expectations and Suggested Best Practices for Liaisons Documents (final revision Oct. 2012)**

**Reference and Instruction**

**Instruction**

**General expectations for liaisons who are not instruction librarians**

- Promote library instruction
- Know about the Library Instruction web site: <http://www.library.cornell.edu/svcs/serve/classinst>
- Be familiar with the dimensions of the library instruction program---including course-integrated, customized library research sessions at the undergraduate as well as graduate level, workshops on topics like images and citation management, orientation for new graduate students in a given department, etc.
- Be aware of current information literacy developments
- Be aware of the efforts of unit instruction coordinator(s) and the PSEC Instruction Committee to promote library instruction, etc.
- Serve as a communication conduit between faculty and the library regarding their existing and evolving needs for Instruction services and tools
- Be able to refer instruction issues and requests to appropriate unit instruction coordinator(s)

**Suggested best practices for liaisons who are instruction librarians include:**

- Maintain regular contact with department/program including directors of undergraduate studies and the directors of graduate studies to learn about curriculum and discuss instruction issues
- Examine the schedule of classes each semester; identify core/foundational, research methods, and capstone courses, contacting appropriate faculty
- Analyze department curriculum; identify and target critical courses for library instruction and work with the pertinent faculty
- Deliver effective instruction which includes class sessions and other mechanisms such as LibGuides, individual research consultations, online tutorials, handouts, etc.
- Develop plans and strategies to deliver effective instruction for target populations
- Develop instructional programs and learning materials in a variety of formats, using instructional design principles
- Engage in reflective teaching through use of instructional improvement tools such as attending forums, discussion groups, workshops, speakers, and peer evaluation, etc.
- Attend workshops and other activities organized by the Instruction Committee
- Create student learning outcomes for library instruction sessions, assess learning, and use assessment to improve instruction and student learning
- Identify, explore, and use new technologies to enhance student learning, as appropriate

- Engage faculty and other teaching staff in order to integrate information literacy concepts and skills into the curriculum.

#### **Reference Services**

##### **General expectations for liaisons who are not reference librarians**

- Promote reference services and Ask a Librarian
- Be aware of hours and staffing, and current formats and scope of reference service
- Serve as a communication conduit between faculty and the library regarding their existing and evolving needs for reference services and tools
- Be able to make referrals to appropriate reference staff

##### **Suggested best practices for liaisons who are reference librarians include:**

- Maintain regular contact with department/program to learn about researchers' needs and discuss research support issues
- Be proficient in effective catalog and database searching, finding sources, requesting materials, citation style, current alerts, citation management, information management, technical troubleshooting, etc.
- Keep current with new databases, resources, technologies, library discovery systems, library web site design, etc.
- Attend reference training sessions
- Answer questions fully and knowledgeably
- Participate in staffing of reference desk, email, phone, chat, and/or text a Librarian
- Provide research consultations

#### **Scholarly Communications**

##### **General expectations for liaisons who are not experts in scholarly communication**

- Be familiar with emerging issues (e.g., open access mandates) and programs (e.g., A&S grants, Cornell Open Access Publication fund) in scholarly communication.
- Be familiar with resources and service points to assist with intellectual property rights issues, including copyright, fair use and plagiarism.
- Promote use of institutional and subject repositories and foster a better understanding of open access and new models of scholarly communication.
- Engage faculty and teaching staff regarding digital media creation opportunities.
- Be sufficiently informed of issues related to data management in order to make appropriate referrals to the Research Data Management Service Group (RDMSG) or other experts.
- Serve as a communication conduit between faculty and the library regarding their existing and evolving needs for scholarly communications services and tools



- Be able to refer scholarly communication issues and requests to the appropriate service providers

**Suggested best practices for liaisons who are scholarly communication experts Include:**

- Maintain regular contact with department/program to learn about researchers' needs and discuss scholarly communication issues
- Develop familiarity with CUL's repositories (such as eCommons, Mann Locale, arXiv, DigitalCommons@ILR, and SharedShelf) and service points to provide preliminary information and referrals to faculty/researchers.
- Maintain current awareness of data management trends and issues (data management plan requirements, sharing research data) and promote awareness of policies that pertain to research data (funders' requirements, IPR, privacy, confidentiality).
- Build awareness of Cornell/CUL programs that support open access and sustainable publishing, such as the Cornell Open Access Publication (COAP) fund, and direct interested researchers to the appropriate contacts.
- Facilitate the implementation of new policies (such as the 2007 NIH public access policy) by informing faculty of them and related CUL support services.
- Identify needs for continuing copyright and IPR education and refer those to copyright services as appropriate.
- Identify potential needs for digital content creation and collaborate with digital media service providers on subsequent project development and management.
- Seek partnerships with faculty on digitization initiatives such as the ones funded by the A&S grants.
- Promote awareness of best practices and available services for digitization and archiving of personal holdings

**Collection Development**

**General expectations for liaisons who are not selectors:**

- Be aware of faculty and graduate student research interests and needs
- Be familiar with collections and appropriate collection development policies
- Be familiar with current publishing trends
- Be familiar with CUL's collections fundraising initiatives
- Be aware of gift policies
- Be aware of cooperative partnerships, such as 2CUL
- Serve as a communication conduit between faculty and the library regarding their existing and evolving needs for collection development services and tools
- Be able to refer collection development issues and requests to the appropriate selector(s)

**Suggested best practices for liaisons who are selectors include:**

- Maintain regular contact with department/program to learn about researchers' needs and discuss collection development issues
- Develop, monitor and analyze collections to support advanced researcher's subject areas
- Build and maintain relationships with faculty and other researchers, including participating in joint projects, and inform them of new resources in their areas of interest, including electronic databases and other research tools
- Participate in the department/program activities, as appropriate to discipline and specific library's policies and expectations
- Build relationships with donors, including communicating with endowment fund donors, working with Library Development, and assisting in the gift process
- Communicate with colleagues inside and outside Cornell to seek opportunities to pool funds and share resources where appropriate, and coordinate related efforts
- Follow "Competences for Selectors" established by CDExec (<http://www.library.cornell.edu/colldev/cdcompetences.html>)

UNIVERSITY of **HOUSTON** | LIBRARIES

LIAISON SERVICES

Strategic Document

## INTRODUCTION & BACKGROUND

The Liaison Services Department developed this strategic document in the summer of 2013 with revisions in summer 2014. It maintains the Mission, Vision, and revised Values from the departmental documents that guided our work from 2011 to 2013, but provides a new set of goals for 2014-2015.

All members of the Liaison Services Department contributed to this document by participating in facilitated discussions about our departmental values, a SWOT analysis, brainstorming sessions based on the UH Libraries new 2013-16 Strategic Directions and the university's Tier One initiatives, and a conversation about our definition of success for the department. The department heads and Liaison Leadership Team reviewed the results of these activities and synthesized them into a single document.

Our department's 2014-15 goals align closely with the university priorities of National Recognition, particularly for research, and Student Success, as well as with the UH Libraries' Strategic Directions, especially "Target Specific User Groups with Customized Services and Niche Collections" and "Promote UH Libraries with a Consistent Message and a Focused Outreach Strategy."

The goals also include two departmental values we seek to highlight and enhance this year, Internal Collaboration and Accountability, and include under the umbrella of Liaison Services the goals of two committees whose membership goes beyond the department, the Instruction Management Committee (IMC) and the Collection Management Committee (CMC). We have included these areas in our departmental goals in order to encourage Liaison Services members to thoughtfully consider how their work can uphold two especially important departmental values and to establish stronger relationships between the department and the committees that oversee two of the functional areas for which liaison librarians are responsible.



## Mission

### What We Do & Why

The liaison services department connects the campus community with quality information and library services, engages in academic conversation across campus, and contributes to the scholarly community in order to advance the teaching and research mission of the university.



## Vision

### What We Aspire To Do

We aspire to empower all UH students to inquire about and discover the power of information and new possibilities.

We aspire to be a creative partner with faculty and staff to facilitate innovative teaching, student success, and research productivity.



## Values

### How We Conduct Ourselves

#### **Campus Relationships**

We believe building connections and relationships across campus increases the visibility of library services and increases the success of students and faculty.

#### **Expertise**

We have expertise that contributes to teaching and research, and we strive to partner with campus stakeholders to advance the mission of the university.

#### **User-Centered**

Our services and initiatives are based on user needs. We will ask why a service or initiative is needed; consider its value; apply research, data, or assessment; discuss opportunities it affords our users, and plan for how we will measure its success. We will not let this inhibit our ability to move quickly, but rather, we use this to test how well we have thought through our ideas.

#### **Continual Improvement**

We are willing to improve and invest in new ideas learned from one another, collaborators, and professional activities.

#### **Internal Collaboration**

We work in teams to leverage expertise, both within the department and throughout the UH Libraries, in order to strengthen our ability to achieve our vision and goals.

#### **Accountability**

Out of respect for each other and the work we do, and in order to provide the highest possible level of service to the campus community, we hold ourselves and our colleagues accountable for meeting goals, expectations, and commitments. We believe in openly communicating about accountability and we will seek and offer feedback to help hold ourselves accountable.

#### **Emotional Intelligence**

As a department we seek to improve our relationships, communication, and organizational culture by committing to a shared effort of self-improvement and self-reflection around all attributes of emotional intelligence.

## Liaison Services Goals 2014-2015

### Focus On Values

#### *Internal Collaboration:*

- Communicate our goals to stakeholders and UH Libraries collaborators
- Balance our pursuits with other departmental priorities
- Work to help other departments meet goals when possible

#### *Accountability:*

- Be more purposeful about sharing and following through on training and learning opportunities
- Build documentation procedures into projects
- Continue to assess at least 50% library instruction sessions, and focus on making positive changes by turning our assessment feedback into action

### Graduate Student Support

- Develop a sustainable, comprehensive model for a workshop series focused on knowledge and skills needed to be successful as researchers and teachers.
- Create and implement a program to market current services and resources to graduate students across colleges. Make recommendations on how this program can be sustainable.

### Outreach & Research Support

- Create a solid foundation for expanding our data-related services by building relationships, awareness, and infrastructure, both internally (within the Libraries) and externally (on campus and in the community).
- Determine our core services as a department and develop a method to identify department members with particular skills or expertise and ensure appropriate intra-departmental collaboration.

### Instruction

- Develop a comprehensive online learning plan to address a growing expansion of online courses.
- Using the new ACRL IL Framework and the curriculum mapping project results, create programmatic learning outcomes and strategies.
- Continue to assess and change lower level modules and instructional approaches, keeping in mind the new IL Framework.

### Collections

- Continue to align collections activities, especially the acquisition of new resources, with university priorities, as indicated by new degree programs, faculty hires, increasing enrollments, etc. Specifically, determine a methodology for general prioritization of subject areas.
- To ensure close alignment with university priorities and good stewardship of our resources, continue collection assessment processes, including implementing changes based on recent collection assessment projects.

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# KU Libraries' Consultant Model

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Recommended  
actions for  
implementation

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Erin Ellis, Judith Emde and Beth  
Whittaker—June 23, 2014

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## APPENDIX A

### KU Libraries Consultant Model July 2013

In May 2013, KU Libraries' executive leadership commissioned the development of a consultant model sufficiently agile to respond to an ever evolving research and learning landscape. It was determined that the Libraries' liaison model, in which an individual librarian performed an array of duties in reference, collection development, instruction, and department-specific outreach, could not be reliably sustained. While the liaison model has been a key to the Libraries' past success, with changing emphases of the University's goals and a need to reaffirm the Libraries' contribution to the University's mission, a different model was deemed necessary to meet the complex needs of our patrons. The Libraries' executive leadership felt it must reposition and re-concentrate the expertise of its faculty and staff in order to meet emerging user needs and expectations and to address significant Libraries and campus-level strategic initiatives.

KU Libraries executive leadership appointed three Assistant Deans--Erin Ellis of Research & Learning, Judith Emde of Content & Access, and Beth Whittaker of Distinctive Collections--to develop a consultant model for KU Libraries. Over the course of 10 meetings between May 30 and July 10, this group examined many issues related to the conceptual model of a consultant in a user-centered organization and the attendant implementation issues, and reflected on feedback received from Libraries employees through informal conversation and emails, and through consultation with other stakeholders. The group agreed that the Libraries would be best served by a general "canopy" model that could be applied to all consultants within the organization, with the understanding that the manifestation and expectations associated with consultant work will necessarily vary across divisions.

#### **Who are consultants?**

Consultants will be the Libraries' faculty and professional staff members who cultivate and maintain relationships through proactive, regular engagement with KU faculty and students, as well as our Kansas community and affiliates, in support of research, teaching and learning.

#### **What will consultants do?**

Consultants will be tasked with outreach to their appropriate constituencies to the benefit of KU Libraries and its strategic initiatives. The specific consultation activities performed by consultants are dependent upon the division in which the consultant is based; the fundamental expectations associated with consultation in each division will be determined by the respective Assistant Dean and department heads.

#### **How does the Consultant Model differ from the Liaison model?**

As the Libraries transitions into its new organizational structure, many duties formerly performed in the course of liaison work will be assigned to dedicated personnel, allowing staff to concentrate on their

principal area of responsibility. The anticipated timeline for major components of this transition include:

- By July 2014, Research & Learning and Content Development personnel will transition away from primary performance of reference desk duties, except where specific expertise is requested
- By July 2015, Content Development personnel will transition away from primary performance of instruction duties, except where specific expertise is requested
- By July 2015, Research & Learning personnel will transition away from content development duties

Therefore, with this redistribution of work, the consultant model will focus on the performance of consistently effective and relevant collaboration, outreach, and relationship building with KU faculty and students. The consultant model is also highly reliant upon coordinated application of expertise from across the Libraries' divisions and throughout all levels of the organization.

#### **How will the transition to the consultant model proceed?**

In the immediate future, those who performed actively in the former liaison role should:

- Continue to field questions from KU departments, while also referring to appropriate Libraries personnel (e.g., Content Development; Office of Scholarly Communication & Copyright; etc.)
- Faculty and staff within Content Development and Research & Learning will facilitate the transition process by consulting with John Stratton (Center of Undergraduate Initiatives) or Scott McEathron (Center for Graduate Initiatives) on instruction requests in order to determine the best route of instruction.

In the future, general campus announcements will be coordinated through the Centers, in consultation with the Office of Communications & Advancement. The Centers will solicit Libraries' departments for content. Libraries staff can continue to contact KU departments and schools with questions and announcements specific to their areas.

Because faculty and professionals in Content Development and Research & Learning eventually will not be scheduled for the Anschutz and Watson reference desks, for those questions requiring in-depth assistance, subject and service specialists will be contacted. A referral list with contact information will be developed and maintained.

With the Libraries' web site currently being updated through a content management system, the Libraries will place a prominent emphasis on the "Ask a Librarian" feature. This service will assist in referring to the appropriate staff member. Training and assessment will be key in ensuring appropriate referrals.

Additionally, KU Libraries leadership will be in conversation with the Assessment Team of the Strategy & Innovation Division to discern the best process for assessing the efficacy of this new model overall and guiding alterations as necessary based upon assessment findings.

## APPENDIX B

### KU Libraries' Consultant Model: moving toward implementation May 2014

Soon after the reorganization in 2013, the Libraries' administration established an effort toward a consultant model that would better enable the Libraries to respond to an ever-evolving academic landscape. Ensuring our future relevance requires the Libraries to recast how we approach services to our users; we will focus on identifying and meeting the core research and information needs of the user, regardless of the discipline from which that user comes.

In the initial development of the consultant model, a two-year timeline for transitions of duties was established:

- By July 2014, Research & Learning and Content Development personnel will transition away from performance of reference desk duties, except where specific expertise is requested
- By July 2015, Content Development personnel will transition away from performance of instruction duties, except where specific expertise is requested
- By July 2015, Research & Learning personnel will transition away from content development duties

Much of the work of transitioning is already well underway. In as much as possible, the time to complete these transitions is now, in order to address key issues raised during the focus group sessions and prepare for a fall 2014 implementation.

What follows is set of considerations, developed by Assistant Deans Erin Ellis, Judith Emde and Beth Whittaker, for defining the role of expertise in content development, instruction and reference, and moving us closer to implementation of the consultant model. In order to formulate the most effective transition to the consultant model, these ADs are seeking ideas and feedback about the successful implementation of this transition from KU Libraries' faculty and staff.

#### EXPERTISE

Expertise, both subject and functional, is currently widely distributed across the Libraries and it will continue to be so. Subject expertise will continue to reside primarily within Content Development, for the purpose of building and maintaining collections. Functional expertise is distributed among several areas. The types of expertise and the distribution thereof are outlined below.

#### Content Development

- History
- Art (visual art and history of art) and architecture
- Music (performing arts)
- English literature

- Language proficiency (French, German, Italian)

Metadata, Data & Discovery Services

- Data
- Metadata

Research & Learning

- GIS
- Government documents
- Scholarly Communication & Copyright
- Statistics

Distinctive Collections

- Formats (archives, rare books, conservation of materials)
- Languages

**INSTRUCTION**

We will no longer approach course support with only a 'subject expertise' frame, but instead will begin with an analysis of what the research/information component of the course is (or could be). Every request for instruction will require a consultation that seeks answers to the following:

1. What is research/information need, regardless of the subject designation or course prefix?
2. What are the learning outcomes?
3. By what methods might the Libraries integrate and help achieve those learning outcomes?
4. Finally, determine whether disciplinary subject expertise or functional expertise is required to meaningfully contribute.
  - Is it an expertise that the professor/instructor can bring to bear through consultation? OR
  - Can a library colleague possessing a subject or functional expertise assist?

**100-level courses** (with the exception of UNIV 101, HNRS 190, and FYS 177 courses)

- In most cases, requests will be referred to LibGuides and online tutorials.

**ENG 101/102**

- New model of integration forthcoming: train the trainer in ENG 801/802 courses

Our strategic approach to instruction beyond the 100-level is currently under consideration and development. But, as noted above, subject and functional expertise will be sought as appropriate with these courses.

#### **REFERRALS**

Because the Libraries is shifting away from framing our services in terms of subject and discipline, the referral model will be recast and simplified over the course of summer 2014. If reference staff find themselves at a point of referral, they will refer based upon:

- Rare formats/collections—Spencer
- Selected languages—International Area Studies
- User population--Centers

Referrals for the purpose of problem-resolution (e.g., fines questions, e-resource problems) will continue to be directed to the parties charged with resolving those issues.

#### **REFERENCE SERVICE in Watson and Anschutz Libraries**

Due to declining number of questions posed and need to shift staff to strategic priorities, we are moving to a support staff and student model for providing direct research help in Anschutz and Watson. Anschutz and Watson Libraries will maintain a research help presence at the service desks. All Libraries faculty, as well as staff from Research and Learning, will be removed from reference service at the desks by summer 2014.

#### **QUESTIONS**

1. In terms of these recommendations, and from your perspective within the organization, how do you think this transition can be best facilitated? What do you need in order to successfully make this transition?
2. Given that we are shifting from framing our services in terms of subject and discipline, how do you believe the Libraries can best manage the development and maintenance of LibGuides?
3. We recognize that some reference and instruction work may require specialized subject knowledge, due to the complexity of the associated resources. How can the Libraries manage this potential need, understanding the scope of subject expertise in the organization?



## ORGANIZATIONAL RECOMMENDATIONS

**RESEARCH AND LEARNING DIVISION***Liaison Model*

Some two years ago in June 2011, the consultants retained by the libraries noted, “The liaison role is not well defined, nor does staff view it as flexible. While a variety of approaches exist, mixed results in faculty outreach coupled with communicating the results of that outreach, hamper organizational effectiveness” (Lougee and Luce, 2011).

The consultants also noted there was “uneven engagement” among liaisons and departments and that greater “clarity was needed for position definitions...” (Lougee and Luce, 2011, p. 3).

Not long after the consultants' report was submitted, an internal libraries task force was formed called *Connecting to KU Teaching & Research Departments*, which submitted recommendations to the libraries' administration in September 2010. That report recognized the libraries deliver services to departments along a “continuum of multiple [liaison] models,” but assessment of the libraries' efforts revealed several service gaps that warranted greater attention. For example, the task force noted the libraries' use aspects of the “traditional departmental liaison model,” the “embedded knowledge model,” and the “resource team model,” none of which delivered a full suite of services to teaching and research departments on campus (*Connecting to KU...*, 2010, pp. 5-7). Indeed, several gaps in the models used to serve departments were noted, including these:

- knowledge of scholarly communications and trends
- instruction and research support
- data/collections resources and services
- assessment
- technology skills
- marketing/outreach

While “next steps” were proposed to address such gaps, no further action was taken at that time. Subsequently, there was no organizational consensus reached regarding the role of subject liaisons following either the consultants visit or the work of the internal task force.

Mindful of these efforts, ORT discussed the notion of liaisons and liaison models several times during the fall semester. It should be noted, however, that ORT had only three library faculty as members, not all of whom currently serve as traditional “liaisons.” Focus group discussions did not add much clarity to questions surrounding the current liaison model, and the team did not reach consensus regarding whether or not subject specialist designations should be retained in the newly proposed structure.

Notwithstanding that, ORT recommends the designation “liaison” be discontinued and that a new model of outreach be considered and renamed. It may be advisable, for example, to refer to these specialists as “consultants” or some other name. The term “liaison” is based on an older model that stressed collection development, reference, and instruction as the primary responsibilities of all liaisons, no matter the discipline served. Within this context, liaisons were assigned specific disciplines to serve and developed established and formal relationships with departments, schools, or centers across campus. At times, these units work closely with faculty assigned as their library liaison (not all academic units have faculty liaisons).



## ORGANIZATIONAL RECOMMENDATIONS

It is true this has aided immensely in the establishment of positive relations with faculty, albeit in an inconsistent way. It is also true that librarians have often formed a close identification with the departments and disciplines they serve. In our current milieu, however, ORT believes our needs have rendered this arrangement insufficient to meet contemporary user expectations. Even now, for example, this model has been informally modified; while most liaisons continue to teach, a cohort of librarians designated as liaisons no longer perform either collection development work and/or reference duties at either Anschutz or Watson service desks, instead preferring to specialize in other areas (such as instruction). Other librarians who perform extensive outreach and instruction with a variety of faculty are not officially considered "liaisons" since they have no formal affiliation with academic units on campus. This is true of the library faculty in CDS, for example.

Our current model, created a number of years ago, has not evolved in parallel with the needs of our users. It is largely uneven in how it is approached by liaisons themselves and in the expectations placed upon individual liaisons by faculty supervisors. It is, in short, a model that is no longer sustainable.

As ORT discussed these issues, the team began to realize librarians and staff must be realigned and become more conversant in 21<sup>st</sup> century fluencies required for the job. Many of these characteristics were noted by both the consultants and the libraries' own task force created over two years ago. Emphasis should be placed more heavily on building relationships, not strictly on functions to be performed within a narrow range of choices. There exists now the real possibility to build cross-functional teams that better serve our users. The idea of "embedded" librarians involved in both teaching and research, for example, is one idea that could be further developed, but this will require greater explication and could influence whether some subject specialist designations be retained (Schumaker, 2012).

In light of these observations, ORT recognizes the following scenarios could exist:

- Subject specialists could be retained with roles and expectations explicitly defined.
- Subject specialists could be retained for the professional schools (e.g., engineering, social welfare, education, business, journalism, etc.). In addition, librarians in International Area Studies (IAS) should continue to be considered specialists in line with extant university centers on campus, such as those for East Asian and Latin American Studies.
- Current subject specialists could be distributed across the spectrum of administrative units and teams based on preference and need, or those with current subject specialization could be tapped to continue to teach upper-level courses in areas they now do (viz., political science, history, psychology, and so on).

ORT recommends that we at least define responsibilities within the structure proposed in this report: librarians and staff be redistributed to various departments and units (or centers and teams) within Research and Learning, Content Discovery and Access, and Assessment Services, for example. This will better support the activities and priorities that comprise the strategic plan.

As has been noted in the library literature, realignment along the lines we suggest "will have significant implications for the library's staffing profile and workforce skill set" (Luce, 2008). An explicit and ongoing effort should be enacted to enable current library staff in all relevant areas to learn and develop the skills and expertise required to support research and learning in the today's environment.



## ORGANIZATIONAL RECOMMENDATIONS

*User-based Approach*

Currently, the functions of research support, teaching support, and learning support are all handled separately and with little coordination amongst them within the libraries. There is a focus on library functions and workflows or library services, rather than a more explicit focus on the user and user support. Libraries are uniquely situated to build research and learning communities that are multidisciplinary and reach across and beyond institutional boundaries. ORT recommends a user-based structure that echos our commitment to integrating KU Libraries into the academic life of scholars and students--not the other way around (i.e., the traditional model whereby scholars and students must find ways to integrate with the libraries).

The Research and Learning division (R&L) will be comprised of librarians and library staff who possess expertise in a range of areas and topics related to resource discovery and use, teaching and learning, and research. These faculty and staff will provide support to our major constituencies on campus in each of these areas based on distinct user needs, skills, and experiences. These librarians will engage users and build relationships based on both the commonalities and differences that exist among these constituencies. This support will require engaging fundamentally in the lives of students, scholars, and citizens to improve individual productivity and further their academic goals, as well as the mission of the university. "An engagement model is a model that seeks to enhance scholar productivity, empower learners, and integrate libraries into the research, teaching, and learning processes" (Williams, 2009).

Compared to our current organizational structure, the integration of instruction- and research-focused services into one division will exemplify that research and learning are not independent and distinct activities, but two interrelated aspects of the larger scholarly enterprise. As noted above, CDS is engaging in an increasing number of instructional activities with faculty and students, and issues such as open access, scholarly communication, and digital scholarship should be a part of the information literacies of undergraduates, graduates, and researchers. Similarly, it is with increasing frequency that library and research instruction lead to questions and conversations related to copyright, fair use, and the rapidly changing resource and information environment.

*Why a user-focused, team-based structure?*

A user-focused, cross-functional team-based, organizational structure presents a number of advantages.

Academic institutions distinguish among undergraduates, graduates, and faculty in nearly every respect, and these groupings are not likely to change on the whole. There is a reason for this: each possesses distinct characteristics, skills, and needs.

- **Undergraduates:** are primarily students and novice researchers
- **Graduates:** represent a mix of advanced students, advanced researchers/scholars, and some are also teachers
- **Faculty:** are primarily teachers and expert researchers/scholars
- **Community:** represent a mixed group of local, state, regional, and international users with a variety of information and research needs





## ORGANIZATIONAL RECOMMENDATIONS

A user-focused Research and Learning division organized around these four user groups will be a bold break from a (very) traditional organizational structure that has “focused largely on capturing the end products of scholarship and a bibliographer model designed to fulfill that goal” (Williams, 2009). This traditional structure has also made us less agile and less responsive to evolving student learning outcomes, student and faculty research processes, and scholarly communication practices (Hahn, 2009). A user-based focus will bring users to the fore of our attention and may lead to critical strategic opportunities to participate in and influence a variety of campus decisions. It will emphasize our interest in building relationships, explicitly requiring agility and responsiveness, and will best situate us to demonstrate the value and contribution we make to the research, teaching, and learning experiences of our users.

*Building strong relationships with faculty and other campus professionals, and establishing collaborative partnerships within and across institutions will be necessary building blocks to our success. Subject knowledge, such as liaisons possess, can be used to inform much more than the selection of books and journals, and teaching the occasional guest lecture. Knowing how scholars in particular disciplines communicate and share information with one another can inform the design and development of repository and new model publishing services. Understanding the curriculum of a degree program and pedagogical norms of a discipline can help shape the development of scalable models that integrate 21<sup>st</sup> century literacies into a learner’s universe. Knowing that many scholars are generating untold quantities of digital data while others are producing multimedia works and all are struggling with data management and preservation plans positions us to help craft solutions to these large-scale problems (Williams and Jaguscewski, 2012).*

We also believe an organization based around user needs and cross-functional teams will make the most effective use of our expert human resources and eliminate several areas of duplication of effort. Given a sure future of limited resources, this is a model in which we can be very effective. A team-based approach to our functional work means we can take advantage of the natural strengths and interests of our staff while not expecting that each individual librarian acquire new specialized skills or expertise in specific areas.

*[Librarians] cannot be experts themselves in each new capability, but knowing when to call in a colleague, or how to describe appropriate expert capabilities to faculty, will be key. . . Just as researchers are often working in teams to leverage compatible expertise, . . . librarians will need to be team builders among library experts [where this supports and enhances the research, teaching, and learning on our campus] (Hahn, 2009).*

Cross-functional teams also reflect the true nature of our work. While this kind of collaboration currently happens in an ad hoc way (with varying degrees of success), a user-focused structure that utilizes cross-functional teams would provide a structure clearly and explicitly intended to break down our current ‘silos’ or tribal tendencies and support the kind of ongoing and in-depth collaboration our work requires.

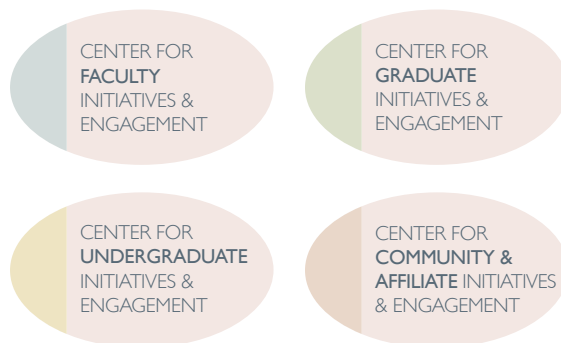
This kind of realignment is also a strategic response to economic realities and pressures. In realigning the libraries’ priorities and structuring our focus on the changing needs of faculty and students, we will better equip ourselves to meet current and future needs, and will be best situated to demonstrate direct value and contribution to the research, teaching, and learning experiences of our users.



ORGANIZATIONAL RECOMMENDATIONS

**Centers**

We recommend a user-based structure for the R&L division comprised of four centers overseeing a number of cross-functional teams. The centers will provide vision, oversight, and coordination to the teams, with an emphasis on engagement and support. They will need to allocate, shift, and share resources (including staff time) among each other, as functional needs will overlap. We recommend director-level leadership of these centers. The center directors will need to collaboratively ensure that user needs are being met and user support is provided efficiently and effectively. Centers are listed below, then described in more detail in the following section:



*The Center for Faculty Initiatives and Engagement*

*Faculty...are the single greatest challenge facing the modern research and academic library. Without faculty support and understanding and without their regular collaboration with librarians, the research library will not survive. It may remain as an interesting museum piece or storage facility, but it will no longer be the heart of the institution.*

*But the opposite is also true: If we can get faculty and scholars to be willing and eager collaborators with librarians in their course development, teaching, and research, then we will have guaranteed the active and irreplaceable role of the library in higher education, no matter how many books are digitized or how much shelf space is given over to cafés.*

*Sadly, the exclusion of librarians in both undergraduate course development and advanced scholarship has created a climate in which librarians find themselves struggling to explain their role in research and teaching even to university administrators (Rentfrow, 2008).*

The Center for Faculty Initiatives and Engagement will focus on supporting KU's faculty and research community, including KU's research centers, through collaboration and engagement in teaching and research support. Our user-based approach will help KU Libraries develop and articulate its role in supporting the research and teaching within the university. This center (in close collaboration with other centers) will provide higher level coordination and resources to support specialized and cross-functional teams in areas such as Research Data and GIS Services, Digital Research and Publishing, and Scholarly Communications and Copyright.



## ORGANIZATIONAL RECOMMENDATIONS

*The Center for Graduate Initiatives and Engagement*

The Center for Graduate Initiatives and Engagement will focus on the libraries' integration with graduate students in their roles as advanced students, researchers, teachers, and academics and professionals in training. Graduate student needs overlap with both undergraduates and faculty, and they have their own unique situation as early career (or soon-to-be) academics and professionals. This center will engage with the needs of graduate students to ensure that they develop skills and knowledge about not only where to find information and how to evaluate it, but also about how to extract and then manipulate the material they find.

Working in conjunction with graduate students' programs and departments, the center will also provide hands-on experience through internships, employment, project-based initiatives, and other opportunities. The libraries provides a rich environment for the type of "field" experience that graduate curriculums in the humanities find increasingly valuable. Through collaborative, real-world projects, the libraries can provide students opportunities to contribute to scholarly projects and build skills in areas such as digital humanities, interdisciplinary team-based work, and teaching. Such an initiative would increase KU Libraries' viability by strengthening our connection to the larger KU graduate curriculum, building the skills and qualifications of the students graduating from KU, and clearly demonstrating our long-term value to the university.

The Center for Graduate Initiatives and Engagement will allow KU Libraries to focus on these initiatives to a far greater degree, and with far greater coordination, than we have been able to do up to this point.

*The Center for Undergraduate Initiatives and Engagement*

The Center for Undergraduate Initiatives and Engagement will focus on supporting undergraduate teaching and learning through collaboration with teaching faculty and first-year experience offices, and through the design of undergraduate programs and outreach from the libraries. KU has made a commitment to the undergraduate experience in *Bold Aspirations*, and the Center for Undergraduate Initiatives and Engagement will ensure that KU Libraries develops and articulates its role in supporting that commitment. Further, the libraries' strategic plan also calls for the coordination of efforts in support of undergraduate teaching and learning. This center (in close collaboration with other centers) will provide high level coordination and resources to support specialized and cross-functional teams such as Course and Curriculum Integration/ Teaching Support; Outreach; Online and Distance Learning Support; Discovery, Access, and Use; Student Learning Support; and First Year Experience Initiatives.

*The Center for Community and Affiliate Initiatives and Engagement*

The Center for Community and Affiliate Initiatives and Engagement will focus on supporting the varied needs of our community members and KU affiliates. Presently, this kind of engagement is not done in any organized or coordinated manner. This center will ensure that we are considering the needs of our users, regardless of location. *Bold Aspirations* calls upon members of the KU community to reach out to our fellow Kansans in a variety of ways, but also to raise our collective profile at the national and international levels. Through collaboration with alumni, the *KU Works for Kansas* initiative, and our colleagues at other Kansas institutes of higher education, this center will develop partnerships and provide the necessary resources and services to these community members and affiliates. This center (in close collaboration with other centers) will provide high level coordination and resources to support specialized and cross-functional teams in areas such as Outreach; Online and Distance Learning Support; and Discovery, Access, and Use.

UMass Amherst Libraries Librarian Engagement Framework: moving forward

The Liaison Advisory Council (“LAC”) developed the attached document over the past couple of months. The purpose of it is to serve as an internal document to guide UMass librarians. The Framework intentionally broadens staff involved in what we currently refer to as the “Liaison Program” because the suite of services and expertise the Libraries offers has grown beyond the ‘liaison program’ paradigm as it has been described up to this point

Librarians have had the opportunity to review and comment on the document. When reviewing it, librarians were asked to note if their work activities are reflected in the document—and if not to inform the LAC so they may be added. Numerous additions and revisions have been made based on the feedback received, with the goal that all UMass Amherst librarians will see themselves in the Framework.

The document will serve as a guide for the Librarian Engagement Framework, once SMG has approved it. It will be reviewed on a yearly basis by the LAC.

Members of Liaison Advisory Council:

Marilyn Billings  
Leslie Button  
Carol Connare  
Rob Cox  
Kate Freedman  
Beth Lang (co-chair)  
Maxine Schmidt (co-chair)  
Brian Shelburne  
Gabe Stetson  
Christine Turner

## **The UMass Amherst Libraries Librarian Engagement Framework**

### **UMass Amherst Libraries Liaison Program: moving forward**

The Liaison Advisory Council (“LAC”) developed this document to serve as an internal guide to UMass Librarians who serve in what we currently refer to as the **Liaison Program**.

The new name of this specific group, now to be called the **Librarian Engagement Program**, reflects the Library’s goal to reach out and to actively participate in supporting teaching, learning, and research efforts across the University campus. It is our intention, as well, that all UMass Amherst librarians and staff will see themselves and their roles described to some extent, somewhere in this document; that all will identify with the values articulated here and will participate, to the extent that is appropriate, in the broad range of activities described.

### **Background**

Academic libraries have become more complex, offering services that are more diverse and responsive to the significant changes that are affecting higher education. Academic libraries have re-oriented the subject specialist/liaison librarian cohort from the traditional collections-focused role to a teaching/learning and research enterprise role. This new model requires a more collaborative, engaged approach that builds on expertise from across *all units* in the UMass Amherst Libraries (Libraries) to blend librarian expertise more integrally into the teaching/learning workflow, institutional objectives, and research practices of scholars, researchers, and students.

While we continue to provide traditional library support to faculty and students, we also now assist users in interpreting the increasingly complex information infrastructure, of which the Libraries are part. We are already actively engaged in the teaching, learning, and research enterprise. In so doing, we play an important role in facilitating collaboration and collective action across disciplinary and institutional boundaries.

### **Framework Purpose and Structure**

The Framework foci below are intended as both a guide and a toolkit for librarians serving the UMass Amherst community, defined as faculty, students, staff, and citizens of the Commonwealth. It describes prospective librarian roles based on the Libraries’ and the University’s strategic plans. Librarians are expected to use the Framework foci as a guide to identify opportunities, priorities, and specific activities for respective constituencies.

The document consists of two main sections: the Values and the Outline. The Values apply to all librarians, regardless of home department or functional role. The Outline describes responsibilities and expectations along with ‘best practice examples’ to inform implementation strategies for core engagement activities. These ‘best practice examples’ are not comprehensive. The purpose of the Outline is to both give ideas about how to implement the program, and to show how the work of the various departments are all integral to Librarian Engagement Framework..

The Liaison Advisory Committee, charged to review new and existing librarian engagement assignments, will take librarian expertise and preferences into consideration in making such assignments. It should be noted though, that decisions about the requirements of the librarian's role are made first and foremost because of organizational needs. Personal preferences, therefore, cannot always be satisfied.

### Framework Values

Librarianship is collaborative by nature. The Libraries are an important hub, serving as the intellectual nexus of the campus, engaging with our communities, and connecting them to a wealth of resources and services, and to one another. Collections and services evolve through collaborations and relationships. Above all, this Framework is dedicated to outreach, advocacy, and engagement, supporting the campus goal of making UMass Amherst a destination and investment of choice. The values that inform this Program include:

- **Commitment to people**, to a diversity of ideas, groups, and individuals, and to the communities that comprise the University of Massachusetts and the Commonwealth
- **Commitment to knowledge**, intellectual freedom, life-long learning, and the principles of higher education
- **Commitment to our profession**, placing a value on our integrity, high level of service, and our professional values and ethics
- **Commitment to one another**, expressed through an inclusive and collaborative work environment that prizes flexibility, innovation, creativity, personal initiative, and persistence.
- **Commitment to embracing change** by seeking out, learning about, and trying out new ideas and technologies, in order to enrich and improve the education experience of our community and ourselves.

### Framework Outline

**Outreach, advocacy, and engagement** are the guiding principles and overarching foci of the Framework and are expected of *all librarians*. Responsibilities and core activities include:

- Initiating and facilitating ongoing dialog with faculty and students about resource needs and service expectations.
- Communicating regularly with faculty, students, and staff to develop and maintain strong and productive working relationships.
- Speaking knowledgeably about and promoting library services and issues.
- Keeping current on curricular initiatives and proposed programmatic changes.
- Working closely with faculty and students to understand their changing workflows and patterns of scholarly communication.
- Using data to inform support for faculty and students

Best practice examples:

- Meeting regularly (at least once per semester) with faculty in assigned areas.
- Participating in department meetings, activities, and events such as seminars, colloquia, and conferences.
- Seeking professional development opportunities in areas of specialization (e.g., participating in scholarly societies and associations).

- Partnering with researchers on projects and/or grants.
- Participating in departmental, college, institute and campus committees.
- Sharing information concerning colleges, departments, programs, institutes/centers, faculty senate, and other relevant organizations (i.e., Five Colleges, Boston Library Consortium, etc.) with library colleagues.
- Engaging in scholarly pursuits through research and coursework
- Reviewing and using library data relevant to assigned areas.

Additional **priorities** are outlined below. As always, librarians and their supervisor will develop priorities based on departmental and individual goals and the strategic goals of the Libraries. The priorities articulate a wide range of potential activities depending on the librarian's assignment(s).

**1. Teaching and learning:** Design and deliver pedagogically appropriate instruction for library users that supports University curricula and learning outcomes. Responsibilities and core activities include:

- Engaging with faculty and teaching assistants/associates in programmatically integrating metaliteracy<sup>1</sup> concepts into the curriculum.
- Delivering and assessing effective instructional sessions<sup>2</sup>. Use sound instructional design practice to develop learning materials and instructional programs.
- Engaging in reflective teaching through the use of instructional improvement tools such as peer evaluation or teaching portfolios. Participate in Center for Teaching and Faculty Development (CTFD), IT Academic Computing, and other professional development programs to improve instructional and assessment techniques.
- Analyzing current teaching and research trends and materials in assigned department(s).

Best practice examples:

- Examining the schedule of classes each semester to identify foundational, research methods, and capstone courses; contacting appropriate faculty to discuss how the Libraries can improve programmatic support.
- Instructing or co-instructing research methods courses.
- Meeting with departmental undergraduate and graduate program directors on a regular basis to keep current on instructional changes and needs.
- Keeping current with new pedagogical techniques.

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<sup>1</sup> According to Thomas P. Mackey and Trudi Jacobson, "Metaliteracy is an overarching and self-referential framework that integrates emerging technologies and unifies multiple literacy types," for example, information literacy, visual literacy, media literacy, etc. For more in-depth coverage of this subject, see: "[Reframing Information Literacy as a Metaliteracy](#)," an article by Thomas P. Mackey and Trudi E. Jacobson, which was published in the January 2011 issue of *College & Research Libraries*.

<sup>2</sup> Instructional sessions includes classroom sessions and individual research consultations.



- Creating student learning outcomes for library instruction sessions, using assessment methods to evaluate student learning, and using results to improve instruction.
- Collaborating with other campus partners to ensure that online course and subject guides are integrated into learning management systems.

**2. Research and client services:** Provide in-depth, specialized consultations and workshops for users. Responsibilities and core activities include:

- Offering expert assistance to users.
- Developing user capabilities with finding, evaluating, and using information and pertinent technologies.
- Providing assistance and consultations in using specialized databases, citation management, data services, copyright, metadata schema, digital preservation, finding aids, and other library research tools.
- Assisting with accreditation preparation and benchmarking activities
- Documenting and analyzing data on service transactions.
- Contributing to the identification of user needs and the measurement of outcomes of reference, teaching, learning, and research services.
- Assisting with the preparation of grant applications and systematically reviewing the literature
- Providing assistance and consultations in multimedia production and support of technologies available through the libraries.

Best practice examples:

- Participating in staffing email, chat, and other virtual services or service desks as appropriate
- Holding office hours in a department, centers, and institutes.
- Supporting use of citation management products (e.g., *RefWorks*).
- Partnering with data producers and repository contributors to help manage, disseminate, and curate research data.
- Holding workshops to teach members of the UMass community how to use various library technologies and tools.

**3. Content management and scholarly communication :** Develop, manage, and curate collections to support teaching, learning and research. Responsibilities and core activities include:

- Selecting, acquiring, and managing content in assigned subject and functional areas.
- Strategically assessing and making data informed decisions regarding the acquisition, retention, and preservation of content
- Collaborating with appropriate library staff on arrangement, description, cataloging, and provision of access to content.
- Assisting in content recruitment and identifying digital resources that require long-term preservation and merit sustained access.

Best practice examples:

- Selecting, describing and making accessible material in all formats (print, manuscripts, digital, data sets, fixed and streaming multimedia), to serve the current and future research, teaching, and learning needs of UMass Amherst clientele.
- Analyzing ILL borrowing to inform changes to approval plans, demand driven acquisitions profiles and collection practices, and note trends in user resource needs.
- Educating faculty and graduate students about their rights as authors (e.g., that they can alter contracts to include retaining rights to distribute their own work in classes and on personal websites).
- Advocating with authors and editors for sustainable models of scholarly communication.
- Keeping current with research in disciplines and areas of study and communicating emerging trends in modes of scholarship with library colleagues.
- Making faculty and graduate students aware of alternative publication models in their discipline.
- Serving as a liaison between the IR and campus constituents in colleges, departments and institutes to foster adoption of the IR as a scholarly communication tool.
- Working actively to recruit and make discoverable the scholarly output of the UMass Amherst and/or local community
- Working actively to recruit and make discoverable unique and rare resources, regardless of format.
- Understanding basic copyright principles and recognizing basic areas of application (e.g., fair use scenarios and face-to-face teaching exemptions).
- Educating faculty, graduate students, and campus administrators about scholarly communication issues.
- Working closely with faculty and students to understand their changing workflows and scholarly communications patterns; assist in the development and creation of tools and services to facilitate scholarly communication.

Endorsed by the Senior Management Group, May 7, 2015

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