



REPRESENTATIVE DOCUMENTS

Liaison Roles and Responsibilities

BASELINE STANDARDS FOR BIBLIOGRAPHER / FACULTY LIAISON

Faculty liaison activities represent an important component of the UCI Libraries' outreach, communications, and public relations efforts. As such, liaison activities and the following baseline standards rest on the following shared principles and assumptions:

- **Bibliographers represent the UCI Libraries in their liaison activities.**
- **Bibliographers impart clear and accurate information about the UCI Libraries to faculty and others.**
- **Bibliographers bring information about schools, departments, and programs back to the libraries.**
- **Bibliographers have primary responsibility for sharing information and responding to queries about collection development and the management of the Libraries' collections.**

Baseline standards represent liaison activities in which all bibliographers should engage, regardless of disciplinary differences among academic activities. In most instances, the standards can be met whether or not an individual faculty member is responsive to bibliographer requests for meetings or other consultation. The following, however, are not designed to be prescriptive; different situations dictate different responses. Rather, they are intended to serve as both general standards against which bibliographers might measure their level of liaison activity and as a checklist of possible liaison strategies.

1. **Maintain current and accurate lists of faculty names, phone numbers, and e-mail addresses.**
2. **Keep current about the academic program, including curricular changes, new research initiatives, development efforts, computing trends, etc. When appropriate, bibliographers will share this information with colleagues, including the University Librarian, the AUL for Collections & Access Services, other AULs, the Development Director, and the pods.**
3. **Be aware of changes in faculty (arrivals, departures, visitors.)**
4. **Develop mechanisms for ongoing communication with faculty about library issues (e.g., collection development, special programs and projects, serial cancellations, CDL, etc.)**
5. **Develop a professional relationship with a contact person in the department (AA, secretary, faculty member, etc.) who can provide:**
 - **Information on incoming faculty and other academic appointees**
 - **Numbers of students and other relevant student demographic data**

- **Course syllabi**
 - **Information on recruitment**
 - **Information on department programmatic review cycles and activities.**
- 6. Keep current on faculty research and publications using such resources as updated CV's, department or school publications, department web sites, etc.**
 - 7. Prepare faculty interview form on all incoming faculty, as well as on other faculty when the opportunity arises.**
 - 8. Develop and maintain an information packet for distribution to new faculty.**
 - 9. Maintain a list of graduate students (and their dissertation or research topics) working with faculty.**
 - 10. Develop a plan for establishing and maintaining a "presence" in the academic department.**

College Liaison Librarians (approved by Z group 12/12/06)

Introduction: College liaison librarians provide traditional and innovative library services to the campus community primarily through working with students, faculty and staff in the colleges and departments. The liaisons are expected to understand the information needs of the academic units with which they work and to represent those needs in appropriate forums within the library. At the same time, the liaisons are expected to be knowledgeable about library products and services so as to represent these effectively to students, faculty and other constituents.

The liaison librarians are expected to be informed about the Libraries' collections, services, policies and resources, interpreting and promoting these to faculty and students in the academic units. The liaisons are also expected to be knowledgeable about the nature of the teaching and research conducted by the academic units with which they work, particularly with regard to changes in pedagogy and scholarly communication within each discipline. Liaisons collaborate with teaching faculty to ensure that relevant information access skills and tools are incorporated into academic programs. The general responsibilities of this position will fall under the following areas: Collection Development, Instruction, Institutional Repositories and On-Site Services.

Collection Development: College liaison librarians are responsible within a college for a range of collection development activities associated with one or more subject areas. They arrange and monitor access to information resources that support the instructional and research missions of the colleges and departments with which they work. They work collaboratively with Collections and Contract Services in the Libraries on collection development issues and projects. These responsibilities include the following duties:

- Develop and maintain a comprehensive knowledge of information resources in subject areas within the scope of their assigned college.
- Monitor purchase plans and refine profiles as necessary. Initiate orders for materials not included on the purchase plans.
- Select, evaluate and monitor appropriate electronic and Web resources.
- Notify faculty in their assigned college about library services, materials of potential interest and issues concerning scholarly communication.
- Maintain an awareness of expenditures for library materials within the confines of budget guidelines.
- Participate in consortial projects for developing shared collections.
- Participate in the formulation of collection development policies.
- Collaborate with the library development officer, along with the colleges and other academic units, on increasing funding to enhance the library's access to information resources.
- Evaluate collection strengths and weaknesses.

Instruction: Working collaboratively with the Instruction Unit, college liaison librarians provide instruction in library resources to students, faculty and staff in assigned colleges and to members of the general campus community. This includes the following duties:

- Promote instruction in library resources to students and faculty in colleges, departments and other academic units.
- Deliver in-person instruction sessions to students in courses within assigned colleges.
- Deliver in-person instruction sessions for courses within the general campus community.
- Integrate information literacy standards into instruction sessions.
- Work with faculty to integrate information literacy standards into the curriculum for courses.
- Create appropriate Web-based subject resources for faculty, students and researchers.
- Incorporate appropriate technology, such as class research Web pages, tutorials or other tools, into instruction presentations for students, faculty and other audiences.
- Provide one-to-one research assistance to students and faculty from assigned colleges and departments.
- Assess librarian teaching and student learning in cooperation with the Instruction Group.
- Collaborate with the Instruction Design faculty member and the Research and Development Group to develop appropriate technology for subject specific instruction.
- Provide ongoing training in subject specific bibliographic tools to library staff, particularly those staffing service points.

Institutional Repositories: College liaison librarians will actively participate in identifying collections in their assigned colleges and departments that may be appropriate for inclusion in the institutional repository. Working collaboratively with personnel in the Digital Services Division, Outreach Librarians lend their expertise to planning, development, promotion, and evaluation of digital repository services. Specific responsibilities include:

- Work to identify potential digital projects and members of the campus community in the colleges and departments who would be interested in collaborating on such projects.
- Serve on task forces or matrix teams for specific digital projects as appropriate.
- Communicate digital project /institutional repository philosophies, news and opportunities to the colleges and departments with which they work.

- Promote the importance and uses of digital projects, particularly the institutional repository, to the university community.
- Assist in the design and development of user interfaces to digital collections.
- Provide input in the development of training, tools, service models, guidelines and policies for digital projects.
- Participate in the evaluation and assessment of digital projects as appropriate.

On-Site Services: College liaison librarians will provide expertise, both subject based and general, in meeting the information requirements of students, faculty, staff and community users. Specific duties include:

- Provide referral support for the information desk in areas of subject expertise.
- Provide general referral support for the information desk as appropriate.

Specific Assignments: The college liaison librarians will use this section to list individual assignments.

Research and Service: As faculty members, college liaison librarians are expected to perform in research and service as well as librarianship. Research and service expectations are covered in the tenure and promotion criteria.



EMORY
LIBRARIES

- Chemistry ▪ Math & Science Center
- Music & Media
- Special Collections & Archives ▪ Woodruff

Role of a Subject Liaison

The subject liaison is a multi-faceted role, the concept of which is rooted in an understanding of the current needs and future directions of academic departments or programs. As they constantly scan the environment surrounding the areas they support, subject liaisons apply what they learn to all relevant aspects of their jobs. Subject liaisons articulate a plan that includes existing and anticipated academic department and program needs and the actions that will meet those needs. They are the direct interface of the library to their academic department or program. They provide the collections needed through their participation on the Collection Management Team (CM), and they provide the services needed through participation on the Research and Instructional Services Team (RIS). Subject liaisons work closely with the leaders of both groups to assure delivery of needed collections and services. As core activities, subject liaisons:

- learn about and keep abreast of scholarship in the field(s) they support;
- learn about and keep abreast of Emory programs in the field(s) they support through a high level of contact with faculty, students, and staff, among other means;
- learn about and keep abreast of information resources relevant to the field(s) they support including what is available and how resources are produced and supplied;
- learn about, understand and keep abreast of users' behavior and attitudes in incorporating information resources in their work, teaching and study;
- participate actively in campus life.

An important aspect of the subject liaison role involves not only promoting the programs of Research and Instructional Services and Collection Management but all services that the library offers to academic departments and programs. Within the General Libraries, the subject liaison shares department and program needs with appropriate library teams beyond CM and RIS, and also with the Market Councils.

Every liaison shares a common goal: to articulate, anticipate, and meet academic department and program needs. Each liaison may find that needs vary between departments and programs, so that the emphasis needed to meet these needs may not be consistent across all departments and programs. In addition, needs may be seasonal or fluctuate from year to year. Successful subject liaisons use the facets of each role (outlined below) as a foundation to build a library program that meets the individual needs of a department or program.

The **collection manager facet** of the subject liaison role includes, for the subject area(s) supported, activities such as:

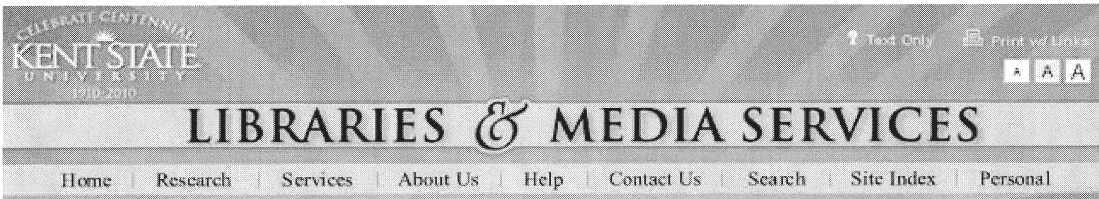
- evaluate and initiate purchase of new information resources;
- manage monetary allocations;
- communicate to faculty, staff, and students about the collection;
- assess collection strengths and weaknesses;
- document the state of collections and create strategies and plans for continuous improvement;
- participate in activities related to the overall work of the CM Team such as space management for physical collections, approval plan management, gift management, preservation efforts, etc.

The **research and instructional services facet** of being a subject liaison includes activities such as:

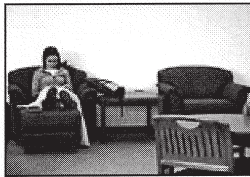
- foster, promote, and be responsible for the delivery of library instruction for students and faculty within their supported subject area;
- create, develop, and manage user tools, such as web research guides, tutorials, and bibliographies as needed;
- provide specialized subject assistance in meeting information/research needs;
- provide training and continuing education for other staff members;
- collaborate with other liaisons to meet interdisciplinary information/research needs;
- participate in activities related to the overall work of the Research and Instructional Services Team, such as general orientations, workshops and tours, and creation of general tools such as tutorials, videos, and web pages.

As members of the RIS and CM Teams and citizens of the library as a whole, subject liaisons collaborate:

- to meet the needs of subject areas which may not have the support of a specific subject liaison due to vacancies, staffing shortages, or the emergence of new areas of program emphasis.
- to meet demands that exceed staff resources assigned to any other subject area. This will at times require individual subject liaisons to work outside of their specific areas of subject expertise for the benefit of maintaining adequate levels of support for programs and services.



Quick jump to...

ASK A LIBRARIAN 

Collection Development

Liaison Librarians

Selection of Liaison Librarians

Liaison Appointments are made by the Dean of Libraries and Media Services. A librarian is asked to work with one or more academic units based on the following criteria:

- the librarian's educational experience
- the librarian's job-related duties
- the librarian's job-related workload
- the demands of an academic unit placed on the Libraries

In general, assignments are made to best match a librarian's expertise with a given academic unit. However, intervening variables may include changes in library staffing, a desire to maintain some level of continuity in liaison assignments, or the lack of required expertise among the Libraries' staff.

Role of Liaison Librarians

Liaison librarians are expected to establish and maintain regular and frequent contact with the academic units to which they are assigned. The foremost purpose of this relationship is to assist in effectively and appropriately expending an academic unit's library allocation. The liaison librarian's primary contacts should be the unit's library representative and the chair or director. Liaison librarians should attempt to keep academic units informed of the Libraries' policies and procedures.

A liaison librarian's responsibilities could include some of the following major activities: monitoring an academic unit's allocation; assisting library representatives with bibliographic verification, selection, and ordering; reviewing approval shipments, approval forms, Choice cards, publishers' catalogs and fliers, gift items, and damaged materials; collaborating with other liaisons in related disciplines; conducting informational sessions for members of academic units; and working with academic units on special projects, such as serials cancellations and/or ordering, remote storage selection, accreditation reviews where information about library resources is required, etc.

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Icon Legend/Key:

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Role of Subject Librarian

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WHAT IS A SUBJECT LIBRARIAN?

A subject librarian is a library faculty member who has been formally assigned to be the primary contact person between the University Libraries and a particular academic group (department, college, school, center, program). This document describes the various functions a subject librarian may carry out, though a particular librarian's role will vary depending on the Libraries' resources and academic department's needs. The subject librarian is expected to understand the information needs and scholarly communication patterns of assigned disciplines. Using that knowledge subject librarians, communicate with their assigned UT groups in order to evaluate, develop, and provide appropriate library services and collections.

The essence of the subject librarian's role is to foster two-way communication between the libraries and the university's academic programs. Subject librarians accept responsibility to make themselves known and readily available to faculty and students. Each subject librarian functions as a member of a subject team and may call on resources and personnel within and outside the team when needed. Subject coordinators strive to have an overview of needs among faculty and students and work with subject librarians to negotiate activities they will carry out.

Communication between the subject librarian and the academic unit regularly occurs in a variety of ways, including through the designated library faculty representative or departmental library committee, by visits to individual faculty and groups, through printed and electronic channels, by periodic participation in faculty meetings, and by attendance at academic symposia and colloquia. Formal and informal on-site contacts outside the libraries are encouraged. Equally important communication occurs within the library, as subject librarians share information about departments with colleagues and in team meetings so that library policies, collections, resource allocations, and services are dynamic and respond to the interests and changing needs of the academic community.

WHAT ARE THE RESPONSIBILITIES OF THE SUBJECT LIBRARIAN?

Depending on the needs of faculty and students in particular departments or programs and the availability of a subject librarian's time and resources, the subject librarian provides many of the following services:

Liaison With Assigned Departments

The overall responsibility lies in fostering a close relationship between the University Libraries and academic departments and programs to ensure that library resources are used most effectively in support of teaching, research, and service. More specific responsibilities include:

Identify courses and programs in assigned departments that require information resources to support research. Work with faculty members responsible for these courses and programs to incorporate bibliographic instruction activities as appropriate.

Work with faculty members to identify department expectations for student competencies and the role that the library might play in achieving them. When appropriate, seek opportunities to assist departments who are incorporating competencies in information gathering and analysis into their curricula.

Identify patterns of faculty and graduate student research. Develop UT Libraries collections to facilitate research and take advantage of relationships with institutions in the Knoxville and East Tennessee area or the University of Tennessee system.

Facilitate current awareness services for both faculty and students through appropriate activities.

Provide support for program and accreditation review processes, new academic program establishment, and grant proposal preparation.

Participate in needs assessment activities such as conducting focus group sessions or surveys.

Collection Development and Management

The overall responsibility lies in making judgments about subject collections in the University Libraries which support teaching, research, and service missions of the University. Time spent participating in collection management work will vary with individual positions. Specific responsibilities for assigned subject areas include:

In consultation with appropriate faculty, develop and regularly update collection policy statements.

Review and prioritize orders submitted by faculty.

Review books received on approval plans in appropriate subject areas and make recommendations when needed in the subject profile.

Initiate orders for materials not received on approval plans.

Maintain ongoing review of serials subscriptions and options for alternative access.

Review gift materials.

Identify material for transfer, withdrawal, or conservation treatment.

Select, evaluate, and monitor Internet resources, and create appropriate subject pages for LibLink.

Evaluate collection strengths and weaknesses.

Monitor expenditures in assigned subject areas; stay within budget allocations in all categories including firm orders, periodicals, and approvals.

Work cooperatively with subject groups or other subject librarians to address to interdisciplinary needs.

Reference Services and Instruction

Subject librarians participate in a range of public service activities. Librarians perform some or all of the following services:

Provide services at public desks which may include telephone and electronic mail transactions.

Consult with students and faculty and provide advanced research assistance.

Develop guides to sources and services.

Participate in offering course-specific instruction to appropriate groups and classes.

Participate in mediated database searches, either as the primary searcher or as a consultant in the subject in cooperation with an experienced searcher.

Offer research counseling appointments for students and faculty members in assigned disciplines for extended assistance on research projects or papers.

last updated 7/25/97

**The Task Force on the Public Service
Expectations of Library Liaisons
Report
August 2005**

EXECUTIVE SUMMARY

The library liaison to academic departments and programs is a vital link in the chain of communication, services, and collections activity between the Libraries and its various user groups in the University community. The major areas of public service responsibility for liaisons are identified as collection development and management, reference & consultation, instruction, web development, and communication. While the report recognizes the diversity of subject specialties and their information needs, an incomplete and non-prescriptive discussion of best practices is offered from the Task Force's readings and consultations.

The single most important factor in a liaison's ability to perform these public service responsibilities effectively is establishing and maintaining personal contacts with faculty members, students, and staff of the academic departments and programs. Being visible in the department/program, determining communication methods that suit the preferences of individual departments/programs, involving faculty in important decisions regarding collections or library ambience, connecting faculty and departments with specialized services of the Libraries such as the University Archives or Digital Initiatives, and awareness of faculty scholarly interests is essential to build value and recognition of the Libraries among the faculty. Liaisons must work to gain the respect of faculty by demonstrating knowledge of current information resources and basic aspects of the field.

Additional recommendations in the report address:

- system wide coordination of the public service liaison role;
- evaluation of the liaison role in personnel processes;
- developing orientation and training materials for the various aspects of the liaison role;
- developing a web-based repository to pull together resources into a "Liaison Toolkit"; and
- marketing the library and liaison services to various user groups by the Libraries as a whole as well as by individual liaisons.

The nomenclature we use to identify the liaison role remains unclear both internally and to our primary users. Subject Librarian, Selector, Liaison are all terms used interchangeably during Task Force deliberations. For clarity of internal communications and for consistency of communications to our primary users the Task Force recommends that terminology be clarified and standardized so that it is the most descriptive without being unwieldy.

INTRODUCTION & COMMITTEE CHARGE

The Task Force on the Public Service Expectations of Library Liaisons (hereafter "Task Force") began its meetings in January 2005, and continued its work until June of the same year. Committee members included Jessica Albano, Linda Di Biase, Randy Hertzler, Alan Michelson, Theresa Mudrock, Carole Svensson, Martha Tucker and Anne Zald (chair).

Paul Constantine, Associate Director of Libraries for Research and Instructional Services, charged the committee to establish “a set of expectations and guidelines for the public service roles and responsibilities of Liaisons.” He continued, “These roles include, but are not limited to: reference, instruction, consultation, curricular development, participation in faculty research projects, and presence/participation in life of the academic unit, etc.” To study these aspects of the liaison’s role, he asked that the committee “consult widely within the Libraries and with users.” Efforts have been made during the committee’s tenure to assess systematically UW librarians’ own perceptions of their roles and to determine the needs and expectations of faculty and students.

COMMITTEE PROCESS

Task Force members began by reviewing relevant material such as the internal document, “Role & Responsibilities Relating to Collection Development & Management” Draft April 1, 2003 (Appendix B), published articles and professional guidelines (Appendix C), as well as data from the 2004 Triennial Library User Survey (Appendix D). The Task Force conducted a survey of library liaisons to identify their public service activities and priorities (see Appendices E & F). Survey results were discussed with each fund group for clarification (see summary Appendix G). Task Force members attended a meeting of the Faculty Council on University Libraries to gather information about faculty perceptions of the liaison role. For additional information on the committee’s activities, see Appendix A.

KEY FINDINGS FROM CONSULTATIONS

The March 2005 Public Services Liaison Survey was sent to the selector@lib list (109 list members, response from 65, response rate 59.6%). Survey results confirmed anecdotal information about the current and future priorities for the liaison role. There was strong alignment among the areas that liaisons report performing “on a regular basis” and the importance of those areas to the role of liaison. The highest rating was given, generally by the highest number of respondents, to the following areas of activity: reference & consultation services, collection development, instruction, web development, and communication (both to disseminate information about the libraries and to gather information about the academic department/ program). While agreement upon priorities for liaison responsibilities in five-year’s time was less emphatic (48 respondents selected the highest scoring item collection development & management, in comparison with 65 respondents for previous questions) the areas of activity generally followed the same hierarchical order. The Task Force determined that other high scoring items on the survey are, in fact, methods of achieving these core responsibilities and can be considered as examples of best practices, e.g. attending library and disciplinary conferences, participating in the life of the academic department/program, library or disciplinary scholarship, advising on issues of scholarly communication, participation in the organization or preservation of digital scholarship, etc.

To share and discuss the survey results, Task Force members met with each of the fund groups. If one common thread could be identified in these discussions it is that there is no “one size fits all” model. The over-riding commonality among the disciplinary areas represented by the fund groups is that personal contact is the most consistent factor to the effectiveness of the liaison role. How that contact is achieved and sustained varies widely from coordinated PR campaigns to informal interpersonal contacts, from instruction-centered to collection-focused interactions. These discussions elicited a great deal of information which is reflected, in part, in the best practices portion of this report. A more complete thematic summary of these discussions is provided in Appendix G.

RECOMMENDATIONS: LIAISON ROLES & RESPONSIBILITIES RELATING TO PUBLIC SERVICES

The subject liaison is responsible for a number of public service activities designed to best meet the needs of his or her primary user group (usually the faculty and students of a given school, department or program). We recognize that the specific nature of the public service role will differ from liaison to liaison given differences in individuals' position responsibilities as well as the size, culture, and needs of the academic departments/programs. The liaison's public service role is comprised of five interrelated responsibilities: collection development, reference and consultations, instruction, web development, and communications. Examples of the specific duties in each of these responsibilities are provided below. The examples provided here are not prescriptive, nor do they represent a complete listing of the possible elaborations of each area of responsibility.

Collection Development

The subject liaison usually has responsibility for collection development and management (exceptions are primarily in the Health Sciences Library) and those responsibilities have been previously described (see Appendix B). In their survey responses liaisons ranked collections among the most important aspect of their public service responsibilities. Collections are, for many of our users, a primary linkage to the Libraries; therefore the public service responsibilities of the liaison in relation to collections are vital. Ongoing communication between the liaison and academic departments/programs ensures that collection development policies are continually aligned with the research and teaching interests of the faculty and also serves to inform review of approval plans, selection of materials in all formats, and interactions with donors. Building collections, whether print or digital, of appropriate departmental materials such as working papers, preprint collections, award-winning student work, digital scholarship, primary research data, etc. is another important role the liaison can play. By connecting departments or individual faculty with appropriate library departments or staff, we can ensure that these materials benefit from the Libraries' expertise with organization, access, and preservation.

Reference & Consultations

Reference is a vital professional service that connects users with knowledge and draws upon the subject expertise of the liaison. It also serves to inform the liaison of how the collections are being used and by whom. The subject liaison has responsibility for providing specialized reference help for those conducting research in their subject area(s). This may include providing reference assistance at a public service desk, via email or chat, or providing individual consultations by appointment.

Instruction

The subject liaison should be familiar with the curricula and the learning objectives of the academic departments and programs within his or her responsibility. The subject liaison is responsible for providing instruction in the information research methods and tools of the discipline. This may include course-integrated library workshops, credit-bearing classes, or individualized instruction (see Reference & Consultations), consultations with faculty on assignment or course design, and the integration of information literacy learning outcomes into departmental curricula. Liaisons may also play a role in faculty development with regard to evolving information resources, information management tools, and other information services.

Web Development

The subject liaison has responsibility for creating and maintaining the subject-related pages on the UW Libraries' web site, using style and format as recommended by the Web Steering

Committee and the Browse-able Resource Discovery Group. This includes maintaining the intellectual content on the subject resource page and making available the liaison's contact information. Additionally, this may also include creating course-related resource pages or other pages dealing with the discipline.

Communication

The subject liaison has the responsibility for communication both within and outside the Libraries. Within the Libraries specific communication duties include (but are not limited to): participating in fund group and other collections-related meetings; sharing information about interdisciplinary resources; participating in reviews of electronic resources relevant to the subject; sharing successful strategies for building effective liaison relations in any or all of these areas; participating in the teaching and learning culture of the Libraries by sharing instructional strategies and materials and/or providing peer feedback for instructional skill development; and sharing information about departmental and disciplinary uses of and needs for information resources. Outside the Libraries specific communication duties include (but are not limited to): notifying departments of new resources and library policies; connecting individual faculty, academic departments, or student groups with library services and departments such as E-Reserves, University Archives, Digital Initiatives, etc.; consulting faculty about serials cancellation; regularly gathering information from faculty (whether formally or informally) about their scholarly and professional pursuits, including teaching and research interests, editorial offices held, grants received, departmental information service needs, etc.; responding to faculty and student research and operational queries; and presenting on issues such as scholarly communication at faculty meetings.

BEST PRACTICES FOR LIAISON PUBLIC SERVICE ROLES & RESPONSIBILITIES

The most important factor by far in a liaison's ability to perform his or her public service responsibilities effectively is establishing and maintaining personal contacts with faculty members and staff of the academic departments and programs. How this is done will vary depending upon the preferences and creativity of the liaison as well as the culture of the academic department/program and the habits of individual faculty members. Following is a compilation of recommended "best practices" for the consideration, adaptation, and elaboration of individual liaisons.

Establish Ongoing, Two-Way Flow of Communication with the Department

- Use Email strategically. Some academic departments have a faculty email list but its effectiveness for liaison communications will depend upon who has permission to post messages and individual faculty habits of reading email. Some liaisons have found that addressing an email to themselves and using the BCC field for the departmental address can be more effective since when the message is received it appears to come to an individual, not to a group, address.
- Create newsletters and new book lists as a means of sharing good news from the Libraries about services, facilities, and collections.
- Present at departmental meetings to promote library services, resources, or topical issues such as scholarly communication, Digital Initiatives, DSpace, etc. Staff from relevant library departments or committees may be available to partner in such presentations.
- Provide the collection development policy as a link from the appropriate subject resources web page and/or the liaison's web page.
- Identify, or work with department/program chairs to appoint, faculty members to serve as department/program liaison to the Libraries. These people can be an important touchstone for gathering information about the department and may be of assistance with disseminating

information to their colleagues. Some librarian liaisons work with a department/program library committee.

- Track significant departmental initiatives, e.g. working papers series, preprints collections, student projects, awards, etc. which may be appropriate for organization or preservation through ContentDM, DSpace or other efforts underway in Digital Initiatives.

Establish ongoing methods of collecting information about individual faculty and department/program activities using direct and unobtrusive methods.

- Unobtrusive methods include regular review of department/program, faculty, and course websites; faculty curriculum vitae; faculty and department/program publications, etc.; Ask to be added to departmental mailing lists (electronic or paper) where appropriate and feasible.
- Direct methods may include judicious use of survey questionnaires to collect feedback; conduct scripted interviews or focus groups to elicit contextual and qualitative information to inform interpretation of triennial survey results; make individual contacts with faculty members to update knowledge of research and teaching interests, research methods, resource needs, editorial commitments, professional service commitments (grant review boards, association offices, etc).
- While time constraints of both the faculty and the librarian will prohibit annual meetings with all department members, meeting with some faculty each year could be manageable.
- Track the retirement or relocation of faculty members and notify the University Archives for the transfer of appropriate papers and research materials.

Get Out of the Library

We can learn a great deal from our colleagues working in branch library locations who have the physical proximity to their users which breeds familiarity and interaction on a wide array of issues.

- Maintain Office Hours – some liaisons have regularly scheduled time each week that they spend in the academic department. While the experience has not necessarily resulted with being inundated by individual students or faculty seeking assistance, there are other ways to use the time other than waiting, i.e. walking the halls, checking in with office staff, and doing other work in a departmental office or lab space.
- Take Part in Departmental Activities – attendance at departmental events, e.g. candidate interviews, colloquia, guest speakers, student showcase programs, disciplinary conferences, are opportunities both to gather information about the department and to nurture personal contacts with faculty and graduate students. Identifying oneself as a participant in the department is an important component of faculty recognition of the liaison role.

Marketing the Libraries and Liaison Services

Marketing efforts by the Libraries as a whole must be ongoing and reinforced through individual actions by liaisons with particular user groups. Resources (money or in-kind items) made available for use by liaisons and other library staff will improve the Libraries' visibility and serve as tools to supplement communication efforts.

- Active participation in the Faculty Fellows program each fall introduces new faculty to their liaison librarian and to the Libraries. Introduction of the \$100 book voucher in 2004 encouraging new faculty to recommend purchase of any library material is one example of resources to support marketing library and liaison services.
- The preservation mug program is another example of resources devoted to promoting the library in creative ways.
- Some liaisons currently purchase bookmarks, affix personal contact information to them using labels, and then mail them to their faculty each fall. If the Libraries would make available to liaisons items such as cards with the library image on them for informal

correspondence, or library logo items such as magnets, mugs, bookmarks, or pens/pencils these could provide ongoing placement of the Libraries in our users' daily lives.

- Connect specific library services and staff with academic departments or individual faculty as appropriate to their research, teaching, or publishing activities, e.g. Digital Initiatives (ContentDM, DSpace), University Archives, E-Reserves, etc.

IMPLEMENTATION OF TASK FORCE RECOMMENDATIONS

Coordination of the Public Services Liaison Role

A coordinated approach that takes into account the full range of liaison responsibilities is essential in implementing the recommendations of this Task Force. With its stated mission of "assist[ing] in the further integration of information/knowledge resources and user services", the Information Resources Council (IRC) may be responsible for the public services aspects of the collection development role. The Associate Director for Research & Instructional Services retains ultimate authority for the coordination of the public services role of liaisons. Further discussion is necessary to achieve a comprehensive approach to liaison training and support. In addition to the all-selector meetings which have been conducted under the auspices of IRC, another venue for sharing strategies for effective public service by liaisons is the monthly Public Services Forums.

Liaison Evaluation, Orientation, and Training

Evaluation of liaison performance is inconsistent in personnel processes. This may be, in part, due to inconsistency in the definition of liaison responsibilities. Each liaison should clarify in writing as an addendum to their position description, with their supervisors and/or fund group manager, their specific responsibilities from among those noted in this document and the companion document on collection responsibilities. Each liaison can then establish specific and relevant goals for these responsibilities as part of their annual review.

Orientation and training for new hires or those new to liaison responsibilities is spotty at best for collection development and management, and nearly non-existent for public service components of liaison responsibilities. Delegation of the development of orientation and training materials for the various liaison areas of responsibility, in both collection development and public service arenas, should be an initial and ongoing project of a committee drawn from the liaison roster and reporting to the IRC and/or RISG.

Liaison Toolkit

The committee also sought information about what resources would assist the liaisons in performing their public service responsibilities. The notion of a web-based "Liaison Toolkit" which could grow incrementally through collaborative effort, and coordinated by a committee charged with liaison training, surfaced in our discussions. Possible elements of a Liaison Toolkit might include:

Available Now:

- UW Libraries Faculty Handbook - <http://www.lib.washington.edu/about/faculty04.pdf>
- Libraries Assessment data – prepared and disseminated by the Assessment Committee <http://www.lib.washington.edu/assessment/>
- Scholarly Communications resources – compiled by the Scholarly Communications Committee <http://www.lib.washington.edu/scholcomm/>
- Selector/Liaison section of the CMS website <http://staffweb.lib.washington.edu/Cms/>
- Innovative/Millennium training, e.g. Create Lists

- Workflow for Digitization Projects: Liaison Responsibilities – http://digital.lib.washington.edu/sv/Liaison_Workflow.htm
- ContentDM or DSpace? – <http://digital.lib.washington.edu/sv/CdmoreDSpace.html>
- Instructional support materials including
 - *The Quick Guide To Teaching Resources for UW Librarians* prepared by the Information Literacy Steering Committee - <http://staffweb.lib.washington.edu/InfoLit/Guide/>
 - Research 101 and UWILL - <http://www.lib.washington.edu/uwill/>
 - CIDR Resources, Consulting, etc. - <http://depts.washington.edu/cidrweb/index.html>
 - Catalyst instructional materials for technology tools - <http://catalyst.washington.edu/home.html>

Not Yet Available (or inconsistently available):

- Web development tools
 - A wizard or templates for subject and/or class web pages.
 - Access to web editing software.
 - Training (available from C&C or CTLT – promote in the liaison context more effectively).
- Training on how liaisons might mine the Libraries' Assessment data to identify service or collection improvements to specific departments/programs.
- Repository for training materials
 - Training materials that address collection development and management component of liaison responsibilities
 - Means for sharing and elaborating upon best practices for public services responsibilities of liaisons
- A forum for highlighting successful liaison public service strategies or tools for use or adaptation in other areas.
- Resources, whether financial or in the form of useful objects, for marketing the Libraries and 'brand placement'.

QUESTIONS REMAINING

What's in a Name?

Many terms are used to designate this role. *Liaison*, *Subject Librarian*, and *Selector* are terms the Task Force has used interchangeably throughout our deliberations. In reviewing triennial survey data and in conversations with the Faculty Council on University Libraries, it remains unclear whether any of these terms communicate the service orientation of this role to our primary users. While communications with external audiences may always use locally relevant terminology, clarification of terminology within the Libraries through a broad discussion between the Libraries Administration and those functioning in this role would be beneficial.

“ myLibrarians” Liaison Program Charge for Pilot Project

This program would put into place an organizational structure that would reflect the organizational structure of the UW-Madison. Its purpose would be to strengthen the relationship between users and libraries by providing them with information and services that would be tailored to their interests and needs as students and faculty within an academic department or program.

The “myLibrarians” program would be a way to formally strength the connections between students, researchers, and faculty and library resources, services, and staff. A team of two librarians would be assigned to serve as “myLibrarians” for an academic department or program. These librarians would include a public services librarian and the collection development librarian for that department or program. As the library liaison team for an assigned department or program, they would serve as the personal gateway for all library-related questions and concerns of faculty, staff, and students within that department or program.

· Liaison activities would include the following: Ongoing assessment of departmental needs related to library services and resources.· The development and implementation of a plan to promote library services and resources regularly within each department or program. Emphasis should be given to establishing ways for regular face-to-face, in person communication with faculty and students within a department or program.· Provision of public services (e.g., reference, instruction, document delivery, ILL, etc.) to each department or program, including referrals to existing services.· Assessing and responding to collection needs of the department. · Working collaboratively with faculty in each department or program to provide information literacy instruction for majors and graduates in that department or program.

Immediate Goals:

1. Develop a pilot "myLibrarians" program working with a number of targeted departments or programs. The pilot would be a one-year project that would develop a model that could be expanded to include all departmental liaisons once the bugs are worked out and the infrastructure and customizable resources (e.g., communication mechanisms, instructional materials, assessment mechanisms) have been developed.
2. Library staff should be assigned to specific academic departments or programs. Once in place, each assigned librarian would be one of the "myLibrarians" for that department or program.
3. As part of the pilot, “myLibrarians” teams will create and share with other teams options for doing ongoing assessment of departmental needs related to

library services and resources. They also will develop mechanisms for periodically soliciting feedback from the departments on the effectiveness of the “myLibrarians” project in meeting departmental needs.

4. As part of the pilot, "myLibrarians" teams will create and share with other teams options for regularly promoting new library resources, changes in library policies and services, etc. to students and faculty within the department or program. Special emphasis would be given to creating options for regular in-person communication with students and faculty within the department or program.

5. As part of the pilot, "myLibrarians" teams will create and share with other teams options for regularly providing public services (e.g., reference, instruction, document delivery, ILL, etc.), including referrals to existing services, to students and faculty within the department or program.

6. As part of the pilot, "myLibrarians" teams will serve as information literacy advocates within the department or program and collaborate with faculty and administrators to ensure that their majors and graduates learn how to find, evaluate, manage and use information within the context of their discipline.

7. As part of the pilot, “myLibrarians” teams will create and share with other teams options for responding to the resource needs of students and faculty within the department or program.

8. As part of the pilot, “myLibrarians teams will assess the “myLibrarians” model in terms of both costs and benefits. As part of that assessment, the teams will make recommendations regarding where the model is most successful and where it might be used most effectively if the program were to be expanded.

11-04-02

Last updated: August 18, 2003

My Librarian Working Group

Abigail Loomis, Facilitator

608-262-4308

Carrie Kruse, Library Services Council Representative

608-263-2108

Position Descriptions

HUMAN RESOURCES DEPARTMENT

COMPENSATION SERVICES / BOX 1879 / PROVIDENCE RI 02912 / 401 863-1792, 401 863-9320

Position Description (Grade 12 and above)

Section 1: Identifying Information

Section 2: Position Purpose

Briefly state below in *a few sentences* the primary purpose of the position including quantitative data that supports the scope of the position relative to the department and/or University.

Share leadership and accountability for the Scholarly Resources Dept. work and services. Contribute to the planning of the Scholarly Resources Dept. and realization of its strategic goals and priorities, continually developing a collaborative work style and a strong customer focus. Identify, select, manage and service, both for local ownership and for virtual access, information resources in all media that are critical to the current and evolving research goals of the University's academic disciplines; connect members of the University community with the intellectual and scholarly resources in their own and related disciplines; support and facilitate research initiatives of faculty, graduate students and researchers on and off campus. Participate in the management and allocation process (1) of the Library information resources budget (currently \$6.7 million) through the monitoring of expenditures, regular reviews and adjustment of allocations, and (2) of the departmental operating budget. Participate in consortial and cooperative collection development/reference services activities.

Section 3: Major Responsibilities & Expected End-Results and % Time.

Describe the major areas of responsibility and the results the incumbent is expected to achieve.
<p>1. (25%) Informing and educating researchers</p> <p>Provide in-depth, subject-based reference services for Library users and researchers (locally, nationally and internationally) interested in the disciplines of Comparative Literature, French Studies, Language Studies, and Linguistics and related fields; teach research skills and strategies; instruction sessions may be individualized or in group setting; reference inquiries may be in person, through mail, or electronic communication. With other members of the Scholarly Resources Dept. and the Gateway Services Dept., and with other colleagues in the Library and on campus (e.g., Media Services, CIS) set goals and priorities related to reference, instruction and information literacy. Actively promote reference services in support of the research and teaching endeavors of graduate students and faculty and assess the effectiveness of the methods and tools offered.</p> <p>As a result of this work, faculty and students become self-sufficient in undertaking their search process, know whom to contact for trouble-shooting and resolving a research problem, and refer colleagues and students to the Library for research assistance. Faculty are satisfied with the quality of the research conducted by students.</p>
<p>2. (25%) Stewarding collections</p> <p>Assess and meet current and future information needs of faculty and students in a variety of academic fields in the humanities and social sciences (currently Comparative Literature, French/francophone Studies, Language Studies, and Linguistics); define and document goals and priorities for these collections and services in consultation with faculty, students, and members of the Scholarly Resources Department; using knowledge of the publishing industry and of the academic fields, evaluate existing collections and make decisions for the acquisition, processing and servicing of new resources; evaluate services of vendors to maximize the value of the collection; coordinate interdisciplinary needs of subject areas with colleagues in Scholarly Resources. Liaison with Technical Services, Preservation, Media Services and Gateway Services.</p> <p>As a result of this work, faculty and students have easy and timely access to resources in their field of research, use effective research techniques, and receive substantive support for new academic initiatives.</p>
<p>3. (25%) Creating scholarly publications and tools</p> <p>Design, develop, and implement information services, databases, exhibits and digital projects for specific areas of study and research that 1) enhance access to, and use of, information resources and library collections; 2) support scholarship and teaching initiatives on campus; and 3) assist members of the Brown community in becoming effective and self-sufficient users of information resources. Collaborate with members of Digital Services, Web Services, Scholarly Resources, and of other groups on campus (e.g., CIS, Sheridan Center) on these initiatives.</p> <p>As a result of this work, faculty and students expand their research opportunities, use efficient search processes and research techniques, and discover new paths of inquiry by making connections between materials within their field of study and by discovering interdisciplinary relationships. Library resources are highlighted and showcased.</p>
<p>4. (10%) Planning</p> <p>Contribute to the strategic planning for Scholarly Resources. Collect data and information about courses, faculty, student population, and academic initiatives on campus. Participate in campus-wide and internal Library planning groups for the college, the graduate school, academic programs and centers; engage in outreach activities with academic departments, individual faculty and students, and get involved with other instructional services on campus in order to build collections and provide services that support current and future academic planning and research priorities. Evaluate content and pricing of information resources. Participate in the allocation process of the information resources budget. Promote a collaborative work style and partner with other Scholarly Resources Dept. members to continually improve Library collections and services.</p> <p>As a result of this work, resources and services satisfy the current and future teaching and research needs of faculty and students, the Library is recognized as a crucial component of the University planning and fund-raising. Faculty and staff are satisfied with the collections and services available to them. The quality of Library collections and services is a factor in attracting and retaining faculty and graduate students on campus. The information resources allocations and services are aligned with the changing needs of faculty and students.</p>

5. (10%) Coordinating students' projects

Lead members of the Scholarly Resources Dept. in the design, implementation and evaluation of projects that engage students in the scholarly process of knowledge management. Initiate and stimulate discussions; facilitate networking; guide Scholarly Resources members in the formulation and implementation of initiatives that involve individual students in the creation, collection, preservation, access, and exchange of information.

As a result of this work, students understand the complexities of the process involved in conducting research and creating new knowledge. They become information literate, develop a practical knowledge of the management of information and are able to use as well as create information in an effective manner. Students recognize Library staff as essential partners in learning and scholarship, value their expertise and turn to them as advisors. Scholarly Resources Dept. members increase the opportunities offered to students to collaborate on research projects and publications.

6. (5%) Liaison to consortia, outside cooperative programs and vendors

Cooperate with other libraries, consortia, vendors and outside professional groups to develop and implement a comprehensive, coherent, and cost-effective approach to building and servicing user-oriented collections. Participate in the activities of local, national and international groups and associations that concern themselves with the stewardship of collections, the development of information literacy programs, issues of scholarly communication, and the provision of reference services. Maintain open communication with vendors to participate in the design and effectiveness of new products and services and to make the best use of existing financial resources.

As a result of this work, users of the Brown University Library have timely access to a wider range of physical and electronic research collections and benefit from enhanced cooperative services such as interlibrary loan and document delivery. The Brown University Library takes advantage of consortial pricing agreements and a larger pool of staff expertise and technical knowledge.

Section 4: Job Qualifications

List education, experience, and expertise necessary to achieve the expected results.

Masters in Library Science from an American Library Association-accredited institution;

7+ years of professional experience in an academic library;

Advanced degree or academic background in appropriate academic disciplines (Comparative Literature, Language Studies, Linguistics, French studies, etc.);

Ability to work in a complex library organization with a strong user service orientation;

Understanding of the scholarly communication process and research practices;

Highly effective oral and written communication skills required;

Current technical skills;

Knowledge of trends and issues affecting higher education and information management.

RESEARCH LIBRARIAN FOR MATHEMATICS AND PHYSICS & ASTRONOMY

The University of California, Irvine Libraries seek a creative, knowledgeable, and user-oriented Research Librarian for Mathematics and Physics & Astronomy to plan and deliver innovative reference and instruction services, and to develop and manage electronic and print collections in mathematics, physics, and astronomy.

The Research Librarian for Mathematics and Physics & Astronomy will provide liaison and outreach to faculty and students in the Departments of Mathematics and Physics & Astronomy in the School of Physical Sciences. Offering undergraduate and graduate degrees (B.S., M.S., and Ph.D.), both departments are highly ranked and include world renowned faculty researchers. Numerous institutes and research centers on campus support multidisciplinary research involving mathematics, physics, and astronomy. UCI gained international prominence in 1995 when Professors F. Sherwood Rowland (chemistry) and Frederick Reines (physics) each received the Nobel Prize, making UC Irvine the first public university with faculty receiving Nobel prizes in two different fields in the same year. More information about the two departments and their programs can be found at: <http://www.math.uci.edu/> and <http://www.physics.uci.edu/>.

The successful candidate for this position will be based in the Science Library Reference Department and jointly supervised by the Head, Science Library Reference Department and the Head, Collection Development Department.

Duties and Responsibilities

In the area of collection development, the Research Librarian for Mathematics and Physics & Astronomy will be responsible for the selection, assessment, and management of collections and resources in mathematics, physics, and astronomy. The Research Librarian will serve as liaison to the faculty and students in the Departments of Mathematics and Physics & Astronomy to ensure that their information needs are being met as well as to promote the Libraries' services and resources. The Research Librarian will be responsible for monitoring budgets and making collections decisions that support the teaching and research needs on campus. The Research Librarian will provide subject-based instruction and research consultations and develop and update subject webpages in support of research in mathematics, physics, and astronomy. The Research Librarian will also work collaboratively with the Libraries' Interactive Learning Center to identify and provide the multimedia resources and services that support the research and teaching needs of the Mathematics and Physics & Astronomy students and faculty.

In the area of reference, the Research Librarian for Mathematics and Physics & Astronomy will provide specialized and general reference service at the Science Library Reference Desk, supporting information needs in the biological sciences, physical sciences, engineering, information & computer science, and the health and medical sciences. The Research Librarian will provide approximately ten hours of reference service weekly, including responding to in-person, telephone, and electronic inquiries. The Research Librarian will provide specialized research consultations in mathematics, physics, and astronomy and also maintain sufficient knowledge to provide effective general reference assistance. Occasional weekend and evening shifts are required.

In the area of instruction, the Research Librarian for Mathematics and Physics & Astronomy will provide and promote specialized instruction services to students and faculty in Mathematics and Physics & Astronomy. The Research Librarian also will participate in the Libraries' information literacy initiatives and general education programs to assist campus and community users in improving their critical thinking, information-seeking, and research skills.

Qualifications

Required:

- Graduate degree in library science from an ALA-accredited institution or an equivalent combination of relevant advanced degree and library experience.
- Educational background in mathematics, physics, and/or astronomy or experience performing reference, instruction and/or collection development for these subjects.
- Ability to assist and instruct users and students in specialized resources.
- Strong interest in working with students and faculty.
- Commitment to user-centered library services.
- Strong interest in library information technology, instructional technology, electronic resources, multimedia resources and services, especially in the subject areas to be assigned.
- Excellent interpersonal and communication skills.
- Ability to work effectively in a team and in a dynamically changing environment.
- Ability to work effectively with diverse constituencies.
- Ability to meet the University of California criteria for advancement and promotion.

Preferred:

- Experience assessing, evaluating, and negotiating digital resources in mathematics, physics, and/or astronomy.
- Skill in developing, organizing, and maintaining web-based information resources.

Consideration will be given to applicants with a wide range of years of experience, including qualified early career librarians.

Science Library Reference Department

The Science Library Reference Department is the primary research and information center of the Science Library, supporting study in the biological sciences, physical sciences, engineering, information & computer science and the health and medical sciences. The Department's services include a reference desk open 52 hours each week, a research consultation service, electronic reference services, and a wide range of instructional programs and workshops. The reference collection consists of over 5,000 volumes and a substantial collection of electronic resources. The Interactive Learning

Center, a unit of the Science Library Reference Department, is open over 90 hours per week and houses the Science Library's collection of non-print media, 3 multi-media workstations, and 3 computer lab classrooms. The department operates in a team-based environment and the staff consists of 7+ librarians, 4.5+ FTE library assistants, 3 computing specialists, and student assistants.

UC Irvine has several highly ranked science programs in various fields including engineering, behavioral neuroscience, organic chemistry, information systems, psychology, cell biology/developmental biology, computer science, physics, biological sciences, mathematics, biomedical engineering, and medicine.

The Libraries

The UCI Libraries are committed to innovation and excellence and are in a major period of growth and change. The Libraries consist of the Langson Library, the Science Library, the Library Gateway Study Center, and the Grunigen Medical Library. The Langson Library primarily serves the Schools of Humanities, Arts, Social Sciences, Social Ecology, Business, the Department of Education, and Interdisciplinary Studies. The Science Library primarily serves the College of Health Sciences (including the School of Medicine) and the Schools of Biological Sciences, Physical Sciences, Engineering, and Information and Computer Sciences. The Grunigen Medical Library serves the clinical needs of the Health Sciences at the UCI Medical Center, located in Orange, 12 miles from the main campus.

The UCI Libraries have a staff of 273 FTE and an organizational structure that includes the use of teams in conjunction with departments. The library collection consists of over 2.6 million volumes and over 53,000 current serial titles and an aggressively expanding electronic resources collection. The UCI Libraries are a member of the: Association of Research Libraries (ARL), California Digital Library (CDL), Coalition of Networked Information (CNI), Center for Research Libraries (CRL), Council on Library and Information Resources (CLIR), International Federation of Library Associations and Institutions (IFLA) and Scholarly Publishing & Academic Resources Coalition (SPARC).

University of California, Irvine

The University of California, Irvine, is nestled in over 1,500 acres of coastal foothills, five miles from the Pacific Ocean, between San Diego and Los Angeles. Founded in 1965, UCI is among the fastest-growing University of California campuses, with more than 25,000 undergraduate and graduate students and about 1,400 faculty members. UCI has had an extraordinarily rapid rise to distinction in its first forty years, including membership in the Association of American Universities, ranking twelfth among the nation's best public universities by *U.S. News and World Report* (also among the top fifty research universities), and three Nobel prizes in the last twelve years.

Student enrollment is planned to reach 32,000 by 2014 accompanied by a proportional growth in faculty and staff. Nearly 60% of UCI students identify themselves as Asian American, African-American, Chicano/Latino, or Native American. The University

offers 40 doctoral programs in addition to the M.D. UCI's academic programs are ranked nationally among the top universities; several doctoral programs are ranked in the top ten.

Librarians at the University of California Irvine are academic appointees and receive potential career status at the time of their initial appointment. Librarians periodically receive administrative and peer review for merit increases based on the following criteria: 1) professional competence and quality of service within the Library; 2) professional activity outside the Library; 3) university and public service; and 4) research and other creative activity.

Salary & Benefits: Salary commensurate with qualifications and experience. Preferred appointment level: \$40,008 - \$66,756 (Assistant Librarian I – Librarian I). Librarians are entitled to two days per month of annual leave, one day per month sick leave. The University has an excellent retirement system and offers a variety of group health, life, and disability insurance plans. Benefits, which may also include an attractive mortgage program, are equal to approximately 40% of salary.

Deadline for Applications: Applications received by **April 9, 2007** will receive first consideration, but applications will continue to be accepted until the position is filled.

To Apply: Qualified applicants who wish to be considered for this position should send their letters of application, complete résumés, and the names, e-mail addresses, and phone numbers of three references, with a statement of each reference's professional relationship to the applicant, to:

Library Human Resources
UC Irvine, P.O. Box 19557
Irvine, CA 92623-9557
e-mail: hr@lib.uci.edu
confidential fax (949) 824-3270

Electronic applications are preferred. Upon application, candidates should be in possession of proof of their legal right to employment in the U.S. In compliance with the Immigration Reform and Control Act of 1986, verification of legal right to work will be required between the time of final selection and hiring, and is absolutely essential in ultimately being hired.

This position description is listed on the UCI Libraries Web site at <http://www.lib.uci.edu/libraries/jobs/libvac.html>, with links to additional Web sites featuring campus and community information.

*The University of California, Irvine is an equal opportunity employer
committed to excellence through diversity.*

THE UCSD LIBRARIES – University of California, San Diego**Political Science/Government Information Librarian
Social Sciences & Humanities Library**

Preferred appointment level: Assistant Librarian II – Associate Librarian IV with an approximate salary range of \$41,376 - \$53,676.

The Social Sciences & Humanities Library of the University of California, San Diego (UCSD) seeks applications from innovative and user-oriented library professionals to join an enthusiastic staff in the development of services and collections to support the political science faculty and students and develop San Diego county, California and international government information collections. The UCSD Libraries are committed to making access to research information for faculty and students as efficient and convenient as technology, innovation, and resources will allow.

The University and the Libraries

With a current enrollment of more than 26,000 students, UCSD is a powerful magnet for those seeking a fresh innovative approach to education and research. In just four decades, the campus has achieved international distinction for its educational excellence, research strength and institutional flexibility. Ranked fifth in the nation and first in the University of California system in federal R&D funding, UCSD annually attracts more than \$627 million in research awards. The National Research Council ranks the campus 10th nationally in the excellence of its graduate programs and quality of its faculty. *US News & World Report* ranks UCSD 7th nationally among public national universities. UCSD has entered a period of major growth with planned enrollment expected to reach 28,365 by 2010. The UCSD Libraries are widely recognized as integral partners in the development and provision of innovative, responsive, and effective information services vital to the University's instructional and research enterprise.

The UCSD Libraries, a member of the Association of Research Libraries, consist of ten campus libraries¹ with combined collections of more than three million volumes. Integrated services dependent on information technology are a hallmark of the UCSD Libraries. Recent projects include desktop delivery of journal articles, network delivery of digital audio, multilingual character interfaces, patron initiated interlibrary loan, wireless network access, and a vigorous and ambitious Digital Library Program. Components of the information infrastructure include INNOPAC, the integrated library system; the UCSD campus web site; and the UCSD Libraries web site, an integrated portal for access to library collections and services. UCSD works actively and collaboratively with the other nine UC libraries and the California Digital Library to develop and manage shared collections and services available to all UC faculty and students.

Department Description

The Social Sciences and Humanities Library comprises the research collections for the social sciences and humanities. The collections consist of approximately 1.5 million volumes, over 3,000 current serials, a government documents collection of nearly one million pieces, and a reference collection of 40,000 volumes. The staff comprises 20 librarians, 47 career staff, and approximately 21 FTE student employees. The Library provides a full range of services, including information and reference services, outreach and bibliographic instruction, development and delivery of collection resources for patrons of the collections, circulation, billing, interlibrary loan, course reserves, security, and stacks maintenance.

Responsibilities of the Position

Reporting to the Head for Data, Government and Geographic Information Services, assumes a leadership role developing services and collections designed to foster awareness and use of the political science collections, San Diego and California depository collections, and international government information. Provides in-depth reference service and consultation for political science, San Diego county, California, and international government information sources; serves as library liaison to the nationally ranked department of Political Science and the Law and Society program. Provides general reference assistance at a combined social sciences/ humanities and government documents reference desk. Some evening and weekend reference hours required. Participates in the oversight of processing of government documents in all formats. Provide training opportunities for UCSD Libraries colleagues to learn about the resources and services for relevant subject areas. Provide assistance and support in evaluating digital resources and coordinating consortial purchasing efforts for the UC Libraries system. Work with other UC campuses in collaborative collection development efforts. Represent the UCSD Libraries at pertinent meetings and conferences.

Required Qualifications

- Professional degree from a library school or other appropriate degree or equivalent experience in one or more fields relevant to library services.
- Minimum of two-years experience in reference and research assistance in the social sciences or government documents.
- Knowledge of government information guidelines and practices.
- Demonstrated knowledge of political science or government resources.
- Ability to use technology in the delivery of services.
- Knowledge of trends and issues in digital library technologies.
- Experience or coursework in the design and delivery of library instruction.
- Knowledge of collection development and management principles.
- Ability to work both independently and collaboratively within groups.
- Potential to excel in a dynamic, academically challenging environment.
- Demonstrated strong oral and written communication skills, including the ability to communicate effectively with students and faculty.
- Interpersonal skills to work effectively with culturally diverse library users and colleagues.

UCSD librarians are expected to participate in library-wide and system-wide planning and governance, and to be professionally active.

Desirable Qualifications

- An undergraduate degree in political science or related social science discipline.
- Experience working with social science data collections and GIS applications.
- Experience in collection development/management in the social sciences.
- Knowledge of statistical sources and numeric data resources.

Benefits

In addition to a technologically state-of-the-art and intellectually stimulating environment, UCSD offers a highly competitive compensation package that includes choices for medical, dental and optical programs; excellent retirement programs; tax-savings programs; life, automobile and short/long-term disability insurance; relocation reimbursement; outstanding recreational facilities; innovative training programs; generous professional development funding; domestic partner benefits; and on-campus childcare.

Librarians at UCSD are academic appointees and entitled to appropriate professional leave and all other perquisites granted to non-faculty academic personnel. Applicants interested in employment opportunities for spouses/partners are encouraged to consider the UCSD Academic Job Opportunities Bulletin, the UCSD Staff Employment Opportunity Bulletin, or employment opportunities at other education and research institutions in San Diego.

Under Federal law, the University of California may employ only individuals who are legally authorized to work in the United States as established by providing documents specified in the Immigration Reform and Control Act of 1986.

Application consideration begins **May 8, 2006** and will continue until the position is filled. Send application letter including a statement of qualifications, a full resume of education and relevant experience, and the names of at least three persons who are knowledgeable about your qualifications for this position to libraryjobs@ucsd.edu or to UCSD, Amanda M. Lawhorn – Library Human Resources, 9500 Gilman Drive Dept. 0175-H, La Jolla, CA 92093-0175. Telephone: 858.534.1279; Confidential Fax: 858.534.8634.

UCSD is an equal opportunity/affirmative action employer and specifically seeks candidates who can actively contribute to an environment of cultural and ethnic diversity. Applicants are invited to preview campus diversity resources and programs at 'Diversity at UC San Diego'.

¹ Arts & Architecture Library; Biomedical Library; Center for Library & Instructional Computing Services; International Relations/Pacific Studies Library; Mandeville Special Collections Library; Medical Center Library; Music/Film & Video Library; Science & Engineering Library; Scripps Institution of Oceanography Library; and Social Sciences & Humanities Library.

THE UCSD LIBRARIES – University of California, San Diego**Engineering Librarian
Science & Engineering Library**

Preferred appointment level: Associate Librarian I – Associate Librarian VII with an approximate salary range of \$44,736 - \$66,756.

The Libraries of the University of California, San Diego (UCSD) seek applications from highly motivated, innovative, energetic, proactive and experienced library professionals to join an enthusiastic staff in support of excellence in a research library of a rapidly growing highly ranked university. The UCSD Libraries are committed to making access to research information for faculty and students as efficient and convenient as technology, innovation, and resources will allow.

The University and the Libraries

With a current enrollment of more than 26,000 students, UCSD is a powerful magnet for those seeking a fresh innovative approach to education and research. In just four decades, the campus has achieved international distinction for its educational excellence, research strength and institutional flexibility. Ranked seventh in the nation and second in the University of California system in federal R&D funding, UCSD annually attracts more than \$728 million in research awards. The National Research Council ranks the campus 10th nationally in the excellence of its graduate programs and quality of its faculty. *US News & World Report* ranks UCSD seventh nationally among public national universities. The Jacobs School of Engineering ranks 11th among 187 engineering schools, with three of its PhD programs ranked among the top 10 in the nation. With more than \$126 million in annual research expenditures, the Jacobs School ranks second in the nation for research expenditures per faculty member and first for research support per graduate student. As UCSD enters a period of major growth, with planned enrollment expected to reach 28,365 by 2010, the UCSD Libraries are widely recognized as integral partners in the development and provision of innovative, responsive, and effective information services vital to the University's instructional and research enterprise.

The UCSD Libraries, a member of the Association of Research Libraries, consist of nine campus libraries¹ with combined collections of more than three million volumes. Integrated services dependent on information technology are a hallmark of the UCSD Libraries. Recent projects include desktop delivery of journal articles, network delivery of digital audio, multilingual character interfaces, user initiated interlibrary loan, wireless network access, and a vigorous and ambitious Digital Library Program. Components of the information infrastructure include [INNOPAC](#), [the integrated library system](#); [the UCSD campus web site](#); and the [UCSD Libraries web site](#), an integrated portal for access to library collections and services. UCSD works actively and collaboratively with the other nine UC libraries and the California Digital Library to develop and manage shared collections and services available to all UC faculty and students.

Department Description

The Science & Engineering (S&E) Library's services and collections support the faculty, teaching, and research programs of the Division of Physical Sciences (Physics, Mathematics, Chemistry & Biochemistry), the Jacobs School of Engineering, and various campus research centers and institutes such as the San Diego Supercomputer Center and the California Institute for Telecommunications and Information Technology.

The [S&E Library](#), centrally located in the Geisel Library building, is equipped with student computing labs, instruction and group study facilities, and access to the campus wireless network. It offers a comprehensive range of public services, including proactive outreach, instruction, and web-based information services. S&E recently remodeled to provide a single service desk for more effective user service and improved instruction and study spaces. S&E Library staff members are active participants in digital library projects and programs, including electronic reserves, reference services and collection development, and the redesign of the Libraries public web interface, using a content management system. We participate actively in resource and service development for the California Digital Library, and are committed to innovative, standards-based digital services and integrated interfaces. S&E Library has a staff of 15.5 FTE, including 6 FTE librarians, a collection of over 250,000 volumes, and access to over 7,000 journals and numerous research databases.

Responsibilities of the Position

The position reports to the Head, Reference, Instruction and Outreach Services. Core responsibilities include developing departmental liaison programs within the growing Jacobs School of Engineering (JSOE), building partnerships and collections that support the needs of JSOE and strengthen the Libraries digital initiatives, providing general and subject

specific reference services, and creating programs and initiatives that respond to trends in engineering research and new areas of growth and innovation by JSOE.

The S&E Engineering Librarian will:

- Develop strong connections with JSOE faculty and students to determine and address collection and service needs. A high level of proactive interaction between faculty and students and the librarian is essential. Seek opportunities for partnerships with assigned departments, including the development of digital content and services. Provide subject-related consultation and instruction services, and develop and maintain web pages for assigned user groups.
- Select, acquire and manage library materials in all formats for assigned disciplines within engineering. Subjects may include bioengineering, computer science, materials science, and aerospace, computer, electrical, mechanical, civil/structural engineering.
- Analyze trends in the teaching and research programs of assigned departments, keep current with scholarship in the disciplines themselves, and use this knowledge to respond to departmental needs.
- Provide general and research assistance to library users at the S&E Reference Desk and contribute to the development of the Libraries' digital reference services.
- Participate in S&E instructional activities including development of online learning resources and tools.
- Contribute to the S&E Library through other projects, as assigned (e.g., coordinate digital tools and services or communications/publicity).
- Provide leadership for and contribute to library-wide projects as assigned.

Required Qualifications

- Professional degree from a library school or other appropriate degree or equivalent experience in one or more fields relevant to library services.
- Four or more years experience in an academic or corporate library including two or more serving engineers or related clientele.
- Demonstrated experience in any or all of the following: collection development and/or reference services and/or delivering instructional programs in a college, university or corporate library.
- Excellent communication, presentation and interpersonal skills.
- Demonstrated initiative and self-direction.
- Ability to respond effectively to changing needs and priorities.
- Ability to work both independently and in cooperation with colleagues and library users in a service-oriented, collaborative environment.

UCSD librarians are expected to participate in library-wide and system-wide planning and governance, and to be professionally active.

Desirable Qualifications

- Undergraduate or graduate science or engineering degree, or significant discipline-specific experience in an academic or corporate library.
- Experience in developing working partnerships with academic departments and other user communities.
- Experience in integrating new technologies into the delivery of information services.
- Web development skills.
- Demonstrated involvement in professional activities.

Benefits

In addition to a technologically state-of-the-art and intellectually stimulating environment, UCSD offers a highly competitive [compensation package](#) that includes choices for medical, dental and optical programs; excellent retirement programs; tax-savings programs; life, automobile and short/long-term disability insurance; relocation reimbursement; outstanding recreational facilities; innovative training programs; generous professional development funding; domestic partner benefits; and on-campus childcare.

Librarians at UCSD are academic appointees and entitled to appropriate professional leave and all other perquisites granted to non-faculty academic personnel. Applicants interested in employment opportunities for spouses/partners are encouraged to consider the UCSD [Academic Job Opportunities Bulletin](#), the [UCSD Staff Employment Opportunity Bulletin](#), or employment opportunities at other education and research institutions in [San Diego](#).

**The George Washington University announces a search
For an Instruction and Reference Librarian**

POSITION: Instruction and Reference Librarian

LIBRARY ASSIGNMENT: Gelman Library System (GLS), Primary Location: Gelman Library

APPOINTMENT RANK AND SALARY:

Appointment at the rank of Librarian I (entry level; minimum salary \$42,000) or Librarian II (minimum 2 years experience; minimum salary \$45,000). Rank and salary depend on qualifications and experience.

POSITION DESCRIPTION:

This newly redefined position provides instruction and reference services in a broad range of subject areas.

The librarian in this position serves as a member of the Education and Instruction Group to implement an ambitious program of instruction in all subjects with an emphasis on core competencies and information literacy. Librarians in EIG are committed to exploring new applications of pedagogy and technology. In our teaching we emphasize active learning, critical thinking, and collaboration. The librarian will work with the University Writing Program, partnering with faculty and providing library instruction for students in the first-year component of the program. S/he will work closely with faculty in all disciplines to develop course-integrated instruction based on curricular needs. Participates in workshops related to pedagogy and assessment. Offers reference services in a highly collaborative and electronic environment. Some evening/weekend hours required. Serves as a member of library and university committees. Reports to the Instruction Coordinator.

Responsibilities:

- Partners with faculty teaching University Writing 20
- Providing discipline specific instruction across a wide range of disciplines
- Meeting with students for individual or small group research consultations
- Providing reference service in a broad range of subject areas
- Providing virtual reference service to library users

BASIC QUALIFICATIONS:

- ALA accredited MLS
- Teaching experience and/or coursework in library instruction, information literacy, or education
- Experience providing reference service and/or relevant coursework
- Experience using electronic resources and article databases

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES PREFERRED:

- Experience working in a collaborative, cross functional, team-based environment
- Excellent oral and written communication skills
- Experience providing reference service
- Excellent teaching/presentation skills
- Familiarity with the concepts, goals, and teaching methods of information literacy
- Experience teaching in-person information literacy classes in an academic environment, preferably to undergraduate students
- Experience developing lesson plans, preparing instructional materials or tutorials
- Experience collaborating with instructors on assignment design
- Experience integrating instruction into course management systems (Blackboard)
- Understanding of learning theory and pedagogy
- Familiarity with educational games, social networking, virtual worlds and new scholarship as they relate to emerging forms of instruction
- Experience with web design and web development applications
- Working knowledge of standard computer office applications such as Microsoft Word, Excel, PowerPoint or other productivity software

REVIEW DATE: Review of applications will begin on July 16, 2007, and will continue until the position is filled.

APPLICATION PROCEDURE: Only complete applications will be considered. Please send a letter containing a brief statement of interest and an assessment of skills related to the basic qualification, a curriculum vita, and complete contact information for at least 3 references to:

Emma Mosby
Manager, Gelman Library System Administrative Services
The Gelman Library, Room 201
The George Washington University
2130 H Street, NW, Room 201
Washington, DC 20052

The University and department have a strong commitment to achieving diversity among librarians and staff. We are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply for this position.

The George Washington University is an equal opportunity/affirmative action employer.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC



[News on Access to Library Resources from Off-Campus](#)

[STAFF DIRECTORY](#) | [PERSONS WITH DISABILITIES](#) | [CONTACT US](#) | [SITE MAP](#) | [HOURS](#)

[HOME](#) | [LIBRARY SERVICES](#) | [ONLINE RESOURCES](#) | [CATALOGS](#) | [RESEARCH HELP](#) | [COLLECTIONS](#)

[ASK A LIBRARIAN](#) ?
[HOW DO I...](#) ▶
[FORMS](#) ▶
[MY ACCOUNT](#) ▶
[ABOUT US](#) ▶
[INFO FOR](#) ▶
[GIVING](#)
[SEARCH](#)
[LIBRARY BLOG](#)

SPOTLIGHT

[Magic Object Exhibition Extended Through October 25](#)

Artifacts from the JHU Archaeological Collection are featured in this display of objects used in magical ritual in the ancient world. [More...](#)

[Archives](#)

[Home](#) > [About Us](#) > [Employment Opportunities](#) > [Librarian III](#)

[Printer-friendly Version](#)

Librarian III, Physical Sciences or Engineering Librarian, 29243

Role: ATP
Level: 4
Range: PD
Status: Full-time
Hours Worked: 37.5
Work Week: Monday - Friday, 8:30-5:00
Department: The Sheridan Libraries
Campus: Homewood
Contact: Homewood Human Resources: (410) 516-7196
Location: MSE Library
Approximate Starting Salary: \$48,000 - \$53,000

The Sheridan Libraries of Johns Hopkins University is seeking an innovative, creative, technologically savvy librarian who is looking for an opportunity to provide service to faculty and students in a research-rich academic environment.

Job Responsibilities:

Reporting to the Head of Research Services, responsibilities include:

- Serving the research needs of several engineering or physical science departments on the Homewood campus of Johns Hopkins University
- Cultivating and maintaining strong relationships with faculty and students
- Selecting traditional and electronic resources for the collection
- Developing and delivering a wide range of traditional and innovative library services that facilitate the work of the assigned client group including the creation of web-based online support materials, and the integration of library resources into academic courses
- Providing subject-related consultative and instructional services including utilizing innovative online communication tools that best facilitate our users' work (blogs, podcasts, interactive Web-based and multimedia formats etc.)
- Providing reference service via the Brandeis model
- Participating in departmental activities
- Collaborating with library groups and others in coordinating services, initiating projects, and implementing programs.

In this liaison-focused library, a high level of proactive interaction between faculty and students and the librarian is essential.

The position is part of a team of nine social science and humanities librarians and four science and engineering librarians in the Research Services Department in the Milton S. Eisenhower Library.

Qualifications:

Requires MLS from an ALA-accredited library school; an undergraduate degree in science or engineering, or other closely related field, or experience serving a similar user population; evidence of a user-centered vision and innovation; strong teaching, interpersonal, and communication skills; demonstrated successful liaison work; knowledge of library information systems and services; in-depth knowledge of Internet and WWW; demonstrated commitment to customer service; ability to work collaboratively; and willingness to work flexible schedule, including evenings and weekends.

MICHIGAN STATE UNIVERSITY LIBRARIES
Faculty Position Description
2006-2007

NAME:

RANK: Librarian II

TITLE: Science Collections Coordinator/Food Science & Technology Librarian/Library Exhibits Coordinator

FUNCTION

Coordinates collection development and management in the Sciences (except Health Sciences) for the Main and Branch Libraries, overseeing a portion of the materials budget and supervising several science librarians. Serves as subject bibliographer for food science & human nutrition, packaging, clothing/textiles, and general technology, selecting appropriate serials and monographs, developing and maintaining liaisons with faculty, and providing reference and instructional services in these areas. Schedules, coordinates, and publicizes library exhibits.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Coordinates and monitors firm order and approval plan selection of monographic and serial publications in the sciences.

Plans budget allocations for the sciences and advises on adjustments to individual funds.

Supervises and coordinates the collection and liaison activities of science selectors throughout the libraries to build an effective team and insure consistent and appropriate coverage of science subject areas/disciplines. Makes recommendations for staffing and selection assignments and works with the Assistant Director for Collections to develop and implement programs to enhance selector skills.

Consults regularly and works cooperatively with the Branch Coordinator on all issues relating to collection development and management in the branch libraries (e.g., attendance, vacations, closing or moving of branch libraries, etc.).

Consults as needed with Access and Preservation, Technical Services, and other Library staff to provide timely decisions on the selection, de-selection, storage, processing, and treatment of materials.

Coordinates the development of collection policy statements for science disciplines and programs; designs and directs collection assessment activities.

Collaborates with appropriate public services and collections personnel in the development of bibliographic aids and guides to the science collections.

Attends bi-monthly collection coordinators meetings, advising the Assistant Director for Collections in the formulation of collection and preservation policies and priorities and the evaluation of major purchases, especially electronic materials.

Participates in the development of cooperative collection agreements and understandings.

Selects serials and monographs in food science & human nutrition, packaging, clothing/textiles, and general technology.

Develops and maintains liaison relationships with appropriate colleges, departments, and programs.

Assists faculty, staff, and students in the use of print and electronic resources in the areas of food science & human nutrition, packaging, and clothing/textiles and provides library instruction to classes as requested or needed.

Creates, coordinates, schedules, and publicizes library exhibits.

Serves on appropriate Library and University committees and task forces.

Participates in appropriate professional and scholarly activities.

PRIMARY SUPERVISOR: Assistant Director for Collections

POSITION DESCRIPTION

TITLE: Humanities Bibliographer, Librarian II

FUNCTION: Under the direction of the Coordinator of Humanities Collection Management and Development, selects resources in core humanities areas, provides liaison services for faculty and students and specialized reference in selection areas.

CHARACTERISTIC DUTIES:

1. Selects current and retrospective publications and electronic resources in core areas of the humanities, British history/studies, French studies, medieval studies, and religious studies.
2. Collaborates with the preservation staff in maintenance of the collection.
3. Assists patrons in accessing the Libraries' resources in areas of selection. Provides liaison services to faculty and students by interpreting the collection relative to their needs.
4. Drafts and maintains collection development policies in assigned areas and implements these policies in day-to-day selection activities. Prepares collection descriptions as required.
5. Assesses collection needs both long and short term in the areas of responsibility, by constant attention to the institution's instruction, research, and patron needs and requirements, and places these within the context of national and cooperative resources and competing library needs.
6. Reviews relevant approval systems, relating these constantly to the overall collection development process, with emphasis on timely, consistent, and efficient procurement of resources.
7. Reviews gift materials in assigned selection areas for possible acceptance into the collection as new acquisitions or as replacements.
8. Establishes and cultivates working relationships with appropriate faculty and their departments.
9. Serves on committees which librarians normally serve on upon election or appointment within the University, the Libraries, or professional organizations. Establishes and maintains membership with appropriate professional or scholarly organizations outside the University. Maintains a scholarly and creative life appropriate for librarians.

3/16/05

**GENERAL FACULTY
POSITION DESCRIPTION
UNIVERSITY OF VIRGINIA**

PART I: ORGANIZATIONAL INFORMATION

POSITION NUMBER	FA-436
Working Title	Librarian for History; Religious Studies; French Language and Literature; and Classics; and Assistant Professor
Organization	University of Virginia Library

PART II: POSITION INFORMATION

PERCENT OF TOTAL WORKING TIME	Describe fully and clearly the most important work first, then the next most important in a separate paragraph, and so on. Make the descriptions definite and detailed to give a clear picture of the work. It is particularly important that the supervision received or exercised be clearly explained. It is also important that such terms as "check", "handle", "responsible for", "assist" be explained. List any equipment operated or special skill used. Estimate working time devoted to each kind of work described.
50%	Has primary responsibility for selecting and managing materials that support the French Language and Literature and Classics programs and shared responsibility for the History and Religious Studies programs. Manages the materials budget and reviews approval plans for these programs. Contributes to support of the Religious Studies program by selecting materials in the subjects of Christianity and Judaism. For History, focuses on continental Europe, the Middle East, Africa, and Latin America. For French Language and Literature, receives the support of the selector for French Literature of France.
40%	Serves as a liaison to the academic departments within his responsibility by assessing and supporting their needs for scholarly resources, networked information, and user education. Consults and coordinates with faculty, students, fellow Librarians for., and other library staff.
.%	Participates in professional growth and development activities, including service on library committees.
5%	Creates and maintains Web pages of scholarly resources for Classics and French Language and Literature and has shared responsibility for the History and Religious Studies pages.

PART III: QUALIFICATIONS

1. Preferred Knowledge, Skills, and Abilities for an Individual Performing this Position:
 - Ability to exercise independent judgement and discretionary action regularly in an intellectually demanding position with extremely varied job tasks.
 - Knowledge of French and German languages required. Knowledge of Spanish or Italian very useful.
 - Knowledge of collection development methods, policies, and procedures appropriate for assigned responsibilities.
 - Ability to communicate effectively with teaching faculty, students, and library staff at all levels.
 - Ability to hire, train, and supervise personnel.
2. Special Licenses, Registration, or Certification:
3. Education or Training (Cite Major Area of Study):
 - ALA-accredited MLS, appropriate subject Master degree. Preference for Master degree in both areas.
4. Level and Type of Experience:

PART IV: SIGNATURES

Signature (Current Incumbent)	Print Name	Date
Individual Who Will Sign Performance Evaluation	Print Name	Date

UNIVERSITY OF WASHINGTON LIBRARIES

Office of the Director

POSITION DESCRIPTION

October 2006

NAME: Anna Bjartmarsdottir Sveinbjornsson

POSITION TITLE: Nordic Studies Librarian

GENERAL DESCRIPTION:

Under the general direction of the head, Reference and Research Services Division, serves as the Nordic Studies Librarian, providing reference and information services in the Humanities and Social Sciences with emphasis on the provision of research consultation and user education services in all areas of Nordic Studies. Serves as the primary selector for the Nordic area collections.

SPECIFIC RESPONSIBILITIES AND DUTIES:

Serves as the Libraries' liaison with the Department of Scandinavian Studies, selecting materials to support research and teaching, providing instructional and research consultation services to faculty and students, communicating regularly with faculty in the Department, and participating in departmental activities as appropriate. Analyzes and assesses the information needs of primary clientele.

Interacts regularly with the Head of the Slavic and East European Section, who is responsible for collection development and liaison for Baltic Studies, a program within the Department of Scandinavian Studies.

Provides library user education for the Department of Scandinavian Studies, working closely with faculty and teaching assistants. Responds to requests to meet with and provide tours for visitors to the Department.

Establishes and maintains a good working relationship with Seattle's Scandinavian community.

Provides consultation based on language and/or subject area expertise to libraries staff as needed in support of their work.

Manages state, gift, and grant funds for Scandinavian library acquisitions. Works with the head of the libraries Gifts section to evaluate gifts. Meets with

individuals interested in donating funding in support of the Scandinavian collections.

Recommends and selects materials from the UW Libraries collections for digitization, and participates as appropriate in national (and international) Scandinavian digitization projects.

Participates in regional and/or national cooperative collection development programs, including those related to digital projects.

Provides general and specialized reference services through regularly assigned desk hours, appointment-based consultations, and digital technologies. Participates in evening and weekend reference desk staffing. Assists and instructs users in a wide array of traditional and electronic research sources. Actively participates with other members of the division in planning and implementing programs to enhance user services.

Participates in meetings of the International Studies Fund Group.

Participates in Libraries-wide committees, task forces, teams, and program planning as appropriate.

Assumes other responsibilities as assigned and performs other duties as required.

**POSITION: Information Services and Resources
Librarian, with Liaison Responsibilities**

INCUMBENT:

SALARY GRADE: USG 8-13

GENERAL ACCOUNTABILITY

Information Services and Resources Librarians are the Library's primary contact with the University's academic departments. They ensure that Library resources match the teaching, learning and research needs of the academic community. Librarians work with faculty to integrate information literacy into the curriculum, and with students to integrate information literacy into their academic life. Librarians develop an awareness of current trends into their specific areas of responsibility and of trends in scholarly communication. Using their professional knowledge and judgement, librarians evaluate and assess the Library's provision of information resources and services and initiate changes.

NATURE AND SCOPE

Information Services and Resources Librarians report to the Assistant University Librarian, Information Resources on matters related to information resource management and to the Assistant University Librarian, Information Services on matters related to information services. The Information Resources and Services Department currently consists of 18 Librarians, nine Library Assistants, and one Secretary in the two divisional libraries. Two committees, the Information Resources Management Committee and the Information Services Management Committee, on which Librarians serve in rotation, are the primary forums for discussion and decision making about information resources and services.

The Library works with its Tri-University Group partners (the libraries of the University of Guelph and Wilfrid Laurier University) in provision of service to users and on shared information resource initiatives. Librarians work as appropriate with colleagues at TUG institutions and with various committees and groups on these project and initiatives.

Each Librarian is responsible for liaison with one or more academic departments. In this role, the Librarian is responsible for communication between the department and the library. The Librarian is well informed about the Library's resources, services and policies and interprets and promotes these to faculty and students. The Librarian is knowledgeable about the subject matter and nature of the teaching and research conducted by the academic unit, particularly with regard to changes in teaching and scholarly communication within the discipline. The Librarian works with academic departments in preparing documentation for program assessment and accreditation and may meet with external consultants during review processes.

In consultation with faculty members, the Librarian develops and maintains print and electronic collections to support the teaching and research needs of his/her assigned departments. Working with appropriate academic and library personnel, he/she selects material for his/her area of accountability and keeps up to date with publications in the subject areas. He/she periodically evaluates the quality and use of the collection and takes appropriate action. He/she keeps informed about the state of the Library's acquisitions budget, and manages the portion of the budget allocated for assigned departments. The Librarian participates in the evaluation of electronic resources, including collaborative projects with TUG or the Ontario Council of University Libraries.

Information Services and Resources Librarians oversee, through appropriate committees and groups, the service provided at the Information Desks, and training of staff for this service. They also serve at the Information Desk for a specified number of hours per week, including evenings and weekends in rotation. As information specialists in specific subject areas, Librarians are consulted directly by faculty and students for in depth assistance with their information needs. This expertise is also shared with other Librarians and Library Assistants who work with users at the Information Desk.

In his/her areas of responsibility, the Librarian designs instructional programs and materials, uses information technology and delivers instruction in various formats (lectures, hands-on interactive group sessions, one to one consultations, web-based, etc.) to meet the needs of undergraduate and graduate students, faculty, and staff. Many of these activities require direct consultation with faculty in his/her liaison departments, while some are cooperative efforts with other Librarians and staff teams or committees.

The Librarian designs and develops effective interfaces to electronic resources for his/her subject areas (in conjunction with TUG colleagues as appropriate) and collaborates with other staff to develop the interfaces to the UW specific and TUG shared resources including the online public access catalogue.

Librarians also lead and participate on Library and University committees and task groups to ensure that the Library fulfills its role in service to the University of Waterloo community. Librarians provide functional direction and may supervise the Library Assistants, and a Secretary in the Information Services and Resources Department.

Through participation in conferences and electronic discussions, Librarians exchange ideas and discuss issues in provision of information services and resources. Librarians contribute to academic librarianship and scholarly communication through publications, presentations, service in professional associations, and membership on library and academic initiatives. The professional staff manual <http://www.lib.uwaterloo.ca/staff/manuals/profman/index.html> outlines requirements and achievements that lead to non-administrative professional advancement through six ranks.

SPECIFIC ACCOUNTABILITIES

Liaison

- Consults with academic departments regarding their resource and service needs
- Promotes the use of Library resources and services to academic departments
- Keeps abreast of changes and developments in scholarly communication, especially in subject areas of assigned academic departments, and communicates to both Library committees and staff and to the faculty regarding those changes, and responses to them
- Works with academic departments on graduate and undergraduate program review reports and consultations

Information Resources

- Develops and maintains collection policies and profiles that reflect the needs of academic departments
- Selects materials, both print and electronic, for the Library's collections
- Analyzes the use of collections
- Evaluates the condition of collections
- Is knowledgeable about the acquisitions budget in general and manages the budget allocations for assigned departments

Information Services

- Participates with other Library staff in the training of staff, and coordination of activities for delivery of information service at the Information Desks, and remotely
- Provides in-depth information service to faculty and students as requested
- Designs instructional materials
- Develops and delivers instructional programs
- Designs and develops effective websites for subject areas relevant to assigned departments, in conjunction with TUG colleagues where appropriate
- Participates, through appropriate groups and committees and with TUG colleagues as appropriate, in the development of the Library's user interfaces to electronic resources

Co-operative Work of the Department/Library

- Through service on committees and task groups, participates in the Library's fulfillment of its role in service to the University of Waterloo community
- Supervises Library Assistants, Library Clerk, Secretary

Professional Development

- Participates in activities which promote professional development

April 2002

[Insert Name]
Job Description
[Position Title: e.g., “Media Librarian” or “Urban Issues Librarian”]

Essential Functions

You are the liaison/collection developer in [name liaison areas]. As the liaison/collection developer in those areas, you are responsible for

- Developing and maintaining resources in all formats in support of the curriculum and research needs in your subject areas
- Monitoring allocations and spending in your collection areas
- Research and teaching support to the faculty members in those departments
- Research support to the undergraduate and graduate students in those departments
- Library support to meet other needs of those departments (for example, providing information on library holdings in support of accreditation)
- Communication with the faculty and students in those departments both to assess their needs and keep them informed about library services and resources
- Instruction to classes within those programs both to support research assignments and to promote Information Literacy

As a member of the Information Services Team, you are also responsible for

- Serving at the information desk within the Undergraduate Library and at other reference points to provide general reference services
- Providing instruction for UGE 1000 classes
- Assisting the other liaisons/collection developers in providing instruction and research support to their departments
- Serving on working groups working on projects in instruction, reference, and research support

You will report to the Director of Information Services

General Responsibilities

Monitor professional trends in assigned area and make recommendations such that services and resources are kept up to date with current practices and professional standards

Participate positively as a member and leader in working groups and teams to develop policies and procedures, facilitate decision making, resolve problems, implement assigned projects, improve customer service and ensure smooth delivery of services

Train, develop, guide and supervise assigned students and support staff such that staff members are well informed and skilled to provide services and resources that meet customer needs

Communicate effectively and positively with unit management, with colleagues in other units and with colleagues within the unit to provide effective and efficient services that meet customer needs and promote a positive team environment

Training Materials for Liaisons



Boston College Libraries Collection Development: A Basic Outline

- [Planning](#)
 - [Collection Development Policies](#)
 - [Selection and Review Process](#)
 - [Approval Profiles](#)
 - [Budget & Fund Managing Process](#)
 - [Collection Development & Other Library Departments](#)
 - [Marketing, Outreach, and Communication with Constituencies](#)
 - [Selector's Knowledge Base](#)
 - [Electronic Resources](#)
 - [Collection Assessments and Evaluations](#)
 - [Transferring/Weeding](#)
 - [Conservation/Preservation](#)
-

This page lists the basic competencies and activities needed to carry out collection development at the BC Libraries. Please consult this page periodically, e.g., when composing or reviewing your Work & Development Plan.

1. Planning

- Prioritizing collection development among other work activities and responsibilities.
- Scheduling sufficient time for collection development.
- Identifying subject competency gaps and planning ways of learning about the subject.

2. Collection Development Policies

- Knowing the call numbers for the areas of subject collecting responsibility.
- Knowing the existing strength of your collections.
- Knowing the desired strength of your collections.
- Understanding how to write a policy statement and interpret it to the user community.
- Revising policy statements to reflect the changing nature of the collections.

3. Selection and Review Process

- Understanding the criteria for adding an item to a collection.
- Understanding the library-specific procedures for adding an item to a collection.
- Using any number of appropriate tools and methods to identify available materials.

- Developing and maintaining a regular procedure for reviewing newly received material regardless of format or process of receipt.
- Understanding any cooperative collection agreements between BC libraries and between BC Libraries and other libraries and incorporating these agreements into the selection decision process.
- Understanding the policy and procedure for reviewing gifts.

4. Approval Profiles

- Knowing how to interpret and understand each of the vendor profiles.
- Knowing how to relate the vendor profile to the collection development policy statement(s).
- Understanding how to establish and alter a vendor profile.
- Knowing how to evaluate the quality of the vendor profile in providing the materials needed for your collections.

5. Budget & Fund Managing Process

- Understanding the basis of collection development budget allocations
- Understanding what information is needed to assist in establishing budget allocations.
- Knowing how to manage your funds throughout the fiscal year.
- Knowing what possible endowment funds are available for your subject areas and what kinds of materials can be acquired with them.

6. Collection Development & Other Library Departments

- Gaining an overview of technical and other services of the BC Libraries that support or contribute to collection development and management.
- Knowing the priorities, policies, and procedures under which staff members and their departments operate.

7. Marketing, Outreach, and Communication with Constituencies

- Knowing about the various means of communicating with the user community, including BC Libraries' publicity efforts and various technologies such as e-mail and web pages.
- Developing a library liaison relationship with faculty and students.
- Being familiar with the user community profile.
- Understanding the policy and procedure for accepting gifts.

8. Selector's Knowledge Base

- Having the subject knowledge needed to accomplish tasks in collection management and development.
- Understanding the structure and publishing patterns in your subject areas.
- Being familiar with the various selection tools.

9. Electronic Resources

- Keeping informed of new electronic resources.
- Knowing how to assess the quality of the resource, its search engine, and other relevant features.
- Understanding the process for selecting, acquiring, and providing access to electronic resources.
- Knowing how to use the indexes, databases, and Internet resources in your subject areas and teach them to the user community.
- Knowing how to identify important free Internet resources for possible addition to the BC Libraries online catalog.

10. Collection Assessments and Evaluations

- Understanding the place of standards as guides and measurements in assessing collections.
- Understanding the various methodologies which can be applied in collection assessments and knowing which methodology should be applied in any particular situation.

11. Transferring/Weeding

- Understanding the current space constraints in O'Neill Library and the remote storage options.
- Knowing what items or types of material are the best candidates for transfer or discard.
- Establishing and revising retention policies for serials and superseded editions.

12. Conservation/Preservation

- Understanding the role collection evaluations play in the preservation of your collections.
- Understanding your role in making preservation decisions regarding the disposition of material due to deteriorating physical conditions, its retention, replacement, or changed format.
- Understanding the various preservation priorities for the library and how to incorporate preservation into the selection process.

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Material Selection

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Forms and Streamers

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Module

Scholarly Communication

Bibliography & Resources

Collection Development Manual *arts & sciences libraries*

Subject Liaison Responsibilities | PDF version

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Subject Liaison Responsibilities

Description:

Faculty outreach is an essential part of the university library mission. As departmental liaisons, subject specialists are instrumental in seeing that the library's resources, services and policies continue to provide appropriate support for research and teaching at UB. The liaison role is an opportunity to help promote and develop the full spectrum of library resources, and goes well beyond the mere selection of resources. Subject specialists represent the library to the wider university; reciprocally and dynamically, they communicate faculty needs and concerns back to the library, and are thus important agents in the evolution of the library. The better a subject liaison understands his or her academic constituencies, the better and more rewarding liaison work will be.

The goals outlined below provide a potential structure to the working relationship between subject liaisons and the teaching/research faculty at UB. These goals are not meant to be linear; although goals two through five are preparatory and inward-looking in their emphasis on information gathering, obviously none of this can go very far without the creation and maintenance of active, personal contacts. Goal one, then, must come into play from the very beginning and throughout the process. The possible approaches listed below are meant to be suggestions rather than prescriptions, a continually growing menu from which individual librarians can choose the tools most appropriate to their own circumstances. Given the diverse institutional, historical, political and personal dynamics of departments, programs, and schools that the subject liaison is going to encounter, there is no single blueprint for success.

Goals:

Goal One: Establish and cultivate lines of communication between faculty and the library in order to promote the use of library resources and services as well as to learn about faculty and student

<http://libweb.lib.buffalo.edu/aslstaff/liaisonresponsibilities.pdf>

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Goals:

Goal One: Establish and cultivate lines of communication between faculty and the library in order to promote the use of library resources and services as well as to learn about faculty and student information needs.

Goal Two: Understand the schools, departments, and programs relating to your subject throughout UB.

Goal Three: Understand the full range of curricular offerings relating to your subject.

Goal Four: Understand the research interests of faculty and graduate students relating to your subject.

Goal Five: Understand faculty and student use, expectations and perceptions of the library's resources and services.

Goal Six: Understand the library resources in your subject, collection policies, budgetary processes and limits, as well as other library policies and services relevant to your constituency.

Training:

Goal One: Establish and cultivate lines of communication between faculty and the library in order to promote the use of library resources and services as well as to learn about faculty and student information needs.

Approaches:

Mechanisms for maintaining regular communication with users vary among librarians-- mechanisms include meeting with departments, chairs, individual faculty and students; email; memos; newsletters; library web publications and guides; university web publications and guides; university newspapers; student and faculty web portals (MyUB); and more.

Keep a list of faculty contacts and interests (faculty-contact database project).

The following suggestions are intended as examples only and are by no means comprehensive. They are in no particular order.

- Send letter introducing yourself as the library's subject specialist to individual faculty members
- Initiate meetings with department chair, liaison to library, secretary or administrative assistant, individual faculty members, graduate student representative or associations
- Offer to introduce yourself at a full faculty meeting
- Tour the department
- Have your name put on the department's mailing list
- Ask for a mailbox in the department
- Look at departmental bulletin board, newsletters, web pages etc.
- Ask that a link to library web guides be placed on appropriate departmental web pages
- Work with faculty to add library resources to course web pages
- Attend department-sponsored lectures, colloquia, performances etc.
- Attend departmental social functions
- Audit a course in the department
- Attend meetings of pertinent scholarly professional societies locally or nationally
- Ascertain the research and teaching needs of new faculty. Take a new faculty member to lunch. Set up a meeting in order to inform new faculty about library resources and services.
- Personally notify individual faculty of new resources, services or other matters of particular interest to them
- Demonstrate ways in which information-literacy activities can help support or achieve program/department goals or accreditation standards
- Write reports summarizing recent additions to the collection (including electronic resources) and outlining your plans for the period ahead
- Send memo at the beginning of each year giving overview of library resources and services pertinent to your subject
- Consult periodically with faculty to discuss major issues and developments of mutual concern to the department/school and the library (new electronic resources, expensive purchases, new subscriptions or cancellations, retrospective acquisitions, etc.)
- Visit each member of the faculty to discuss her/his research interests, professional activities and information needs
- Discuss the library's selection and acquisitions processes with faculty to help put their requests in perspective and to help define your collecting priorities
- Use the collection development policy statement as a focus for discussion and as a way to elicit faculty concerns and priorities for the collection
- Send new acquisitions lists to department
- Send information sheet about new resources to all faculty and graduate students
- Meet with new graduate students at orientation
- Seek out doctoral students, teaching assistants, and research assistants for specialized library instruction
- Work with faculty to develop information-literacy assignments and assignment sequences
- Work to establish an email distribution list which includes faculty members from several departments with an interest in your subject
- Share your best liaison practices with your colleagues
- Attend group discussions/workshops re issues, projects, techniques for effective liaison work
- Educate faculty about the variety of ways to access library resources
- Offer assistance in planning and coordinating student information-literacy assignments

<http://libweb.lib.buffalo.edu/aslstaff/liaisonresponsibilities.pdf>

- Keep in contact with graduate advisors and theses/dissertation directors in order to become aware of ongoing research
- Visit with deans and/or department chairs to discuss funding, program priorities, trends and plans
- Get to know departmental secretaries
- Monitor assignments: examine implications of assignments for use and promotion of library resources--maintain an assignments record
- Contact faculty to offer assistance with future assignments, and urge that assignments be sent to library instruction coordinator
- Examine course listings to determine courses in which library instruction seems particularly appropriate
- Offer assistance to department in showing the collection to faculty being interviewed for positions
- Make regular contributions to the departmental newsletter
- Put library-related items on the agenda for faculty meetings
- Offer to teach sessions for specific courses
- Offer orientations for new graduate students, research assistants, or teaching assistants
- Communicate your willingness to provide bibliographic assistance for individuals, particularly for graduate students working on theses and dissertations
- Create newsletters directed at specific user groups or research centers
- Work with the etc in teaching faculty the appropriate new technologies for their research and instructional needs
- Offer workshops to demonstrate the use of new electronic resources and services
- Offer to go to individual faculty offices in order to demonstrate the use of new electronic resources and services
- Attend student organization meetings
- Obtain lists of grant-funded projects in order to offer research support (grants which are not funded as well...)
- Promote upper-level and graduate bibliographic instruction, and develop new approaches to such instruction.

None of this precludes informal interactions with any member of the faculty--take advantage of serendipitous encounters!

Goal Two: Understand the schools, departments, and programs relating to your subject throughout UB.

Questions:

1. Which UB schools have departments or programs in your subject?
2. Who are the faculty? Their ranks? How long in department? Administrative responsibilities? Any endowed chairs? Visiting professors? Vacant positions?
3. Number of undergraduate majors and minors? Graduate students? Post-doctoral? Who are teaching assistants, research assistants or fellows? Their responsibilities?
4. Who is departmental secretary or administrative assistant?
5. Grants or other outside funding? Any affiliated research institutions? Publications under auspices of department? Departmental library? Other collections, special facilities or resources? Direct departmental or faculty involvement in gifts or purchases for the library?
6. History of your subject at UB? Present strengths and weakness of department? Its stature regionally and nationally? Professional awards to faculty? Past faculty or students of note? Further trends and prospects?
7. Formal faculty library committee or liaison within the department?

A Few Approaches:

1. Study UB catalogs and bulletins
2. Meet with department chair, administrative assistant or department secretary, department's library liaison

3. Consult VP Research pages, grants and awards registers, Directory of American Scholars, other resources pertinent to your subject
4. Check published guides to colleges and universities
5. Track publications and professional appointments of Ph.D. recipients

Goal Three: Understand the full range of curricular offerings relating to your subject.

Questions:

1. Degree programs and requirements?
2. Courses, seminars, colloquia?
3. Designated courses for undergraduate majors, graduate students, general students?
4. Interdisciplinary programs involving your subject?
5. Courses in your subject in other departments or schools?
6. New courses or programs being planned?
7. Present ones being phased out?

A Few Approaches:

1. Study course descriptions and schedules
2. Examine course web pages
3. Look at current and recent reserve lists
4. Look at syllabi and course reading lists
5. Visit bookstores to examine required and recommended texts

Goal Four: Understand the research interests of faculty and graduate students relating to your subject.

Questions:

1. Subjects of publications and conference papers by faculty?
2. Ongoing and planned projects?
3. Editors or members of editorial boards?
4. Members or officers in professional societies?
5. Topics of graduate seminars?
6. Topics of recent and in-progress dissertations?

A Few Approaches:

1. Obtain list of faculty publications from department, or compile one (check catalog to make sure our holdings are complete and up-to-date)
2. Meet with individual faculty to discuss their interests and work
3. Examine web pages of Office of Vice President for Research
4. Read campus publications
5. Consult catalogs and course descriptions
6. Survey recent UB dissertations in your field
7. Ask graduate advisors or the students themselves about current student research

Goal Five: Understand faculty and student use, expectations and perceptions of the library's resources and services.

(Note: please discuss these questions with Margie Wells and Austin Booth before approaching departments)

Questions:

1. Materials for courses or research normally on hand when needed? (If not: Not in collection? Checked out? Missing and unaccounted for?) Use other libraries? How often, for what kinds of materials?
2. Awareness and use of (and satisfaction with) access and policies? Reference, bibliographic instruction, interlibrary loan, other services? Special collections? Catalog? Web? Other?

<http://libweb.lib.buffalo.edu/aslstaff/liaisonresponsibilities.pdf>

3. Any special requirements or unmet needs?
4. General degree of satisfaction with resources and with library overall? Satisfaction increasing or decreasing over time?

A Few Approaches:

1. Review library's BI statistics
2. Review circulation and interlibrary loan statistics
3. Talk with other librarians or with administrators knowledgeable about the history of your faculty's involvement with the library
4. Send out questionnaire or discuss with faculty in person

Goal Six: Understand the library resources in your subject, collection policies, budgetary processes and limits, as well as other library policies and services relevant to your constituency.

A Few Approaches:

1. Thoroughly familiarize yourself with the library's collection development policy statement for your subject
2. Thoroughly familiarize yourself with the library's electronic resources and web guides relevant to your subject
3. Look at the RLG conspectus report for your subject
4. Obtain or compile a list of journal subscriptions and series standing orders in your subject
5. Begin to take you own measure of the collection by checking the standard bibliographies, or other assessment techniques
6. Discuss the collection development policy, the budget process, and other collection-related issues with director of collection and research services
7. Become conversant in the specialized reference and instructional resources offered by the library in your subject
8. Meet with librarians in other departments to learn about the range of policies and procedures in public and technical services that affect the library resources and services in your subject

METHODS OF LIBRARY OUTREACH & LIAISON

Prepared by:
Julia Gelfand
March 28, 2002

Key Players: Partners & Constituents

1. Tenure-track faculty
2. Lecturers & Adjuncts
3. Visiting Faculty - short & long term
4. Emeriti
5. Post-Docs
6. Graduate Students
 - Teaching Assistants
7. Undergraduate Students
 - transfer students
 - upper division vs lower division
 - returning students
8. Academic Unit Support Staff - have annual meeting with pc for demo
 - Academic personnel director - challenge is to maintain current lists & demographics of unit
 - Development director or contact
 - receptionists
 - secretarial staff
 - business office
 - counseling office - for Grad & UG advisors & staff
 - systems support
 - peer counseling
 - mail room - get on distribution list for all info from school
9. Relevant Library Colleagues

Public Relations Calendar

1. Academic Year drives contacts
 - 3 quarters plus 3 summer session terms for courses
 - recruitment cycle for new faculty - most active between Nov-March
 - arrival for new faculty - most active between July-Sept but all year
2. Federal Grant Applications - Feb 1, April 15, May 1, July 1, Oct 1, Dec 1
3. Orientation/Welcome
4. Instruction
5. Research
6. Ongoing Issues & Interests

Communication Methods - always need current info

1. for faculty - be able to send messages on School/Dept Faculty listservs - can't receive - must add/create additional list for lecturers; mail copies to those who don't read eMail - send major messages in Week 9 for next quarter reminders; and updates of my schedule; relevant activities
2. Dean or Director - at least one annual meeting
3. Department Chairs - at least one annual meeting; frequent communication by eMail when needed
4. Library Committee - if there is one - I convene at least 2x/ yr - most communication done via eMail
5. for graduate students - listservs; via Coordinators
6. for undergraduates - posters; via Coordinators
 - UG Mentors
 - UG Residential Houses
 - Professional Society Student Chapter - ie) ERDA, APA, IEEE, ACM
7. bulletin boards - for new materials & promotion of new services - try to change quarterly
8. add contact information to all School/unit publications - for Liaison Librarian

Activities & Topics Covered

1. most intense about library services: ie) Reserve, Classes, reference activities and research consultations, programs, collection shifts, DDS/ILL & CDL MELVYL Request, A&I resources, eJournals, EndNote support, ILC/MRC services, library hours, how to search ANTPAC & MELVYL & transitions, GID materials and organization, GIS
2. update about new materials
3. making recommendations for materials
4. specialized resources
5. introduction to relevant consortia - ie) CRL
6. introduction to GID - major area of interest to my units

Preparation for Faculty Interview

1. Obtain CV from Faculty or AA
2. Look for personal website if available
3. Review list of publications and research interests & what research group they will be a part of - who will be their closest colleagues? - maybe run a Citation search and JCR search - demonstrating good data results
4. Learn what courses they may teach - what levels
5. Determine whether it is best to meet in their office or at Library
6. Make sure that they are registered, authenticated, have ID - know what system/browser they use, what software, etc
7. Develop Information Packet - collect appropriate brochures and make copies of relevant library homepage content
8. Check out that recent books are on bookstore "Faculty Publication" shelf
9. Leave business card
10. Begin outline of interview form

11. Begin list of follow-up action items - what was promised, what information do they need?

Requests made of Faculty

1. Course syllabi
2. Preparation for new courses
3. Selection of new textbooks and readers; use of coursepacks
4. Awareness of copyright practices
5. Research directions & changes
6. Update on relevant professional activities, ie) conference attendance, grant writing, leadership roles, society memberships
7. Ways that I can support their work - partnerships, collaboration

Examples of nontraditional liaison activity that has been rewarding and fun

1. Program support - conference work - preparing of bibliographies, running of book fairs, sales; bookstore readings & promotions
2. Course content integration
3. Utilizing media in the classroom
4. Support for research lab staff
5. Introduction to other faculty working in same areas - promote interdisciplinarity
6. Information sharing about grants, conferences, local news, exhibitions, etc
7. Work with faculty & community users to evaluate gifts/exchange resources
- 8.

Ongoing Homework I engage in to support liaison activities:

1. Attend departmental, school events, especially lectures, forums, programs, etc
2. Perhaps audit classes or lectures
3. Visit local bookstores often
4. Communicate new resources that arrive that may be of interest - in all formats
5. Read publishers catalogs - even when not in buying mode
6. Determine what professional societies are most important - learn about publishing output so that I can convince faculty about advocacy on various issues
7. Read relevant conference literature; spend time in CPR and actively browse online
8. Attend relevant professional conferences that are in local area from San Diego to LA - OC attracts a lot - many have worthwhile trade shows; sometimes justifies trip to San Francisco - puts yourself in role of the academic
9. Show up at social events when invited
10. Send congratulatory messages to faculty when they are recognized - always present service oriented attitude
11. Be prepared to take down book requests & check out info whenever it is relayed - at sporting events, social encounters, grocery store, movie lines, etc
12. Copy LT on all relevant information - ask before you promise; keep Lib Admin in the information loop so things don't come back to haunt you.

9/27/06

BEST PRACTICES IN FACULTY/ DEPARTMENTS OUTREACH AND LIAISON ACTIVITIES [Best practice=things that we observed that work well]**

**Sheila Smyth
Pauline Manaka**

It is part of the subject research librarian's responsibilities at UCI to cultivate good relationships with faculty, students, the academic departments, and staff who are impacted by the services of collection development, reference and library instruction. The process to cultivate these relations takes time and is unique according to each constituency. However, research librarians are expected to meet certain basic practices regardless of discipline and department. The following are some examples of core activities, according to librarian function:

A. Instruction

Reach out to new faculty, graduate students and teaching assistant especially at the beginning of each school year; introduce library instruction and information literacy. Remember that newer professors are more amenable to having their classes participate in Library Instruction sessions.

Offer Library Orientation sessions for new graduate students in your departments. Teach a library session to new Teaching Assistants. Provide your departments and school an opportunity for you to teach library sessions in as many courses with Teaching Assistants as possible.

Bring your business cards to BI sessions. Students are more likely to ask for your help in the future if they can easily find your contact information.

If possible, get involved in the Research Methods courses in your subject areas and create BI sessions for them. If departments put a class online try to have the library involved in the course, if possible.

Offer office hours after BI sessions for research intensive classes. This will save the whole class from ending up at the reference desk with the same questions.

When teaching upper division classes, teach students both how to find information, and how to think critically, like a researcher in that particular field.

Be prepared to create library exercises whenever professors request them.

Create evaluation forms as a way to help you improve your teaching skills.

Remember to emphasize the unique features of databases like Web of Science - citation mapping- to help users figure out what are the seminal articles.

Remember that you can make the BI sessions learnable moments for professors by having a quick demonstration of something useful that the teachers are not likely to know.

B. Teaching Statistical Data

Spend more time learning the sources for statistics/data in your subject areas. Add a section on statistics in your BIs because of the importance of quantitative literacy skills at UCI.. Remember that showing students basic statistical sources such as Census Data, Statistical Abstracts, or other major government statistical publications is very effective because of the interdisciplinary nature of these resources.

C. Effective Liaison Endeavors

Seek invitations and attend all orientation functions in the departments you serve, including lecture series, to make yourself known to everyone.

Make sure to set up meetings with new hires and visiting scholars at the beginning of the year or as needed.

Target professors who are library-shy by informing them of something unique to their need, such as eScholarship Repository, “Alerts functions” of the CSA databases, etc. in order to have an effective impact on them.

Keep up to date with departmental website changes in your areas to better inform yourself and the Library.

Always be ready to talk with your faculty and students no matter where you meet them e.g. café or shops. Be ready to write down requests.

If you have time audit a course or sit in on a session or two for a class in your department(s) on a topic that you are not familiar with. The faculty will like this, it makes you more visible, and it’s useful for collection development.

Update faculty on new developments, information resources, etc. that the Library acquires.

Join relevant disciplinary associations, such as the American Sociological Association, attend conferences and, when possible, actively participate in committees.

D. Reference/Instruction

Always introduce students from the BI sessions to Reference, electronic and in person. Advances in technology lead many students to think using library resources is really simple, when it is actually becoming more complex.

When doing the reference interview, try to emphasize use of critical thinking skills to students.

Show students in reference transactions and BIs how to assess the quality of articles to determine authority, accuracy, currency, and objectivity.

Listen carefully in order to help students focus on critical thinking skills, such as the research method or the theoretical approach, and what they are required to do for their research project.

Collaborate with other colleagues for information that is unique to their areas. The UCI campus is very interdisciplinary and requires librarians to learn more about other areas and acquire knowledge of core resources and databases in numerous subjects such as . business, statistics, government information, film, religion, and wome'sn studies.

E. Collection Development

See details/specifics in the “Baseline Standards...” & the “Methods of Library Outreach ...” documents



SSH Cluster Collection Development Toolkit

- ☰ Introduction
- ☰ Duties and Responsibilities
- ☰ Tips for Developing Subject Expertise
- ☒ Collection Development Practices and Procedures
- ☰ Collection Groups: Organization and Structure
- ☰ UC-Wide Collection Development Resources
- ☒ Formats
- ☒ Funds
- ☰ Approval Plans and Vendors
- ☰ Gobi2
- ☰ Approval Room
- ☒ Cataloging
- ☒ Off-Site Storage

Download the entire toolkit

Search the Toolkit.

Go

Collection Manager's Duties and Responsibilities

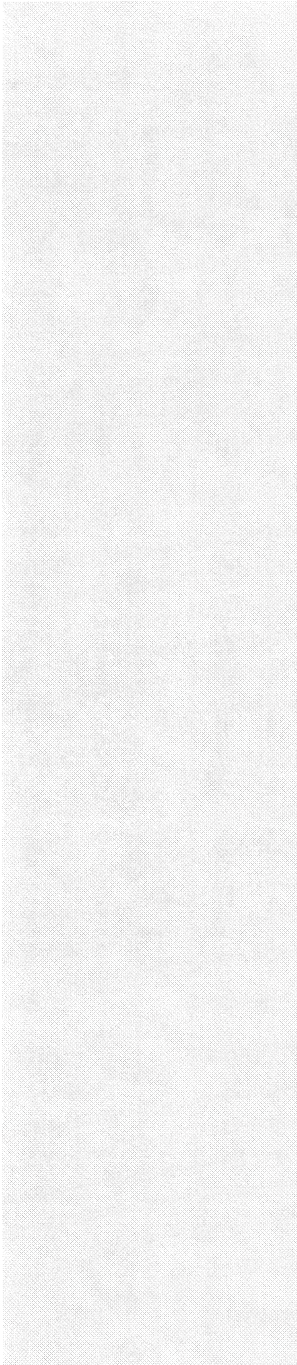
Collection Managers are responsible for all aspects of collection management and development for their assigned subject area, including selection of information resources; storage, preservation, and retention decisions; liaison activity with faculty and departments; specialized instruction and consultation; ongoing collection evaluation; and budget responsibility.

The following bullets describe various competencies that should be developed over time and which may vary depending on the subject area.

Selection of Information Resources

- Know the subject area and be aware of current trends within the discipline.
- Develop a working list of selection tools.
- Select materials in a variety of formats.
- Review incoming materials in the Approval Room to see new titles and to flag materials for special locations such as "Reference" or for faculty notification.
- Review the approval plan profile for each of your subject areas.
- Identify and fill in gaps in the collections.
- Identify emerging areas of interest, based on publishing patterns, and UCSD faculty research and instructional activity.
- Collaborate with other librarians to develop collections in areas of overlap.
- Review gifts for possible addition to the collection.
- Solicit gifts to enhance particular subject areas.
- Identify book dealers and publishers specializing in the subject.
- Encourage suggestions for additions to the collection

<http://sshl.ucsd.edu/sshbib/toolkit/duties.html>



from library users.

- Identify and enter online resources into Sage.
- Identify online resources that should be sent to the Metadata Services Department for cataloging.

Collection Management: Storage, Preservation and Retention

- Consult with appropriate staff concerning receipt, cataloging, and binding.
- Identify needed additional copies, replacement copies, or new editions.
- Identify materials needing preservation.
- Identify low-use materials for transfer to SRLF or for withdrawal.

Faculty Liaison Activities

- Establish and maintain open communication with departmental representatives.
- Inform yourself of the department's plans, recruitment of new faculty, and introduction of new courses.
- Offer to meet with potential new faculty during the library portion of their interview day. Take this opportunity to suggest they ask for new faculty start-up funds to enhance the library's collection in their areas of interest.
- Become familiar with the research and instructional activities of the faculty.
- Meet with new faculty members to offer a specialized overview of the library's resources and services
- Remain informed about the composition of the department, including the number of full-time faculty, lecturers, majors, teaching and research assistants, and graduate students.
- Offer to attend faculty department meetings to update them on library issues.
- Inform the department about library resources and services
- Maintain current "new items lists" in Roger, as appropriate
- Discuss expensive items with faculty to gauge interest and potential use before purchasing.
- Offer to provide library instruction for classes that have a research component.

- Provide research consultation for faculty and students, as needed.

Collection Evaluation

- Know the collection strengths and areas of distinction within your subject areas.
- Conduct an evaluation of discrete parts of your subject areas every year
- Undertake major assessments of significant portions of your subject areas every 3-5 years
- Conduct use studies

Budgetary Management

- Manage your funds for assigned areas
- Know the current trends in discipline related costs for different types of materials
- Know the current trends in exchange rates and other costs associated with acquiring materials
- Predict the impact of costs on funding requirements
- Develop written justifications for special purchase proposals
- Establish and apply priorities for spending allocated funds
- Monitor spending and adjust spending patterns, as needed

Resource Sharing

- Know existing UC resource sharing agreements and their effect on selection decisions at UCSD
- Consider potential resource sharing agreements and their effect on UCSD's collection development activities
- Coordinate acquisitions with other library collections and UC Libraries
- Coordinate acquisitions with national and international consortia such as the CRL Global Resources Program
- Recommend materials for UC-wide acquisition
- Volunteer to serve as a Database Monitor for UCSD electronic resources.
- Volunteer to serve as a Resource Liaison for CDL resources.
- Identify other resource sharing possibilities to discuss with other Collection Managers

Chapter 5

Liaison

Liaison is our term for bibliographers' development and maintenance of relationships with faculty. Effective liaison work is critical to the success of the MSU Libraries' mission; it is also central to the effectiveness of any bibliographer. Knowing the user community's needs for and use of information in any format assists a bibliographer in making good, useful selections. This knowledge is also helpful in weeding, serial cancellations, removals to remote storage, preservation, and other collection related matters. The goal is mutual and timely information exchange between the academic units and/or faculty members and the librarian/Libraries so that our collections in all formats meet patrons' needs as well as we are able to afford to do.

This chapter addresses both the art and the science of liaison, that is, tips about the manner of conducting liaison relationships, and the activities, which might be done to institute, improve, and maintain relationships with any given MSU patron group. That said, 'what to do' and 'how to do it' vary depending upon the personalities and characters of both the librarian and the patron group, the particular academic environment and its politics, the subject, discipline or area, the size of the patron group, the amounts and kinds of library information and materials needed, and the amount of time available for this job function. In some situations the Library assigns a librarian as a formal liaison to a unit, center, department, or college. University units may appoint a specific faculty member to interface with the Library or appoint a library committee. Aside from these assignments, in our library system bibliographers have a free hand in developing and maintaining their liaison relationships. We do what works for us and for the patrons.

The Science of Liaison, or, What to Do

Get to know the faculty, graduate students, research associates, post-docs, and secretaries in your collection area(s) on an individual level as much as possible. At the end of this chapter there is a series of interview questions useful for learning their library needs for teaching and research, and for the library needs of their undergraduate students. It is wise to take notes and type them up afterwards as an aid in remembering people's interests and needs.

Learn about your patrons by studying their entries in

- Community of Science database (COS) at <http://expertise.cos.com/cgi-bin/exp.cgi>
- MAGIC <http://magic.msu.edu/>
- Dissertation Abstracts <http://www.lib.umi.com/dissertations/gateway>
- OCLC WorldCat
- Periodical indexes in their fields
- MSU's home page, *e.g.* under "Academics" <http://www.msu.edu/academics/index.html>, in the course schedule book, descriptions of courses, and via their unit, their individual web sites

Request to introduce yourself and your purpose in formal unit meetings, if permitted to do so. Mentors, supervisors, and liaison predecessors may introduce you to department chairs and individual faculty members.

Ask to be placed on the unit's print and/or e-mail mailing list to receive information about seminars and department news.

Maintain this knowledge and keep up to date with changing individual research and teaching interests by meeting people for coffee or lunch, examining web pages, following the courses they teach in the course schedule book, looking at the materials used in classes and placed on reserve, attending seminars in the units, attending formal meetings (if allowed to), examining their publications, listening to local radio, reading the *MSU News Bulletin* (<http://newsbulletin.msu.edu/>), *State News* (<http://statenews.com/>), *The Research News* (<http://www.msu.edu/unit/vprgs/newsfeatures.htm>), the newsletter of the VP for Research and Graduate Studies, and participating in the social life of the unit, if possible. Just keep your ears and eyes open to new developments and rearrangements

Learn and keep up-to-date your knowledge of the programs, courses, units, departments, and colleges whose members use the materials you collect. Your collection policy and collecting priorities need to reflect changes as they occur. Keep abreast of the numbers enrolled or researching in the area. Utilize components of MSU's web site.

Be an advocate for library materials and services for your patron group. Remember, originally, it was the faculty that performed the campus library's collection development. They delegated the responsibility to us. We work for them in this function. Try not to be wimpy within the library, assuming that the answer will be no to some expensive monograph, set, database, etc. Be willing to hear 'no' time and again on behalf of your patrons.

Maintain regular contact with your patrons, keeping them informed of new print and electronic resources, library services and policies, and changes in the Libraries by speaking at meetings, meeting annually with department chairs, sending out print or e-mail newsletters, creating exhibits, providing library instruction and tours, utilizing space in department, unit, center, or college newsletters or listservs, arranging to offer regular office hours in the department, walking the halls and speaking with people informally in the unit, meeting people for lunch or coffee, obtaining names of new faculty and graduate students from secretaries, or whatever works for you and for them.

If you choose to use your own private e-mail list:

- Work at keeping the mailing list up to date.
- Be brief and concise.
- Use short paragraphs, one topic per paragraph.
- Do not use it too often.
- Rewrite, rewrite for clarity. Consider sending a draft to yourself, letting it sit a day or so, and revising before sending.
- Be sure URLs work before sending them.
- Do not merely forward internal library or vendors' messages; rewrite them for your audience's comprehension and to make them more concise.
- See the Library from the users' perspective; convey information that users appreciate, which is pertinent to them (spatial rearrangements, new copiers, as well as collections information).
- If your private e-list is long, put the name of the group on the bcc: line, so people do not have to scroll through the list of members' names. Send the messages to yourself.
- Offer specialized reference appointments.
- Offer library instruction. Offer to help plan and refine library assignments.
- Let patrons know about online databases, e-journals, primary resources online, useful free web sites, e-books. Offer point-of-use-instruction in person.
- Let patrons know about purchase of expensive resources.

- Solicit input for expensive purchases as well as for monographs not expected on approval.
- Explain the approval system.
- Solicit input for serial cancellation decisions.

Take advantage of serendipitous encounters with patrons in the library, at lunch, and elsewhere. Hear reference questions, within and behind conversations, that do not present themselves this way initially.

Offer electronically generated and distributed new book/new resource lists in your collection area. If you do not do new book lists, when you see new books on the approval or new acquisitions shelves that would be interesting to particular individuals, let them know by e-mail.

Inform your constituency about expensive purchases acquired in any format.

Work with faculty when collection policy statements are revised because of changed collection depths or foci, or because of reduced or increased funds. Keep them apprised of changes.

When patrons bring access or cataloging issues in your collection areas to your attention, work with Technical Services and Systems to improve the situation.

Offer to assist with accreditation reviews by preparing or helping to prepare the grist about the Library or providing tours of the library for the accreditation team.

Offer to assist with learning or use of new online resources. Refer problems with access (*i.e.* the proxy server) to Distance Learning Services. Encourage patrons to let you know about progress and resolutions.

Offer a tour of the Libraries and hands-on introduction to online resources for new faculty and graduate students in your collection area.

Offer to assist with grant applications by providing the basic information required about the Library and its collections.

Survey your constituents to learn about their library usage and information needs.

Develop useful research guides and other web resources to help various levels of your constituency use the library more effectively.

If a unit or department has a library committee, meet with this body regularly.

Keep abreast of intellectual trends in your collection area by having the major scholarly journals routed to you or by reading/scanning them online. Attend scholarly conferences in the subject, discipline, or area either for continuing education for yourself or to present papers on new library resources, or both. Join appropriate scholarly organizations; you will receive your own copies of the journal and newsletter.

Offer library instruction. Offer to assist faculty in developing assignments utilizing library resources. Provide feedback to the faculty member on how the assignment goes and possible ways to improve it.

If you have the academic credentials and the faculty will permit it, teach credit courses at the undergraduate or graduate levels on research methods in the field.

Offer LCTTP courses on aspects of your collections and research methods for the MSU community. Instruction, well done, gives you visibility. People will recommend you to their colleagues and friends.

Offer a course on collections and research methods in your collection area in the MSU Evening College or East Lansing Recreation and Arts programs, geared for the general public.

Find out if there are *ad hoc* discussion groups in the unit or on campus that meet to read and discuss books, present their scholarship in progress to each other, or study issues in your collection area. If the members will allow you, join them for a meeting, or even as often as you can. Doing so can help you learn the field and bring you in contact with faculty and/or graduate students.

Become well enough known in the unit to be invited to social functions. Go to them. If you are invited and are unable to attend be sure to explain why something else is more important at that time.

Develop your own scholarly life in some aspect(s) of your collection area, by researching/reading, writing, and publishing in print or online bibliographies, reference works, web sites, or research guides.

Pursue further formal education here at MSU in your collection area, or arrange to sit in on, or officially take, or retake, certain pertinent courses. This increases your knowledge of the field and the faculty. There is nothing more respected by academicians than pursuit of the knowledge of their field.

Offer to collaborate on grant funded research projects with faculty or graduate students.

Subscribe to one or more scholarly electronic discussion lists in your collection area, or at minimum, the electronic discussion list for the librarians in your collection area, by consulting, for instance, the Directory of Scholarly Electronic Journals and Academic Discussion Lists (<http://db.arl.org/dsej/index.html>). Watch these lists for developments in the online world and publication (either print or electronic) of resources outside our approval system. Notice the directions scholarship in the field is taking by monitoring the discussions. Here is a source of expert help with hard reference questions.

Be sure to congratulate faculty on their new publications, as you learn about them. Encourage them to participate in the Faculty New Books Reception. Deliver the memento to them personally if they are not able to attend the event.

Keep records of your liaison activities as required by your Library unit. Keep your files on individual faculty members' research and teaching expertise up to date. Keep other records of your activities with which to assist yourself in helping the same person again on a different topic, or a different person on the same or similar topic. Keep copies of paper or electronic newsletters you send; sometimes people mislay the information and ask you to re-send.

The Art of Liaison, or, Tips on the Manner of Doing It

Having good listening skills is important in liaison work. Whatever medium a communication exchange takes place in, listening requires commitment and involvement. It is active, not passive, although it may look passive. One has to want to listen and hear people's needs; there are no short cuts. Take your time. Be patient. Ask your questions slowly; be prepared to listen to what an individual has on his/her mind without at the same time planning in your head how you would like to, or intend to, respond. People can think four times faster than they talk. Do not be unnerved about periods of silence in conversation. Some people need time to think before responding. Give the person that time. Give yourself that time, too.

Listen for the patron to express the situation/problem, its symptoms, source(s), his/her needs, and his/her preferred solution(s). Ask for clarification on these points, if needed. To do this ask questions that begin 'What', 'Where', 'When', 'Why', 'Who', or 'How.'

Face the patron directly and maintain eye contact.

Let go of the outcome. Consciously try to set aside your own judgments and evaluations of the person and his/her problem or issue as you listen. At the very least, be aware of your own beliefs, biases, filters, and frames of reference. In addition, try not to let past encounters with the patron and/or past problems color new requests. The past, or a person's appearance, behavior, dress, and way of speaking can be off-putting, but we should try not to let these things bias us.

Accept that the patron is always right within his/her perceptual world.

Listening with empathy involves placing yourself in the other person's situation without losing yourself in the process. Patrons can be irritated to enraged about any manner of library issues. Just listen. If you come from a family background in which people did not display their displeasure verbally, experiencing it can be quite unnerving. Remember that expression of feelings is actually healthy; it gets the feelings out of the individual. And, you learn where you stand from the faculty member's point of view. Refrain from saying "I know how you feel," because no one can ever know exactly how another person feels. You may think you do know, you may indeed know, but to tell the other person this is presumptuous.

It is important to pay attention to and to read both the verbal and the non-verbal messages. To be sure you have understood correctly, it is wise to reflect back, repeating what you have heard and asking, "Is this what you mean...?", "Do I understand X correctly...?", "Please elaborate on...", "Please say more about...", or "You're saying..." repeating what you have heard. This gives the faculty member an opportunity to clarify his/her verbal message and reduces the possibility for misunderstandings.

Listen for everything, beyond the words, in a faculty member's conversation. Take in the feelings the person expresses. Listen for his/her thoughts, ideas, attitudes, opinions, prejudices, and perceptions. Listen for patterns, recurring themes, contradictions, consistencies, and inconsistencies. When we do this accurately we are more certain to really 'get' the depth of feelings, prejudices and so forth. If you are not sure you are reading these aspects right, try to ask a question to find out how deeply she/he holds her/his feelings, ideas, opinions, etc.

What does the faculty member's body language and posture say as you engage in conversation? Notice voice tremors or modulations, breathing, gestures, sighs, facial color, muscle tension, and posture. Some individuals may speak more loudly with body language or gestures than with words. If you are not sure you are reading the non-verbal component accurately and/or it does not seem consistent with the words, try to ask a question to find out whether the body language is consistent with the words and feelings.

Listen also for what the person does not say, does not address. This, too, helps fill out one's picture of the individual and his/her problem with, or impression of, the Library.

When interviewing faculty members about their library needs for teaching and research 90% of the conversation should be this person talking. Only 10% of the conversation should be the librarian talking. Telling faculty about our services is important, but listen to their needs first.

Remember that you seldom have to solve a patron's problem on the spot or commit yourself to a particular course of action. Buy time if you need it. Do not make things black and white. Be able to see

and deal in gray. Help the faculty member to do this also.

If you can not say 'yes' to a faculty member say "I'll ask my boss" and then go and discuss the matter with your supervisor. Supervisors who cannot say 'yes' to their staff members with problem situations should discuss the matter with their own supervisors. If need be, solving a problem may have to go all the way up the line to the Director. Weighty, divisive issues such as retention of print serial subscriptions in the electronic era may end up being decided at the highest level. Keep the faculty member informed of progress on their issue.

If you do seek commitment from the patron, ask questions which require a 'yes' or 'no' answer.

Remember that faculty may say or demand a particular end (what they want), but this may not always be what they need (from our perspective). We may know of resources or ways to resolve, or help resolve, a faculty member's problem that is more appropriate than what they say they want. If/when a faculty member is rude or rants excessively, inform your supervisor. Fear, anxiety, insecurity, and mistrust can cause patrons to be rude, cold, hard, critical, judgmental, and difficult to work with.

Keep relationships with the patrons in your collection areas on a professional level because we do have to say 'no' to some requests. The hardest people to say 'no' to in one's life are people we feel sorry for and people we care a lot for.

Minimize use of library jargon to prevent misunderstandings.

Try to prevent distractions when interviewing or meeting with faculty. It is good to meet with faculty members in their offices initially. On their own turf, faculty may be more expansive verbally, plus this gives us an opportunity to view their book collections, or some of it, as well as their computer set-ups. Later on in the relationship, when dealing with problems or issues, it is wiser to meet on your own turf, or in a more neutral spot for both parties, such as the Cyber Café. In any case, privacy is important.

Remember that unless the patron is new to campus, his/her relationship with MSU Libraries seldom begins with you. It has been shaped by the manner and activities of your predecessor, by the patron's relationships with librarians and libraries at previous institutions, and possibly also by friends and relatives who work in libraries. For instance, patrons with librarians for spouses, friends, or relatives may have higher expectations of us because they know more about what librarians can do. Someone may have had a particularly good, or particularly difficult relationship with the library/librarian at a previous institution or right here at MSU in the past.

Remember that patrons' attitudes towards us are affected by their respect for us, and their estimation of our abilities. If you suspect, or know, that a patron does not respect you it is uphill work to gain, or to regain, this respect. Becoming more knowledgeable about your collection area helps, as does being genuinely concerned about their needs, and showing genuine concern about their perceptual world. Actively practice the communication tips in this chapter. Work on your outreach efforts. Discuss the problem with your supervisor. Encourage disgruntled patrons to speak with your supervisor. A patron may tell a supervisor things they are not able to confront you about.

Always do a superb job in all you do for patrons, answering reference questions, following through with purchase requests, and providing instruction for classes, because one's reputation gets around in a community the size of ours. To be an effective liaison one must be trusted and respected both personally and intellectually. We earn the patrons' trust by our work for them. Be as confident, calm, open, welcoming, and secure appearing as you can manage. This is not easy when one is young, new on the job, introverted, and/or not well educated in one's collection area, subject, or discipline. If one gives off

an aura of capability and approachability, the clients will be more likely to seek you out with their library needs and questions.

LIAISON WITH FACULTY: INTERVIEW QUESTIONS

Before the interview it is wise to find information about the faculty member and his/her works by exploring the sources mentioned in the Liaison chapter of the Bibliographer's Manual.

1. What are the faculty member's name, degrees, school, and present academic rank?
2. What languages does the person read? Write? Speak?
3. What courses does the person teach? Will he/she share syllabi?
4. What are the person's current research interests? Previous areas of expertise? Topics of interest? Authors of interest?
5. Is or has the person's research been funded by grants? From whom/where? What is/are/were the projects? Employ student assistants? How many?
6. Does the person have graduate students? How many? What are their names? What academic level are they? What are their research/thesis/dissertation topics?
7. Does the individual read voraciously in his/her own, or any other field? Favorite authors?
8. What are the five scholarly journals most important for his/her research? Teaching? Does the person subscribe or rely on the Libraries' copies? Read them in paper or online?
9. How does the individual use e-mail? A lot? A little? Subscribe to and/or moderate any scholarly e-lists? Which one(s)? Are there e-lists the person regards as ineffective?
10. Glance at the office computer set up. Ask what the person uses his/her computer for. Does the person have/use another computer at home?
11. Does the person use full-texts online? What are they? For teaching? For research? Both? Does the person create online texts? For what purpose? Are they available to others?
12. Does the individual create web sites? For classes? For an organization?
13. Does the faculty member use ANGEL or other course software?
14. Does the faculty member use the Libraries' collections for primary source material? For teaching? For research? Do we own or offer access to what is needed? What about use of print sets, microforms, online resources, Special Collections, other resources?
15. Does the faculty member use the Libraries' web page and its offerings? If not, offer to show the person how.
16. What are the most important trade, university, and association publishers for his/her work?
17. Is the individual on the editorial board of any scholarly journal? Which? Is the publication print, electronic, or both? What is the person's role on the board?
18. Does the person run a blog? Named? For?

19. What professional organizations is this individual a member of? Officer? What conferences does he or she typically present papers at?
20. What directions are the person's own teaching and research taking at this time? What about the field or discipline? What about the directions of his/her unit at this time? What projects does the person envision for the future? New courses planned? New courses being developed or offered by others in his/her unit?
21. What is the faculty member's current relationship with the Libraries? In the past? What librarians has he/she worked with?
22. What is the person's current impression of the Libraries' collections in his/her area(s)? Strengths? Weaknesses? Would he/she like to suggest any works to be added today?
23. Does the individual's campus unit have an appointed person to communicate unit concerns with the Libraries? Who is it? Is there a Library Advisory Committee? Who are the members? Has the person approached the committee with concerns about the Library in the past? With what result?
24. How could we meet this faculty member's library needs better?
25. For faculty with graduate students, is/are there special reading lists for these students? Does the person use it/them? Will the person share copies?
26. Does the person require any library use, work, or assignment in his/her undergraduate classes currently? In the past? How did/does it go? What is the assignment? Short paper(s)? Term paper(s)? Book review(s)? Group projects? Other? Describe. Will the person share copies of the assignments?
27. Is there anything else this individual would like me to do immediately for him/her with regard to the Libraries?
28. What is/are the best way(s) for me to keep up with this person's activities? The unit's activities?
29. How would this person like to be kept up to date about the Libraries' collections and services?

Thank the faculty member for his/her time.

Explain the Libraries' collections and services in this person's area if you have not already done so.


Offer to put the person on your private e-list or to do for him/her whatever service(s) you offer others.

Reiterate what you will work on when you return to the Library. Follow up.

Size up the person's book collection.

Leave your business card. Encourage the faculty member to contact you when he/she needs your help.

Several days later, write the individual a thank-you note.



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AskUsNow!

This Selection Manual is an indepth overview of selection at the University of Tennessee, Knoxville Libraries. Some of the material in this manual may be duplicated in the Selection Manual for New Subject Librarians and the Library Representatives Manual; however, there is other vital information contained within, and it should be used in conjunction with these manuals and fact sheets as sources of information to assist in the selection process.

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Research Services Division

Bibliographer Manual

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VII. Appendix, *continued*

Orientation Checklist

1. *Research Services Division*

Lindsey Schell, Jo Anne Newyear, Merry Burlingham

- <http://staff.lib.utexas.edu/divisions/cird/>
- Collection Stewardship and Assessment Groups (CSA) and related projects
- Information Resources Budget
- Distribution of material by CIRD staff: sample serials, purchase requests; serial reports/projects, Faculty Newsletter
- Bibliographer Annual Report (by department/fund); Annual Report (Personnel); Bibliographer subject pages for UTLOL
- CIRD/RS Staff Web: Collection Development Policies, tools for bibliographic verification, forms, lost/missing reports, ILL reports, Fund Activity Reports (FAR), Blackwell quarterly reports, collection development issues: <http://staff.lib.utexas.edu/divisions/cird/>
- UT Web: Colleges and Departments - identify faculty research interests, courses offered, special departmental programs/units, departmental publications, links to other Web sites <http://www.utexas.edu/depts/>
- Departmental liaison activity: meet official liaison and key faculty, head of graduate student groups, departmental e-mail lists, notification of lectures/symposia
- Library Catalog, <http://utdirect.utexas.edu/lib/utnetcat/>
- Blackboard and Sharepoint

2. *Monographic Acquisitions*

Anita Farber

- Overview of Acquisitions on Division web pages: <http://staff.lib.utexas.edu/divisions/tsod/acquisitions.html>
- European language approval/selection plans (Aux Amateurs, Casalini, Harrassowitz, Touzot), Blanket order plan for UT/A&M Presses
- Endowments
- In Process Control (INPC)-Acquisitions and Binding
- NetLibrary

3. *Approval/Selection Plans (2 hours)*

Glen Worley

- BNA Collection Manager: <http://cm.blackwell.com/>
- Set up personal logon, initial exploration of sub-profiles to be managed, using CM to identify exclusions and set-up of e-notes
- Using CM for ordering
- Weekly review process: sign slips, identify processing priorities (flags), URL flags, added copy routines, PCL New Books
- Desktop Innopac and auto-login set up

4. *Firm Orders*

Carol Lockett

- Collection Manager orders
- OCLC WorldCat e-mailed orders to neworder@lib.utexas.edu
- INNOPAC: Placing provisional orders; <telnet://innopac.lib.utexas.edu>; using to track monograph orders and receipts; rush and priority designations on orders; online orders using credit card; administrative reports
- Acquisitions web order form: http://staff.lib.utexas.edu/divisions/tsod/new_order_form.html
- Using vendor exclusion slips for orders
- Vendor selection and state contracts: When exceptions are permitted
- Out of print orders - both CIRD and Online Books pages include links

5. *Serials Acquisitions/PCL Periodicals*

VII. Appendix

- [Contacts within the Libraries](#)
- [Policies](#)
- [Orientation Checklist](#)

Jill Emery, Kim Wallace, Janina Hurtado; Jo Anne Newyear-Ramirez

- INNOPAC serial records: Check-in and claiming routines; procedures for new titles/cancellations/cessations/lapsed; fund transfers; Distribution of professional journals; CIRD Serials info: <http://staff.lib.utexas.edu/divisions/cird/Credits/credit.html>
- Serial, Monographic E-Resource Action Request form (SMEAR): <http://staff.lib.utexas.edu/divisions/cird/Credits/serialorder.html>
- Serials Acquisitions web page: <http://staff.lib.utexas.edu/divisions/tsod/serials.html>
- INNOPAC ID/password
- Periodicals Room

6. *Electronic Resources/Consortia*

Ronda Rowe, Lexie Thompson-Young

- Identifying electronic journals or online resources, procedures for adding electronic journals and online resources [free or paid]; SMEAR form; statistics
- SFX; MetaLib
- Vendor relations
- Set-up Choice Online Reviews log-on
- Licensing issues and procedures
- Consortia: UT System/TeleCampus, TexShare, AMIGOS, Greater Western Library Alliance

7. *Cataloging/Copy Cataloging/Catalog Maintenance/Serials Cataloging*

Tim Strawn, Loretta Acevedo, Jim Holmes, Al Rogers, Alan Ringwood

- Monographic search and hold routines
- In Process Control (INPC) -- Expedited cataloging; material on hold
- Transfer procedures; form at: <http://staff.lib.utexas.edu/divisions/cird/Forms/forms.html>
- Serials cataloging
- Internet cataloging
- Mincat
- OCLC Outsourcing
- Analytics for serials
- Migration issues for ILS

8. *Access Services/Reserves and EReserves/PCL Microforms (1.5 hours)*

Suzanne McAnna, John Ramage, Missy Nelson

- Overview of PCL, Collections Deposit Library (CDL), Library Storage Facility (LSF), microforms and space management issues
- Reserves and Circ Desk
- *LLHIST, *LLREPT functions; what can be generated by bibliographer and when to contact Warren Wilson-Reiner for special reports
- Other ICS functions to assist collection development
- Replacement book procedure and approval
- Tour of CDL and LSF
- Surplus
- Special Users: TexShare, Visiting Scholars, Library Guests

9. *Interlibrary Services*

Catherine Hamer, Wendy Nesmith, Kristin Walker

- Overview of Borrowing/Lending
- Obtaining reports from ILLiad - 2 week lead time
- Reciprocal agreements: AMIGOS, TexShare, Greater Western Library Alliance, Research Library Cooperative Program, CRL, Stanford/Berkeley - how it may affect your faculty and students
- Subsidized borrowing and document delivery
- D-DOC
- Buy on Demand project
- Document Express
- SFX links

10. *Library Instruction and Information Literacy Services (LIILS)*

Michele Ostrow, AJ Johnson, Meghan Sitar

- <http://www.lib.utexas.edu/services/instruction/index.html>
- Reserving rooms in PCL, FAC and other buildings--form: <http://staff.lib.utexas.edu/reservations/> - keys, reporting statistics
- Online calendar, online library instruction request form, online statistics form
- Class of the Day, Faculty Refresher, etc.
- Instructor listserv

11. *Gifts and Preservation/Conservation*

Jennifer Lee, Bob Wolfkill

- Review shelves and procedures within PCL; as appropriate, will include branches and special collections
- Surplus
- Binding of gift titles:
<http://www.lib.utexas.edu/admin/cird/policies/subjects/attach2.html>
- Reformatting/binding issues and costs:
<http://staff.lib.utexas.edu/divisions/tsod/bindingguidelines.html>
- Tour of book repair/conservation area
- Emergency procedures: <http://staff.lib.utexas.edu/emergency/index.html>
- Preservation Services (Staff Web site):
<http://staff.lib.utexas.edu/divisions/tsod/preservation.html>

12. *Digital Library Services*

Rue Ramirez and Aaron Choate

- DLSD vs. ITS
- Digital projects workflow and unit organization
- Current projects
- Digitization center
- Contract services and pricing lists, Cost recovery and reinvestment in library projects
- Texas Digital Library, UTOPIA
- Bibliographer input on projects
- Web Authors
- Personal workstations

13. *Library Accounting and Bookkeeping*

Jim Doherty, Jeff Stuenkel, Aggie McAlester

- Credit cards
- Travel
- Reimbursements
- Invoices

14. *Listservs:*

- Cird-news (Jo Anne Newyear)
- Lib-pro (Alison O'Balle)
- Webauthors (Becky Schaefer)
- DBGL (Glen Worley)
- Instruction (Michelle Ostrow)
- Ref (Bill Kopplin)
- Eref (Joe Dobbs)
- CSA group

Logoff

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[Emergency Preparedness, Safety and Security](#)
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VI. Bibliographers and Their Role in the Institution

VI. Bibliographers and Their Role in the Institution

The bibliographer has a key evolving role in the life of the institution as a two way channel of communication between the library with all of its resources (collections, staff, services, knowledge, skills, abilities) and the faculty, staff, and students who benefit from these library resources. The bibliographer channels library resources to users, and channels user knowledge and needs back to the library. The bibliographer teaches library users, and the bibliographer learns from library users. The bibliographer brings books, journals, and other resources to the attention of users, and in a new and emerging role, recruits user-created content for the library's institutional repository, UTOPIA, and the Texas Digital Library. It is through interactions with its users that the library's collections are built and through interactions with its users that the library as an institution learns, grows, and evolves. This is what makes the library "the most powerful paradigm for the organization and management of knowledge ever invented."

- Effective libraries form communities and relationships built on credibility and integrity. Building these communities and relationships is the foundation upon which the library rests. Creating shared understanding with library customers and partners is the best path to a secure and fulfilling organizational future.
- "Quality academic libraries are both physical institutions and sets of services." Libraries serve a variety of purposes and some of those purposes can only be met through physical libraries and high quality informed human interaction, while other purposes can only be met through the delivery of digital information. Both the physical and digital libraries are critical components of meeting the library mission.
- "Libraries matter and librarians need to build from strength. The goal should be to improve and diversify from what libraries do well," to stay connected to those values that make us unique, and to evolve to satisfy emerging needs and behavior patterns.
- "We will continue to see revolutionary predictions based on oversimplification, bad economics, infatuation with technology, and failure to appreciate people. Librarians who fall prey to such predictions will suffer as will their users. Librarians must be ready to challenge unlikely projections, analyze faculty economics, and assert the importance of both the past and the present."
- Libraries must recognize and understand the differences between fundamental environmental change, current challenges and problems, and mere situational exigencies. The old idea of library progress was based on extreme predictability. Building a great library was like building the Great Wall of China - you simply put one stone (or book) on top of another. The environment was one of stability and predictability. The emerging idea of library progress is based on a dynamic ability to respond creatively to an ever-changing information landscape. It requires an effort of imagination to escape from the somewhat misleading, conceptually traditional, and familiar library of yesteryear. The library of today is neither stationary nor easily understood. No single concept or idea will organize everything, interpret everything, or unify everything. We are condemned or privileged, depending upon your point of view, to a professional life of change and complexity. All librarians, no matter what their role in the organization, will have to deal with informational uncertainty and increasing complexity. It is this complexity that separates the library from the corner bookstore and the common website. Change, unpredictable and unforeseen consequences, and complexity will continue to be the bed of ambiguity upon which we sleep each night. This is what will make our jobs interesting, and what makes the library future rich with possibilities. Appreciating complex libraries, complex resources, and collections of distinction, is what separates us from the simple-minded slogans and beliefs of the uninformed, and what lies close to the heart of the central purpose of higher education.
- Libraries cannot take refuge in unexamined verities or call upon comforting clichés if they expect to stay relevant while the world changes around them. "Libraries must serve users - but all users not just today's primary users. There's a difference between being

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user-oriented and pandering, and it's a difference libraries need to understand," if they are to continue to forge a unique, lasting, and effective role that differentiates them from their competitors and that maintains libraries' special credibility and social compact. The animals don't run the zoo, the patients don't run the asylum, the students don't run the class, and the users don't run the library - but they are the reason libraries exist.

- Print books will survive, but like the rest of the library they must continue to be critically evaluated and to demonstrate their usefulness vis a vis other demands on the library's scarce financial resources.
- The untrained, uninformed, and inexperienced don't know what they don't know. They are blind to information options, possibilities, and context. Part of the bibliographer's job is to supply the informational context and explain the universe of options and possibilities that do exist. To do this some of the bibliographer's most important jobs are to learn, to know the user, to know the library, and to know enough about their subject areas and tools to be able to place queries, issues, and problems within their proper context.
- The faculty and students at UT are already a success. They got where they are today without our help. One of our jobs is to make these already intelligent and effective people, more effective and more efficient, by providing them with a well conceived scholarly information environment to supplement the information environments that they are already familiar with.
- The bibliographer tree: The bibliographer's roots are in the earth of the collection, their trunk is their knowledge of the library, their leaves are the interactions with library users (that keep the library growing and that insure relevance and funding) and the bibliographer's fruit is the services and information the library delivers to users.

Acknowledgement: credit for some of the above quoted passages and observations drawn from Crawford, Walt, Cites and Insights: Crawford at Large, August 2005, 5(9). (<http://cites.boisestate.edu/civ519.pdf>)



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V. Functions and Activities, *continued*

D. Faculty Liaison

The importance of this role cannot be overstated. The bibliographer is the main human channel through which information about library resources flows to faculty and students, and through which information about student and faculty needs flows back to the library. Only through a thorough knowledge of the department - its research, its degrees, its faculty, its courses - can the bibliographer anticipate the collection needs of that department and be ready to provide whatever library assistance the department needs.

It should always be top priority to establish and maintain good communication with a departmental chair, library liaison and other interested faculty of the teaching departments. The departmental administrative assistant can be very helpful in obtaining the latest program review, names of new faculty, and listservs or email addresses for the faculty. Through the convenience of email it is possible to maintain contact with the entire faculty as well as the department's graduate students in order to solicit requests as well as gain advice concerning expensive items or important changes related to collection development. Also, information concerning access such as changes in the Library Catalog or materials newly available may be easily distributed in this manner. Email communications to the entire department should be sent judiciously and in line with the culture of the department. Distribute library information such as your name and how you can be reached, brochures, instructions for putting materials on reserve, how to request the purchase of new materials, etc., to all new faculty and inform all faculty on possibilities for library instruction/information literacy support for students. The bibliographer may also offer his or her assistance in planning and coordinating student library assignments. The subject bibliographer's work as liaison is an important component in building academic partnerships with the Libraries as well as building the collection.

In recent years the bibliographer's traditional roles and responsibilities, and the expectations that go with those roles, have begun to change. The library no longer sits comfortably and serenely alone at the center of either the faculty or student information universe. The Web has altered how people seek and use information.

The individual bibliographer's long-standing role as an information gatekeeper, the bibliographer's control over the collection, and the bibliographer's ability to know what information their user's can be expected to have access to, have been eroding for the last dozen years. There are many reasons for this change, but the primary reasons are the influence of the Internet, inadequate budgets, state and local consortia purchasing, new technologies such as SFX, OpenWorldCat, Google Scholar, Metalib, blogs, etc.; and changing user information behavior. As the environment in which bibliographers have traditionally functioned continues to evolve -- the activities and opportunities for bibliographer/faculty liaison are changing. New technologies, new library resources, and the changing role of the library on a modern university campus are opening up opportunities to work in different ways with faculty, students and researchers.

The three traditional major liaison activities: ordering library materials, reference assistance, and classroom instruction will continue, but these tasks will be joined over time by an enlarged menu of potential bibliographer tasks. As the nature of the library and of librarian's jobs shifts in response to the changing information environment, bibliographers will assume an expanded role as a liaison between the full range of library resources (Institutional repositories, metadata creation, RSS subject feeds, digitization, database creation and support, content management systems, Blackboard support, open access journals publishing, etc.) and University faculty and students. This wider range of activities will require training and support and some organizational re-engineering, but it also positions the library to better respond to changing campus needs, evolving information ecology, and helps to insure that the library will remain a critical and relevant part of the vital activities of the University.



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V. Functions and Activities, *continued*

D. Faculty Liaison, continued

A sampling of these bibliographer liaison roles (some of which will require assistance and/or training from other units) are listed below.

- Ordering books
- Ordering subscription journals & databases
- Reference assistance (both in person and through intervening technology)
- Integration of subject specific library content, contact information, and information literacy material into Blackboard and other faculty or department course-related tools
- Assistance with customer electronic access issues & the resulting internal follow through:
- Assistance with resolving traditional library customer access issues
- Both traditional and E-reserves information & assistance
- Assist customers with Library policy questions
- Maintain and discuss with faculty as appropriate both potential serials cancellations as well as a serials/database want list and a major one-time purchase want list (serial backfiles, one-time cost databases). These lists can be used to solicit departmental funds for the library, used for other development opportunities, or simply used to help define future strategic directions.
- Share general library news with the faculty (with careful regard to the departmental culture and the amount of information they want to receive about the library). Distribute appropriate library information such as new book lists, information about new databases, explain how the new ILS and federated searching works, the new coffee shop, conduct brief 1-2 question surveys, and reiterate to the faculty and department what useful library resources and services exist (ILL, computer workstations, wireless, SFX-ILL, Document express, UTOPIA, Alerting services, EndNote, the Texas Digital Library Institutional Repository, etc.) as ways to engage faculty in overall library directions.
- Keep the faculty up-to-date with library strategic directions and trends both generally and in the subject area, so that faculty are informed of actual and potential library directions (again without becoming a pest or an annoyance). Provide graduate orientation services, and faculty education (Eres, Open Access, IR, UTOPIA, MetaLib/SFX, Google scholar, etc.)
- Institutional Repository content recruitment, promotion, and support to further the provision of local faculty research to the world. This is a future area of bibliographer outreach once the Texas Digital Library is up and running, and once we have determined strategies for its construction and population.
- Multi-channel collection/discovery/access/ development i.e. work to insure that library resources are available and discoverable through multiple channels i.e. not just the OPAC, library Web pages, SFX, Metalib, Google Open Worldcat, RSS feeds, Google Scholar, etc. - but also through resources that the students and faculty use, whether that is course specific, department specific, or as simple as using IM and promotional posters/handouts on dept bulletin boards, or using the departmental faculty or graduate student listservs, etc. We want to make library resources available in an effective and efficient manner at the time and place of need.
- Student library support i.e. what type of student support would the faculty like to see? Course specific content for Blackboard? Course specific handouts? Librarian appointments? Librarian E-mail and IM accessibility? Classroom Instruction? A course Web page? Subject-based RSS feeds? Set librarian office hours? Library tours?
- Assist with library development opportunities.
- Subject Web pages & pathfinders (which are serving as an interim step on the path to more effective multi-channel delivery of this type of information in the future through a content management system, integrating the library more fully into course management modules [Blackboard, etc.], and making full use of future iterations of metasearching, OpenURL capabilities, RSS, etc.)
- Classroom instruction. This has long been a particularly effective means for initiating departmental liaison activities and getting to know faculty and graduate students. Bibliographers should however, be careful not to over-commit themselves to instructional

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activities to the point that instruction commitments have a detrimental effect on other areas of responsibility.

- Faculty and department strategic planning - avail yourself of opportunities for strategic discussion of departmental trends relating to faculty research and recruitment, students, publication trends in the field, promotion and tenure, and how the library fits into these developments. It is important for the bibliographer and the library to be aware of the different departmental cultures, trends, and strategic developments on campus, and to be on the look out for realistic collaborative opportunities.
- Open Access Journals - promotion, recruitment, support. The Texas Digital Library (IR) can host and archive Open Access journals edited or supported by the faculty (the policies on this are to come). Open Access journals are part of higher education's future, and the library will actively participate in their hosting and provision.
- Promote the library as a potential repository for faculty produced learning objects or assistance with faculty/department digital projects. This is more of a future liaison activity than a current one, though the library has always worked with different bibliographers and departments on faculty digital projects. As our IR, Utopia, and digital capabilities evolve, this is expected to be a bigger part of our future.



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V. Functions and Activities, *continued*

E. Information Literacy

It is a library goal to reach students effectively and efficiently with library information, preferably at the time and place of need. Because the University has over 3,500 full-time instructors, over 20,000 courses, and the time of student need is frequently 3 a.m. -- and because the library has only 45 or so staff to provide instructional services -- it is preferable to use technological means to meet these instructional needs as much as possible and when appropriate. The ultimate goal is to have the capability of delivering library instructional information through multiple channels such as Blackboard, a Content Management System, Metalib subject portals, an RSS subject assistance feed, etc., in addition to traditional classroom instruction. The library does not expect bibliographers to become technicians or programmers. The intention is for Library Instruction Services, in collaboration with the Division of Instructional Innovation & Assessment, to put in place an appropriate workflow to assist bibliographers in delivering technology-based instruction, thus giving bibliographers more ways to reach their users and more channels to provide student and faculty support.

Bibliographers are encouraged to engage their faculty in discussions about how the library can best provide student library support. Many options, beside classroom instruction exist. As always, in any interactions with faculty (see the liaison section above) the goal is to further the liaison relationship and to engage the faculty in areas of mutual interest. Requests for classroom instruction have traditionally provided fruitful groundwork for developing deeper faculty/bibliographer relationships that can serve as a useful bridge to the development of class Blackboard modules, information literacy curricula, Metalib subject portals, and even faculty contributions of content to the library's institutional repository.

As we attempt to shift away from the resource intensive provision of face-to-face classroom instruction towards greater use of technology, we do not intend to shut the door on classroom instruction, which remains the Rolls Royce of our instructional offerings, but merely to shift our emphasis as to what is the most efficient, effective, routine, and practical means to use in order to convey useful skills and information about the library. To that end bibliographers should be fully capable of providing subject specific library instruction and information literacy classes for courses in their academic departments, but they should also be aware of other options for conveying this information. Faculty who assign undergraduate and graduate level research assignments have traditionally requested face-to-face instruction sessions, and you can certainly prudently advertise these services to your departments. Library classrooms with computer facilities are available for you to reserve for these sessions, or you may be asked to teach the session in a department lab or classroom. Paper or electronic handouts are usually made available by the bibliographer for the students who attend the session. Support is available for librarians from Library Instruction Services: <http://www.lib.utexas.edu/services/instruction/teachindex.html> This office can provide consultations for class content, assignment creation, teaching tips, handout templates, and advice on the full range of instructional options that you might want to consider. Library orientations are another component of information literacy that you may be called upon to provide. These sessions are usually for incoming graduate students and may be stand-alone sessions or incorporated into the department orientation. Orientations are an excellent way to get to know these students who will likely be spending several years at the University and to promote your services to the department. An underlying goal of all bibliographer instructional activities (beyond the ostensible delivery of information to users) is the broadening and deepening of the relations between the academic department and the library.



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V. Functions and Activities, *continued*

F. Web pages

Bibliographers are encouraged to work with WebCOG (the Web Content Group currently chaired by Jo Anne Newyear-Ramirez) and Research Services on the creation of Subject Research pages. The subject pages are expected to evolve and to eventually be joined by similar information provided through a content management system, MetaLib subject portfolios, RSS feeds, Blackboard modules, and other technologies. As these new technological options emerge, appropriate training and assistance will be provided.

Bibliographer web pages are currently placed in ÒResearch by SubjectÓ on the Libraries' home page and all these pages are created using a template. To set up a new web author account or have existing pages transferred to your account, contact Becky Schaefer in Digital Library Services: rschaefer@austin.utexas.edu. Becky is also available for consultations about your web pages and regularly offers workshops for UT Libraries web authors.

G. Collection Evaluation

Evaluation projects are administered by the Research Services Division and may include statistical analysis of the collection in whole or part and/or comparisons of the collection to peer libraries. Bibliographers may be called upon to assist with some projects by providing detailed collections information and personal analysis such as collection strengths and weaknesses, prioritization of gap areas and identification of expensive materials to acquire. Bibliographer Annual Reports (BARs) are an evaluation tool sometimes required by the Associate Director for Research Services, and usually administered in the summer months. You may view BARs from previous years in the Research Services Division office, PCL 3.310. Another regular summer project is the Lapsed Serial Review (biennial). Bibliographers are asked to evaluate all serials on their fund code(s) for which there has been no financial activity for two years (payments or invoices). You may for example discover new contact information for the serial or that it has been suspended. Any information you can provide along with a decision to continue or cancel is best.



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Examples of Liaison Services – from Wendi Arant-Kaspar and Judy Hart

Liaison is the relationship between the librarian (or library) and an identified customer group. It is the communication and interaction between them. As such, it is inextricably intertwined with other activities such as collection development, reference and instruction.

Attend lectures in the departments – show interest.

Communication

- Act as liaison to English department and departmental programs.
- Build a profile of the department, for both faculty and staff. Include their contact info, educational background, areas of research, classes taught and publications.
- Go to departmental meetings to promote library services and keep familiar with their concerns.
- Meet with and offer orientation for new faculty, and updates for department.
- Spend regularly scheduled time in the department (one afternoon every week). Also, have schedule office hours in the library.
- Set up and maintain departmental newsletter (By the Book) and distribute regularly.
- Use English@english.tamu.edu for broadcasting messages.
- Make appointments with faculty to discuss research, especially with new faculty.
- Obtain a syllabus and assignment description for classes (require it for any classes seeking library instruction).
- At the beginning of the semester write the faculty a letter describing the resources, new services in the library. Try to get on the class syllabus.
- Go to Orientation for students.
- Create a web page for the department, including specific resources and helpful links.
- E-mail faculty at the beginning of each semester to keep them up-to-date and remind them about scheduling instruction and ordering books.
- Hand out a faculty research survey to find out what they are doing.
- Attend departmental events and prepare special bibliographies related to these events.
- Go to faculty meetings.
- Go to meetings of the English Graduate Student Association.

Collection Development

- Purchase materials published by faculty in the Department of English and related programs.
- Verify that there are two copies of any book or material for required curriculum use in English; one for circulation, one for reserve.
- Buy any book or resource, including databases, multimedia or audiovisual, needed for faculty research in English - if items or funds are not available, find alternative access, i.e. via interlibrary loan or database access.
- Make valuable databases and tools available in the library, remotely or in a departmental computer lab if possible.
- Using a profile of faculty within the English department, order materials within their research or curriculum interests, and notify faculty when materials arrive.

- Seek out new sources of funding to support specific projects within specialist departments, e.g. Shakespeare, Judaica, Women's Studies, African American Literature.
- Maintain humanities reference section, weeding out-of-date items and updating pertinent materials as well as keeping them accessible.
- Ask input from departmental faculty in maintaining subject collection and putting together vendor profiles (Blackwell North America, Baker & Taylor).
- Contact professors or graduate students regarding new tools or publications in their areas of interest.
- Send a list of latest reference books to faculty; also, send list of specialized new materials to faculty based on their areas of interest.
- Market trial subscriptions and get feedback.
- New book lists sent to faculty.

Reference and Research Assistance

- Answer reference and research questions from departmental faculty through e-mail, by phone, or in person, making every effort to meet their needs.
- Do specialized research for faculty and students in English.
- Staff reference desk and electronic reference area as required, providing information and research guidance to faculty and students.
- Request syllabi requested on a regular basis. Encourage faculty to discuss class assignments with the librarian. Place books orders based on material in syllabi.

Bibliographic and Library Instruction

- Offer one-on-one instruction of library resources or information tools for faculty, both in-library or at their office.
- Do library and bibliographic instruction sessions for large or specialized classes in their classroom.
- Be available for consulting sessions with graduates and undergraduates, on specialized resources or individual projects.
- Give online instruction to students and faculty.
- Create bibliographies of library materials pertinent to classes.
- Go to first week of class, give 10-minute briefing on library and pass out subject bibliography if applicable.
- Set up topic-based workshops for faculty and graduate students.
- Hand out business card to students and faculty during BI sessions.
- Special workshops for undergraduate and graduate classes.

Liaison activities from Judy Hart (Science Liaison Librarian)

(Judy retired a few years ago and before she left, she shared some of her endeavors with her departments)

Resource and Collection Development and Maintenance

- Go through donated collections, select, and box items to be brought to the Gifts Department. After the items have been checked in LibCat, select items to be included in the collection.
- Review records in the "lost books" folders, and select titles to be replaced.
- Review NTIS and government documents profiles. Update if necessary.
- Review Approval stacks every week. Select items for the S/E Reference collection. (This could be combined with "maintain ref collection.")
- Review catalogs (print and online) for materials. (I include this because it consumes much of my time.)
- Collect collection information for departmental accreditations

Judy: "I would add assistance with cataloging to this list. These are tedious jobs but need to be mentioned since they take valuable time, and I don't think some people are aware of everything we do."

Reference and Research

- Read journal articles, attend seminars, and audit classes in the subject area to keep up-to-date on current research. (Some librarians attend conferences in the subject area.)

Outreach

- S/E Services writes and distributes the Sci/Tech Newsletter to every faculty member in the science/technology departments.
- Give tours to visitors who are guests of the faculty.

COLLECTION MANAGEMENT SERVICES University of Washington
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New Selector/Liaison Training Checklist

DRAFT (last updated 10/3/06)

1. First Steps for New Selectors
2. Understanding the Collection (See: First Steps 6)
3. Understanding Your Department (See: First Steps 7)
4. Selection of Monographs & DVDs/Videos:
Tour of Division & Overview: Jackie Coats, Head, Monographic Acquisitions/Monographic Services Division
 1. Approval Book Display Shelves - Arrangement, Schedule & Procedures for Review
 2. Approval Plans - YBP & Others
 3. Placing Book Orders on YBP's Gobi
 4. Placing E-Book Orders
 5. Firm Order Requests (Web Form)
 6. Rush/Notify Orders
 7. DVDs/Videos
 8. Policies & Procedures for Selectors
 9. Who to Contact in Monographic Services
5. Selection of Serials:
Tour of Division & Overview: Laurie Sutherland, Head, Serials Acquisitions/Serials Services Division
 1. Current Serials List
 2. Ordering New Serials (Print & Electronic)
 3. Standing Orders
 4. Canceling Serials
 5. Claims
 6. E-Journal Packages
 7. Rush/Notify Orders
 8. Firm Order Requests
 9. Exchanges/Serials Gifts
 10. Who to Contact in Serials Services
6. Selection of Electronic Resources:
Tour of Division & Overview: Diane Grover, Electronic Resources Coordinator, and Tim Jewell, Director, IRCSC
 1. Guidelines for Acquiring E-Resources
 2. How to Order E-Resources
 3. Arranging Trials
 4. List of Current Trials
 5. Licensing
 6. E-Resources Usage Statistics
 7. ERM
 8. Who to Contact in CMS
7. Budget Management:
Overview by Linda Di Biase, Collection Development Librarian
 1. How Budget is Allocated

2. Current & Previous Millennium Budget Statements
3. Other Financial Reports & Budget Information
8. Role in Academic Community
 1. Primary Contact between Libraries & Department (Meet with Paul Constantine, Assoc. Dean of University Libraries, Research & Instructional Services)
 2. Instruction & Information Literacy (Meet with Instruction & Information Literacy Working Group)
 3. Scholarly Communication (Meet with Mel DeSart, Chair, Scholarly Communication Steering Committee)
 4. Digital Initiatives (Meet with Ann Lally, Head, Digital Initiatives)
 5. Subject Website/Web Development (Meet with Chair, Browseable Resources Discovery Group)
 1. Subject Page Guidelines
 2. UW Libraries Web Server Information (Getting Started, Best Practices, Server Statistics)
 6. Professional Development & Training (Meet with Elaine Jennerich, Director of Organization Development and Training)
 1. Professional Travel
 2. Funding, Grants & Tuition Exemption
 7. List of Articles on Liaison Work/Strategies for Success
9. Gifts Program:

Overview by Carolyn Aamot, Manager, Gifts Program

 1. Overall Gift Procedures
 2. Accepting, documenting and reporting gifts
 3. Gift selection
 4. Donor relations
10. Gift Funds, Endowments & Other Sources of Funding
 1. Allen Endowment (Meet with Linda Di Biase)
 2. Friends of the Libraries Grants
 3. 21st Century Grants
 4. Grants (Meet with Grants Officer)
 5. Gifts & Endowment Budget Management Training
 6. Who to Contact in the Development Office
11. Other Procedures or Questions
 1. Replacements/Lost or Missing Books
 2. Long Overdue Item Lists
 3. Multiple Copy Reserve
 4. Placing Books on Reserve
 5. Transferring Rare Items to Special Collections
 6. Transferring Items to Remote Storage
 7. Transferring Items to/from Other Library Units
 8. Adding Items to the Digital Registry
12. Collection Management:

Overview by Linda Di Biase, Collection Development Librarian

 1. UW Collection Management Policies
 2. Collection Evaluation
 - ILL Reports
 - Gobi Peer Reports
 - OCLC Collection Analysis Software
 - Circulation Statistics (Contact Linda Di Biase & Corey Murata)
 - Serials Use in III

- Collection Size Statistics
 - E-Resources Usage Statistics
 - Libraries Assessment Surveys & Reports
13. Preservation (Overview by Gary Menges, Administrator, Preservation Program)
 14. Important Groups/Committees
 15. Other Training Opportunities:
 1. Millennium Overview Training
 2. Millennium Create Lists Training
 3. ERM Overview Training
 4. Subject Page Party (BRDG)
 5. UW Computer Training
 6. MyFinancial Desktop

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Last modified: March 2, 2006 Tuesday November 28, 2006

The Liaison Forum is open to all campus library staff members who are involved with or interested in library liaison work. Its purpose is to allow us to share, learn and plan together. The Forum meets monthly, usually on the third Wednesday, 12:00-1:15. Meeting locations vary. The Liaison Forum Planning Group plans the meetings, and welcomes your input.

Participants in the Forum exchange information through a group email address, liaiseforum-l@library.wisc.edu.

[Our Next Meeting](#) | [Upcoming Meeting Dates](#) | [Past Meeting Topics and Notes](#) | [Planning Group Blog](#) | [Wiki](#) (*see also wiki instructions*)

Our Next Meeting

Wed. March 21, 12:00 noon - 1:15 pm, 126 Memorial Library **Topic: Office of Scholarly Communication and Publishing: The Next Step** At this meeting Ed Van Gemert will update us on the status of the OSCP.

Upcoming Meeting Dates

Wed. April 25, 2007. 12 noon - 1:15 pm, Wendt Library Conference Room. **Topic: Liaison Librarians and Collection Development** *Note:* This meeting is on the fourth Wednesday to avoid conflicting with WAAL.

Past Meeting Topics and Notes

Wed. Nov. 30, 2005, Red Gym **Organizational Meeting: What Should the Liaison Forum Do?** [Expanded notes from the meeting](#)

The Liaison Forum Series is intended to bring folks involved or interested in library liaison work across campus libraries together to share, learn and plan. Toward that end the first forum was an opportunity to hear what participants would like the liaison forum to do. What needs and interests do we have that we would like the forum to address? What issues come up in liaison work that we would like to discuss with other liaison colleagues? The forum included sharing and brainstorming on these topics.

Wed. Jan. 19, 2006 Union South **Topic: Developing a Tool Kit of Resources for Campus Liaison Librarians** Expanded notes not available

The focus of this discussion was developing a tool kit of resources for campus liaison librarians. This topic came up frequently at the November Liaison Forum in which we talked about issues and needs related to our work as liaison librarians. We discussed what we would like to see included in the tool kit and how to make that happen! Jean Ruenger-Hanson demonstrated the toolkit developed earlier as part of the My Librarian Project, <http://staff.library.wisc.edu/MyLibrarian/toolkit.htm>.

Wed. Feb. 15, 2006 Memorial Union **Topic: Scholarly Publishing and the Office of Scholarly Communications** [Expanded notes from the meeting](#)

The focus of this discussion was scholarly publishing and the new Office of Scholarly Communications. Ken Frazier joined us to share his thoughts on the subject and to answer some of the questions we raised for him at the last Liaison Forum. This topic is of particular interest because we are all starting to get questions about scholarly publishing from our faculty and grad students.

Mon. March 20, 2006, Pyle Center **Liaison Retreat** [Expanded notes from the meeting](#)

The purpose of the retreat was to talk with each other about what we do as liaison librarians in our different libraries and begin to develop a common definition for liaison work that we can use to promote and market our program. These activities were at the top of our wish list for future activities for our liaison group when we met in November. During this retreat, we shared rewarding liaison experiences and talked about what it means to be a liaison librarian in our different libraries. We hope that these conversations have given us all a better understanding of the nature of liaison work on campus, and that this understanding will in turn enable us to come up with a basic definition for our work. We also had some fun coming up with some strategies to use in marketing our program.

Wed. April 19, 2006 , Memorial Union **Topic: Communication Strategies** [Expanded notes from the meeting](#)

As liaisons and librarians, we all understand the critical importance that communication plays in our liaison activities. At this forum we discussed various strategies and issues related to communication between liaison librarians here on campus. Members of the working group have investigated a number of possible strategies for facilitating communication between liaisons, including RefWorks, wikis, and blogs. We demonstrated and discussed these tools, and other issues related to communication in liaison work.

Wed. May 31, 2006, College Library **Topic: Building an Online Collaborative Toolkit** [Expanded notes from the meeting](#)

In this meeting we moved ahead on the liaison toolkit project that we talked about doing at the previous Liaison Forum. During the hands-on portion we learned how to upload documents to our wiki (online collaborative website) toolkit. We also shared with each other some of the liaison-related items that each of us already has developed that could go into our toolkit, discussed what resources still need to be developed that volunteer teams could work on, and decided on a few conventions for our new wiki. [Instructions for contributing to the wiki](#) were shared after the meeting.

Wed. June 21, 2006, College Library **Topic: Off-Site Preservation Facility** Expanded notes not yet available

The focus of this discussion was the relocation of some library materials to our proposed off-site preservation and shelving facility: what materials will be moved, how can users access them, and how do we as liaison librarians explain this project to our users. Ed Van Gemert presented and led the discussion.
No Forum in July

Wed. August 16, 2006 **Topic: Planning for Fall Orientation and Outreach Activities**

Wed. September 20, 2006 **Topic: UW Digital Collections--A Suite of Services for the UW Community**

Wed. October 18, 2006 **Topic: How Do We Measure Success?**

Wed. November 15, 2006 **Topic: Making Connections through Committees**

No Forum in December

Wed. January 17, 2007 **Topic: Looking Back on Fall and Ahead to Spring**

Wed. February 21, 2007 **Topic: Dealing with Disgruntled Patrons and Faculty--Seeking Positive Outcomes**

Liaison Forum Planning Group

. [Abigail Loomis](#) Facilitator (2-4308) . [Tom Durkin](#) (2-7340) . [Carrie Kruse](#) (3-2108) . [Beverly Phillip](#)
 . [Janice Rice](#) (3-7146) . [Lisa Saywell](#) (2-9470) . [Gerri Wanserski](#) (3-4205) . [Amanda Werha](#)

Last updated: March 5, 2007

Descriptions of Services Offered by Liaisons



You are here: Home » Liaison Librarians

See Also:

- » [Library Instruction](#)
- » [Our Librarians](#)
- » [Services for Faculty & Instructors](#)
- » [Services for Students](#)
- » [Make an Appointment with a Librarian](#)

Publications / Presentations:

- » [2006](#)
- » [2005](#)
- » [2004](#)
- » [2003](#)

Find your Liaison Librarian:

- [By Faculty](#)
- [By Name](#)

Customized Services provided by Liaison Librarians:

Liaison librarians collaborate with faculty and students to develop services and collections to meet the needs and goals of individual departments and centres, in traditional and e-learning environments, both on campus and at a distance. Such services may include:

- individualized or classroom instruction in information retrieval and research skills
- reference/research consultation, including thesis consultation
- conducting orientations for new faculty members
- departmental presentations/workshops
- facilitating the resolution of library-related concerns within each department.

The liaison librarian assesses information needs and creates specialized information services and products, such as online information resource guides, or current awareness/alerting services.

Liaison librarians welcome opportunities to work with faculty on projects such as designing effective library assignments, integrating information technology and information literacy into the curriculum, incorporating links to course-specific Library resources in online course sites, and participating in departmental meetings or committees where issues related to the library or information needs are discussed. The liaison role may also involve collaboration on faculty research teams.

If you need help finding information, using databases or other electronic resources or doing library research for a major assignment, you are welcome to **make an appointment with a librarian**.



**QUICK LINKS**

Josiah (Catalog)
 WorldCat / *easyBorrow*
 Course Reserves (OCRA)
 Ask a Librarian
 Tips & Tutorials
 RefWorks
 LibX

RESEARCH

Getting Started
 Books, Articles, Newspapers +
 Resources by Course
 Resources by Subject
 Research Assistance
 Copyright & Fair Use
 Manage Citations

LIBRARY SERVICES

Borrow / Renew
 Borrowing Options
 Copying & Printing
 Online Forms
 Center for Digital Initiatives
 Special Collections
 Librarians by Subject
 About the Libraries

Scholarly Resources Department**Who are we?**

Scholarly Resources is composed of subject librarians who provide specialized library services primarily to faculty and graduate students.

What do we do?

Among the services offered by the librarians of Scholarly Resources are the following:

- Develop library collections in our specialties
- Place orders for materials requested by faculty and students
- Provide content for course web pages and library resource guides.
- Make presentations about library resources to classes
- Meet individually with graduate and undergraduate students to assist with their research papers
- Connect faculty and students to other Library services

What can we do for you?

Faculty: We encourage you to contact your subject librarian by phone or e-mail, introduce yourself and make the research and curricular needs of you and your students known. If we can't help you directly, we'll put you in touch with someone who can!

Students: We invite you to contact your subject librarian for a research consultation in preparation for a term paper or thesis. Please also make sure to keep us informed of significant new publications and gaps in our existing holdings.

Many of our services can be requested from our list of online forms.

Related Links

[Contact a Subject Librarian](#)
[Collection Development](#)
[New Titles Cataloged](#)
[Collections A-Z](#)
[Borrowing Options](#)
[Instructional Services](#)



[Home](#) | [Collections](#) | [Find](#) | [Services](#) | [About Us](#) | [Help](#) | [A to Z](#) | [Site Map](#) | [Search](#)

[Loan & Reserve](#) | [Interlibrary Loan](#) | [Computers](#) | [Course Reserves](#) | [Research](#) | [Disabilities](#) | [My Accounts](#) | [Contact Us](#)

Find My Liaison

- [By Subject](#)
- [By Department](#)
- [By College](#)
- [By Liaison Name](#)

Research Services

- [Research Guides](#)
- [Ask A Librarian](#)

Scholarly Communication

- [SPARC](#) 

College Liaison Librarians

What is a College Liaison Librarian?

Research Librarians, also called College Liaison Librarians, work closely with their assigned university colleges, deans, department chairs, faculty and research scientists on building library collections, providing customized classroom and individual instruction, providing subject-specific reference assistance, and identifying and promoting library digital, institutional repository and scholarly communication initiatives.

Close collaboration with library colleagues, college faculty, staff and students is essential to the Libraries' mission of connecting the campus community to information and knowledge critical for research and learning.

What can my liaison do for me?

- [Library Instruction](#)
Schedule subject-specific or CO150 instruction for your class or group and sign up for Library Workshops.
- [Research Assistance](#)
Request help in selecting appropriate resources, performing database searches and locating other materials relevant to your research.
- [Tips and Guides](#)
Liaison Librarians provide links to information by subject discipline.
- [Citation Assistance](#)
Request help in verifying citations for publications, bibliographies, or Interlibrary Loan orders.
- [Suggest Items for Purchase](#)
Suggest purchase of books, journals, databases and other materials for CSU Libraries.



UNL Libraries - Liaison Services

Librarians Helping You

Liaison Services

The University Libraries has established an extensive program of liaison services to serve as its primary communication link with the academic community of faculty, staff, and students. Library Faculty serve as the Libraries' primary contacts with specific academic departments and administrative units on campus. To determine the name of the liaison librarian assigned to your academic department or administrative unit consult the [Subject Specialists](http://www.unl.edu/libr/liaison/subisubj.shtml) (<http://www.unl.edu/libr/liaison/subisubj.shtml>) section of this website.

For a complete listing of librarians at the University Libraries, visit [Librarians by Name](http://www.unl.edu/libr/liaison/subiname.shtml) (<http://www.unl.edu/libr/liaison/subiname.shtml>).

SERVICES PROVIDED

Communication

Ongoing dialogue with its primary user populations is vital to the Libraries. Through their interaction with faculty, staff, and students, liaison librarians:

- monitor the information needs of assigned departments
- keep members of their assigned departments well-informed about the services, policies, and resources available through the University Libraries

Personalized Services

Just as disciplines differ in their basic approaches to knowledge, they also differ in their approaches to library research. Liaison librarians develop services and collections that fit individual and departmental needs and goals. Such services may include:

- classroom or individualized instruction in information retrieval skills
- reference/research consultation, student referrals and dissertation consultation
- departmental presentations and workshops
- bibliographic searching
- special materials purchases

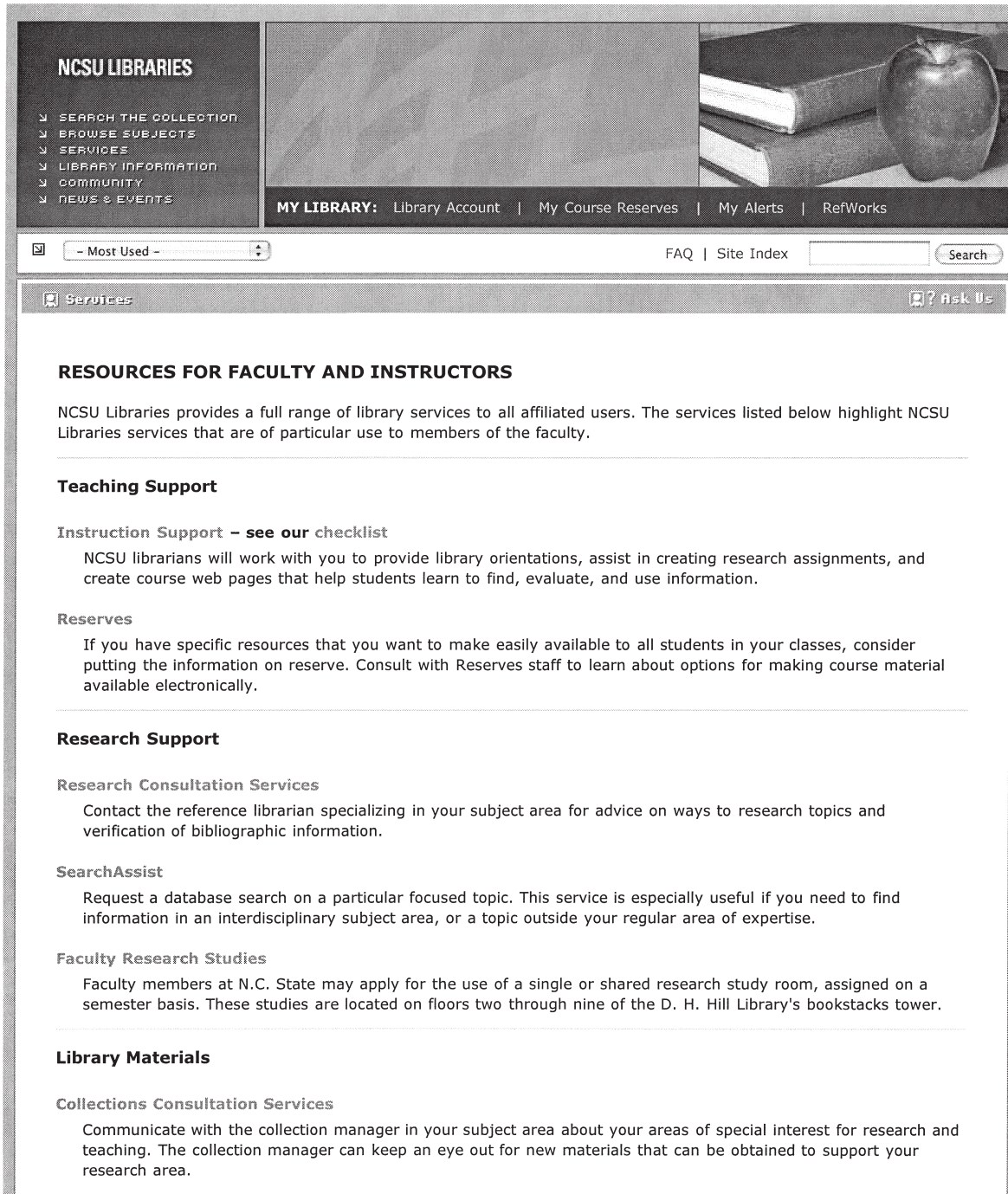
Liaison librarians welcome opportunities to work with faculty, staff, and students on special projects, such as designing effective library assignments, identifying and purchasing resources to strengthen specific areas of the collection, and integrating information technology into the curriculum.

Collection Development

Liaison librarians maintain and build the Libraries' collections. Materials of all types – books, journals, electronic resources, and multimedia – are purchased, or acquired, through a variety of selection processes. With far more literature published each year than can be purchased with available funds, liaison librarians place great importance upon staying informed about faculty and student research and teaching, so that they can make judicious decisions about what materials to add to the UNL collections.

Promoting User Input

The University Libraries' liaison program is designed to promote input from the academic community regarding the Libraries' collections, services, and policies. The more a liaison librarian knows about the needs, priorities, goals and unique perspectives of the members of his or her liaison departments, the better suited he or she will be to tailor library services and collections to serve that population. Faculty and student groups are encouraged to invite their liaison librarians to attend departmental functions as a means of keeping them informed of changing needs, concerns and priorities. The more contact liaison librarians have with the members of their liaison departments, the better able they are to keep users informed of the resources and services available through the Libraries, and how they can be used more effectively.



The screenshot shows the NCSU Libraries website interface. At the top left, there is a navigation menu for "NCSU LIBRARIES" with links to "SEARCH THE COLLECTION", "BROWSE SUBJECTS", "SERVICES", "LIBRARY INFORMATION", "COMMUNITY", and "NEWS & EVENTS". To the right of the menu is a banner image of books and an apple. Below the menu is a "MY LIBRARY:" section with links for "Library Account", "My Course Reserves", "My Alerts", and "RefWorks". A search bar is located at the top right with a "Search" button. The main content area is titled "RESOURCES FOR FACULTY AND INSTRUCTORS" and includes sections for "Teaching Support", "Reserves", "Research Support", and "Library Materials".

NCSU LIBRARIES

- SEARCH THE COLLECTION
- BROWSE SUBJECTS
- SERVICES
- LIBRARY INFORMATION
- COMMUNITY
- NEWS & EVENTS

MY LIBRARY: [Library Account](#) | [My Course Reserves](#) | [My Alerts](#) | [RefWorks](#)

FAQ | Site Index

Services

RESOURCES FOR FACULTY AND INSTRUCTORS

NCSU Libraries provides a full range of library services to all affiliated users. The services listed below highlight NCSU Libraries services that are of particular use to members of the faculty.

Teaching Support

Instruction Support – see our checklist

NCSU librarians will work with you to provide library orientations, assist in creating research assignments, and create course web pages that help students learn to find, evaluate, and use information.

Reserves

If you have specific resources that you want to make easily available to all students in your classes, consider putting the information on reserve. Consult with Reserves staff to learn about options for making course material available electronically.

Research Support

Research Consultation Services

Contact the reference librarian specializing in your subject area for advice on ways to research topics and verification of bibliographic information.

SearchAssist

Request a database search on a particular focused topic. This service is especially useful if you need to find information in an interdisciplinary subject area, or a topic outside your regular area of expertise.

Faculty Research Studies

Faculty members at N.C. State may apply for the use of a single or shared research study room, assigned on a semester basis. These studies are located on floors two through nine of the D. H. Hill Library's bookstacks tower.

Library Materials

Collections Consultation Services

Communicate with the collection manager in your subject area about your areas of special interest for research and teaching. The collection manager can keep an eye out for new materials that can be obtained to support your research area.

Suggest a Purchase

Complete this form to request a specific item. This information will automatically go to the collection manager who orders materials for your subject area.

Tripsaver

If you need a particular item that is not owned by NCSU Libraries, you can request it through Tripsaver, and the Interlibrary Services will request the material from another library for your use.

Triangle Research Libraries Network

NCSU Libraries is part of a library consortium that also includes the libraries of Duke University, University of North Carolina at Chapel Hill, and North Carolina Central University. You can use your NCSU Faculty ID card to borrow materials directly from these libraries.

Center for Research Libraries

Through NCSU Libraries' membership in the Center for Research Libraries (CRL), NCSU students and scholars also have access to the Center's significant research collections. Information on CRL holdings may be obtained by searching CRL's online catalog or browsing CRL's handbook.

Copyright Guidance

Scholarly Communication Center

This Center serves as a resource to the NC State community on scholarly communication issues including copyright and fair use as they relate to library collections and services. It also provides faculty with information on retaining publication agreements, and retaining rights to your own works.

NCSU LIBRARIES

[Search the Collection](#) | [Browse Subjects](#) | [Services](#) | [Library Information](#) | [Community](#) | [News & Events](#) | [Webmail](#)

[Home](#) | [Copyright](#) | [Disclaimer](#) | [Accessibility](#) | [Text Only](#) | [Contact Us](#) | [Staff Only](#)

NC STATE UNIVERSITY



What your Subject Specialist can do for you

The University of Oregon Libraries' provide UO departments and programs with a subject specialist librarian who acts as primary liaison to the UO Libraries. The subject specialist works with departmental faculty, staff and students to understand and support the research and information needs of the academic unit, support instruction, and provide referrals to the many services offered by the UO Libraries.

Research and collection needs

Your subject specialist works with you to make sure you have access to information resources that will meet the needs of you and your students.

Contact your subject specialist:

- to discuss ways the Libraries' collections can support your research needs through the acquisition or provision of access to resources, regardless of format;
- to arrange private, personalized brush-up or introductory sessions about library resources and services;
- to answer questions about library research materials, tools, services, policies, procedures, or budgets;
- to obtain reports on library collections and services for program reviews, accreditation reports, grant applications, recruitment information etc.;
- to discuss scholarly communication, copyright, preservation, the creation of materials (e.g. multimedia) or providing access to your project.

Instruction needs

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

Contact your subject specialist:

- to schedule research instruction or support sessions tailored specifically for your course topic or project;
- to produce specialized research guides for your discipline, specific classes or projects;
- to design a "library" assignment;
- to obtain additional or individualized research assistance for your students;
- to get assistance designing a course and creating a syllabus;
- to answer questions about instructional material or tools (e.g. Blackboard, educational technology, course reserves, images, audio, video or other multimedia etc).


What you can do to assist your subject specialist

The more information subject specialists have about their academic departments, the better they can tailor library services and collections to their department's needs.

The communication channels will be enhanced when you:

- inform your subject specialist of new faculty;
- inform your subject specialist of impending curricular changes, new courses, and new degrees;
- share information about recent publications or conference papers by members of your department;
- inform your subject specialist of faculty involvement with interdisciplinary institutes or centers;
- tell your subject specialist about editorial positions held by faculty in your department;
- tell your subject specialist about the topics of graduate seminars and dissertations;
- invite your subject specialist to attend departmental functions;
- when possible, include your subject specialist in departmental mailings, listservs, etc. This serves as a way to make him or her aware of important issues within your department, and provides an avenue for the subject specialist to keep the department informed of relevant library news.

Maintained by: Cara List, clist@uoregon.edu
Last Modified: 07/06/2007

	<h1 style="text-align: center;">Libraries</h1> <p style="text-align: center;"><i>Access. Knowledge. Success.</i></p>					Quick Links ▶ Your Library ▶ Account ▶ Interlibrary Loan ▶ Course Reserves ▶ Hours	<input type="text" value="Search this Site"/> <input type="button" value="Search"/>	
							<table border="1" style="width: 100%; text-align: center;"> <tr> <td>About</td> <td>Catalogs</td> <td>Libraries and Units</td> <td>Articles and Databases</td> <td>Guides and Instruction</td> <td>Giving</td> <td>Help</td> <td>Ask a Librarian</td> </tr> </table>	About
About	Catalogs	Libraries and Units	Articles and Databases	Guides and Instruction	Giving	Help	Ask a Librarian	

Instructional Services for Instructors

Information literacy -- the ability to obtain and evaluate information -- is one hallmark of a university education. Through collaboration with faculty in other disciplines, Purdue librarians strive to integrate information literacy skills and concepts into the University curriculum.

The Libraries faculty seek opportunities to meet students at the teachable moment -- in the classroom, the residence hall, the reference desk, or online -- when they have the need and the urgency to learn the techniques and strategies that foster critical thinking. We welcome the opportunity to work with you in incorporating information literacy into your course or curriculum, to meet your course goals and those of the [Purdue Libraries Information Literacy Curriculum](#). Please contact the [Libraries representative](#) for your subject area to discuss the most effective means of addressing the needs of your students.

Curriculum review -- assess relevance and scope of library resources and services as they relate to curricular planning and development.

Assignments -- assistance in developing effective library- or information-related assignments and exercises. May include resource lists or instructional handouts, available in print or on-line

On-line instruction -- web-based tutorials offer flexible, interactive opportunities for students to learn information literacy concepts and strategies, or how to more effectively use specific resources.


In-class sessions -- single or multiple class sessions integrated into your course; may present general concepts and strategies of information seeking or may focus on resources in a specific subject area.

Research Guides -- bibliographies, resource lists, and instructional handouts, available in print and online, that are appropriate for your course as well as general information on the Libraries, its resources and databases, or frequently requested topics.


Partnering to develop [information literate](#) students is an important aspect of the Libraries strategic direction, The Learning Library ([Plan 2004: A Framework for Action](#) .) In the age of the Internet and information overload it is important for all students (faculty and staff too!) to know how to find, use, and especially evaluate information in all formats. Not only do students need instruction in how to do this, but they also need opportunities to practice and improve their strategies.

Research Guides & Instructional Resources

- [Tutorials](#)
- [Research Guides](#)
- [For Students](#)
- [For Instructors](#)
 - [Info Lit Curriculum](#)
 - [Librarians](#)
 - [Curric Review](#)
 - [Assignments](#)
 - [Class Sessions](#)
 - [Scheduling a Session](#)
- [University Copyright Office](#)



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University Libraries

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Library Site ▼ 93

University Libraries

Libraries Catalog

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Libraries A to Z

AskUsNow!

Subject Librarians

By College/Department

Advertising & Public Relations
[Jane Row](#)

African & African American Studies
[Felicita Felder-Hoehne](#)

Agricultural Sciences & Natural Resources
[Sandra Leach](#)

Anthropology
[Janette Prescod](#)

Architecture
[Jennifer Beals](#)

Art
[Jennifer Beals](#)

Asian Studies
[Molly Royse](#)


Audiology & Speech Pathology

Subject librarians offer a variety of services designed to help individuals access information resources and use them effectively. Assistance may range from locating a needed fact or specific source to designing a search strategy for retrieving information on a broad topic. Subject librarians provide classroom instruction. They also have responsibility for managing the Libraries' collections.

Alphabetical list by name of subject librarian

Library of Congress assignments by

- [Fund](#)
- [LC Class](#)
- [Major Topic](#)
- [Subject Librarian](#)



Use our **E-mail Reference Service** when IM is offline.



Subject Librarians

- [Libraries Home](#)
- [Library Catalog](#)
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- [Services](#)
- [Branches](#)
- [Libraries A to Z](#)

AskUsNow!



Jane Row
Social Sciences Coordinator

Email: jrow@utk.edu

Office: 120C Hodges Library

Phone: (865) 974-4699

Services: Provides reference, instruction, and collection development for:

- General Social Sciences
- **Political Science**
- **College of Communication & Information**
- **Women's Studies**

Coordinates the activities of the subject librarians in the social sciences, including the Colleges of Business, Communications, Education, and Social Work. Librarians are responsible for reference services, specialized instruction, and collection development and management.

More Info: [American Studies 450](#)
[Environmental Policy Workshop](#)
[Guide to Public Opinion Resources](#)

Newsletter: [Information for Social Scientists January 2007](#)
[Archives: 2001-2006](#)



Subject Librarians

[Libraries Home](#)[Library Catalog](#)[Databases](#)[Forms](#)[Help](#)[Services](#)[Branches](#)[Libraries A to Z](#)**AskUsNow!**

Janette Prescod

Coordinator, Periodicals/Documents and Microforms**Email:** jprescod@utk.edu**Office:** 120B Hodges Library**Phone:** (865) 974-0009**Services:** Provides reference, instruction, and collection development for:

- Federal and State governments and International Governmental Organizations
- Anthropology

More Info:

- **Anthropology**
- **Government Information**
- **Subject Guides**

Need Help? **AskUsNow!** or contact **me** directly.



Subject Librarians for Academic Departments and Special Collections

Subject librarians keep their assigned departments informed about events in the Library and learn from the departments about their library needs. They select books, journals, databases, and other materials for their disciplines, give instruction in the use of the Library, and handle specialized reference needs.

If you wish to request a purchase for the library you may use the [purchase request form](#). The links in the left column of this page (below) take you to database/subject guides for each academic department. A separate list of these [database guides by subject](#) is also available.

[Arts & Sciences](#) | [Architecture](#) | [Commerce](#) | [Education](#) | [Engineering](#) | [Special Collections](#)

College of Arts & Sciences

Anthropology	Philip McEldowney	pm9k@virginia.edu	434-924-4987
Art History/Archeology	Lucie Stylianopoulos	lws4n@virginia.edu	434-924-6604
Astronomy	Beth Blanton-Kent	bwb9f@virginia.edu	434-924-6837
Biology	Tina Smith	tls9n@virginia.edu	434-982-4537
Chemistry	Beth Blanton-Kent	bwb9f@virginia.edu	434-924-6837
Chinese	Calvin Hsu	ch8xv@virginia.edu	434-924-4978
Classics	George Crafts	gtc@virginia.edu	434-924-4984
Drama	Lucie Stylianopoulos	lws4n@virginia.edu	434-924-6604
Economics	Esther Onega	eeb4n@virginia.edu	434-924-1011
English	Chris Ruotolo	cir2q@virginia.edu	434-982-2652
Environmental Sciences	Fred O'Bryant	ifo@virginia.edu	434-924-6836
French	George Crafts	gtc@virginia.edu	434-924-4984
German	James Campbell	jmc@virginia.edu	434-924-4985
History-Europe, Asia, Africa, M. East, L. Amer.	George Crafts	gtc@virginia.edu	434-924-4984
History-Far East	Calvin Hsu	ch8xv@virginia.edu	434-924-4978
History-South Asia	Philip McEldowney	pm9k@virginia.edu	434-924-4987

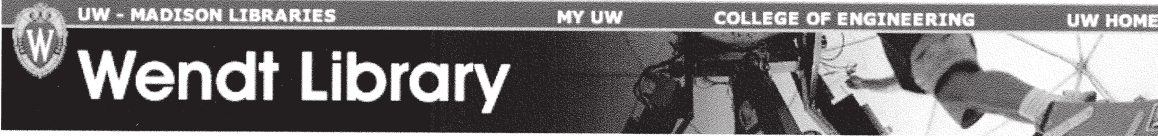
Research Services for Faculty

For Faculty - What would you like to do?	Service
- Find out how to contact a Librarian with questions in a particular discipline.	Librarian Liaisons Ask a Librarian
- Find out if the WSU Libraries own a particular book or journal and/or if it is in electronic format. -Have a Citation? Search for full text	Library Catalog Online Journals Electronic Books Citation Linker
- Find and/or request material not owned by WSU Libraries.	Michigan eLibrary (MeL) Other Libraries' Catalogs Wayne Interlibrary Loan and Document Delivery (WILD)
- Find general reference information on a variety of topics.	Reference Tools
- Find out how to access electronic resources from off campus.	Off-Campus Access
- Order multimedia/audiovisual equipment for classroom support.	Media Services
- Search for journal articles in a particular discipline or search for information on specific subject areas.	Articles and Databases Subject Resources and Guides
- Find out how to keep current with the latest literature in a particular field.	Subscribe to the Institute for Scientific Information's (ISI) Current Contents Alert Service
- Find out how to place items on reserve for courses being taught. - How to create persistent links	Faculty FAQ - Electronic Course Reserves Creating persistent links (pdf)
- Find general information about library services and policies.	Using the Library - Services and Policies
- Bibliographic Management Software Programs	Research-Related Software
- WSU Dissertations(full text, 1997 -). - Dissertations from other institutions	ProQuest Dissertations and Theses Fulltext
- Find out how to enhance teaching and the student's learning.	Office for Teaching and Learning
- Find out how to format research papers and cite sources	Citation Style Guides
- Find comparisons of citation styles used for research papers.	Citing Sources Within Your Paper -- Duke University Libraries
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Liaison Librarians

Wendt Library has designated a librarian to serve as the principal contact for each department and research center we serve.

Services library liaisons provide include:

- Help with library services and policies
- Reference consultations
- Customized instructional sessions
- Library Course Pages (web pages for your students)
- Citation verifications
- Purchase requests
- Recommendations of alert services

We are here to support you in your research and teaching. Please do not hesitate to contact your liaison whenever you have a suggestion, concern, or need for consultation.



Department / Liaison	Phone	Email
Atmospheric & Oceanic Sciences Diana Wheeler	265-9801	dwheeler@engr.wisc.edu
Biomedical Engineering	262-9455	awerhane@engr.wisc.edu