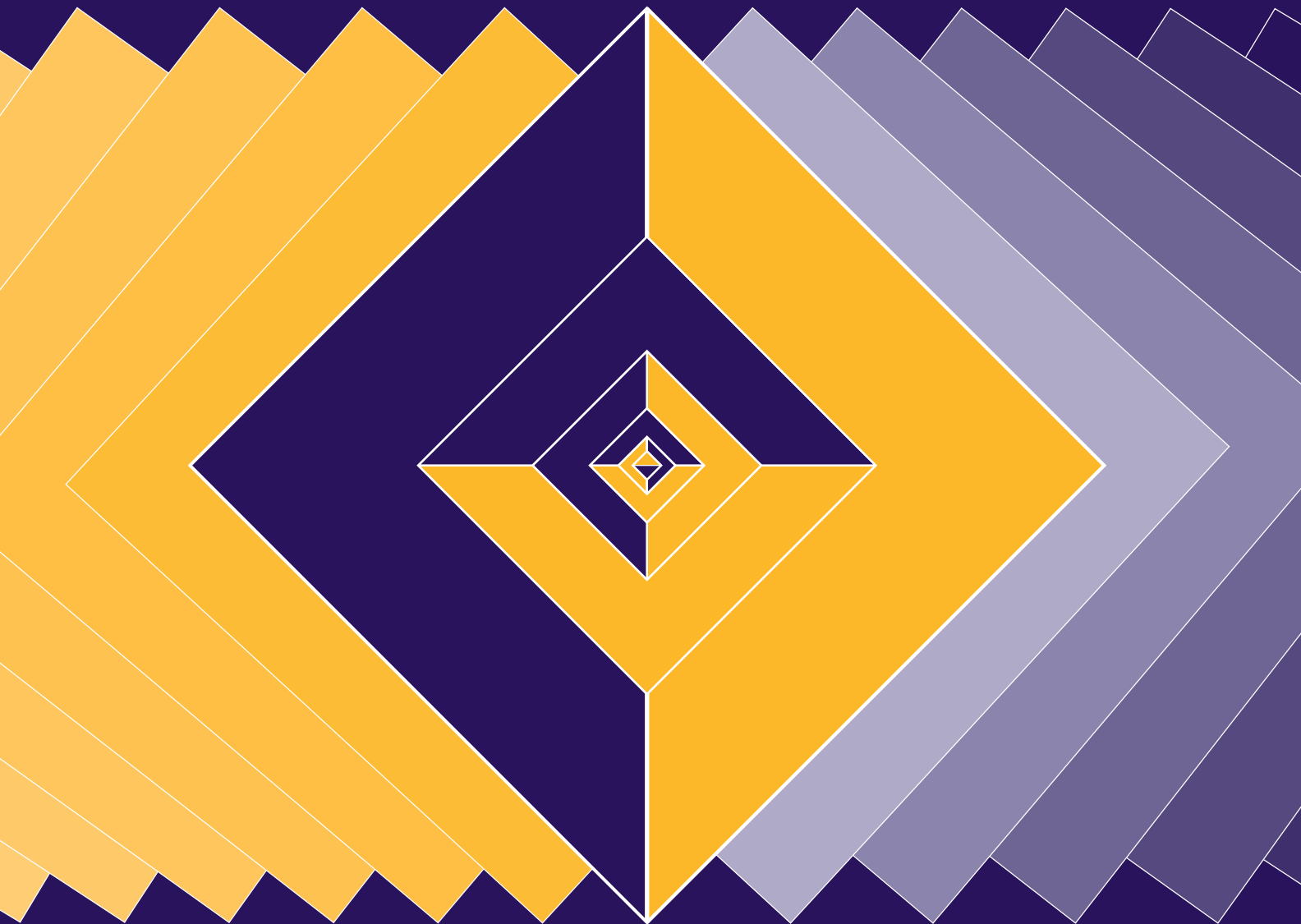


# Kit 301

Liaison Services

October 2007



ASSOCIATION OF RESEARCH LIBRARIES

# SPEC KITS

Supporting Effective Library Management for Over Thirty Years

Committed to assisting research and academic libraries in the continuous improvement of management systems, ARL has worked since 1970 to gather and disseminate the best practices for library needs. As part of its commitment, ARL maintains an active publications program best known for its SPEC Kits. Through the Collaborative Research/Writing Program, librarians work with ARL staff to design SPEC surveys and write publications. Originally established as an information source for ARL member libraries, the SPEC series has grown to serve the needs of the library community worldwide.

## What are SPEC Kits?

Published six times per year, SPEC Kits contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. They are the result of a systematic survey of ARL member libraries on a particular topic related to current practice in the field. Each SPEC Kit contains an executive summary of the survey results; survey questions with tallies and selected comments; the best representative documents from survey participants, such as policies, procedures, handbooks, guidelines, Web sites, records, brochures, and statements; and a selected reading list—both print and online sources—containing the most current literature available on the topic for further study.

## Subscribe to SPEC Kits

Subscribers tell us that the information contained in SPEC Kits is valuable to a variety of users, both inside and outside the library. SPEC Kit purchasers use the documentation found in SPEC Kits as a point of departure for research and problem solving because they lend immediate authority to proposals and set standards for designing programs or writing procedure statements. SPEC Kits also function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who may not have access to this kind of information.

SPEC Kits can be ordered directly from the ARL Publications Distribution Center. To order, call (301) 362-8196, fax (301) 206-9789, e-mail [pubs@arl.org](mailto:pubs@arl.org), or go to <http://www.arl.org/resources/pubs/>.

Information on SPEC Kits and the SPEC survey program can be found at <http://www.arl.org/resources/pubs/spec/index.shtml>. The executive summary for each kit after December 1993 can be accessed free of charge at <http://www.arl.org/resources/pubs/spec/complete.shtml>.





# SPEC Kit 301

Liaison Services

October 2007

---

**Susan Logue**

Associate Dean for Support Services  
Southern Illinois University Carbondale

---

**John Ballestro**

Assistant Professor  
Southern Illinois University Carbondale

---

**Andrea Imre**

Assistant Professor  
Southern Illinois University Carbondale

---

**Julie Arendt**

Assistant Professor  
Southern Illinois University Carbondale



ASSOCIATION OF RESEARCH LIBRARIES

---

Series Editor: Lee Anne George

SPEC Kits are published by the

Association of Research Libraries  
21 Dupont Circle, NW, Suite 800  
Washington, DC 20036-1118  
P (202) 296-2296 F (202) 872-0884  
[http://www.arl.org/spec/  
pubs@arl.org](http://www.arl.org/spec/pubs@arl.org)


ISSN 0160 3582

ISBN 1-59407-794-0

978-1-59407-794-4

Copyright © 2007

This compilation is copyrighted by the Association of Research Libraries. ARL grants blanket permission to reproduce and distribute copies of this work for nonprofit, educational, or library purposes, provided that copies are distributed at or below cost and that ARL, the source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provisions of the US Copyright Act.

 The paper used in this publication meets the requirements of ANSI/NISO Z39.48-1992 (R1997) Permanence of Paper for Publications and Documents in Libraries and Archives.

## SURVEY RESULTS

Executive Summary.....	11
Survey Questions and Responses .....	15
Responding Institutions.....	51

## REPRESENTATIVE DOCUMENTS

### Liaison Roles and Responsibilities

University of California, Irvine	
Baseline Standards for Bibliographer/Faculty Liaison .....	56
Colorado State University	
College Liaison Librarians.....	58
Emory University	
Role of a Subject Liaison .....	61
Kent State University	
Collection Development. Liaison Librarians .....	63
University of Tennessee	
Role of Subject Librarian .....	64
University of Washington	
The Task Force on the Public Service Expectations of Library Liaisons Report. August 2005	66
University of Wisconsin-Madison	
"myLibrarians" Liaison Program. Charge for Pilot Project.....	73

### Position Descriptions

Brown University	
Position Description (Grade 12 and above) .....	76
University of California, Irvine	
Research Librarian for Mathematics and Physics & Astronomy .....	79

University of California, San Diego	
Political Science/Government Information Librarian.....	83
Engineering Librarian .....	85
George Washington University	
Instruction and Reference Librarian .....	87
Johns Hopkins University	
Librarian III, Physical Sciences or Engineering Librarian, 29243 .....	89
Michigan State University	
Science Collections Coordinator/ Food Science & Technology Librarian .....	90
Humanities Bibliographer, Librarian II .....	91
University of Virginia	
Librarian for History; Religious Studies; French Language and Literature; and Classics .....	92
University of Washington	
Nordic Studies Librarian .....	93
University of Waterloo	
Information Services and Resources Librarian, with Liaison Responsibilities.....	95
Wayne State University	
Generic job description .....	98

## **Training Materials for Liaisons**

Boston College	
Boston College Libraries. Collection Development: A Basic Outline.....	100
University at Buffalo, SUNY	
Collection Development Manual arts & sciences libraries. Subject Liaison Responsibilities	103
University of California, Irvine	
Methods of Library Outreach & Liaison .....	109
Best Practices in Faculty/Departments Outreach and Liaison Activities.....	112
University of California, San Diego	
SSH Cluster Collection Development Toolkit. Collection Manager's Duties and Responsibilities .....	115
Michigan State University	
Bibliographers Manual. Chapter 5. Liaison .....	118
University of Tennessee	
Subject Librarians' Manual .....	127
Subject Librarians' Manual. Introduction .....	128
University of Texas at Austin	
Bibliographer Manual. VII. Appendix. Orientation Checklist .....	129
Bibliographer Manual. VI. Bibliographers and Their Role in the Institution.....	132
Bibliographer Manual. V. Functions and Activities. D. Faculty Liaison .....	134

Texas A&M University	
<b>Examples of Liaison Services</b> .....	139
University of Washington	
<b>Collection Management Services. New Selector/Liaison Training Checklist</b> .....	142
University of Wisconsin-Madison	
<b>The Liaison Forum</b> .....	145

### **Descriptions of Services Offered by Liaisons**

University of Alberta	
<b>Find your Liaison Librarian</b> .....	150
Brown University	
<b>Scholarly Resources Department. Who are we?</b> .....	151
Colorado State University	
<b>College Liaison Librarians. What is a College Liaison Librarian?</b> .....	152
University of Nebraska-Lincoln	
<b>UNL Libraries — Liaison Services</b> .....	153
North Carolina State University	
<b>Resources for Faculty and Instructors</b> .....	154
University Of Oregon	
<b>What your Subject Specialist can do for you</b> .....	156
Purdue University	
<b>Instructional Services for Instructors</b> .....	158
University of Tennessee	
<b>Subject Librarians. By College/Department</b> .....	159
<b>Subject Librarians. Jane Row</b> .....	160
<b>Subject Librarians. Janette Prescod</b> .....	161
University of Virginia	
<b>Subject Librarians for Academic Departments and Special Collections</b> .....	162
Wayne State University	
<b>Research Services for Faculty</b> .....	163
University of Wisconsin-Madison	
<b>Liaison Librarians</b> .....	164

## **SELECTED RESOURCES**

<b>Books and Journal Articles</b> .....	167
---	-----





## **SURVEY RESULTS**





---

## EXECUTIVE SUMMARY

---

### Introduction

A SPEC survey on liaison services in libraries that was conducted in 1992 concluded that, “Until recently the library collection has formed the focus of library activity. But as the physical collection becomes less central, the user is becoming the focus of library services. The role librarians are to have in this decentralized information environment could depend largely upon the effectiveness with which liaison librarians are able to monitor, anticipate, and respond to user’s information needs.”<sup>1</sup> Since then many changes have taken place in libraries and in society. Electronic communication and electronic publications have changed library patrons’ expectations and challenged libraries to provide access to a wide variety of materials while adjusting to their patrons’ constantly evolving information seeking behaviors and technological needs.

Since 1992, the definition of the liaison role also has changed. The 1992 RUSA guidelines for liaisons described the liaison role as primarily to gather information for collection development.<sup>2</sup> The 2001 guidelines have an expanded definition of liaison work that includes five components. Three components stress collection development and two emphasize purposes beyond collection development, namely public relations and communicating clientele needs to the library staff and governing body.<sup>3</sup> Now, librarians are taking on a number of new roles and responsibilities including partnering with faculty in the classroom, acting as academic

advisors and mentors, and providing computer software and hardware support.

### Background

This survey sought to identify the current roles of liaisons in ARL libraries and any changes in focus in their interactions with academic departments. It explored whether liaisons are being reactive to faculty and student needs, partners in providing teaching/library instruction, pioneers in the new electronic world or have limited involvement with the academic departments, and documented how libraries mix the activities of traditional liaison responsibilities with the new trends that are fostered by the evolving needs of today’s library patrons.

The survey was distributed to the 123 ARL member libraries in May 2007. Sixty-six libraries—63 academic and 3 non-academic—responded by the deadline for a 54% response rate. Only one of the academic libraries does not provide liaison services to academic departments in their university; these services are not applicable to the non-academic libraries. Twenty-nine of the responding libraries (49%) began offering liaison services before 1980. A number of respondents couldn’t provide an exact start date but made comments along the lines of, “as long as the library has been in existence” and “for decades.” Those who could provide a date show that a wave of new, or newly defined, programs has started each decade from the 1960s to today; the most recent program started in 2007.

## Liaison Assignments

For 44 respondents (75%), defining who liaisons are and what they do was determined through administrative decisions. However, a significant number of respondents stated that librarians' perceived needs of academic departments were a major factor in determining these services (33 responses or 60%). Formal and informal meetings and conversations with faculty members also played a role. In most of the responding libraries (52 or 85%), there is a liaison assigned to every department on campus. At the other nine, only a few departments have a liaison.

## Department Participation

Thirty-three respondents (61%) indicated that all departments on their campuses take advantage of services offered by library liaisons. The 24 respondents who indicated that only some departments take advantage of liaison services were asked to estimate the percentage of participating departments and to describe which departments those are. The majority report that participation falls between 75% and 90%; only two campuses have less than 60% departmental participation. The respondents listed a wide range of participating departments across disciplines. Many commented that participation level varies between departments since each department has different needs. A handful of respondents indicated that sciences are less active than social sciences and humanities, while one indicated that sciences are the most active.

All of the responding libraries are actively seeking ways to increase departmental participation and employ various strategies to achieve that goal. An analysis of respondents' comments show that library liaisons tend to target their services to teaching and research faculty more than undergraduates, but it appears difficult to get their foot in the door. Almost all of the libraries encourage liaisons to attend departmental meetings and, in addition to formal meetings, many organize social events for liaisons and departmental faculty. Most

respondents also indicated that they employ such promotion strategies as newsletters, e-mail, or presentations for key university committees to increase departmental participation. Six respondents indicated that they increased the presence of liaisons in academic units by providing liaisons with office spaces or office hours in academic departments. A few shared strategies that can help campus faculty become more active, such as inviting faculty to contribute to library publications, including faculty on library committees, and creating liaison advisory teams. One respondent commented that their librarians are "over-extended" and therefore expectations are carefully controlled. On most campuses however, liaisons constantly work to implement new services.

The survey asked which members of the department are eligible for liaison services. Responses indicate that liaison outreach is inclusive. Faculty of all types—teaching and research, adjunct and lecturer—are high on the eligibility list, followed closely by graduate teaching assistants and other graduate students. Roughly three-fourths of the respondents also include administrative staff and undergraduates. A few include the general public.

## Liaison Responsibility Assignment

Only five libraries report that most or all of their librarians are assigned as liaisons. The criteria for these liaisons are summed up by one respondent, "interest, subject knowledge, availability, instruction skills, public service ethic." When the liaison pool is narrowed to just *some* librarians, subject expertise is still the number one criteria and "Subject Librarian" appears to be synonymous with liaison. Those with collection development responsibilities also commonly act as liaisons, but the largest group to shoulder liaison responsibilities is the public service librarians. Other library professionals with liaison responsibilities include administrators, language specialists, and media specialists. Support staff liaisons typically have cataloging or service desk expertise.

### **Liaison's Department Assignment**

For the majority of librarians (80%), liaison activities are their primary responsibility, but for other professionals and library staff liaison activities are secondary to other responsibilities of their jobs. For the great majority of respondents, department assignments are based on the liaison's subject expertise (95%) or position in the library (69%). Some libraries also consider distribution of workload as a way to determine assignments. All of the responding libraries reported at least one liaison who serves more than one academic department. Although most libraries assign no more than four or five academic departments to any one liaison, four libraries indicated that more than fifteen departments were assigned to a liaison. In the 1992 SPEC survey the largest number of departments assigned to one liaison was 12; in this survey the largest number is thirty-one.

### **Liaison Services**

The survey asked what services liaisons provide to their academic departments. All respondents indicated that their liaisons offer departmental outreach and communicate department needs back to the library. All but a few also offer reference, collection development, and library instruction. A significant number provide scholarly communication education. Examples of other services include digital project support, individual consultations, advice on copyright, and exhibits, among others. Several respondents noted that not every librarian provided all of the services listed, though.

While types and number of services may differ from liaison to liaison, they all appear to use a wide range of methods to communicate what those services are to their departments. At the top of the list is sending information via e-mail. A close second is the in-person approach, such as attending departmental meetings, meeting with faculty individually, and orienting new faculty. Most post news on the library's homepage or newsletter, send promo-

tional materials to their departments, host special events, or use electronic discussion lists and blogs to communicate their services.

### **New Liaison Training**

Almost all of the libraries provide some form of training for new liaisons whether informal or formal, just an overview or more extensive, provided by a supervisor, peer, or an assigned mentor. Collection development is the most common aspect of the training that liaisons receive. Also common is training in reference, instruction, and outreach methods. A number of libraries provide introductions to the liaison's departments. Others schedule regular meetings of liaisons. More than a fifth of the comments indicate that the training for the liaison role is unstructured, but several are planning a more rigorous program.

### **Administration of Liaison Services**

Almost half of the respondents reported that their liaison services are self-administered by individual liaisons without a central coordinator or administrative body. About a quarter reported that liaisons are centrally administered, either by a coordinator, committee, or the library administration. In a few cases, two or more unit heads have joint responsibility. In other cases, administration varies by library or unit.

### **Evaluation of Liaison Services**

About half of the survey respondents report that there has been some sort of evaluation of their liaison services. The most common evaluation method is to track the number of instruction sessions and/or reference or research interviews. Some have conducted user surveys or interviewed members of their departments. A few have conducted focus groups. Several respondents mention the liaison's annual performance report as the main evaluation method; several others specify that they have used the LibQUAL+® user satisfaction survey.

## Challenges of Liaison Services

The survey asked respondents to describe up to three top challenges for their library liaisons. Responses cover a wide range of concerns. The most common challenge described is establishing and maintaining contact with faculty, especially when they seem time-pressured, uninterested, or unresponsive to outreach, are on campus only part-time, or think that library services compete with teaching time. Another challenge is time constraints on liaisons: they have competing responsibilities, are assigned too many departments or departments outside their area of expertise, or may struggle to keep up with new technology, new ideas, or changes in their departments. A third challenge can be described as communication: how to get the word out about liaison services to the right people when they are receptive to the message.

The 1992 SPEC survey included a similar question that asked, "What barriers to effective liaison work do librarians encounter at your institution." In both surveys, concerns about unreceptive faculty and about lack of time or expertise were indicated. Although the two surveys are not directly comparable because of differences in question wording and response presentation, it is notable that ten libraries in the 1992 survey marked over-demanding faculty as a challenge, but this concern was barely mentioned in the current survey.

## Conclusion

More than half of the academic ARL member libraries provide liaison services to departments at their universities. While only a few libraries assign liaison responsibilities to all librarians, the others have hired or trained a cadre of librarians and other staff who have the subject experience, social skills, and interest to make this their primary job responsibility. Most of these libraries assign a liaison to every department, though not every department takes advantage of the available services. Liaisons are using a variety of high-tech and in-person approaches to reach out to their departments. A large majority of the responding libraries provide liaison services

not just to tenured and tenure-track faculty but to students and others in the departments they serve. Most liaisons offer a range of services from collection development to reference and instruction to research support, digital project consulting, and more. Almost all of the libraries provide training for liaisons to ensure effective service, though only about half have formally evaluated their success.

There are many challenges to making a liaison program successful. Each library is in a different environment. Different departments have different needs. Many respondents noted that department-liaison relationships are dependent on a number of factors, including the ratio of liaisons to departments, the personal relationships that liaisons have established with faculty, students, and staff in their liaison departments, and the ability of the liaison to have time to devote to this job responsibility.

Just fifteen years ago, over-demanding faculty was a concern for some libraries and establishing and maintaining contact was a concern for others. Now, establishing and maintaining contact is a consistent concern. While many liaisons make establishing and maintaining contacts a priority, faculty deem library services a low priority in their daily lives. Getting the opportunity for instruction, helping students in their research, and integrating information literacy into the curriculum are some of the many challenges that face liaisons today.

## References

1. Latta, Gail F. *Liaison Services in ARL Libraries*. SPEC Kit 189. Washington, DC: Association of Research Libraries, November/December 1992.
2. Liaison with Users Committee. Collection Development and Evaluation Section. Reference and Adult Services Division. American Library Association. "RASD Guidelines for Liaison Work." *RQ* 32, no. 2 (1992): 198–204.
3. Liaison with Users Committee. Collection Development and Evaluation Section. Reference and User Services Association. "Guidelines for Liaison Work in Managing Collections and Services." *Reference & User Services Quarterly* 41, no. 2 (2001): 107–09.

---

## SURVEY QUESTIONS AND RESPONSES

---

The SPEC survey on Liaison Services was designed by **Susan Logue**, Associate Dean for Support Services, **John Ballestro**, Assistant Professor, **Andrea Imre**, Assistant Professor, and **Julie Arendt**, Assistant Professor at Southern Illinois University Carbondale. These results are based on data submitted by 66 of the 123 ARL member libraries (54%) by the deadline of June 13, 2007. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

---

A SPEC survey on liaison services in libraries that was conducted in 1992 concluded that, "Until recently the library collection has formed the focus of library activity. But as the physical collection becomes less central, the user is becoming the focus of library services. The role librarians are to have in this decentralized information environment could depend largely upon the effectiveness with which liaison librarians are able to monitor, anticipate, and respond to user's information needs." Since then many changes have taken place in libraries and in society. Electronic communication and the wide range of electronic publications have changed our patrons' expectations and information needs. Libraries are facing an increased challenge as they try to provide access to a wide variety of materials while adjusting to their patrons' constantly evolving information seeking behaviors and technological needs. Librarians are taking on a number of new roles and responsibilities including partnering with faculty in the classroom, acting as academic advisors and mentors, and providing computer software and hardware support.

This survey seeks to identify the current roles of liaisons in ARL libraries and indicate any changes in the focus of librarians in their interactions with academic departments. We hope to discover whether liaisons are being reactive to faculty and student needs, partners in providing teaching/library instruction, pioneers in the new electronic world, or have limited involvement with the academic departments. We intend to document how libraries today mix the activities of traditional liaison responsibilities with the new trends that are fostered by the evolving needs of the library's patrons.

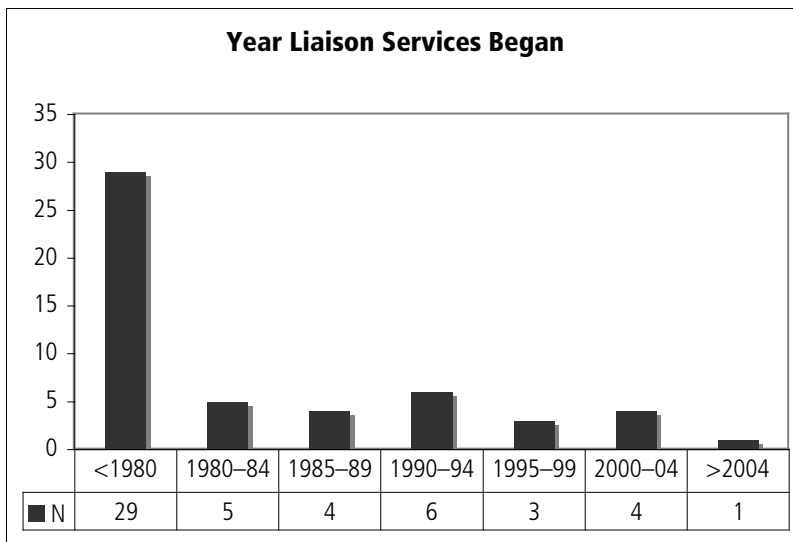
## BACKGROUND

---

1. Does your library provide liaison services to academic departments in your university? N=66

<b>Yes</b>	62	94%
<b>No</b>	1	1%
<b>Not applicable, this library is not in an academic institution.</b>	3	5%

If yes, in what year did your library begin offering these services? N=59



### Selected Comments from Respondents

"Already existed in early 1970s."

"1996 starting with Science & Engineering."

"Always, although the nature of the service has evolved over time."

"At least 35 years ago, possibly."

"Early 1990s."

"Early 20th century."

"Generally, since the beginning."

"I don't know. These services were in place when I arrived in 2001. My sense is that they've been in place for decades."

"In the 31 years that I have worked here, we have offered some form of liaison services, so I am unsure what year this started. They have evolved over time."

"Informally, we have been doing this forever; branch and reference department librarians served as liaisons based on subject/discipline knowledge; in 1993, 'connection development,' our term for liaison work, was assigned to all the librarians in Subject Teams."

"It has always been integral to a collections librarian role."

"Late 1980s."

"Many years ago."

"Mid to late 1960s."

"Mid-1980s."

"Since services began here...probably 1701. The Library had a fundamental role in the history of the university."

"Sometime in the 1970s."

"Sometime prior to 1975; everyone who has worked here since then says the program was already in place."

"To my knowledge, as long as the library has been in existence there has been liaising with the departments."

"Too long ago to know."

## 2. How were the liaison roles determined? Check all that apply. N=59

Library administrative decision	44	75%
Librarian's perceived needs of academic department(s)	33	56%
Informal conversations with members of the academic department(s)	22	37%
Formal meetings with academic department groups	13	22%
Surveyed members of the academic department(s)	7	12%
Other, please specify	13	22%

"At this point, no one here knows what the history of the decision was. The university is 50 years old, and we've had liaison librarians for as long as any of us recall."

"Collection Development librarians liaise in areas related to collection development while education and instruction librarians liaise related to instructional areas."

"Departmental or program initiative."

"Historic practice set by earlier collection development assignments."

"I don't know. I was not here at the time. These services have been in place for decades." (Three other similar responses.)

"In response to outreach opportunities."

"Liaison responsibilities are linked mostly with subject responsibilities, therefore subject librarians who look after collection development, reference and instruction are liaisons for the corresponding department(s). In some cases (we have 18 libraries) or for some specific issues/projects, the head of the library will be the liaison and not the subject librarian."

"Team leaders of Collection Management, Research Services, and Instructional Services articulated liaison role in document."

"University library committee's advice and suggestions."

"We hire librarians to have general responsibilities as liaisons and then let each of them work out with their departments how large or small that role will be."

## LIAISON ASSIGNMENT

---

3. Does the library assign a liaison to every academic department? N=61

<b>Yes, to every department</b>	52	85%
<b>No, to only some departments</b>	9	15%

## DEPARTMENT PARTICIPATION

---

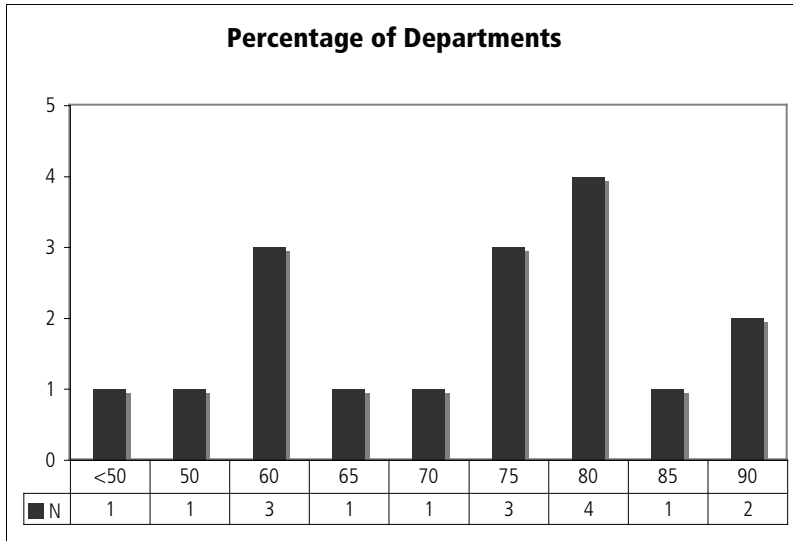
4. Do all of these departments take advantage of the services provided by library liaisons? N=61

<b>Yes</b>	37	61%
<b>No</b>	24	39%

If no, please estimate the percentage of academic departments that actively participate in the library liaison activities and describe which departments those are.



**Percentage N=17**



**Departments N=21**

“A range of departments in sciences, (campus strength), social sciences, and humanities disciplines.”

“Across the board; no pattern among colleges. Some more interested in research support or collection development, others in instruction, etc.”

“All sciences and engineering, anthropology, English, history, schools of management, sociology, education, Latin American Institute, native American Studies, Chicano/Hispano/Mexicano studies, Architecture, Fine and performing arts.”

“All departments make some use of liaison service, although in some cases it is very basic, e.g., a request for purchase, but it can go right up to asking liaison to be part of a research team. There is a very wide range of involvement.”

“All departments receive at least minimal communication (1–2 times per year to the departmental rep) from the liaison. History, Chemistry, Entomology, and a couple of the Education departments seem to have strong ties with their liaisons and request services on a regular basis.”

“Almost all of the social science and humanities departments take advantage of the library’s liaisons with Art, Business, English, History, Political Science, and Geography being some of the most engaged.”

“Departments in all academic colleges (Architecture, Music, Engineering, Natural Science, Humanities, Social Sciences).”

“English, History, Art, Spanish, East Asian, biology, chemistry, geology, geography; music, philosophy, classics, religious studies; computer science, Italian, etc.”

“Environmental Sciences, Spanish and Portuguese, Religious Studies, Political Science, Asian American Studies, Women’s Studies, History, Black Studies, French, English.”

"For instruction: 35 departments; for collection development: 100%."

"For the two main libraries only (58%): Departments of Mathematics, Chemistry, Chemical and Biochemical Engineering, Mechanical and Materials Engineering, Civil and Environmental Engineering, Earth Sciences, Biochemistry, Biological Sciences, Epidemiology and Biostatistics, Medical Biophysics, Pathology, Physiology & Pharmacology, Anesthesia, Medicine, Psychology, Schools of Nursing, Occupational Therapy, Physical Therapy, Communication Sciences and Disorders, Kinesiology, Dentistry, Programs of Undergraduate Medical Education, Health Sciences The D.B. Weldon Library (80%): Departments of Anthropology, English, Film Studies, French, History, Geography, Library and Information Science, Management and Organization Studies, Media, Information and Technoculture, Modern Languages and Literatures, Philosophy, Political Science, Psychology, Sociology, Theory and Criticism, and Visual Arts."

"Generally, departments in the humanities and social sciences areas are more engaged than science and engineering. Regardless of a department's interest, our liaison's select and monitor collections, promote services, etc."

"Humanities, social sciences oriented departments; some of the undergraduate engineering."

"In excess of a hundred departments."

"It depends on how you define 'actively participate' and if you mean department-wide participation or selected faculty participation."

"Most department excepting some social sciences departments which interact little with their liaison librarians."

"Ninety percent of the departments in the Colleges of Humanities, Social Sciences and Education; most units in the College of Sciences; most units in the College of Agriculture and several in the College of Engineering; and Mines and Business."

"Nursing, Psychology, German, Social Work, Women's Studies, Art, Sociology, Business, Education, Chemistry, Communication Disorders, Engineering, Communication, Africana Studies, Film Studies, Music."

"Selected health sciences departments."

"The humanities, arts, and social sciences departments are the most active. Biological and physical science departments are moderately active, and engineering and business are the least active."

"Too many to list; we have ~70 librarians doing liaison work."

5. Is your library actively seeking ways to increase participation from academic departments?

N=60

<b>Yes</b>	60	100%
<b>No</b>	—	—

If yes, then how? Check all that apply. N=60

Encourage liaisons to attend department meetings	56	93%
Market liaison services	56	93%
Other, please specify	41	68%

"Annual faculty/library meeting."

"Collaboration with all faculty teaching in the First Year Experience programs, both Freshman Interest Groups and Freshman Seminars. Connect faculty to library's Media Services (including classroom support) and Center for Educational Technologies. Contact faculty regarding specific courses. Contact faculty regarding using multi-media such as videos/DVDs, art and music databases, etc. Contact faculty teaching courses that fulfill the multicultural requirement and sharing info about ethnic or international collections and databases. Special Collections identifying faculty whose courses use primary sources. Contact faculty regarding the library's undergraduate research award."

"Collection development librarians will be soliciting departmental content for the institutional repository. Instructional librarians are targeting specific departments and courses as well as Capstone seminars."

"College librarians."

"Conducting an assessment of liaison activities with the goal of enhancing effectiveness of our liaison program, e.g., setting standards, etc."

"Course pages, campus e-mail system, tailored Web sites, 1 on 1 consultations, partnerships with other campus groups, increase subject librarians (aka Liaisons) visibility through open houses and non-library office spaces."

"Create linkages with faculty through courseware services, such as Blackboard."

"E-mail communications; Informal meetings/conversations; Face-to-face meetings between heads of academic departments/programs and library instruction coordinator; Additional library instruction space created and equipped with appropriate technology; Look into new trends in software, such as clickers, to adapt to new ways of teaching and learning; Liaisons invited to events to which faculty are also invited, including members of the Faculty Senate Library and members of the library friends' group committee."

"E-mails to departments."

"Encourage department to invite liaison librarians to attend departmental meetings; contacting particular members of the departments."

"Getting on Departmental Seminar Schedules. Meeting with director's of Graduate Study. Working with honor's classes."

"Have faculty receptions in the libraries; work with department, curriculum committees."

"Have various social events with departments during which we remind faculty of the availability of the subject

specialist assigned to work with them. Also highlighted in correspondence generated to administrators. Web page listings of specialists by subject.”

“Increased emphasis on the role of the liaison in job descriptions and position announcements.”

“Making presentations at key university committee meetings.”

“Many liaison librarians do an annual report including information on their interactions with departments and use this to help set goals for the following year. Library administrators meet with deans and department chairs to market liaison services and to receive feedback on those services. The libraries’ Public Services Committee sponsors an annual ‘Library Liaison Summit’ where librarians share outreach strategies and learn from each other.”

“Market a variety of services to faculty, graduate students, and undergrads, especially honors seniors.”

“Market collections purchases and services to faculty.”

“Meet to determine individual, specialized needs. Collaborate on instruction, research; provide outpost assistance.”

“Meet & Greet, Dean’s Breakfast, new student welcome event ‘Ram Welcome.’”

“New liaison service models embedding liaisons into departments.”

“Offer to link to courseware. Involve faculty in assessing collections and potential databases. Invite faculty to be interviewed for library newsletter and online video. Invite faculty to contribute to library newsletter and blog. Have faculty serve on library search committees.”

“Office hours in academic units. Departmental newsletters and e-mail correspondence. Individual contacts with new grad students and faculty at the beginning of the academic year.”

“Office hours; partner with faculty to support teaching and learning.”

“Orientation for graduate students and faculty, office hours, course-related instruction, collaborate on instructional technology, digital projects.”

“Orientation to new faculty events. Participation in research days/university authors’ events. Co-sponsoring events/grants. University-Wide Orientation program for new faculty/staff. Branch level contacts. Course coordinators (assignments). Curriculum consultation forms (new programs, new courses, revised courses). Cold calling. Ongoing discussions by heads, liaison librarians. Note: Some branches/divisions are very active already.”

“Outreach through information literacy initiatives.”

“Participation by departments in the Institutional Repository; Collaboration on Information Literacy integration into the curriculum.”

“Personal contact; virtual contact; hosting meetings, programming, and more.”

“Receptions for faculty; liaison workshop; annual faculty letter; For Faculty Web page.”

“Redesigning Liaison program.”

"Redeveloping — as part of strategic planning — and thus strengthening the role of liaisons."

"Seek faculty participation on library strategic planning committees, library staff award committees, etc."

"Special programs and collaborations."

"Systematically contact new faculty and grad students; faculty and graduate student orientation meetings; actively building professional relationships with stakeholders; honoring the faculty program; encouraging departments to form library sub-committees."

"The library has a Promotion Committee that supports subject librarians' efforts to liaise with academic departments."

"We are constantly trying new and multiple ways to reach everyone in person and in every format and access point."

"We encourage liaisons to be in contact with department chairs and faculty members. Some liaisons also produce a newsletter for their departments."

"We have a Liaison Advisory Team and other library teams that host events for faculty and others on campus that raise the profile of the library and of liaison support, e.g., workshops on library support for e-learning."

"We include expectations for liaison services in the goals in the annual evaluations of liaison librarians."

"Work with new faculty on new faculty awards, personal contact."

## **Selected Comments from Respondents N=11**

"All departments are different. Liaisons always seek ways to increase communication and activities with departments, but the libraries as a whole do not have a collective strategy."

"Departmental participation varies significantly."

"Many of our librarians are over-extended and have been at practical limits for some time in the services that they can provide. Most of our liaisons deal with approximately 100 faculty and 1,000 students and have regular jobs in addition to being a liaison. Liaison expectations can be insatiable and new roles emerge constantly so we attempt to be careful in managing expectations."

"Outreach goes beyond the faculty departments to integration in programs such as First Year Experience, athletics, and student services such as residence halls."

"Participation levels vary among departments; the assigned liaison is always looking for ways to increase participation."

"Please note that liaison activities vary, and that liaison work is more direct in the libraries which are located within the departments and/or schools they serve: Law, Music, Architecture/Planning. Librarians in the Health Sciences and Arts & Sciences Libraries need to be more creative and proactive in developing ways to reach out."

"Reference will not be the major responsibility of liaisons, rather liaison, instruction, and outreach."

"Successful liaison work depends on a blend of the librarian and finding someone in a department that is interested. Activity waxes and wanes with personal relationships."

"Various liaison librarians are trying various means to profitably interact with their departments; this is up to the individual liaison librarian."

"We look for every opportunity to increase faculty and student awareness of what the library has to offer."

"We take a heavy collections-related approach to liaison activities based on feedback from faculty and assessed impact."

## LIAISON SERVICES ELIGIBILITY

---

### 6. Which members of the department are eligible for liaison services? Check all that apply. N=61

Teaching/Research faculty	60	98%
Other faculty (Adjunct, term, non-tenure track, lecturer, etc.)	57	93%
Graduate teaching assistants	52	85%
Graduate students	50	82%
Administrative staff	47	77%
Undergraduate students	44	72%
Other, please specify	10	16%

"Anyone in the department who has an information need."

"General public in certain capacities."

"If by liaison services we include all user services (reference, instruction, etc.) and collection development issues with members of a department community, then all of the above are served."

"Not differentiated by affiliation with university."

"Other faculty: includes sessional instructors. Administrative staff: includes department staff, grad students as research assistants."

"Outreach to specific populations and interest groups; Friends of the Library."

"Students from other schools. General public (reference questions)."

"The focus of liaison is the faculty and grad students but administrative staff or undergraduate students would not be rebuffed."

"Visiting faculty and research fellows."

"Visiting scholars."

## LIAISON RESPONSIBILITY ASSIGNMENT

---

7. Please indicate which library staff have been assigned liaison responsibilities. Check all that apply. N=61

All librarians	2	3%
Most librarians	3	5%
Some librarians	56	92%
Other professionals	13	21%
Support staff	12	20%
Other	4	7%

If most librarians are assigned liaison responsibility, please explain the selection criteria. N=3

"Interest; subject knowledge; availability; instruction skills; public service ethic."

"Those that do not have liaison areas are: technical services librarians; administrative librarians; special role librarians, e.g., government documents, e-learning, Web (those who are not responsible for collections)."

"Those who have the appropriate subject expertise. Of the 58 librarians, perhaps 5 do not have liaison responsibilities at this time."

If only some librarians are assigned liaison responsibility, please explain the selection criteria. N=56

"A. Position type. B. Departmental request. C. New service models."

"All librarians who have collection development responsibilities are liaisons. (Some librarians in technical services do not have liaison responsibilities.) Assistant Head, Access Services is liaison to campus bookstore."

"All librarians assigned to Subject Teams are also assigned liaison responsibilities."

"All librarians engaged in reference, instruction, and collection development activities in the main and branch libraries are involved in liaison responsibilities. Others are selected because they have experience or education that lends itself to specialization or they volunteer to participate and have the approval of their supervisor."

"All librarians in the Scholarly Resources Department are Subject Librarians. These individuals all have liaison responsibilities. There are librarians in other departments who do not have this responsibility."

"All public service librarians."

"All public service librarians have responsibility for collections, instruction, and reference in either an assigned subject area (relates to departmental or college assignment) or a functional area such as archives."

"As mentioned in question 2, subject librarians act as liaisons in most cases and for some issues/projects the head of the library will be the liaison."

"Based on collection development needs."

"Based on subject expertise, desires of the librarians, and department needs."

"Bibliographer responsibilities."

"Depends on whether that library provides services. In Arts and Science, all bibliographers and reference librarians have assignments."

"Former subject librarians has transmografied into liaison librarians."

"Generally librarians in Public Services or Collection Management Divisions, where faculty/student interaction is part of daily or regular activities. Some librarians in Technical Services also have very specific responsibilities for collection management."

"Integral to the role of the Research & Instructional Services Librarians with research, instruction, and collections responsibilities."

"Job descriptions for 'Research Librarian' positions specify liaison responsibilities, so librarians are hired and/or appointed to fulfill these duties. Research Librarians are responsible for reference, instruction, and collection development for one or more subject areas and they serve as liaisons to academic departments and research centers."

"Job duties of subject specialists (bibliographers) involve liaison relationships with the appropriate academic department(s)."

"Liaison librarians are hired expressly for that role."

"Liaison librarians are hired specifically to perform that function. Generally, selection is based on evidence of a wide range of skills."

"Liaison responsibilities are assigned to Information Services librarians, who have reference, instruction, and research support responsibilities."

"Librarians are assigned to match the subject areas that they do collection development."

"Librarians are hired with subject background and/or experience with the assigned user groups and with strong social skills."

"Librarians located in the Research and Education Division."

"Librarians should have subject, format, or language expertise."

"Librarians with collection development assignments in specific disciplines are assigned liaison responsibilities with corresponding academic departments/programs. Some librarians with collection development responsibilities are available for instruction for classes or individuals in corresponding academic departments/programs."

"Librarians with collection development responsibilities."



"Librarians with collection development responsibilities also have liaison responsibilities."

"Librarians with collection development responsibility."

"Librarians with extensive administrative or technical duties are not assigned liaison responsibility."

"Librarians with good communication skills, a knowledge of the library and its collections and services, a knowledge of publishing and technology trends, and a solid knowledge of national developments in higher education and the library profession."

"Librarians with liaison responsibilities are in the public services (reference, outreach, instruction) areas. Liaison responsibilities are usually determined by an individual's academic background and/or personal interests."

"Most department heads and some faculty are not assigned liaison responsibilities due to heavy workloads or expressed preferences."

"Only librarians (faculty and subject specialists) in our Research and Instruction Division are official liaisons; others may help out."

"Only those working in the health sciences libraries."

"People with subject selection responsibilities also have liaison responsibilities to the same departments."

"Primarily, librarians in the public services functional area only."

"Public services librarians do this work."

"Public services librarians, collection services, preservationists, and administrators."

"Public services librarians: reference librarians, branch librarians, special collections librarians, head of collection development."

"Selection depends on interest, willingness to serve and subject expertise. We allow staff members to be liaison assistants as their subject expertise and interest allows. They work with the liaisons in various roles."

"Some librarians: public service divisions/branches (reference/instruction/liaison)."

"Some positions, such as the Outreach/PR librarian, the Diversity Librarian, the Systems Librarians, etc., do not formally work with academic departments. They may, however, actively participate in outreach efforts to other campus units."

"Subject background if possible (or willingness to learn), awareness of issues in collection development and scholarly communication, interest in the assignment (this may be a partial assignment for a librarian with other duties), ability to communicate with faculty and students informally, in meetings and in classroom situations."

"Subject background."

"Subject expertise, level of interest, and to some extent whether primary assignment is in public services."

"Subject focus of collections, reference/instruction, or branch management role."

"Subject knowledge. Supervisors' assessment of candidate's potential to do well: ability to multitask, good communication skills, ability to learn on the job."

"Subject knowledge; desire to work with users (interest and willingness)."

"Subject librarians are by definition those with specialized subject expertise who are assigned liaison duties with one or more academic departments."

"Subject specialization acquired primarily through degree programs."

"Tenure-track librarians with public services responsibilities are included. (In addition to liaison services their other responsibilities include reference, instruction, and collection development.) The dean, associate deans, and most heads of departments are not assigned liaison tasks. Two catalogers with language expertise are assigned to the languages departments. Three special-collections librarians (about half) have liaison responsibilities."

"The collection managers (i.e., those assigned to select materials for the collection) are responsible for liaison to departments."

"There are only a very few librarians who do not have liaison responsibilities. Most do, so the term 'some' doesn't really capture it; we're much closer to 'all.' Also, the term 'some' suggests to me that there's some type of selection process involved, but that's not the case."

"These duties are included in the job description when they are hired."

"Those that have public service and subject specialization among their responsibilities. Generally, catalogers, preservationists, acquisitions experts and others working other than public services are not given such responsibilities, but this isn't always the case."

"We hire public services librarians to specifically serve in these roles. In general, we expect some in-depth knowledge of their subject, interpersonal skills and solid librarian skills."

**If other library professionals are assigned liaison responsibility, please list their position title(s).**

**N=13**

"Administrative staff, including associate deans, development office staff, and head of university copyright office (housed in libraries)."

"Administrators, some technologists."

"Cataloger."

"Cinema Studies and Media Services Specialist."

"Electronic services librarians."

"Film and Video Curator, Visual Resources Curator."

"I am assuming that you mean people in professional positions who lack an MLS. Subject Librarian; Digital Services and Technology Support; Reference Librarian; Director, Special Collections Library; Head, Scholar's Lab."

"Language cataloger."

"Language specialists (e.g., Asian languages); Library Manager, Geological Sciences Library."

"Manager."

"One faculty member from the Library and Information Science Program has liaison responsibilities for Foreign Languages."

"Some subject specialists are not librarians by training, but hold positions that function as liaisons to departments. Some systems specialists and catalogers in some departmental libraries are known as the library contacts for the academic departments their library serve."

"Two lecturers (non-tenure-track faculty rank) have liaison responsibilities."

**If support staff are assigned liaison responsibility, please list their position title(s). N=12**

"Catalog maintenance assistant."

"Cataloging Technician, Science library technician, Acquisitions technician."

"Certain functions, e.g., Interlibrary Loan, Media Bookings, Reserve Services, etc."

"In a few cases, support staff who are supervisors of subject-based branch libraries function as liaisons."

"Library Assistant IV."

"Library assistants and associate/professional staff, particularly at small campus libraries."

"Library Specialist I and Library Specialist II."

"Maps cataloger. Spanish bibliographer."

"Most of the support staff assigned liaison responsibilities would be Senior Reference/Collections Assistants."

"Paraprofessional service desk staff."

"Support staff oversee book/document delivery, including taking and verifying requests. A copy cataloger provides assistance in collection development for faculty in Chinese."

"Very selective responsibilities in our business information center."

**If another category of staff is assigned liaison responsibility, please describe that category. N=4**

"Assistant Head, Access Services—liaison to campus bookstore."

"CLIR Fellow."

"Heads for specific collection development/political assignments."

"Of course some librarians and library staff have close interaction with faculty and students without the formal liaison responsibilities since the services and resources they provide are not limited to particular academic departments: Head of Special Collections & Archives, Head of Education & Outreach, Research Librarians for Government Information, Reserves staff, Interlibrary Loan & Document Delivery staff, Multimedia/Technology Center staff, etc."

## LIAISON'S DEPARTMENT ASSIGNMENT

---

8. Please indicate whether liaison activities are a primary or secondary responsibility for each staff category. Check one category for each row. N=60

	N	Primary	Secondary
All librarians	2	1	1
Most librarians	3	2	1
Some librarians	55	45	10
Other professionals	11	4	7
Support staff	8	—	8
Other staff	2	1	1

9. How are a liaison's department assignment(s) determined? Check all that apply. N=61

Based on liaison's subject expertise	58	95%
Based on liaison's position	42	69%
Liaison self-selects the department(s)	16	26%
Distributed to equalize the ratio of faculty to liaisons	16	26%
Liaison follows an application process	6	10%
Other, please specify	17	28%

"Ability to work with users (interest and willingness)."

"As needs develop, sometimes it's just a necessary administrative decision."

"Based on best match with department's needs."

"Based on librarian's educational degrees."

"Based on the libraries' needs. Sometimes liaisons do not have subject expertise but must take responsibility for a subject anyway."

"Collection development and instruction responsibilities are included in the job descriptions for some librarians, primarily those in the Reference Department."

"Comments re above: Liaison's position — by function (ILL, Reserve, Media Bookings). Self-selects: usually within larger branches/divisions, e.g., librarian may offer to trade liaison assignments and/or offer to take on an assignment during a study leave or when a liaison gap develops (vacancy)."

"Expediency in some cases."

"Experience over time within the institution, i.e., historic precedent for the assignments."

"Liaisons developing collaborative relationships."

"Like subjects grouped with one person."

"Need to cover for a librarian leave."

"Often identified in the job description used in recruitment; may change occasionally as the library department adjusts staffing to meet its responsibilities and possible changes in staff resources [e.g., vacancies, extended leave]."

"Please note: for some librarians, this is a primary assignment, for others a secondary (with less time commitment)."

"Some assignments made when positions recruited for; others have been made from internal calls for interest, based on interest and expertise."

"The assignment is largely determined at the recruitment stage, i.e., we hire liaison librarians based on the need to replace someone who has left. Sometimes there is a juggling of responsibilities to accommodate changing circumstances or interests. This is always worked out in a collegial manner by the manager and the pool of librarians in question."

"Their knowledge of formats and languages. We recruit for open positions; self-selection is vetted by administration."

## 10. How many academic departments are assigned to a liaison? N=60

Some liaisons are assigned more than one department,

some are assigned only one 47 78%

All liaisons are assigned more than one department 13 22%

All liaisons are assigned only one department — —

If liaisons are assigned to more than one department, please indicate the minimum number and maximum number of departments that are assigned to any one liaison.

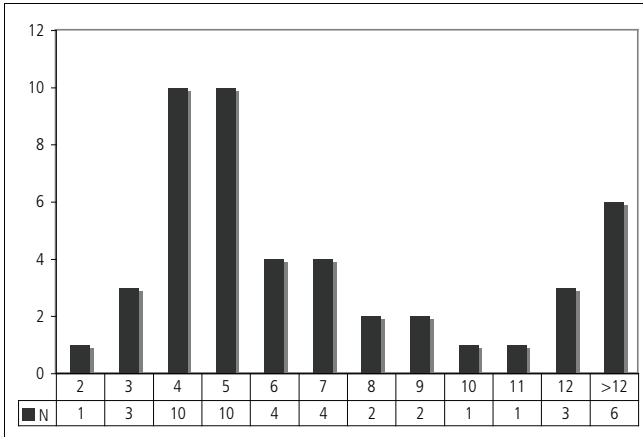
Fifty-two respondents provided a minimum number of departments per liaison that ranged from 1 to 3.

### Minimum Number of Departments N=52

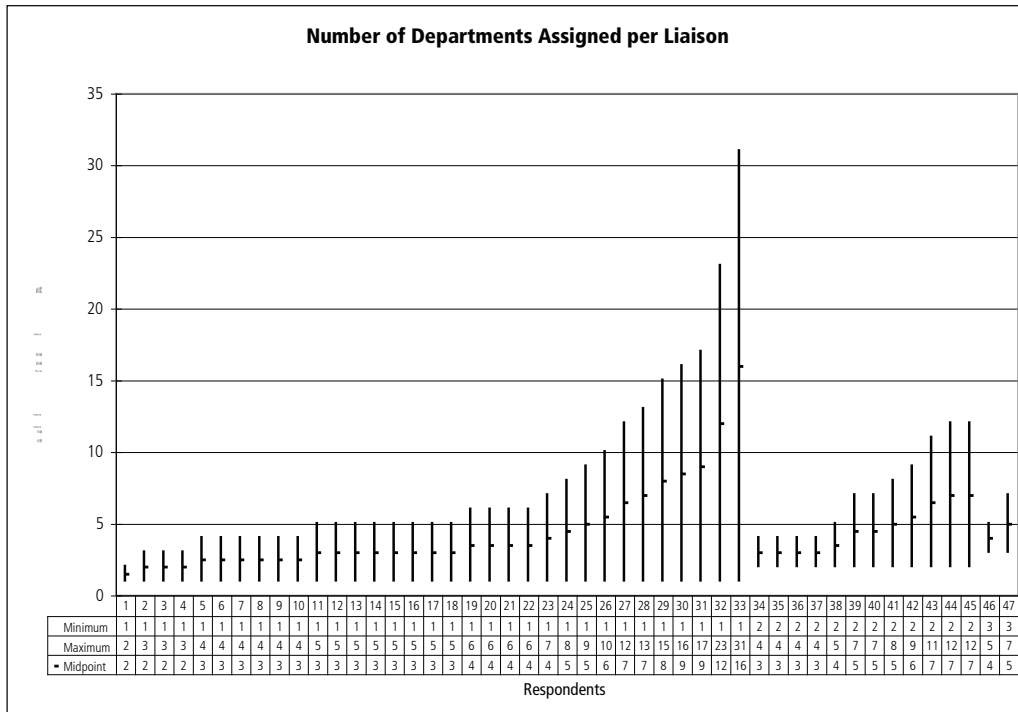
Respondents	N=38	N=12	N=2	Mean	Median	Std Dev
Departments	1	2	3	1.3	1	.54

Forty-seven respondents also provided a maximum number of departments per liaison that ranged from 2 to 31.

**Maximum Number of Departments N=47**



The graph below shows the minimum number of departments, maximum number of departments, and the midpoint for each of the 47 respondents who reported both numbers.



**Minimum / Maximum Range N=47**

	N	Maximum Range	Mean	Median	Std Dev
Minimum of 1	33	2–31	7.9	5	6.35
Minimum of 2	12	4–12	7.3	7	3.17
Minimum of 3	2	5–7	6.0	6	1.41

## LIAISON SERVICES

---

### 11. What services do liaisons offer to their assigned department(s)? Check all that apply. N=61

Departmental outreach (Updating departments on new library services, resources, etc.)	61	100%
Communicating departmental needs to library	61	100%
Reference	60	98%
Collection development	60	98%
Integrating library instruction into the curriculum through collaboration with faculty	59	97%
Traditional bibliographic instruction	58	95%
Scholarly communication education	53	87%
Creating Web-based bibliographic instruction modules	52	85%
Other, please specify	19	31%

"Also curriculum development; note that not all liaisons perform offer all services listed."

"Attend faculty functions, host library functions, provide special technology services to faculty, assist with e-reserves, assist with publishing options, advise on copyright, etc."

"Communicating regarding Media Services (includes classroom technology) and Center for Educational Technology (includes Blackboard)."

"Digital project consulting; participate in recruitment & interviews of faculty; consult on instructional technology; instruction of for credit course."

"Digital projects; supporting speakers and other programs."

"EndNote bibliographic systems support."

"Exhibits and digital projects."

"Individual consultations."

"Just the beginning for Scholarly communication education and varies among our 18 libraries; education on some issues done through promoting our institutional repository."

"Library tours for new faculty members of consultations."

"Outreach may target specific groups, i.e., graduate students."

"Participating in faculty research teams; program planning/delivery, e.g., working with faculty or other

administrative units on campus to deliver services to off-campus locations.”

“Responding to questions as they arise; providing tours and demonstrations; investigating complaints and/or questions such as ones involving status of loans—sometimes required referral to appropriate persons/units elsewhere in the library.”

“Responsibilities and services vary among the units. Liaison librarians in the Health Sciences Library do not provide collection development services.”

“Scholarly communication education is anticipated, but is not yet common practice.”

“Some liaisons do all of this and some do only several of these activities.”

“Training research assistants, Accreditation procedures; Partnerships/collaboration (grants, co-teaching, co-programming); Special events, e.g., University Authors and Their Works; Assessments of students’ IT skills (Life Sciences).”

“We develop and maintain Web-based subject guides.”

“Work with administration in the colleges.”

**12. How do liaisons inform departments of services that they can offer? Check all that apply. N=61**

Send information via e-mail	59	97%
Attend departmental meetings	58	95%
Meet with faculty individually	58	95%
New faculty orientation	58	95%
News on library’s homepage	55	90%
Promotional flyers, brochures, etc. sent to department	45	74%
Special events such as technology fairs	42	69%
Library newsletter	38	62%
Electronic discussion lists	37	61%
Blogs	34	56%
Promotional flyers, brochures, etc. in library	33	54%
Ads or articles in campus newspaper	26	43%
Other, please specify	18	30%



"Annual letter to faculty; Web page 'For Faculty.'"

"Articles in academic department's newsletter."

"Attend social functions; many of the same also done with/for graduate students and administrative assistants within departments who in turn may forward the information."

"Attending university-wide orientations for new students (both graduate and undergraduate orientations); Giving library tours for faculty candidates and prospective students."

"Campus e-mail system; informal interactions such as attending receptions and having one-on-one meetings; Librarian in the Lobby service (hold office hours in department building lobby)."

"Collaborate with IT departments on various projects and services."

"Creates subject Web guides; camtasia presentations."

"Informal communications."

"Library Web site."

"'My Library' profiles."

"One or more of the checked items above are used by our libraries (varies across campus)."

"One-to-one contact, e.g., meeting over a cup of coffee, is one of most effective ways of reaching faculty and others."

"Social networking sites (MySpace, Facebook)."

"Some liaisons do all of this and some do only several of these activities."

"Some social interaction at library-sponsored events such as public lectures to which both liaisons and faculty are invited."

"Teaching Assistant Orientation sessions."

"Through workshops."

"Traditional bulletin boards; Webcasts; Librarians' teaching programs in TAG (Centre for Teaching and Academic Growth); Department social events; Special department programs, e.g., participating in Legal Research & Writing program; Senate (Librarians' rep to Senate); Senate Committees (Senate Curriculum Committee, Senate Teaching & Learning Committee). Note: Ads are infrequent — too costly — but were used to inform campus community about the LibQUAL+® survey."

## NEW LIAISON TRAINING

---

### 13. Do new liaisons receive training related to their new responsibilities? N=59

<b>Yes</b>	55	93%
<b>No</b>	4	7%

#### If yes, please briefly describe the training liaisons receive. N=52

"All liaison librarians meet with and receive training for the Collection Development Coordinator and the Acquisitions Librarian. They also meet regularly with their department chair and discuss their liaison responsibilities."

"An overview of what is listed on the Web site and what some of their colleagues are doing."

"As part of their orientation to their unit, they will receive information about doing reference and collection development work. We also have in-house programs on best practices in outreach and liaison."

"Collection Development Librarian meets with the liaison and department."

"Collection development: one session introduction to basic activities and procedures; follow-ups as needed. Reference: Orientation and peer training. Instruction: Head of Instruction provides orientation and team teaching opportunities. When relevant workshops are available, off-campus training."

"Department head, Collection Development Coordinator, and colleagues provide training."

"Extensive background on the institution, the various systems needed to manage collection funds and order materials. Special features about the department's faculty/researchers and curriculum...and then all sorts of orientations to the library system and people important to know."

"For instruction, they observe other instruction librarians. For collection development librarians, they attend an orientation session when they first start."

"For new staff a basic introduction to the process; assistance with composing a 'welcome' e-mail for faculty and students; assistance with contacting appropriate administrators."

"Formal mentoring by an experienced liaison; collection development training; reference training; regular workshops; access to liaison working tools."

"Have a training manual. Are assigned a 'buddy' (another liaison) to go to in addition to supervisor, meets with all liaisons to learn how they do their work."

"If by training to the liaison responsibilities you mean training for all liaison services mentioned in question 11 (reference, instruction, etc.), yes they do receive training. There is no formal training though to communication strategies/culture with an academic department."

"Informal mentoring and one-on-one training."

"Informal mentoring on how to meet the expectations/goals in the performance evaluation. Discussions within

the discipline groups about liaison activities. Panel discussions (open to all) on liaison issues. Wiki where examples of messages and documents are posted."

"Informal training; are considering something more cohesive and consistent."

"Introduction to department chairs and some faculty. Introduction to collection development."

"It's informal, but we provide a general overview of the role and expectations of a liaison and discuss the best methods of connecting to a particular department and the various services offered."

"It's up to each of our libraries to provide this training. There is no standard across the libraries."

"Liaison handbook outlines responsibilities. New liaison meets with collection development staff for orientation to that particular work. Library has regular staff development sessions and liaison meetings for all liaisons."

"Liaisons received training from various library units when they assume collection development duties. Their colleagues also often assume the role of mentors to new collection managers."

"Meet with head of acquisitions and head of collection development for overview of policies and procedures and to receive training on vendor ordering databases (monographs and serials); meet with head of reference if reference librarian or with director of public services if branch or special collections librarian."

"Meet with the head of collection development and then are partnered with an experienced liaison as a mentor."

"Mentoring, sharing information. Discussions at division/branch level on service expectations, review of written communications, suggestions for opportunities, training in collection development, etc. On-campus courses offered by MOST (Central HR Organizational Development & Learning), TAG (Centre for Teaching and Academic Growth), other training/development opportunities At recruitment, library recruits for liaison knowledge/skills/behaviours."

"New librarians receive an orientation to the departments of responsibility as part of the complete training program. This includes tour(s) of the department(s) for which they will be liaison, introductions to faculty who have already been working with the previous liaison, and an overview of liaison activities that have already taken place. New liaisons spend time with a colleague who has previously worked in their subject area(s) to gain an understanding of the scope of the research and the culture of the department. They receive formal training in collections management. When possible mentoring of new liaison(s) is encouraged."

"One-on-one mentoring for liaison activities. Formal training for fund management and acquisitions."

"Opportunity to accompany an experienced librarian to presentations, meetings, etc.; Interactions with subject teams; Discussion of library's service philosophy, etc., with supervisor."

"Orientation to all library departments with a special focus on Acquisitions. Training in using the online catalog and interpreting order records. More in-depth training on selected areas such as approval plans depending on the liaison's needs."

"Overview includes info from appropriate tech services librarians, appropriate support staff, and sometimes prior liaisons."

"Overview of collection development procedures, scholarly communication issues, preservation issues, mentoring from experienced liaisons in ways to communicate with faculty and students, instruction training and team teaching, reference training, if necessary."

"Part of their collection development orientation."

"Peer training. They are paired with experienced colleagues for about a year."

"Provided by Collection Management Head."

"Senior subject librarians train new liaisons; sessions on fund management; sessions on new tools and e-resources."

"The heads are responsible for this activity. As well there is training in the form of workshops for collections work including assessments and other collections activities."

"The Reference Department provides training in reference and instruction; the Collection Development Department provides training in collection development. Liaison responsibilities are included as part of the training."

"There are training sessions for collection development responsibilities. Supervisors meet with the new liaisons about their responsibilities and experienced librarians serve as mentors."

"There is an orientation and subsequent mentoring of new liaisons."

"There would be training on things like selection/collections work for the department, but it's really more of a mentoring rather than training role, e.g., buddying up on instruction."

"They meet in small group training sessions with relevant library staff, currently this involves 13–14 sessions."

"This will be more systematic once we move to a major liaison restructuring."

"Training in functional responsibilities in collection management, research and instructional services; training in outreach techniques."

"Training is presently inadequate but there are plans for a more rigorous orientation and mentoring system."

"Training on liaison activities is provided as part of their collection development orientation. There is also ongoing discussion on enhancing their liaison skills in collection development, instruction, and reference."

"Training provided for acquisitions/collection development."

"Training varies by unit, but usually includes introductions to department chairs and/or deans, overviews of liaison services, meetings with other liaisons, and/or formal sessions with the liaison coordinator in the unit. Liaisons are also encouraged to attend centrally-provided training sessions offered by the university and the libraries to gain a better understanding of the organizational culture. Technology training is available locally (Educational Technology Center, a unit of the Libraries) and regionally."

"Training varies with 'home assignment,' but effort made to orient all liaisons to collection development policies, procedures, goals, etc. A training outline has been under development this past year."

"Training would begin with the librarian's supervisor, includes familiarity with both principles of liaison work and specific library procedures, and also involves learning from peers."

"Varies, depending on the librarian passing on the responsibilities."

"We create a training checklist that covers their duties as a subject librarians, including their outreach and liaison responsibilities to academic departments."

"We have a document called Subject Specialist Roles and Responsibilities that we created in 2006 that outlines the full range of liaison responsibilities. Informal training in collection development faculty liaison techniques, informal training regarding instruction outreach techniques, sharing between colleagues and discussion regarding liaison relationships at collection development meetings."

"We have just produced a manual for new liaison's use. They meet with collection development librarian and fellow liaisons."

"While not formal training, this is included as part of supervisor's direction/mentoring of new employees."

"Yes, but the training is not part of a formal program."

## ADMINISTRATION OF LIAISON SERVICES

---

14. How are liaison services administered? Select the one choice below that best describes the situation in your library. N=61

Self-administered by each liaison	28	46%
Centrally administered by a liaison coordinator or manager	8	13%
Centrally administered by a liaison committee	5	8%
Centrally administered by library administration	3	5%
Other, please specify	17	29%

"Administered by two team leaders for Collection Management and Research and Instructional Services."

"Administration of liaison services varies by unit. The Libraries' Public Services Committee does not officially coordinate liaison services, but does provide a vehicle for system-wide efforts related to liaison services."

"Also have some overarching coordination and supervision from head of collection development, head of reference, and director of public services."

"Assignments of liaison librarians are by the University Librarian in consultation with the head of the librarian's home department."

"Centrally coordinated by several library managers (Reference, Collection Development, Branch Services, Instructional Media), but each liaison determines his or her own practices, which are tailored to meet the needs of specific departments/programs or individuals."

"Liaison services administration is shared by two administrators: the Assistant University Librarians for Public Services and Collection Development."

"Liaisons reports to Branch Directors but are supported by organization-wide Coordinators for Reference, Instructions & Info Literacy, Collections development, Web Management Committee, and Access Services."

"Monitored by department head or supervisor of each liaison, with some involvement from subject teams."

"Most of our liaison librarians work in one of two libraries. One of these is a library for the social sciences and humanities, another is for engineering, science, and math. We also have branch libraries specializing in maps and GIS, architecture, and optometry. Each branch has a liaison librarian who is also a manager of the branch. Those librarians who are not in branches report to a department head."

"One department coordinates activities for 'general collections' liaisons."

"Primarily at branch/unit level. Some special events may be coordinated centrally."

"Self-administered although goals are in their job descriptions and are therefore accountable (i.e., through gathering statistics on service interactions) to the Scholarly Resources Department. There is some coordination in the department to bring consistency, but there is a large variety of ways services are executed."

"Self-administered by each liaison and/or by each library, depending."

"Supervised by the Assistant Director for Collections and User Services."

"The Education and Instruction Coordinator coordinates instructional liaison. For collection development, Collection Development librarians have decided the extent of their liaison work in the past. In the future, there will be specific performance standards for this work."

"Varies by campus library and all fall within the first three choices."

"We have three 'clusters': humanities/social sciences, arts & media, sciences & education. Each of those has a coordinator."

## **EVALUATION OF LIAISON SERVICES**

---

15. Has there been any formal evaluation of the effectiveness of liaison services? N=61

<b>Yes</b>	30	49%
<b>No</b>	31	51%

If yes, please indicate the method of evaluation. Check all that apply. N=36

Tracked number of instruction sessions	26	72%
Tracked number of reference/research interviews	24	67%
Conducted user surveys	16	44%
Interviewed members of department(s)	11	31%
Tracked number of department meetings attended by liaisons	7	19%
Conducted focus groups	7	19%
Other (please specify)	15	42%

"Although no assessment of the service as a whole, many of the methods noted above have been used by supervisors to evaluate performance for annual reviews."

"Annual survey of faculty library collections needs."

"Assessment study underway—no results yet."

"Each highly variable by library and/or discipline."

"For instruction, faculty were surveyed."

"Individual performance evaluations of progress on individual liaison goals; LibQUAL+® user survey."

"Individual performance is addressed as part of the annual performance appraisal process."

"Informal/ad hoc: Some liaison librarians meet with each department annually to discuss instruction program; feedback from faculty (under-served departments, perhaps); annual performance reviews; LibQUAL+® survey conducted Jan/Feb 2007 reveals successes/areas to work on."

"Liaisons prepare formal annual reports of their activities."

"LibQUAL+® 2002, 2005."

"Not specifically evaluated as a program, but related information gathered via triennial surveys."

"Note that these have been done only for some departments and irregularly."

"The Libraries have never formally evaluated liaison services but we do collect instruction and consultation statistics, and also include liaison services in annual goal-setting exercises (as mentioned earlier)."

"We get tons of positive feedback all over campus."

"While we do keep a record of things such as the number of instruction sessions and reference/research interviews, I don't think of those as evaluation since we're not benchmarking against anything."

## CHALLENGES OF LIAISON SERVICES

16. Please describe up to three top challenges for your library liaisons. N=59

Challenge 1	Challenge 2	Challenge 3
Academic faculty don't have much time to devote to interaction with the liaisons.	Keeping ahead of the technology curve so that we can be useful to faculty.	Anticipating changes in the discipline.
Affording enough suitable positions to distribute liaison duties to. Too few people for too many subject areas.	Increasing the liaisons' interest and skills in using social software, esp. for communication, and to continuously refresh Web-based information in their liaison areas.	Changing liaison attitudes to value outreach as much as reference and spend equal time at each.
Aligning library resources to effectively support the changing research and teaching needs of faculty (especially incoming faculty).	Faculty do not see liaisons as being intrinsic to the educational process, in part because we do not clearly communicate what we can offer.	Faculty perception that library services compete for teaching time and a lack of awareness of how liaisons can help faculty with time management by supporting student research needs.
Being recognized as a partner in the academic process and maintaining a consistent contact within a department.	Identifying the needs of departments.	Timing communications with faculty members to be optimally effective.
Change: the library collections and services continue to evolve, and the uses and demands faculty and students make on these services, and the expectations faculty and students have of liaisons continue to shift. There is a lot for liaisons to keep up with, in some senses they are victims of their own success.	Discovery: users don't know what libraries have, we make it difficult for users to figure out what we have, and we ourselves don't know what we have because our discovery tools are ineffectual. We need to make it easier for users to find what the library has and give users the tools they need to make use of these resources. Until we can do this, our liaisons will continually be put on the spot.	Budget: there is not enough money to meet user demands for resources.
Changing nature of scholarly communication and users' needs.	Time — keeping up with challenge #1 along with the other aspects of their positions as library faculty members.	Funding.
Clearly defining the roles of the liaisons.	Getting all liaisons to offer the same level of services.	Getting all academic departments to fully participate in the program.



Challenge 1	Challenge 2	Challenge 3
Communicating relevant information to faculty and students when they need it.	Determining the best way to get chairs, departmental library committees, and individual faculty to respond to our e-mail, newsletters, offers of assistance. Some academic units are much more responsive than others, and so it becomes a challenge for collection managers to develop useful relationships with the faculty.	
Defining scope of liaison role and core service expectations for liaisons.	Balancing liaison role with other professional responsibilities.	Getting 'attention' of liaison departments and faculty on a regular basis.
Departmental cultures vary widely. Liaisons must delve to determine the culture of the department and then develop services which work within that culture. Some departments, for example, do not want to receive regular communications from their liaisons and instead prefer to contact liaisons as needed.	Effectively marketing resources and services to constituents who are increasingly dispersed, and sometimes not physically present in departments. Departmental culture plays into this, as does the location of the library related to the department. Some librarians now offer onsite reference hours in departments to decrease this distance; this has been very successful.	Resource challenges related to supporting new programs. Some liaison librarians who are effectively integrated into departments/schools are in the conversations from the beginning, while others are not. Attempting to redirect already limited resources to support new programs — which often require large expenditures for startup — can be problematic. Some schools have begun offering startup funds for library materials, similar to startup resources for labs.
Discussing budget cuts.	Encouraging participation.	Introducing new services and information in new formats.
Encouraging departments and faculty to take full advantage of Library services.	Ensuring that other responsibilities of liaisons leave them sufficient time to establish and cultivate relationships with faculty and students.	Most liaisons handle multiple departments, and occasionally liaisons occasionally work with fields outside their area of principal expertise.
Encouraging faculty to remember to contact the liaison if there is a change in the curriculum or their research needs.	Working with the faculty to integrate information literacy into the curriculum.	Getting faculty to respond to outreach efforts.

Challenge 1	Challenge 2	Challenge 3
Ensure all faculty know of the liaison activities.	Continue to ensure that liaison personnel are included in department curriculum committee meetings.	Get them out of the library and in to the departments!...A challenge for management.
Establishing and maintaining communications with academic departments/programs.	Receiving feedback and input from faculty and students regarding the effectiveness of library services, including such matters as the library's web site and assessment of electronic resources that are on trial.	Designing services that respond to the needs of today's students, faculty, and researchers.
Finding adequate resources for both staffing, especially in terms of numbers, and collection development, where funding is inadequate to needs and existing funds are tired in serials bundles.	Defining our roles as liaisons vs traditional roles as subject librarians. This includes understanding and coming to terms with information-seeking behaviors of students: blogs, social networking, etc.	'Advertising' our services effectively, using both traditional subject librarian venues and newer venues and potential audiences.
Finding time.	Keeping up with wide and changing literatures.	Keeping up with changes in the departments or colleges.
Finding time to go beyond collection work and IL instruction for the department.	Communicating with and engaging the liaison unit.	Librarians overcoming their own shyness vis-a-vis faculty and not being able to meet demands.
Generating interest in the library and getting someone in the teaching department assigned to the library and getting them to respond.	Finding effective means of communication. Our Engineering Dean refused to have library info on their e-mail list!	Meeting the collection development needs with our limited budget.
Getting access to a venue where relevant issues might be discussed such as departmental meetings and departmental curriculum development committee meetings.	Getting time in the day to discuss issues with individual faculty and researchers who are very busy and have numerous pressing commitments.	Getting data from university sources that would inform liaison activities.
Getting constituency to listen; some actively resist.	Marketing our services and collections.	Workload factors—it takes a lot to make this work.
Getting departments to utilize liaison services.	Getting librarians to promote liaison services.	Finding effective ways to communicate with departments without becoming a pest or adding to information overload.
Getting faculty and student attention.	Broad scope of job.	Ever changing landscape in libraries.

Challenge 1	Challenge 2	Challenge 3
Getting teaching faculty to understand that students need more information literacy instruction than a one-shot during freshman year.	Getting teaching faculty to recognize us as partners in the instructional process.	To get faculty engaged in scholarly communication issues.
Getting the initial foot in the door with a department.	Not being overwhelmed with requests once faculty and students are aware.	Balancing liaison duties with other responsibilities.
How to reach part-time/adjunct faculty.	Effective ways to market liaison services.	Getting time with faculty (in courses, department meetings, individually).
Impressing upon faculty the value of teaching research skills to undergraduate students.	Marketing services to undergraduate students, who either don't see the need for assistance or are unaware of many of the services the library provides.	Outcomes assessment.
In many cases it is a challenge to reach faculty members, department chairs and uphold their attention with library issues because they are so busy and overloaded. Windows of opportunities are sometimes very small!	Part-time faculty members (sessional lecturers) are also a difficult group to reach because they don't have a 'permanent residence' on campus and don't necessarily attend departmental meetings.	
Information Technology is constantly changing the scholar's environment (both services & resources), so the liaison has to keep abreast of these changes and assist faculty and students in adapting, learning, and making the best use of these technological changes.	The interdisciplinary nature of academia has challenged many of the liaisons to broaden the scope of their knowledge base/subject expertise and interactions. Liaisons are working more collaboratively together to provide seamless support to users and to ensure that there are no gaps in emerging areas that might intersect.	Liaisons need to keep abreast of the issues and trends in scholarly communication in order to partner with faculty, to serve as a resource, and to participate in the ongoing dialogue on issues of mutual interest (copyright, open access, economics of scholarly communication, transformative models of scholarly publishing, etc.).
Keeping departments informed.	Getting feedback from departments.	Getting department faculty to request instruction sessions for their classes.
Keeping faculty aware of services.	Keeping up with all of the possible services that might be provided (particularly in Information Technology area).	Budget reductions and communication.

Challenge 1	Challenge 2	Challenge 3
Keeping up with and integrating all issues into the liaison role: collections, instruction, reference, educational technology, scholarly communication, media services, faculty research, trends in the discipline, etc.	Balancing the workload between all the aspects of being a liaison and doing collection development, reference, instruction, undergraduate outreach, scholarly communication, etc.	Each discipline/department has a different perspective on the how they perceive the library and therefore has different concerns and making sure the library is responsive to those needs. Interdisciplinary institutes are a growing and challenging additional area for liaisons.
Keeping up with technology.	Managing shrinking budget.	Meeting rising user expectations.
Lack of expertise in effective marketing on the part of librarians. Reluctance to engage in marketing activities on the part of librarians.	Lack of response to marketing activities on the part of the target groups.	Lack of physical proximity to academic departments. Size of the institution. The two smaller libraries that serve a smaller group seem to know their clientele better and have more interactions.
Lack of time to meet demand.	Some departments very active users of liaison services, others much less so — uneven.	
Librarians have multiple job responsibilities and limited time to devote to any one task. Liaison work requires a lot of effort to be effective.	Departmental acceptance of librarian participation in the department.	
Limited time, competing priorities.	Differential receptiveness among departments.	Scope of information that liaisons must know and keep up with.
Maintaining consistent and effective communications with faculty.	Persuading faculty of the importance of library services and support for their students.	Finding usable programs for large departments.
Maintaining department interest in library services.	Keeping librarian attention when department interest wanes.	
Marketing collections and services that will have the broadest impact and awareness.	Getting busy faculty to respond and engage.	Stopping some activities that are low-impact but time-consuming.
Meetings demands of teaching classes.	Improved collaboration between teaching faculty and library faculty.	Greater integration of information skills in curriculum.

Challenge 1	Challenge 2	Challenge 3
New faculty/new department heads: getting on department agenda, meetings, providing continuity of awareness of library offerings/ programs and also providing opportunity to refresh instruction (new tools, new databases, etc. — in other words, once is not always enough).	Lead time for collection development, instruction, reference assignments. The Curriculum Consultation Form provides a vehicle for communication, but the forms are sometimes submitted to library for sign-off with insufficient lead time (however, the form is an important liaison tool).	Access to faculty: A. To gain access to classroom for information literacy instruction. B. Science research faculty are frequently disconnected 'physically' from the library — much of their research is conducted within their own offices/labs.
Reaching all faculty in a department, including getting a foot in the door.	Workload and time pressure limits time available for liaison activities.	
Reaching part-time faculty and part-time students.	As the main point of contact between the library and its users, advocating in the library for services and changes users want from other departments.	Having enough time to do liaison work plus everything else including collection development and assessment of the collection, committee work, etc.
Receiving ongoing, constructive feedback about services and initiatives.	Generating support for further developing, expanding services from academic faculty, with their specific input.	Being invited to departmental faculty meetings on a regular basis.
Scarcity of library resources, both staff time to cover numerous liaison duties and materials budget funds to acquire resources identified as useful by faculty members.	Obstacles to attracting the attention of busy faculty (and other campus researchers) about newly available library resources, so that those resources are used to their fullest extent.	Lack of faculty understanding about issues in scholarly communication, Open Access, copyright and licensing, and the financial factors that influence online scholarly publishing and its costs.
Some departments are more receptive than others to liaison librarians so a challenge is finding ways to work with those which are less receptive.	Getting opportunities to provide information literacy instruction, both in classrooms and online, for all students.	Having enough funding to purchase all of the information resources required by the discipline in question.
Some faculty departments are difficult to work with.		
Stiff competition for faculty attention.	Not enough liaisons to cover every department.	Limited subject expertise in some areas.

Challenge 1	Challenge 2	Challenge 3
Sustaining connections.	Managing expectations.	Time management.
The primary challenge our subject librarians face is the large number of faculty and departments to which they are assigned. The subject librarians typically don't have the time needed to give the personalized service desired.	The second challenge is gaining acceptance into the departments to which the subject librarians are assigned. Some faculty are busy and reluctant to meet with librarians or fail to see the relevance of the library.	The third challenge is managing time. Our subject librarians, in addition to liaison duties, also are responsible for a range of other functions: collection development and management, reference, instruction, scholarship and creative professional work, and management.
There is not enough money in the acquisitions budget to acquire all the materials the faculty and graduate students need.	We do not have enough staff to provide the type of in-depth assistance the faculty really need.	We need to promote services, but also need to stop short before creating demand we cannot meet.
Time and competing demands.		
Time and fragmentation due to multiple assignments.	Developing partnerships with faculty who have an antiquated view of libraries or who don't really care.	Continued development of expertise; keeping up with all they need to know.
Time available; need to prioritize and be selective about outreach efforts.	Uneven responsiveness from departments.	Difficulty in establishing good communication channels with the department and not being limited to working relationships with individual faculty.
Time for liaisons to perform liaison activities.	Funding for library materials.	Department's willingness to participate.
Time versus increased responsibilities.	Breadth of subject responsibility keeps increasing; our staff availability remains stable/stagnant.	Ageing population of liaisons, lacking technology skills needed to remain relevant to current faculty and students.
To get faculty to accept librarians into the departmental meetings.	To get faculty to allow librarians present information to their classes.	To be accepted as colleagues.
Willingness of departments to include the liaison in their faculty meetings or share departmental information.	Some liaisons are not comfortable with approaching departments.	Some liaisons feel that they are bibliographers and spend a good deal of time on collection building and the mechanics of getting materials.

## ADDITIONAL COMMENTS

---

17. Please enter any additional information regarding liaison services at your library that may assist the authors in accurately analyzing the results of this survey. N=20

### Selected Comments from Respondents

"Question 4 Participation levels: some variation between faculties/departments: depends to some extent on faculty members' interest/awareness and, in the case of science/engineering, distance from library (physically) and the nature of the science research (often done from office/lab, rather than on library site). Increased activity: depends on sufficient staff resources."

"At one time selection responsibilities were considered the highest calling any librarian could have. That has, fortunately, changed in recent years, but the left over assumptions about the centrality of selection is still a barrier. In some areas it clearly is the center, but in the liaison-served departments it is not necessarily the most important element of library services."

"Currently experimenting with a team-based approach to organizing liaison activities and projects. This may lead to a different model of doing the work, one that would complement a self-managed or centrally managed approach."

"Each liaison arrangement with a faculty or department varies according to the librarian and the culture of the department. We have found that there is no one proscribed method to ensure effective liaison activity. I have noticed that with the increase in access to electronic resources, faculty are more 'in tune' with what the liaison librarian can do and see them more as partners in the process. Why this should be is beyond me!"

"Establishing and maintaining a liaison program is challenging but rewarding when the work pays off. The work of individual librarians may be acknowledged in published works or acknowledged by speakers at meetings and public events or in communications to the Director of Libraries from those who have benefited from liaison services."

"For some of our librarians liaison responsibilities are their primary responsibilities and these individuals typically have numerous assigned subject areas. Other librarians have only one assigned subject area and for these individuals liaison work is a secondary responsibility."

"Liaison (the process of advising researchers about choosing and using information resources) becomes more important in bibliographers' use of their time, as package subscription offers and approval plans take over more collection development decisions, and more freely available materials appear on the Web."

"Liaison service is a major part of most librarian's responsibilities. There is a Liaison Advisory Team that helps promote liaison service and support liaisons in their work, but actual management of the service is largely an individual professional task. The aim is to provide customized services tailored to the individual department/instructor."

"Library Instruction is a separate department here in addition to the reference operations at six different libraries. Some of the LI librarians have academic department liaison duties, but all have liaison responsibilities for various groups, such as transfer students, athletics, or the grad student association. Also, LI is the place

where the tutorials are built currently.”

“Our program began small in the late 1980s and gradually grew to encompass all departments by the mid-1990s. A liaison is essentially the librarian for that department and handles collection development, instruction, research consultations, and outreach to the academic department.”

“Some librarians have gotten space in departments to hold ‘office hours’ in the department for faculty, staff, and students.”

“Still a work in progress, with liaisons settling into their new roles.”

“Subject teams have liaisons from collection management, research & information services, and the branch libraries.”

“The liaison aspect of librarian’s jobs is increasingly going far beyond the traditional collection-focused perspective.”

“The library does not have specific positions designated as ‘liaison librarian.’ Different aspects of liaison work are performed by librarians in various ‘departments,’ e.g., ‘education and instruction,’ and collection development.”

“The promotion of liaison activities to our faculty and academic departments is a major strategic initiative for our library. Our subject librarians are a key component and central to the success of this strategy.”

“This area of library service is currently under review and transition in our library. For instance, we are looking at a more team-based approach to faculty outreach and liaison services.”

“This survey is focused on connecting with academic departments. We also do a great deal of outreach and liaison activity to other university entities including administrative units, pre-college students, dormitories, student groups, etc. For instance, our undergraduate services librarians have no formal connections to departments, but they, and many other liaisons, connect with these other entities on a regular basis. We have developed a staff interest group called the Liaison Forum. This group is coordinated by current liaisons, and develops programming and discussion opportunities pertaining to liaison activities.”

“We are currently in the process of an internal reorganization that will affect who or what department has overall responsibility for coordinating liaison services; thus some of the answers here may not reflect future activities.”

“We have 28 liaisons scattered throughout the organization. Our liaisons are subject librarians and collection managers as well as providing many other services.”



## RESPONDING INSTITUTIONS

---

University at Albany, SUNY	University of Nebraska-Lincoln
University of Alberta	University of New Mexico
University of Arizona	New York Public Library
Boston College	University of North Carolina at Chapel Hill
Brigham Young University	North Carolina State University
University of British Columbia	Northwestern University
Brown University	University of Notre Dame
University at Buffalo, SUNY	University of Oklahoma
University of California, Davis	University of Oregon
University of California, Irvine	University of Pennsylvania
University of California, San Diego	Pennsylvania State University
University of California, Santa Barbara	University of Pittsburgh
University of Chicago	Purdue University
University of Colorado at Boulder	Rice University
Colorado State University	Smithsonian Institution
University of Connecticut	University of Southern California
Cornell University	Southern Illinois University Carbondale
University of Delaware	Syracuse University
Emory University	University of Tennessee
George Washington University	University of Texas at Austin
University of Guelph	Texas A&M University
University of Houston	Vanderbilt University
University of Illinois at Urbana-Champaign	University of Virginia
Indiana University Bloomington	Virginia Tech
Iowa State University	University of Washington
Johns Hopkins University	Washington State University
Kent State University	Washington University in St. Louis
University of Kentucky	University of Waterloo
Library of Congress	Wayne State University
University of Louisville	University of Western Ontario
University of Manitoba	University of Wisconsin-Madison
Michigan State University	Yale University
Université de Montréal	York University





---

## **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.



- 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:

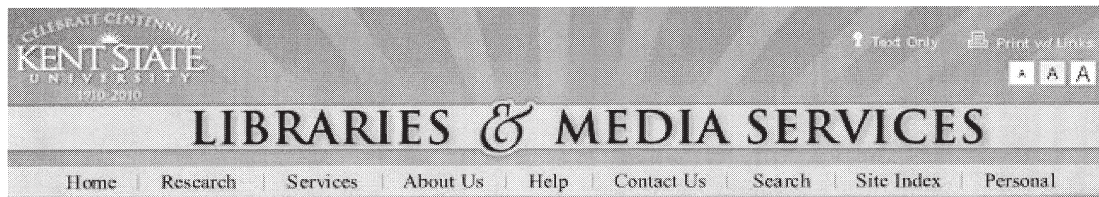
- evaluate and initiate purchase of new information resources;
- manage monetary allocations;
- communicate to faculty, staff, and students about the collection;
- assess collection strengths and weaknesses;
- document the state of collections and create strategies and plans for continuous improvement;
- 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.

Home | Research | Services | About Us | Help | Contact Us | Search | Site Index | Personal

Icon Legend/Key:

 Off-Site Link

 PDF File

 \* Required Form Field





## Role of Subject Librarian

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

### 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](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><b>1. (25%) Informing and educating researchers</b></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><b>2. (25%) Stewarding collections</b></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><b>3. (25%) Creating scholarly publications and tools</b></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><b>4. (10%) Planning</b></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](mailto: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 libraries<sup>1</sup> 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](mailto: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'.

---

<sup>1</sup> 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 libraries<sup>1</sup> 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.

**staffWEB**  
University at Buffalo Libraries

UB Libraries | [UB Home](#) | [Site Map](#) | [QuickLinks](#)

---

[about us](#) | [roles](#) | [committees](#) | [strategic planning](#) | [initiatives](#) | [news](#)

---

**\*CD MANUAL HOME**

Material Selection

Budget

Monographs

Serials

Electronic Resources

Collection Maintenance

Current Collections

Projects

Forms and Streamers

Tools

BISON & Acquisitions

Module

Scholarly Communication

Bibliography & Resources

## Collection Development Manual *arts & sciences libraries*

### Subject Liaison Responsibilities | PDF version

macromedia FLASHPAPER
72%

**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>

## **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 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 your 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.

The screenshot shows the University of Tennessee Libraries website. At the top left is the logo for THE UNIVERSITY of TENNESSEE KNOXVILLE. To the right is a banner image of a bookshelf with the text 'University Libraries'. Below the banner is a navigation bar with links for 'Webmail', 'Tmail', 'Online@UT', and 'A-Z Index'. On the right side of the banner is a search box and a 'Library Site' dropdown menu. Below the banner is a main navigation menu with links for 'University Libraries', 'Collection Development & Management', 'Libraries Catalog', 'Databases', 'Services', 'Branch Libraries', 'Libraries A to Z', and 'AskUsNow!'. The main content area is titled 'Subject Librarians' Manual' and contains a list of links: 'Introduction', 'Collection Development Mission', 'Selection Resources', 'Subject Librarian Role', 'Library Representative Role', 'Subject Librarian Responsibilities', 'Fund Management', 'Fund Management: Special Funds', 'Collection Evaluation', 'Collection Evaluation Techniques', 'Collection Management', 'Effective Selection', 'Selection Considerations', 'Selection Objectives', and 'last updated: 8/15/97'. At the bottom of the page is a footer with copyright information: 'Copyright ©2004 - 2007 The University of Tennessee Libraries | Contact Us' and a '[Top of Page]' link.



## Introduction

[Libraries Home](#)

[Collection](#)

[Development Home](#)

[Library Catalog](#)

[Databases](#)

[Forms](#)

[Help](#)

[Services](#)

[Branches](#)

[Libraries A to Z](#)

**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.

Copyright ©2004-2007 The University of Tennessee Libraries

John C. Hodges Library · 1015 Volunteer Boulevard · Knoxville Tennessee 37996-1000

Telephone 865-974-4351 Voice / 865-974-4180 TDD · [Contact Us](#)





## Research Services Division

# Bibliographer Manual

Table of Contents:
<b>I. Introduction</b> <ul style="list-style-type: none"> <li><a href="#">Intended Audience and Use</a></li> <li><a href="#">Purpose and Need</a></li> <li><a href="#">Scope</a></li> <li><a href="#">Method</a></li> </ul>
<b>II. Collection Development Mission, Activities and Staff</b> <ul style="list-style-type: none"> <li><a href="#">Definitions</a></li> <li><a href="#">Mission</a></li> <li><a href="#">Activities</a></li> <li><a href="#">Research Services Division</a></li> </ul>
<b>III. Collection Development Program at UT Austin</b> <ul style="list-style-type: none"> <li><a href="#">Overview</a></li> <li><a href="#">Communication Mechanisms</a></li> <li><a href="#">Collections Council and Collection Stewardship and Assessment Groups (CSA's)</a></li> <li><a href="#">Recruiting</a></li> <li><a href="#">Performance Evaluation</a></li> <li><a href="#">Library Materials Budget</a></li> </ul>
<b>IV. Bibliographer as Subject Specialist</b> <ul style="list-style-type: none"> <li><a href="#">Qualifications</a></li> <li><a href="#">Temporary or Interim Bibliographer</a></li> </ul>
<b>V. Functions and Activities</b> <ul style="list-style-type: none"> <li><a href="#">Selection of Materials</a></li> <li><a href="#">Fund Management</a></li> <li><a href="#">Collection Management</a></li> <li><a href="#">Faculty Liaison</a></li> <li><a href="#">Information Literacy</a></li> <li><a href="#">Web Pages</a></li> </ul>
<b>VI. Bibliographers and Their Role in the Institution</b>

## 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](mailto: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](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**

July 13, 2006

[UT Web Central](#) | [University of Texas Libraries Staff Web](#) | [Library Web Home Page](#)  
[Emergency Preparedness, Safety and Security](#)  
*problems with the staff web? : Contact [Becky Schaefer](#)*



## Research Services Division

# Bibliographer Manual

<b>Table of Contents:</b>
<b>I. Introduction</b>
<ul style="list-style-type: none"> <li><a href="#">Intended Audience and Use</a></li> <li><a href="#">Purpose and Need</a></li> <li><a href="#">Scope</a></li> <li><a href="#">Method</a></li> </ul>
<b>II. Collection Development Mission, Activities and Staff</b>
<ul style="list-style-type: none"> <li><a href="#">Definitions</a></li> <li><a href="#">Mission</a></li> <li><a href="#">Activities</a></li> <li><a href="#">Research Services Division</a></li> </ul>
<b>III. Collection Development Program at UT Austin</b>
<ul style="list-style-type: none"> <li><a href="#">Overview</a></li> <li><a href="#">Communication Mechanisms</a></li> <li><a href="#">Collections Council and Collection Stewardship and Assessment Groups (CSA's)</a></li> <li><a href="#">Recruiting</a></li> <li><a href="#">Performance Evaluation</a></li> <li><a href="#">Library Materials Budget</a></li> </ul>
<b>IV. Bibliographer as Subject Specialist</b>
<ul style="list-style-type: none"> <li><a href="#">Qualifications</a></li> <li><a href="#">Temporary or Interim Bibliographer</a></li> </ul>
<b>V. Functions and Activities</b>
<ul style="list-style-type: none"> <li><a href="#">Selection of Materials</a></li> <li><a href="#">Fund Management</a></li> <li><a href="#">Collection Management</a></li> <li><a href="#">Faculty Liaison</a></li> <li><a href="#">Information Literacy</a></li> <li><a href="#">Web Pages</a></li> </ul>
<b>VI. Bibliographers and Their Role in the Institution</b>

## 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

**VII. Appendix**

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

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>)*



[V. Functions and Activities: Web Pages](#)



[VII. Appendix: Contacts within the Libraries](#)

Logoff

January 20, 2006

[UT Web Central](#) | [University of Texas Libraries Staff Web](#) | [Library Web Home Page](#)  
[Emergency Preparedness, Safety and Security](#)  
 problems with the staff web? : Contact [Becky Schaefer](#)



## Research Services Division

# Bibliographer Manual

<b>Table of Contents:</b>
<b>I. Introduction</b>
<ul style="list-style-type: none"> <li>• <a href="#">Intended Audience and Use</a></li> <li>• <a href="#">Purpose and Need</a></li> <li>• <a href="#">Scope</a></li> <li>• <a href="#">Method</a></li> </ul>
<b>II. Collection Development Mission, Activities and Staff</b>
<ul style="list-style-type: none"> <li>• <a href="#">Definitions</a></li> <li>• <a href="#">Mission</a></li> <li>• <a href="#">Activities</a></li> <li>• <a href="#">Research Services Division</a></li> </ul>
<b>III. Collection Development Program at UT Austin</b>
<ul style="list-style-type: none"> <li>• <a href="#">Overview</a></li> <li>• <a href="#">Communication Mechanisms</a></li> <li>• <a href="#">Collections Council and Collection Stewardship and Assessment Groups (CSA's)</a></li> <li>• <a href="#">Recruiting</a></li> <li>• <a href="#">Performance Evaluation</a></li> <li>• <a href="#">Library Materials Budget</a></li> </ul>
<b>IV. Bibliographer as Subject Specialist</b>
<ul style="list-style-type: none"> <li>• <a href="#">Qualifications</a></li> <li>• <a href="#">Temporary or Interim Bibliographer</a></li> </ul>
<b>V. Functions and Activities</b>
<ul style="list-style-type: none"> <li>• <a href="#">Selection of Materials</a></li> <li>• <a href="#">Fund Management</a></li> <li>• <a href="#">Collection Management</a></li> <li>• <a href="#">Faculty Liaison</a></li> <li>• <a href="#">Information Literacy</a></li> <li>• <a href="#">Web Pages</a></li> </ul>
<b>VI. Bibliographers and Their Role in the Institution</b>

## 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.



## Research Services Division

# Bibliographer Manual

<b>Table of Contents:</b>
<b>I. Introduction</b>
<ul style="list-style-type: none"> <li><a href="#">Intended Audience and Use</a></li> <li><a href="#">Purpose and Need</a></li> <li><a href="#">Scope</a></li> <li><a href="#">Method</a></li> </ul>
<b>II. Collection Development Mission, Activities and Staff</b>
<ul style="list-style-type: none"> <li><a href="#">Definitions</a></li> <li><a href="#">Mission</a></li> <li><a href="#">Activities</a></li> <li><a href="#">Research Services Division</a></li> </ul>
<b>III. Collection Development Program at UT Austin</b>
<ul style="list-style-type: none"> <li><a href="#">Overview</a></li> <li><a href="#">Communication Mechanisms</a></li> <li><a href="#">Collections Council and Collection Stewardship and Assessment Groups (CSA's)</a></li> <li><a href="#">Recruiting</a></li> <li><a href="#">Performance Evaluation</a></li> <li><a href="#">Library Materials Budget</a></li> </ul>
<b>IV. Bibliographer as Subject Specialist</b>
<ul style="list-style-type: none"> <li><a href="#">Qualifications</a></li> <li><a href="#">Temporary or Interim Bibliographer</a></li> </ul>
<b>V. Functions and Activities</b>
<ul style="list-style-type: none"> <li><a href="#">Selection of Materials</a></li> <li><a href="#">Fund Management</a></li> <li><a href="#">Collection Management</a></li> <li><a href="#">Faculty Liaison</a></li> <li><a href="#">Information Literacy</a></li> <li><a href="#">Web Pages</a></li> </ul>
<b>VI. Bibliographers and Their Role in the Institution</b>

## 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

<b>VII. Appendix</b>
<ul style="list-style-type: none"><li>• <a href="#">Contacts within the Libraries</a></li><li>• <a href="#">Policies</a></li><li>• <a href="#">Orientation Checklist</a></li></ul>
.

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.



[V. Functions and Activities: Faculty Liaison](#)



[V. Functions and Activities: Information Literacy](#)

**Logoff**

January 20, 2006

[UT Web Central](#) | [University of Texas Libraries Staff Web](#) | [Library Web Home Page](#)  
[Emergency Preparedness, Safety and Security](#)  
*problems with the staff web? : [Contact Becky Schaefer](#)*





## Research Services Division

# Bibliographer Manual

<b>Table of Contents:</b>
<b>I. Introduction</b>
<ul style="list-style-type: none"> <li><a href="#">Intended Audience and Use</a></li> <li><a href="#">Purpose and Need</a></li> <li><a href="#">Scope</a></li> <li><a href="#">Method</a></li> </ul>
<b>II. Collection Development Mission, Activities and Staff</b>
<ul style="list-style-type: none"> <li><a href="#">Definitions</a></li> <li><a href="#">Mission</a></li> <li><a href="#">Activities</a></li> <li><a href="#">Research Services Division</a></li> </ul>
<b>III. Collection Development Program at UT Austin</b>
<ul style="list-style-type: none"> <li><a href="#">Overview</a></li> <li><a href="#">Communication Mechanisms</a></li> <li><a href="#">Collections Council and Collection Stewardship and Assessment Groups (CSA's)</a></li> <li><a href="#">Recruiting</a></li> <li><a href="#">Performance Evaluation</a></li> <li><a href="#">Library Materials Budget</a></li> </ul>
<b>IV. Bibliographer as Subject Specialist</b>
<ul style="list-style-type: none"> <li><a href="#">Qualifications</a></li> <li><a href="#">Temporary or Interim Bibliographer</a></li> </ul>
<b>V. Functions and Activities</b>
<ul style="list-style-type: none"> <li><a href="#">Selection of Materials</a></li> <li><a href="#">Fund Management</a></li> <li><a href="#">Collection Management</a></li> <li><a href="#">Faculty Liaison</a></li> <li><a href="#">Information Literacy</a></li> <li><a href="#">Web Pages</a></li> </ul>
<b>VI. Bibliographers and Their Role in the Institution</b>

## 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.



[V. Functions and Activities: Faculty Liaison](#)



[V. Functions and Activities: Web Pages](#)



## Research Services Division

### Bibliographer Manual

<b>Table of Contents:</b>
<b>I. Introduction</b>
<ul style="list-style-type: none"> <li>• <a href="#">Intended Audience and Use</a></li> <li>• <a href="#">Purpose and Need</a></li> <li>• <a href="#">Scope</a></li> <li>• <a href="#">Method</a></li> </ul>
<b>II. Collection Development Mission, Activities and Staff</b>
<ul style="list-style-type: none"> <li>• <a href="#">Definitions</a></li> <li>• <a href="#">Mission</a></li> <li>• <a href="#">Activities</a></li> <li>• <a href="#">Research Services Division</a></li> </ul>
<b>III. Collection Development Program at UT Austin</b>
<ul style="list-style-type: none"> <li>• <a href="#">Overview</a></li> <li>• <a href="#">Communication Mechanisms</a></li> <li>• <a href="#">Collections Council and Collection Stewardship and Assessment Groups (CSA's)</a></li> <li>• <a href="#">Recruiting</a></li> <li>• <a href="#">Performance Evaluation</a></li> <li>• <a href="#">Library Materials Budget</a></li> </ul>
<b>IV. Bibliographer as Subject Specialist</b>
<ul style="list-style-type: none"> <li>• <a href="#">Qualifications</a></li> <li>• <a href="#">Temporary or Interim Bibliographer</a></li> </ul>
<b>V. Functions and Activities</b>
<ul style="list-style-type: none"> <li>• <a href="#">Selection of Materials</a></li> <li>• <a href="#">Fund Management</a></li> <li>• <a href="#">Collection Management</a></li> <li>• <a href="#">Faculty Liaison</a></li> <li>• <a href="#">Information Literacy</a></li> <li>• <a href="#">Web Pages</a></li> </ul>
<b>VI. Bibliographers and Their Role in the Institution</b>

#### 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](mailto: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.



[V. Functions and Activities: Information Literacy](#)



[VI. Bibliographers and Their Role in the Institution](#)



### 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](mailto: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  
Libraries

[CMS Home](#) | [StaffWeb](#) | [Catalog](#) | [Gateway](#) | [UW Home](#) | [MyUW](#)

**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

**Index**

**Search:**

RCMS - MONOGRAPHIC SERVICES - SERIALS - IRC

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](mailto: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





Colorado State University LIBRARIES

Colorado State University

[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.

You are here: [Colorado State University](#) > [Libraries](#) > [Services](#) > [College Liaisons](#)  
URL: <http://lib.colostate.edu/collegeliaisons/index.html> • Modified: 2007-07-20 • Content: Janet Rombach  
[Print View](#) • [Translate](#) • [Disclaimer](#) • [Copyright](#) • [Equal Opportunity](#) • [Privacy](#) • [Search CSU](#)





## 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

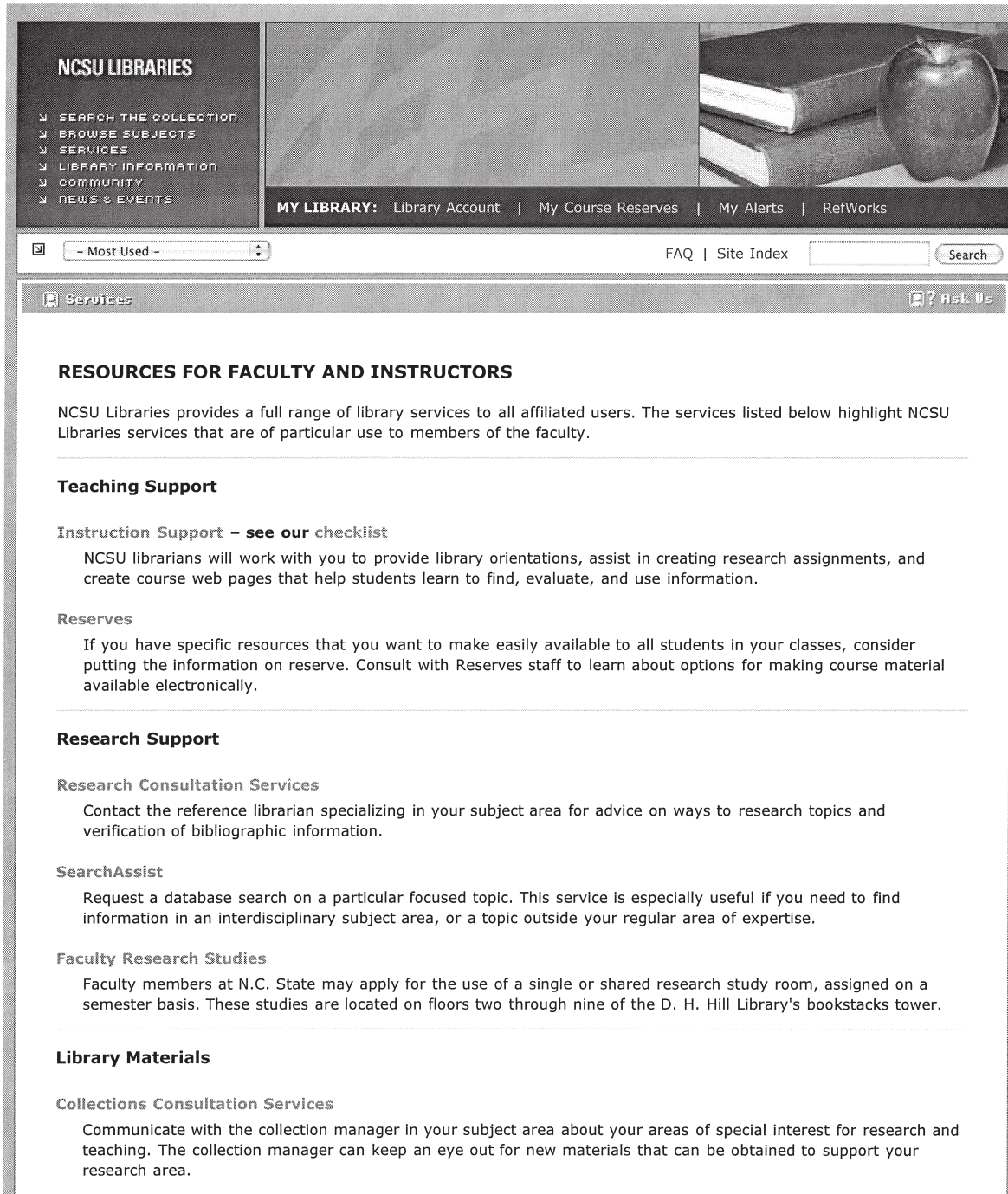
Liaison librarians welcome opportunities to work with faculty, staff, and students on special projects, such as designing effective library assignments, identifying and purchasing resources to strengthen specific areas of the collection, and integrating information technology into the curriculum.

#### 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 contains several sections: "Teaching Support" with a sub-section "Instruction Support - see our checklist", "Reserves", "Research Support" with sub-sections "Research Consultation Services", "SearchAssist", and "Faculty Research Studies", and "Library Materials" with a sub-section "Collections Consultation Services".

**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](mailto:clist@uoregon.edu)  
Last Modified: 07/06/2007



**PURDUE**  
UNIVERSITY

*Libraries*  
*Access. Knowledge. Success.*

**Quick Links**  
 ▶ Your Library  
 ▶ Account  
 ▶ Interlibrary Loan  
 ▶ Course Reserves  
 ▶ Hours

Search this Site

[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](#)



THE UNIVERSITY of  
**TENNESSEE** UT  
KNOXVILLE



University Libraries

[Webmail](#) | [Tmail](#) | [Online@UT](#) | [A-Z Index](#)

Library Site

---

University Libraries

[Libraries Catalog](#)

[Databases](#)

[Services](#)

[Branch Libraries](#)

[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](#)
- [Databases](#)
- [Forms](#)
- [Help](#)
- [Services](#)
- [Branches](#)
- [Libraries A to Z](#)

**AskUsNow!**



**Jane Row**  
Social Sciences Coordinator

**Email:** [jrow@utk.edu](mailto: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](mailto: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

<a href="#">Anthropology</a>	Philip McEldowney	<a href="mailto:pm9k@virginia.edu">pm9k@virginia.edu</a>	434-924-4987
<a href="#">Art History/Archeology</a>	Lucie Stylianopoulos	<a href="mailto:lws4n@virginia.edu">lws4n@virginia.edu</a>	434-924-6604
<a href="#">Astronomy</a>	Beth Blanton-Kent	<a href="mailto:bwb9f@virginia.edu">bwb9f@virginia.edu</a>	434-924-6837
<a href="#">Biology</a>	Tina Smith	<a href="mailto:tls9n@virginia.edu">tls9n@virginia.edu</a>	434-982-4537
<a href="#">Chemistry</a>	Beth Blanton-Kent	<a href="mailto:bwb9f@virginia.edu">bwb9f@virginia.edu</a>	434-924-6837
<a href="#">Chinese</a>	Calvin Hsu	<a href="mailto:ch8xv@virginia.edu">ch8xv@virginia.edu</a>	434-924-4978
<a href="#">Classics</a>	George Crafts	<a href="mailto:gtc@virginia.edu">gtc@virginia.edu</a>	434-924-4984
<a href="#">Drama</a>	Lucie Stylianopoulos	<a href="mailto:lws4n@virginia.edu">lws4n@virginia.edu</a>	434-924-6604
<a href="#">Economics</a>	Esther Onega	<a href="mailto:eeb4n@virginia.edu">eeb4n@virginia.edu</a>	434-924-1011
<a href="#">English</a>	Chris Ruotolo	<a href="mailto:cir2q@virginia.edu">cir2q@virginia.edu</a>	434-982-2652
<a href="#">Environmental Sciences</a>	Fred O'Bryant	<a href="mailto:ifo@virginia.edu">ifo@virginia.edu</a>	434-924-6836
<a href="#">French</a>	George Crafts	<a href="mailto:gtc@virginia.edu">gtc@virginia.edu</a>	434-924-4984
<a href="#">German</a>	James Campbell	<a href="mailto:jmc@virginia.edu">jmc@virginia.edu</a>	434-924-4985
<a href="#">History-Europe, Asia, Africa, M. East, L. Amer.</a>	George Crafts	<a href="mailto:gtc@virginia.edu">gtc@virginia.edu</a>	434-924-4984
<a href="#">History-Far East</a>	Calvin Hsu	<a href="mailto:ch8xv@virginia.edu">ch8xv@virginia.edu</a>	434-924-4978
<a href="#">History-South Asia</a>	Philip McEldowney	<a href="mailto:pm9k@virginia.edu">pm9k@virginia.edu</a>	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.	<a href="#">Librarian Liaisons</a> <a href="#">Ask a Librarian</a>
- 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	<a href="#">Library Catalog</a> <a href="#">Online Journals</a> <a href="#">Electronic Books</a> <a href="#">Citation Linker</a>
- Find and/or request material not owned by WSU Libraries.	<a href="#">Michigan eLibrary (MeL)</a> <a href="#">Other Libraries' Catalogs</a> <a href="#">Wayne Interlibrary Loan and Document Delivery (WILD)</a>
- Find general reference information on a variety of topics.	<a href="#">Reference Tools</a>
- Find out how to access electronic resources from off campus.	<a href="#">Off-Campus Access</a>
- Order multimedia/audiovisual equipment for classroom support.	<a href="#">Media Services</a>
- Search for journal articles in a particular discipline or search for information on specific subject areas.	<a href="#">Articles and Databases</a> <a href="#">Subject Resources and Guides</a>
- Find out how to keep current with the latest literature in a particular field.	<a href="#">Subscribe to the Institute for Scientific Information's (ISI) Current Contents Alert Service</a>
- Find out how to place items on reserve for courses being taught. - How to create persistent links	<a href="#">Faculty FAQ - Electronic Course Reserves</a> <a href="#">Creating persistent links (pdf)</a>
- Find general information about library services and policies.	<a href="#">Using the Library - Services and Policies</a>
- Bibliographic Management Software Programs	<a href="#">Research-Related Software</a>
- WSU Dissertations(full text, 1997 - ). - Dissertations from other institutions	<a href="#">ProQuest Dissertations and Theses Fulltext</a>
- Find out how to enhance teaching and the student's learning.	<a href="#">Office for Teaching and Learning</a>
- Find out how to format research papers and cite sources	<a href="#">Citation Style Guides</a>
- Find comparisons of citation styles used for research papers.	<a href="#">Citing Sources Within Your Paper -- Duke University Libraries</a>
- Find the Virtual Reference Frequently Asked Questions	<a href="#">Virtual Reference FAQ Knowledge Base -- General Answers</a>

[Return to Top](#)

http://wendt.library.wisc.edu/about\_us/library\_liaisons

UW - MADISON LIBRARIES MY UW COLLEGE OF ENGINEERING UW HOME



Home | Location & Directions | Hours | Staff | Contact Us

Take me to: MadCat Go

## Library Liaisons

[About Us](#) | [Jobs at Wendt](#) | [Library Liaisons](#) | [Mission & Vision](#) | [Miss. Value Collection](#) | [Biography of Kurt F. Wendt](#)

### 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
<b>Atmospheric &amp; Oceanic Sciences</b> Diana Wheeler	265-9801	<a href="mailto:dwheeler@engr.wisc.edu">dwheeler@engr.wisc.edu</a>
<b>Biomedical Engineering</b>	262-9455	<a href="mailto:awerhane@engr.wisc.edu">awerhane@engr.wisc.edu</a>



---

## **SELECTED RESOURCES**





## DOCUMENTS

---

### Books and Journal Articles

Badke, William B. "Can't Get No Respect: Helping Faculty to Understand the Educational Power of Information Literacy." *The Reference Librarian* 89/90 (2005): 63–80.

Christianson, Lars, Mindy Stompler, and Lyn Thaxton. "A Report on Librarian-Faculty Relations from a Sociological Perspective." *The Journal of Academic Librarianship* 30, no. 2 (2004): 116–21.

Davis, Marta A., and Kathleen M. Cook. "Implementing a Library Liaison Program: Personnel, Budget, and Training." *Collection Management* 20, no. 3/4 (1996): 157–65.

Dewey, Barbara I. "The Embedded Librarian: Strategic Campus Collaborations." *Resource Sharing & Information Networks* 17, no. 1/2 (2004): 5–17.

Dilmore, Donald H. "Librarian/Faculty Interactions at Nine New England Colleges." *College & Research Libraries* 57, no. 3 (1996): 274–84.

Donham, Jean, and Cory W. Green. "Developing a Culture of Collaboration: Librarian as Consultant." *The Journal of Academic Librarianship* 30, no. 4 (2004): 314–21.

Ducas, Ada M., and Nicole Michaud-Oystryk. "Toward a New Enterprise: Capitalizing on the Faculty-Librarian Partnership." *College & Research Libraries* 64 (2003): 55–74.

———. "Toward a New Venture: Building Partnerships with Faculty." *College & Research Libraries* 65 (2004): 334–48.

Frank, Donald G., Gregory K. Raschke, Julie Wood, and Julie Z. Yang. "Information Consulting: The Key to Success in Academic Libraries." *The Journal of Academic Librarianship* 27, no. 2 (2001): 90–96.

Gerstein, Christine W. "Liaison with Teaching Faculty: Effective Strategies for Collaborative Collection Development." *Public & Access Services Quarterly* 1, no. 4 (1995): 85–90.

- Glynn, Tom, and Connie Wu. "New Roles and Opportunities for Academic Library Liaisons: A Survey and Recommendations." *Reference Services Review* 31, no. 2 (2003): 122–28.
- Hardesty, Larry. "Faculty Culture and Bibliographic Instruction: An Exploratory Analysis." *Library Trends* 44, no. 2 (1995): 339–67.
- Hendrix, Carla A. "Developing a Liaison Program in a New Organizational Structure — A Work in Progress." *The Reference Librarian* 67/68 (2000): 203–24.
- Intner, Sheila S. "Ask Not What Your Library Can Do for You: Ask What You Can Do for Your Library." *Technicalities* 21, no. 3 (2001): 7–9.
- Isaacson, David. "Librarians Who Lunch: Liaisons with New Faculty." *College & Research Libraries News* 62, no. 5 (2001): 532–33.
- Jakubs, Deborah. "Staffing for Collection Development in the Electronic Environment: Toward a New Definition of Roles And Responsibilities." *Journal of Library Administration* 28, no. 4 (1999): 71–83.
- Johnson, Peggy. "An Exercise in Partnership — Library Faculty Liaison." *Technicalities* 16, no. 2 (1996): 1214.
- Kinder, Sean, and Jack G. Montgomery. "The Collection Development Role of the Library Liaison: A View from Both Sides of the Fence." *Against the Grain* 13, no. 6 (2001/2002): 77–79.
- Kotter, Wade R. "Bridging the Great Divide: Improving Relations between Librarians and Classroom Faculty." *The Journal of Academic Librarianship* 25, no. 4 (1999): 294–303.
- Latta, Gail F. *Liaison Services in ARL Libraries*. SPEC Kit 189, Washington, DC: Association of Research Libraries, November/December 1992.
- Liaison with Users Committee. Collection Development and Evaluation Section. Reference and Adult Services Division. American Library Association. "RASD Guidelines for Liaison Work." *RQ* 32, no. 2 (1992): 198–204.
- Liaison with Users Committee. Collection Development and Evaluation Section. Reference and User Services Association (RUSA). "Guidelines for Liaison Work in Managing Collections and Services." *Reference & User Services Quarterly* 41, no. 2 (2001): 107–09.
- Macaluso, Stephen J., and Barbara W. Petruzzelli. "The Library Liaison Toolkit: Learning to Bridge the Communication Gap." *The Reference Librarian* 89/90 (2005): 163–77.
- Mozenter, Frada, Bridgette T. Sanders, and Jeanie M. Welch. "Restructuring a Liaison Program in an Academic Library." *College & Research Libraries* 61, no. 5 (2000): 432–40.

- Ochola, John N., and Phillip J. Jones. "Assessment of the Liaison Program at Baylor University." *Collection Management* 26, no. 4 (2001): 29–41.
- Ryans, Cynthia C., Raghini S. Suresh, and Wei-Ping Zhang. "Assessing an Academic Library Liaison Programme." *Library Review* 44, no. 1 (1995): 14–23.
- Seamans, Nancy H., and Paul Metz. "Virginia Tech's Innovative College Librarian Program." *College & Research Libraries* 63, no. 4 (2002): 324–32.
- Stebelman, Scott, Jack Siggins, David Nutty, and Caroline Long. "Improving Library Relations with Faculty and University Administrators: The Role of the Faculty Outreach Librarian." *College & Research Libraries* 60, no. 2 (1999): 121–30.
- Stoddart, Richard A., Thedis W. Bryant, Amia L. Baker, Adrienne Lee, and Brett Spencer. "Going Boldly Beyond the Reference Desk: Practical Advice and Learning Plans for New Reference Librarians Performing Liaison Work." *The Journal of Academic Librarianship* 32, no. 4 (2006): 419–27.
- Suresh, Raghini S., Cynthia C. Ryans, and Wei-Ping Zhang. "The Library-Faculty Connection: Starting a Liaison Programme in an Academic Setting." *Library Review* 44, no. 1 (1995): 7–13.
- Tennant, Michele R., Linda C. Butson, and Michelle E. Rezeau. "Customizing for Clients: Developing a Library Liaison Program from Need to Plan." *Bulletin of the Medical Library Association* 89, no. 1 (2001): 8–20.
- Tennant, Michele R., Tara T. Cataldo, Pamela Sherwill-Navarro, and Rae Jesano. "Evaluation of a Liaison Librarian Program: Client and Liaison Perspectives." *Journal of the Medical Library Association* 94, no. 4 (2006): 402–09.
- Tucker, James C., Jeremy Bullian, and Matthew C. Torrence. "Collaborate or Die! Collection Development in Today's Academic Library." *The Reference Librarian* 83/84 (2003): 219–36.
- Wu, Connie, Michael Bowman, Judy Gardner, Robert G. Sewell, and Myoung Chung Wilson. "Effective Liaison Relationships in an Academic Library." *College & Research Libraries News* 55 (1994): 254, 303.
- Yang, Zheng Ye (Lan). "University Faculty's Perception of a Library Liaison Program: A Case Study." *The Journal of Academic Librarianship* 26, no. 2 (2000): 124–28.

Note: This list includes resources published since 1992. For resources on this topic that were published before 1992, please see the selected readings in SPEC Kit 189: *Liaison Services in ARL Libraries*.



# S P E C K I T T I T L E L I S T

SP301 Liaison Services	SP243 TL 8: Users with Disabilities	SP184 ILL Trends/Access
SP300 Open Access Resources	SP242 Library Storage Facilities	SP183 Provision of Comp Print Cap
SP299 Scholarly Comm. Educ. Initiatives	SP241 Gifts and Exchange Function	SP182 Academic Status for Libns
SP298 Metadata	SP240 Marketing and PR Activities	SP181 Perf Appr of Collect Dev Libn
SP297 Library Development	SP239 Mentoring Programs in ARL	SP180 Flexible Work Arrangemnts
SP296 Public Services in Special Collections	SP238 ARL GIS Literacy Project	SP179 Access Services Org & Mgt
SP295 Remote Shelving Facilities	SP237 Managing Food and Drink	SP178 Insuring Lib Colls & Bldgs
SP294 Managing Digitization Activities	SP236 TL 7: E-Theses/Dissertations	SP177 Salary Setting Policies
SP293 External Review for Promo & Tenure	SP235 Collaborative Coll Management	SP176 Svcs for Persons w/Disabilities
SP292 Institutional Repositories	SP234 TL 6: Distance Learning	SP175 Scholarly Info Centrs
SP291 Spatial Data Collections & Services	SP233 ARL in Extension/Outreach	SP174 Expert Systems
SP290 Access Services	SP232 Use of Teams in ARL	SP173 Staff Recognition Awards
SP289 Managing Large Projects	SP231 Cust Service Programs in ARL	SP172 Information Desks
SP288 Scanning Services for Library Users	SP230 Affirmative Action in ARL	SP171 Training of Tech Svc Staff
SP287 Instructional Improvement Programs	SP229 Evaluating Acad Libr Dirs	SP170 Organization Charts
SP286 Collab for Dist Learn Info Lit Instr	SP228 TL 5: Preserving Digital Info	SP169 Mgt of CD-ROM
SP285 Lib Svcs in Non-Library Spaces	SP227 Org of Doc Coll & Svcs	SP168 Student Employment
SP284 Security in Special Collections	SP226 TL 4: After the User Survey	SP167 Minority Recruitment
SP283 Grant Coordination	SP225 Partnerships Program	SP166 Materials Budgets
SP282 Managing Electronic Resources	SP224 Staff Training & Development	SP165 Cultural Diversity
SP281 The Information Commons	SP223 TL 3: Electronic Scholarly Pubn	SP164 Remote Storage
SP280 Library User Surveys	SP222 Electronic Resource Sharing	SP163 Affirmative Action
SP279 Evaluating Library Instruction	SP221 Evol & Status of Approval Plans	SP162 Audiovisual Policies
SP278 Library Patron Privacy	SP220 Internet Training	SP161 Travel Policies
SP277 Lib Pub Acc Workstation Auth	SP219 TL 2: Geographic Info Systems	SP160 Preservation Org & Staff
SP276 Recruitment and Retention	SP218 Info Technology Policies	SP159 Admin of Lib Computer Files
SP275 Laptop Computer Services	SP217 TL 1: Electronic Reserves	SP158 Strategic Plans
SP274 Data Mining & Warehousing	SP216 Role of Libs in Distance Ed	SP157 Fee-based Services
SP273 Chat Reference	SP215 Reorg & Restructuring	SP156 Automating Authority Control
SP272 Insuring & Valuing Res Lib Coll	SP214 Digit Tech for Preservation	SP155 Visiting Scholars/Access
SP271 Lib Systems Office Organization	SP213 Tech Svcs Workstations	SP154 Online Biblio Search
SP270 Core Competencies	SP212 Non-Librarian Professionals	SP153 Use of Mgt Statistics
SP269 Integrating Preserv Activities	SP211 Library Systems Office Org	SP152 Brittle Books Program
SP268 Reference Statistics	SP210 Strategic Planning	SP151 Qualitative Collect Analysis
SP267 User Authentication	SP209 Library Photocopy Operations	SP150 Bldg Security & Personal Safety
SP266 Staffing the Library Website	SP208 Effective Library Signage	SP149 Electronic Mail
SP265 Instructional Support Services	SP207 Org of Collection Develop	SP148 User Surveys
SP264 Extended Library Hours	SP206 Faculty Organizations	SP147 Serials Control/Deselection
SP263 Numeric Data Services	SP205 User Surveys in ARL Libs	SP146 Lib Dev Fund Raising Capabilit
SP262 Preservation & Digitization	SP204 Uses of Doc Delivery Svcs	SP145 Lib Publications Programs
SP261 Post-Tenure Review	SP203 Reference Svc Policies	SP144 Building Use Policies
SP260 Interview Process	SP202 E-journals/Issues & Trends	SP143 Search Proced Sr LibAdmin
SP259 Fee-based Services	SP201 E-journals/Pol & Proced	SP142 Remote Access Online Cats
SP258 Corporate Annual Reports	SP200 2001: A Space Reality	SP141 Approval Plans
SP257 MLS Hiring Requirement	SP199 Video Collect & Multimedia	SP140 Performance Appraisal
SP256 Changing Roles of Lib Profs	SP198 Automating Preserv Mgt	SP139 Performance Eval: Ref Svcs
SP255 Branch Libs/Discrete Collectns	SP197 Benefits/Professional Staff	SP138 University Copyright
SP254 Managing Printing Services	SP196 Quality Improve Programs	SP137 Preservation Guidelines
SP253 Networked Info Services	SP195 Co-op Strategies in Foreign Acqs	SP136 Managing Copy Cataloging
SP252 Supprt Staff Classifictn Studies	SP194 Librarian Job Descriptions	SP135 Job Analysis
SP251 Electronic Reference Service	SP193 Lib Develop & Fundraising	SP134 Planning Mgt Statistics
SP250 TL10: Educating Faculty	SP192 Unpub Matls/Libs, Fair Use	SP133 Opt Disks: Storage & Access
SP249 Catalogng of Resrces Digitized	SP191 Prov Pub Svcs Remote User	SP132 Library-Scholar Communication
SP248 Licensing of Electronic Prodcnts	SP190 Chang Role of Book Repair	SP131 Coll Dev Organization
SP247 Management of Lib Security	SP189 Liaison Svcs in ARL Libs	SP130 Retrospective Conversion
SP246 Web Page Devel & Managmnt	SP188 Intern, Residency & Fellow	SP129 Organization Charts
SP245 Electronic Reserves Operations	SP187 ILL Trends/Staff & Organ	SP128 Systems File Organization
SP244 TL 9: Renovation & Reconfigur	SP186 Virtual Library	SP127 Interlibrary Loan
	SP185 System Migration	SP126 Automated Lib Systems

SP125	Tech Svcs Cost Studies	SP083	Approval Plans	SP041	Collection Assessment
SP124	Barcoding of Collections	SP082	Document Delivery Systems	SP040	Skills Training
SP123	Microcomp Software Policies	SP081	Services to the Disabled	SP039	Remote Storage
SP122	End-User Search Svcs	SP080	Specialty Positions	SP038	Collection Dev Policies
SP121	Bibliographic Instruction	SP079	Internships/Job Exchanges	SP037	Theft Detection & Prevent
SP120	Exhibits	SP078	Recruitment-Selection	SP036	Allocation Materials Funds
SP119	Catalog Maintenance Online	SP077	Use of Small Computers	SP035	Preservation of Lib Materials
SP118	Unionization	SP076	Online Biblio Search Svcs	SP034	Determin Indirect Cost Rate
SP117	Gifts & Exchange Function	SP075	Staff Development	SP033	Intergrat Nonprint Media
SP116	Organizing for Preservation	SP074	Fees for Services	SP032	Prep, Present Lib Budget
SP115	Photocopy Services	SP073	External User Services	SP031	Allocation of Resources
SP114	Binding Operations	SP072	Executive Review	SP030	Support Staff, Student Assts
SP113	Preservation Education	SP071	User Surveys: Eval of Lib Svcs	SP029	Systems Function
SP112	Reorg of Tech and Pub Svcs	SP070	Preservation Procedures	SP028	Gifts & Exchange Function
SP111	Cooperative Collection Dev	SP069	Prep Emergencies/Disasters	SP027	Physical Access
SP110	Local Cataloging Policies	SP068	AACR2 Implement Studies	SP026	Bibliographic Access
SP109	Staff Training for Automation	SP067	Affirm Action Programs	SP025	User Statistics and Studies
SP108	Strategic Planning	SP066	Planning Preserv of Lib Mat	SP024	User Surveys
SP107	University Archives	SP065	Retrospective Conversion	SP023	Grievance Policies
SP106	Electronic Mail	SP064	Indirect Cost Rates	SP022	Private Foundations
SP105	Nonbibliographic Dbases	SP063	Collective Bargaining	SP021	Paraprofessionals
SP104	Microcomputers	SP062	Online Biblio Search Svcs	SP020	Managerial Technical Specialists
SP103	Asst/Assoc Dir Position	SP061	Status of Librarians	SP019	Staff Allocations
SP102	Copyright Policies	SP060	Lib Materials Cost Studies	SP018	Staff Development
SP101	User Studies	SP059	Microform Collections	SP017	Library Instruction
SP100	Collection Security	SP058	Goals & Objectives	SP016	Reclassification
SP099	Branch Libraries	SP057	Special Collections	SP015	Goals & Objectives
SP098	Telecommunications	SP056	External Communication	SP014	Performance Review
SP097	Building Renovation	SP055	Internl Com/Staff & Super Role	SP013	Planning Systems
SP096	Online Catalogs	SP054	Internal Com/Policies & Proced	SP012	Acquisition Policies
SP095	Lib Materials Cost Studies	SP053	Performance Appraisal	SP011	Collection Development
SP094	Fund Raising	SP052	Cost Studies & Fiscal Plan	SP010	Leave Policies
SP093	User Instructions for Online Cats	SP051	Professional Development	SP009	Tenure Policies
SP092	Interlibrary Loan	SP050	Fringe Benefits	SP008	Collective Bargaining
SP091	Student Assistants	SP049	Use of Annual Reports	SP007	Personnel Class Schemes
SP090	Integrated Lib Info Systems	SP048	External Fund Raising	SP006	Friends of the Lib Organizations
SP089	Tech Svcs Cost Studies	SP047	Automated Cataloging	SP005	Performance Review
SP088	Corporate Use of Research Libs	SP046	Plan Future of Card Catalog	SP004	Affirmative Action
SP087	Collect Descript/Assessment	SP045	Changing Role Personnel Officer	SP003	A Personnel Organization
SP086	Professional Development	SP044	Automated Acquisitions	SP003	Status of Librarians
SP085	Personnel Classification Sys	SP043	Automated Circulation Sys	SP002	Personnel Survey (flyer only)
SP084	Public Svcs Goals & Objectvcs	SP042	Resource Sharing	SP001	Organization Charts

#### **SPEC KIT PRICE INFORMATION**

Individual Kits: \$35 ARL members/\$45 nonmembers, plus shipping and handling.

Individual issues of the Transforming Libraries (TL) subseries: \$28, plus shipping and handling.

#### **SHIPPING & HANDLING**

U.S.: UPS Ground delivery, \$10 per publication.

Canada: UPS Ground delivery, \$15 per publication

International and rush orders: Call or e-mail for quote.

#### **PAYMENT INFORMATION**

Make check or money order payable in U.S. funds to the ASSOCIATION OF RESEARCH LIBRARIES, Federal ID #52-0784198-N. MasterCard and Visa accepted.

**SEND ORDERS TO:** ARL Publications Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531  
phone (301) 362-8196; fax (301) 206-9789; e-mail pubs@arl.org

**ORDER ONLINE AT:** <http://www.arl.org/resources/pubs/index.shtml>