

Challenge:

Newly created Science Liaison Librarian position. Instruction and Outreach must be built from the bottom up. Departments had assigned library staff who already had full time positions outside the department, so challenging for them to embed.

Where to start?

First steps:

- Looked at instruction stats and talked to librarians who interacted with departments. Identified “champion” from each department- started there. Not always “official rep” or department head.
- Scheduled meeting with “power users”, library faculty rep, and department head, if possible
- Immediately requested time in faculty meetings
- Curriculum mapping. Looked for writing intensive courses. Cold called, or asked for introductions
- Tried to think like a marketer. Asked “When can I schedule a library instruction session this semester?”, not “Do you want instruction?”
- Attended lectures, events, anywhere faculty might be present
- Community engagement- looked for volunteer opportunities

New position, so some departmental relationships must be built from scratch.

Building a Successful Liaison Program From the Ground Up

Karen Stanley Grigg, Science Liaison Librarian

University of North Carolina at Greensboro Library and Archives

Advantage- UNCG Libraries offers outside the box services

- Citation Management Tools
- Mobile apps
- Visualization tools
- Course management software
- Instructional design
- Data Management Services
- Open Textbook Initiatives
- Scholarly Communication
- Help with repository

ENV 400- Capstone Seminar: Home

Home Creating Search Strategies Finding Articles Useful Websites Finding Statistics and Data Citation Exercises

Make an appointment with Karen

Karen's schedule: book an appointment

BOOK NOW

Info's tools

- Introduction to library services and Eason
- Constructing a search strategy based on a research topic
- Researching library resources
- Proper citation

Encyclopedias and e-books

- Routledge International Handbook of Social and Environmental Change by Stuart Locke (Editor), David A. Sonnenfeld (Editor), Dana R. Fisher (Editor) ISBN: 9780203146505 Publication Date: 2012-10-11
- OECD Factbook 2014 Comprehensive source of a wide range of statistics on the OECD countries and the major non-OECD countries: Brazil, China, India, Indonesia, Russia and South Africa
- Clark's Sustainability Encyclopedias Provides access to general sustainability encyclopedias including the Berkeley Encyclopedia of Sustainability, 2012

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University of North Carolina at Greensboro University Libraries
Learning Outcomes for Information Literacy

	Beginning Outcome	Intermediate Outcome	Advanced Outcome
Determine what information is needed and why	1.1 Identify an information need 1.2 Define an appropriate research question	2.2 Construct a research question appropriate for the discipline	3.2 Refine the research question based on existing information; Construct a research question of appropriate scope based on existing information
Locate appropriate resources	1.3 Choose keywords that retrieve relevant information 1.4 Apply the search connector AND to combine keywords 1.5 Select relevant books, articles, reference materials, etc. 1.6 Identify appropriate virtual, human and physical information resources and services 1.7 Distinguish between scholarly and popular articles	2.3 Apply vocabulary appropriate to the discipline 2.4 Apply the search connector OR to broaden a search 2.5 Identify appropriate subject-specific databases to find relevant information 2.6 Identify subject specialist for the major field	3.3 Apply controlled vocabulary to retrieve relevant results as appropriate 3.5 Identify the core journals or resources in their specialization
Evaluate, synthesize, and critically analyze information	1.8 Evaluate websites for appropriateness as information sources 1.9 Communicates information from sources for a specific purpose	2.7 Distinguish between primary and secondary sources where appropriate 2.8 Evaluate articles and websites for authority, accuracy, currency, coverage and objectivity	3.7 Evaluate the credentials of an author and/or publisher 3.9 Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose.
Communication information ethically and effectively	1.10 Apply the proper citation style to document sources	2.10 Apply the standard citation style for the major discipline appropriately	

Shared UNCG's Learning Outcomes for Information Literacy matrix with faculty.

Data Management Interviews

1. What kinds of format/data types are you using? (ie, images, spreadsheets, databases, genetic data, etc.)
2. About what size are these data sets you produce? Gigabytes? Terabytes?
3. Where do you store data during the project? How often are backups made? What methods do you use to organize the data? Where do you store data after the research is completed?
4. How long do you plan to keep your data?
5. Do your funding agencies require data management plans? If so, do you use any kind of data management plan tools?
6. Who else assists faculty and researchers in your department?
7. Do you share your data inside/outside the institution? If so, how do you do it? If not, why not?
8. Can you describe your use of secondary data, and if you have any problems or issues that arise with that?
9. What services can the library provide? What would be the best way to promote the services we provide?

Data Management Interviews to determine needs

Caution!

Slow build at first- tempting to overmarket! May have “too many takers” all at once. Try piloting services, one department at a time.

Patience! Rome wasn't built in a day. You will be building on successes., Accept that it may take a few years to fully integrate, and some departments and faculty will not be interested.

Building a following with students

- Individual consultations promoted and YouCanBookMe widget on all Libguides that links to calendar
- Individual chat queue
- Embedded instruction, offer to create research assignments
- Offer special tailored workshops- EndNote, Zotero, SciFinder Scholar, etc.
- Custom Libguides for all departments and every course session delivered.
- Teaching in departments, if possible- I will be teaching ENV 300 this Fall.

Nurturing Faculty relationships

- Requested time in faculty meetings twice a year.
- Bring in guest speakers on topics such as Library Grants to faculty, Scholarly Communication, Repository
- Participating in HHMI Grant (application in progress) with Biology Department
- Attending tenure recognition ceremony each year and other events
- Keeping track of departmental changes. One department head was not receptive. The next one was. I started marketing immediately
- If a faculty member turns you down for a class and someone else teaches it, offer again
- Delivered/Marketed faculty-focused workshops on tools like Zotero and Scopus
- Product demos, such as Mendeley