## **Collections and Resources**

Communicate to library users in your area about changes at the library. Encourage faculty to attend workshops, webinars, and forums.

**Example Goals:**

* Discuss collection, budget, and licensing issues with faculty, administrators, and graduate students in meetings and one-on-one conversations
* Coordinate with RIS cognate to attend faculty meetings
* Attend Lunch with your Librarian or other new faculty welcoming events

Develop and manage print and electronic collections for assigned subject areas

**Example Goals:**

* Use Workflows or the public catalog to search for titles, authors, ISBN/ISSN, and series
* Locate main CDV policy
* Withdraw items on an as-needed basis
* Cultivate the ability to select in an electronic system such as Gobi
* Write a CDV policy/guide for your fund
* Contribute to approval plan profile and DDA profile
* Know about Evidence-Based Acquisition
* Participate in journal and database reviews

Manage collection funds effectively and efficiently

**Example Goals:**

* Learn how to read balance sheets Head of Monographic Acquisitions sends out
* Check fund balance in Workflows

Monitor research and publishing trends in assigned subject areas

**Example Goals:**

* Examine ECU-authored papers for research interests, trends, and use of research sources
* Promoting use of Gobi alerts for new titles to faculty
* Monitor grants being awarded in curricular and research areas assigned

Contribute to accreditation reports and new program applications

**Example Goals:**

* Contribute data and narratives to accreditation reports in conjunction with Head of Collection Development

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## **Scholarly Communication**

Keep current with general trends in scholarly communication, monitor subject-specific trends, and inform faculty, graduate students, and campus administrators about scholarly communication issues.

**Example Goals:**

* Attend workshops, webinars and forums sponsored by the Scholarly Communication Committee, ACRL, or Charleston, etc.
* Refer users to the Scholarly Communications Librarian when appropriate

Investigate and promote new avenues of scholarly communication such as Open Access publishing and open educational resources (OER).

**Example Goals:**

* Have a working definition of Open Access
* Know the status of the Open Access Publishing Fund
* Know what OER stands for and why it’s important
* Be familiar with the content of the OER LibGuide

Discover and recruit ECU scholarly output for inclusion in the open access digital initiatives like the institutional repository.

**Example Goals:**

* Encourage faculty to submit their work to the ScholarShip
* Know how to submit an item to the ScholarShip

Encourage the writing of data management plans and data archiving

**Example Goals:**

* Be aware of the Data Management LibGuide
* Refer users to the Data Services Librarian when appropriate
* Be able to direct users to the DMPTool and ECU’s Dataverse

Know the basics of copyright and fair use, as well as when to refer questions to the Copyright Officer.

**Example Goals:**

* Refer users to the Copyright Officer when appropriate
* Have a working definition of copyright and be familiar with copyright.ecu.edu
* Know the 4 factors of Fair Use

Know the difference between various research impact measures

**Example Goals:**

* Know how to look up:
  + Citation count
  + SJR Rank
  + Impact Factor
  + Altmetrics
  + H-index

Be familiar with methods of digital scholarship in your liaison fields (i.e. Digital Humanities)

**Example Goals:**

* Have a working definition for digital scholarship for your areas
* Describe a few projects as they pertain to your liaison areas
* Know if anyone is doing digital scholarship in your area here on campus
* Know what Omeka does
* Develop knowledge of relevant Digital Collections
* Refer to Digital Collections Strategist when appropriate

Know how to establish Author’s Rights for archiving purposes

**Example Goals:**

* Know how to interpret what Sherpa/Romeo says

Be familiar with citation managers

**Example Goals:**

* Use RefWorks or another citation manager
* Be familiar with the Citation Management LibGuide

**Teaching and Learning**

Provide information literacy and research instruction to face-to-face and distance education classes via information literacy instruction, and in certain cases, by teaching or co-teaching credit-bearing classes.

**Example Goals:**

* Design a lesson for each session based on assignment and/or disciplinary contexts including student learning outcomes, assessment, and differentiated content;
* Connect with the teaching instructor for each course taught;
* Shadow instruction of other library instructors;
* Be aware of and make use of Universal Design for Learning (UDL), pedagogical and learning theories, and active learning techniques;
* Embrace accessibility and inclusivity in the classroom and online.

Using curriculum mapping, identify core classes and curricula that would benefit from research instruction and/or learning objects, and contact the teachers involved. Work with instructors to integrate information literacy and research skills into the curriculum.

**Example Goals:**

* Conduct curriculum mapping for fields of study with the aim of creating a scaffolded information curriculum;
* Read new and revised syllabi, where available;
* Read students’ research projects or observe final presentations for assessment;
* Have a working understanding of the Framework for Information Literacy for Higher Education and any other ALA/ACRL documents that pertain to your areas of teaching expertise.

Create and maintain effective library guides, tutorials, videos, and other learning objects.

**Example Goals:**

* Update assigned LibGuides each year during the LibGuides Summer Project;
* Examine other libraries’ research guides, tutorials, videos, etc. for fresh approaches and new ideas;
* Where appropriate, contribute content for subject-specific tutorials in concert with initiatives put forward by the Learning Technologies Librarian.

Assess student learning of information literacy concepts via formative and summative assessment methods.

**Example Goals:**

* Conduct at least 3 sessions per semester using assessment;
* Align assessment techniques with student learning outcomes taught;
* Use the Generic Assessment at least 1 time per semester;
* Make changes to instruction and teaching based on assessment results.

Contribute to the RIS Community of Practice by sharing new tools and methods.

**Example Goals:**

* Discuss teaching experiences and ideas with other librarians;
* Develop teaching and assessment skills through conferences, workshops, team-teaching, observing teaching by colleagues, etc.;
* Present on the topics of personal areas of expertise in Core meetings;
* Contribute to the development of new and growing teachers in the department by offering support and advice, when requested.

Provide outreach to campus units specializing in student support, such as Freshman Orientation and Living Learning Communities.

**Example Goals:**

* Conduct email outreach to Writing Intensive courses, internships, and capstones;
* Assist with tours and resource fairs for campus onboarding, such as Freshman Orientation, Transfer Student Orientation, and Graduate Student Orientation;
* Conduct email outreach and assist with events surrounding Living Learning Communities.

**Research Services**

Provide customized reference and research services through email, phone, chat, and individual and group consultations.

**Example Goals:**

* See each patron interaction as an extension of teaching;
* Apply reference interviewing strategies to research services;
* Monitor reference desk chat queue and email queue;
* Follow up with users after the initial research session.

Staff the research desk and chat queues.

**Example Goals:**

* Work 3 or more desk and chat shifts per week, as assigned;
* Make referrals to other librarians, campus units, etc. when appropriate.

Understand database interfaces, citation management tools, and other research tools used on campus.

**Example Goals:**

* Learn new interfaces and tools through training, webinars, and self-directed learning

Understand the research process of students and faculty.

**Example Goals:**

* Investigate the research interests of faculty and graduate students in preparation for providing future research service;
* Offer outreach to train departmental graduate students for their work as Research Assistants;
* Keep abreast with trends from statistics, web logs, and other methods of data tracking to better understand user behavior and to make recommendations on how to improve our services or interfaces.

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