Talking So Faculty Will Listen, Listening So Faculty Will Talk: Engagement Strategies for Library Liaisons

June 26, 2017
10:00 a.m.—12:00 p.m.
McCormick Place West, W194b
Welcome—Barbara Rockenbach, Columbia University
Panel presentations and Q&A—moderated by Elizabeth Waraksa, ARL

John G. Bales—Director of Development (University Libraries, Mayborn Museum), Baylor University

Martin Tsang, Council on Library and Information Resources (CLIR) Postdoctoral Fellow and Liaison, University of Miami Libraries

Melanie Lefkowitz, Staff Writer and Social Media Coordinator, Assessment and Communications, Cornell University Library

Table Work—Introduced by Rita Vine, University of Toronto

Wrap Up—Kornelia Tancheva, University of Pittsburgh
Moves
Management

A Strategy for Relating to Faculty
John G. Bales
What will we talk about today?

• Getting to the conversation
• Managing relationships
• Moves management principles
• Talking to faculty in one-to-ones... really?
• Are you listening? With empathy?
• Think moves
Getting to the conversation

- Traditional communication methods

Yes, but...
Getting out of the library

• Non-traditional communication methods
But can we manage so many relationships?
I know what you’re thinking... or do I?

Fig. 45. Ithaka S+R Survey, April, 2015
Can we glean anything from development?

1. Develop a strategy for each faculty who wants library engagement.
2. Track each person’s relationship with the library.
3. Plan contacts or moves for each person.
4. Execute the plan.
5. Reconfigure the strategy as things go along and refine the plan accordingly.
6. Use natural partners if necessary.

Adapted from Sturtevant. *The Artful Journey*, p. 55
Finally... one-to-ones

• What are the most common mistakes made during one-to-ones?
  1. Doing most of the talking.
  2. Taking the problem away from someone.
  3. Not inquiring about feelings.

Adapted from Scott, *Fierce Conversations*, 109.
Finally... one-to-ones, continued

- Mineral rights

  What is your current area of research?
  What is your theoretical approach to your study?
  How do you locate resources for your research?
  What are the challenges that you are facing in your research?
  What do you want to accomplish with your research that would be most meaningful to you?

Ithaka S+R Supporting the Changing Research Practices of Religious Studies Scholars
Listening with empathy

Empathy is the ability “to perceive the internal frame of reference of another with accuracy, and with the emotional components and meanings... as if one were the other person.” (Rogers 1959, p. 21)

▶ Shirley’s story
Stories

Faculty interview

“Sometimes I would love to have someone who could guide me through those types of things and help me understand what I’m looking at and I don’t always know when I’m looking at such an article what I have or where to find the kind of article or what language to type in to find the material I’m looking for and I think that’s probably because I’m doing interdisciplinary work.”
Think moves

Personal, purposeful and professional

Am I advancing this relationship?
Am I advancing the mission of the library?
Am I advancing the university?

What’s the next step?
Review collaboration, attend a lecture, introduce digital scholarship, announce new databases, in-class instruction, reference management software training, new research guide, Browzine
<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Background</th>
<th>Research Area</th>
<th>Classes</th>
<th>Salient Action Points</th>
<th>Purpose of My Call &amp; Strategy</th>
<th>Action</th>
<th>Date</th>
<th>Outcome/Notes</th>
<th>Next step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Philosophy</td>
<td>sports and culture</td>
<td>Religion and Spirit</td>
<td>In person meeting</td>
<td>8/19/21 became acquainted</td>
<td>discuss collaboration for class</td>
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<td>Assignment assistance</td>
<td>website evaluation</td>
<td>assignment</td>
<td>5/32/21</td>
<td>collaborated on assignment</td>
<td>provide resource for class assignment</td>
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<tr>
<td>Research assistance</td>
<td>ATL database search</td>
<td>5/15/21</td>
<td>discussed in class instruction</td>
<td>instructor proposal</td>
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<td>Lunch</td>
<td>lunch</td>
<td>10/09/21</td>
<td>discussed in class instruction</td>
<td>instructor proposal</td>
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Sources


• Ithaka S+R US Faculty Survey, April 2015.


Thank you! Thank you!

Elizabeth A. Waraksa, ARL
Rita Vine, University of Toronto Libraries

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Baylor University
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The Conversation Project at the University of Miami

Martin A. Tsang, PhD
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University of Miami
Otto G. Richter Library
Scope of the Conversation Project

• A pilot faculty conversation project was implemented from Fall 2015 to Fall 2016 as a way for liaisons to meaningfully connect with faculty.

• A novel way of engaging with faculty for fact finding and rapport building. Four open-ended questions were chosen to spark dialogue to learn more about each other, our respective work, and how to better collaborate.

• An ongoing initiative.
The Conversation Project

• 45 conversations conducted to date: 120 pages/25,000 words.

• 11 liaison librarians participated by conducting multiple conversations with their faculty.

• Interviews include faculty from:

  History, Education; Engineering; Marine Sciences; Sociology & Anthropology; Nursing and Health Studies; International Studies; Religious Studies; Political Science; Art; Art History; Architecture; English; Classics; and Modern Languages.
Questions

1. What are the challenges you are facing as a researcher and teacher?
2. How is your field changing?
3. What are emerging areas of emphasis for the department?
4. What are your hopes for library support?
Q1. What are the challenges you are facing as a researcher and teacher?
Q2. How is your field changing?
Q3. What are emerging areas of emphasis for the department?
Q4. What are your hopes for library support?
Word Concordances

Using AntConc 3.4.4.

- Word frequency and concordances for each of the 4 questions. Sample table of the appearance of the words STUDENTS, FACULTY, and LIBRARY across the questions.
## 1. Sample Concordance Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Students</th>
<th>Faculty</th>
<th>Library</th>
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</thead>
<tbody>
<tr>
<td>Q.1 What are the challenges you are facing as a researcher and teacher?</td>
<td>37</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Q.2 How is your field changing?</td>
<td>15</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Q.3 What are emerging areas of emphasis for the department?</td>
<td>23</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Q.4 What are your hopes for library support?</td>
<td>51</td>
<td>26</td>
<td>52</td>
</tr>
</tbody>
</table>
always a challenge. It can be hard getting **students** to read, although smaller classes are eas
may be of use to History faculty and **students**. “Both administrative and academic cha
of IEP. The main challenges are with motivating **students**, which is universal, and the facilities.
concerned with the environmental impact of his and **students** output, the impact of printing etc. He us
sources a lot. \*95 When teaching, he has **students** use primary materials and in the past he
a list of online primary sources that the **students** can use, therefore little interaction in
, therefore little interaction in this regard for **students** with library holdings. \*95 He encourage
disparity between the e-version of books the **students** have and his own printed version, marryin
cult for Jennifer to make readings available to **students**. She likes to provide a wide range of
the writing and research that he hopes his **students** to accomplish. This means that he spends
/visual resources that he uses. He finds that **students** all too often give up in trying to
on her next book project. Kate brings her **students** to both CHC and Special Collections and b
ve each semester. Ms. Moloney thinks that her **students** are losing their database searching skill
wishes there were a way to know if **students** are utilizing the Libraries\*92 resources
an email from the Writing Center if he **students** have a session there. The Masters in Pu
Program has a very high percentage of Chinese **students**, who have different expectations of intel
stations of intellectual property. She sends her **students** to the Writing Center to try to tackle
teacher, it\*92s difficult to get the **students** to think and deal with ambiguity. We\*92
the effects of No Child Left Behind. Our **students** can\*92t think critically. They are used
parts of her workday. She also sees that **students** have sophisticated ways of showing their
3. Sample Concordance Results

which leads to a drop in quality. The library has some notable gaps in its collection, a radical redesign would be nice but if the library could focus on getting new windows, increa

issues of space for print books in the Library and feels that ebooks do not readily suppo

that if an ebook is available in the Library catalog, this prevents the ability of orde

a bigger challenge of being heard by the Library on opinions of ebooks and non-print media.

nderstands the space and budgetary limitations of Library acquisitions and feels that the current op

actively requests materials to be acquired by the library. Generally he is very on board with digita

oard with digital access to resources through the library. He has found that online platforms give h

things that he could not justify asking the library to buy. Access to these rare materials onl

ttle interaction in this regard for students with library holdings. \[^95\] He encouraged me to look i

. \[^95\] He has found that by chance the library has great collections in specific and spec

I government data, for example the RAND database (library will start a trial soon), International Ci

to campus to write and often uses the Library for reference. He finds that given Miami t

historian to be in the realm of \[^93\] Library sorts of things\[^94\] referring to textual r

. On that front, she has found that the Library is one of her greatest allies as a

working with Kate to buy materials for the Library\[^92s\] collection. Kate was very interested

\[^92s\] collection. Kate was very interested in Library acquisition and collection development, so her classes and student activities both in the library and in the classroom. “Kimberly finds the doors is not appealing. Other places have formal library field visits. \[^95\] Researchwise, he usual

link sometimes, but hasn’t really explored library resources. \[^95\] For collaboration, he most
Common Themes Discussed

STUDENTS
  • Research help; motivation, international students.

TEACHING & RESEARCH
  • Digital Humanities; online classes; library instruction; and discovery for all.

DEPARTMENT AND ADMINISTRATIVE
  • Enrolment; tenure, sustainability; new classes and degree offerings (online and in-person); assisting junior faculty, knowing department strengths.
Focus on the Libraries

- Positive about the library and librarians
- DH/GIS/Digital Media Library
- Ebooks and database availability
- Audio/visual recording studio and oral histories
- Inter Library Loan
- Finding and promoting digital resources such as Lynda, Languages, etc.
- Library communications e-mail; face-2-face, their frequency
- Orientations
Conclusions thus far...

• An excellent way of getting to know faculty proactively.

• The CP is a new way of interacting with a flexible focus
  • Only the last question focused specifically on the relationship with the Libraries

• Results are shared so we can learn from adjacent experiences.
  • Data are being collated and analyzed to tease out themes, wins, concerns, etc. Created an interview/conversation tips and techniques guide.

• Second phase of interview questions are in the works.
Suggested Activities

• How would the CP best work with your faculty and liaisons? What questions would suit your library?
• Conversation/interview skills, tips, and tricks.
• Practice and making a plan for collecting and analyzing data.
Thank you
mtsang@miami.edu
Talking So Faculty Will Listen, Listening So Faculty Will Talk: Getting to the Point

Melanie Lefkowitz
Staff writer, editor & social media coordinator

Cornell University Library
About me

My name is Melanie Lefkowitz.

I was born on an unseasonably wintry day in late March, 19XX.

I grew up in pre-hipster Brooklyn, in a surprisingly provincial neighborhood where we could see the Manhattan skyline but rarely traveled across the river.

• Please don’t open with “My name is…”!

• Try to avoid the very strong human urge to tell your stories chronologically

• Beware the extraneous detail!
About me, continued

- Staff writer, editor and social media coordinator at Cornell University Library

- 17 years as a newspaper reporter and editor, with work appearing in the Wall Street Journal and the New York Times

- Taught journalism at the Columbia Journalism school and City University of New York Journalism school

Fight the humility impulse! It’s OK to brag a little, as long as it’s relevant.

Your goal is to build credibility
What’s the lede?

More than 100 Ithacans gathered yesterday for the Common Council vote on whether to reject an application to build a car dealership on the waterfront.

Mayor DeBlasio announced the two most popular baby names in New York City for 2017 as a City Hall press conference.

What’s the most important information? What is most useful, relevant, interesting to your audience?
Be concise & clear

In January 2017, something new and exciting is coming to campus. Starting next year, a new printing service is going away, and another new printing service is coming. This will change the way faculty, students and staff do their printing.

A new printing service coming in January will save paper and lead to shorter waits for your print jobs.

Zotero lives on your browser and works in tandem with your browser as you actively research. With just the click of a button, Zotero will import valuable resources into your research.

Zotero is a tool that created correctly formatted bibliographies automatically.
What’s the value?

- We have access to thousands of databases.
- We have expertise in public access compliance.
- We are experts in research data management.
- We can make your research faster and more effective.
- We can help you avoid funding delays because of changing public access requirements.
- We can help you make your grant proposals more effective.
Avoid jargon

“Mrs. Jones had a syncopal episode last night without any evidence of arrhythmia. I don’t think it was vagal but I ordered a 2D echo and holter. I still can’t rule out a vertebrobasilar event.”

“We’ll need to hook into the ECM before I can give you final diagnosis, but there could also be something wrong with the EGO sensor. I might need to bleed the brakes and ‘R and R’ the dust boots. Also, you’ve got a blown head gasket and a misfire.”

F/W DOAIFO 92 e. 22nd St. ME to determine
Use concrete examples

• Digital preservation

• Digital privacy

• Linked data

The human brain is hard-wired to latch on to stories. It’s much easier to understand the concrete than the abstract.
Consider your audience

• For new faculty, read CV ahead of time and ask about interests, needs, course load, etc.

• For established faculty, ask for insight or advice into department.

• Leave with a piece of paper, follow up with an e-mail. “Immediate utility.”
In summary

• What’s the lede? Figure out what’s most important to faculty, and get right to the point.

• What’s the value? Present services and suggestions from their point of view, rather than yours.

• Avoid jargon.

• Use examples. Stories are more likely to stick in their heads, so tell stories instead of inundating with facts.

• Consider your audience.