Rooting skills and expertise in liaison work
Strategies for embedded librarianship

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Problem

What competencies and knowledge do librarians need to possess in order to be successfully embedded within the learning, teaching and scholarly communities? As needs for teaching and research faculty evolve, meeting their expectations is particularly challenging when time is scarce and technology is demanding constant learning.

Some hats I wear

Competencies

- Subject knowledge
- Professionalism (having a faculty status is a plus)
- Commitment and flexibility to provide innovative services
- Understanding of the research needs of scholars
- Technical proficiency in managing electronic records
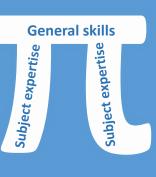- Building strong librarian-faculty relationships

Roles

1. Instructional designer and lecturer
2. Committee member
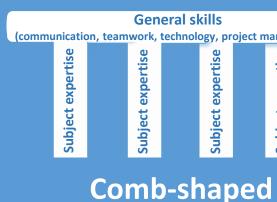3. Researcher

Literature review

The T-shaped professional

"[...] the knowledge economy requires all economic actors to develop a set of competences and dynamic capabilities to complete a 'T-shaped knowledge' configuration, which, [...] includes both **vertical competences** (I-shaped competences) (i.e., [subject], industrial specialization) and **horizontal capabilities**. The latter expression refers to boundary-crossing capacities [...], or capabilities that allow or strongly support connections/links of various kinds." (Barile et al., 2015)

T-shaped   π-shaped   Comb-shaped

The blended librarian

"We define the 'blended librarian' as an academic librarian who combines the **traditional skill set** of librarianship with the information technologist's **hardware/software skills**, and the instructional or educational designer's ability to apply technology appropriately in the teaching-learning process." (Bell & Shank, 2007)

References
Barile, S., Saviano, M., & Simone, C. (2015). Service economy, knowledge, and the need for T-shaped innovators. *World Wide Web, 18*(4), 1177–1197. https://doi.org/10.1007/s11280-014-0305-1
Bell, S.J., & Shank, J.D. (2007). The blended librarian: A blueprint for redefining the teaching and learning role of academic librarians. *College & Research Libraries News, 65*(7), 372-375. Retrieved from http://crln.acrl.org/index.php/crlnews/article/view/7297

Conclusions

Identify gaps in your skills set and maximize opportunities along your career path!
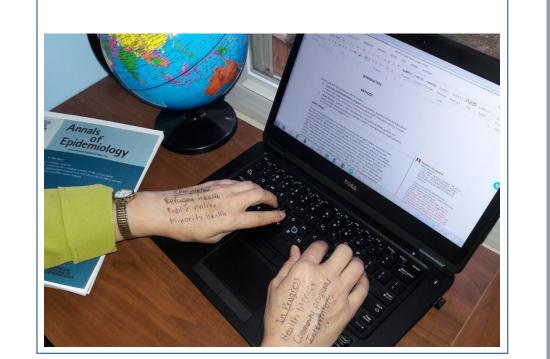
Embedded in…

1 Library instruction

2 Campus service

3 Research

Teaching strategies
1. 15-minute lecture
2. Active learning
   - Online Modules
   - Crosswords
   - Quizzes and more
3. Flipping the classroom (Pecha Kucha)

Outcome: Published a peer reviewed article
Carroll, A.J., Tchangalova, N. & Harrington, E.G. (2016). Flipping one-shot library instruction: Using Canvas and Pecha Kucha for peer teaching. *Journal of Medical Library Association 104*(2): 125-130.

Technology proficiencies
1. Clickers, laser pointers, Poll Everywhere and more
2. LibGuides, website dev., etc.

Tech skills to be explored
1. Welcome video in ELMS
2. QR codes, Kahoot, Plickers, Padlet, Google Forms/Docs

More ideas for embedding in library instruction
Tchangalova, N. (2015). Sail with the wind: Inspiring students and faculty to reach horizons of academic success. Poster presented at 2015 MAC/MLA Annual Meeting, Ashville, NC. Available at https://doi.org/10.13016/M2W060

Service librarian's specialties

1. Promote library collections/services
2. Spark interdisciplinary dialogues
3. Foster scholarly communication
4. Disseminate campus scholarly work
5. Provide opportunities for future collaboration within and outside the UMD scholarly community.

Outcome: Developed a promotional web site
LibGuide: Social Justice Resources (http://lib.guides.umd.edu/social_justice)

Research competencies

1. Develop a deeper subject background
2. Have a tenure track faculty status helps to be seen as a peer on the research team
3. Stay on the cutting edge of technologies (e.g Rayyan)
4. Plan, prioritize and organize workflow for the team
5. Provide customized library service to meet the needs of individual researchers from across the world.

Outcome: Published a peer reviewed article... and another one is in progress
Thiel de Bocanegra, H, Carter-Pokras, O., Ingleby, J.D., Pottie, P., Tchangalova, N., Allen, S.I., Smith-Gagen, J. & Hidalgo, B. "Addressing refugee health through evidence-based policies: a case study." *Annals of Epidemiology.* (In press)