Liaison and Scholarly Communication Librarians Collaborating to Support Faculty and Students

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CHAPTER 18

Liaison and Scholarly Communication
Librarians Collaborating to Support Faculty and Students

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Introduction

Supporting the research and creative activities of faculty is a core component of successful liaison librarianship. Scholarly communication has become an area of specialization in academic libraries that can complement and support the efforts of liaison librarians in this area. In particular, liaison librarians can collaborate with scholarly communication units and librarians to provide a suite of research support services for faculty and students at their institution. By partnering with such services, liaison librarians can better connect with faculty and students to support and enhance their scholarly endeavors.

This chapter addresses the importance of scholarly communication for faculty and students and the impact collaboration between library departments can have on such areas of support. We provide a case study that highlights examples of liaison librarians engaging in scholarly communication activities. In particular, this
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This chapter explores the effective cooperation between liaison librarians and the scholarly communication librarian at the University of Central Florida (UCF).

Evolving Role of Scholarly Communication

ACRL defines scholarly communication as “the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use” (ACRL Scholarly Communication Toolkit, 2019). This system includes a variety of stakeholders that participate throughout scholarly communication processes and includes authors, editors, peer reviewers, and librarians, among others. Librarians, in particular, have traditionally provided scholarly communication services and resources, such as providing access to scholarly research through library collections, assisting with literature reviews, and helping to demystify citation metrics. In essence, scholarly communication has always been integral to the services and resources available through libraries and facilitated by information specialists.

However, the scholarly communication system has been rapidly evolving. Publishing trends, including a shift to electronic publishing, changes to relevant laws and legislation, and economic challenges have all played critical roles in the evolution of scholarly communication. Technology, in particular, has dramatically affected scholarly communication and the research lifecycle. The shift from print to electronic publishing, for instance, has impacted the ways in which research is disseminated and made accessible. Researchers and scholars no longer have to rely on print materials or need to physically go to a library to access research. Now, access can be done nearly anywhere an internet connection is available. Mobile devices, laptops, and tablets make it easier than ever to access research anywhere and at any time.

In addition to traditional journals that can be accessed online with an institutional or personal subscription, the emergence of open access publishing has also greatly impacted the evolution of scholarly communication. At its very core, open access (OA) is literature that is “digital, online, free of charge, and free of most copyright and licensing restrictions” (Suber, 2015). Open access publishing ensures that anyone, anywhere can have free and unfettered access to research, without requiring a subscription of any kind and, in many ways, helps democratize access to research. While traditional publishing relies on subscriptions to help offset publication costs, open access journals may utilize what is referred to as an author processing charge (APC). APCs are fees that an author pays in order to have their article published in an open access journal to help offset the costs of creating the publication. This shift in publication models and access to research has brought forth a variety of opportunities and challenges for both researchers and librarians.
Existing laws and legislation play an integral role in the evolving state of scholarly communication. Those who conduct research using federal and/or state funding through grants and awards may now be required to make their research results publicly accessible depending on the agencies from whom they have received funding. For instance, the National Institutes of Health (NIH) has had a public access policy for all research funded (in whole or in part) by NIH since 2009 (NIH Public Access Policy Details, 2016). Since 2013, the federal government has issued a memorandum titled Expanding Public Access to the Results of Federally Funded Research (Stebbens, 2013) and signed into law the Open, Public, Electronic and Necessary (OPEN) Government Data Act (S.2852 - OPEN Government Data Act, 2016), all of which impact how research is disseminated and made accessible. In addition to specific laws and legislation related to public access to publicly funded research, there are other federal and state efforts to make the cost of a college education more affordable through the use of open educational resources that also directly impact the scholarly communication ecosystem.

Beyond technological changes and legislative mandates, fiscal considerations also impact the evolving role of scholarly communication. Institutional budgets remain a challenge as the costs of journals and database subscriptions have continued to increase both at the individual subscription level and through large journal packages. Libraries are now being faced with difficult decisions about what journal subscriptions and databases to retain while addressing recurring costs for such subscriptions that often increase each fiscal year. Some institutions, like Florida State University (Florida State University Libraries, n.d.) and the California State University System (Lauritsen, 2015), are opting to cancel big deal packages and focus on subscribing to individual journal titles, paying for single-copy uses of articles or utilizing interlibrary loan as alternative options for faculty and students to access research. Beyond this, states like Florida are emphasizing performance-based funding that includes specific metrics and benchmarks related to student and faculty research and scholarship that also shape scholarly communication processes at their respective institutions and at the state level (State University System of Florida Board of Governors, 2019).

Unsurprisingly, libraries and librarians have been deeply impacted by these developments and, as a result, have responded by providing services and resources accordingly. In addition, academic libraries have seen an increase in positions dedicated to supporting scholarly communication and units created to help facilitate the growing research and publishing needs of faculty and students. As we will explore in this chapter and through the case study presented, libraries can play a vital leadership role at their institutions and position themselves “as key players in the curation and stewardship of scholarly output of their institutions” (Cohen, 2017).
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Liaisons Supporting Scholarly Communication

With an evolving scholarly communication landscape and an increased focus on scholarly communication services at academic institutions, librarians in a variety of units and departments have seen their roles and responsibilities shift to accommodate such changes. The emerging role of scholarly communication librarians and library units has become a particularly important trend. Those in scholarly communication positions and roles facilitate, lead, and help support scholarly communication efforts inside and outside of the library at their respective institutions. Some research suggests these roles vary by academic institution and impact how liaison librarians, in particular, can engage in scholarly communication outreach and support for faculty and students (Jaguszewski & Williams, 2013; Radom, Feltner-Reichert, & Stringer-Stanback, 2012).

Liaison librarians have seen an increased emphasis on scholarly communication in their position descriptions and areas of responsibility. Some institutions have addressed these changes in formal ways—for example, adding specific scholarly communication responsibilities to annual assignments of duties and goals, while others have worked to informally provide support to liaison librarians to aid them in their outreach efforts. However, size of institution, institutional culture, budgets, and staffing are all factors that affect how a library approaches scholarly communication (Middleton, 2017). The following provides some examples of methods and strategies employed by academic libraries in North America that have proved useful for liaison librarians engaging in scholarly communication outreach and support.

Environmental scans can be an informative exercise for libraries to undertake in an effort to better understand the research needs of faculty and students. This may be a particularly important first step for any institution interested in formally or informally incorporating scholarly communication activities into their liaison librarian areas of responsibility. The University of British Columbia, for example, developed a scholarly communication project plan during 2007–2009 to “begin to identify recommended and sustainable [scholarly communication] service models” (Kirchner, 2009). This included forming a steering committee composed of a variety of campus stakeholders to provide a variety of perspectives on the topic. Liaison librarians were integral to the steering committee and their views informed new service models and enhanced campus engagement. At the University of British Columbia, many liaison librarians also conducted environmental scans in their assigned disciplines to help inform best practices for scholarly communication and outreach support for specific faculty and students (Kirchner, 2009). Both environmental scan approaches facilitated key conversations and involved liaison librarians throughout the entire process.

Often, environmental scans and pilot projects lead to more formal processes, with some institutions actively incorporating scholarly communication activities into
liaison librarian positions. The University of Minnesota (UMN), for example, “came to include advocating for reform of the scholarly communication system among their core responsibilities” (Malenfant, 2015). UMN Libraries focused on several activities that included establishing the Scholarly Communication Collaborative, which acted as a resource for liaison librarians, changing liaison librarian position descriptions to incorporate scholarly communication activities and goals, administering a self-assessment of knowledge, skills, and abilities related to scholarly communication, and requiring a performance goal for liaison librarians to speak with faculty about issues related to author rights, such as publishing agreements and copyright. By providing infrastructure and guidance, liaison librarians at UMN were successfully able to incorporate scholarly communication responsibilities into their positions.

Regardless of the ways in which scholarly communication outreach and support are incorporated into academic libraries, there are challenges and opportunities to consider. Like the evolving role of scholarly communication, libraries and librarians are impacted by technological, legislative, economic, and cultural factors. The role of liaison librarians as facilitators of scholarly communication outreach and support has several specific challenges and opportunities to consider that are impacted by these factors.

In particular, liaison librarians are faced with several challenges when incorporating scholarly communication outreach and support activities into their areas of responsibility. One particular challenge is liaison librarian reluctance to engage in scholarly communication activities, such as copyright and author rights (Burpee & Fernandez, 2014; Kirchner, 2009; Malenfant, 2015). While resistance to changes may be a very real challenge, it often stems from a lack of confidence or comfort in providing support on specific topics. This is often due to a lack of training or support resources. Copyright, for instance, is complex and nuanced, and many librarians do not feel comfortable providing even basic information on the subject. Vital to overcoming this challenge and aiding liaison librarians in feeling more comfortable and confident about specific scholarly communication topics is to provide strong support and resources for professional development and outreach. If a library has a scholarly communication librarian or unit, for example, they can provide internal training, outreach materials, and resources that liaison librarians can utilize. In addition, they can act as a resource for complex questions. At the University of Central Florida, for instance, the scholarly communication librarian not only provides internal training, such as brown bag lunches on specialized topics (Scholarly Communication Brown Bag Series, n.d.), outreach materials, and resources but also responds to any scholarly communication queries received from faculty and students that the liaison librarians do not feel comfortable addressing. In the case of copyright, for example, a liaison librarian at this institution knows that they can refer questions on the topic to the scholarly communication librarian at any time. This is an important step in helping liaison librarians feel comfortable and confident in providing support on topics while minimizing expectations about the types of topics or questions they are expected to address.
Perhaps the biggest challenge for liaison librarians incorporating scholarly communication outreach and support activities into their areas of responsibility is workload. Liaison librarian responsibilities vary from institution to institution but typically include reference desk shifts, collection development duties, program reviews, and library instruction. With an already full plate of expectations and responsibilities, how can liaison librarians incorporate additional scholarly communication activities into their workload? It is important for department and division heads to be mindful of liaison librarian workloads as well as their existing expertise. At the University of Minnesota, for example, the library aimed to make position descriptions more uniform when incorporating scholarly communication responsibilities while “at the same time allowing for flexibility and customization to that individual [liaison librarians] could play to their strengths” (Malenfant, 2017).

While changes and evolutions in service models and approaches often prompt conversation about particular challenges, it is good to reflect on the opportunities that arise from the changing landscape of scholarly communication and academia. Liaison librarians’ subject expertise provides valuable context when discussing scholarly communication topics with faculty. For instance, providing subject-specific examples of open access publishing is a much more successful approach than providing generalized examples. While scholarly communication librarians and units may understand broader issues, such as open access, they may not always have the depth of knowledge in a particular subject area. Liaison librarians can help bridge the gaps of generalized information to subject-specific information in meaningful ways. Additionally, liaison librarians work to build strong relationships with faculty and students in their respective subject areas. These relationships help provide opportunities for continued engagement and facilitate critical conversations about scholarly communication. With subject expertise and strong faculty and student relationships, liaison librarians provide a perspective and viewpoint that is important to consider when determining what scholarly communication services should be supported at an institution and what form that support should take.

Case Study: UCF Liaison Librarians, the Office of Scholarly Communication, and Scholarly Communication Support

At the University of Central Florida Libraries (UCF), Research and Information Services (of which liaison librarians are part) and the Office of Scholarly Communication are two independent units housed under the Division of Research, Education,
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& Engagement. With this in mind, the units work to achieve the goals set forth by the broader division, as well as those outlined in the UCF Collective Impact Strategic Plan (University of Central Florida, 2017). In particular, UCF Libraries has developed a variety of outreach efforts, including programming, designed to support the teaching and research endeavors of faculty and students. Successful implementation of such programs involves close collaboration between Research and Information Services (RIS) and the Office of Scholarly Communication (OSC).

This case study explores the evolving roles of liaison librarians at the University of Central Florida, the development of the Office of Scholarly Communication, and the collaborations between these two departments. Like other institutions mentioned previously in this chapter, UCF has actively integrated scholarly communication activities into liaison librarian roles and responsibilities. Supporting these efforts is the Office of Scholarly Communication, which provides guidance and feedback along with tools and resources to help liaison librarians successfully facilitate scholarly communication support to faculty and students.

One particularly successful collaboration is that of STEM liaison librarians and the Office of Scholarly Communication. These liaison librarians work with the scholarly communication librarian to provide specific research support for their respective disciplines, which includes conducting workshops on scholarly communication topics, such as on the topic of predatory publishing. In addition, the liaison librarians and the scholarly communication librarian have explored research opportunities related to UCF faculty publishing trends in open access venues and other pertinent topics of interest, such as institutional support for article processing charges (APCs). These activities have laid the foundation for additional faculty and student outreach, support services, and research activities among the librarians.

Liaison Librarians and Scholarly Communication Outreach at UCF

Prior to 2012, UCF Libraries’ Research and Information Services Department (RIS) functioned as a traditional reference department where liaison librarians worked at the reference desk for several hours a week and were assigned collection development responsibilities in specific subject areas. Liaison librarians faced particular challenges within this model, including working long hours each week at the reference desk or being assigned collection development responsibilities in areas in which they did not have expertise. In 2013, a new liaison librarian initiative was introduced that sought to change the liaison librarian’s role from reactive to proactive. This initiative, called the Subject Librarian Service Model, emphasized “the importance of proactive Subject Librarian outreach to the University of Central Florida constituencies in support of collection development; scholarly communication; and faculty/student teaching, learning, and research” (Arthur & Tierney, 2013). The primary
goal of this new service model was to build upon and increase the positive impact already achieved on student learning, faculty teaching and research, and scholarly communication outreach.

With this in mind, the new model emphasized higher visibility and accessibility for all liaison librarians on campus and in local, state, regional, national, and international venues. Locally, liaison librarians were encouraged to provide practical assistance in helping faculty through the complexities of scholarly communication topics, such as copyright, author rights, open access, and research impact. Concurrently, formal scholarly communication services and resources were being developed at UCF Libraries and helped provide a foundation for professional development and support to aid liaison librarians with new areas of responsibility.

Unique to the University of Central Florida was the development of the libraries’ Scholarly Communication Working Advisory Group. This group, composed of volunteer librarians and library staff from a variety of units within UCF Libraries, began in 2011 after the director of UCF Libraries appointed a small task force “to examine and make recommendations regarding the role that UCF Libraries could play in shaping the future of scholarly communication at UCF” (Beile & Gause, 2013). This task force conducted an environmental scan of the state of scholarly communication writ large and composed a white paper making several recommendations based on their findings, including advocating to implement and support an institutional repository and to hire a scholarly communication librarian (Task Force Report, 2011). Liaison librarians were encouraged to participate in the Working Advisory Group since its inception in 2011.

Without an institutional repository, funds to support publishing in open access journals, or a dedicated position to develop and support scholarly communication services and activities, scholarly communication outreach and support at UCF Libraries relied on the participation of library faculty and staff from several departments in the library who formed the advisory group and worked collaboratively to achieve scholarly communication-related goals. After the initial task force report, the working advisory group members, including liaison librarians, identified priority projects to undertake. For the next several years, this working advisory group provided significant outreach to faculty, other campus units, and students on scholarly communication topics and acted as the Office of Scholarly Communication. In 2015, the university’s first scholarly communication librarian was hired, which helped enable additional support for scholarly communication in the library and on campus and formalized the activities already in place.

With expanded outreach roles, liaison librarians have partnered extensively with the scholarly communication librarian to increase outreach, such as programming to the UCF community. The collaborations between the Office of Scholarly Communication and liaison librarians mirror the broader goal of the Research and Information Services unit to emphasize proactive outreach. The following explores a variety of
projects, initiatives, and activities related to scholarly communication in which the two units are engaged while in consultation with the Scholarly Communication Working Advisory Group.

**Examples of Scholarly Communication Outreach**

When highlighting examples of liaison librarian scholarly communication outreach and support efforts at the University of Central Florida, it is important to note that activities undertaken encompass three distinct areas: (1) faculty and student outreach, (2) support services, and (3) research activities. With regard to faculty and student outreach, liaison librarians handle specific marketing and communication efforts directly to their assigned areas. This type of outreach can be geared to library instruction, subject-specific programming, or other library events targeting faculty and students. In the support services area, the UCF Libraries works to build resources that help assist faculty and students with their courses. For faculty, creating a course-specific research guide or helping to find an open educational resource to be used as an alternate course textbook, are examples of support. For students, it can be walking them through online library resources via an asynchronous online session or assisting them at the reference desk when they have a specific question. For research activities, providing one-on-one research consultations to students and faculty is a valuable support service. In addition, providing faculty with quality analysis of metrics and assisting with publishing and copyright questions is also highly valued. Although these three areas will be highlighted here individually, it is important to keep in mind that there is a significant amount of overlap of the areas.

**Faculty and Student Outreach**

With regard to faculty and student outreach activities, workshops and library programming play a unique role in the dissemination of information related to scholarly communication that is timely and pertinent. Liaison librarians and the Office of Scholarly Communication strive to create workshops tailored to faculty needs across departments and look for trends in academia to inform the types of topics to explore in such venues. These unique workshops aim to involve faculty and to engage them in conversation on scholarly communication-related themes while providing information and resources to equip them with tools and strategies to navigate issues that directly affect them. The workshops are also geared toward faculty interests. Liaison librarians, and the liaison librarian model, are utilized in this way to gauge faculty interests—harnessing the relationships that these librarians make with their respective faculty and helping facilitate subject-specific questions as needs arise. These particular interactions between liaison librarians and faculty help
inform workshop topics that faculty are interested in and help address knowledge gaps related to scholarly communication.

In addition to workshops, another example of UCF liaison librarian faculty outreach efforts in scholarly communication is their use of liaison-authored departmental newsletters. Once per semester, liaison librarians send an informational newsletter to their departments to share useful and timely information regarding updates to library resources and to share applicable library-related news. Each semester, the scholarly communication librarian provides all liaison librarians with a short informational article that includes items of interest about scholarly communication activities or related news for their departmental newsletters. Providing these short, informative articles helps to connect faculty to scholarly communication initiatives and events both on campus and throughout the wider academic community. This is one simple way that liaison librarians can keep faculty informed and engaged in scholarly communication topics.

Another way that liaison librarians and the scholarly communications librarian engage in faculty outreach is by attending departmental faculty meetings. Both the scholarly communication librarian and liaison librarians are invited to attend departmental meetings where UCF Libraries-related news can be shared in a more formal setting. The ways in which librarians are invited to attend such meetings are two-fold. Usually, liaison librarians visit departments at least once a year to share library-related updates. Developing relationships with faculty and department chairs is crucial to ensure continued invitations to these types of meetings. In addition, the scholarly communication librarian is often invited as a guest to departmental meetings to discuss specific topics. In this case, the scholarly communication librarian inquires if the liaison librarian can also attend meetings, when appropriate. In the case of STM faculty, we explore several high-impact examples of collaboration between the Office of Scholarly Communication, liaison librarians, and specific colleges and departments, such as the College of Sciences and Statistics Department.

Regarding student outreach, UCF has hosted several workshops that have played critical roles in engaging students in scholarly communication topics. The first of these is the Graduate Workshop Series held in coordination with the College of Graduate Studies Pathways to Success program. These workshops span a variety of topics and serve as a way for students to drop-in for a one-hour informational session on topics such as Where to Publish & Author Rights, Planning a Poster Presentations, Library Research & Literature Review Strategies, and Citation Management Software Basics. The scholarly communication librarian and liaison librarians conduct these sessions which serve to address research, academic publishing, and other scholarly communication-related topics. In addition to this specific workshop series, the liaison librarians and scholarly communication librarian engage in a variety of student programming and outreach. For instance, a four-member liaison librarian team received a UCF grant sponsored award in 2018 for a Quality Enhancement Plan (QEP), What's Next project. The business librarian in collaboration with the patent
and trademark resource center librarian, the engineering and computer science librarians, and the science librarian worked jointly to develop an entrepreneurial themed four-part workshop series to be scheduled across an entire academic year over an eight-month period that was entitled Libraries Bridging the Gap Between Innovation and Entrepreneurship. In this example, the liaison librarians invited the scholarly communication librarian as a guest speaker for one of these events, which focused on providing students with information on how to navigate copyright, patents, and trademarks. This collaboration with the Office of Scholarly Communication highlights the positive impact that engaging in scholarly communication can have on students as well as liaison librarians.

Support Services

Another successful example of collaborations between the liaison librarians and the Office of Scholarly Communication at the University of Central Florida can be described as support services, which have made a positive impact on the campus community. The first example is textbook affordability. Providing students with an affordable education is an area in which librarians can have a positive impact. A variety of campus constituents, including liaison librarians, the scholarly communication librarian, and instructional designers have participated in outreach and support service efforts on this topic. Liaison librarians are encouraged to assist faculty in exploring open educational resources (OER) or library-licensed content as alternative options to reduce the cost of course materials. The scholarly communication librarian, in particular, is available to assist with copyright-related questions for these particular activities. Also, the scholarly communication librarian works with other constituents to provide training internally for liaison librarians and externally on campus.

An additional example of a support service supported by librarians is a specific project connected to “Research-Intensive Course” designated classes at UCF:

The University of Central Florida defines a Research-Intensive (RI) course as one that provides curriculum-based active engagement in a line of inquiry that is guided by a content expert, adheres to aspects of the academic research or scholarship process, and includes a research deliverable. (University of Central Florida, 2019)

The Office of Undergraduate Research, which facilitates this project, has embarked on a new research designation related to undergraduate research. Liaison librarians have been critical in aiding faculty teaching these types of course with developing some of the research-level class assignments needed to grant them an official designation as an RI course offered through the Office of Undergraduate Research. This
is a rather new designation, and both the liaison librarian team as well as the scholarly communication librarian have helped guide faculty in obtaining appropriate resources, navigating copyright or fair use issues, and/or brainstorming ways that students can engage in research beyond writing a traditional research paper. Both the scholarly communication librarian and liaison librarians have been invited to speak on this topic at faculty workshops and to collaborate with other departments across campus (in addition to the departments in the library) to develop strategies that support faculty, students, and the Office of Undergraduate Research in relation to Research-Intensive Course designated classes at UCF.

Research Activities

The final area impacted by scholarly communication support to explore is research activities. The outreach and support services described above have led to a variety of opportunities for librarians to present, publish, and disseminate information on a local, state, national, and international level. Locally, the scholarly communication librarian is often asked to present at the Faculty Center for Teaching & Learning (FCTL) and, more often than not, in conjunction with liaison librarians and/or teaching faculty several times a semester. These presentations span a variety of areas of interest in scholarly communication, such as OER development, copyright, open access, author processing charges, and predatory publishing. Being invited to speak on a regular basis demonstrates successful outreach efforts and helps provide faculty useful and timely information that assists them in their teaching and research outputs effectively and efficiently.

Many campus presentations are documented and shared via the UCF Institutional Repository known as STARS, where other librarians, faculty, and researchers can access them and learn more about liaison librarian and scholarly communication collaborations at an academic library. Furthermore, state and national level presenting has helped to provide another venue in which to share information about the liaison librarian program and the collaborations between the Office of Scholarly Communication and liaison librarians at UCF. In particular, the engineering and computer science librarians, science librarian, and scholarly communication librarian have embarked on several research projects related to UCF STEM faculty and open access publishing trends.

High-Impact Examples of STEM Outreach at UCF

High-impact results can be varied and are largely defined by the UCF Libraries as including qualitative and quantitative measures, such as positive feedback or large
numbers of attendees at a workshop or event. These examples illustrate the importance of building strong relationships among scholarly communication library units, liaison librarians, and other library professionals. Subject area expertise and scholarly communication expertise go hand-in-hand, and collaborations are necessary to deeply engage with faculty and students on such topics.

One high-impact example of great outreach is a workshop on predatory publishing that involved both STEM liaison librarians and the scholarly communication librarian. This workshop, titled Hijacked Journals: How Open Access Journals Fall into the Predatory Publishing Trap, was developed by these librarians in response to a growing number of STEM faculty inquiries related to predatory publishing practices. Held in the Faculty Center for Teaching & Learning (FCTL) classroom presentation space, this event was heavily marketed to faculty and graduate students. STEM faculty were a particular target audience to whom the event was marketed. The workshop was well-attended both in-person and virtually, as online attendance through Skype for Business was an option for those who could not attend in person, and faculty from a variety of disciplines attended. The presentation included leveraged expertise from each of the librarians involved in the workshop. Given that the workshop had a particular emphasis on STEM research, the liaison librarians and scholarly communication librarian received follow-up communications and formal invitations to visit STEM departments and colleges, including the Statistics Department and the College of Sciences deans and chairs meeting. Subsequent requests for this particular workshop have included offering the workshop to the College of Nursing and the Center for Distributed Learning. As evidenced by this workshop, continued collaborative outreach from liaison librarians on scholarly communication topics can have high-impact results. The joint presentations have already yielded excellent results in quality feedback from faculty and invitations from departments and colleges to speak at departmental meetings. In addition, the collaborative efforts are now yielding new high-impact results, such as invitations to present at university-wide functions and requests to increase workshop offerings on scholarly communication topics as well as providing opportunities to present at conferences on scholarly communication with a STEM emphasis. The effective collaboration between liaison librarians and the scholarly communications librarian to provide faculty and students information on timely and relevant subject material is the key attribute to achieving sustained high-impact results over time.

The final high-impact example to describe is UCF Libraries’ annual week-long Open Access Week programming. This particular event exemplifies how repeated activities can have a significant impact on disseminating information about scholarly communication across campus. For this particular programming, a library team of open access champions works to create a customized yearly theme related to open access activities. The week-long program includes lectures tailored to faculty as well as events and activities that students find both engaging and informational.
Each year, attendance in both faculty and student-led events has increased, and the Open Access Week planning committee (which includes liaison librarians) continues to work to include new and burgeoning open access topics to this scholarly communication-related event. Open Access Week activities have also led to additional outreach activities, such as the Quality Enhancement Plan four-part workshop series on innovation and entrepreneurship highlighted previously.

Conclusion

Scholarly communication has always been at the heart of library services and resources, and liaison librarians have been engaging in outreach and have been providing support on such topics well before it was an identified area of responsibility. However, as our understanding of scholarly communication has evolved with technological, legislative, economical, and cultural changes, its importance as a more formalized area of responsibility in libraries has recently increased. The area of scholarly communication encompasses a wide range of subjects and activities, and the possibilities for outreach opportunities are numerous. The examples explored in this chapter are simply a few of the ways in which liaison librarians can engage with scholarly communication activities and collaborate with scholarly communication librarians and other units at their library. Whether they informally participate in scholarly communication activities or have a formal assignment of scholarly communication duties, liaison libraries are well-positioned to enhance such activities at their institutions to the benefit of research and scholarship.

References


