Recruiting, Hiring, & On-Boarding Non-MLS Liaison Librarians: A Case Study

Claire Curry, Sarah Robbins, Amanda Schilling, and B.N. Tweedy

Abstract

A case study of how the University of Oklahoma Libraries recruited, hired, and then on-boarded three Science Liaison Librarians who held advanced subject degrees but no Masters in Library Science. This study provides suggestions for modifying job postings, interview processes, and on-boarding to appeal to non-MLS subject experts and to fully inform them of the scope of liaison work.

Introduction

This case study shares, from the perspective of liaisons who do not possess a Masters in Library Science (MLS) and their supervisor, what libraries can do to attract and prepare domain experts for professional work in libraries. As a case study, the intent of this article is not to debate the value or necessity of the MLS as preparation for professional librarians but rather provide guidance for recruiting and training non-MLS liaisons as well as outline some of the benefits to the organization for employing non-MLS librarians as liaisons.

Institutional Context

The University of Oklahoma Libraries (OUL) employs fourteen librarians with liaison responsibilities to academic departments; some of these liaisons are tenured faculty, but in recent years, OUL has transitioned to hiring all new librarians into a professional librarian role. Traditionally, these positions are filled with professionals educated with a Masters in Library Science degree and with some formal education or professional experience in their assigned subject areas. Over the course of a year, OUL tried to hire two science librarians, one to fulfill a traditional liaison librarian role and the other to run a branch library and provide liaison services. Due to lack of qualified applicants in one search and the inability to meet the pay requirements of the desired candidate in the other search, both searches failed using traditional job advertisements and requirements. This forced OUL to rethink its strategy for recruiting to broaden the applicant pool.

With support from library administration, the search committee decided to change the required education qualifications and allow an advanced degree in a relevant subject area to be sufficient for employment and to make the MLS a preferred qualification. The committee also rewrote the standard job advertisement to use less library jargon and to appeal to an academic audience not necessarily versed in librarianship. The required skills emphasized competencies that most academics would have an opportunity to acquire while in graduate school, in three broad areas: research and scholarship; outreach and engagement; and, teaching and learning. To recruit applicants, the committee distributed the advertisement to relevant academic departments on-campus in hopes of attracting recent graduates looking for a non-traditional academic job in addition to promoting the open positions through traditional library-focused job boards and our colleagues' professional networks.

This third round of searching, with a shifted focus on what constitutes a qualified candidate, proved successful. The search committee recommended and hired three science liaison librarians. Each of these librarians holds a doctorate in a STEM field and only one had previous library experience. Given this limited exposure to libraries, their on-boarding and on-going professional development became critical to their eventual success as liaisons.

Attracting Domain Experts to Apply

To attract high-quality, non-MLS candidates, libraries must get the job posting in front of potential applicants and write it in a way that will appeal to them. Many STEM graduates in particular are unaware of librarianship as a job possibility without a MLS degree (including two of the three authors), thus they are less likely to be monitoring the typical avenues libraries use for recruiting. Potential candidates might even unknowingly have filters established that would exclude these jobs from being sent to them. There are many science and engineering students who are searching for alternatives to a "traditional" academic pathway but do not know that libraries are an option.[1] Therefore, search committees should reach out directly to subject domain experts. For instance, all three of the successful candidates hired at OUL found out about the job through word of mouth, i.e. informal channels, from current OUL librarians. We suggest that, in addition to the typical institution-specific posting and advertising process, search committees send the listing directly to relevant academic departments who can share the job with their graduate students nearing completion. Not only does this target the advertising, it also informs potential applicants of librarianship as a career option. Discipline specific listservs and forums are another viable option for distributing the job posting, and this is often where potential candidates are looking for jobs. Academic departments can provide the search committee with a list of domain

specific discussion lists to use for recruiting and may even be willing to post to the list on the library's behalf if membership is required for access.

Crafting the job description to appeal to non-MLS candidates requires thoughtful consideration. Less restrictive wording (relative to the two failed searches; Appendix A) was helpful specifically in our case and has resulted in broader, well-qualified applicant pools for other institutions as well.[2] Additionally, many desirable and highly qualified candidates may not have a clear idea of what a liaison librarian does. More detailed descriptions are required to attract these candidates by highlighting subject expertise needed, stressing the role of liaison librarians in scholarly communication, and drawing relationships between the position and the fields it will serve.[3] Search committees should write a clear and comprehensive description of the job that highlights common tasks like teaching, working with scholars on their research, and applying their discipline-specific skills to support campus research. These example-based descriptions make it clear to potential non-MLS candidates that they indeed possess the skills required to be successful in the position. It is also important to be aware of terminology and workplace culture differences between the culture of academics versus library culture. For instance, most non-librarian academics view "research" as their scholarly output and subject expertise; they would consider the librarian term of "research" as conducting a literature review or searching the literature, only one aspect of the research process. Academic departments also often hire for 9-month contracts while libraries typically offer 12-month contracts. These examples highlight why it is important to carefully consider the assumptions and fully clarify expectations in the listing.

The OUL search committee rewrote the job advertisement to remove library jargon and appeal to subject experts as well as librarians. In the rewritten version of the advertisement (Appendix A), the search committee highlighted responsibilities as three core academic competencies in language that made sense to both librarians and nonlibrarians (research/scholarship, outreach/engagement, teaching/learning) as opposed to a paragraph of text about traditional liaison duties. OUL also expanded the required experience to include either a library or an academic setting. We shortened the job advertisement; brevity is helpful to busy academics who may skim rather than do an in-depth reading of the text. We also included a section that indicated "successful candidates will" that listed general skill sets rather than specific library tasks while still covering everything those tasks would require. In addition, OUL listed a salary range rather than the rather standard line, "Salary commensurate with experience." This is important for those who have no frame of reference for what librarians are paid in academia.

Interviewing Candidates

At OUL, the search process for professional librarians is similar to what candidates would experience during a faculty interview. Each candidate is brought on-site for a day. They provide a job talk to the library and invited guests from the departments served by the position, meet with the search committee and colleagues from within the library, and have lunch and/or dinner with stakeholders. Thus, the library interview process will seem familiar to candidates who have been on the academic job market, been advised on job searches by faculty mentors, or participated in interviews as graduate students.

With that similarity in interview process aside, during the interview it will likely be necessary to discuss traditional librarian duties in more detail than usual. The candidates' exposure to concepts like collection management and development, the traditional role of liaison librarians, or a number of other typical library tasks or procedures beyond what was in the job posting may be limited. Allowing time during the interview specifically to discuss these topics with the candidate benefits all parties. Our candidates found it particularly helpful to get an overview of the typical duties of a liaison librarian so they could match examples of how their experience prepares them for the work. Assuring them that questions are expected may help the candidate feel more comfortable asking questions that may be rather basic in nature to library staff. The OUL Search Committee explicitly asked candidates questions about general skills like problem-solving, collaboration, and relationship building and made clear that library-specific skills and situations would be mentored on the job.

Finally, it may be wise to candidly discuss the campus standing of librarians with the candidate as this is a nuance that they may not have considered. It is important for candidates to fully understand that when they step off the traditional academic path, it can be very difficult, if not impossible, to resume it. The position is not a postdoc or adjunct teaching faculty position. The decision to choose a non-traditional academic job such as librarianship should be made with a clear understanding of what one gains as well as what one gives up. The difference between librarianship and traditional academic positions can be heightened for the non-MLS candidate; Gilman and Lindquist evaluated the experiences and perceptions of academic librarians with subject doctorates. [4] They note a number of challenges for these individuals that include: perceptions of library colleagues, a tension between being both librarian and researcher, an undervaluing of the domain knowledge, and compensation. [5] These differences should be discussed with the candidates early in the search process in order to avoid wasting the time of the candidate and search committee.

On the positive side, however, respondents to Gilman and Lindquist's survey were "grateful that they have the opportunity to work as scholar-librarians and continue to engage in teaching, research, and publication without the intense 'publish or perish' experience that teaching faculty undergo."[6] Librarians with advanced subject degrees may have an easier time connecting with faculty in the departments they serve because they speak the same language. For example, one of the successful candidates was introduced to a group of graduate students in one of their departments highlighting the fact that they had done graduate-level research themselves so they have the authority of lived experience. Other faculty have expressed positive surprise when their new liaison could speak to them about the substance of their research like experimental design, statistical analyses, or understanding jargon in addition to providing basic guidance on database searching and other work traditionally associated with the library. Subject experts' knowledge is also valuable within the library as well and can be sought out by colleagues. The fact that the non-MLS candidates will be reliant on their colleagues to learn the more library-specific jargon and procedures creates a great opportunity to build collaborative relationships.

For those serving on the search committee, it is important to realize that some faculty's negative perception of non-traditional academic roles may bleed over into conversations during reference checks. Some non-library faculty, including the candidate's references, will not understand why someone with an advanced subject degree would take a job outside of the traditional postdoc to faculty path expected of a graduate student. These questions are not always asked with tact or consideration. During the OUL search, one reference of a successful candidate told the hiring committee that they were confident that the candidate would not be happy in a non-research position, which has not been the case for any of the authors. Therefore, it is important to separate the candidates' goals and desires from the references' goals and desires for the candidate and to recognize that the candidate applied for the position so they, in all likelihood, actually want the job. For this reason, the search committee may want to commit to contacting all of the references provided in hopes of getting a full picture of the candidate's qualifications and suitability for the position, despite the potential that some references will not fully understand the scope of a liaison librarian's responsibilities

Helping Non-MLS Liaisons Succeed

Once candidates are chosen and hired, careful planning and consideration is necessary for a successful transition to this new role. At OUL, the supervisor planned an intensive, five-week on-boarding schedule that had the science librarians meeting with individuals from across the library to learn the tasks necessary for them to successfully do their jobs. This included individuals

from instruction, acquisitions, collection development, other liaisons, library technology, web services, administration, and many others. The on-boarding also included visiting branch libraries, the library off-site storage, and even an affiliated library at the university's Health Sciences Center. In addition, each science librarian was assigned a list of STEM databases to review and share with their colleagues as part of familiarizing themselves with the resources available within OUL.

It is important to remember that an academic library is a different environment than an academic department or research group even though they share common goals such as the education of students and the creation of new knowledge. Taking time with the non-MLS liaison during an on-boarding process to cover key areas will reap dividends throughout their tenure at the library.

Explain library jargon and acronyms. Common library terminology may mean something entirely different to the academic. For instance, when the word research is used in the library, it is most likely referring to the exploration of literature to learn about a specific topic. Those involved in STEM fields think of research as the process of conducting experiments, analyzing results, and sharing their conclusions. Database, in the mind of a STEM researcher specifically, refers to a tool used to organize data in tables related by common fields, not the index of articles, journals, books, or films as librarians use the term. Other terminology to define are subject specialist, data, assessment, and teaching versus instruction. Not only is it important to explain these concepts for internal communication, but we found that knowing these differences have altered how our liaison team communicated to the university community.

Discuss what it means to be a library professional. There are cultural differences between being a graduate student or postdoc in STEM and working in an academic library. Students pursuing a PhD and postdocs hold temporary positions that have a singular goal, their research project. In the STEM fields, it is commonly known that researchers are rewarded for overwork and punished for attention paid to anything outside their research project and graduate students are at the mercy of their research advisor. A professional librarian position is a permanent appointment; in STEM fields, that sense of permanency is not obtained until one has tenure. The authors were pleasantly surprised to find that work-life balance was not only valued but encouraged within the library. For example, not working during snow days, paid holidays, and taking paid time off instead of always flexing time were all novel ideas to the new liaisons. Further, instead of a single goal or project, working in a library means a focus on support and service. Besides the need to be familiar with multiple, broad academic subjects, a liaison librarian has to understand the needs of the many people in their departments, to reach out to them to form relationships and offer library services, and to navigate reasonable and unreasonable patron

requests. Outside of teaching, the graduate student or postdoc may not have had to utilize those skills.

Provide resources to familiarize liaisons with professional standards. The Reference and User Services Association provides guidelines for professionals providing liaison services. In the "Training & Support of Library Liaisons" section, the guidelines point to a number of ways institutions can support the development of liaisons once they are on the job. These include: "continuing education, in-service training, mentoring arrangements, formal and informal gatherings, time for developing liaison relationships with external groups, and orientation to related operations (including fiscal and technical services, provision of professional literature and access to electronic support groups)."[7] These methods can build the necessary skills for liaisons to be successful at their positions without completion of an MLS degree. Stoddart, et al. offer advice for new liaison librarians on developing their skills, and they, too, emphasize self-teaching methods that extend far beyond what is taught in most library and information studies programs to be effective in this role.[8] (See Appendix B for a list of recommended resources to orient new liaison librarians to the field.)

Teach them the tools to succeed within your library. Assuming that the new liaison's interaction with library resources and services was limited to what they used as a patron, it is important to guide them to understand the broader role of libraries in the academic world. Orientation should include training in the integrated library system, the library services platform, and databases relevant to their subject area. Collection development issues such as journal subscriptions, usage statistics, and reference materials are likely to be new to subject experts as well. On-boarding should involve meetings with as many of the library departments as possible including circulation, acquisitions, interlibrary loan, the other subject liaisons, and other library departments specific to the institution. This will not only allow the new liaison to understand what each team does, but how the library functions as a whole and will allow the new hire to ask questions of their colleagues. These interactions have the added benefit of allowing the non-MLS librarian to share perspectives from their point of view as a library user. The well-known debate in the library community about the requirement of an MLS for these positions makes it especially important to introduce the new librarians to colleagues who will answer questions without judgement.

Value and capitalize on the non-library skills and expertise the non-MLS liaison possesses. It is important to recognize the different skills that the non-MLS liaison possess from their years in academia and to allow them to use these skills in different roles within the organization. Are there committees where the perspective of a researcher will be useful? Are you

implementing new outreach events like ResBaz (https://resbaz.github.io/resbaz2020/) or offering data organization/management/visualization workshops like The Carpentries (https://carpentries.org/)? The new liaison will likely have experience with writing and submitting a thesis or dissertation and presenting their research through posters, talks, articles, or books. They could speak to what would appeal to graduate students and faculty and warn of any missteps that might discourage those people as well. By including them in such activities, they will be more fully integrated into the organization, and the library can benefit from their skills and experience.

Create a long-term professional development plan to indicate the importance of continued learning to their role within the library. In the long term, the non-MLS librarian can be supported through more typical means, such as professional development and continuing education. In an article written for new librarians, Cox advises new professionals to meet people and get involved; cultivate relationships; cultivate mentors; document what they do and/or write a manual; get training and read the literature in their area; read; keep notes; and, keep their resume or curriculum vita up to date.[9] This advice is useful regardless of whether the librarian holds an MLS or not. Point them to continuing education resources like those on the ALA's website and Library Juice Academy or books on information services, information literacy, and library orientation, and then make time for the supervisor or other mentors to discuss these resources with new hires. New liaisons should work with their supervisors to identify relevant professional development opportunities for their needs and to find the necessary institutional support. (See Appendix B for recommended readings for new liaison librarians.)

Encourage liaisons to build professional networks through membership in professional associations. Those new to librarianship are likely not familiar with professional associations that target librarians such as the American Library Association, the Association of College and Research Libraries, or the various state and regional library associations. Make sure they are aware of meetings and conferences that will teach them more about their new role. Liaisons should also be encouraged to continue with the professional organizations and conferences of their particular field of study. Bennett recounts the benefits of subject liaisons joining non-library professional associations. The benefits include "improved current awareness of the discipline, both its research trends and issues of practical concern, opportunities to interact with non-librarians as colleagues, enhanced prestige among disciplinary faculty, insight into other perspectives on the role of the library and librarians in academia, cultivation of librarians' identity as subject experts, and new avenues for professional services and scholarly activities. These benefits support the various responsibilities usually assigned to subject librarians, including collection development, instruction, and liaison work, as well as possibly contribute to their

improved morale and job satisfaction."[10] Tomaszewski and MacDonald find that, "For librarians with liaison duties to academic departments, conference participation also enhances the ability to discuss, with authority and credibility, developments within the discipline. For librarians with collection development responsibilities, the conference program presents an excellent tool for identifying research trends, new information resources, and notable authors within the field."[11]

Benefits of Hiring Subject Experts

OUL has found that domain experts make good liaisons because subject expertise and experience researching for projects in the same academic culture as the departments they serve provide an excellent entry point for building relationships.

Initial rapport and receptiveness to advice. The new liaisons have found that graduate students, postdocs, and faculty tend to express their needs more quickly and with a fuller context upon learning of the liaisons' backgrounds. The researchers explicitly say they are less worried about the liaison understanding their research correctly. Thus, the initial perceived similarity may help with initial bridge-building and the perception of the liaison's performance.[12, 13] This perceived expertise provides a new liaison librarian with a built-in rapport with fellow empirical researchers.[14] Not only do researchers and students perceive subject expert liaisons to understand their field better, but the subject expert's advice on tools often comes from personal experience. Knowing that scientist-librarians have actually conducted empirical research and used the recommended tools for real projects appears to have enhanced our word-of-mouth reputation among patrons.[15] With undergraduates, liaisons with scholarly backgrounds can relate how they personally use tools for searching and citation management. For graduate students or postdocs, the liaisons can relate stories from lived experience with data management, data collection, and data visualization.

Reputation and prestige on campus. Adding staff with related, subject-specific graduate degrees enhances perception, such as credibility and prestige, with researchers on campus.[16] In a 2020 study, Fagan et al. reviewed faculty perceptions of librarians and found that faculty generally did not see librarians as equal partners, though many viewed librarians as valuable service providers.[17] Faculty and graduate students, in particular, do not necessarily know of the specific skills and knowledge possessed by the librarians beyond literature searches, but in the new liaisons' experiences, these previously hesitant researchers will happily take recommendations from a subject-expert-liaison to meet with our colleagues. Therefore, the researcher gets new information from a source they previously might not have considered. Subject experts also can provide opportunities for collaboration, such as a review paper written by one of our staff librarians and a biology faculty member.[18] The biology faculty member invited

the librarian to collaborate both on the strength of her library skills and her subject expertise in biology. Collaboration as a co-author on scholarly works decreases the asymmetric relationship between research faculty and librarians.[19]

__Understanding academic culture.__ Subject expert liaisons have experiential insight into faculty and graduate student perspectives on outreach, delivery of services, and adoption of new tools. Within OUL, librarians have tended to focus their energy on marketing resources and services to faculty in hopes of reaching graduate students and undergraduates via the faculty's influence. However, in STEM departments, graduate students and postdocs are usually the innovators in implementing new tools, because they, not the faculty, usually train junior lab members. Based on their experiences, our STEM liaisons suggested outreach to graduate students, who are the majority of attendees to OUL's data workshops and consultations, knowing they will influence faculty and lab habits by bringing new skills and tools back to the research group.

__New perspectives to library processes.__ OUL has utilized the subject liaison experts' outside perspective to address library issues. Internal metrics benefit from both improved data collection and from specific analysis skills and tools that subject experts bring. In particular, personnel with empirical research experience tend to have different data collection approaches than people without such experience. Recent examples from our experience included using descriptive quantitative statistics to determine swings in journal usage due to bots, using automated text analysis to process web redesign feedback, and incorporating the Open Science Framework repository (osf.io) into workshop material archiving workflows across library units. Problem-solving approaches vary by field; in our experience, STEM subject experts bring different organizational strategies than those used by our library colleagues. This results in new ideas and efficiencies, such as collecting department affiliation in event registrations to determine marketing effectiveness. Personnel with backgrounds outside of library science may also question internal inefficiencies resulting from vague terms and insularity.[20] Applicants are unlikely to realize these cultural benefits when articulating their value to the interviewer, but certainly for the OUL team, the benefits have become apparent to colleagues and administration within the first year of the new subject liaisons' arrival.

Conclusion

The authors found non-MLS liaisons with advanced subject expertise to be effective in their role and to bring unique strengths to the position. In our experience, these candidates brought strong technical and research skills that immediately added new capabilities to our

organization and brought new perspectives to library processes. They were able to connect with faculty and graduate students in their departments because of common experiences and a shared language. These benefits have made them valuable additions to OUL.

However, attracting these candidates required extra effort in the recruiting, interviewing, and on-boarding process. Job advertisements had to be carefully crafted to communicate to these candidates that their skills qualified them for the position. The search committee had to rely heavily on informal networking and other non-standard outlets to attract these candidates. After the candidates were hired, on-boarding required additional training and patience while the candidates learned the library culture. Our candidates asked lots of questions as they learned their new positions, and colleagues provided extra guidance during the first rounds of journal subscription reviews and other tasks less familiar to liaisons without an MLS. As would be expected, over time, these needs decreased as the liaisons became more experienced in the position. The new OUL liaisons have built positive, productive relationships with their subject departments quickly, even in several departments that have been historically reluctant to reach out for library services. As a bonus, their on-boarding process served as a model for a new OUL "new employee" mentoring program for all incoming permanent staff.

While professional debates over the need for the MLS as preparation for professional librarian positions are sure to continue as they have for decades, our experience with recruiting, interviewing, and employing non-MLS liaisons can serve as a model for other institutions needing to hire beyond the standard librarian pipeline.

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Appendix A

2017 Posting Requiring the MLS
Science Librarian

OU Libraries seeks a dynamic, innovative, collaborative and highly motivated individual to serve as a Science Librarian for multiple science departments: Biology, Chemistry & Biochemistry, Health & Exercise Science, Mathematics, Microbiology & Plant Biology, and Physics & Astronomy. This position develops and maintains positive working relationships with faculty, students, staff and scholars as well as other campus constituencies in ways that enhance the strategic investment of OU in libraries as part of the research and learning infrastructure of the institution. The position partners with library specialists in scholarly communication, open educational resources, emerging technologies, data management, and geospatial information systems to support the learning and research needs of science departments. As a subject liaison, the Science Librarian develops and manages virtual and physical collections; participates in the library instruction program; provides on-site consultations for faculty and students; and participates in library-related public programming.

Most recently named an "Education Futurist" and recipient of Campus Technology's 2016 Innovators Award, the University of Oklahoma Libraries' award-winning facilities and resources create opportunities for faculty and students to excel. We seek to create excellence in the library experience, to support campus research and data stewardship, to build on the excellence of our special collections, and to promote scholarly communication. We invest in our organization by recruiting individuals committed to superior user experience and by actively strengthening and expanding our skills and capabilities. We invite you to join the OU Libraries in providing access to informational resources that fulfill the academic, research, artistic, scholarly and community leadership objectives of the university.

Required Qualifications
- Masters degree in library or information science from an ALA-accredited degree program.
- Minimum of two years of recent experience in collection management, reference, or instruction in an academic, research, or public library or comparable setting.
- Understanding of the academic library's role in research, teaching and learning, and of current and emerging trends/issues related to scholarly communication, open access,

open educational resources, information and data literacy, research data management, impact metrics, and digital scholarship.
- Understanding of the professional literature, research and data life cycles, research trends/methodologies/processes within specific disciplines, and the ability to use this understanding to serve faculty and students in a research library setting.
- Experience in teaching students and faculty one-on-one and in classroom settings.
- Experience developing online subject guides, tutorials and/or web content for users.
- Demonstrated ability to build and sustain effective working relationships and work collaboratively in a diverse and fast-paced environment.
- Demonstrated creative and innovative problem-solving skills, flexibility, and a strong commitment to service excellence.
- Ability to take initiative, be self-directed, and demonstrate a commitment to innovation and creativity.
- Strong organizational, project, and time management skills to lead or coordinate multiple projects and work with minimal supervision.
- Demonstrated technological proficiency and capabilities working with personal computers and software, the Web, social media, and library-relevant technologies.
- Strong oral and written communication skills.

Preferred Qualifications
- Graduate-level coursework or degree in a science discipline.
- Evidence of and/or interest in participating in professional development and continuing education activities, professional and scholarly associations, and presenting and publishing on work-related topics.
- Record of accomplishment working in a team-based organization to achieve goals.
- Experience with ExLibris (Alma, PRIMO), Springshare (LibGuides, LibCal, LibAnswers)

Salary commensurate with experience. Full-time position; excellent benefits and professional development support.

2018 Posting Not Requiring the MLS

Science Librarian – 2 positions

OU Libraries seeks innovative, collaborative and highly motivated individuals to serve as Science Librarians for multiple science departments. Successful candidates will have a strong understanding of scholarly information and research methods across multiple science disciplines, and will join a diverse team of librarians and specialists serving the STEM fields and collaborating to promote scholarly communication, open educational resources, emerging technologies, research data management, digital scholarship and geospatial information systems supporting the learning and research needs of science departments.

Responsibilities:
- **Research/Scholarship:** Cultivate and communicate an understanding of the professional literature, research and data life cycles, research trends/methodologies/processes within specific disciplines, using this understanding to serve faculty and students in a research library setting; understand the library's role in research and scholarship.
- **Outreach/Engagement:** Build and sustain effective working relationships and work collaboratively in a diverse and fast-paced environment; understand and communicate

current and emerging trends/issues related to scholarly communication, open access, open educational resources, information and data literacy, research data management, impact metrics, and digital scholarship; promote library services to engage new models of research and teaching in the sciences.

- **Teaching/Learning:** Engage faculty and instructors to integrate information, digital and data literacy concepts and skills into the curriculum; coordinate with colleagues to create teaching/learning opportunities to meet new and emerging educational needs.

Successful candidates will…
- Solve problems flexibly, creatively, and with a strong commitment to service excellence.
- Take initiative, be self-directed, and innovate.
- Utilize strong organizational, project, and time management skills to lead or coordinate multiple projects, working with minimal supervision.
- Demonstrate strong oral and written communication skills.

Required Qualifications
- Graduate degree in a science discipline OR masters degree in library/information science from an ALA-accredited degree program; degree(s) must be completed by May 2018.
- Two years work experience in a library, academic or customer service setting.

Salary range $50,000-$60,000. Two full-time positions; excellent benefits and professional development support.

Appendix B

For those who have been hired as a librarian without a formal degree in librarianship, the authors recommend the following resources. They found the resources helpful in learning more about the profession and their roles as liaisons. In order to facilitate and encourage reading of these resources, the authors formed an "accountability reading group" where they meet once a week for an hour to read and discuss.

Framework for Information Literacy for Higher Education. Association of College & Research Libraries, 2015. Access: http://www.ala.org/acrl/standards/ilframework.
Includes an in-depth description of information literacy as well as the habits and mindset of a learner of information literacy skills.

Guidelines for Liaison Work in Managing Collections and Services. Reference & User Services Association, 2009. Access: http://www.ala.org/rusa/resources/guidelines/guidelinesliaison.
Offers a brief description of the duties and expectations for liaison librarians.

Janice M. Jaguszewski & Karen Williams. *New Roles for New Times: Transforming Liaison Roles in Research Libraries,* 2013. Association of Research Libraries. Access: https://www.arl.org/resources/new-roles-for-new-times-transforming-liaison-roles-in-research-libraries/.

Explains the transition of the liaison model from traditional roles of collections, reference, and instruction to include new roles in scholarly communication and research support among others. Though the "new" liaison model is more widespread than when the report was written, it gives new librarians insight into the recent changes, history, and viewpoints of fellow librarians.

Professional Ethics. American Library Association, 2008. Access: http://www.ala.org/tools/ethics
Provides the guiding principles of library work in a larger context, beyond the day-to-day tasks of the job.

Candace Benjes-Small & Rebecca K. Miller. *The New Instruction Librarian: A Workbook for Trainers and Learners*, ALA Editions, 2016.
Addresses many of the practical aspects of library instruction including how to advocate for library instruction in a course, how to design teaching material around information literacy and course material, and how to conduct library instruction sessions.

Nicole Pagowsky & Kelly McElroy. *Critical Library Pedagogy Handbook, Volume One: Essays and Workbook Activities*. American Library Association, 2016.
Contains exercises that can be incorporated in instruction sessions for a new librarian unsure of how to create suitable information literacy activities.

Catherine Sheldrick Ross, Kirsti Nilsen, & Marie L. Radford. *Conducting the Reference Interview,* 3rd edition. ALA Neal-Schuman, 2019.
Explains how to talk with patrons to extract details needed in reference searches in a non-judgemental and informative way and use body language to appear more welcoming. This work is particularly valuable since most researchers are not provided training in interpersonal interactions and may have no customer service experience.

Claire Curry (cmcurry@ou.edu) is Science Librarian with STEM Services at the university of Oklahoma Libraries, **Sarah Robbins** (srobbins@ou.edu) is Senior Director of Public Services @ Strategic Initiatives at the University of Oklahoma Libraries, **Amanda Schilling** (amanda.schilling@ou.edu) is Science Librarian with STEM Services at the university of Oklahoma Libraries, and **B.N. Tweedy** (brent.tweedy@ou.edu) is Science Librarian with STEM Services at the university of Oklahoma Libraries.