

## A Value Proposition: Library Research Support for Faculty in Social Sciences

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## Research Question

In what ways does supporting faculty research and teaching expand the value of academic libraries?



## Study Objectives and Methodology

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- Objectives:
  - Identify gaps in scholarship on library faculty support
  - Explore social sciences faculty library needs
- Methods:
  - Literature Analysis
  - Faculty Survey
  - Focus Group Interview



## Literature Analysis Highlights

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- Redefining library faculty support roles
  - Pedagogical, publishing and cultural shifts in higher education (Cheung, Thomas, & Patrick, 2010).
  - Changes in scholarly communication patterns, collaborative research practices focused, and the impact of digital and distributed technologies (Gibson & Coniglio, 2010; Almeida, 2014; Goodson & Frederiksen, 2011).
- Library support functions
  - Access to information resources (Brown & Tucker, 2013)
  - Collection development work (Austenfeld, 2009; Oakleaf, 2010; Wolff, Rod, & Schonfeld, 2016)
  - Librarian involvement in faculty research (Frank et al., 2001; Lee, 2004; Weber & Britton, 2000)
- Research data and scholarly communication (Brown & Tucker, 2013)
- Areas of improvement
  - Librarian-faculty relationship (Shen, 2012)
  - Common ground about librarian-faculty role in instruction (Anthony, 2010)
  - Wider integration into scientific research (Wolff, Rod, & Schonfeld, 2016)



## CSS Faculty Survey Results

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- 12-item survey, 3 open-ended and 9 close-ended questions
- Distributed to faculty in 6 departments in the College of Social Work (36% response rate)
- Print journals, books, e-books are barely used
- Librarian assistance, ILL, and Libguides are rarely used, but they are "important" to faculty
- 79% prefer to learn Library news via email
- 86% "very satisfied" or "satisfied" with library research services

