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Building Meaningful Relationships with Academic Departments

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Building Meaningful Relationships with Academic Departments

Abstract

In order to build meaningful relationships with the Biology Department, Science Librarian, Michelle Price meets faculty and staff at the office, at the bench, in the lab and in the field. By prioritizing individual connections and frequent contact, Ms. Price has been able to successfully sequence library instruction throughout the curriculum, provide scholarly support to faculty, obtain buy-in for department wide library projects, earn the respect of the department, and integrate seamlessly into the lab and field excursions.

Disciplines

Library and Information Science

Comments

Presented at the Rochester Regional Library Council's Silo Busting Bonanza on March 19, 2015 in Rochester, NY.

Building Meaningful Relationships with Academic Departments

Michelle Price, Science Librarian, Lavery Library
working with The St. John Fisher College Biology Department

In order to build meaningful relationships with the Biology Department, Science Librarian, Michelle Price meets faculty and staff at the office, at the bench, in the lab and in the field. By prioritizing individual connections and frequent contact, Ms. Price has been able to successfully sequence library instruction throughout the curriculum, provide scholarly support to faculty, obtain buy-in for department-wide library projects, earn the respect of the department, and integrate seamlessly into laboratory sessions and field excursions.



The St. John Fisher College Biology Department. Spring 2014

At the Office

In addition to a group orientation for new faculty, the Science Librarian offers a one-on-one orientation with all new faculty members to set up library accounts, journal alerts, and to review library services and resources. She does regular rounds to offices to stay in touch with faculty and staff.

- Time:** 15 hours a semester.
Output: 100% support and participation for systematic library weeding and collection development.

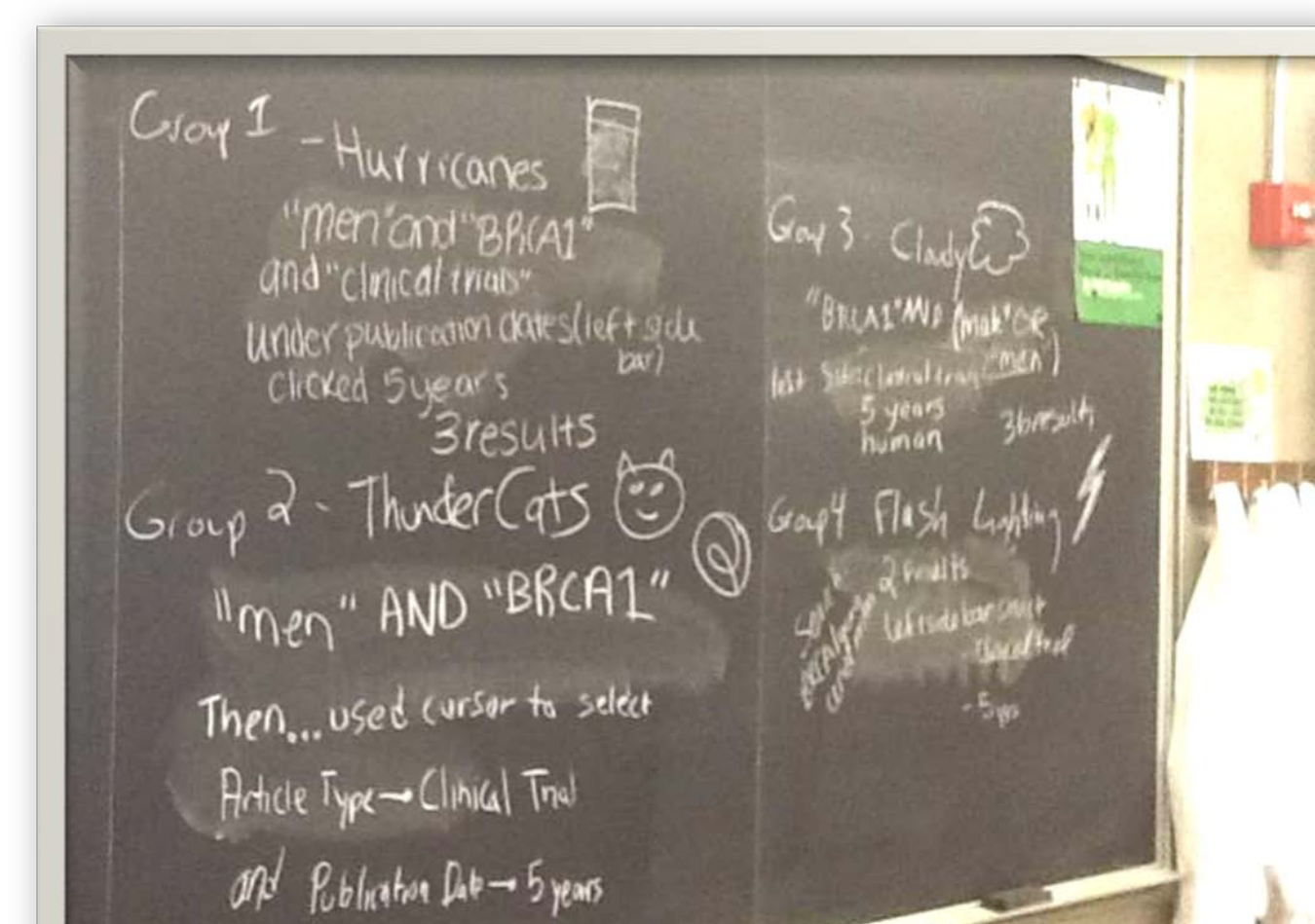


Michelle Price's work station in the Cell Biology Lab, Summer 2014. Notes, pipettes, and PCR trays.

At the Bench

In an effort to better understand genetic databases such as Gene and Wormbase, the Science Librarian joined a summer working group in the cell biology lab. There she participated in lectures and presentations with the group, learned cell biology techniques, and participated in original research regarding the *par-1* gene.

- Time:** 30 hours one summer
Output: Working knowledge of genetic databases, revised library instruction for cell biology, and earned respect of faculty in Biology, Chemistry and Pharmacy.

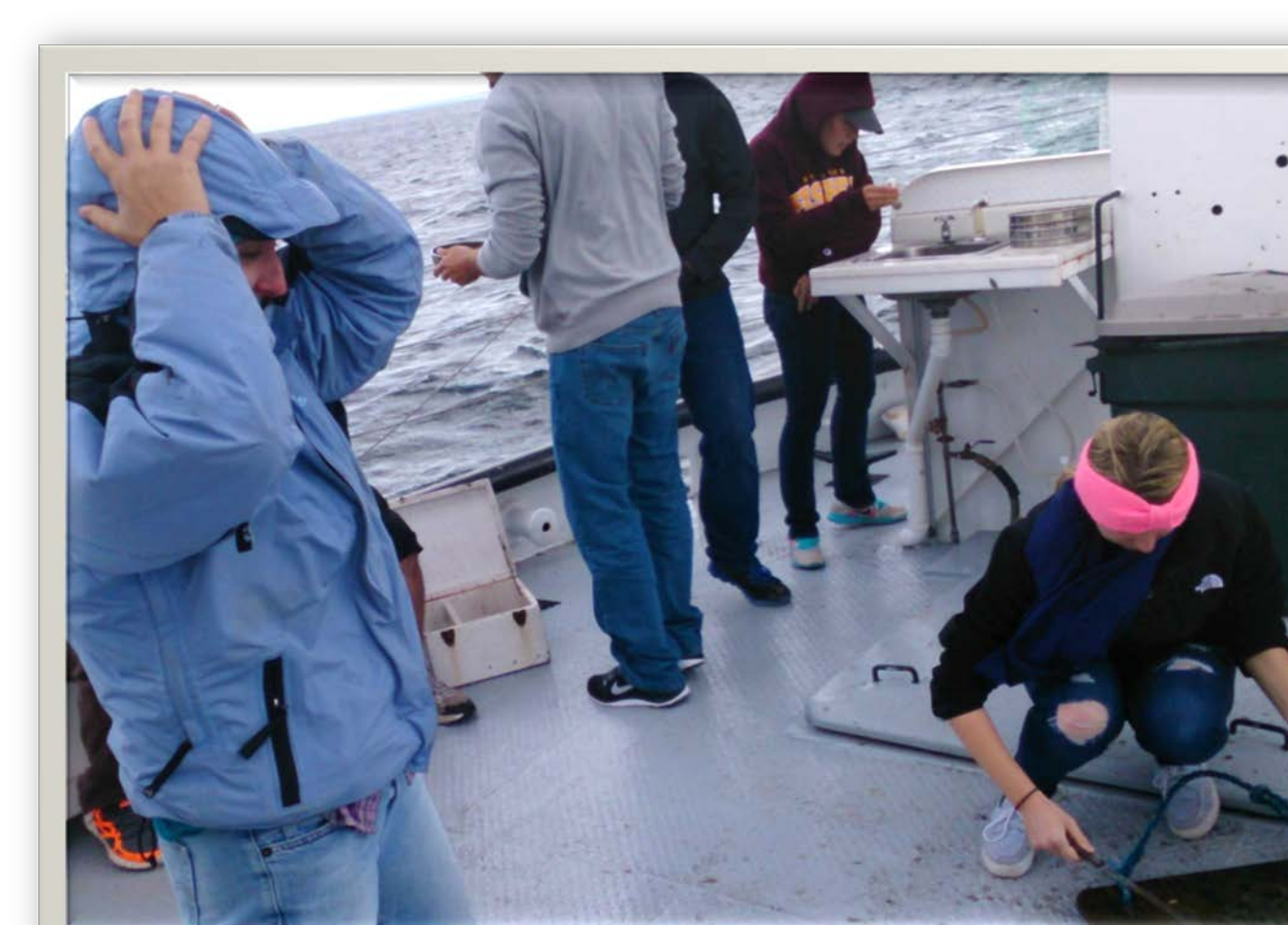


Cell Biology Lab, Fall 2014. Each student group submitted their PubMed search strategy for appraisal by the class.

- Time:** Approximately 34 hours actively teaching each semester.
Output: All Biology majors will have experienced at least three sequenced intervention points of library instruction to advance their searching skills.

In the Lab

Library instruction is sequenced into four major laboratory classes: general biology and human physiology freshmen year, plant biology sophomore year and cell biology junior year. All library instruction follows lab protocol including pre-readings and lab quizzes. Instruction is also provided to electives in nanobiology, reproductive biology, environmental issues, and fungus.



Science Librarian Michelle Price (standing) during the field excursion to Lake Seneca.

In the Field

The Science Librarian traveled with the BIOL409 Ecological Field Methods class to Lake Seneca for a one-day field excursion. Aboard the boat, she observed students taking samples and measurements of the lake. She questioned students on their data management practices such as recording consistency, terminology, and the technology used to take and store data.

- Time:** 4 hours one semester
Output: Observations of student data management practices in the field.