**Evidence for Library Responsibilities**

I have been responsible for library services for most of the Beaver College of Health Sciences: Communication Sciences and Disorders, Health and Exercise Science, Nursing, Nutrition and Health Care Management, and Recreation Management and Physical Education; and for Physics and Astronomy. I also work with the Wake Forest Physician Assistant program and with Film Studies. My responsibilities include management of library collections to serve my students and faculty; liaison and communication with my departments; and consulting and teaching with students, staff, faculty, and community.

In addition to working with my liaison departments, I work very closely with the Resources Acquisitions and Management and the Learning and Research Services (which I recently joined, after my Collection Management team was dissolved) teams, and I communicate with vendors. I pay special attention to collection budgets and spending, to patterns of user behavior, to trends in publishing and scholarly communication (especially among my faculty), and to curriculum.

In general, I work with my colleagues to create rich and supportive information environments that inspire learning, research, and evidence-based practice. My goal is that students will be able to answer their questions using our systems and open systems on their own, but I seek to be visible and respond when anyone needs help.

**Indicator #1 -- Collections Management**

Our library offers an excellent collection, which I helped to develop, that serves our community effectively and is competitive with our peer institutions. Students and researchers are able, for most topics, to access an acceptable proportion of the relevant literature early in their workflow, and we have effective systems to meet the rest of their needs. Increasing costs continue to be an urgent concern, but our community values highly the scholarly materials and other library collections that we buy, license, and manage.

In some ways, library collections have not changed greatly since I began working in Collection Management in 2011. The 2011-2012 season was marked by very pessimistic budget expectations that improved toward the end of the year. Although we did not make some of the major cuts (Springer and Wiley) we were prepared to make that year, many smaller, lower value resources were cancelled. Part of my work from that beginning has involved analysis and planning to more effectively cut back expenditures when the next budgetary downturn requires, to least impact our users and save most efficiently.

I have taken a lead among my Collection Management colleagues to request easy access to reliable usage data for our eResources. I worked with Resource Acquisitions and Management (RAM) colleagues to get data from more and more vendors, especially for the more expensive products, and RAM and I have addressed concerns about inconsistencies in data. The library is now in a good position to make decisions based on believable data. The standardized measure, cost per use, is imperfect and too simple, but it is useful as a starting point. I have developed methods for using and presenting this data. The data can be used for confirming value, triggering closer attention, and negotiating cancellations with liaison communities.

My liaison community values electronic resources, especially journals, so I have been active in monitoring availability and performance and in reporting problems for RAM and vendors to address. Part of my job is to use our resources, pay attention to anomalies, and report them with enough detail that RAM can respond effectively. Sometimes bigger problems require more documentation and more teamwork with RAM colleagues, and these require asserting the need without alienating colleagues and vendor support staff. My role in accelerating the response to the 2016 failed roll-out of EBSCO’s Full Text Finder was crucial, and again in the summer of 2019 the failure of Springer journals demanded a strong response. Overall, an important aspect of my job is knowing how things work, recognizing problems and pain points, and negotiating to get help.

Our collection has been fairly stable during this period during which I have served, but we have added carefully vetted new resources, a little at a time. I have worked to add new journals that have been well used: *JAMA*, *Pediatrics*, *Nature Climate Change*, and others. I traded one IEEE package for another, and I traded one version of the Cochrane databases for another one that was cheaper and easier to use. In some cases, I have swapped journals for others that were no longer being used much, in order to satisfy research and teaching needs of new faculty and their students. I lead the addition of flexible, streaming video options to meet the teaching needs of faculty, and we have written new policy for acquisition of streaming video.

While the library has added a variety of electronic books, my colleagues and I continue selectively buying physical books. It is clear that the use of physical books has fallen, and that we need to respond. However, evidence shows that many users still want physical books for some uses. One goal is not to accelerate the trend by failing to meet this demand, and there is a hint in the curve that the fall in circulation of books is levelling out.

In other cases, we have acquired new products and with experience chose to cancel them. We have to try some new things and recognize that some of those will be relative or outright failures. We have followed the data. Streaming video and anatomy visualization products have been very successful, so far, but JoVE, which includes videos of lab procedures as part of peer-reviewed articles was not. Downloads of journal articles go up and up, but the BrowZine product did not catch on as a way to access articles through the journals.

Part of my job is to stay informed about trends in publishing, scholarly communication, and information behavior. I talk to vendors at conferences and during campus visits. I attend webinars, read, and follow the activities of the Carolina Consortium. I get new faculty to articulate what they need, while I show them that we usually already have some of it.

Cancellations and deaccession projects (“weeding”) can be painful, but I have particpated, sometimes at large-scale. I have communicated with campus stakeholders effectively. I participated in one round of massive disposal of journal volumes that had been duplicated by JSTOR, and I hope to participate in another in 2020. We selectively deaccessioned other series of journal volumes that were duplicated reliably in electronic formats. I then participated in the massive deselection projects in the main stacks. I handled and reviewed thousands of books, and made decisions to “deselect” thousands. Smaller cancellations are challenging also, but I negotiated a substantial cancellation of journals with Physics and Astronomy in 2017, and the department was receptive in part due to my presentation of data. Unfortunately, since then many physics journals are also no longer available, with embargo, through EBSCO. So these cuts are more painful than we had expected.

Much of the journal content that we license is through large inflexible packages. I promote search tools that give substantial but imperfect access into wider universes of diverse and international populations of scholars: EBSCO’s databases, DOAJ, PubMed, Google Scholar, and Dimensions, for examples. EBSCO has been including high-quality content from many sources outside of Europe and North America. For monographs, we buy in part to incorporate diversity into the collections. As much as I can, I buy books covering rural issues, historically marginalized populations, and disparities in health and the determinants of health.

Working in Collection Management during these years has been challenging. It is odd to say that. What could be challenging about buying books and journals, after all? In any case, I am grateful for the committed teamwork and the support of the library and university communities. I look forward to the future on this front.

**Indicator #2 -- Liaison**

Part of my job is to connect with the Beaver College of Health Sciences (BCHS) and with the Department of Physics & Astronomy, in order to make sure that I am well informed about their needs, and that they are well informed about library services and issues. I make sure to be present and visible and to respond quickly to questions. I attend many BCHS events, including college meetings, commencement, some department meetings, some job candidate presentations (such as dean candidates), student presentations, social events, local conferences, guest speakers, and many other events. I meet almost all new tenure track faculty at the university’s New Faculty Orientation in August.

I also am a strong consumer of research and reports that measure and describe faculty and student knowledge, attitudes, and behavior, and I compare that to what I learn in my day-to-day interactions. I read colleges’ and departments’ webpages, email announcements, and anything else to keep up with what they are doing. I receive invitations to some events, and I invite myself to others. I get questions and requests by being responsive and visible. I often attend student presentations. I get alerts from a range of databases about faculty’s latest publications and I have been effective in helping to recruit faculty to include their works in NC DOCKS.

I have been included in theBCHS’ orientations for new faculty and was a part of the Office of Research’s PREPARE workshop series for early career researchers. Also, in one case, I was asked to meet with a job candidate with special needs. She was hired, and we have continued a good working relationship.

BCHS has given me an office in Levine Hall, where I spend part of my workweek. I also spend some of my Levine time in the beautiful Atrium to raise my visibility. Connecting with students is challenging, but I try to receive communication through, email, chat, libguides, face to face, and any way I can. I respond quickly to student emails, even through the weekends and evenings, and I scan for problems experienced by my students using chat logs.

I was recently honored by my library colleagues with an award for my liaison activity, and it seems as if I get a lot of smiles from people at Levine Hall. I know my presence is not like having a branch library or reading room, but I think I effectively represent the Library.

I also liaison to Physics and Astronomy, and I consistently meet with classes and individually a few students each year. Some of my interaction with Physics over the years has been to meet with research lab groups, sometimes the entire group and other times with one or two representatives.

I meet briefly each July with the new Wake Forest Physician Assistant students (now also at Levine Hall) and I usually have a few consultations with faculty and students each year. I have sometimes met with physicians and staff of the Shook Student Health Center. Finally, I am effectively liaison to the Film Studies faculty (in the English Department), since I am point person for streaming video collections. I communicate heavily with that group at times, especially when there appear to be problems or opportunities in streaming video.

I received competitive funding, the Sewell Stipend, to attend the American Public Health Association annual meeting in 2018. I spent a lot of time there with Erin Bouldin, including attending her Elsevier journal’s board of editors meeting. I helped chair Meg Barth staff the Nutrition Department’s booth, where she recruited students for their new online graduate Public Health Nutrition program.

One way I participate in the college is by writing sections for proposals for new programs and for accreditation documentation. I then sometimes meet with accreditation panels, where I have to be prepared to respond to questions. Sometimes the questioning is very brief, but I found myself talking at length about journals with one of the accreditors for the Nursing masters program. Also, I read all undergraduate curriculum proposals as part of my AP&P committee responsibilities, so I get to see all the work that the programs, chairs, and Associate Dean Denise Levy put into this.

Currently, my liaison departments enroll the greatest number of students among my liaison librarian peers, exceeding the Business Librarian’s counts by a small margin.

**Indicator #3 – Consulting, teaching**

Part of my job is consulting and teaching. I work with students, faculty, staff, and community members and have averaged annually 42 RAP meetings and consultations and 28 classes and workshops. Usually my focus is on these basic questions: how to define the question better, how to do better (more sensitive and more specific) searches, how to get higher quality results, how to keep from being overwhelmed, and how to get full text when there are barriers. But I have worked with users on a wide variety of concerns, including but not exclusive to evidence-based practice and the latest approaches to information literacy.

I do a range of other smaller-scale transactions, especially through email, but also by chat and face-to-face. I do several web conference consultations each year, and I have developed a level of comfort using Zoom to deliver about the same service as to students who walk onto our campus. I am highly mobile and have met with students and faculty at Levine, Holmes, Harper, Garwood Halls, and all over campus. I participate in a high number of chat consultations, some of them quick but many others fairly complex. I use chat transcripts (and other information sources) to look for problems and barriers of concern to health sciences students and concerning eResource functioning. These sometimes lead to email communication, to reporting problems to RAM, and to top-of-the-page messages in heavily used library guides.

I do some of my consulting in use of citation management software and citation analysis tools. I think I am among the librarians most likely to help in use of electronic books or in accessing and using data. Over the years, I have probably participated in Tech4Teach as much as any librarian (not named Scott or Hannah).

I receive a modest flow of requests for teaching and consultations across all my departments. Faculty send me their graduate assistants and other students. I have some faculty who consistently invite me to their classes, some departments that ask me even when there is turnover, and other departments to which I do not now have good access. I have been consistently working with Nursing, Physics, Exercise Science, Public Health, Nutrition, Health Care Management, and Recreation Management. I have been limited lately to just quick visits to a few Communications Sciences and Disorders classes and with the Wake Forest Physician Assistant cohort, and I have not been successful with visiting classes in Athletic Training. Athletic Training becomes masters only next year, so that will be a good opportunity. Health Education was added to the college recently, and I have worked with one faculty member, but he continues to work with my colleague with whom he has a long teaching relationship.

I have had the opportunity to consult with a variety of students and researchers. One of our recent graduates is a nurse who consults on health practice with rural Appalachian populations, and I continue to consult with her and with others addressing this set of issues. Disparity in health care and in health is not only a rural Appalachian issue. Racial, ethnic, class, gender and other faultlines are important, and perhaps the most direct route to improving the state’s health would be to focus on the disadvantaged. I have a page on one of my library guides devoted to health disparity. I also get to work occasionally with high school students, teachers, visiting scholars, retirees, and of course faculty, staff, and students from across campus. I met recently with a group of South African doctoral students and intensively with one who is studying spatial distribution and effects of drinking venues and alcohol sales venues in college towns in South Africa.

I had the privilege of working with an intern from Interdisciplinary Studies last year. She is preparing for a career as a health sciences librarian. The student (and chair Mark Nunes) was pleased and followed up with a self-designed class serving as an embedded library consultant in a class with Kristen Cockerill. She is now studying Library and Information Studies at UNC Greensboro. Under my guidance, Rachel did outreach with health sciences students, prepared and sat in with me for several consultations, and looked with me at buying and analysis of collections functioning, usage, and cost. I have talked with a number of students about library careers. One of my recent high points occurred at the Library Assessment Conference, where I spent time with one former graduate student I had advised, who is now the data and geospatial librarian at the University of Colorado at Boulder. Also last year, a Psychology undergraduate had been sent to me for advice, including which classes he should be taking now. I enjoyed telling him that in part at least, Organizational Psychology was very good preparation for working within complex organizations such as academic libraries.