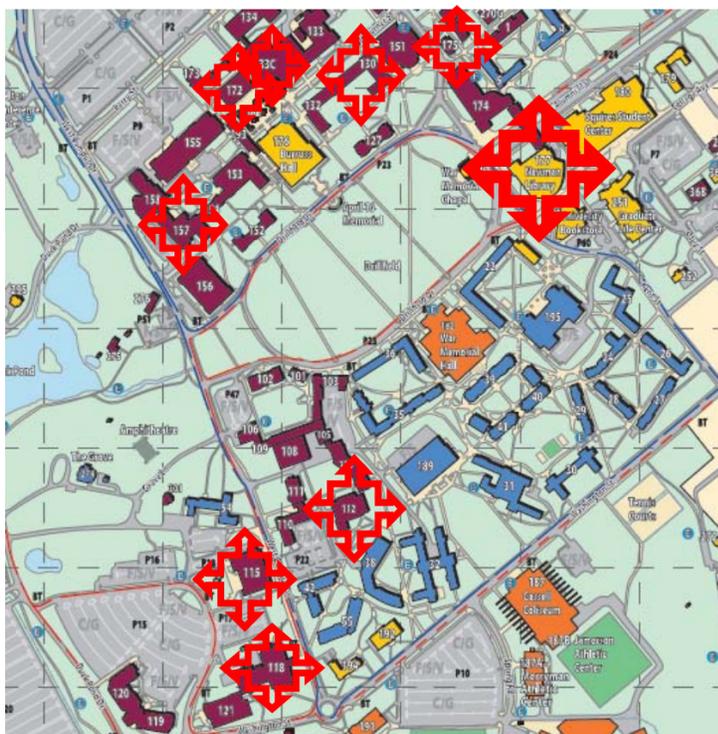


College Librarian Program

Since 1994, College Librarians have provided the faculty, staff and students of each of Virginia Tech's colleges with information services tailored to the needs of each constituent group.

Librarians have offices in the colleges, which allow them to be much closer to their constituents and develop stronger relationships with the faculty in their college. Librarians also develop similar relations with faculty members that work in conjunction with their college's faculty, creating a new network of contacts for librarians to work with.



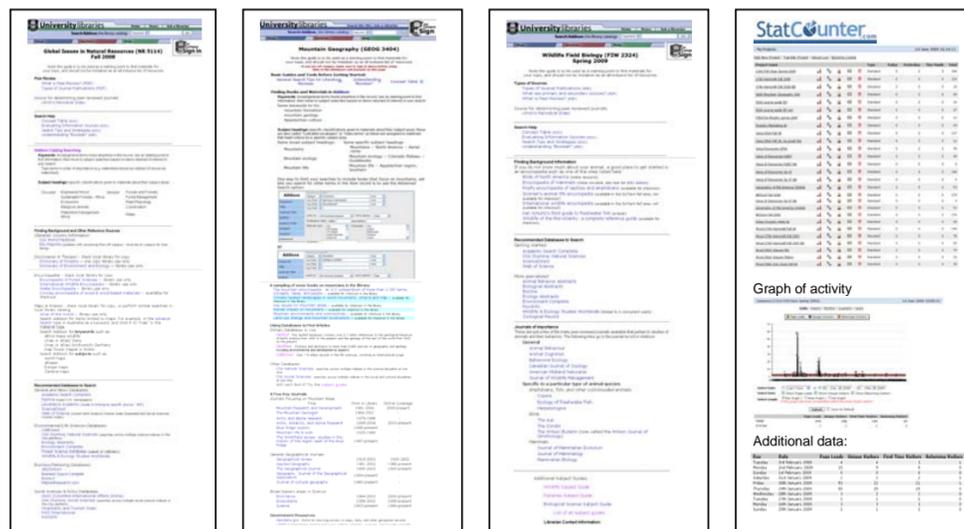
Librarians have collaborated with faculty in several ways:

- ◆ Collection development
 - Acquisitions and weeding
 - Cancellation reviews
 - Procurement of resources for new programs
- ◆ Instruction
 - "One-shot" sessions
 - Development of online course guides
 - Development of assignments
 - Team-teaching opportunities
 - Library Research Skills course (credit)
 - Online tutorials
- ◆ Reference services
 - Brainstorming for topic definition and where information could be located
 - Information retrieval services
 - Locating partial citations
 - Locating grey literature and other hidden sources
- ◆ Grant services
 - Locating potential grant sources
 - Assistance obtaining citations/resources
 - Joint ventures in grant proposals
- ◆ Graduate Student Assistance
 - Serve on thesis/dissertation committee (for those w/PhDs)
 - Procuring citations/resources
- ◆ Other work in the colleges
 - Serve on departmental committees
 - Serve on search committees

COLLABORATION IN INSTRUCTION

Online Course Guides

Many librarians have developed one-shot library sessions, but these tend to be ineffective at providing long-term assistance to students. Online course guides developed with input from college faculty enable students to get the help they need to find resources, and also highlight additional resources that can't be covered in a fifty or seventy-five minute class.



Class Assignments

By working with faculty, librarians can assist in the development of information literacy skills at specific levels, depending on the particular course and the students' level of need.

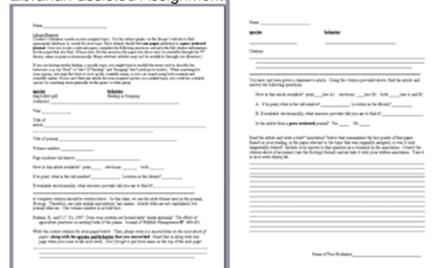
Librarians can also work with faculty to:

- develop informative and relevant assignments
- help students understand the complexities and intricacies of information
- develop assignments with cumulative information literacy skills, focusing on certain aspects for a given assignment or project
- grade assignments and provide additional feedback for students

Original Assignment:



Librarian-assisted Assignment:

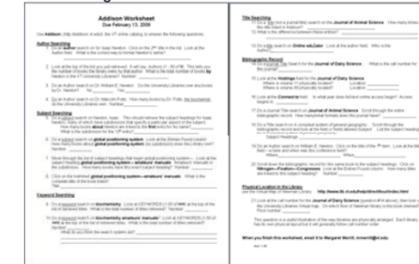


In the example above for a sophomore/junior level course, the assignment started as vague with little direction. Librarian input added specific direction and new components. Students are now asked to review the work of their classmates and provide feedback to the original student. Both sets of requirements ask for the use of different information literacy skills.

Assignments should clearly state the information literacy skill goals that students should meet.

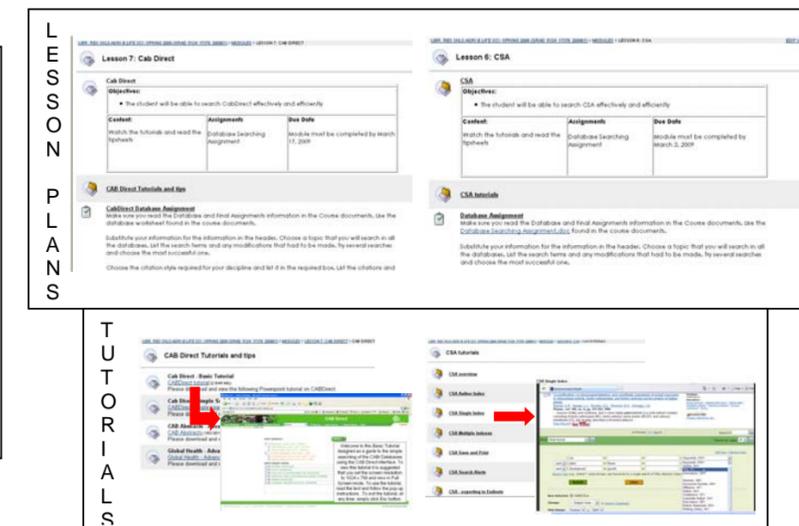
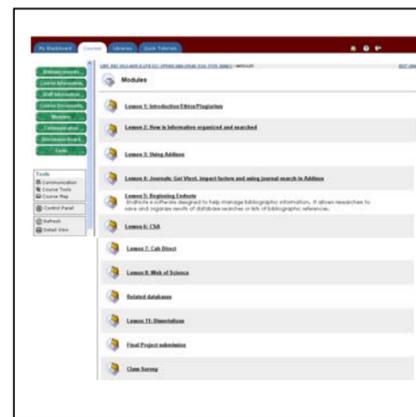
Assignments created for an online environment in particular should have precise directions that leave little room for misinterpretation of expectations.

Online assignment:



Library Research Skills Course

In the spring of 2006, the library began to offer a 1 credit course in conjunction with the Graduate School to develop the information literacy skills of graduate students. Initially, courses were created for Agriculture & Life Sciences, Education, Engineering & Physical Sciences, and Humanities & Social Sciences. By the fall semester of 2008, the class was offered online in all but 1 subject area, in order to reach students across the state of Virginia and beyond. In fall 2009, the library will be offering the course for 2 additional subject areas.



Librarians Embedded in the Curricula

Librarians at Virginia Tech hold faculty status and have access to several departmental and campus listservs. These additional contacts with teaching faculty have led to college librarians being asked to team teach in various courses both on campus and online. In these embedded roles, librarians are able to incorporate information literacy lesson plans in conjunction with other assignments and projects throughout the course, making them more meaningful for the students.

When librarians are part of the course, students generally do not treat the librarian as a "substitute," as is often the case in the "one-shot" instruction sessions. Additionally, students have more motivation to improve their information literacy skills when they are expected to show progression in their abilities to find information and understand the resources they use in class.

Earth Sustainability (UCCS 2984)

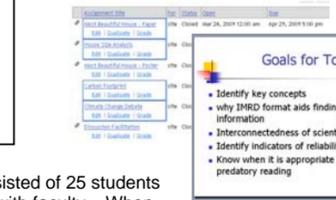
Undergraduate, 20 cr.

Four consecutive semesters of classes taught by instructors across campus.

Librarians continually meet with other faculty to design course content and projects to enable students to empower themselves with knowledge and the skills to understand information.

In 2004, the first cohort consisted of 25 students with one librarian teaching with faculty. When the 3rd cohort began in 2008, there were 125 students and 3 librarians working in the course.

Projects and lectures with information Skills components during the 1st and 2nd semesters



Information Systems and Research in Life Sciences (ALS 5214)

Online, Graduate, 3 cr.

An introductory course designed to introduce students to the core concepts and skills that underlie science and the scientific research method.

The college librarian has been involved in this course from its inception and provides the lectures, assessments, and grading for the information literacy segment (one third of the course).

