How a LibGuide Redesign Project Enhances Liaison Librarian Outreach Efforts

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Some Background

• Started position in August 2016, a week after finishing the MLIS
• Prior experience with a LibGuide Re-Design project
  • Washington and Jefferson College
LibGuide
Design and UX Research

https://www.mendeley.com/community/springcamp-libguide-ux-resources/
Strategic Plan

• Objective 1: Provide more user-friendly online research support
• Objective 2: Ensure the guides teach how to research rather than just provide a list of resources
• Objective 3: Make the guides easier to maintain and update
• Objective 4: Increase awareness and usage of the guides
Strategic Plan

Objective 1: Provide more user-friendly online research support

• Strategy A: Update all business guides following UX best practices
  • Task i: Use a consistent side-tab layout
  • Task ii: Use a box at the top of each page to explain the contents of the page
  • Task iii: Add instructional images, videos, and other media when relevant
  • Task iv: Increase the font size
Planning

• Exported a list of all business guides, reviewed basic usage stats
• Contacted all instructors teaching courses with LibGuides
• Created a spreadsheet of all the guides, notes, and actions I wanted to take.
• Created a general best-practices/style guide for myself
Implementation

• Focused on guides requested first
• Then on the main subject guides that really explain how to do foundational business research that can be used in many other guides
  • This is to help with making mappable content
  • Created a Business Master Index
As a result: More manageable guides

- Fewer guides (46 -> 28)
- More mapped content
As a result: Consistent and improved design/UX

- Side tab layout
- Intro box on each page
- Removed most home pages
- More media content
- More info on why to choose certain resources, how to use them, and how to conduct types of business research
Unexpected result: Developed faculty relationships

- Over 150 faculty and instructors
### Stakeholder profiles

#### Based on a presentation by Amanda Albert at the 17th Distance Library Services Conference in 2016 titled “Building Brand Love and Gaining the Advocacy You Crave by Communicating Your Library’s Value”

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Values &amp; Attitudes</th>
<th>Relevant services, expertise, or resources</th>
<th>Communication venues</th>
<th>Needed information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior Administration</strong></td>
<td>“bottom line,” rankings, research impact, accreditation, assessment, provost office/what’s happening at Pitt</td>
<td>Scholarly comm, bibliometrics, collaboration tools</td>
<td>Faculty meetings, direct emails/appointments, newsletter</td>
<td>Accreditation standards, Pitt initiatives, departmental mission</td>
</tr>
<tr>
<td><strong>Faculty - Research</strong></td>
<td>Research output and impact</td>
<td>Scholarly comm, bibliometrics, citation managers, PhD/RA support</td>
<td>Newsletter, faculty meetings, direct emails/appointments</td>
<td>What types of research they are conducting</td>
</tr>
<tr>
<td><strong>Faculty - Teaching</strong></td>
<td>Student success, evidence of learning,</td>
<td>Instruction services, assignment creation, working with students</td>
<td>Newsletter, faculty meetings, direct emails/appointments</td>
<td>What industry experience they have and what teaching styles they use (blended, flipped, EBL, cases, lecture)</td>
</tr>
<tr>
<td><strong>Faculty – Research and Teaching</strong></td>
<td>Research output and impact, student success, evidence of learning, plus the tension of trying to succeed in all areas.</td>
<td>Scholarly comm, bibliometrics, citation managers, PhD/RA support, instruction services, assignment creation, working with students</td>
<td>Newsletter, faculty meetings, direct emails/appointments</td>
<td>What types of research they are conducting, and what teaching styles they use</td>
</tr>
<tr>
<td><strong>Staff (career services, advising, faculty secretaries)</strong></td>
<td>Helping, supportive, focused on their constituents, focused internally on katz</td>
<td>Library career research resources, how to find articles and correctly add them to Courseweb,</td>
<td>Direct emails/appointments</td>
<td>What each staff member or office does, and what is their mission</td>
</tr>
<tr>
<td><strong>PhD Students</strong></td>
<td>Driven, overworked, researching and teaching, comp’s, need to become professional active,</td>
<td>Data management, one-on-one consultations, citation management, workshops, ETD, Ezborrow/ILL, DScholarship @ Pitt</td>
<td>Emails, workshops (with food provided), individual consultations</td>
<td>Specific services they want, or don’t know about</td>
</tr>
<tr>
<td><strong>Masters Students</strong></td>
<td>Busy, pulled in many directions, want real world experience, many work full time as well,</td>
<td>Database support, advanced google searching, one-on-one consultations, instruction sessions</td>
<td>Virtual or distance support, class visits and faculty and classmate referrals</td>
<td>More information about the curriculum and how students pass through</td>
</tr>
<tr>
<td><strong>Undergraduate Students</strong></td>
<td>Don’t see the need or connection to the library and their career path, use library space, traditional view of library</td>
<td>Library instruction sessions, email and in-person consultations, basic IL</td>
<td>Through class visits and faculty and classmate referrals</td>
<td>More information about assignments and projects they need to complete</td>
</tr>
</tbody>
</table>
Unexpected result: Learned how to navigate and use subject-specific databases
Unexpected result: Incorporating other Springshare products - LTI (Learning Tool Interoperability)
Unexpected result: Incorporating other Springshare products - LibWizard
Wrap-Up

- Time and labor intensive
- But:
  - Provides a great introduction to new subject areas
  - Helps establish outreach/communication efforts
  - Ultimately should make the guides more helpful for the user and easier to maintain
Questions?

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