

Part of the Team:

Lab-Integrated Research Support and Information Literacy Instruction.

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2016 Pilot Project

- Embed ourselves into research teams in the College of Engineering and College of Textiles in order to:
 - get to know our faculty and students.
 - discover our faculty's current research interests.
 - learn more about the current research techniques.

Questions you might hear in a lab meeting

- Reference
 - “What’s the best pH value to use for this experiment?”
 - “Why are we using that animal model?”
- Scholarly Communication
 - “Where are you looking to publish this?”
 - “Did this article come from a ‘good’ journal?”
 - “Did anyone read the supplementary material?”
- Grants
 - “Are there any CFPs that match this sort of work?”
- Research Data
 - “Where are you storing your data?”

Advantages of being in the lab

- Removes barriers between librarians and researchers, enabling questions to be answered in real time.
 - “Here’s an article that discusses the advantages of that animal model.”
- Misconceptions and assumptions can be corrected before they crystallize into well-established beliefs.
 - “Let’s talk about impact factor...”
 - “Here’s what the granting agency means when they ask for a data management plan...”

Advantages of being in the lab

- In addition to being a value-add for researchers, librarians embedding in labs enables authentic needs assessment without the use of surveys or focus groups
 - How idiosyncratic are the needs of research groups?
 - Are there ubiquitous, unmet needs we can address across all lab groups?

Advantages of being in the lab

- Presents information literacy concepts and skills to students (and faculty) *in context*.
 - Students can see the value of information literacy skills in the workplace, not just the means to a good grade on a paper.
 - Demonstrates to faculty your competencies as an expert searcher.

Reflections (so far)

1. Being in the lab makes the librarian accessible to the team, and the team accessible to the librarian.
2. The lab is a teaching space as much as a work space, which means that *research support is teaching support*.