



Peer-Reviewed Article

Faculty Outreach Approaches in Business Librarianship

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ABSTRACT

Business disciplines present distinctive pedagogical and research information needs which in turn require equally distinctive outreach methods. This paper looks to provide a set of adaptable, practice-based approaches that operationalize outreach competencies for academic business librarians. Rather than presenting formal case studies, the paper offers applied examples that demonstrate how relational, digital, event-based, and curricular outreach can be developed and sustained across different institutional settings. The approaches presented serve as transferable models to guide both new and experienced librarians in designing outreach based on authenticity, creativity, and collaboration. This work contributes to the literature on subject-specific outreach by situating business librarianship within larger discussions of engagement and liaison practice.

KEYWORDS

business librarianship, faculty outreach, relationship-building

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Introduction

In academic libraries, having an outreach mindset means being devoted to connecting with the campus community through strategic planning of marketing endeavors using a variety of communications platforms (Polger, 2019). While many academic libraries have outreach librarians, these roles often focus on institution-wide marketing of library services rather than on the needs of specialized resources and services (Dennis, 2012). However, liaison librarians, often referred to by other terms such as library liaisons, subject bibliographers, subject librarians, and subject specialists, assume responsibility for outreach with the areas and departments they support (Tennant et al., 2006). Although the liaison terminology clearly varies across institutions, these titles describe the same function: a librarian responsible for connecting a specific academic department with library resources and services. Though outreach may be an expectation of these roles, it is reasonable to assume that some librarians, especially those new to the profession, may lack formal training or guidance in marketing and communications. This raises a practical question: where should those without departmental experience or expertise in engaging an audience begin?

Although case studies on outreach exist, it can be difficult to synthesize literature that addresses outreach in the specific context of business librarianship. Doing so is important for several reasons, but primarily because business disciplines often present distinctive pedagogical and research needs (e.g., market data, industry analysis, private company information) that can directly inform outreach strategy.

As such, the authors were interested in creating a set of outreach approaches that business librarians could use as a foundation when thinking of, or rethinking, methods. Rather than offering formal case studies with structured methodologies, this paper offers practice-based models intended to operationalize outreach competencies in business liaison contexts. The examples presented here look to occupy the often-overlooked middle ground between anecdotal descriptions in smaller papers and empirical studies.

Literature Review

Entering an academic liaison role previously held by another librarian can be both exciting and intimidating. The transition often involves balancing respect for established practices with the need to develop one's own professional identity. When the liaison model itself is still emerging or loosely defined on a campus, that challenge deepens, as new librarians must not only learn the institutional structure, but also articulate the purpose and value of their position to faculty and administrators. In such contexts, onboarding becomes essential, and such onboarding often extends beyond department introductions or procedural overviews to include intentional connections with university faculty in areas such as assessment, scholarly communication, and scholarly publishing (Riesen, 2024; Hess et al., 2023). These early

relationships are not merely informative but form the foundation for collaborative partnerships that strengthen liaison work overtime.

This early investment in relationship-building is particularly important given the expanding yet still ambiguous expectations of outreach in liaison roles. Although outreach duties are increasingly dispersed across library functions, clear definitions and shared practices remain inconsistent (Salamon, 2016). On a surface level, outreach serves to increase awareness of library resources and services. Yet for liaison librarians, outreach is far more relational than promotional. As Diaz (2019) notes, outreach unfolds incrementally, through repeated interactions that gradually build credibility and rapport. When university faculty are the intended audience, successful outreach depends less on marketing and more on cultivating connections (Eva & Shea, 2015). Once that credibility is established, liaisons can begin to design more targeted and flexible support methods, ranging from one-shot sessions and assignment consultations to asynchronous learning materials or fully embedded instruction models (Cook, 2024). These forms of engagement shift awareness into partnership and help ensure that outreach efforts result in meaningful collaboration.

The liaison literature reflects this trajectory with steady movement from transactional, service-based interactions toward the adaptation of relationship-building roles where partnership is the goal (Peacemaker et al., 2024). Reports such as *New Roles for New Times: Transforming Liaison Roles* detail the importance of deeper disciplinary involvement and co-creative collaboration with faculty (Jaguszewski & Williams, 2013). Parallel work on embedded librarianship extends these ideas by outlining concrete ways that librarians can integrate into courses, programs, or research projects to improve access and scholarly outcomes (Kvenild & Calkins, 2011; Shumaker, 2012). Recent historical analyses confirm that the subject librarian position has continually evolved in response to institutional change, even as its core liaison functions have remained remarkably stable (Wilson, 2024). Wilson, Campbell, and Beals (2024) further clarify how subject librarian definitions and duties serve as connective tissue between the library and the university. Collectively, these perspectives describe the same qualities that define effective outreach--proximity, continuity, and responsiveness--and suggest that the future of liaison work depends as much on relational trust as on technical expertise.

Within this liaisonship evolution, business librarianship presents a distinctive case. Unlike other liaison areas, business librarians must navigate a landscape of specialized, often proprietary resources, including market data platforms, industry analysis tools, and company financial databases, which require both subject expertise and sustained vendor relationships (Sturgeon et al., 2024). These resource demands, combined with the applied, professionally oriented culture of business schools, mean that outreach to business faculty cannot simply replicate general liaison strategies. Faculty in business disciplines frequently prioritize real-time data and competitive intelligence over traditional scholarly sources, which fundamentally informs how librarians must communicate their value. A recent scoping review of concepts in

business librarianship confirms that the field's unique information landscape requires outreach approaches tailored to the data-driven, fast-paced expectations of business programs (Sturgeon et al., 2024). Moreover, business liaisons often manage highly targeted departmental relationships without formal training in marketing, communications, or business pedagogy (Dennis, 2012; Lim, 2022). Lim (2022) notes that new academic business librarians face a steep professional development curve, reinforcing the need for practice-based guidance. As a result, there is a growing need for adaptable, experience-based methods that reflect the applied and interdisciplinary nature of business education. One useful example comes from North Carolina State University, where a liaison supporting entrepreneurship developed a three-stage approach to outreach; first, identifying campus events such as innovation challenges as entry points; second, cultivating connections with faculty through shared initiatives; and third, sustaining those collaborations through joint projects that integrate library expertise into entrepreneurship courses (Chung, 2010). This model demonstrates how business librarians can strategically position themselves within campus programs.

Recent practitioner insights reinforce these lessons by emphasizing value-driven engagement and thoughtful navigation of academic hierarchies as central to effective outreach (Silver, 2015; Kalinowski, 2023). Productive faculty conversations often begin not with a presentation of library resources, but with genuine curiosity about research-related issues, such as difficulty locating market data for a case study. Approaching deans or program coordinators can support these efforts in top-down business structures, while ongoing personal touches, such as congratulatory notes on publications, can help sustain relationships. In particular, a phased strategy may be useful, including concise "elevator pitches" during department meetings, focused workshops on tools relevant to applied business topics, and eventually, deeper collaborations. In all cases, consistent follow-up and feedback, through surveys, check-ins, or informal conversations, ensure that outreach remains aligned with the fast-paced culture of business education.

Methodology

Aimed at establishing professional outreach competencies, Metzger and Jackson (2022) conducted a mixed-methods study through an analysis of Library and Information Science literature, job advertisements, and survey results from academic librarians. In 2022, a final white paper supporting the competencies was drafted by the Association of College and Research Libraries (ACRL) University Libraries Section Academic Outreach Committee, describing them as the behaviors, knowledge, and skills needed for this work. The eighteen competencies can be found at: <https://www.ala.org/acrl/standards/outreach>.

As such, the authors of this paper base their presentation on nine of the eighteen proposed competencies: emotional intelligence, communication, marketing, creativity, advocacy, collaboration, networking, teaching, and user engagement. These selected nine are

discussed and utilized to build a framework for outreach methods, giving readers the information needed to visualize techniques. The authors highlight the importance of each competency in four faculty-outreach approaches, starting from grassroots relationship-building to full collaboration and curricular integration. For each approach, the title is accompanied by the name of the author whose experience from which it is pulling. Therefore, in drawing on case study traditions in which detailed accounts are used to interpret a phenomenon (Greenhalgh, 2025), this approach leans on providing practice-based details to create a systematic guide to the implementation process.

In showcasing the application of the nine competencies, the authors attempt to align academic librarian outreach practices to the needed behavior, knowledge, and skills discussed in the ACRL white paper. Despite the abundance of examples in the existing library outreach literature, this work makes several distinctive contributions while making room for the competencies to help outline outreach approaches. First, it grounds outreach practices in a competency-based framework, demonstrating how these competencies apply to everyday liaison responsibilities. Second, it connects theoretical outreach discussions to the real-world demands of collaborating with business departments. Third, it makes clear the unique challenges of business librarianship, which necessitate outreach approaches attuned to faculty expectations and disciplinary norms. Adapting and personalizing use of competencies creates an understanding of how and when to apply them during outreach initiatives and everyday interactions, resulting in a type of practice-based system that can serve as established routines to maintain best practices.

Practice-Based Approaches and Examples

Approach 1: Everyday Encounters and Relationship Building

Competencies: Emotional Intelligence; Communication

This approach involves creating informal opportunities to begin building relationships with faculty, which as has been noted, is the foundation of sustained outreach. Research suggests that faculty often prefer face-to-face interaction with librarians (Faulk & Crist, 2020), yet for librarians initiating these conversations, such situations can feel daunting. The approaches below address common barriers and offer ways to navigate them effectively.

Developing emotional intelligence is central to this process. It involves self-awareness, empathy, and self-care that support stronger professional relationships. Communication should be adaptive, persuasive, clear, and well organized, all qualities that enable effective faculty engagement (Metzger & Jackson, 2022).

Case 1: Everyday Encounters as Outreach (Narvaez)

As a first-time business-school liaison supporting Texas A&M University-San Antonio, Narvaez entered her role with both excitement and uncertainty. Though encouraged by library leadership to connect with instructors across departments, she received a word of caution from colleagues not to come across as overly assertive. Balancing the urgency of outreach expectations with a wish to build authentic, lasting relationships, Narvaez sought a softer, more intuitive approach. With guidance from experienced peers, she began experimenting with spontaneous, informal interactions, treating visits to the business-school building as an opportunity rather than an obligation. Much like navigating a high-school hallway, she found that a casual walk could turn into a meaningful exchange when paired with a warm smile and a friendly question.

At the start of each semester, she began walking through departmental spaces, opening conversations with approachable prompts like, “How are your classes going?” or “I saw you’re teaching a new course, how’s it going so far?” and concluding with, “Well, let me know if I can help out.” These low-pressure interactions offered a window into faculty routines while signaling her availability without being intrusive. Emotional intelligence played an important role in gauging responses. If a faculty member offered only a quick nod or short answer, she respected their boundaries; if someone lingered or showed interest, she leaned in a bit more. Over time, Narvaez learned to read the nuances of faculty communication styles. Some preferred brief, polite exchanges, which still laid the groundwork for future engagement. Others opened up quickly, discussing everything from teaching challenges to weekend plans. These organic conversations, whether held in hallways, at campus coffee shops, or during faculty mixers, slowly built a network of trust.

As her comfort level grew, so did the scope of her engagement. She began attending department events more regularly and offered support where appropriate, such as guest lectures, tailored database tutorials, and even offered to step in when faculty needed to miss a class. One particularly impactful collaboration emerged from informal conversations and culminated in an Institutional Review Board (IRB)-approved study that examined the effectiveness of a hybrid instructional model blending in-person sessions with online research instruction.

Ultimately, for librarians navigating new liaison roles, particularly in large, decentralized departments, like those within business schools, small interactions can lead to big results. The consistency in meeting faculty where they are (literally and figuratively) sets the stage for social conversations and a chance at collaborating (Tuamsuk & Lan, 2022). This case illustrates how developing emotional intelligence and adaptive communication, two of the nine competencies framing this paper, can transform everyday encounters into the foundation for sustained outreach.

Case 2: Making Office Hours Visible (Nicolosi)

The practice of librarians holding office hours is not new; however, the literature on its effectiveness is surprisingly sparse and often anecdotal. Here, “office hours” refers to a librarian dedicating set times each week in a designated space within liaison departments to answer questions and conduct consultations. The goal is to reduce friction for patrons, especially faculty, who might otherwise need to travel to the library or wait for email responses. Some contexts include office hours as part of embedded roles (e.g., program-embedded librarianship such as described in Kvenild & Calkins, 2011; Shumaker, 2012). In other cases, librarians independently pilot and develop the practice. An ACRL blog post, for example, described how, for one librarian, self-initiated office hours allowed for informal interactions where faculty were reminded of previously unarticulated questions and needs (Brown, 2008).

Seeking to enhance access to the library at her own institution, Nicolosi initiated formal office hours in her role as liaison to three departments-Business, Economics, and Engineering Management-in which she served between 50 and 70 faculty members in total. She chose buildings where faculty from multiple areas naturally converged and then scheduled twice-weekly, two-hour blocks. After securing department head approval, she worked with administrative assistants to select visible, high-traffic rooms. Once times and locations were confirmed, she announced the schedule to liaison departments via email, coordinated listserv reminders with administrative assistants, and shared updates during university-wide faculty-senate meetings. Office-hour slots were also added to her research-consultation system (SpringShare) so patrons could select an in-department meeting time if needed.

To increase visibility, she set up a table banner and wore a name tag each session so passersby could easily identify her as a librarian. In the first semester, faculty began sending graduate students for research consultations, a practice consistent with observed information need patterns at her institution. Even when formal interactions eventually subsided, casual conversations remained common, as faculty who regularly walked past the rooms would stop to introduce themselves or ask quick questions. As discussed in other outreach methods, these early, low-stakes encounters made subsequent outreach more welcome because faculty had grown accustomed to seeing their librarian. However, if office hours decline in utility over time, they can be reduced or discontinued; yet, as a visibility and approachability are proactive measures to gain faculty engagement (Wilson, 2023). Here, the competencies of emotional intelligence and communication are operationalized through physical presence and attentiveness to faculty cues.

Approach 2: Outreach through Digital Communication

Competencies: Marketing; Creativity; Advocacy

According to Metzger and Jackson (2022), well-designed marketing materials also help maintain the library's brand and reputation, encouraging librarians to think creatively about how they communicate their value. When digital materials directly highlight services and resources relevant to faculty needs, they can promote meaningful engagement (Eva & Shea, 2015).

Silver (2015) suggests including a variety of elements in outreach materials, such as resources, services, news, and events; a column in departmental mass emails (with permission); and options like newsletters, websites, fliers, posters, or social media. Librarians should weigh the benefits and drawbacks of using print versus digital materials. If hand delivered, print materials increase the likelihood that faculty will physically encounter the item; however, digital communication reduces waste and allows for wider reach.

Outreach is also strengthened when faculty or staff within a department, such as an administrative assistant or department head, forward the librarian's materials, since communication from intradepartmental members is more likely to be read (Metzger & Jackson, 2022; Faulk & Crist, 2020).

Case 3: Personalizing Email Outreach (Nicolosi)

To begin digital faculty outreach efforts, conducted alongside the outreach methods described in Approach 1, Nicolosi decided to send out mass emails to instructors in liaison departments, assuming this would be the most efficient way to connect regarding library instruction sessions.

For Nicolosi, these instruction sessions typically range from brief, one-time sessions, often specific to class projects, to visits in graduate student labs or other instructional settings. However, after trying this method for two semesters, it became clear that mass emails were ineffective, as few faculty responded and invitations to teach in classrooms were infrequent. Recognizing that a different approach was necessary, Nicolosi developed a spreadsheet-based communication tracking method via Excel, in which emails were sent to instructors individually.

At the beginning of each semester, Nicolosi creates a new version of the spreadsheet by copying over faculty data from previous terms. This document acts as a record and helps track several areas:

- **Faculty Information:** Name, department, and faculty type (tenure-track, non-tenure-track, adjunct, etc.)

- **Instruction History:** Whether the author has provided instruction sessions for them in the past and the topics covered
- **Response Patterns:** Whether faculty responded to emails, how frequently, and in what manner
- **Email Outreach:** If outreach was conducted that semester and whether a response was received
- **Follow-up Notes:** If they requested an instruction session or other support, along with details regarding the interaction

This approach allows Nicolosi to send personalized emails (see Appendix A for examples) rather than general messages. For example, for faculty with whom the author has previously collaborated, past instruction sessions or projects are referenced to reinforce relationships. For instructors who have not engaged in previous semesters, outreach strategies are adjusted accordingly. For instance, if it's apparent that the faculty member might not teach any class relevant to library instruction but does have a lab of graduate students, Nicolosi suggests meeting with the graduate student lab. If a faculty member does not reply to emails after several attempts across semesters, it may indicate that continued outreach is unnecessary. Conversely, faculty members who consistently engage with emails, either by thanking or asking another question, even if unrelated to instruction, are prioritized for future outreach.

Beyond engagement tracking, the spreadsheet system is helpful for monitoring faculty turnover and departmental changes. Faculty rosters do not always update in real time, and it is common for new faculty to be hired or others to leave without immediate online visibility, especially during the spring semester when campus-wide new faculty lists are not always published. Identifying new faculty hires early allows for introductions and direct email opportunities.

The ability to observe these patterns over multiple semesters is helpful for faculty engagement and allows for more effective time management. This system ensures that no faculty member is overlooked, especially those who may not have previously requested instruction, but could benefit from library support in the future. Furthermore, research on faculty outreach within librarianship supports this engagement approach. Numerous studies suggest that effective faculty-librarian collaboration is best achieved through strategic relationship-building rather than generalized communication efforts (Leeder, 2011; Peacemaker et al., 2024).

While upkeep of this tracking system requires some effort, it is minimal, and the benefits outweigh any potential time constraints. Over time, this approach has strengthened faculty relationships and increased interest in library instruction sessions for Nicolosi. For example,

after successfully reaching out through personalized emails, Nicolosi was invited to provide instruction for a senior-level Economics course taught by a faculty member who had never incorporated a librarian into her class. Quantitatively, the spreadsheet tracking method has allowed the author to increase the number of instruction sessions she delivers each semester, from around two to ten. By applying the competencies of marketing and creativity to tailor each email, and the competency of advocacy to persistently communicate the library's value, this systematic approach demonstrates how personalized outreach can yield measurable results.

Case 4: Newsletters that Resonate (Narvaez)

Subject librarians at the University of Central Florida create e-newsletters at the start of every semester, relaying information about new materials and guides that help users navigate databases (The Subject Librarians Newsletter, University of Central Florida). Inspired by this model, Narvaez began incorporating newsletters into her own communication strategy after several years of employment with Texas A&M–San Antonio. As her ongoing conversations with business faculty evolved, so did their needs for updates on new materials, procedures for working with the library, upcoming events, and other general information. In fact, many of her brief, informal interactions with faculty began ending with the same reassurance that their questions or concerns would be addressed in her upcoming newsletter.

During her time at Texas A&M, Narvaez adopted use of Smore, a digital newsletter platform, because of its affordability, built-in metrics, and versatility. Creating digital materials requires a different type of creativity than face-to-face outreach, especially since such platforms often push the boundaries of an institution's branding policies. Smore's templates allowed Narvaez to experiment within those limits, producing visually appealing newsletters that still aligned with university guidelines. Many of the materials featured, such as tutorials or research guides, were hosted in SpringShare, while Smore provided flexibility to customize images, logos, colors, and fonts. This balance between institutional branding and personal style gave Narvaez the freedom to develop a recognizable design identity.

To add further variety and personality, Narvaez added short films into her newsletters, giving librarians across the library an opportunity to contribute. One memorable series included YouTube videos styled as silent films, an unconventional yet humorous touch that sparked interesting conversations with faculty. As readership grew, so did the metrics collected through Smore. Although fall semesters typically saw higher engagement than spring, overall views showed a modest upward trend, gaining approximately five to ten additional readers each year. Her college dean, who regularly forwarded the newsletter to faculty members, also supported this growth.

Narvaez continued using Smore after moving to the University of Arkansas, where she helped build the College of Business's internal website. The site included a dedicated page highlighting her role and the library's resources and services, with archived newsletters

embedded for easy access. When faculty later requested information, Narvaez could direct them to both the website and previous newsletters.

At her current institution, the University of Utah, Smore has become unallowable due to institutional security restrictions. However, Narvaez has explored alternatives. For instance, Hutchinson (2025) describes the growing potential of the LinkedIn newsletter platform, which offers robust analytics and professional visibility. An example of a newsletter can be found in Appendix B. Throughout this process, the competencies of creativity and marketing were critical, as Narvaez continually adapted her communication tools and design choices to maintain faculty engagement across changing institutional contexts.

Approach 3: Faculty Engagement through Events and Programs

Competencies: Creativity; Collaboration; Marketing; Networking

Library programming promotes the collections and services that meet the personal and educational needs of the community (Metzger & Jackson, 2022). In an academic setting, partnerships can develop with any and every department across campus, and with the surrounding community. Through these collaborative efforts, responsibilities are shared, and goals are established, allowing the library to actively promote its resources (Metzger & Jackson, 2022). Developing partnerships and hosting shared events build connections and solidify outreach efforts (Longmeier, 2021), while also creating opportunities for creative collaboration and visibility.

These networking opportunities cultivate relationships and build trust as common goals are achieved (Metzger & Jackson, 2022). Such collaborations provide opportunities for professional development, for showcasing information, and for strengthening connections across campus. The creativity and initiative of sponsors and volunteers can make a lasting impression, opening doors to future events, scholarship opportunities, or participation in curriculum development.

When multiple departments or partners collaborate, the shared expertise can expand both the scope and purpose of an event, and the avenues through which it is marketed. To ensure strong participation, multiple announcements in different formats are necessary, including timely reminders such as a forty-eight-hour notice before the event (Stebelman et al., 1999).

Case 5: Faculty Author Event (Nicolosi)

As the sole business librarian at a small university, Nicolosi has found it challenging to organize events tailored for the business faculty. In her view, library programming often leans toward campus-wide initiatives or collaborative efforts across colleges rather than events focused on individual faculty groups.

With this in mind, Nicolosi and her colleagues shifted their focus. Instead of targeting a single department, they decided to develop faculty-focused events that would resonate across campus. After several brainstorming sessions, the idea of a Faculty Author Event, held annually at the end of each semester, was finalized.

These events are designed to celebrate faculty scholarship and strengthen campus connections. Each year, librarians gather a list of books published by university faculty over the past twelve months. They then write their own summaries of each book to emphasize the scope of each work. Ideally, librarians summarize and present the work of the faculty in their liaison areas. The evening event, scheduled for 6 p.m. to accommodate teaching schedules, is open to the public. Faculty, students, and families gather as librarians introduce each book and its author, followed by a reception with drinks, catered food, and opportunities to mingle. Attendees can browse a display of the featured books and chat informally with the authors. The setup and promotion of the display are, therefore, relatively straightforward. Liaison librarians email college deans and business administration staff to ask for the event information to be passed on to faculty. Promotion is also done via the university's weekly marketing and communication newsletter and posted on the university's communication website. Finally, the library promotes this event internally via social media platforms, fliers, and digital signs. Attendees are required to register for the event, so the library knows the amount of food and drinks to provide, and catering is done via the university's catering service.

The impact of these events is multi-faceted. Primarily, they provide a spotlight on the scholarly contributions of faculty. This kind of recognition can enhance a university's reputation and help attract prospective faculty and students. Beyond that, the events offer students a new perspective, one that extends beyond the classroom. Just as importantly, these events strengthen ties between faculty and the library (Safin & Kiner, 2020). For professors in fields less traditionally associated with library use, the Faculty Author Event may be one of the few touchpoints they have with librarians.

Looking ahead, Nicolosi hopes to adapt the model to spotlight specific faculty groups, specifically those in business. The author also hopes to develop events such as those centered around financial literacy or other business-focused topics that involve business faculty as speakers or participants. Starting with campus-wide, library-held events that incorporate business faculty, though not at the forefront, is a first step in that direction and continues strengthening relationships between librarians and faculty members. This case demonstrates how the competencies of collaboration and networking operate in tandem; collaborative event planning creates the conditions for networking, which in turn opens doors to future partnerships.

Case 6: Reimagining Money Smart Week (Narvaez)

Money Smart Week (MSW) was a national campaign launched by the Federal Reserve Bank of Chicago to provide educational opportunities in financial literacy (Federal Reserve Bank of Chicago, 2018). By partnering with educational, financial, and community organizations, the program offered free informational seminars on personal finance and financial decision-making. Volunteers from professional organizations were invited to lead these discussions, with one guiding rule - no sales pitches.

As the new business librarian at Texas A&M University-San Antonio, Narvaez inherited coordination of the MSW program from her predecessor. The event had long been a collaboration between the College of Business (CoB) faculty and the library, primarily focused on supporting students in entrepreneurial studies.

During her tenure, Narvaez took the opportunity to revamp and reimagine the program. Before her redesign, MSW typically featured guest speakers from entrepreneurial funding organizations, followed by a panel discussion led by local entrepreneurs. Participants were encouraged to ask questions as conversations unfolded. However, Narvaez began to notice a pattern in how questions were being posed and answered. While the speakers and panelists offered valuable insight, their responses were often tied to personal experiences rather than broadly applicable advice (Narvaez, 2018). Many of the questions, she realized, might have been better addressed by professionals from other industries, such as insurance or marketing, whose perspectives could provide more practical, context-specific guidance.

ACRL's outreach competency of creativity extends beyond marketing materials to include innovative program design. Drawing on this principle, Narvaez researched alternative event formats and determined that roundtable discussions would best align with her vision. This format allowed her to enlist representatives from various organizations that worked directly with entrepreneurs. By cultivating a more personable and conversational atmosphere, these volunteers were able to tailor their guidance to participants' specific questions and needs.

By centering the program on participant engagement and applying creativity to the event's structure, Narvaez transformed MSW into a dynamic, discussion-based learning experience. The redesigned format created a more responsive and relevant program, but it also revealed continued demand for similar opportunities. Many participants followed up afterward, expressing interest in additional events. Recognizing this growing momentum, the CoB faculty conducted an environmental scan to identify other campus partners doing related work and subsequently sought collaboration with the Career Services department. The Career Services team contributed new ideas that expanded the program's scope and reach.

Through this expanded network, volunteers were recruited more efficiently, and marketing efforts grew; attendance grew noticeably, and post-event surveys showed that

participants included faculty, staff, students, and community members alike. Narvaez's redesign of Money Smart Week demonstrates how applying creativity and collaboration to an established event can reinvigorate outreach, improve impact, and create lasting partnerships across campus.

Approach 4: Partnering in Curriculum Development

Competencies: Collaboration; Teaching; User Engagement

Services are patron-focused approaches designed to meet the needs of students, faculty, and the campus community (Metzger & Jackson, 2022). Examples include research consultations and workshops, which help connect users directly with the resources and skills they need. In this context, liaison librarians often serve as the bridge between assignments and subject-specific materials. When teaching, pedagogical methods are employed to design, deliver, and assess participant experiences (Metzger & Jackson, 2022). Through these methods, instruction can take many forms, including classroom visits, asynchronous online tutorials, library research guides, and embedded librarianship.

Promoting user engagement often occurs beyond the library, within academic departments or in virtual environments where students and faculty already interact (Metzger & Jackson, 2022). For example, when faculty include scholarly materials in their assignments, students may seek help from librarians to navigate them effectively. Asking for course and faculty information, in turn, creates an opportunity to contact instructors and offer support through asynchronous tutorials or embedded collaboration. In these settings, embedded librarians provide problem-solving assistance in teaching, learning, and the research and data management process (Mushi et al., 2022).

Although embedded librarianship offers an especially useful way to encourage patron engagement, online instructional materials extend that impact by remaining available around the clock. Together, these complementary approaches allow librarians to integrate information literacy directly into the curriculum. To do this work effectively, competencies in communication, interpersonal interaction, teaching, research, collaboration and coordination, and emerging technologies are essential at every stage of developing and sustaining partnerships (Shamim et al., 2024).

Case 7: Planning Your Pitch: Tutorial and Workshop (Narvaez)

Collaborations with faculty during the aforementioned IRB study gave Narvaez the data needed to devise a personal set of guidelines to follow when creating asynchronous online tutorials, as she has found that online pedagogical options offer a variety of learning opportunities that surpass the availability of an embedded librarian (Matlin & Lantzy, 2017). Since then, tutorials that both scaffold in-person instruction and those that can stand alone have become valuable tools in supporting her librarianship.

The limits of a 10-minute one-shot instruction with a marketing class created an opportunity to build a new level of teaching. During class time, Narvaez introduced students to the library research guide on marketing materials and briefly showcased a few databases. Narvaez then designed a tutorial, titled *Planning Your Pitch*, which demonstrates how to locate specific data within business databases and how to apply that information to meet the assignment requirements of a business pitch. To encourage further engagement, Narvaez made completing the tutorial a requirement for attending the workshop. This approach was designed to promote high-level thinking and guide students through a structured path of resources leading to the segment of information that made each project unique.

After several years of working with this assignment and assisting students during research consultations, Narvaez pinpointed the stage at which students most often needed individualized assistance. In this structure, the tutorial scaffolded the one-shot instruction, while the workshop extended both lessons by transitioning into a flipped classroom format (Jian, 2019). The workshop cultivated a student-centered atmosphere where participants understood the learning objectives and were provided with a collaborative platform to build on their skills.

The workshop followed a round-robin format in which each participant was invited to ask questions and receive immediate feedback. Narvaez tailored each response with a discussion on how data found in reports could be applied to sections of the assignment. As others listened, they began to develop a stronger understanding of their own approach, which in turn prompted more in-depth questions and discussion.

The assignment itself required students to create a marketing plan and develop a pitch promoting a new product for an existing company. As a new business librarian at the University of Utah specializing in entrepreneurial studies, Narvaez sought to build connections with the university's entrepreneurial community, including the Lasonde Institute, a nationally recognized center for innovation and entrepreneurship. Participants spend time developing a product or service and are coached to deliver pitch to secure funding in order to launch a business. Revamping the tutorial designed for the marketing class led to an additional version created specifically for these aspiring entrepreneurs. As with any pitch, details regarding competition, industry trends, market entry points, and dynamics of the target market are essential.

Narvaez introduced the tutorial in an outreach email to the Lasonde Institute's director of education, establishing a professional connection that has since resulted in serving as a guest speaker. During her visit, Narvaez provides demonstrations of library databases specific to company, industry, market, and marketing and discusses applications of the material for entrepreneurial endeavors. The tutorial reinforces these lessons with general information and demonstrations of library databases (see Appendix C for outline). The main takeaway from her

presentations remains the online tutorial *Planning Your Pitch*. As Narvaez continues to learn about the evolving research needs of this community, she anticipates incorporating new information and technologies in future updates of the tutorial. The goal here was to strengthen connections between the entrepreneurial community and the library's research services and instructional resources. By scaffolding instruction across multiple formats, Narvaez created a learning pathway that met students at different stages of readiness while deepening collaboration with faculty and campus partners, demonstrating the interplay of teaching and engagement.

Case 8: Integrating Business Research into Courses (Nicolosi)

Librarians being integrated into business school curricula is not uncommon and has been written about (Liu, 2015; Grauel & Ziedses des Planetes, 2024), but it can take many different forms depending on institutional context. Factors like university size, the presence of an information science program, or how well the library is embedded into campus culture can influence the level of involvement. When faculty aren't fully aware of what the library can offer, it becomes even more difficult to form meaningful partnerships. Still, many universities have found creative ways to integrate librarians deeper into the classroom experience. In some cases, business librarians are even invited to teach full-credit courses on business research. For those working in more isolated or resource-constrained environments, integration may need to begin with smaller, more strategic steps.

This case example demonstrates ways librarians can begin embedding themselves into the curriculum, even without a preexisting connection. Nicolosi has experienced both ends of the spectrum. At The Pennsylvania State University (Penn State), she was part of a large team of business librarians with an established presence in business courses. Moving to a smaller university presented new challenges and opportunities to apply what she had learned in a different way. At the Missouri University of Science and Technology (Missouri S&T), her approach began with identifying courses where librarian involvement would be especially valuable, such as those requiring involved research, data analysis, and advanced resource navigation. In particular, Nicolosi discovered that students in an engineering management capstone course are tasked with conducting in-depth corporate research, including financial data analysis and industry benchmarking.

Recognizing the complexity of the assignment, Nicolosi emailed the capstone course instructor and asked if it would be helpful to create a detailed research tip sheet. The tip sheet walks students through how to access and use six major resources, including library databases and publicly available information like 10-K reports. For instance, under the tip sheet's section on the *Mergent Market Atlas* database, students are given step-by-step instructions on how to locate financial statements, compare companies, and export data for their reports. After liking the tip sheet and observing its usefulness, the capstone instructor later invited Nicolosi to

provide a 20-minute in-class session to introduce students to these tools, forming a partnership that has now extended over multiple semesters. Overall, this series of events demonstrates a scalable way to demonstrate the value of librarian involvement and begin building toward further integration in the future.

At Penn State, librarian integration was already embedded in the business curriculum, notably within a foundational course required for business majors typically taken in their first or second year, including a significant business research project. This project tasks students with exploring various dimensions of an assigned company, including financial information, industry trends, and sustainability practices. Students must utilize between four and ten library databases along with company websites and current news to evaluate organizational ethics and practices. Given the project's research requirements, librarians play an important role in guiding students through resource navigation.

At the start of each semester, business librarians visit class sections of the course to introduce themselves, explain the research project, inform students about librarian support available, and discuss the value of developing research skills. This visit typically lasts fifteen minutes and allows students to become familiar with the business librarians. Students subsequently use an online, internal scheduling platform to book librarian sessions, typically attended by six to eight students in person or up to fifteen virtually. During these sessions, librarians familiarize students with the library databases and demonstrate methods to effectively locate open-access resources. Following the initial orientation, students can maintain communication with librarians via email or schedule additional sessions for further support.

While not all institutions have the infrastructure to immediately implement this level of librarian involvement, Nicolosi's experiences demonstrate that smaller, incremental efforts can also contribute meaningfully to student success. These measures serve as steps toward future curricular integration, ultimately demonstrating librarians' roles as partners in developing research competencies. Across both institutional contexts, the competencies of collaboration and teaching were essential, as collaboration was employed to establish and sustain faculty partnerships, and teaching was employed to design instruction that aligned with course-specific learning outcomes.

Limitations

This paper offers concrete examples for business liaison librarians to enhance their outreach, but several limitations should be recognized. First, the cases presented arose from the authors' own institutional contexts. Approaches that were effective in these environments may not translate directly to libraries that vary in size, resources, or culture. Second, since the examples are experiential, the paper does not include empirical measures such as quantitative data on faculty engagement or resource usage. This may restrict the ability to generalize findings across settings. Another limitation pertains to the competencies themselves. Although the

outreach initiatives described here align with those articulated by Metzger and Jackson (2022), these competencies are relatively new and have not yet been widely tested or validated in varying academic library contexts. Other frameworks, or competencies not discussed here, may prove equally or more effective in guiding outreach. Additionally, both authors are business librarians, which means all cases reflect a single disciplinary perspective; no outside practitioners validated whether these approaches transfer to other business library programs, let alone to liaison work in other subject areas. Finally, the success of outreach largely depends on individual skill sets and personal styles; what works for one librarian's interpersonal approach may not suit another's, making replication inherently variable.

Conclusion

Outreach in academic libraries relies on creativity, adaptability, and a relationship-centered approach. However, basing initiatives in structured competencies like those outlined by Metzger and Jackson (2022) provides librarians with a framework for faculty engagement while allowing for adaptation. The approaches discussed in this paper can be adjusted to suit different institutional cultures and individual strengths. At the same time, recognizing limitations, whether institutional differences, resource constraints, or the variable nature of interpersonal relationships, helps set realistic expectations for outreach work. Ultimately, this piece demonstrates the unique role of liaison librarians, in particular business librarians, not just in promoting resources and services, but in contributing to academic success and creating partnerships with faculty across specialized disciplines.

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Appendix A

Example 1:

Hi [Faculty Member's Name],

I hope you're doing well and ready for the new semester!

As we approach the start of the academic year, I wanted to offer my support for your classes this fall, whether it's giving a guest lecture, creating custom instructional materials, or visiting your graduate students' lab to prepare them for the year.

For example, last semester I worked with Dr. XX in the XX department by visiting her XX class and teaching her students about ways to identify and research topics for their final project. I also created library guides [link library guide example here] to serve as information tools for future classes. Other instructional materials I can create include tutorials or other forms of recorded videos.

If you think your students could benefit from a bit of extra guidance with research skills or library resources, just let me know.

Looking forward to hearing from you!

Best,

[Your First Name]

Example 2:

Hi [Faculty Member's Name],

I hope you had a nice summer!

As we approach the start of term, I wanted to offer my support for your classes. As an example, I demonstrate a few research databases for Dr. XX class, as well as for courses within [insert other department names here]. If you have any classes that require students to find, read, and/or write papers, I'd be happy to provide instruction on how to use the university's research tools to do so.

Of course, if there's any other way I can help, please let me know!

Best wishes,

[Your First Name]

Appendix B

Welcome to Fall!

The University Library is here to support you and your students. Because we are an e-preferred library, we have a variety of virtual services and resources available. This includes e-resource collections, chat services, research guides, and online tutorials. As we move through this semester with you, we offer a mix of onsite and online service hours. The general operating hours for the University Library are listed below. Additional service hours are available during midterms and finals [list hours here].

What's New for You

Below are updates concerning resources selected to support the College of Business:

SAGE Business Cases 2021 (SAGE). This database is a collection of global business cases from a variety of industries. Topics include Marketing, Operations Management, Small Business and Entrepreneurship, International Business, Human Resource Management and more.

Access World News (NewsBank) 2021 Edition Delivers research on diverse perspectives, topics and trends that align with curricular areas such as Political Science, English, Sociology, Humanities, Business, International Studies and more. Features reliable, credible information from a wide variety of international, national, and local news sources.

Thomson Reuters recently changed their platform to Checkpoint Edge. It blends technology, editorial insight, productivity tools, online learning, and news updates for tax and accounting researchers to understand complex information, make informed decisions, and use knowledge efficiently. Our sales representative encourages us to get the most out of our subscription. Check out the free on-demand training resources including interactive webinars and short video tutorials.

Training is available by following these three steps:

- Step 1 - Please enter, reset, or create your login credentials on our **Thomson Reuters Tax & Accounting Professionals Learning Center**.
- Step 2 - Upon entering the Learning Center, scroll down to the “**Enter Your Subscription Code Here**” section and enter ‘**edge**’.
- Step 3 - Then click the **course link** to begin the training course *Checkpoint Edge for Universities*.

A Message from your Business Librarian

I maintain several research guides to showcase the resources that specifically support the College of Business. Over this past summer, I designed two new guides and added a tab on the

management guide. I hope you are able to review the guides, and I welcome feedback on how to improve.

I created *Start Here!* to help College of Business students become familiar with what the University Library has to offer. It goes into detail regarding our outreach incentives, collection, tutorials, and amenities.

The guide titled Business Research FAQs branches out from the Library FAQ guide to address the needs of our business students. When designing this guide, I kept in mind specific questions from students, and their assignments about which I have learned. The guide serves as a pathfinder to direct students to the variety of resources that are available.

The Management: Library Research Guide now has the tab labeled, Healthcare Service Administration. It includes several databases and books to help students in this area of study.

Another service I provide is library presentations. I design these presentations based on a student research project where I introduce the resources that will help in completing their assignment. I am happy to visit your class or create an online tutorial. Just let me know how I can help.

Business Librarian's Report

The CoB library research guides are designed to serve as a pathfinder for your students to gather resources while working through assignments. Over this past Spring and Summer 2021 semesters they had a total of 6,718 visits.

Data Bites Workshop Series: Data, Data Everywhere

Join us this fall for a series of workshops introducing key data tools including data.census.gov, PolicyMap, and Social Explorer. Learn about the classroom resources, data training, and all the datasets that are available to you for free. With data on economics, political science, demographics, education, public health and so much more, there is something 'data' here for you. All workshops will be an hour long and held online via Zoom.

Library FAQ Guide: 24/7 Point of Need Library Support

This past year the library has been busy creating a self-service tool, **Library FAQ Guide**, to help students walk through some of the most commonly asked research and library questions. We know some students may not ask for help for a variety of reasons, so we wanted to create a tool to enable all of our students to be successful in their research. The content in Library FAQ is designed to be task-focused and allow students to drill down to just the piece of information they need.

Students can access the Library FAQ Guide through the library's website on the main page. To get started, students select the box that most closely aligns with their needs on the

Library FAQ home page. Let us know what you think about our Beta Library FAQ page and help us spread the word!

University Library

[Your Name]

Business Librarian

Appendix C

Planning Your Pitch Tutorial Outline

Library Databases

1. IBISWorld Noteworthy Sections

- a. Executive summary – identify key points of industry progress and potential
- b. Products - identify placement of products within market
- c. Market – identify demand determinants
- d. Competitive forces - identify barriers of entry
- e. Major companies – identify base of competition
- f. Key success factors - apply details in business development of product
- g. Business environment profile – identify obstacles and catalyst within markets

2. Plunket Reports

- a. Details regarding financial development potential of market

3. Nexis Uni

- a. Company list – generate list of companies within specific industries
- b. Product search – identify market and target market trends

4. Factiva

- a. Companies/Markets – provides recent news on competition/products