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Successfully Transferring Academic Liaison Departments: Promoting Subject Area Flexibility and Cross Training

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Successfully Transferring Academic Liaison Departments: Promoting Subject Area Flexibility and Cross Training

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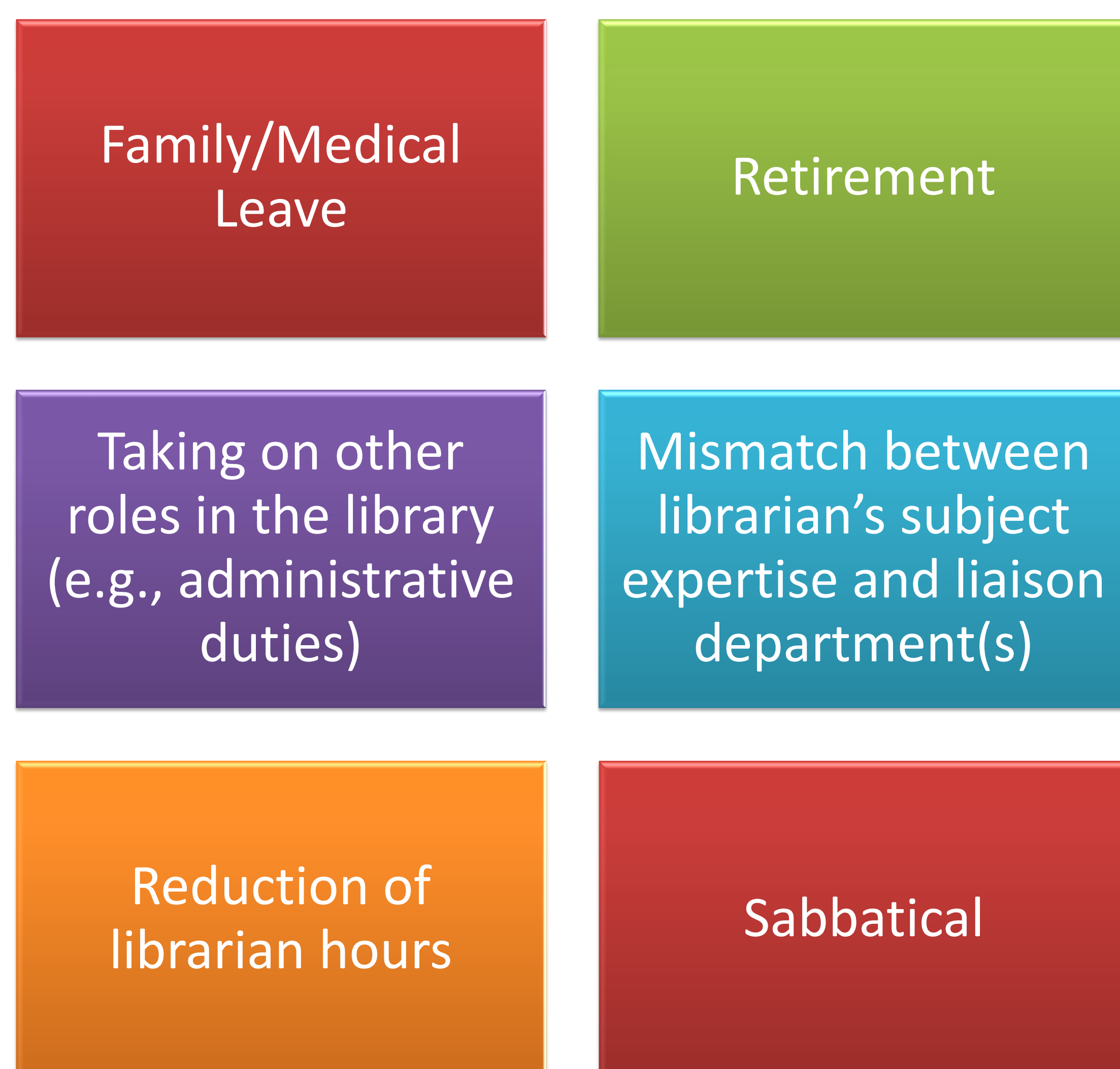
Abstract

Staffing changes within academic libraries that employ the liaison librarian model, while potentially disruptive and unsettling, provide leadership opportunities to the organization.

The liaison librarian model is predicated upon strong subject and background expertise and the cultivation of positive relationships with departments and faculty. Given successful liaison librarian-teaching faculty relationships, shifting from one librarian to another can be a daunting experience for everyone involved.

This poster will investigate this issue, particularly expectations from both parties, correlating current professional skill sets and needs assessments, and developing and establishing new models for library support and cross training.

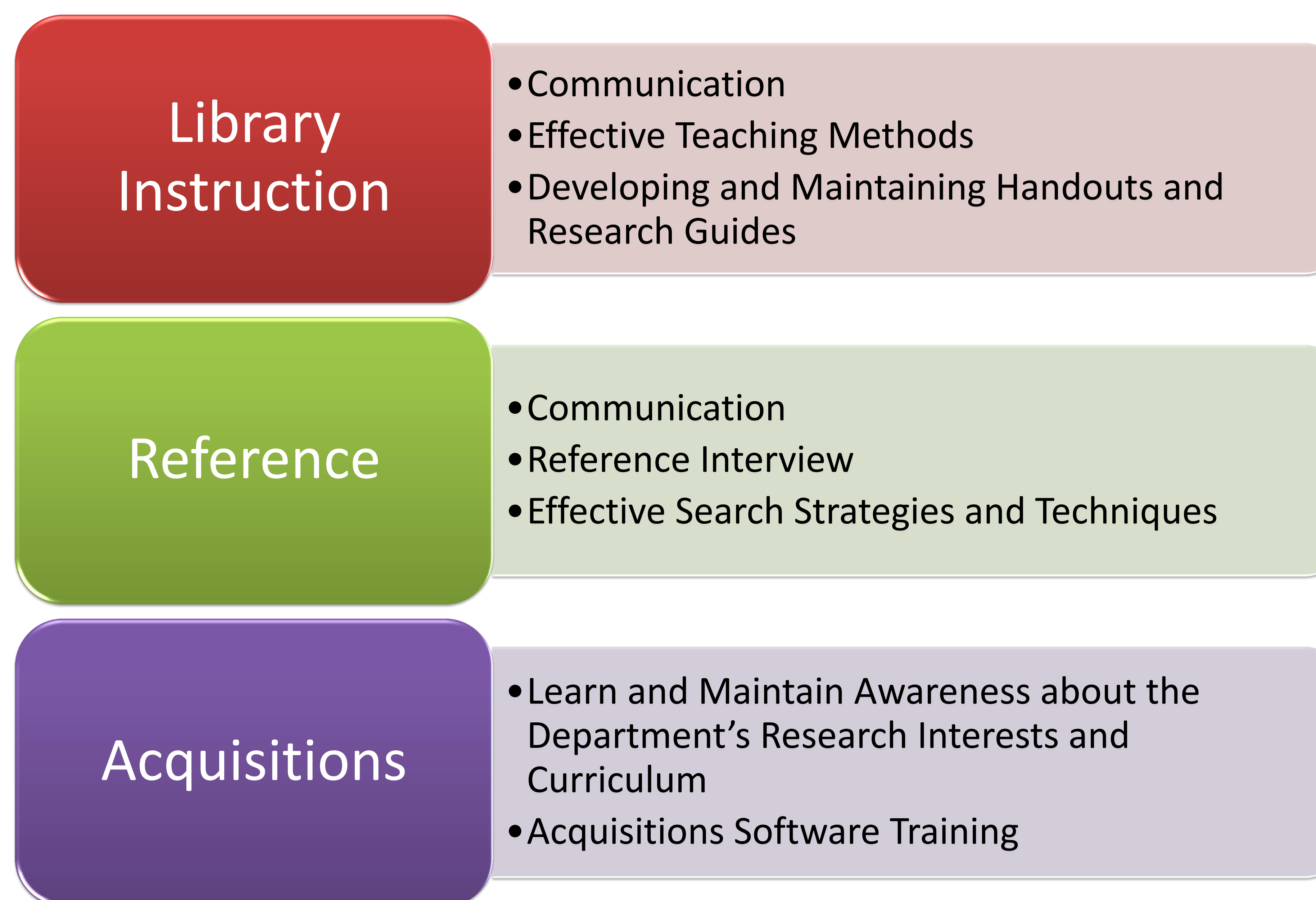
Reasons for Liaison Transitions



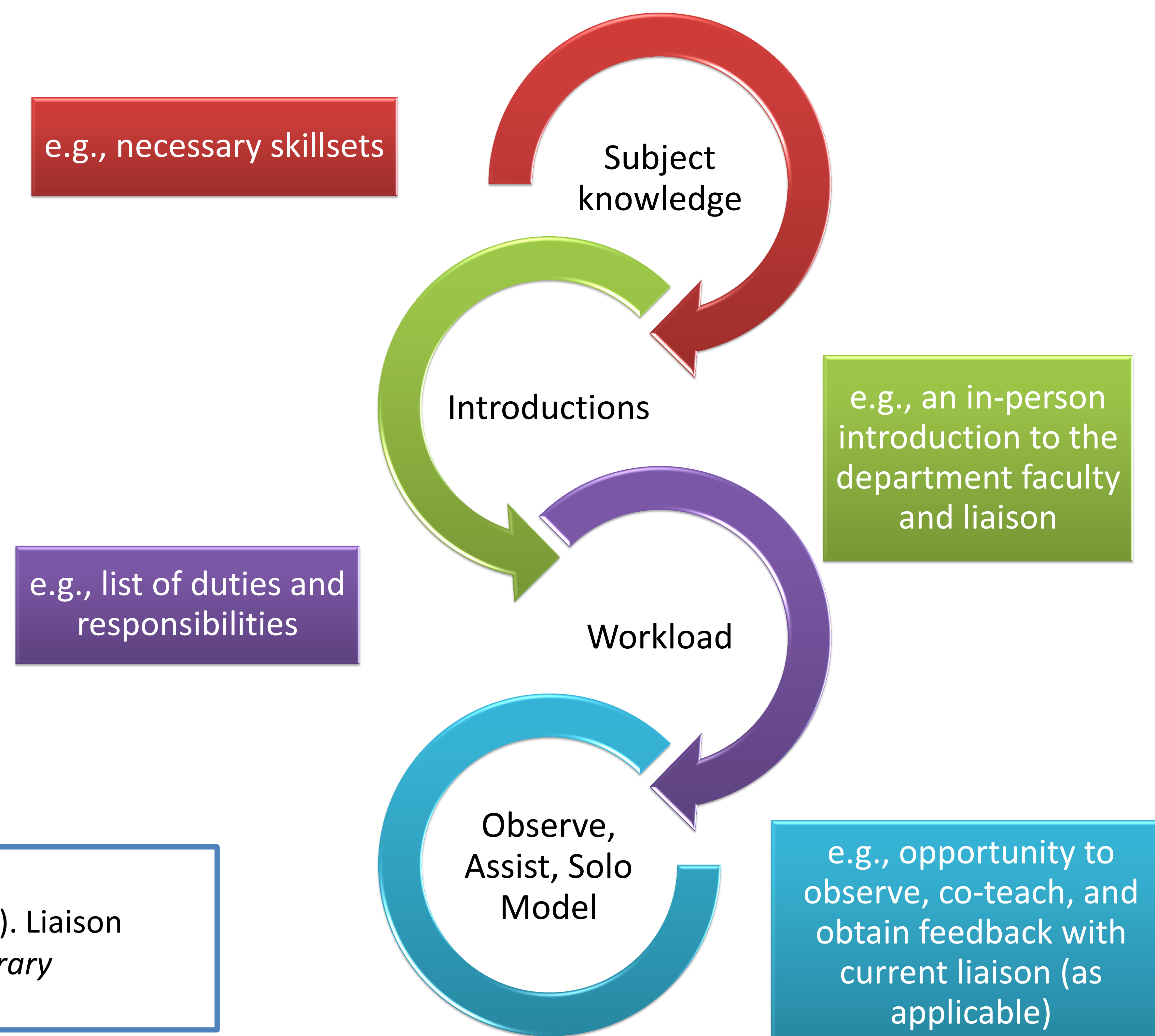
Suggested Reading

Ferree, N., Schaefer, N., Butson, L. C., & Tennant, M. R. (2009). Liaison librarian tiers: Levels of service. *Journal of the Medical Library Association: JMLA*, 97(2), 145.

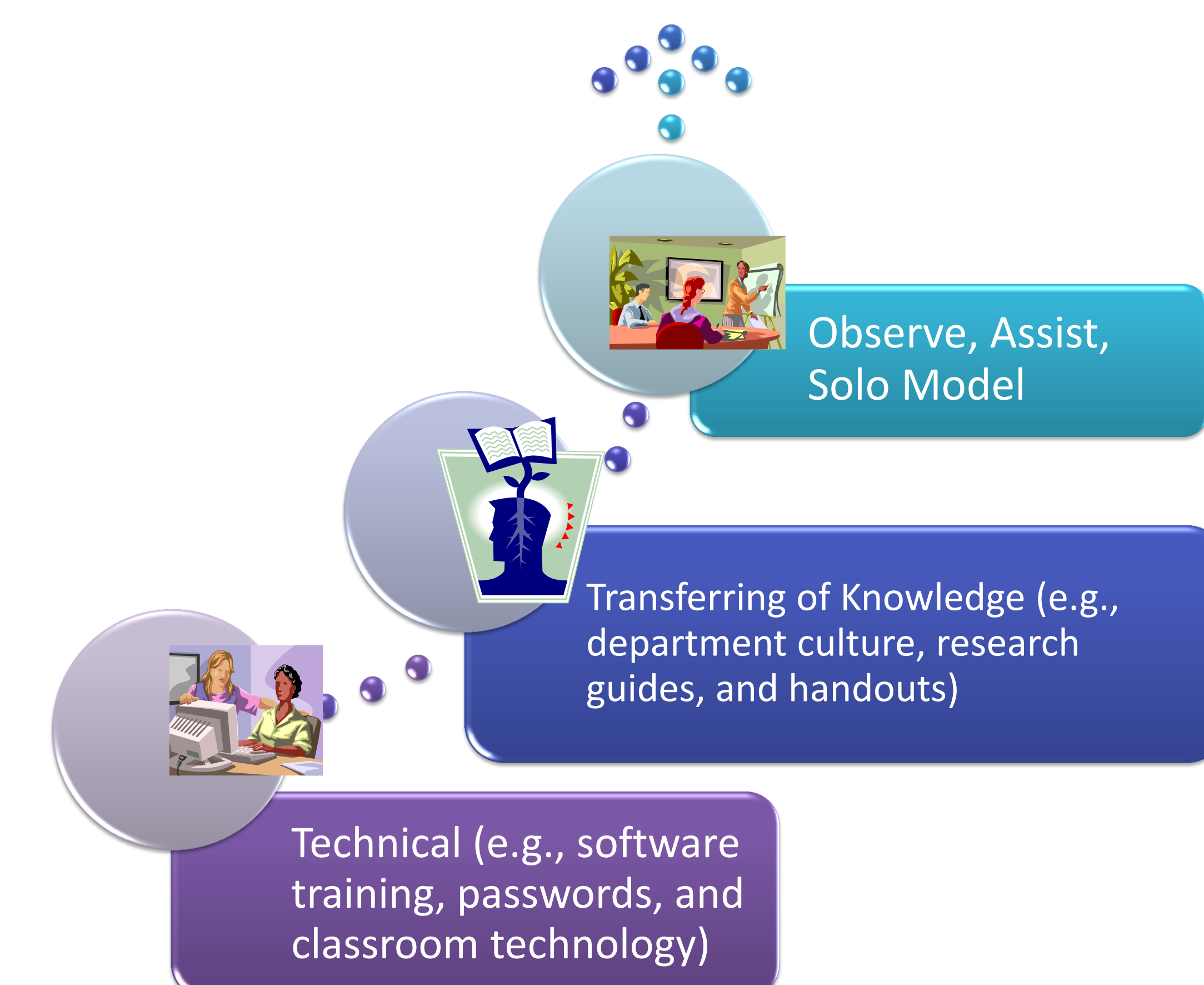
Necessary Skillsets for a Liaison Position



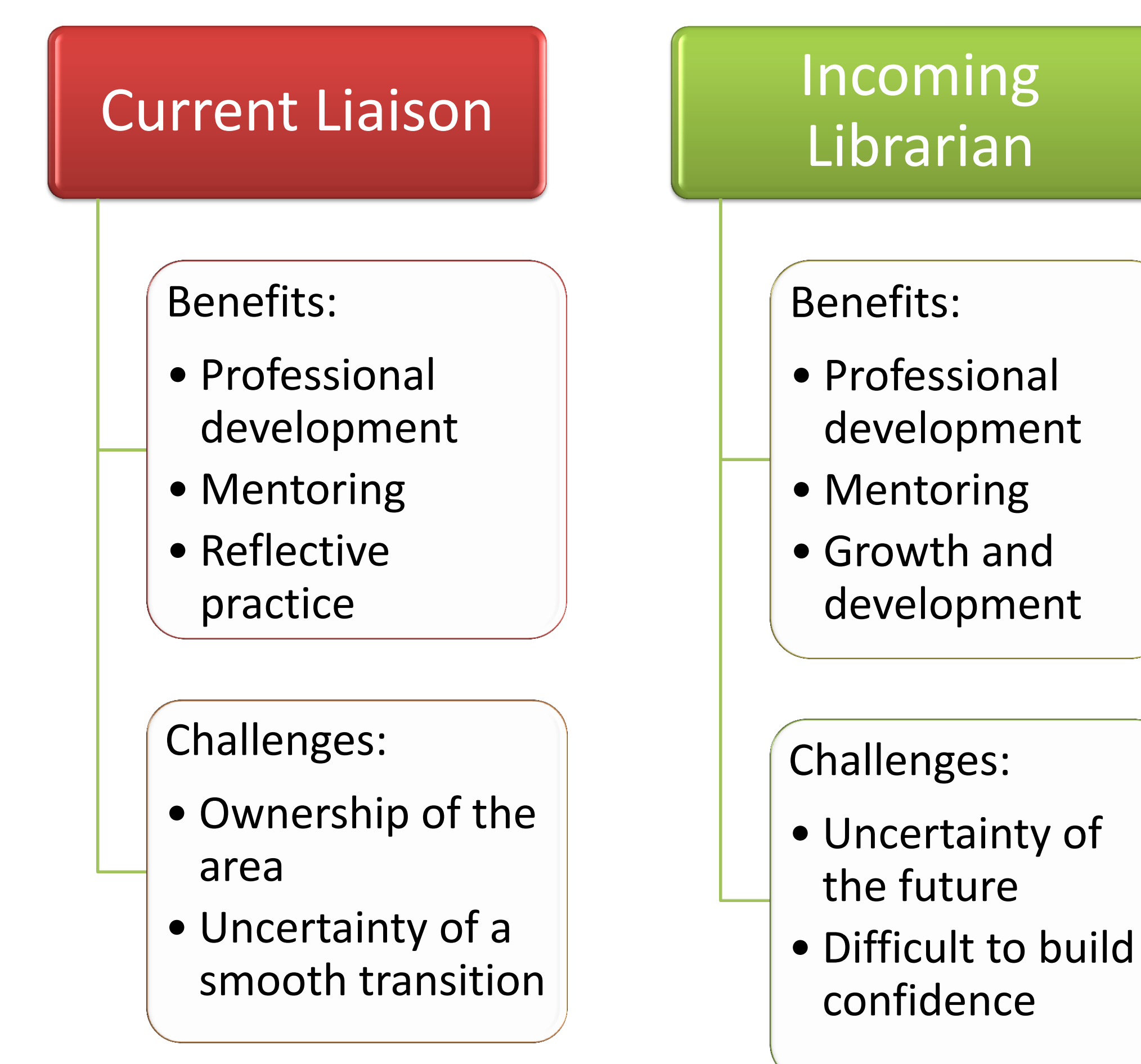
Mutual Expectations



Training and Development



Benefits and Challenges



Conclusions

Temporary and permanent transfers of subject areas in an academic library can be difficult and introduce uncertainty. However, these staffing changes offer ample opportunity for leadership, growth, and development.

The transferring of subject areas offers interim librarians to develop their skills in information literacy, reference and research services, and working directly with faculty. Likewise, this process enables the liaison librarian to reflect on his/her own practice and the services that he/she provides.