The Successful Liason Program: Librarians and Classroom Faculty As Partners In the Instructional Process

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The Successful Liaison Program: Librarians and Classroom Faculty As Partners In the Instructional Process

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This article grew out of a lively lunch presentation at the 1999 Charleston Conference about the library liaison program at Millersville University (MU), Millersville, Pennsylvania. The program is designed to coordinate the basic components of the university library curriculum, comprising information services, collection development, and library instruction. All twelve library faculty serve as liaisons to academic departments. Adjunct faculty often have liaison assignments as well. Liaison librarians work together with departmental faculty partners, integrating library services within the general education curriculum as well as in specific disciplines.

Development of the Program

The library liaison program started as a pilot project in 1989. Each librarian was assigned an academic department based upon subject expertise, interest, or a combination of both. Some librarians were initially reluctant to participate because of already full workloads, but each became a liaison librarian to at least one academic department. By 1991, the program had solidified to include all academic departments, and written guidelines focusing on collection development were in place.

During the next several years, the program was expanded to include faculty partnerships in the areas of library instruction and the integration of information technology into the curriculum. During the same time, subject specialists were hired in the areas of business, science, and social sciences. Year by year, there was some reassignment of liaison departments as faculty complement changed.

In 1996, an outcome of a third library program review was the development of a five-year plan, "Strategic Framework for Ganser Library, 1996-2000." The liaison program officially became one of four curricular programs supporting the university library's mission of integrating information literacy throughout all academic curricula. (The other curricular programs are information services, collection development and management, and development and planning.) It is important to note that all librarians participate in each of these programs at various levels. For continued on page 74

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to monitor issues that are being discussed.

No matter how slick the plans or how thorough the background information, a liaison program can easily falter without proper marketing and assessment. These are perhaps the most difficult steps, as most of us are not used to "selling" ourselves and the library's resources. However, that is exactly how we need to be seen: as a resource for our communities of faculty, students, and staff. In order for us to effectively work with them, and for them to best work with us, they need to know what services and resources are available. Additionally, they need to know the basic logistics of how they can reach us, where we are located within the library, and so on. In turn, we need to assess our marketing and liaison approaches. We need to know how we are perceived, and be ready to act on the input gathered, so the liaison activities need to be reviewed periodically for effectiveness: what techniques are working, and why or why not? Have departmental dynamics, or technologies, shifted, requiring new approaches?

Effective marketing can also alleviate some of the difficulties that arise in liaison work. Most faculty, and many graduate students, are unwilling to acknowledge ignorance; even if they are confronted with an unfamiliar resource, such as seeing a database through a new interface, they will usually not ask for help, and instead end up not using all the capabilities provided by the resource. Market your assistance: let them know the interface will be changing, and offer to hold training sessions, either with groups or one-on-one. Reassure them that there is no way they can be expected to keep up with all the technological changes—that is your job.

The other main difficulty which may arise is that of territory. turf battles are fought often enough in departments, and there is little need for the librarian to get involved. Acknowledge that you do not have the same knowledge of the subject as they, the scholars in the field, do. What you can offer is diplomacy and expertise in getting them to the appropriate resources, and providing training if they wish. A multi-faceted liaison program which includes a lot of departmental contact—through office hours, credit courses, and the like—can be especially prone to territorial issues. Marketing can again save the day, if your role is well-defined and non-threatening.

Relationships between departments and librarians take time to build, so try to keep the long view in mind. It is imperative in these times of rapid change that we maintain our ties to the human community; often this can be done by using the very technology which would, if we let it, prevent us from doing so. Liaison work is time-consuming and challenging, yet it is also one of the most satisfying, productive activities of a librarian's career.

Endnotes
1 Tom Gilson, "ATG Interviews David Tyckoson, Head, Reference Services, CSU Fresno." Against the Grain (September, 1999): 40+.
2 For more information on the issues surrounding classroom instruction, see Helene Williams, "User Education for Graduate Students: Never a Given, and Not Always Received." In Trudi E. Jacobson and Helene C. Williams, eds., Teaching the New Library to Today's Users, Neal-Schuman, 2000: 145-72.
4 Note the discussion by Thomas Izbicki, "Faculty Liaison in the Electronic World," Against the Grain (November, 1996): 32.
Meeting Planning

A successful liaison meeting requires advanced planning. Prospective participants are advised well in advance concerning the day and time of the meeting. Meetings are scheduled for a time during the semester, week, and day when most will be able to be in attendance for at least a part of the activities. Subsequent to a preliminary announcement advertising program members of the meeting, a formal invitation is sent about two to four weeks prior to the actual date. This reminder includes information regarding precise time, location, and food service (if any). Also included is a preliminary agenda of discussion topics and procedures. Such preparatory activities serve to build enthusiasm and anticipation for the event.

Meeting Agenda

Liaison librarians and meeting organizers give much thought to the program agenda and what topics are to be included. Since one of the objectives of the liaison program, and thus the meetings, is to strengthen the partnership between the two groups, it is important that primary attention is focused on those issues that are of concern to the faculty. In planning the agenda, librarians may ask themselves: “what do we need to tell the faculty, and what do the faculty need to tell us?” Liaison faculty are surveyed before meetings to determine concerns that need to be addressed. Recognition is also given to issues that are raised through the dialogue within each liaison partnership. Discussion topics are also initiated by the liaison director and the school deans. The liaison committee strives to keep lines of communication open on several levels. Such communication is essential to the success of the liaison program as a whole and within each partnership. It was considered important to the success of the committee that several avenues be established in which concerns and issues are raised and investigated before a meeting and then included as agenda items.

The agenda centers around the Library’s goals and objectives as these relate to various areas of collaboration, including collection development, library instruction, information literacy training (seminars and workshops), information technology, and distance education. Participants are also provided with information relating to the library materials budget; recent innovations in information access and technology; and new library resources and services. Of practical value at such meetings is a demonstration of the use of new databases and the navigation of any new interface with which participants might be unfamiliar.

Liaison Responsibilities and Structures

Liaison responsibilities span a broad spectrum of activities often associated with collection development and public services.

Collection Development Library materials budgets are allocated to both academic department and library faculty liaisons. Joint liaison activities include selection of new books, media, and serials; collection evaluation and weeding projects; and review/selection of electronic databases and electronic periodical collections available from on-or-off campus for MU affiliates. Some recent library initiatives in response to faculty requests are the creation of electronic order/interlibrary loan forms and a new acquisitions list made available from the library homepage. A possible extension of the liaison program would establish liaison connections with the development office and incorporate more diverse student representation into collection development activities.

Reference Services and Instruction Liaisons provide many public services, including functions such as electronic reference, remote reference in computer laboratories in classroom buildings across campus, classroom instruction that is course-related and sequenced, on-demand courses, general and subject-specific faculty workshops, distance education, and Virtual Library instruction.

Summary

Generally liaison programs focus on collection development activities as a set of traditional, established responsibilities. Most librarians attending the Lively Lunch supported and wished to continue their influence, cooperation and control of budgets for collection development. Some librarians reported budget allocations at their institutions as extremely political and beyond their influence. There was limited response to the idea of including student groups or other non-traditional groups in collection developmentliaison activities. One positive response in this area came from a librarian working in a medical school library. Another pro-student response was offered by a recent graduate who is employed on the Information Technology side of an academic library. There are both subtle and organized factors, such as personal motivation, recruitment, diversity and gender goals, which allow traditional liaison structures to integrate change. We intend to continue our study of traditional and informal structures for academic liaison activities in collection development, instruction, and reference services in other libraries.