

Developing and Implementing an Organizational Restructure:

Moving Away from the Subject Librarian Model

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Abstract

In fall 2021 the University of Houston Libraries dissolved its Liaison Services department and subject librarian model. In its place, three librarian domain-specific departments were created: Collections Strategies & Services, Research Services, and Teaching & Learning. This significant organizational restructure re-envisioned the roles and responsibilities of librarians and introduced a functional model of librarianship and library services through an inclusive, collaborative process in which all librarians in the department had the opportunity to express their professional aspirations and provide input on future organizational structures. Although not unique, this functional model is rare in academic libraries, where the liaison model is often deeply entrenched in organizational structures and librarian professional identities. This case study details the ideation, implementation, and outcome of this restructure, with transferable insights for others considering organizational changes or restructures.

Introduction

The structure, sustainability, and implementation of liaison librarian programs at academic libraries have been topics of scholarly discourse and professional development for the last decade (Association of Research Libraries 2018; Bolton 2024; Vine 2018; Wilson 2024). The COVID-19 pandemic years shifted focus away from this discussion in favor of more immediate concerns; however, the retirements, staffing challenges, budget cuts, and enrollment declines during this period were a catalyst for many organizations to reconsider the viability of staffing liaison librarian departments (Frederick and Wolff-Eisenberg 2020). During this period of pandemic challenges, the University of Houston Libraries engaged in a reimagining and restructuring of its liaison services department and librarian staffing model. In fall 2021 the Libraries implemented a functional model of librarianship, making significant changes to the organizational structure and re-envisioning the roles and responsibilities of librarians away from a liaison model. Although not unique, this functional model is rare in academic libraries, where the liaison model is deeply entrenched in organizational structures and librarian professional identities. In this article, we present a case study of our experience developing and implementing this restructure. We acknowledge that our process is unique to our institutional context, structure, and needs; however, we believe we have transferable insights for others considering organizational restructures.

Institutional Context

The University of Houston (UH) is a Carnegie-designated R1 institution with more than 46,000 students, located in Houston, Texas. UH is a designated Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution. About 45% of UH students are first-generation college students, and the university's student body ranks second in the nation among research universities for its diversity, with no ethnic majority on campus (University of Houston Division of Research n.d.). Texas is a right-to-work state, and UH is a non-unionized organization. The university continues to invest in advancing research output while growing the number of colleges and new programs in areas such as data science, digital humanities, health sciences, and emerging science, technology, engineering, and mathematics (STEM) fields (University of Houston n.d.).

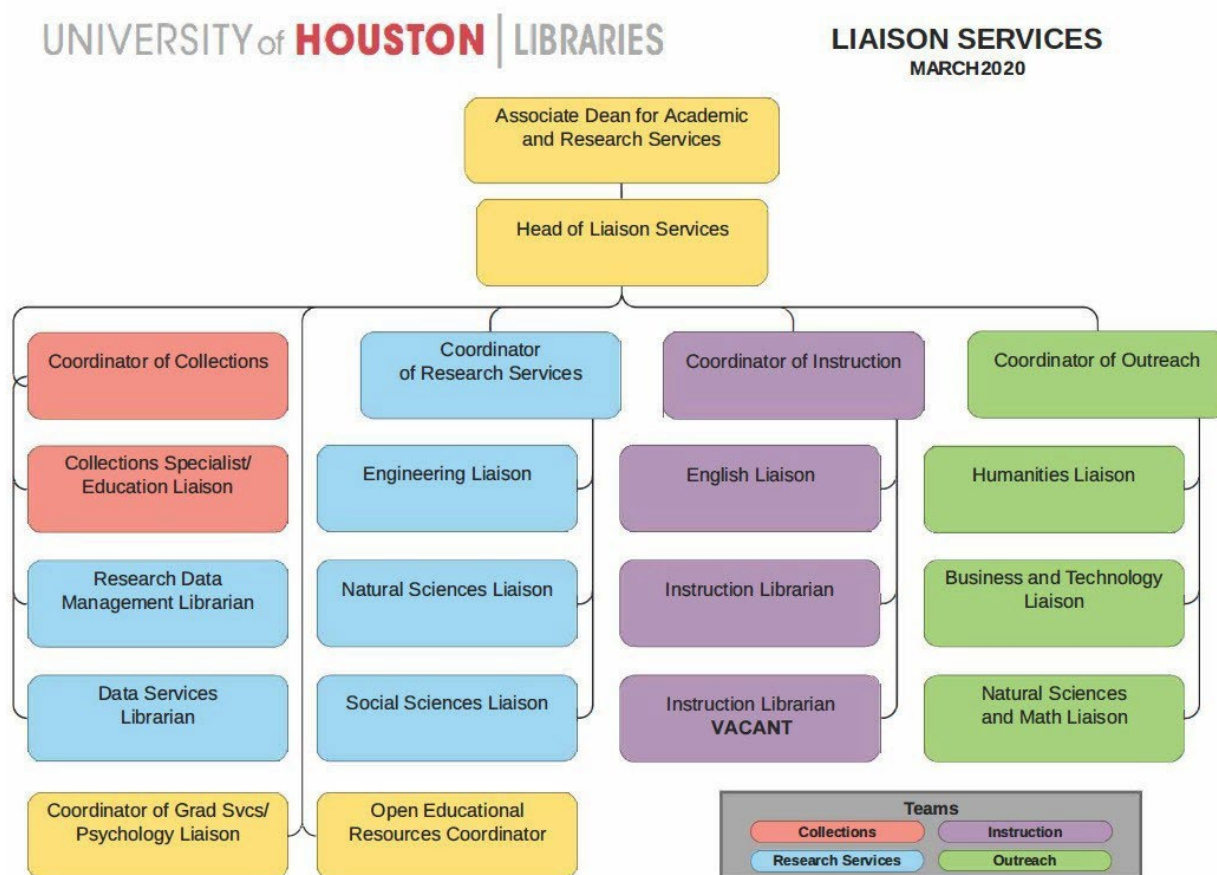
The UH Libraries is an integral part of the university's research and teaching mission. We are a central hub on campus, one where students study, learn, and collaborate. UH Libraries is currently a member of the Association of Research Libraries, employing 41 librarians and 53 support staff across five libraries—one main and four subject libraries (University of Houston Libraries n.d.). The UH Libraries' organizational structure had been mostly static for a number of years before this restructuring process, which took place from fall 2020 to fall 2021. This coincided with the COVID-19 pandemic, an interim dean period, and new library leadership. This period of intense change did not prompt a liaison services department restructure; however, it was the backdrop to these structural changes.

Departmental Context

The liaison librarianship model had been deeply entrenched—both historically and culturally—in the UH Libraries' structure as the primary model of support for faculty and students. Liaison librarians were responsible for being the Libraries' contact for specific departments, schools, or colleges and providing collection, reference, instruction, and research support to those disciplinary faculty and students. Throughout the Libraries' history, liaison librarians were organized in a variety of supervisory structures, but in 2011 a Liaison Services department was officially formed. The first functional team in this department emerged in 2012 (i.e., the Instruction Team), and in 2017 the department moved to a hybrid liaison and functional specialist model. In the hybrid model, one department head was responsible for the leadership and personnel management of 18 librarians. Sixteen librarians were divided among four functional area teams—Instruction, Research Services, Outreach, and Collections—each led by a coordinator, three of whom supervised librarians. Additionally, two librarians operated outside of the team structure, as coordinator of Open Educational Resources and coordinator of Graduate Services. The

department's leadership team included the department head and all six coordinators. See Figure 1 for organizational chart for the Liaison Services department.

Figure 1. Liaison Services' organizational chart



This hybrid model in Liaison Services was intended to provide opportunities for liaison and functional specialist librarians to broaden their skill sets and gain expertise in new areas. Through functional teams, librarians were able to pilot new programs and services to meet the evolving needs of the university community. This complex structure was designed to leverage existing librarians' strengths and interests and to create new supervisory pathways for liaisons interested in leadership.

It is important to note that beyond the Liaison Services department, the UH Libraries also include several subject libraries that were and remain outside of the scope of this restructure. These include a Health Sciences Library, Medical Library, Music Library, and Architecture, Design, and Art Library, all of which maintain physical spaces in their respective colleges. At the time of the restructure, these subject libraries and the subject librarians who led them were outside the scope of Liaison Services. Their service

model was linked to their physical space, which was not changing. Therefore, they were not included in restructuring conversations. We acknowledge that our approach was unique to UH Libraries and would encourage others to carefully navigate this relationship with subject libraries and librarians based on their local context.

Infrastructure Challenges

In practice, our libraries' configuration of this hybrid, team-based model presented several challenges and uncovered structural workload inequities. It failed to fully optimize librarians' skills, expertise, time, or the potential of team-based service provision. Despite the department head and coordinators articulating Liaison Services priorities and programmatic approaches, continued tension existed between these efforts and liaison librarians' relationships with faculty in their assigned academic departments and colleges. Liaisons were simultaneously acting as advocates for their academic colleagues' needs to the library while embodying "The Library" and all of its services and administrative decisions to these same faculty. The liaison librarian role was tethered to both the library and the assigned discipline.

To be successful in the liaison role at UH Libraries, there was an expectation that librarians spend a great deal of time getting to know disciplinary faculty, learning about their research interests, and supporting their teaching efforts. Some liaisons had advanced degrees in their assigned disciplines and were heavily invested in the subject matter. Additionally, liaison librarians were also expected to teach undergraduate and graduate students information literacy and research concepts and competencies, support faculty and student research across different methodologies, engage in collection development activities, and build relationships with faculty and students through various outreach strategies. The broad-yet-specific scope of liaison librarian responsibilities is something academic library leaders have wrestled with over time, as evidenced by the existing library literature on rethinking liaison library roles (Association of Research Libraries 2018; Banfield and Petropoulos 2017; Bolton 2024; Vine 2018; Wilson 2024). With limited time and bandwidth, it was difficult for librarians to prioritize professional development across their liaison disciplines *and* librarianship, much less learn new skills and practices. The departmental structure implicitly set up librarians to devote more energy and effort to the one domain of their respective library functional teams (i.e., outreach, research, or teaching) and liaison discipline. This often resulted in discipline-specific projects that fell outside the scope and priorities of Liaison Services' programmatic approaches or in uneven departmental support.

This liaison role—and all of its responsibilities and expectations—was further complicated by the inclusion of functional specialists who existed outside of the liaison structure. To do their work effectively, these functional specialists often needed to collaborate with faculty across multiple

disciplines. At times they relied on connections established by liaison librarians to implement programs and services, but they also created new working relationships with faculty outside of liaison relationships. Although department leaders clearly articulated expectations for functional specialist and liaison librarian collaboration, in practice it was difficult to prioritize and realize effective collaboration in such a large, complex structure. What was intended to increase the bandwidth of the librarians in the department just further confused roles and responsibilities.

With several functional specialists and a large group of liaison librarians, the department grew to an unsustainable size. Eighteen librarians were too many for one department head to manage effectively. The supervising coordinator structure was meant to both share the workload of personnel management and provide an opportunity for those interested to gain supervisory experience, something difficult to come by for most liaison librarians (Martin et al. 2021). However, in practice, this structure was too complex to effectively nurture first-time supervising coordinators and essentially created programmatic infrastructure for 18 librarians and six functional areas. This imperfect implementation led to workload imbalance among the coordinators and gaps in performance expectations among librarians, depending on the team's functional area. For example, liaisons on the Instruction team may have experienced heightened performance expectations related to instruction services at the expense of other liaison responsibilities. Supervising coordinators experienced the same kind of issues that nonsupervisory coordinators face when trying to enact programmatic approaches, including programmatic leadership without authority and the need for heavy emotional strategizing and relational work to ensure buy-in from colleagues to facilitate programmatic change (Arellano Douglas and Gadsby 2017, 2019). The reality of this departmental structure was not living up to the hopes that initially informed its creation.

The Catalyst and Approach

The COVID-19 pandemic was the catalyst for much-needed organizational change within the UH Libraries overall and the liaison librarian support model in particular. Like many academic libraries, we experienced staffing challenges including retirements, departures, budget cuts, and a hiring freeze. Under these conditions, the workload distribution within the department reached a crisis point. Our department was not effectively performing the services we promised to the university community, employee morale was very low, and the future of the personnel budget was uncertain (Frederick and Wolff-Eisenberg 2020). Although not the ideal situation in which to effect change, our restructure moved forward out of necessity.

We wanted this to be an inclusive, collaborative restructuring process where all librarians in the department had the opportunity to express their professional aspirations and provide input on future organizational structures. The next section documents the details of this process, which resulted in the

dissolution of the Liaison Services department and liaison librarian model at UH Libraries. In its place, three librarian domain-specific departments were created: Collections Strategies & Services, Research Services, and Teaching & Learning. Most former subject liaisons and functional specialists adopted new librarian roles within these three departments. See Figures 2 through 4 for organizational charts for these three departments from the outset of the restructure.

Figure 2. Collections Strategies & Services organizational chart

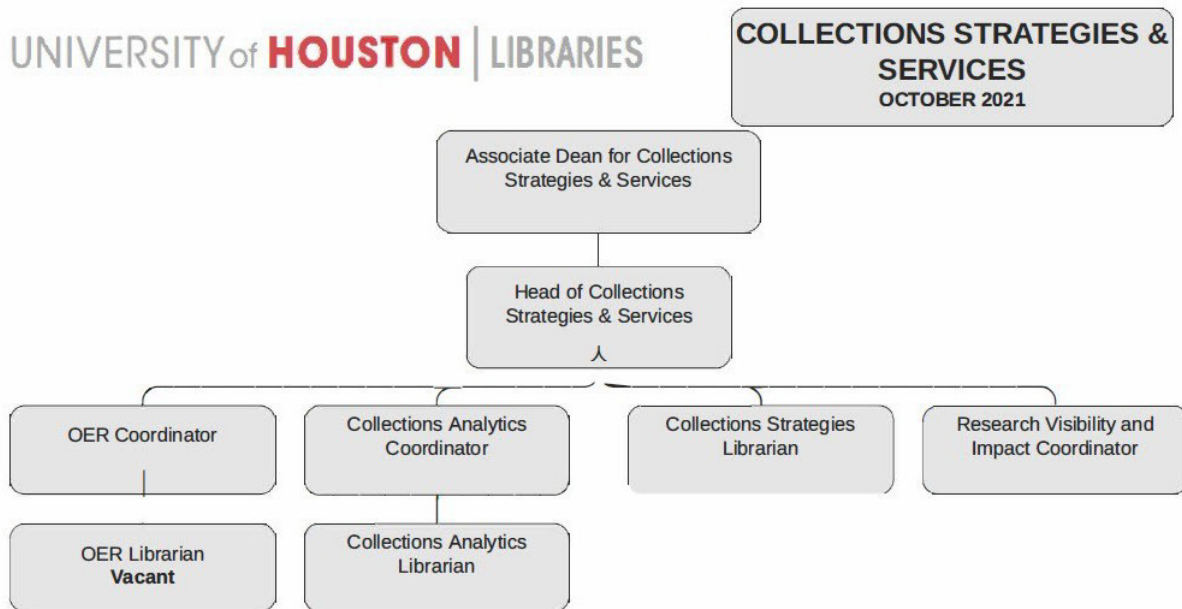


Figure 3. Research Services organizational chart

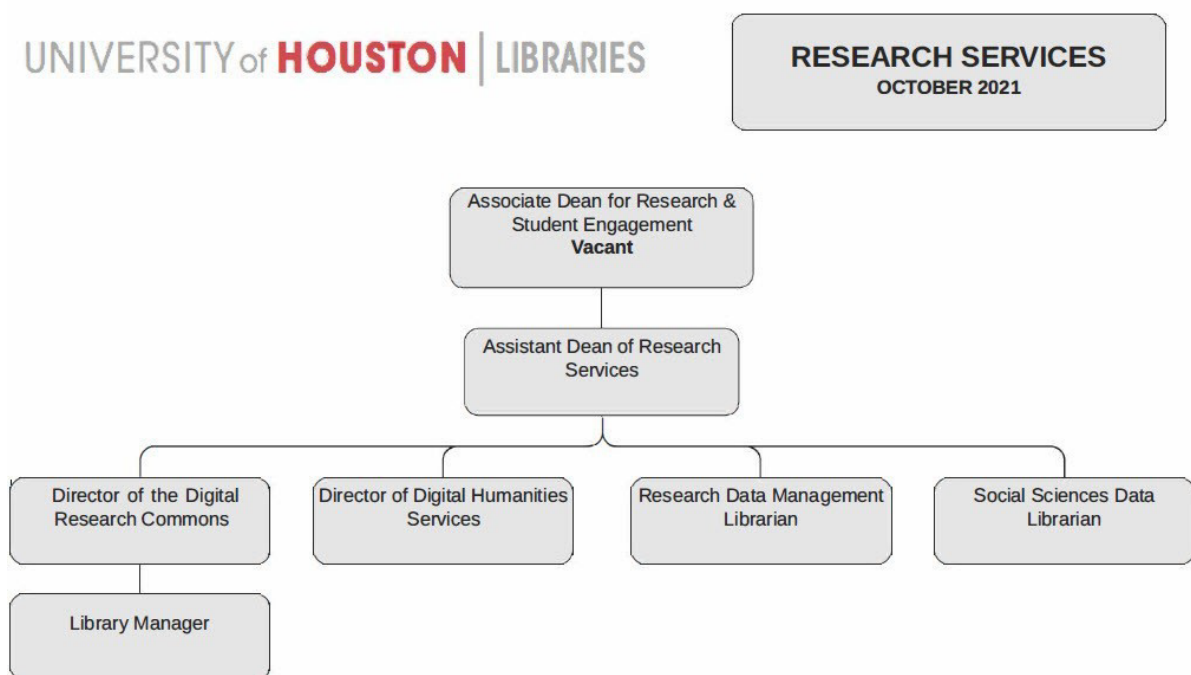
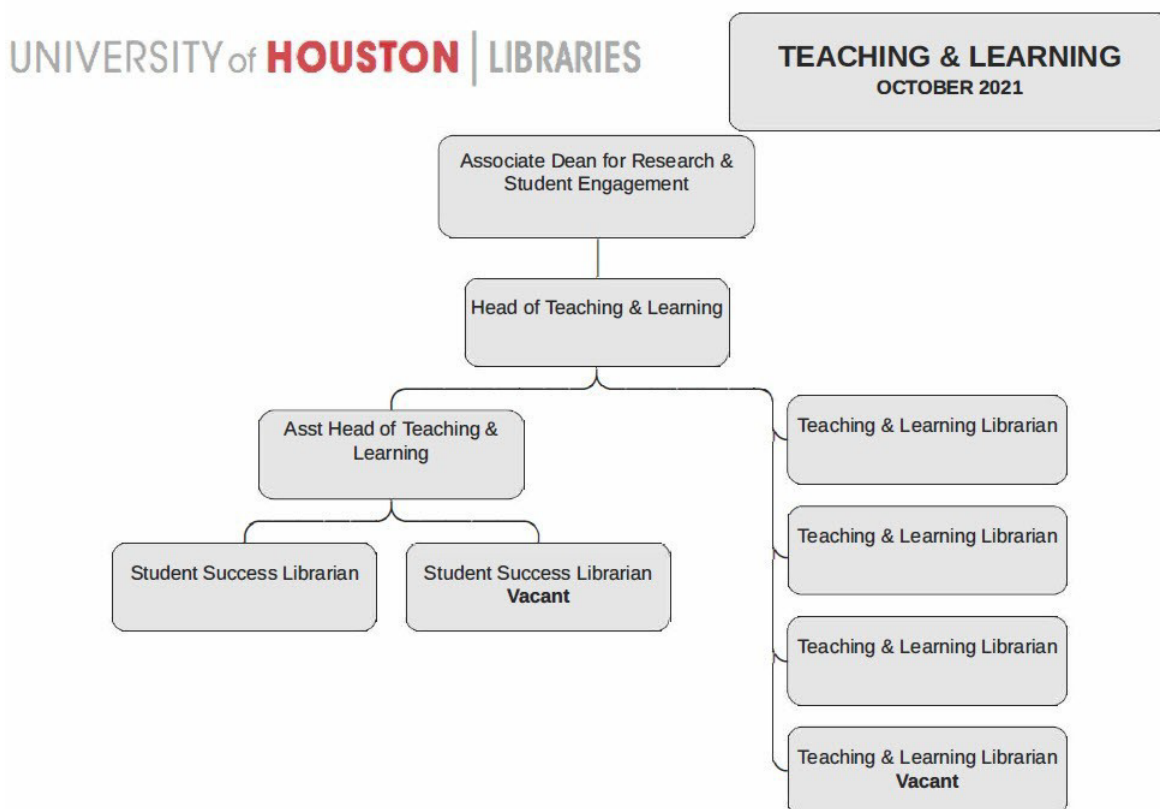


Figure 4. Teaching & Learning organizational chart



These organizational charts also reflect an administrative restructure at the associate dean level, led by the dean of Libraries, that occurred simultaneously with the Liaison Services restructure in 2021.

The Restructuring Process

The Liaison Services department restructure began as a series of conversations in fall 2020 among the departmental leadership team (i.e., the department head and the six coordinators), all of whom recognized the workload inequities and structural issues impacting the department. We knew we could not continue with business as usual, and we began discussing goals for a future staffing model. We wanted to create a structure that sustained scalable programmatic services for the university, balanced workload distribution among librarians, and honored the strengths and experiences of our colleagues. The department head introduced the restructure conversation to all liaison librarians at a weekly department meeting in October, and collaboratively, the department members developed a community agreement for all future restructure discussions (see Appendix A).

Over the next few months, all members of the department, including leadership, interrogated the work of Liaison Services (see Appendix B for discussion questions). We homed in on the services that

best supported the university's teaching and research mission, and we asked librarians to identify the work about which they felt most passionate. Throughout spring 2021, the departmental leadership team used the insights and information gleaned from this series of discussions to investigate and develop alternative organizational models. We considered everything from broad, subject-focused working groups (e.g., humanities, social sciences, and STEM) to functional-only teams within one overarching departmental structure (e.g., a user engagement department with research services, collections services, scholarly communication services, and teaching and learning services). Ultimately, we decided that these models would not help us attain our aspirations of an equitable librarian workload and sustainable, programmatic services for the university. We were already a very large department with a team-based model and did not want to replicate this unwieldy structure.

We then turned to other institutions that had adopted a functional model of librarianship like the University of Guelph and the University of California–Riverside (Association of Research Libraries 2018). Through conversations with colleagues at these institutions, we learned that their structures seemed to align best with our desired outcomes. We drew inspiration from them to draft what turned out to be our final organizational model (Figures 2 through 4). The department head shared this proposed model with a rationale, budget requirements, and staffing structure with the dean of Libraries in May 2021. A new Libraries' dean had just been appointed in February and was reviewing organizational structures, making this an ideal time to introduce a proposed departmental restructure. Numerous conversations occurred among the dean, head of Liaison Services, and associate dean for Academic and Research Services, during which staffing and budgetary constraints were carefully considered. The dean ultimately supported this proposal in conjunction with the larger administrative restructure previously mentioned, setting in motion a period of significant change throughout summer and fall 2021.

In June 2021, the head of Liaison Services officially rolled out the restructure for members of the department. We first introduced our intent to move to a fully functional model, grouped by focus areas into three distinct units, and eliminate the subject liaison program. Descriptions of potential job roles within this new structure were then shared with the department in preparation for one-on-one conversations between librarians and the department head. These conversations ensured that librarians had input into their future roles within the new structure and offered the department head a means of gauging morale during this period of change. The guiding questions for these conversations included the following:

- Where do you (the librarian) see yourself in this new structure?
- What type of role or work do you want to be doing and why?
- Within the new model, where do you see opportunities to learn?

- Is there any work or role in this new structure that you really don't want to do? Why?
- Is there something you really want to do that you don't see represented here?
- What are your career aspirations?

Some librarians met with the department head only once or twice and had a clear idea of how they wanted to fit into the new structure. Others were less certain and, over the course of several conversations with the department head, discussed various roles they could potentially adopt, their career aspirations, and concerns about supervisor and colleague relationships in the new structure. It was clear that some subject librarians felt strong ties to their liaison identity and were reluctant to give up the strong professional relationships they had developed with their academic units. As much as we wanted to accommodate librarians' professional desires and career ambitions, there was no room to continue the liaison program in this new staffing model. Depending on the role they adopted, they could potentially continue certain professional partnerships with faculty, but they were limited to selecting roles and responsibilities within these new functional areas. These conversations also presented an opportunity for the department head to address questions and concerns directly and receive feedback on the proposed roles and overall restructure process. As librarians shared their concerns, along with their professional interests and career ambitions, the structure of our new functional model evolved, further refining job roles, responsibilities, and scopes of work.

Transition Period

Communication

In August 2021 the dean of Libraries received the provost's approval for an administrative restructure, which included the dissolution of the Liaison Services department and the liaison librarian program. With this approval, we were able to share the new organizational structure and positions with the Liaison Services department members, giving them a comprehensive picture of the overall changes. The Liaison Services department head asked all librarians to pause their usual fall semester solicitation of faculty interest in instructional and research support, so as not to drum up new business before the organizational structure changes midsemester. All members of Liaison Services spent September documenting current and historical liaison and functional specialist projects, activities, and relationships on a standardized transition document (see Appendix A) in order to facilitate new departmental programmatic planning and training. Doing so set up the new departments to build on the successes of existing liaison work. These transition documents became useful references for new department heads charting a path forward for their work.

While the Liaison Services department head had engaged peer department heads most directly impacted by the restructure over the summer, all library department heads and associate deans were formally notified of the liaison restructure at an August meeting of the Libraries' Strategic Leadership Team that preceded the broader internal communication effort. The dean of Libraries shared news of the restructure with all employees at an all-libraries team meeting as well as via internal email communication. Meanwhile, the head of Collections Strategies & Services, head of Research Services, and head of Teaching & Learning crafted emails and talking points detailing the transition's impact on library services to be distributed by liaisons and functional specialists to their colleagues outside of the UH Libraries. Additionally, these three new department heads collaborated with the Libraries' website team to revise departmental web presences on the UH Libraries' site and develop a new contact mechanism for university community members to connect with the new departments.

At the university level, the dean of Libraries had been laying the groundwork for this transition with her decanal colleagues throughout summer 2021. In September, she emailed all UH deans the official transition announcement and timeline with the understanding that her colleagues would reinforce support for this transition with their faculty. Generally, communication was well received, and communications were distributed at regular intervals throughout the first year in an attempt to raise faculty awareness.

Redistribution of Responsibilities

The librarians taking on new department head roles in Collections Strategies & Services (formerly head of Liaison Services) and Teaching & Learning (formerly coordinator of Instruction) received their reassignment letters detailing their new titles and position responsibilities on September 1, 2021. The head of Research Services (formerly head of Digital Research Services) received a title change on that same date. All other librarians received their reassignment letters on October 1, 2021. This staggered reassignment approach allowed the heads of the new department to engage in planning ahead of the October 1 departmental implementation date. These three department heads finalized individual job descriptions with librarians, drafted communication and transition plans, and reviewed existing services for continuity and alignment with new departmental directions. Although the scope and purpose of each new department were clearly articulated, there were still certain tasks, services, and programming that did not fit neatly into these new departmental categories. This included classes, complex reference questions, and research consultations related to advanced subject knowledge as well as data access and analysis. These were ultimately shared by the Research Services and Teaching & Learning departments. Outreach and communication to faculty and students, particularly around

orientation events, did not necessarily map directly to departmental responsibilities. Some services, such as GIS support, digital UX tracking software support, and data visualization, were put on hold. These services had smaller demand and no directly assigned positions in the restructure. At the time of this article's publication, they remain on hold.

The Research Services and Teaching & Learning department heads worked together to map responsibilities, support, and services for research and learning to their respective departments, focusing less on audience (i.e., faculty, graduate students, and undergraduate students) and more on research and learning activity. Generally, Teaching & Learning focused on skills, services, programming, and support at the initial stages of research. This included support for research question development, literature searching, search strategy, finding and accessing data, citation and attribution, and evaluation of information in all forms. Research Services focused on digital humanities research methods and project development, data management planning, qualitative and quantitative data analysis, and author rights and responsibilities. Outreach was equally distributed across the three departments based on the nature of the service being publicized. Throughout the course of the first year of this new organizational structure, requests for support emerged that the department heads had not envisioned, such as citation management software training, course reserves intermediation, and other boutique faculty support requests. These requests were politely declined as the services did not align with the programmatic visions of these new departments. Where available, alternative, often online asynchronous resources were provided, or faculty were encouraged to take advantage of existing university support services. This approach was generally well received by faculty, who took advantage of alternative support services and resources.

From Subject Domain Knowledge to Holistic Understanding

Much of the remainder of the 2021–2022 academic year was spent establishing new departmental norms, team building, training, and engaging in a mindset shift from the silo of a liaison role to a programmatic approach. In their new departmental roles, librarians spent time gaining broader awareness of the university's research, curricular, and co-curricular priorities; learning new skills and tools as needed to fully engage in their new responsibilities; and adopting a holistic view of library services within their new functional domains. This involved getting to know and working with new colleagues within the libraries and across the university to accomplish the goals of these new departments.

Members of the Collections Strategies & Services department learned more about the UH Libraries budget and corresponding workflows, informing their approach to providing more effective, holistic

collections management strategies. Members of the Teaching & Learning department learned more about the undergraduate and graduate curriculum and co-curricular offerings than they had previously known as subject liaisons or functional specialists. Teaching & Learning librarians were empowered to identify or improve opportunities and methods for curricular and co-curricular engagement across the university. Collections Strategies & Services librarians were able to identify new assessment strategies and criteria for evaluating resources and pilot new collections services and initiatives. Research Services shifted focus from small boutique projects to sustainable, scalable research support endeavors.

Evaluating the Restructure

As of the writing of this article, we are three-and-a-half years post-restructure, during which time we have continuously evaluated our new structure. After the first year, it became clear that some small tweaks to the organizational structure were needed. The open educational resources coordinator, originally placed in the Collections Strategies & Services department, was promoted to head of a new Open Education Services department and supervisor to one new Open Education Resources librarian. The Research Visibility and Impact coordinator was similarly moved out of Collections Strategies & Services and into the Research Services department, where they could collaborate more effectively with colleagues supporting faculty research. One important thing to note is that almost everyone who was reassigned as part of the dissolution of Liaison Services is still at the UH Libraries in their reassigned role. We experienced very little librarian turnover.

Most of the campus community quickly adapted to the new model, in large part because the new functional library departments were able to take a programmatic, proactive approach to instructional, research, and collections support at UH. With a focus on functional sustainability, the Teaching & Learning department expanded into both curricular and co-curricular support for undergraduate and graduate students across disciplines. Most recently, the department initiated a peer mentoring program that will expand the reach and work of the UH Libraries through peer-to-peer undergraduate support. The Collections Services & Strategies department was able to implement an intradepartmental continuing resources assessment workflow that routinely evaluates materials to ensure use and alignment with campus teaching and research priorities. They have shifted to a holistic collections model, balancing the needs of the university against the collections budget and employing new strategies to facilitate access to materials from this perspective. The UH Libraries was able to partner with the university's Division of Research to implement a Digital Humanities Core Facility within the Libraries' Research Services department. Moving from boutique project support to a scalable support model for

digital projects has enabled this department to build capacity for students to serve as research assistants and technical support for faculty research.

In all three of these departments, librarians experience a more equitable division of labor, can effectively plan and engage in meaningful work, and broaden their knowledge and skills within their domain of librarianship. Through this programmatic approach to service planning and delivery, we are more strategic in the data we collect about the work we do in the UH Libraries. This enables us to evaluate and continuously improve our services and workflows and more effectively tell the story of our work.

Conclusion

We recognize that the reorganization developed and implemented at the UH Libraries was a product of a particular time, context, and evolving needs. As Bryant (2025) wrote in her summary of a 2024 OCLC Research Library Partnership roundtable discussion, when it comes to restructuring and meeting university needs, “there’s no silver bullet. No universal solution will work for every library.” This case study of the dissolution of the UH Libraries’ Liaison Services department and subject liaison program reflects a process and outcome proposed and facilitated by middle management (rather than the Libraries’ administration or a consultant) that aimed to include those impacted in the ideation and decision-making. Balancing organizational needs, equitable and balanced workloads, and the professional expertise and interests of library workers set the foundation for a successful restructure and service model shift. While no process, nor structure, is perfect, there are transferable values, strategies, and insights evident in this case study that speak to current conversations in the field concerning the evolution of liaison librarian programs, organizational restructuring, and the evolving needs of college and university communities.

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Appendix A: Community Agreements for Reimagining the Department Discussions

1. [Listening] Listen to learn and reflect, not just to respond.
2. [Agency] Consider and acknowledge the feedback and contributions from everyone equally, regardless of positional authority.
3. [Critical Reflection] Reflect on critical questions and feedback. Use both to improve your engagement with the process and your colleagues.
4. [Assumptions] Challenge your assumptions. Assume the best of others. Clarify your interpretation of others' statements or questions.
5. [Impact vs. Intent] Be mindful of the potential impact of your words and actions on others. Intent does not equal impact.
6. [Participation] Facilitators will make sure that everyone has the opportunity to participate in discussions in a variety of ways. This includes giving ample time for pre-work, allowing time for pausing and processing between meetings/discussion, and returning to topics as needed.
7. [Engagement] Come to meetings and discussions on this topic prepared and ready to engage and discuss with colleagues. Engagement looks and sounds different from different people.
8. [Discussion] Be mindful of the amount you are speaking and how much time you are taking up in the discussion. Create opportunities for others to speak. If you haven't contributed to the discussion, think about how you can participate.

Adopted using gradients of agreement scale on Oct. 30, 2020.

Appendix B: Sample Questions for Services Discussions

Approach this from a focus on the SERVICES we provide, not the structure. Think beyond your team or individual liaison/functional role and consider the services and activities you want our department to offer in support of the teaching and learning mission of the university.

- What activities contribute to [teaching/research] support?
- What do we want to do more of? What do we want to do better? Why?
- In order to do these things, what needs to change or shift? What's in our control? What's not?
- What assumptions (about yourself, our library and faculty colleagues, or our students) inform your answers?

Appendix C: Liaison Services Transition Information Template

Record of Work with Liaison Department or Campus Unit

Please be descriptive enough to be genuinely useful to the new functional units. However, this document does not need to include every detail and can include references to other documents that describe your work with the department.

Department/Unit Name:

Communication with Department/Unit:

How do you communicate with the department/unit (email to entire faculty, go through dept. library liaison, Teams, department meetings, etc.)? How often do you communicate with the department/unit and what type of information do you share/exchange?

Instruction

If this is for a department, please list:

- Required courses in the major(s) or graduate programs
- Any classes you regularly teach each year or semester • Faculty you have collaborated with in the past
(Note those who should be contacted again)
- Ideas you have for instruction that you have not had a chance to implement

If this is for a campus unit, please list:

- Faculty or staff you have collaborated with in the past

- Programming you repeat each year or semester
- Ideas you have for programming that you have not had a chance to implement

For all:

- List subject and course LibGuides (with links)
- List (with links) any online lessons, videos, tutorials, and so on that you have created for this liaison relationship
- Link to any documentation (lesson plans, outlines, slides, handouts, etc.) you have used for classes or events.

Curricular Research Collections Partnerships

- List details (faculty, courses, and specific research collections) where you have collaborated to embed research collections into the curriculum
- List details (faculty, courses, and research collections) of relationships where you have identified potential for embedding research collections into the curriculum

Collections

- List outstanding collection needs/requests from faculty
- List other collection ideas and issues for this department/discipline

Research Support Partnerships

- List details (faculty, researchers, staff, courses, units, labs, etc.) where you have collaborated to support campus research
- List details of any potential partnerships or programming

Other

- List additional contacts in the department or unit (faculty/staff/student groups, administrative assistants, etc.) you have worked with and a description of projects/work.
- List additional outreach to the department/unit not already described in this document.
- Is there any other information that you would like to share?