

Measuring Impact of Liaison-Faculty Relationships

A Multi-factor Assessment Framework



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Assessing Relationships



Background



Principles

Minimum Expectations of Liaisons

- Contact every new faculty member in the liaison's assigned departments, labs, or centers.
- Make an effort to learn about the new faculty member.
- Try for a face-to-face meeting, with at least one follow-up message if initially unsuccessful.



Goals

1. To **increase the faculty member's awareness** of library services that would help them in their research or teaching.
2. To **form a productive relationship** with the Libraries from the start, and to bridge their experience from a previous institution to MIT so they can return to their research more quickly.
3. To **contribute to having informed, aware students** by enabling informed, aware faculty.



Objectives

1. Establish ongoing reciprocal relationships with faculty.
2. Increase faculty's awareness of the services that can help them in research and teaching.
3. Learn more about new faculty needs to improve our liaison work and services to them.



Measures

1. Establish ongoing reciprocal relationships with faculty
 - a. % new faculty contacted in their 1st year
 - b. % contacts that resulted in a reply
 - c. % contacts resulting in face-to-face meetings
 - d. # faculty who proactively make contact or follow up with their liaison within 1 year
 - e. % librarians who feel that they have an ongoing relationship with the new faculty member

Targets

Establish ongoing reciprocal relationships with faculty

Measure	Target
% new faculty contacted in their 1 st year	100%
% contacts that resulted in a reply	60%
% contacts resulting in face-to-face meetings	40%
# faculty who proactively make contact or follow up with their liaison within 1 year	25%
% librarians who feel that they have an ongoing relationship with the new faculty member	No target set

New Faculty Contact Worksheet

To be filled out for each new faculty member

Faculty Member Name: _____

Liaison Name: _____

Month of Initial Contact: _____

Have you had contact with this new faculty member? Yes: _____ No: _____

Notes:

Did you receive a reply from the faculty member?
(if applicable) Yes: _____ No: _____

If they didn't reply to your first contact, did you follow-up? Yes: _____ No: _____

Did you hold an in-person meeting? Yes: _____ No: _____

Did you follow-up to provide the new faculty member additional information (i.e. either after the meeting or after the initial email contact if no meeting was held)? Yes: _____ No: _____

Did you take some action to learn about the faculty member during this process? Yes: _____ No: _____

Tools: Follow-up Worksheet

- Has the faculty member contacted you since your initial contact?
- Are you engaged in new library instruction as a result of this contact?
- Have you advocated for new Libraries' services or changes to existing services as a result of this contact?
- Have you taken any collection development actions as a result of this contact?
- How would you describe the relationship you have with this faculty member now?
- Do you feel you have an ongoing, reciprocal relationship with this faculty member at this point?



Tools: Faculty Survey

The MIT Libraries offer many services, such as course reserves, access to electronic articles, book delivery, etc.

1. Have you used any MIT Libraries services for research or teaching support since your faculty appointment?

Yes/No

2. How important are these services to your research or teaching activities?

Not important..... Essential



3. Have you recommended any MIT Libraries' services to students?

Yes/No

Objective	Measure	Target	Result
1. Ongoing reciprocal relationships with faculty	Contacts resulting in face-to-face meetings	40%	48% (21/44)
	New faculty who proactively make contact or follow up within 1 year	25%	61% (27/44)
2. Faculty's awareness of library services	New faculty who recommended library services to students	15%	47% (out of 12 respondents)
3. Learning new faculty needs to improve services	Proposed new or changed, major or minor initiatives or activities that resulted from contacts	4	5
	Face-to-face meetings with faculty that resulted in following up with additional information	50%	61% (27/44)

Results

Objective	Measure	Target	Result
2. Faculty's awareness of library services	Percent of new faculty who use library services for research or teaching purposes within their first year of research at MIT (1-3 years)	95%	83% (out of 12 respondents)
	Percent of faculty who rate library services important or essential to their research and teaching	75%	59% (out of 12 respondents)
3. Learning new faculty needs to improve services	Percent of librarians who say they have made collections decisions based on what was learned about new faculty member	80%	33% (14/44)

Impacts and Actions

- Adjusted services
- New instruction opportunities
- Improved operational effectiveness



Next Steps



Q&A

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