Measuring Impact of Liaison-Faculty Relationships

A Multi-factor Assessment Framework

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MIT Libraries
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.

10/31/16

Library Assessment Conference 2016
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
Establish ongoing reciprocal relationships with faculty

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

3. Have you recommended any MIT Libraries’ services to students?
   Yes/No
<table>
<thead>
<tr>
<th>Objective</th>
<th>Measure</th>
<th>Target</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ongoing reciprocal relationships with faculty</td>
<td>Contacts resulting in face-to-face meetings</td>
<td>40%</td>
<td>48% (21/44)</td>
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<td></td>
<td>New faculty who proactively make contact or follow up within 1 year</td>
<td>25%</td>
<td>61% (27/44)</td>
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<tr>
<td>2. Faculty’s awareness of library services</td>
<td>New faculty who recommended library services to students</td>
<td>15%</td>
<td>47% (out of 12 respondents)</td>
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<tr>
<td>3. Learning new faculty needs to improve services</td>
<td>Proposed new or changed, major or minor initiatives or activities that resulted from contacts</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Face-to-face meetings with faculty that resulted in following up with additional information</td>
<td>50%</td>
<td>61% (27/44)</td>
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## Results

<table>
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<th>Target</th>
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<tr>
<td>2. Faculty’s awareness of library services</td>
<td>Percent of new faculty who use library services for research or teaching purposes within their first year of research at MIT (1-3 years)</td>
<td>95%</td>
<td>83% (out of 12 respondents)</td>
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<td>3. Learning new faculty needs to improve services</td>
<td>Percent of librarians who say they have made collections decisions based on what was learned about new faculty member</td>
<td>80%</td>
<td>33% (14/44)</td>
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Impacts and Actions

• Adjusted services
• New instruction opportunities
• Improved operational effectiveness
Next Steps
Q&A

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