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A Method for Evaluating Library Liaison Activities in Small Academic Libraries.

Abstract

This article presents a practical method for formative, self-reflective assessment of the liaison activities of individual librarians and to evaluate liaison activities in general. Many libraries evaluate their liaison programs, but few evaluate the effectiveness of individual librarians' efforts within the program.

Librarians of Rollins College redefined and re-branded their liaison program as "Your Librarian." As part of this effort, the author surveyed the faculty and assessed the program and the effectiveness of individual librarians. The author outlines the liaison responsibilities, the survey instrument, and how the results are analyzed and used in a process of continuous reflective improvement for the program and librarians.

Keywords: Liaison librarians, survey, assessment, formative evaluation, college libraries.

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Academic libraries commonly use the liaison model to enable librarians and faculty members to work in partnership to improve library services and, ultimately, to improve educational outcomes for students. At larger institutions, liaison work has tended in the past to revolve around subject bibliographers or specialists who are often partnered with departmental faculty members tasked with representing the needs of their academic department. There has been some move away from this classic model in recent years (Williams & Jaguszewski, 2013.) In smaller institutions, often with smaller librarian-faculty ratios, liaison work has tended to revolve around instruction and collection development. In such environments, liaisons are frequently quite informal and centered upon partnerships between individual librarians and faculty members. In both cases, there is evidence that while many libraries have intermittently evaluated their liaison program, they have not evaluated the work of individual liaison librarians. Until recently this was certainly the case at Rollins College.

Rollins College in Winter Park, FL, has the Carnegie classification "Master's/L." With an annual FTE student population of just over 3,000 and a fulltime faculty of just over 200, including 10 faculty-librarians, it is the oldest institution of higher education in Florida and has deep roots in the liberal arts. The College is served by a single library, the Olin Library at Rollins. The College has for many years valued the close relationship between librarians and teaching faculty in the development of library services and collections. In the last 6 years the librarians recognized the need to reform their somewhat informal liaison program. This reform led to the development of an explicit description of the role of liaison librarian (see Appendix 1), a re-branding of the program as Your Librarian (Carpan, 2011), and recognition of

the need to evaluate the work of individual liaisons. A literature review revealed no usable models for such an individual liaison evaluation, so the librarians developed their own. The role description, evaluation instrument, and procedure are shared here with the hope that they will prove useful for similar institutions.

Literature Review

The literature on library liaison work is extensive. One of the best compilations of this literature is maintained by the Reference & User Services Association (RUSA) Collection Development and Evaluation Section (CODES) Liaison to Users Committee (<http://www.ala.org/rusa/contact/rosters/codes/rus-codlu>). The committee plans to link to an updated bibliography from their page on ALA Connect, but at this writing it is not yet available. The ARL SPEC Kit 301 Liaison Services (Logue, S., Ballestro, J., Imre, A., and Arendt, J., 2007) also includes an extensive bibliography. The literature on liaison reaches back to Laurence Miller's (1977) article in which he defined liaison work as:

The formal, structured activity in which professional library staff systematically meet with teaching faculty to discuss stratagems for directly supporting their instructional needs and those of students. Such individual conferences can be general in their purpose or have a specific objective such as orientation to a new service. Liaison work can be part- or full-time activity. In either case it differs fundamentally from the pattern of occasional contacts that have always been made and sometimes initiated by librarians (p. 213).

Miller concludes that liaison is a “vulnerable” method that “requires continuous follow-up, excellent internal communication ..., sustained interest, and a willingness to share and learn from experience” (p. 215). The current study is an example of that willingness to share and, most importantly as far as the librarians at Rollins are concerned, to learn from experience by inviting evaluation of their performance as liaisons by the faculty of the college.

In 2000, Yang noted that “no single article had yet given a comprehensive assessment of faculty members’ perception of a liaison program” (p. 124). However, there are at least two earlier articles that approached this standard. At Kent State University Libraries, Schloman, Lilly, and Hu, (1988) used a survey to “obtain a profile of the typical faculty member’s use and perceptions of the library” (p. 497). The results also “served as a planning tool to guide the entire liaison program, as well as to target activities of individual liaison librarians with specific departments” (p. 497). Seven years later, again at Kent State, librarians assessed the liaison program via a survey to library liaisons, library representatives (faculty members in departments beyond the library who act as primary contacts between the library and academic departments), and faculty and academic administrators (Ryans, Suresh, & Zhang, 1995). These efforts assessed the program, not the liaison librarians’ performance. While such programmatic assessment is important, the librarians at Rollins sought to evaluate their own performance as liaisons.

Since Yang’s study in 2000, the focus on programmatic assessment has continued, but studies have included hints of liaison librarian performance evaluation. Mozenter, Sanders, and Welch’s (2000) survey of teaching faculty in ten departments at UNC Charlotte evaluated

the implementation of a restructured liaison program. The authors concluded that the program needed to be re-evaluated regularly, and that “the survey seemed to support the thesis that proactive liaisonship provides the greatest satisfaction” (p. 439). Konata and Thaxton (2001) evaluated the transition to a liaison model at Georgia State University Libraries begun in the late 1990s. They surveyed librarian liaisons, library administrators, and teaching faculty in what they characterize as a "process evaluation in the middle stages of this organizational change" (p. 37). Their finding of most relevance to this study was that

Many faculty members would be willing to collaborate with liaisons on class assignments, and to ask these librarians for assistance with new databases. This finding indicates that the efforts of liaisons to present themselves as knowledgeable and accessible subject specialists has registered with teaching faculty, even at this early stage in the evolution of the liaison model (p. 52).

But again, Konata and Thaxton chose not to evaluate the work of individual liaisons. Ochola and Jones (2001) continued the trend of seeking the opinions of liaison librarians (called “library consultants” at Baylor) and the academic departmental library representatives to assess the liaison program. They did not evaluate the performance of the library consultants. Williams (2000) emphasized the importance of knowing who our users are and what they need. She provided practical tips for learning an academic department's needs and pointed out the importance of assessment but did not explain how to do it.

Tennant (2002) came closer to evaluating the work of individual liaison librarians in a paper that focused on her liaison with faculty of the College of Veterinary Medicine at the University of Florida. Having evaluated faculty awareness of the liaison program via a survey in the

summer of 1999, she repeated the survey in 2000, adding an additional question, “Have you been satisfied with your liaison librarian’s service?” (p. 33). More recently, Kramer, Martin, Schlimgen, Slack, & Martin (2011), while continuing to evaluate the effectiveness of the liaison program rather than the individual liaison librarians, broke with the survey method to use focus groups and found general satisfaction with existing services, opportunities for more outreach to graduate students, and some lack of awareness of the range of services that the liaison could provide. Cooke, Norris, Busby, Page, Franklin, Gadd, & Young (2011) found somewhat similar results in their pilot study using a survey and semi-structured interviews of faculty members (referred to as “academic staff”) at Loughborough University in the United Kingdom.

Since the embedding of journalists within military units during the invasions and occupations of Afghanistan, and Iraq in the last decade the metaphor of the “embedded librarian” has arisen to describe new relationships between librarians and users, even closer than the liaison relationship. As Dewey (2004) put it, “Embedding requires more direct and purposeful interaction than acting in parallel with another person, group, or activity. Overt purposefulness makes embedding an appropriate definition of the most comprehensive collaborations for librarians in the higher education community” (p. 6). However, apart from Wu, Betts, Jacobs, Nollan, & Norris (2013) evaluation of an embedded librarian pilot project at the University of Tennessee Health Sciences Center, there is little evidence in the literature of formal evaluation of these programs and none of the evaluation of the work of individual embedded librarians.

In their report for ARL on new roles for librarians, Williams and Jaguszewski (2013) identify six trends that they argue are transforming liaison roles in research libraries. Based on interviews with five research libraries, they identify the sixth trend as the need to create and sustain a flexible workforce. They posit that “a forward approach that assumes all staff are capable of committing to a new and different future and desire to gain new skills and knowledge, thereby making these opportunities available to many” (p. 16). They note that research libraries use or propose a number of strategies to create and sustain this flexible workforce, but make no mention of the evaluation of the performance of librarians in this environment.

It is clear that there is a gap in the literature. Librarians appear to have been reluctant to evaluate the liaison work of individual librarians. Indeed, in private correspondence, a colleague expressed disbelief that faculty at a small liberal arts college would be honest in expressing opinions about the effectiveness of individual librarians, who are, after all, fellow faculty members at the college. However, the experience at Rollins is that faculty members are prepared to evaluate the liaison work of individual librarians as long as the assessment is properly structured and administered, with sufficient safeguards in place to assure confidentiality, and that these evaluations can prove very useful to the librarians concerned.

Reform of the Liaison Program at Rollins

Reformation of the liaison program at Rollins began with a new round of strategic planning in 2007. Up to that point, the program had been somewhat informally organized around pre-existing relationships with faculty and was focused on the full-time undergraduate program,

with the evening program and the graduate business school receiving short shrift. Librarians had also developed their own models of liaison, often overlooking what services and ways of working with faculty members might be effectively included in the program. The default focus of the program was library instruction, with most librarians not participating in collection development associated with their liaison responsibilities and with little attention given to developing a deeper reference expertise in liaison areas. Under such laissez faire conditions systematic evaluation of the liaison program or the performance of individual liaison librarians was not considered.

The librarians decided that although it was important to maintain professional identities as generalists and librarians of the liberal arts, reform of the liaison program could help with a variety of strategic priorities: expanding the instructional program, supporting the full range of programs at the college, involving librarians more deeply in collection development, and becoming more effective partners with the teaching faculty in the education of all students. While respecting existing relationships, taking into account any subject expertise, and recognizing that this process definitely consisted of the “art of the possible,” the librarians re-balanced liaison relationships by assigning each librarian to at least one department (instruction and reference librarians assumed liaison responsibilities for more departments, while librarian managers, archivists, and librarians in Collections & Systems had fewer.) The librarians also attempted to group related disciplines together with a single librarian. The program was re-branded as Your Librarian to emphasize the individual nature of the relationship, and the librarians developed a general job description for the liaison role (see

Appendix 1).¹ Since 2008 search committees have also incorporated a section on liaison into each revised librarian position description.

Liaison Evaluation

While the librarians always intended to formally evaluate the program and individual liaison activities, between 2008 and 2010, the program – and more importantly the librarians involved – grew into the role of Your Librarian without formal evaluation. The Olin Library has conducted the LibQUAL survey three times since 2006, the MISO survey twice.² These are all useful sources of information, but none provide the detailed data necessary for the librarians to effectively evaluate and reflect upon their individual liaison work. Librarians at Rollins carefully reviewed responses to appropriate questions and comments in the LibQual results and addressed liaison activities in all library faculty reviews, but they did not begin to develop a formal evaluation of liaison until 2011. In their deliberations, the librarians decided that it was important that the evaluation system be simple to use for both respondents and librarians, that the confidentiality of the respondents be maintained, that the system respect the privacy of librarians; and that the results be used for formative (that is, self-reflective assessment aimed at supporting continued development) as opposed to normative assessment (comparing librarians to each other or to some external standard). The instrument asks respondents to identify the department or program with which they are most closely associated; to identify their librarian; and with a series of closed and open questions, to

¹ See a listing of existing relationships at <http://www.rollins.edu/library/yourlibrarian/index.html>.

² See <http://www.rollins.edu/library/about/histplan.html#libqual> for details.

identify their perception of how, how well, and to what extent the librarian has engaged with them over the last academic year. The survey ends with some simple demographic questions (see Appendix 2). The survey was distributed via SurveyMonkey (<http://www.surveymonkey.com>).

The survey was distributed in April/May 2012 to all full-time faculty (excluding faculty librarians, n=193) and received 77 responses (a 40% response rate.) sixteen of these respondents chose a rank other than assistant, associate, or full professor or did not answer this question. The inability to limit delivery of the survey to only full-time faculty with rank encouraged us to bite the bullet and attempt to gather responses from adjunct faculty and other teaching staff with more tenuous relationships to academic departments. The survey was distributed a second time in March/April 2013 to all faculty including lecturers, adjunct, and academic staff (excluding faculty librarians, n= 364) and received 88 responses, a disappointing 24% response rate. However, only 14 respondents identified themselves as lecturers, adjuncts, or academic staff.³ The number of full-time faculty in 2012-13, excluding faculty librarians, was 208, so we had a response rate of 36% from that group.⁴ After piloting

³ The discrepancy between this figure and the one noted in Table 1 is the difference between adjuncts, etc., and those respondents who chose to identify themselves as visiting faculty or who chose not to answer the question.

⁴ The issue of how we support adjuncts and part-time faculty is very important to us. However, this attempt to survey them was clearly not effective. First, the number of adjunct faculty employed at Rollins in the spring semester of 2013 was 117, not 148. So the original email list includes some inaccuracies. Secondly, of the 117 employed, only 14 responded to our survey. This is mostly likely because many of them do not regularly check their Rollins email. We are seeking a more effective way to survey this group and, more importantly, to support them.

the survey twice and finding it to be effective, the librarians have now decided to avoid survey fatigue by only distributing the survey only every 2 years, after spring break and before the busy end of the academic year. The librarians are also committed to finding better ways to communicate with adjunct faculty and teaching staff, both in terms of liaison and in terms of this survey.

Results

The purpose of this paper is not to share the results of Rollins liaison assessment. Rather it is to share a method of assessment that may prove useful in other libraries. However, some discussion of the actual results, without compromising respondent or librarian confidentiality, is appropriate. All results noted here are from the combined response sets for 2011-12 and 2012-13. As noted earlier, some librarians doubt that colleagues in the teaching faculty, particularly at small liberal arts colleges, will provide honest responses that liaison librarians could use in a process of continuous improvement. However, having used this survey twice, the librarians involved in this study have found the results to be useful. Individual responses are sufficiently varied both within responses about a single librarian and across the results set to indicate that respondents are making informed judgments. The comments include a full range of positive and negative responses. For instance, respondents rated the librarians' liaison interactions on a four-point scale, 4 being excellent, and 1 being poor. The mean result (n=168) was 3.53, slightly closer to excellent than good. We also asked respondents if they wanted more, about the same, or less contact with their liaison librarians (3 being more, 1 being less.) The 12 respondents who rated their librarian as poor or not good wanted, on

average, more contact with their librarian (2.25.) The average response to this question by those that rated their librarians as excellent or good was slightly lower at 2.18, indicating a direct correlation between the perceived quality and quantity of liaison work. Respondents self-identified as coming from all departments at the college (perhaps predictably, very few faculty members identified with entities, like an interdisciplinary program, other than an academic department.) Figure 1 shows that respondents came from all faculty ranks.

Figure 1. Responses by faculty rank.

Faculty rank	2011-12 Respondents		2012-13 Respondents		Rollins Faculty Spring 2013
	Number	Percentage	Number	Percentage	
Full Professor	30	38%	28	31%	27%
Associate Professor	19	24%	17	19%	16%
Assistant Professor	13	17%	15	17%	17%
Other (or no response.)	16	21%	29	33%	40%
Total	78		89		

As noted earlier, these responses under-represent adjunct faculty and teaching staff. While full professors are somewhat over-represented, particularly in the 2013 results, overall the responses are relatively representative, particularly when viewed in the context of a small faculty population.

With such a small faculty population and number of respondents, the dataset does not warrant the use of sophisticated statistical techniques or content analysis. However, there appears to be no relationship between negative or positive comments, high or low scores and department size, or respondents' tenure status. Untenured and tenured respondents appear

to be equally willing to share their honest appraisals, and respondents from small departments appear comfortable with the confidentiality controls in place.

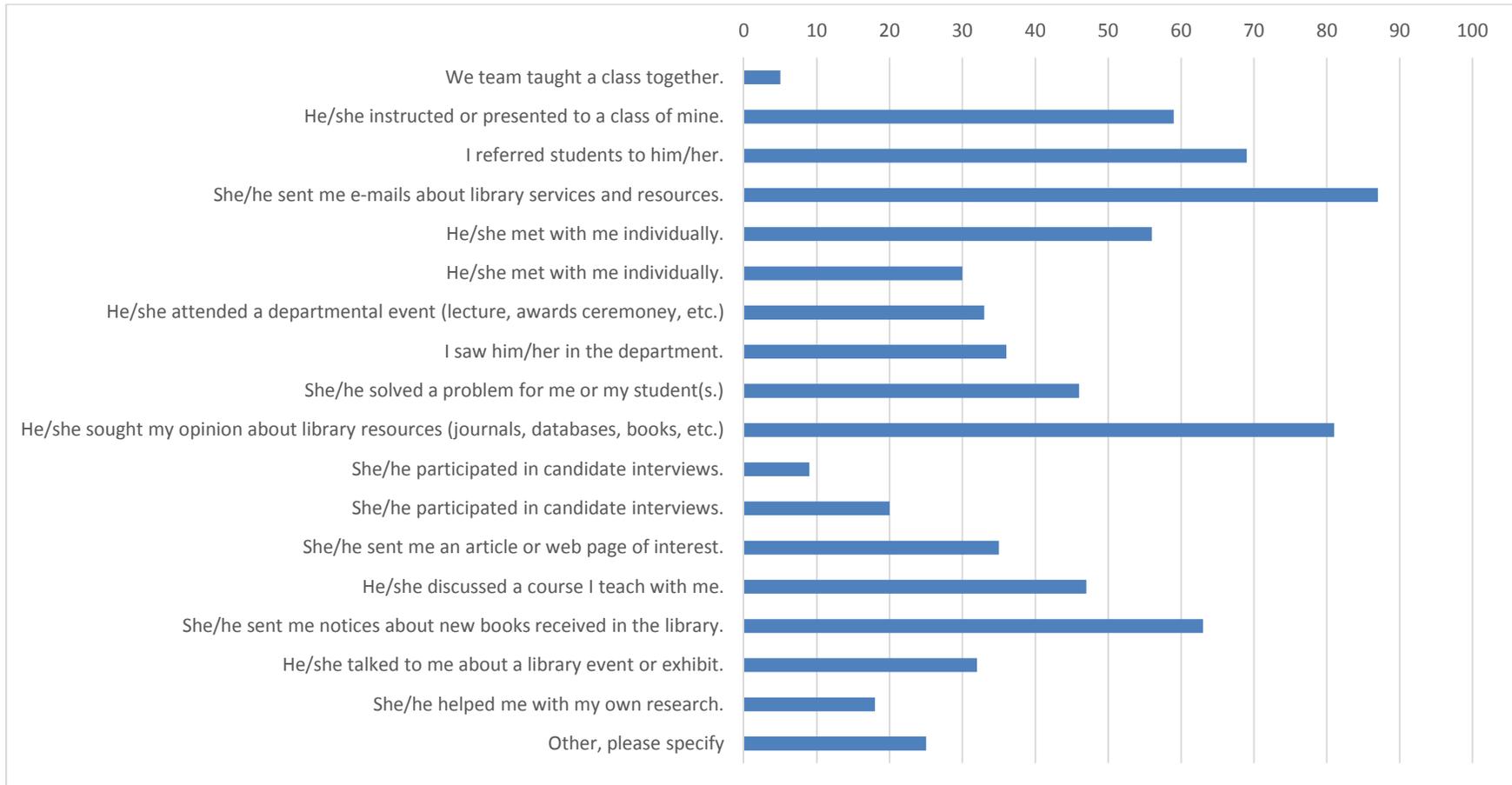
Other interesting results include faculty perceptions of the varying frequency of specific kinds of contact with liaisons (see Figure 2) and the accuracy with which faculty were able to identify their liaison; 85% of respondents identified the correct liaison, and 11% did not know their liaison librarian. Most of the 4% of respondents who identified the wrong librarian did so for understandable reasons having to do with specific programmatic conditions.

The comments represent a full range of positive and negative feedback. For example one respondent commented favorably.

We met and talk about course goals and resources available for students. We discussed new tools and products student might use. We discussed student research problems and attitudes. In addition, my librarian did an excellent job supporting my scholarly activities.

In the context of a less favorable overall response, another respondent commented, "I met [the librarian] once at a faculty discussion and he was friendly. But that is all the interaction I have had with him." Both of these comments illustrate one of the most useful aspects of this evaluation instrument from the librarians' perspective. Like many other comments, they provide actual examples of how the librarians' interactions are perceived and what matters to

Figure 2. How have you interacted with Your Librarian in the last year (choose all that apply)? Combined results for 2012 and 2013.



their faculty partners. Such feedback can be used by the librarian to extend their reach both in terms of depth and breadth of liaison.

The final comment quoted here indicates another way in which the instrument can aid us in our liaison activities. Much in the way a political push poll (American Association of Public Opinion Researchers, n.d.) is designed not to measure, but to change, voters' opinions, this instrument can help educate faculty members on how their librarian can partner with them.

Other than sending me one article in the beginning of the year, I have had zero interaction with my department's librarian. To be fair, I haven't sought her out for help. However, I had no idea that the librarian could provide me many of the services listed above. I would love to receive notices of new book purchases in my field, updates on new technologies that may be useful in my teaching, and suggestions for purchase requests. Until a few weeks ago, I also didn't know that each faculty member was allowed - and even encouraged - to make library purchase requests. From what I was told by my department, we were given a one-time stipend upon our hire and everything else after that was out of our own pocket. Clearly, I got some misinformation!

I hasten to add that the instrument is not designed to change faculty opinions, but inevitably some faculty are surprised to see examples of how librarians might work with them. Faculty members' mental models of a librarian's role in the academy are often formed in graduate school, usually at large research universities, or by interactions with faculty colleagues in their department. This survey may go some way to adjusting those models.

Use of Results in Assessment

The major purpose of the survey is to give individual liaison librarians some data on which to base a reflective, formative self-evaluation. The results are sorted in an Excel spreadsheet by librarian and by department. Results that correctly identified the liaison librarian are combined with results from respondents from departments served by the librarian, including respondents who chose "I don't know" in response to the question asking them to identify their librarian. Any identifying data elements that would compromise the confidentiality of the respondent are removed. This edited results set is emailed to the individual librarian, who is asked to carefully consider the results and prepare a draft liaison plan for the next 2 years. This plan should include any information they have about the future plans of the departments with which they work - faculty hires and retirements, curricular changes, programmatic development, and so on - and thoughtful, practical responses to the survey results that build on their strengths and address any areas of weakness. Each librarian then meets with the library director to reflect on the survey results and to discuss liaison activities and liaison plan. In future years, the librarian will return to this plan in combination with new results from the evaluation instrument to reflect on what has and has not been achieved. During the meeting, the individual librarian's results are compared with aggregate data (for instance the data displayed in Figure 2) to help the librarian orient him - or herself within the wider liaison pattern. All librarians also view and discuss the aggregate responses (stripped of all identifying fields) in a regular librarians' meeting to gain an organization wide perspective on the results. Individual librarians are free, but not required to use their results in their own faculty reviews and are encouraged to discuss successful liaison techniques with their colleagues.

There is a natural tendency for individual librarians to attempt to identify individual faculty members based on their responses. During the reflective conversation, they are dissuaded from doing so because not only are their guesses quite frequently wrong, but such identification can be used to avoid engaging with both positive (“faculty member X is just being nice”) and negative (“this comment is all about that one journal cancellation”) comments and responses. It also inserts preconceptions about the supposed faculty respondents that interfere with our reflection upon the response. Instead, librarians are encouraged to truly reflect upon what these respondents are saying and how they perceive the activities of the liaison librarian.

As a library director, the author is acutely aware that we all work within a complex web of power relations between director and librarians, and librarians and faculty. This means that however much we might attempt to create an environment that is conducive to self-reflective, formative evaluation, and however much we might try to respect the confidentiality of the all participants, our responses are almost inevitably influenced by our perceptions of power. Honest, reflective, formative self-assessment is difficult at the best of times. It is made even more difficult when, for instance, an untenured librarian is asked by the library director to consider and respond to negative responses from faculty. Librarians at Rollins have faculty status. Obviously, this is not true all academic librarians. While faculty status in general, and the specific rules and procedures of the Rollins faculty, has some impact upon how this liaison-evaluation method is conceptualize and implemented, this is a method that is applicable to librarians with various employment statuses. Librarians who choose to implement a version of

this liaison evaluation procedure should explicitly consider these issues of power and employment status at the outset to avoid later misunderstandings.

Conclusion

Building partnerships with faculty to improve library service and ultimately positively affect the education of students is one of the most challenging elements of academic librarianship. It requires a complex interaction of interpersonal and cultural communication. As Laurence Miller noted in 1977, library liaison is a vulnerable method. Such partnerships must be constantly nurtured and developed. The process of reflective self-evaluation by the librarian, based on explicit expectations and regular data gathered from the faculty members with whom they are charged with working, can be successful in encouraging and supporting librarians as they attempt to build those partnerships. The survey instrument described here is easy to administer, quick to complete and analyze, and thus can easily be incorporated into the work of medium and small academic libraries. Evidence from the use of the instrument at Rollins indicates that faculty members are prepared to be honest about librarian performance as long as they trust that their identity will be protected.

Appendix 1. Rollins College Olin Library Liaison Program “Job Description.” (Developed Fall 2007.)

Your Librarian Library Liaison program.

Goals for Liaison

1. Be the main personal (as opposed to general) contact between faculty and students associated with a particular department/program and the library.
2. Communicate information about library services, resources, etc. to faculty and students associated with particular departments or programs.
3. Seek to partner with faculty in particular departments and programs to improve student information literacy, in person, online, formally and informally, in groups, and singly.
4. Develop partnerships with faculty to identify and act on appropriate areas for growth and weeding of the library’s collection and resources in the liaison areas.
5. Develop innovative projects, services, and resources in partnership with faculty and students in their liaison areas.
6. Communicate the concerns, questions, and compliments of faculty and students to others within the library where necessary and check to make sure that issues are dealt with promptly and appropriately.

Expectations for Liaison

1. Liaisons should seek to meet with departments and individual faculty (informally or formally) at least annually.
2. Liaisons should seek to identify information literacy intensive “gateway” courses and “capstone experiences” in majors as candidates for instruction partnerships (both online and in person) with faculty.
3. Liaisons should solve library related problems (large and small) faced by faculty and students within their liaison areas, and work with others in the library to do the same.
4. Liaisons should work with dept. faculty to ensure that restricted funds, where appropriate, are expended but not exceeded.
5. Liaisons should work with dept. faculty to ensure the continued relevance of databases, journals, reference works and other library resources within their liaison areas. Requesting materials and proposing materials for cuts and deaccessioning where necessary.
6. Liaisons should work with dept. faculty, Circulation, and Technical Services to ensure that subject based collections or materials (including permanent reserves) are placed in the most effective location.
7. Liaisons should seek to be involved in the faculty hiring process in their liaison areas in order to explain the role of the Olin Library at Rollins, how the library and faculty work together, and the library resources available to new faculty.
8. Liaisons should meet with new faculty hires in the first weeks after they arrive on campus (if not before) to identify potential instruction opportunities, answer questions, and build a relationship.
9. Liaisons should identify and attend open events associated with their liaison areas (lectures, meetings, films, social events, departmental student groups, etc.) as ways to develop personal relationships with faculty.

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10. Liaisons should send personal e-mails to individual and groups of faculty concerning new services and resources that are of specific interest to those faculty members (in terms of their teaching and research.)
11. Liaisons should develop a level of reference expertise in their liaison areas beyond that of the average Olin reference librarian so that they become a resource for in-depth and expert reference services in those disciplines.
12. Liaisons should maintain and develop appropriate subject specific web pages, and paper based research guides, etc.
13. When dealing with faculty and students associated with a particular department or program everyone in the library should make sure the liaison librarian is involved or informed of developments.
14. Liaisons should seek out events, research, etc. in their liaison areas that may be candidates for displays, exhibits, programs in the library.
15. Liaisons should learn about special collection and archives at Olin Library and encourage appropriate faculty to contact Wenxian and use the collections. They should also alert Wenxian to such opportunities.
16. Liaisons should monitor proposed new courses, majors/minors, programs and departments and assess the library's ability to support such new curricula with existing resources. If we are deficient in an area, the liaison should discuss this with the Director and with those proposing the new curricula.

Tips and tricks

1. No, means not yet. Be persistent.
2. Show interest in faculty research.
3. Solve their problems on their terms, not ours.
4. Spend informal walking about time in academic buildings.
5. Learn about your areas, read journals, attend lectures.
6. Send "Thought you might be interested in this ..." notices of interesting articles, newspaper clippings, reviews of books, notices of new books, websites, etc. to faculty research and teaching on those areas.
7. Gather syllabi and use them in collection development and share them with Circulation (for Reserves.)
8. Seek to understand faculty culture and speak in their terms not ours, but
9. Always remember, we are expert librarians, they are expert in their discipline and at teaching. Don't confuse the two or overstep your bounds.

Appendix 2. Rollins College Olin Library Liaison Program evaluation instrument (Developed Fall 2011.)

Evaluate Your Librarian

Welcome to our evaluation of Your Librarian.

Each academic department and program has an assigned librarian. We hope you think of this person as Your Librarian. This is the second year we have evaluated how effectively your librarian is serving your needs. In the future, we will only evaluate the Your Librarian program every two years. The ten questions should take no more than five minutes to complete. Your identity and individual responses will remain confidential. Aggregate results from your department will be shared with your librarian and summary results with the librarians as a whole. Results will be used to help determine the success of the program as a whole and to help your librarian improve their liaison with your department.

Please answer in terms of the current academic year.

1. With which Department, Program, or Major/Minor do you most closely associate?

- | | |
|--|---|
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> International Business |
| <input type="checkbox"/> African/African-American Studies | <input type="checkbox"/> International Relations |
| <input type="checkbox"/> Archaeology | <input type="checkbox"/> Jewish Studies |
| <input type="checkbox"/> Art & Art History | <input type="checkbox"/> Latin American Caribbean Affairs |
| <input type="checkbox"/> Asian Studies | <input type="checkbox"/> Marine Biology |
| <input type="checkbox"/> Australian Studies | <input type="checkbox"/> Masters of Human Resources |
| <input type="checkbox"/> Biochemistry/Molecular Chemistry | <input type="checkbox"/> Masters of Liberal Studies |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Masters of Planning in Civic Urbanism |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Classical Studies | <input type="checkbox"/> Middle Eastern & North African Studies |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Modern Languages & Literatures |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Music |
| <input type="checkbox"/> Critical Media & Cultural Studies | <input type="checkbox"/> Neuroscience |
| <input type="checkbox"/> Crummer | <input type="checkbox"/> Philosophy & Religion |
| <input type="checkbox"/> Dance Program | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> Education | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> English | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Environmental Studies | <input type="checkbox"/> Sustainable Development |
| <input type="checkbox"/> Film Studies | <input type="checkbox"/> Theatre Arts & Dance |
| <input type="checkbox"/> Global Health | <input type="checkbox"/> Women's Studies |
| <input type="checkbox"/> Graduate Counseling | <input type="checkbox"/> Writing Minor |
| <input type="checkbox"/> History | <input type="checkbox"/> Other |

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2. Who is Your Librarian?

[Drop down menu of each librarian in alphabetical order followed by "I don't know."]

3. How have you interacted with Your Librarian in the last year (choose all that apply)?

- He/she sought my opinion about library resources (journals, databases, books, etc.)
- I saw him/her in the department.
- He/she discussed a course I teach with me.
- She/he sent me emails about library services and resources.
- He/she discussed my research with me.
- She/he sent me an article or web page of interest.
- I referred students to him/her.
- He/she talked to me about a library event or exhibit.
- She/he solved a problem for me or my student(s.)
- She/he sent me notices about new books received in the library.
- He/she attended a departmental event (lecture, awards ceremony, etc.)
- We have had no interaction
- She/he participated in candidate interviews.
- We team taught a class together.
- He/she met with me individually.
- He/she instructed or presented to a class of mine.
- She/he met with my department.
- She/he helped me with my own research.
- Other, please specify

4. How would you rate Your Librarian's interactions with you during the last year?

Poor/Not Good/Good/Excellent

5. Please explain your rating.

[Open ended comment box]

6. How much interaction do you want with Your Librarian?

Less/About the Same/More

7. How could Your Librarian better serve you, your colleagues, or your students?

[Open ended comment box.]

8. What is your academic rank?

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Full Professor/Associate Professor/Assistant Professor/Visiting (all ranks.)/Adjunct/Lecturer/Academic Staff

9. How long have you taught at Rollins?

0-4 years/5-9 years/10-19 years/20 or more years

10. Do you have any other comments you would like to make?

[Open ended comment box.]

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