

# Spectacular Failures and Tenuous Successes in Faculty Outreach:

## A Story of Persistence

Bekah Dreyer, Hannah Lindquist, & Melinda Malik  
Geisel Library

SAINT ANSELM  
COLLEGE

### One-Shots

POPULATION 0 - 2

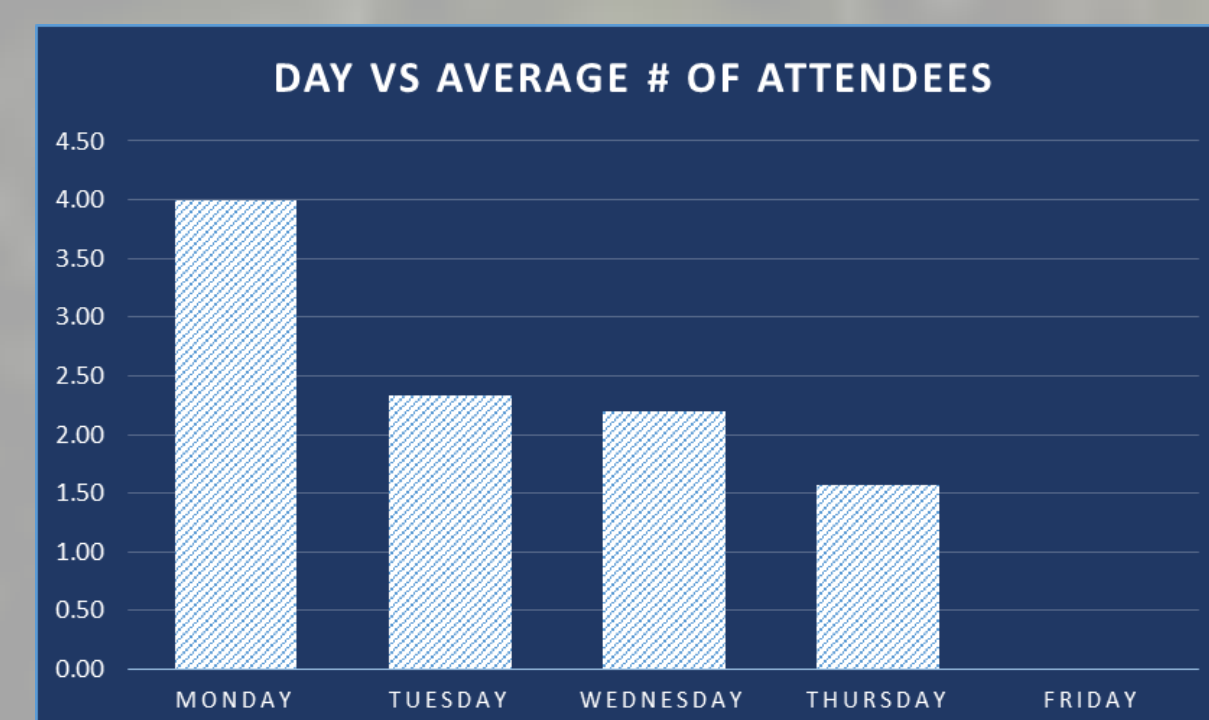
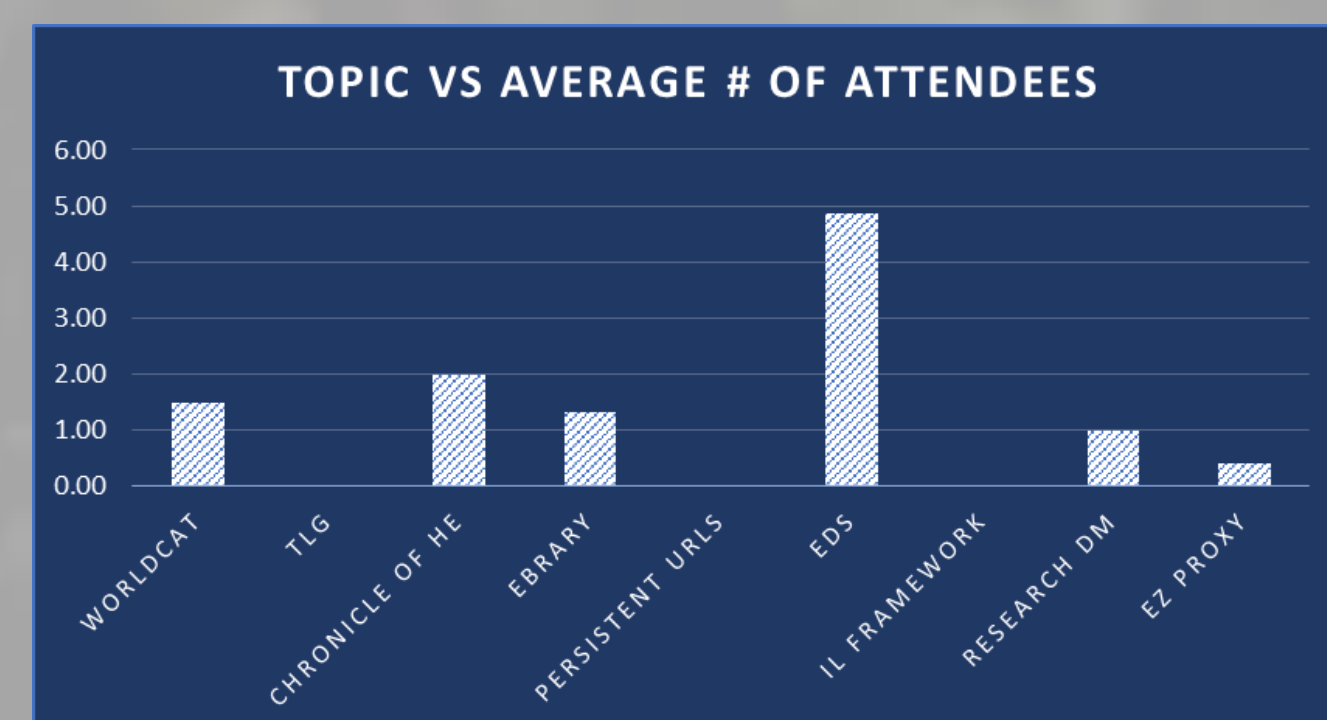


#### Best outcomes

- with big technology migrations/changes (e.g. EDS)
- with faculty interest and support

#### Worst outcomes

- with database demonstrations
- with switching times/days - no impact on attendance levels



## FACULTY OUTREACH PROGRAM

SAINT ANSELM COLLEGE  
GEISEL LIBRARY

### BACKGROUND

- Strong outreach mission
- With campus academic and extra-curricular groups, local high schools
- Difficulty in reaching faculty

### BEST PRACTICES

- Strategic partnering
- WIIFM Principle
- Match content with format
  - Tech upgrades = One-shots
  - Theory/Practice = Discussions

### REASONS FOR PERSISTENCE

- Strong administrative support
- Culture of experimentation
- Faculty appreciation
- Librarians' can-do attitude

SHARE  
THE  
ROAD

### Campus Partnerships

POPULATION Seasonal

#### Best outcomes

- when librarians share goals with partners
- when there is funding

#### Examples:

- Summer Faculty Institute with Instructional Technology
- Information Literacy, Fake News programming with the Center for Teaching Excellence
- Film, lecture, and discussion series with faculty across disciplines

#### Worst outcomes

- when goals shift and no longer align
- when there is a lack of funding and/or administrative support

### Discussion Series

POPULATION 3 - 7

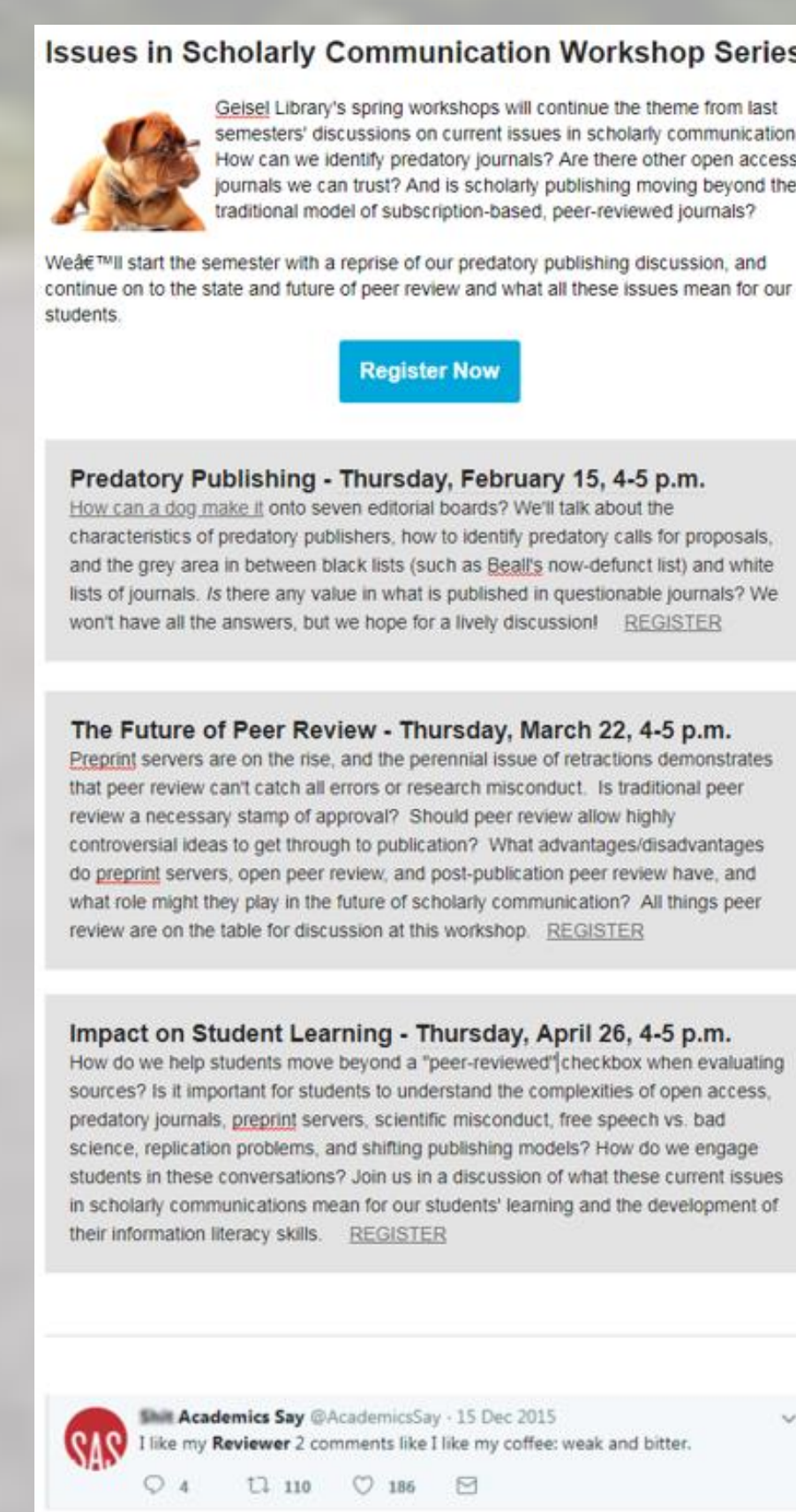


#### Best outcomes

- when gearing sessions toward current faculty concerns (e.g.: issues in scholarly communications, predatory publishing, etc.)
- when providing multiple reminders

#### Worst outcomes

- when librarians assume faculty will be interested in all sessions (i.e.: predatory publishing was highly attended, but open access had zero attendants)
- sessions are not well promoted



### Workshops

POPULATION 4



#### Best outcomes

- when partnering with other campus departments (e.g. Emerson College's *Course Design Spa*)
- when providing incentives such as food, mini-grants, course releases
- when faculty are engaged with the topic(s) in order to complete a task

#### Worst outcomes

- when faculty are not involved in planning

