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ABSTRACT

This annotated selective bibliography of 21 journal articles is concerned with collaboration between librarians and faculty in collection development in academic libraries. These articles examine the collaborative process and provide effective strategies to assist in developing a strong library liaison relationship between librarians and faculty. (JLB)

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LIAISON WITH TEACHING FACULTY
AND
COLLABORATIVE COLLECTION DEVELOPMENT:
AN ANNOTATED SELECTIVE BIBLIOGRAPHY OF JOURNAL LITERATURE

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In the academic library environment, input from teaching faculty is an integral component of the collection building process. Commitment to forging a strong bond between the library and teaching faculty will assist in building consistent, balanced and thorough library collections. The journal literature in the following annotated selective bibliography studies collaboration with teaching faculty in collection development, and provides effective strategies to assist in developing a strong library liaison relationship with teaching faculty.

Birdsall, William F. "Why Don't More Faculty Love Librarians?" The Journal of Academic Librarianship, vol. 17, no. 1 (1992): 375.

Opinion essay which explores reasons for friction between teaching and library faculty in academic institutions. Modern developments in information technology, while enhancing our opportunity to know, have also overwhelmed us with an obligation to know. The formerly acceptable level of "excusable" ignorance is no longer excusable, given our current opportunities to access and exploit knowledge. Recognizes that teaching faculty may be uneasy with their lack of knowledge in utilizing new means of acquiring information. Posits that teaching faculty may have difficulty accepting library faculty as partners in research because librarians are a constant reminder that there no longer exists a level of "excusable" ignorance.

Blandy, Susan Griswold. "What Do Faculty Want?" The Reference Librarian, vol. 38 (1992): 183-190.

Academic reference librarians need to ascertain teaching faculty's expectations of their institution's library in terms of research and recreational needs. Examines resource acquisitions and research services, and explores the focus group interview as a means of eliciting the teaching faculty's perceptions of the library. Emphasizes that librarians must view library materials and services as a means to develop opportunities for further significant service to teaching faculty.

Cenzer, Pam. "Library/Faculty Relations in the Acquisitions and Collection Development Process." Library Acquisitions: Practice and Theory, vol. 7 (1983): 215-219.

Focuses on the relationship between teaching faculty and librarians in acquisitions and collection development. Examines the role of the teaching faculty in the selection of library materials and the responsibility of the library committee in the allocation of funds. Provides suggestions for establishing and improving contacts with faculty selectors, and methods to enhance the work of the library committee.

Commerton, B. A. "Building Library/Faculty Relationships: Forging the Bond." Bookmark, vol. 45 (Fall 1986): 17-20.

Evaluates the present status of faculty/library relationships and factors which affect the bond between teaching and library faculty. The basis for conscious improvement of this relationship may be found in a library philosophy which emphasizes service adapted to the needs of the library clientele. Explores specific techniques for forging a faculty/library bond including the development of a formal liaison program with each academic department, public relations, development of bibliographic instruction programs, increased involvement by librarians in campus activities, and the establishment of a "Friends of the Library" association.

Dittemore, Margaret R. "Changing Patterns of Faculty Participation in Collection Development." Collection Management, vol. 16, no. 4 (1992): 79-89.

Case study which examines a decrease in collection development participation by social science faculty at Tulane University following a shift, in 1987, of primary selection responsibility from teaching faculty to the library. Reviews and identifies factors which affected this change and faculty participation in general.

Drummond, Rebecca C., Anne Page Mosby, and Mary H. Munroe. "A Joint Venture: Collaboration in Collection Building." Collection Management, vol. 14, nos. 1/2 (1991): 59-72.

As a collection manager, the subject bibliographer must balance subject knowledge with collection building skills in a publishing world which is marked by escalating prices and diminishing financial involvement in education by government. Understanding of both the scholarly environment and the administrative/budgeting environment is an important facet of this balancing act. Support must be promoted and garnered from the academic library's constituencies, which include students, faculty and administrators. The experiences of three novice bibliographers at Georgia State University provide insight into the practical dimensions of this collaborative venture.

Dukes, Robert J. "Faculty/Library Relations in Acquisitions and Collection Development: The Faculty Perspective." Library Acquisitions: Practice and Theory, vol. 7 (1983): 224.

Describes the difficulties and misconceptions which teaching faculty have in relating to the book and serial acquisitions process. Explores strategies for improving and developing the non-library faculty member's understanding of the acquisitions process and for fostering an improved relationship between teaching faculty and the acquisitions department.

Gamble, Lynne E. "University Service: New Implications for Academic Librarians." The Journal of Academic Librarianship, vol. 14, no. 6 (1989): 344-347.

University service has acquired a new and enhanced significance in a changing university environment characterized by increased competition for funding and services. A strong library role in the educational process and in university governance deserves attention. Appropriate service activities should be delineated and incentives and rewards provided to encourage librarian's participation in university service.

Hannaford, William. F. "Tilting at Windmills: Selection in College Libraries." Collection Management, vol. 12, nos. 1/2 (1990): 31-35.

Reviews research literature dealing with faculty versus librarian selection of academic library materials. Circulation studies which contrast usage levels of library materials selected by faculty to usage levels of materials chosen by librarians have produced mixed conclusions. Recommends additional research in this area.

Hardesty, Larry. "Book Selection for Undergraduate Libraries: A Study of Faculty Attitudes." The Journal of Academic Librarianship, vol. 12, no. 1 (1986): 19-25.

Case study which surveys the attitudes of teaching faculty toward the undergraduate role of the academic library. Concludes that most classroom faculty do not have well-defined and measurable attitudes regarding the types of library materials which are suitable for undergraduate student use. Suggests that academic librarians promote active discussions both between librarians and classroom faculty and among classroom faculty regarding the nature, selection and use of appropriate library materials.

Kim, Ung Chon. "Participation of Teaching Faculty in Library Book Selection." Collection Management, vol. 3, no. 4 (Winter 1979): 333-352.

Participation in library materials selection by teaching faculty with expertise in specialized research areas is an important component in building academic library collections. However, while some faculty members participate actively in library book selection, others recommend only a few titles for acquisition or make no recommendations at all. Case study at a midwestern university demonstrates that years of teaching, age, number of graduate courses taught, publication activities, and professional contacts of the teaching faculty are significantly correlated to the level of their active participation in library book selection.

Lanning, John A. "The Library-Faculty Partnership in Curriculum Development." College & Research Libraries News, vol. 49, no. 1 (1988): 7-10.

Outlines reasons for the poor relationship which the author believes currently exists between the library and the faculty. Examines education assessment and the development of core curriculum and suggests that these two areas of change in higher education have a dramatic influence on curriculum development. Provides recommendations for improvement of the library-faculty partnership.

Morris, Leslie R., Carol M. Kazmierczak, and David Schoen. "A Faculty Bill of Rights for Library Services." Perspectives: American Historical Association Newsletter, vol. 30, no. 3 (1992): 1-7.

Through an improved understanding of library operations, the authors believe that faculty are able to make informed judgements regarding library performance and will learn to distinguish between reasonable and unreasonable expectations. Discusses faculty understanding of budget allocation, book and serial acquisitions, developments in information technology, and interlibrary loan and reserve functions.

Oberg, Larry R., Mary Kay Schleiter, and Michael Van Houten. "Faculty Perceptions of Librarians at Albion College: Status, Role, Contribution, and Contacts." College & Research Libraries, vol. 50, no. 2 (1989): 215-230.

Surveys faculty perceptions of the status, role, and contribution of librarians at a small liberal arts college in Michigan. Assesses the extent and nature of contacts between the two groups and isolates perceptions of the library faculty which are held by teaching faculty. Compares results with prior surveys conducted at the university level, and provides recommendations for further study. The results of the study suggest that faculty perceptions of librarians influence their status, the degree of library isolation within the institution, and the success with which funding is obtained and expended. Concludes that librarians need to better define and communicate their role in order to achieve status appropriate to their contribution.

Pasterczyk, Catherine E. "Checklist for the New Selector."
College & Research Libraries News, vol. 49, no. 7
(July/August 1988): 434-435.

Brief but useful checklist which provides a logical starting point and reminder of the types of inquiries which are reasonable to make during the initial meeting with a representative from an academic department. Questions regarding faculty, staff, students, department, communication channels, curriculum and impressions of the library are listed. Provides suggestions for advance preparations and questions useful for obtaining pertinent information from the previous bibliographer.

Sandler, Mark. "Organizing Effective Faculty Participation in Collection Development." Collection Management, vol. 6, nos. 3/4 (Fall/Winter 1984): 63-73.

Political realities of the academic environment indicate that teaching faculty must take an integral role in collection development. Effective faculty participation should be organized and controlled by library faculty. Emphasizes faculty participation in collection evaluation, standardization of departmental request procedures, and training for faculty representatives in the selection of library materials.

Sapp, Gregg, and Peter G. Watson. "Librarian-Faculty Relations During a Period of Journals Cancellations." The Journal of Academic Librarianship, vol. 15, no. 5 (1989): 285-289.

Inflationary scholarly and professional publishing trends combined with economic constraints have forced many academic libraries to cancel subscriptions for high-priced and/or low usage titles. Librarians must be prepared for faculty confrontation and disappointment. Studies and describes channels and patterns of library/faculty communication during periodicals cancellations at Idaho State University.

Sellen, Mary. "Book Selection in the College Library: The Faculty Perspective." Collection Building, vol. 7 (Spring 1985): 4.

Study of teaching faculty at Pennsylvania State University which examines attitudes regarding the responsibility for collection development, technical service needs in requesting library materials, and the role that library materials selection plays within the larger context of teaching and research. Survey indicates that selection has an important role in institutional responsibilities of teaching faculty.

Vidor, David L., and Elizabeth Futas. "Effective Collection Developers: Librarians or Faculty?" Library Resources & Technical Services, vol. 32, no. 2 (1988): 127-136.

Study of collection development activities at the Emory University School of Business Administration library collection to determine if faculty members or librarians were more effective as book selectors. Effectiveness was measured by comparing the number of titles selected at Emory each year with titles in New Books in Business and Economics: Recent Additions to Baker Library and a list compiled from reviews in popular business journals, and by comparing the circulation of the books which were purchased. The study revealed that librarians created a stronger collection of practical materials, given the number of titles and patron use of selected materials. Ambiguous results were obtained, however, concerning the relative effectiveness of librarians and faculty members when selecting academic materials.

Walden, Barbara L. "Faculty Participation in Book Selection in a Large Academic Library: The Case of German Studies." Collection Management, vol. 13, no. 3 (1990): 27-42.

Describes a successful and cooperative book selection arrangement which utilizes a faculty library committee and subject bibliographers for book selection in the traditional and well delineated field of German literature and philology, and in the interdisciplinary area of German studies.

Wu, Connie, Michael Bowman, and Judy Gardner. "Effective Liaison Relationships in an Academic Library." College & Research Libraries News, vol. 55, no. 5 (May 1994): 254.

Knowing the institutional context in which an academic library operates and communicating information regarding library resources and services are keys to the successful integration of the library within the academic institution. Provides recommendations and implementation strategies to bring about successful library liaison relationships.