

# ***Librarian-Faculty Collaboration Inventory***

## **A Personal Reflection Exercise**

**Susan Ariew and Jim Eison (2010)**

**DIRECTIONS:** There are many different ways librarians can create opportunities for networking, coordination and collaboration with faculty members. This inventory identifies briefly some 20 different possibilities.

**Step 1:** Please think about the various opportunities for collaboration with faculty members that you participated in during the past year. Carefully review the list of possibilities below (i.e., the left hand column) and indicate with a check mark (✓) if you personally participated in this type of activity anytime during the past year.

**Step 2:** Then indicate with a check mark (✓) whether you would be willing to initiate and/or participate in this type of collaboration in the upcoming year.

| <b>Collaboration Activity</b>   | <b>Past Year</b> | <b>Next Year</b> |
|---|------------------|------------------|
| Verify that the annual “new faculty orientation” includes a substantive library component. If not, contact the event organizers and see if/how you can get involved in helping shape the program for next year.   |                  |                  |
| Offer to show all candidates for new faculty positions around the library when they are interviewing on campus.   |                  |                  |
| Get a list of new faculty members each year. Personally invite (via email or phone) each to make an appointment to show them the library’s electronic resources and to discuss their specific teaching and research services.   |                  |                  |
| Ask new faculty questions about potential ways you might assist them with their scholarly pursuits and/or the work they are planning to pursue on the path towards promotion and tenure.  |                  |                  |
| Check to see which faculty members have Web pages (or links on their department’s web page) that includes their syllabi, class assignments, etc. If appropriate, offer to provide them with links them to library/information resources. While this isn’t possible with course management systems like Blackboard, ask faculty members to invite you into the class as an “embedded librarian.” |                  |                  |
| Discuss with individual faculty members the resources or services they have used most often in the past; then locate a few research materials appropriate to their interests and suggest still other possible resources or tools they are not aware of as part of the conversation  |                  |                  |
| Call department chairs and ask to be invited to attend a departmental faculty meeting to update faculty about changes within the library or to promote new services.  |                  |                  |
| Aim to be a positive, regular presence in the lives of faculty members in as many creative ways as possible   |                  |                  |
| Create an ever-expanding e-mail distribution list for the specific faculty constituencies you have worked with.   |                  |                  |
| Request to be added to faculty listservs within departments   |                  |                  |
| Email messages to your faculty distribution lists describing new developments in the library.   |                  |                  |
| Publish a Blog that offers customized news about library acquisitions and services for your faculty constituency.   |                  |                  |
| Attend college or departmental functions that interest you that can potentially relate to library services or collections.  |                  |                  |

| Collaboration Activity  | Past Year | Next Year |
|---|-----------|-----------|
| When students present problematic class assignments at the reference desk, call the faculty member to clarify your understanding of the assignment and offer to collaborate with the faculty member to better help students successfully complete future assignments. |           |           |
| When a faculty member calls or emails you for the first time to request library instruction, set up a face-to-face meeting to plan the class in detail.   |           |           |
| Go over the course syllabus and collaborate with the faculty member to create the type of library instruction session best suited to her/his assignment, course, and the constraints of class size and teaching environment.  |           |           |
| Do a purposeful formative teaching evaluation of each library instruction session and share the results with the faculty member.  |           |           |
| Use teaching evaluations responses as feedback to build a continuing dialogue with the faculty member about how to best assist his/her students in the future   |           |           |
| Follow up in collaborative efforts with long-term goals and make plans for future projects/improvement.   |           |           |
| If there is a class research assignment, offer to collaborate on creating it and possibly even grading the relevant information literacy components.  |           |           |