100 Ways to Reach your Faculty

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Meeting your Faculty

1. Invite them to: lunch, coffee, a new faculty reception, or an appropriate library meeting

2. Attend the events they might attend: grant writing or scholarly writing workshops, junior faculty lunches [Paula McMillen, Oregon State Univ.]

3. Advertise in campus publications.

4. Meet the people around your faculty: departmental staff, administrators, graduate students.

5. Give new faculty a small amount of money to buy library materials they or their students will need.

6. Host a "published this year" party including librarians who have published.

7. Host a discussion forum for ideas relevant to the campus (ex. Teaching, Research) [Mary Barbosa-Jerez, Univ. of Louisville]

8. Create a Reading and Writing Center for students as a joint faculty effort [Mary Barbosa-Jerez, Univ. of Louisville]

9. Co-organize a literacy service-learning event working with appropriate units, such as the Department of English or Education.

10. Conduct special library orientations catered to your department's students and new faculty. [Susan Wolf Neilson, North Carolina State Univ.]

11. Be active in campus governance organizations.

12. Meet with candidates for department positions to discuss what resources would be available to them.

13. Participate in a faculty mentoring program.

Building Relationships

14. Answer requests and complaints in a timely manner.

15. Attend events sponsored by your department.

16. Send a thank you note for referring a student or colleague.

17. Provide a benefit, like free coffee or copies, to the department's liaison to the library.

18. Cultivate those professors who already use the library. They can be your best advocates!

19. Announce new resources that will be of use to them.

20. Get on the department's listserv.

21. Make informal visits to your department occasionally. [Margaret Fain, Coastal Carolina Univ.]

22. Insert bookplates that honor faculty promotions or achievement of tenure. [German article]

23. Create exhibits in the library based on the lab or research work of faculty. [Furlong article]

24. Hold a retreat for faculty willing to collaborate on a joint project with librarians. [Gardner article]

Communicating Professionally

25. Create a "Faculty Guide to the libraries" with all the essentials: phone numbers, course reserve procedures, etc.

26. Congratulate them on publications, grant funding, etc.

27. Write an introductory letter to new faculty members.

28. Prepare a report on the number of items / amount of money spent on collections in their field.

29. Send personal, handwritten notes, if possible.

30. Write a profile of a faculty member's contribution to library services for the library's newsletter.

31. Send a FAQ list or other useful handouts to share with classes.

32. Do a survey of the faculty's use of the collection, and let them know that selection decisions are based on how they use the material. [Aked article]

33. Post information on the bulletin boards in their buildings.

34. Clarify your role: let them know you are not trying to usurp their position. [Intner article]

35. Research and let them know about grant opportunities in their field.

36. Assess the needs of distance faculty. [Adams article]

37. Provide extra business cards for faculty to refer their students.

38. Ask faculty to include the contact info of the library subject specialist on their syllabi.

39. Do an assessment of faculty access to technology.

Positioning the Library

40. Apply for grants! Most universities announce grant winners in campus newsletters. This raises money and positive attention.

41. Make sure that library successes are promoted to the President and Deans.

42. Get included in university-wide assessment programs.

43. Set the goal for all librarians to be involved with faculty -the more librarians involved, the greater the networking potential.

44. Establish the library as a central place on campus to go for research, writing assistance, computer labs, coffee, etc.

45. Volunteer for campus-wide projects.

46. Know what the hot topics are on campus (student retention, distance education, etc.) and what role the library plays in them. [Iannuzzi article]

47. Advertise the library's centrality to help faculty from different departments to interact. [Stahl article]

48. Get involved with learning communities. [Lippincott article]

49. Create a teaching portfolio for your instruction librarians to promote the program. [Michelle Millet, Univ. of Montana]

50. Hold teaching and learning enhancement workshops. [Stephanie Brenenson, Florida International Univ.)

51. Hold office hours in the department's offices [Susan Wolf Neilson, North Carolina State Univ.]

52. Establish a Teaching, Learning and Technology Roundtable to facilitate discussion on these topics among faculty, librarians, and IT. [Porter article)

53. Organize / participate in a program for faculty to mentor at-risk students.

54. Get on the list of campus experts / speakers bureau.

55. Lobby for a place on the curriculum development committee.

Knowing your Stuff

56. Get an advanced degree in a subject-specific field.

57. Take a class in their department.

58. Join the professional organizations of the faculty, not just library organizations.

59. Study! Understand modern teaching methods; read their textbooks.

60. Teach faculty about new technology they need for instruction and research -make office visits if necessary.

61. Ask to observe class sessions to gain a better understanding of the topics covered.

62. When you get an opportunity to teach, prepare thoroughly. One source estimates that instruction preparation time should be two to three hours per hour of instruction. [Winner article]

63. Have a plan: know what you have to offer and give an organized, well-considered pitch. Show how your skills will help the faculty member to achieve his goals.

64. Investigate their program: know what courses they teach, whether they have a web presence, how many students they have, and how active they are on campus. [Julie Yang article]

65. Publish in the topic field journals, not just in library journals.

Tailoring to Faculty Interests

66. Advertise individualized research assistance for students and faculty.

67. Teach short courses for faculty on topics they want.

68. Consult them about which journals are essential to them (especially if you need to drop some.)

69. Buy their books!

70. Create web guides to research tools for their discipline.

71. Ask for their syllabi and create class-specific lists of resources.

72. Do a study of faculty research habits. [Aked article]

73. Find out what new courses are in the works that may need collection support. [Larson article]

74. Catalog their personal or office collections.

75. Survey new faculty to find out what journals they read regularly —let them know which ones you have and reassure them that you will keep others in mind if money becomes available.

76. Keep a profile on each professor's research interests and accomplishments. [Julie Yang article]

77. Create a faculty advisory board for library issues.

78. For classes including a research component (check the course catalog and online syllabi), contact the professor regarding relevant collections, databases, and the possibility of library instruction. [Anna Marie Johnson, Univ. of Louisville]

79. Work intensively with a particular faculty member to reinvent a course with an embedded research component. [Barbara Fister, Gustavus Adolphus College]

80. Put together a seminar for faculty on detecting plagiarism. [Barbara Hightower, West Texas A&M Univ.]

81. Work with faculty designing distance education courses.

82. Survey faculty regarding what liaison services they use or need. [Zheng Ye Yang article]

83. Suggest texts for new courses. [Intner article]

84. Create topic-related assignments for teaching a class about library resources / research techniques without taking up class time.

Collaborating with Faculty

85. Find out what kinds of activities mean the most for faculty promotions and focus your efforts there.

86. Co-author an article.

87. Collaborate on a grant.

88. Provide information to accreditation committees.

89. Work together on a bibliography.

90. Ask them to represent the department on a search committee for the librarian in their field.

91. Team-teach a class.

92. Create a class assignment together.

93. Assist them in finding or organizing information.

94. Partner with them to teach web evaluation skills. [Walter article] 95. If qualified, offer to teach a course in their department (for extra pay, of course!)

96. Teach a session for their class on research methods and resources specific to the class.

97. Create an annual award for the faculty member who has done the most to collaborate with or promote the library.

98. Co-design a course-specific product, such as a CD-ROM. [Nefertiti Burton, Univ. of Louisville]

99. Co-teach a class with IT. [Zhang article]

100. Ask faculty to help provide content for the library's pathfinders. [Sugarman]

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Tips for Creating a Sustainable Liaison Program

- Be able to articulate the goals of your program and then support it by providing a budget, release time, and training.

- Distribute the load equitably: consider the size and library-related activity of each department as well as the workload of the librarians in determining the number of departments assigned to them. Involve as many librarians as possible: being a liaison is not just for "public service" librarians.

- Use the strengths of each librarian. Allow them to develop the relationship in a way that is comfortable for both the librarian and the department.

- Provide a support team. One librarian cannot have all the answers, so create subteams by broad categories like sciences. social sciences and humanities and make sure that the team has representatives from instruction, reference, cataloging and collection development.

- Recognize and reward excellent liaisons.

- In working with the faculty:

    • Keep your faculty informed, but avoid inundating them with constant messages.

    • Respect the skills and time constraints of your faculty (and of yourself).