

A Model of Collaboration Building between Teaching Faculty and Librarians at Earlham College:

Viewed from Educational Development and Relationship
Marketing

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Background

A recent massive reform of higher education

- Development of generic skills among undergraduates
- Construction of internal quality assurance systems

University libraries

- review their services to ensure consistency with these reforms

Information Literacy Instruction

- part of graduate attributes
- a component of higher educational systems

**Constructive relationships
between teaching faculty and librarians**

Literature Review I

Building Collaboration between Teaching Faculty and Librarians in University Education

- the number of research papers on this topic was considerably fewer than the number of practical reports
- there were a limited number of researchers who continued studying this topic
- only a few papers applied theoretical frameworks

collaboration building from  viewpoints of conceptual and theoretical frameworks

Literature Review II

Conceptual frameworks: constructed by themselves	Black et al(2001), Machin et al.(200X), Amante et al. (2012)
Social structure	Knapp(1966)
Social positioning	Julien & Given (2002), Julien & Pecoskie (2009)
Relationship marketing	Phelps et al. (2010)
Educational Development	Nagasawa(2017)

Instructional Development

Enhancing course design to support student learning

Curriculum Development

Development of programmes of study

Educational Development

Organisational Development

Maximising an institution's resources to meet organizational objectives & to achieve broad institutional missions

Professional Development

Each faculty member as a person and is concentrated with his/her development as a scholar

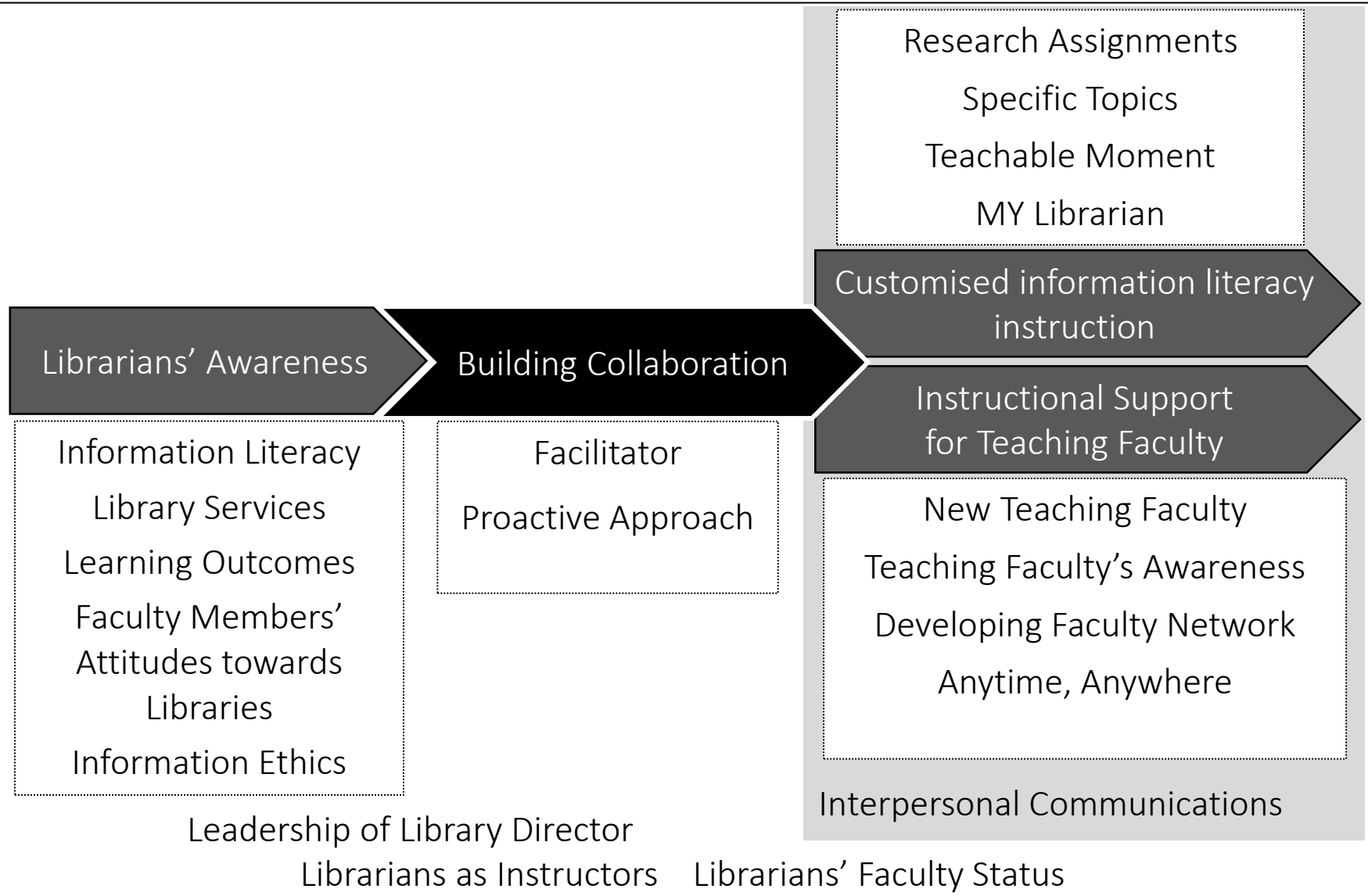
Methodology

Merriam (1998), Strauss & Corbin (1990)

Research Questions	<ul style="list-style-type: none">● What are the librarians' main approaches to teaching faculty which librarians could promote to build collaboration between teaching faculty and librarians?● What are the causal conditions inside/outside libraries which promote collaboration between teaching faculty and librarians?
Research Method	Qualitative Case Study - Interpretive Case Study
Sampling	Maximum variation sampling, purposeful sampling
Collected Data	interview data: semi-structured interview with librarians, library directors and faculty members/ archival records, administrative documents, statistical data and newspaper clippings, data on physical artifacts, observational data (e.g. ILI sessions, workshops for faculty members, faculty meetings, social events)/ reports, articles, dissertation and books
Analysing the Data	Grounded theory approach/ Thematic coding

Model: Building Collaboration with Teaching Faculty at Earlham College

Acquiring Ways of Knowing: Interdisciplinary Curricula, Active Learning



Small Community Flat Hierarchy Faculty Members as Educators

Categories at Earlham College	Customised IL instruction	Instructional support	Interpersonal communications	Leadership of library director	Librarians as instructors	Librarians' faculty status	Small community	Flat hierarchy	teaching faculty as educators
Black et al.(2001)	(X)	X	X						
Bruce (2001)	X	X							
Shane (2004)				X	X	X			
Machin (2009)	X								
Amante et al. (2012)	X		X						
Taylor-all (1991)				X	X		X		X
Nagasawa (2017)	X	X	X		X			X	8 X

Other concepts in previous studies	Strategic Approaches					Conditions				
	Working with other campus units	Curriculum development	Organisational development	Research development	Attendance of departmental meetings	Librarians' attitudes toward teaching faculty	Teaching faculty attitudes toward librarians	Faculty Culture	Accrediting bodies	IL competency
Kemp (1944)					X					
Knapp (1964)								X		
Hardesty (1995)								X		
Black et al.(2001)	X									
Bruce (2001)	X	X	X	X						
Julien et al. (2002)						X				
Shane (2004)							X			
Machin (2009)		X							X	X
Julien et al. (2009)								X		
Amante et al. (2012)							X			
Henry (2012)					X					
Nagasawa(2017)	X	X	X			X	X	X	X	

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Theoretical frameworks I

Educational Development Competency Framework: A Case of Earlham College

(Taylor & Colet, 2010)

Context & Mission	national, political/ institutional /disciplinary enhance & advocate teaching & learning quality
Principles, Values & Ethics of Practice	practice in context/ evidence-based practice/ focus on learning/ collegiality/ values & ethics
Educational Development Units	Institutional mandate/ organisational structure/ role of educational developers/ target audience/ strategies for educational development
Expertise	understanding teaching & learning/ understanding academic culture/ leadership/ project management/ development of expertise/ networking at local, national & international levels
Evaluating Practice	Impact of educational development on practices/ effectiveness of educational development strategies/ measurement of educational quality/ scholarship of educational development

Theoretical frameworks II

Key Aspects of Relationship Approaches

- 1) service was support for customers' individual processes that facilitated their value creation, and this support was enabled when knowledge and skills were used on resources
- 2) the ultimate goal was to facilitate value creation for the customer, which in return enabled the service provider to capture value from the relationship, with service as a mediator
- 3) service was a process, where the service provider's resources and the customer often interacted to some extent
- 4) as a service provider, the resources of the firm's offering could be of any kind including physical goods, service activities and information

Grönroos(2015)

Theoretical frameworks II

Key Relationship-based Characteristics

- 1) the service provider and customer engaged in long-term business contact
- 2) the relationship required that the service provider gained insight into the customer's everyday process; and
- 3) the goal of the relationship was mutual value creation

Grönroos(2015)

Future Research

- as well as to analyse models developed from **multiple case studies**, including this case study, through **thematic coding approach**

University of Michigan (USA)
Western University (Canada)
Queen's University (Canada)
Tampere University (Finland)
Åbo Akademi University (Finland)

- To compare theoretical frameworks in order to consider about appropriate theoretical frameworks such as **interprofessional collaboration** and **educational marketing**

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