

**FACULTY AWARENESS ON THE COLLECTION DEVELOPMENT OF
THE INTERNATIONAL ISLAMIC UNIVERSITY LIBRARY**

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ABSTRACT

This study investigates the faculty awareness on the collection development of the International Islamic University Malaysia (IIUM) Library among faculty members of the Kulliyah of Islamic Revealed Knowledge and Human Science (KIRKHS) IIUM, as well as issues that affect this awareness. The study is able to demonstrate the faculty participation in the collection development of the library, thus bring forward some recommendations that might be useful for the library to further improve its services.

Keywords: Collection development; Collection development policy; Faculty awareness; Book selection method; Book selection criteria; Liaison librarian.

INTRODUCTION

Collection development is considered as one of the critical functions within a library. The quality and quantity of a university library collection have always been associated with the university's prestige and ranking. A library collection should be viewed as an investment and should be looked at from benefit perspectives. A library exists because of the benefits it makes possible, and the benefits come essentially from the collections. The better job done matching the collection with the needs and interests of the patrons, the greater will the use of the collections be, as well as the return on the investment in the collection.

Faculty members are entitled to involve themselves in library collection development activities to fulfill their teaching and research purposes. Collection development has always been a shared responsibility between librarians and teaching faculty. The awareness of the responsibility is constantly being influenced

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by factors such as contents of communication between faculty and librarians based on different understanding of the roles and functions of the collection development, thus, calls for accountability.

The participation of faculty members in the development of academic library collections is varied considerably over time and across disciplines in the International Islamic University of Malaysia (IIUM). Here, the submission of titles by faculty members is a longstanding practice. Each academic department is allocated certain budget whereby all faculty members are entitled to submit titles request via faculty library representative or directly deal with the librarian in charge. Overall, IIUM faculty members play a strong and important role in building the library collection, apart from the role of the librarians in books selection.

SCOPE AND OBJECTIVES

The building of an academic library collection is not a solitary task. Librarians cannot simply collect the best books for the least cost. The collection must be seen within the context of a particular academic community. Therefore, the focus of the department is an extremely important factor in the collection development process. The department's programmes, the specialties of its faculty, and the attitudes held toward various formats of materials are of consequence. In all respects, faculty input is essential and crucial since library materials are developed upon what students need to learn, adapt, and expand. In order to facilitate faculty demands, a productive and collaborative relationship must be established between faculty members and librarians.

One of the kulliyahs (faculties) that IIUM Library serves is the Kulliyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS). This Kulliyah consists of two divisions namely the Islamic Revealed Knowledge Division (IRK) and the Human Sciences Division. For the purpose of this study, we focus on the collection development of the Islamic Revealed Knowledge Division. This division consists of four departments namely the Department of Fiqh and Usul Al-Fiqh, the Department of the Qur'an and Sunnah Studies, the Department of Usuluddin and Comparative Religion, and the Department of General Studies.

In relation to the above, the total amount of library materials ordered for each department demonstrates the Division's amount in using the fund allocated. The library acquisition records (January to December 2003) show that this Division had utilized only 20% of the total budget allocated for the said Kulliyah. Based on the

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2003/2004's faculty profile issued by University's Admission and Records Division, this Division has 69 active faculty members who are entitled to submit titles using the selection methods practiced by the IUM Library. By calculating all requests submitted during the said period, the Library's Selection Coordination Activities Records shows that only 18 faculty members had participated in this process. Thus, it demonstrated the low participation of faculty members from the said Division in the collection development process in IUM Library.

This study investigates the faculty awareness on the collection development of IUM Library as well as issues that affect this awareness. Consequently, the study demonstrates the extent of faculty participation in the collection development of the library and identifies the selection method involved, as well as determines the selection tasks done by the faculty members.

REVIEW OF LITERATURE

Liaison Programme

According to Davis and Cook (1996) and Neville, Williams and Hunt (1998), the liaison system would serve as a communication link, allowing the teaching faculty to communicate its concerns regarding the collections and allowing the library, in turn, to notify interested parties of changing policies and procedures related to collection development which is considered as a high priority in the furthering of library liaison effectiveness. This was elaborated further by Mozenter, Sanders and Weich (2000), who conducted a study on restructuring a liaison programme at J. Murrey Atkins Library of the University of North Carolina. They found that one of the responsibilities of the liaison librarian is to work together with teaching faculty to develop and strengthen the collection of the Library. This was done by getting approval of titles from the library representative or teaching faculty within each department.

Responsibility of the Collection Development

Numerous articles addressed about the shared responsibility between librarians and teaching faculty on the collection development of the academic libraries where the faculty's primarily responsible for the curricular support. Strautch (1990), Yang (1991), Riggs (1995), Hurt et.al. (1995) and Chu (1995) urged faculty and librarians to work more closely and viewed collection development as a joint project between faculty and librarians. However, coordinating and completing the selection process is the responsibility of the librarian and not the faculty member. This is stressed by

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the Reference and User Services Association (RUSA) Committee (2001), advising to use the expertise of faculty members and keeping them informed, but not relinquishing any power over purchasing decisions. This advisory role for faculty may result in the most effective means of library collection development. However, only Chu (1995) examined issues surrounding the process of librarian-faculty collaboration in collection development. What is problematic in that instance is the content of communication between faculty and librarians based on different understandings of the role and function of the collection development.

Methods of Selection

The growth in the number of students and programmes over the years, as well as technological changes, demanded a new, more flexible and responsive methods of collection development. It is reported that faculty members normally used publisher announcements, reviews, and advertisements in the professional journals when selecting books. Mozenter, Sanders and Weich (2000) viewed that the selection processes are done through the conventional methods of reviewing publishers' catalogs and standard reviewing sources (e.g. *Choice* cards), request from the college library representative and a review of standard acquisitions lists. Agee (2003) added that although publisher catalogues may be promotional and lacking in objective reviews, they are often the first notice of a newly published title. Catalogues vary in value, but many new book catalogues - especially in esoteric subjects - should be considered a potentially useful selection tool.

Attending an international book fair enables participants to examine the more expensive sets, judge the quality of the work, and test the electronic products. At the very least, a participant can better evaluate the value of any product identified at the book fair, and then return to the respective institution to make a final purchasing decision (Atwill and Hickey, 2003).

Academic libraries worldwide have been utilizing the Internet to enhance collections, expand services and improve operations. According to Siddiqui (2003), Internet resources and services, such as e-mails, online public access catalogs, publishers' catalogs, electronic resources, are becoming common and useful collection-building tools in many libraries, especially academic libraries. He examines the various Internet tools that are being used in the electronic environment for the selection and ordering of books online. He also presents an overview of how the use of the Internet has changed the traditional concept of selection and ordering processes in academic libraries.

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Neville, Williams and Hunt (1998) in their survey on College of Charleston Library concluded that the faculty have done an excellent job in practice but need a better conceptual framework in which all constituencies (faculty and librarians) and all collection development methods (firm orders, slips, approval books, serial subscriptions and weeding) will fit logically into place. Similarly, Hui-Min (2000) indicated that the faculty and librarians need to fully utilize a wide range of selection methods to develop a comprehensive collection.

Criteria of Selection

There are criteria involved in selection activity which is so vital in collection development. Suresh, Ryans and Wei (1995) conducted a survey on the collection development activity at Kent State University Library. The respondents of the survey indicated that there were several criteria that affected the selection of materials besides their budget allocation, such as class assignments, research needs, faculty requests, and bestseller lists. Lumande et.al. (2000) viewed that for any academic libraries today, materials selection is considered not only on the basis of the total funds available, but also on such criteria as being library materials essential for the instructional needs of each department. Some of the criteria are the number of faculty in each department, number of courses taught (graduate and undergraduate), new courses to be introduced, deficiencies in the existing collection, the number of students enrolled, and the average prices of books and other materials in the different subject areas.

Davis (1997) highlighted that in the traditional selection, the most fundamental criteria are designed to evaluate the reputation of the authors and publishers, ascertain the level and depth of the content, and consider any special format or features that add value to the title. For electronic resources, these criteria quickly evolve into evaluation of other parties participating in the creation of the product, assurance that the correct content is available, and confirmation that the product performs as expected. Edgar (2003) viewed that intellectual content has characteristics, and that these characteristics can be used to guide selection. The more characteristics it has – such as topic, sub-topic, date of publication, or format – the more specific a unit of content can be said to have been selected, and vice versa. The implication is that greater specificity is needed to ensure that ideas contained within a body of knowledge are included in the selected content.

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Collection Development Policy

According to Reference and User Services Association (RUSA) Committee (2001) on "Guidelines for Liaison Work in Managing Collections and Services", academic libraries should have detailed collection development policies that define the parameters of resources and services and the formula for allocating collection development funds. This policy and the budget should be available to faculty, staff, students and other service populations. Billings (1996) stressed that collection development policies must be updated to reflect the "new information environment" which combines locally held and remotely accessible resources. Drummond, Mosby, and Munroe (1991) said that the revision of the collection development policies provides many opportunities for the bibliographers to involve faculty in library activities. A rewarding dialogue can result when the draft of policy is presented to the faculty member for comments and suggestions. Furthermore, the process of involving faculty in the revision of collection development policies can familiarize them with the library procedures.

Conclusion of Review

Based on the above review, it has demonstrated that faculties had generally responded positively to participate in the collection development and the selection process. Since the participation of the faculty members of the Islamic Revealed Knowledge Division in book selection is relatively low as to compared to the budget allocated to them, a survey is a key instrument to understand their attitudes and methods, thus to further improve the selection process with the proper enhancements.

METHODOLOGY

Data Collection Technique

This study gathers data on the faculty awareness on the collection development of IIUM Library. The survey is conducted among local and international faculty members of the Islamic Revealed Knowledge Division, Kulliyah of Islamic Revealed Knowledge and Human Science (KIRKHS), IIUM. Only full time academic staff ranks from professor, associate professor, assistant professor, and lecturers are included as the respondents.

The two sources of the study are documentation and personal interview. Documents and records containing a wide range of information were obtained from IIUM library. Since the documents are created and preserved only selectively, gaps may

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occur in the recorded data. Therefore, to compensate this weakness and to clarify confusion and mysteries arising out of the documents and records, interview will be conducted. Interview technique is useful in supplying additional data as well as for data triangulation, a method used to strengthen reliability.

An interview checklist consists of open and close-ended questions, is designed to guide the interview process. Before the actual data collection is done, a pilot test on the questionnaire was conducted to determine whether or not the items are understandable by the respondents. The questions went through some revisions before it is administered to the sample. The actual interview session takes about 15-20 minutes for each respondent. The Statistical Package for Social Science (SPSS) is used to analyze the collected data, thus, to produce the statistical results.

Population and sample

The population of this study covers all 69 names of the faculty members from 4 departments at the Islamic Revealed Knowledge Division, obtained from the Admission and Records Division (A&R), IIUM. A stratified sampling is used to divide the population into subpopulations (strata) that is by departments. After dividing the population into stratum (department), the researcher drew a random sample of 8 respondents from each stratum by using simple random sampling. Therefore, there were 32 respondents altogether involved in the interview sessions.

FINDINGS AND DISCUSSION

Academic Rank and Nationality of Respondents

The respondents of this study comprise an equal representative of all departments in the Islamic Revealed Knowledge Division. Out of the total number (n=32) of respondents, only 8 respondents do not hold doctorate degree, while the rest hold doctorate degrees, of which 11 of them are professors and associate professors. Table 2 shows the distribution of the respondents according to their nationality, which demonstrated an equal number of respondents between Malaysian and International faculty members involved in this study.

Knowledge of Library Liaison Programme

The respondents were asked about their knowledge of the library liaison programme on the involvement in the library's collection development activity. Statistics shows that only 8 (25%) of them have knowledge about it; unfortunately the large percentage (75%) of them does not know about the existence of the programme even though they have been teaching in the university for more than 5 years. When they

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were asked about the reasons for not knowing the existence of the programme, 20 respondents claimed that they have never been contacted by librarians and all (24) said that they had never heard about the programme (Table 3).

Meanwhile, the 8 respondents who know about the programme answered that they have always been contacted by librarians who requested them to select books from publishers' catalogues. They have also regularly received list of new titles added into the library collection. This information seems to be contradicting to each other – those who do not know blamed that they have never been contacted while those who know said that it is the librarian who approached them to select book for the library. This contradiction may indicate that information to alert them about the collection development programme and the benefits they will gain from their participation in the programme is not properly disseminated to the faculty members.

Table 2: Distribution of Respondents by Nationality

Nationality	Respondents	Percentage
Malaysian	16	50.0%
Sudanese	2	6.25%
Iraqi	2	6.25%
Pakistani	2	6.25%
Algerian	2	6.25%
Indian	2	6.25%
Bangladeshi	2	3.12%
Singaporean	1	3.12%
Libyan	1	3.12%
Tanzanian	1	3.12%
Egyptian	1	3.12%
Total	32	100.00%

Table 3: Reasons for Not Knowing the Library Liaison Programme

Reasons	Respondents	Percentage
Never heard about this programme	24	100.00%
Nobody has ever introduced the person	24	100.00%
Never contacted by the person	20	83.33%

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Experience in the Selection of Library Materials

Even though the majority of the respondents were not aware about the library liaison programme, many of them have had experience in recommending and selecting materials for library collection once they were asked regarding this. The survey shows that out of 32 respondents, 22 of them have made the selection of library materials (Table 4), while the rest has never selected or recommended anything to the library. From those 22 respondents, faculty members with more than 10 years in service were more active in selecting library materials as compared to those with lesser years in service. This may be an indication on the level of involvement in the research activities between these two groups.

Table 4: Distribution of Respondents According to Years in Service

Year	Respondents	Percentage
1 – 3	5	22.73%
4 – 6	3	13.64%
7 – 9	4	18.18%
10 and above	10	45.45%
Total	22	100.00%

Purpose and Format of Library Materials Selected

When asked about the reasons for selection and the types of materials selected, all of them indicated that the materials are for teaching and research purposes. The materials selected are mostly printed materials such as monographs and journal as compared to the audio visual (AV) materials such as CD-ROMs and Online Databases (Table 5). The lack in the AV selection, perhaps, is due to less awareness among the faculty members about the importance and usefulness of the CD-ROM and Online databases in their teaching and research activities. When asked if they had ever suggested that the library procure any online databases or electronic resources on Islam, surprisingly, none of them have done so.

Methods of Selection

The majority of the respondents have never made selection through the methods practiced by the library such as using publisher catalog (53.13%), On Approval basis (71.88%), via E-mail (84.38%), via Telephone (84.38%), using Acquisition Form (71.88%), using Course Reading Form (84.38%) and attending Book Fair (87.50%) (Table 6). Only 9 (28.13%) respondents reported using publisher catalogs very often for the selection. The statistics has demonstrated that even though the library has

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offered various ways of selection, faculty members still do not fully utilize the facilities provided to them.

Table 5: Distribution of Respondents According to Format of Library Materials Selected

Formats	Never	Seldom	Sometimes	Often	Very often
Books	11 (34.38%)	5 (15.63%)	4 (12.50%)	4 (12.50%)	8 (25.00%)
Journals	21 (65.62%)	2 (6.25%)	4 (12.50%)	5 (15.63%)	-
Video tapes	28 (87.50%)	-	2(6.25%)	2(6.25%)	-
Audio cassettes	32 (100.00%)	-	-	-	-
CD-ROM	29 (90.63%)	1 (3.13%)	2(6.25%)	-	-
Online database	28 (87.50%)	3 (9.38%)	1(3.13%)	-	-
Manuscripts	30 (93.75%)	2 (6.25%)	-	-	-

Table 6: Distribution of Respondents According to Methods of Selection

Formats	Never	Seldom	Sometimes	Often	Very often
Publisher Catalog	17 (53.13%)	-	3 (9.38%)	3 (9.38%)	9(28.13%)
On Approval Basis	23 (71.88%)	4 (12.50%)	2 (6.25%)	3 (9.38%)	-
E-mail	27 (84.38%)	-	3 (9.38%)	2 (6.25%)	-
Telephone	27 (84.38%)	3 (9.38%)	2 (6.25%)	-	-
Acquisition Form	23 (71.88%)	4 (12.50%)	5(6.25%)	-	-
Course Reading Form	27 (84.38%)	2 (9.38%)	3 (9.38%)	-	-
Book Fair	28 (87.50%)	4 (12.50)	-	-	-

Criteria of Selection

When the question on the criteria for making the selection was posed, all 22 respondents who have had experience in selecting library materials chose the 'Author well-known' and 'Content of the materials' as the highest criteria in making selection of the library materials. Out of 22 respondents, 5 (22.73%) respondents who are from the Department of General Studies ranked high (High and Highest) for 'date of publication' criterion, but respondent from the other three departments (Department of Fiqh and Al-Fiqh, Department of Usuluddin and Comparative Religion and Department of Qur'an and Sunnah Studies) ranked low (Low and Lowest) for this criterion (Table 7).

These two extremes indicate that this criterion is determined by the nature of the subjects offered by respective departments. Faculty members from the Department

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of General Studies need to have up-to-date publications in the areas such as ‘Critical Thinking’ or ‘Parenting’, but for members from the other departments, the ‘best’ book on their fields may be a few decades old.

Table 7: Distribution of Respondents According to Their Selection Criteria

Selection criteria	Lowest	Low	Uncertainty	High	Highest
Date of publication	5(22.73%)	12(54.54%)	-	1(4.55%)	4(18.18%)
Author(s) well-known	-	-	-	-	22(100.00%)
Publisher well-known	-	8(36.36%)	5(22.73%)	9(40.90%)	-
Language	-	6(27.27%)	-	9 (40.90%)	7(31.81%)
Content	-	-	-	-	22(100.00%)
Format / special features	-	9(40.90%)	4(18.18%)	8(36.36%)	-
Best seller list	-	3(13.64%)	3(13.64%)	16(72.73%)	-
Price	-	-	-	16(72.73%)	6(27.27%)

Reasons for Not Making Any Selection

The 10 respondents, who had never selected materials for the library, were asked to choose more than one answer for the reasons of not making any selection of titles for the library collection. As shown in Table 8, none indicated that it is the librarians’ duty, however 2 respondents (20%) indicated that it is the ‘Faculty Library Representative’s duty’ and another 2 (20%) felt that the ‘Collection is sufficient’. The majority of them (40.91%) indicated ‘Do not know the selection procedure’ as the reason for not making any selection throughout their services.

Table 8: Distribution of Respondents According to Reasons of Not Making any Selection

Reasons	Respondents	Percentage
Librarians’ duty	0	0
Faculty Library Representative’s duty	2	20.00%
Collection is sufficient	2	20.00%
Do not know the procedure	9	40.91%
So many pressing duties	3	30.00%

Knowledge of Library Collection Development Policy

Table 9 shows that only 6 (18.75%) respondents know about the policy of one copy per twenty students (1:20) ratio for required reading titles, while 4 (12.50%) respondents know that the Dean’s approval is needed if the price per title exceeds

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RM1000.00. Most of the respondents (68.75%) know that the library is using the fund allocated by the University to purchase the library materials. Thus, this indicates that members of the faculty are fully aware that they are supposed to utilize the budget allocated to them, but due to the library procedures, they claimed, have hindered them from participating in the selection of library materials.

Table 9: Distribution of Respondents According to Knowledge on Library Collection Development Policy

Policy	Respondents	Percentage
One copy for every 20 students	6	18.75%
Dean's approval for price exceed RM1000.00	4	12.50%
Using the fund allocated by the University	22	68.75%
Total	32	100.00%

Frequency of Library Materials Selected According to Nationality

When compared by nationality, Table 10 shows that only 3 (9.38%) Malaysian faculty members play an active role (very often) in selecting library materials, however this is not so for international faculty members. For those who have 'never' made any selection, it shows that the percentage is higher for International faculty members (18.74%) as compared with Malaysian faculty members (12.50%).

Number of Titles Selected Yearly According to Faculty Rank

According to Table 11, assistant professors and lecturers are rather active in making selection as compared to the professors and associate professors. An assistant professor and a lecturer, respectively, have had experience in selecting more than 21 titles for the library. Perhaps, this is due to their activeness in research and teaching activities or they are more familiar with the selection methods practiced by the library compared to the other groups.

Table 10: Distribution of Respondents based on Frequency of Library Materials Selected and Nationality

Nationality/ Frequency	Very often	Often	Sometimes	Seldom	Never	Total
Malaysian	3(9.38%)	2(6.25%)	3(9.37%)	4(12.50%)	4(12.50%)	16(50.00%)
International	0(0.00%)	2(6.25%)	3(9.38%)	5(15.63%)	6(18.74%)	16(50.00%)
Total	3(9.38%)	4(12.5%)	6(18.75%)	9(28.07%)	10(31.25%)	32(100.00%)

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Table 11: Distribution of Respondents According to Number of Titles Selected Yearly and Faculty Rank

No. of titles / Faculty Rank	Professor	Associate Professor	Assistant Professor	Lecturer	Total
1 - 5	0(0.00%)	1(4.55%)	4(18.18%)	1(4.55%)	6(27.27%)
6 - 10	0(0.00%)	1(4.55%)	4(18.18%)	2(6.25%)	7(31.83%)
11 – 15	1(4.55%)	0(0.00%)	1(4.55%)	1(4.55%)	3(13.65%)
16 – 20	0(0.00%)	2(6.25%)	0(0.00%)	0(0.00%)	2(6.25%)
21 above	0(0.00%)	0(0.00%)	1(4.55%)	1(4.55%)	2(6.25%)
Unknown	0(0.00%)	0(0.00%)	1(4.55%)	1(4.55%)	2(6.25%)
Total	1(4.55%)	4(18.18%)	11(50.00%)	6(27.27%)	22(100.00%)

Responses from Open-ended Questions

At the end of the questionnaire, the respondents were asked to highlight any comments related to the collection development of IIUM Library. Listed below are comments conveying workable solutions for the Library:

- Liaison librarians should be introduced to individual lecturer and should be invited to attend departmental meeting occasionally, so that they will know each other in a way to extend information needs to faculty members;
- Librarians should have good relationships with academic staff and should be able to brief them on the library collection development process and procedures including online recommendation, thus, motivate them to be actively involved in the selection process;
- Librarians should also send more Middle East’s publisher catalogs, University Press and information on e-journals to the faculty members for selection;
- The library should minimize the procedures of selection and recommendation which is seen among faculty members as tedious, such as the need to fill up form during the book fair;
- The Library should purchase more copies for highly used books such as dictionaries, Tafsir, Fiqh and Hadith since many students are using them;
- The Library should improve its collection in Islamic classical books, and highly academic books in the area of Arabic language and literature, Malaysian Muslim scholars, and works by prominent Orientalists;

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- The Library needs to obtain thesis written in other than English Language to enrich its collection;
- The library should process the requested books fast and make them available in the collection as soon as possible;
- The faculty members need to be informed about the status of titles ordered and the notice as and when the books are available in the collection;
- Faculty members should be invited to visit International book fair held abroad regularly (e.g. Cairo) to select more Arabic books;
- Faculty members must ensure that the titles selected will be used by the students or lecturers, and all selection should be finalized by assigned professors to ensure the quality of the selection;
- In order to actively encourage the faculty members in the collection development process, the University should impose on all faculty members to recommend books as part of their promotion.

CONCLUSION AND RECOMMENDATIONS

This study offers us the opportunity to meet and discuss with the faculty members of the IRK division, especially those who rarely or never visit the library. The findings show that there is the need for librarians to take more proactive approach to improve the faculty awareness on the library collection development. It is also found that the faculty members are willing to cooperate with the librarians to achieve the objectives, but due to ambiguous understanding of their roles in the process, some of them are left behind in the participation of the designed activities.

Recommendations from this study might be useful for the library to consider in a way to increase the awareness among the faculty members and their responsibility on the collection development and its related processes and procedures. They are as follows:

- a. To improve faculty participation in library collection development:*
It is necessary for the Liaison Librarian to make the first contact and follow up in a way that is congenial to the faculty members. Some successful methods could be applied such as attending meeting organized by the department and visiting the faculty members individually at their office. As relationships develop, the library becomes an integral part of the individual's information network and the library will be thought of first in decisions concerning their information resources for their teaching and

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research. At the same time, they can also look at what other people have been doing and learn from their successes and failures.

- b. To convey much information to faculty members:*
This is to ensure that members of the faculty familiar with the selection methods practiced by the Library, so that they will have knowledge on how they can be involved in the library selection process. This study has clearly demonstrated that faculty members can be hesitant to involve themselves due to ambiguous understanding of the selection methods practiced by the Library. From the survey, it is proven that some of the faculty members feel comfortable with the collection that they have in their room but do not realized their students' problems of insufficient collection in the library. Therefore, librarians need to use every tool available, from the newsletter to the bulletin board, and from seminars to casual contact, to minimize any information gap.
- c. To make known the Library Collection Development Policy:*
The Library needs to make known to the faculty members of the Library Collection Development Policy, so that the faculty members will be alert about it while participating in the selection process.
- d. To educate the use of electronic library system:*
It is pertinent for the liaison librarian to educate the faculty members about the integrated electronic library system implemented by the library, so that they will be familiar with the techniques to check the availability of new books, thus making recommendation via online.
- e. To improve self-consciousness among faculty members:*
Since the library collection development is a joint effort between faculties and the library, the faculty members are also required to take their own initiative to approach the librarians, so that they will be able to work closely with the librarian to develop the library collection especially in their area of expert and interest.

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