Preface

Academic institutions exist in a world of continuous change. Pressured more than ever to demonstrate their impact on students and the broader economy, colleges and universities are now viewed through the lenses of multiple audiences, including consumers, politicians, and employers. Fiscal challenges, competition from many sources, and political pressures to lower cost and increase value have forced institutions to look long and hard at how they expend resources and educate students.

Like the institutions they serve, academic libraries face pressures from many of the same sources, being held accountable to multiple constituencies. Weaver (2013) identifies eight challenges facing contemporary academic libraries: changing student profiles and expectations; new methods of delivering curriculum and accommodating different learning styles; organizational structures resulting from convergence and super-convergence; the need for librarians and staff to develop new knowledge and skills; uncertain political and economic forces; increased performance measurement and assessment; a constant need to engage with new technologies and ways to communicate; and a need to develop shared services to deliver services in challenging economic times.

Historically, libraries were seen as the heart of the campus, and the purpose of the library was rarely questioned. Today, the academic library is morphing into a less centralized yet more dynamic entity. While some institutions have embraced the changes in their libraries, many still do not understand the need to invest in the library. With numerous competing priorities for institutional resources, libraries are often left behind in the competition for funding. To meet the challenges of the 21st century, libraries have become more service intensive organization with less emphasis on their role as a repository for information. Libraries continue to provide access to expensive information, but they have less to spend on that information. Reference services persist at most libraries, but the librarians who perform these services are challenged to offer new services involving digital technologies, data, and other means of supporting teaching, learning and research. In order for the modern academic library to be successful the ability to collaborate with internal and external partners is essential.
The term “collaboration” describes working relationships characterized by a very tight affiliation with shared goals and objectives. “Partnership” evokes a long-term and durable collaborative working relationship. In order to be successful, collaborations and partnerships should be mutually beneficial to all participants. Because trust is at the center of any successful collaborative activity, it is not something that can be imposed upon individuals or organizations. Willingness to compromise and work together for the common good are essential to all collaborations.

Academic libraries have had a long history of collaboration and partnerships. Kaufmann (2012) cites a number of examples ranging from the sharing of collections in the early twentieth century, through sharing catalog cards and, later, catalog records, to partnering on digitized collections and services. In the past few years, academic libraries have looked within their organizations as well as outside to collaborate and partner in order to serve their changing constituencies. The library profession at-large has collaborated on developing shared professional ethics and beliefs in the form of a Code of Ethics (ALA, 2008) and a Library Bill of Rights (ALA, 1996).

While the culture of libraries has always been compatible with collaboration, new paradigms in librarianship have opened the door to more intensive and innovative partnerships. Kaufman (2012) states that “although cooperation and collaboration are far from new concepts in academic librarianship, never before has the imperative to cooperate and collaborate been so clear or so urgent. With the insufficiency that derives from declining resources, plunging buying power, and the enormous pressures to do more and more and more—more content, more services, more technology, more new ways of doing more new things—comes the imperative to create new types of collaborations” (p. 54). During a period of increasing fiscal challenges that face academic libraries, new service opportunities have presented themselves. The importance of data in the research process has surfaced, and libraries are needed to access, manage and preserve it. The digital humanities present opportunities for libraries to assure that projects are described adequately and discoverable, embedded in sound technology that can be versioned and migrated, and are properly curated into the future so that they are not lost to time.

Librarians are beginning to forge relationships with faculty and researchers that places them on a more equal footing. A new paradigm of faculty-librarian partnerships is evolving in light of endeavors such as grant compliance, digital humanities, project management, new pedagogies, and a host of other initiatives. Historically, librarians have worked at information organization, access and retrieval. These activities tapped into many of the skills that are needed to support emerging services that engage the broad information landscape of the internet. Continuing to build on the culture of collaboration that has sustained librarianship for many years is essential to teaching, research and learning in the 21st century.
Academic libraries play a critical role in the scholarly communications process, including open access. The information ecosystem has always had libraries at its core. Now academic libraries have expanded their services to support not only access and discovery of information, but also the creation and dissemination of it. Scholarly publishing has come to academic libraries at an opportune moment where many in academia are becoming aware of how unsustainable current commercial publishing models are.

Physical spaces are a central element of libraries – part of the public exchange of ideas and personal collaboration and learning. Library space is among the most desirable on college campuses. With a building that is generally open more hours than any other on campus, it is a natural attraction for students. Reconceiving existing spaces and bringing student support and technology services into the library has paved the way for new collaborations involving librarians and library staff. Joint-use and shared libraries continue to be attractive to many institutions. Sharing library services between two or more organizations has become more sustainable with the development of collaborative technologies and institutional needs for space to learn and collaborate.

Libraries no longer have the fiscal resources to afford the ever increasing cost of collection materials. After the Great Recession of 2008, budgets have stagnated or decreased. Prices for scholarly journals and other resources are rising again, and cuts in content are becoming common even at large research libraries. Although publishers claim increased value with more content and better technological platforms, many libraries are unable to keep up with the costs. New paradigms for collection development have come to the fore. As digital materials continue to overtake print resources in library collections, they bring with them technologies that enable new collaborations among libraries for all collection formats.

Targeted to academic librarians, this book is also useful to technologists, researcher and faculty members. The chapters in this book focus on how libraries and librarians work with many different constituencies to meet the challenges of change in the 21st century. There are many partnerships and collaborations that are in place in academic libraries, and this handbook offer a sampling of their variety.

Technology-Centered Academic Library Partnerships and Collaborations is organized into nine chapters. Each chapter has been vetted through a double blind review process. These chapters cover topics that focus on technology and collaborations in academic libraries. The overall content covers

- Partnerships with faculty and researchers who see the library and librarians as legitimate partners in the research and scholarly processes;
- The deployment of technology to collaborate with faculty and develop other services;
• Sharing of knowledge and best practices with new paradigms in professional development;
• Collaborative systems and technology in support of new services, including data management and the digital humanities.

Technology has been a catalyst for library collaborations for some time. From the advent of computerized cataloging in the 1960’s and the development of the ILS in the 1990s, to the advent of digitized collections and the digital humanities, libraries have discovered new ways to partner to share resources and develop new services.

The first two chapters examine how a large research university and a liberal arts college have created services in support of the digital humanities. Chapter 1, *Library Collaborative Networks Forging Scholarly Cyberinfrastructure Enabling Radical Collaboration*, by Taylor, Alteri, Minson, Walker, Hawley, Dinsmore and Jefferson, describes the development of support infrastructure and services for the digital humanities at the University of Florida. By leveraging existing digital collections and the expertise of librarians, several intensive collaborations surrounding the digital humanities community have emerged at their institution. Chapter 2, *Collaborations in Liberal Arts Colleges in Support of Digital Humanities*, by McFall, Simons, Lord, MacDonald, Nieves, and Young, focuses on how a library at a liberal arts college developed a support program and technological infrastructure for undergraduate research in the digital humanities. Supported by grant funding, library staff members have developed policies, protocols and services to support student and faculty research employing digital technologies.

Chapter 3, *Online Video Tutorials and Interlibrary Resource Sharing: a Model for Understanding the Role of Internet Video in Library Science and Education*, by Ress, McLaughlin and Bertuca, explains how collaboratively-produced online video tutorials have helped to create resources for training in interlibrary lending. The Western New York Library Resources Council partnered with the University at Buffalo to create the Knowledge Base Tutorials On-Demand Program, delivering quality online videos for sharing knowledge and best practices in resource sharing. The video programs proved not only successful for the libraries involved, but the vendor of the interlibrary lending software has also adopted the videos.

Collaboration between faculty and a college library centering on technology is the focus of Chapter 4. *Curricular Collaborations: Using Emerging Technologies to Foster Innovative Partnerships*, by Ryan and Grubbs, illustrates the opportunities and challenges of libraries collaborating with academic departments on curriculum through emerging technologies. Using the example of a 3D printing lab at the Stetson University Library, purchased and implemented through an innovative partnership with chemistry faculty, the authors outline issues of sustaining the technology while building collaborations that support the library mission.
Chapter 5, *The LOUIS Consortium and Catastrophe*, by Lowe, Matthews, Reno, and Sartori, examines how a statewide consortium has supported its members during the hurricanes that caused great damage to Louisiana. Maintaining services of a statewide consortium during times of natural disasters is heavily reliant on collaboration and technology. Louisiana’s LOUIS consortium has been tested a number of times by various hurricanes, and once by the Louisiana legislature. LOUIS learned a great deal from its experiences with natural disasters, adapting its technological infrastructure and relying on partnerships forged among the institutions it serves. LOUIS has also had its own disaster with the political forces in Louisiana, seeing the partner libraries band together to help preserve funding for the consortium.

Taking data produced by government agencies and making it useful to the citizenry is the role being played by librarians at Columbia University. Chapter 6, *Academic Library Collaborations to Strengthen Open Government Data and Expand Librarianship* by Das, explores the emerging opportunities in a world of data and the desire to fulfill the promise of open government. Data produced by various New York City agencies had been made available in a way that makes it difficult, if not impossible, to use. Librarians have collaborated with these agencies to assign metadata to data sets, and provide scope notes and context for the data, providing more useful and accessible information to the citizenry.

Interlibrary lending was among the earliest of collaborations in which libraries engaged. In the 21st century, new paradigms of lending are taking place, including the advent of RapidILL. In Chapter 7, *The Boston Library Consortium and RapidR: Partnering to Develop an Unmediated Book Sharing Module*, O’Grady shares the long history of collaboration that the Boston Library Consortium has had working with RapidILL. The partnership between Rapid and the Boston Library Consortium has driven innovation in the area of shared resources, benefiting libraries beyond the partnership. The RapidR collaboration is breaking new ground in the sharing of books and other returnable materials among many participating academic libraries.

Services surrounding research data have come to the fore in academic libraries. *Collaboration between Researchers and Academic Library: Road to Research Data Country-wide Consortium and Innovation in Library Services*, Chapter 8, by Lembinen, explains how the University of Tartu Library heeded the call of researchers for help in managing research data, and how this effort evolved into a national program of data management for Estonia.

Librarians have a culture of working together and sharing ideas, and communities of practice have evolved in recent years to facilitate learning and networking among library professionals. With new services and technologies to learn, librarians see the value of partnering with their colleagues at other institutions to share best practices and brainstorm for solutions to the many challenges coming their way. *Collaborating Off Campus: Creating Communities of Practice with New Partners*,
Chapter 9, by Pittman, Brisk and Rosendahl, describes how a solution to professional development resulted in the Lake Superior Libraries Symposium, a collaborative community of practice aimed at sharing best practices and providing opportunities for librarians to develop skills with limited financial resources.

REFERENCES


