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.
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Targeted to academic librarians, this book is also useful to technologists, researcher and faculty members. The chapters in this handbook 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 offers a sampling of their variety.

Space and Organizational Considerations in Academic Library Partnerships and Collaborations is organized into 15 chapters. Each chapter has been vetted through a double blind review process. These chapters cover topics ranging from librarian-faculty collaborations to collaborations surrounding collections. The handbook is arranged in four sections, each topically distinct. The overall content covers:

- Partnerships with faculty and researchers who see the library and librarians as legitimate partners in the research and scholarly processes;
- Collaborative collection development and management for both print and digital resources;
- Repurposing of space and collaboration with faculty and other support services;
- Collaborative open access projects;
- Collaborative events;
- Sharing of knowledge and best practices with new paradigms in professional development;
- Shared and joint-use libraries.

Chapter 1, Better Together: the Successful Public/Academic Joint Use Library, by Desilets, DeJonghe, and Filkins, describes a joint-use library in Minnesota shared by Metropolitan State University and the City of St. Paul. This partnership has been beneficial for both sides, and it aligns well with the characteristics outlined in the literature on joint-use libraries. While there are always issues that need to be addressed to maintain these kinds of relationships, the rewards to the university and the community make the relationship well worthwhile.

Chapter 2, Marriage after Divorce: the Challenges and Opportunities of a Shared Library after Institutions Separate, by the editor, documents the complex history of a library serving two academic institutions, New College of Florida and the University of South Florida, Sarasota-Manatee. What began as a merger of the institutions in 1975, resulted in a separation 26 years later in 2001. The library continues to serve both institutions but struggles to deal with the cultural and historical challenges inherent in the partnership. This chapter examines the literature of shared and joint-use libraries, positing a strategy to improve the partnership and leverage the advantages of a longstanding collaboration.

Schaffner and Lembke discuss a fine example of a longstanding partnership that continues to develop in Chapter 3, Building the Bridge: Deep Collaboration among Liberal Arts College Libraries. Carleton and St. Olaf colleges are neighbors in Northfield, Minnesota. In 2003-04, the institutions partnered to form the Bridge Consortium to share collections more effectively. One of the first steps was to implement a shared library management system, developing the concept of two collections as one. With new leadership at both institutions, the collaboration has grown. A Mellon Foundation grant has helped to support a program called “Broadening the Bridge” which has led to the sharing of staff, policies and procedures, as well as other aspects of the library, building trust between the institutions.

In Chapter 4, The Library as Center for Innovation: a Collaboration at the University of Maryland, White examines the partnering of the University Libraries and the Academy for Innovation and Entrepreneurship to support a growing interest in entrepreneurship and the need for spaces to develop ideas. In response to a university-wide initiative for innovation, the University Libraries built a new technology-
rich space to support learning and interdisciplinarity. The partnership has helped the University Libraries reinvent themselves and, consequently enhanced how faculty and students perceive them.

Costello examines the state of academic libraries as U.S. federal document depositories in Chapter 5, Academic Libraries in Partnership with the Government Publishing Office: a Changing Paradigm. Detailing the history of the federal government depository system from its beginnings to the present, the chapter outlines key dates, statutes, organizations and protocols that have impacted how government information is disseminated. Academic libraries have partnered with the federal government for many years to provide access to, and services supporting, government information. In more recent times, digital dissemination of information has impacted the role of the library, leading to a drop-off in the number of participating institutions in the depository program. The National Plan for Access to U.S. Government Information, focusing on the digital preservation of older print documents and the participation of libraries in new ways has the potential to reconceive the entire depository system.

Academic libraries partnering to store print collections have come of age in recent years. In Florida, a new statewide storage repository (FLARE) has come into being recently. Chapter 6, A Statewide Collaborative Storage and Print Repository Model: the Florida Academic Repository, by Walker and Pursley, examines a partnership that includes the twelve institutions of the State University System of Florida and the University of Miami. Although a permanent high-density facility remains in the offering, policies and procedures have been developed, equipment has been purchased, and a governance structure is in place.

In Chapter 7, Collaborative Weeding among Public University Libraries Can Lead to Cost Savings for All, Levenson examines how a group of public academic libraries in Michigan implemented a program called the Michigan Shared Print Initiative. The chapter focuses on how Oakland University is using data within the context of a group of institutions to make decisions on what materials to deaccession or retain in their collection. The growing need on campuses for space has pressured libraries to look carefully at the spaces that print materials occupy and weight how best to use those spaces.

In Virginia, the Virtual Library of Virginia is using collections analysis of twelve institutions to help inform the possibilities of collaborative collection development. In Chapter 8, The Evolution of Collaborative Collection Development within a Library Consortium: Data Analysis Applied in a Cultural Context, Osterman, O’Gara and Armstrong recount how collections of member libraries were analyzed and compared against other consortium member libraries as well as state, national and various digital repository holdings. The project helped to crystallize certain realities inherent in local collections, and incrementally expanded the scope of the consortium by addressing some of the cultural barriers to fuller collaboration.

Digitized historical collections have been created by libraries for some time now. A significant, statewide digitization project and partnership is covered in Chapter 9, The Portal to Texas History: Building a Partnership Model for a Statewide Digital Library, by Belden, Phillips, Carlisle, and Hartman. Built on a platform, services, and supporting technologies developed at the University of North Texas, the Portal to Texas History is a broad partnership of libraries, museums, archives, historical societies, genealogical societies, state agencies, corporations, and private family collections, all contributing to this robust repository.

Chapter 10, Processes, Opportunities and Challenges Creating and Managing a Scholarly Open Access Journal: an Investigation of “Collaborative Librarianship,” by Gaetz provides a detailed history and description of the collaborative nature of creating, producing and maintaining an academic journal
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focusing on collaboration in libraries. With a nod to the importance of how the topic of collaboration has been and will continue to be to libraries, this chapter provides an excellent guide for those interested in creating their own journal or to better understanding the concepts of open access and scholarly communication. Collaborative Librarianship was begun as an initiative of the Colorado Academic Library Consortium in 2005, and fills a need in disseminating quality research on collaboration in libraries.

The Library at the University of Wisconsin, Madison is home to numerous departments and services that administratively reside outside of the reporting lines of the Library. Chapter 11, Moving from Co-location to Cooperation to Collaboration: Redefining the Library’s Role within the University, by Bodolay, Frye, Kruse and Luke describes the closeness of relationships between these departments and the library. Co-location is a somewhat passive relationship with minimal communication and interaction. Cooperation is characterized by more intensive and purposeful interactions, including sharing of information and leveraging certain synergies, more effectively and efficiently working together. Collaboration is the stage where missions are shared and common goals are achieved together.

Many academic libraries have begun to collaborate with student support services. Bringing research skills to those services is the focus of Chapter 12, Librarian and Peer Research Mentor Partnerships that Promote Student Success, by Gamts, Vogt, Donahue, Donovan and Jefferson. The University of New Hampshire at Manchester librarians seized an opportunity to work with student Research Mentors in the writing support program. This case study outlines how the librarians provide instruction in research techniques to the Research Mentors and what effects this had had on the mentors themselves.

Chapter 13, Concept, Conversion, Cultivation and Consequence: The Four C’s of Successful Collaboration, by Johnson and Simms, documents an effort to intensify faculty-librarian collaboration at Nicholls State University in Louisiana. Building from historical collaborations where librarians played supporting roles in their relationships with faculty, the authors detail the steps taken toward developing more intensive partnerships with their teaching colleagues. Librarians took their role as grant writers to the next level by becoming partners with faculty in the implementation and execution of a grant, collaborating to provide research workshops to students. These efforts have helped the library to advance its utility to faculty and the University.

Librarian and faculty collaboration has become more important than ever to the success of the academic library. Chapter 14, Publish or Perish: Librarians Collaborating to Support Junior Faculty to Publish within the Academic Environment, by Decker and Odom, describes a library-sponsored event linking librarians with junior faculty to develop research agendas and outputs. The program was well-received by both junior faculty participants and the senior faculty who mentored them, thus enhancing the value of the library to all involved.

Collaborating to Create a Fashionable Event: Guide for Creating a Library-Sponsored Conference, Chapter 15, by LaMoreaux, explores the creation of, and ongoing activities behind the scenes of a conference on fashion history organized by the library at LIM College in New York. The success of the conference hinges on numerous collaborations ranging from faculty collaborations to working with caterers and printers.
REFERENCES


