Artifact 1: Collaboration in Information Organizations

Collaboration and Partnerships in Information Organizations: An Annotated Bibliography

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Introduction

In an age of shrinking budgets, decreasing government and private funding, and increasing demand for services, how does the modern information organization promote its relevance and fulfill its mission of service to its constituents? Collaborative partnerships will likely need to increase dramatically across public and private sectors to meet these demanding challenges, but what do successful collaborations look like in various organizational settings? The authors of this annotated bibliography hope to provide information organization managers with the necessary resources to address these crucial questions.

Collaboration and Partnerships in Information Organizations (Ryan Frank)

I found my articles through Google Scholar and SJSU’s King Library online databases. It actually was a bit more challenging than I expected; there are not very many articles about collaboration/partnerships among fundraising institutions, which surprised me. Honestly, it helped me a great deal to find the ISSN number of an article online and then search with that number in the King Library’s databases. The one website I shared is an immense wealth of knowledge. If there is a single reference I hope everyone takes away from my list, I hope it is the Prspct-L (Prospect-L) list-serve. There is a tremendous amount of archived and shared information on a wide array of development/advancement topics.


Of particular interest to this article is its emphasis on the outside community to accomplish and aid in the overall success of college fundraising. This particular article takes into account multiple integration techniques a fundraising office may utilize to reach out to their constituent base. The collaborative partnerships outlined in the article make a case for more involvement with entities that will help achieve an institution’s goals, as well as the knowledge that important factors must be in place at your own institution - clear delineations of roles, upfront expectations - in order for collaborative efforts to flourish.


This article focuses on the multiple collaboration angles in a development office and how they correspond to the overall fundraising outlook and strategies of a development office with special emphasis given to donors. Of interest is the aspect that
the article combines numerous different fundraising techniques and donor groups to provide overall insight into the realm of fundraising.


Prospect-L, or simply “The L” as it is commonly referred to among prospect researchers/research analysts, is the most collaborative website for my own profession in existence today. It is a clearinghouse of information, where researchers can post questions, responses, and critiques of all things research oriented. Due to the fact it is a subscription based list serve, collaboration is almost inherent in the make-up of the website. It is a fundamental resource to many people in the Advancement/Development arena.


The author of this article works in a library setting but takes a development fundraising approach (albeit a library development fundraising approach) to collaboration, especially in terms of new and novel approaches needed for fundraising. Her interest is in finding the right balance between building relations between customers, or external constituents, and to those within, or internal constituents, and thus, the collaboration among those groups. The author challenges the “status quo” of how to effectively gauge and report overall fundraising strategies and collaboration techniques.


Though not necessarily about collaboration, this article examines resourceful partnerships some non-profit organizations have had to undertake as a result of the recent economic crisis. Specifically, for publicly funded institutions, these partnerships pave the way for more financially stable outcomes. Additionally, this article explores motivating factors behind no-profits actively seeking out partnerships among other non-profit organizations.

**Collaboration and Partnerships in Online Libraries (Maria Arcorace)**

Berkman Center for Internet & Society at Harvard University. (2011, October 05).

Retrieved from http://cyber.law.harvard.edu/research/dpla

This website is devoted to the exploration of cyberspace issues. The Berkman Center at Harvard University was created specifically to study, participate, and pioneer
cyberspace. This project, just like many of the other online library projects, involve a variety of participants, from students, faculty, and other professionals with some vested interest. The Digital Public Library portion of the Berkman Center’s work is a major collaborative effort amongst a number of people and organizations. Berkman Center utilizes open source resources for offering online classes and learning.


While not specifically about online libraries, this article, which outlines the National Library of Wales “Strategy for the Web” discusses their online presence in great detail. This is a very comprehensive plan for implementing, and experimenting with Web 2.0 tools into their current online presence. The library has collected data about users’ habits related to their current online resources and discusses the implications of this data. There is a section that addresses collaboration in terms of copyright issues and Creative Commons licensing.


This article, that I found on a website, examines the University of Washington Digital Libraries Initiative, which is a collaboration of faculty, students, engineers, and others for an online library resource. It was created and is improved by focusing on a user perspective and designing accordingly. The article also addresses the problems associated with the current design as a way to improve the library.


This article looked at the availability of e-books through library websites and other resources, such as Google Books. The author conducted an experiment in which 10 e-book titles were chosen and then searched in a group of academic library databases and various websites, including Google Books. Very few of them were found within any of the resources that were consulted. The point made in this article is that there is a great need for more digitization and access to e-books, particularly through a coordinated effort and collaboration of multiple organizations.

This article discusses projects administered by the California State Library (CSL), particularly the Library Services and Technology Act (LSTA) grant. One of the most important components of this grant and a mission of CSL is to have more individuals and organizations that are knowledgeable and experienced in digitization of historical archives and especially of a centralized resource of these materials. It addresses difficulties that have been encountered during this project and goes into technical details about some of the issues they faced.

Collaboration and Partnerships in Academic Libraries (Lori Harris)

I found my information by looking online using Google Scholar and on King’s Library’s online databases to find my articles. First, in Google Scholar, I put in the simplest search parameters I could think of – “collaboration and partnerships in academic libraries.” There, I found a few article few titles, citations and names that I could use as a starting point to do a more substantial search in finding articles, papers, and dissertations in the academic databases provided by the King’s Library. I chose the LIS database (By Subject Area). In the database area, I looked up the information using the LIS Cross Search. Once there, I found suitable articles and then used the “find similar articles” search to mine out articles that provided more of what I was looking for. However, Google Scholar also allowed me to find websites that I never knew existed (Treasure Mountain Canada at http://tmcanada.pbworks.com, for example) as well as those I knew must be around but had never visited (Association of Research Libraries at arl.org), which is part and parcel of researching online.


Getting a unique point of view on library-librarian-teacher-student relationships, Klopfer, Et Al's article gives a picture of Eastern Michigan University’s Hale Library’s mentor program in which college students, “who did not perceive any value in library instruction,” were able to find a great deal of value through teaching sixth graders how to use the library. The program at EMU was piloted by Klopfer (the EMU librarian), Olwella (EMU professor whose students desired to be teachers), and Hudocka (an EMU alumnus and sixth grade teacher) all thinking about how to partner college students to underrepresented kids as mentors for two reasons: first, to allow the both sets of students to move deeper into library literacy; and second, for the older students to join forces with library professionals as role models to help spur the younger students into dreams of college as a part of their future. The article also acknowledges that collaboration between librarians is fine, but the element of including students of K-12 and college in their own education is of huge benefit to all parties has been found to be a key to success to all involved.


This article informs on a program the University of Nebraska-Lincoln (UNL) University Libraries initiated to get gifted high school students access to their books and materials by interacting with the university’s library system. Pearson and McNeil outlines the problems encountered by UNL’s program, starting with the issue of whether or not to allow non-gifted students in the name of fairness, which brought on a whole new set of difficulties (mostly with missing books and reticent parents who don’t want to pay fines. Though banal, these are issues that Pearson and McNeil include because it has much to do with the partnership and collaborative efforts UNL has with local schools and the community adjacent.


From within its own walls, Rader’s article shows how academic libraries are working with faculty, administrators, and researchers in order to “remain viable and competitive in (the evolving) information environment.” Her role as Dean and university librarian allows a unique perspective in which she offers insight into how programs work, but more importantly, how they can work better by engaging the human resources intrinsically available in the academic environs, technology, research ideas, and a variety of other partnerships (students, other libraries – something she calls “Metroversity,” and managerial/information literacy training for example) to create Research Libraries that can lead academic libraries into the 21st century by being creative and forward-thinking in their methods and ideas.

Wilding, as Director of Libraries at the University of Texas at Arlington, wrote his paper to explain the main causes of partnerships between academic libraries and external agencies (other academic libraries, public libraries, the private sector, local communities, K-12 schools and libraries, consortia, etc.) and how these partnerships work. Mostly, Wilding believe that technology has made these partnerships not only more accessible, but possible as these “Co-operative acquisitions … and cataloguing programs” and systems made it easy for items to “be located in two places at once.” He also delves into online degree programs and participation in consortia partnerships that he believes will continue to rise as the world flattens and the need for advantageous products and negotiations do likewise. But, all collaborations have problems to overcome and Wilding addresses a few, such as “loss of control” and compromises that aren’t always positively balanced for all involved parties to which Wilder offers some possible solutions.

Collaboration and Partnerships in School Libraries (Naomi Mellendorf)


As always, professional conferences represent one of the most profound means a professional has in collaborating with other professionals and respected individuals in their field and beyond. Attending local, state, and national conferences enable professionals to network, collaborate, and energize their practice, bringing new life, resources, and ideas to their field.


The authors of this 2007 article are an associate professor of library science and a high school teacher-librarian. Their research interests lie in successful collaboration among teachers, librarians, and technology professionals as well as the integration of technology tools in 21st-century school libraries. Their article describes a research project undertaken as a part of a Library Services and Technology Act grant investigating the potential for using digital primary sources for teaching information literacy skills to high school students. The results of their research indicate that collaboration between teachers and librarians contributes to enriched learning experiences for students.

Cleary and Neumann are professors at California State University, Long Beach, and associates with the History Project at California State University, Long Beach. While acknowledging the enthusiastic appropriation of primary sources in K-12 social studies classrooms, the authors’ research addresses the corresponding gap in stressing the necessary procedures and approaches to use those sources successfully. The authors present frameworks that will enable teachers to present primary sources in such a manner that students will engage in authentic historical processes of interpretation and construction of history. This research is critical for connecting the work of school librarians to history education research and creating a collaborative environment for all.


Hand is the director of school libraries at Annunciation Orthodox School in Houston, Texas, and has extensive experience building collaborative partnerships within her teaching faculty and administrative leadership. In this 2011 article, Hand advocates for and provides a clear picture of collaboration through the description of several vignettes. Hand describes examples of collaborative efforts in research projects, reading promotions, technology initiatives, and curriculum mapping. Participation and leadership in committee work, school-wide curriculum initiatives, and professional development opportunities are additional means of collaborating among school librarians and teaching staff. Hand’s clear examples provide effective means to support student learning through the collaboration process.


Haycock is a professor at San Jose State University in San Jose, California. He has contributed to the professional and scholarly research literature for over thirty years, especially articulating the role of the school librarian and the effects of that role on student achievement through collaborative partnerships in teaching and administration. This 2007 article examines teacher-school librarian partnerships in a broad, theoretical context and notes twenty significant factors that particularly influence successful collaborations. Additional research from the school librarianship field is applied to these factors and suggestions for use of the contextualized research gives practitioners’ ample ideas to initiate and develop successful teacher-school librarian partnerships.
LM_NET. Library media list serve retrieved from http://lmnet.wordpress.com/

LM_NET is the international discussion group open to school library media specialists worldwide, and to people involved with the school library media field. LM_NET provides an excellent way to network, collaborate, and partner with other school library professionals. New ideas in school library practice, advice, answered questions and even controversies abound in this tremendous resource.

Conclusion

Together our group utilized a number of significant resources available to us to formulate this annotated bibliography on collaboration and partnerships in a variety of information organizations. We used the King Library databases, Google Scholar, professional conferences and list serves, general Internet resources, and personal contacts in the profession to complete our journey of collaboration.