Canadian Journal of Academic Librarianship
Revue canadienne de bibliothéconomie universitaire

CJAL-Rcbu

Academic Libraries and Collaborative Research Services, by Carrie Forbes

Kristen Howard ⓘD

See table of contents

Explore this journal

érudit

Book Review: *Academic Libraries and Collaborative Research Services*

Carrie Forbes, *Academic Libraries and Collaborative Research Services.* London, UK: Rowman & Littlefield, 2022, paperback 298pp, $55.00.

Kristen C. Howard

McGill University

Keywords: *academic libraries* · *liaison librarianship* · *research services*

Academic libraries have long been participants in collaborative research across campus and communities. *Academic Libraries and Collaborative Research Services*, a new volume edited by Dr. Carrie Forbes, University Librarian at Southern Oregon University, adds to a considerable body of scholarship by demonstrating how librarians—especially those in liaison roles—are increasing their range of services to further already established, or to develop new, collaborative research programs. Innovations in liaison librarianship are, of course, a perennial topic in library science literature; the contribution of this volume lies in its focus on collaborations in research, rather than in curriculum, teaching, or information literacy. Forbes's previous scholarship includes two edited volumes with Peggy Keeran, one focused on library services for graduate students and a second focused on collaborations and outreach within academic libraries. Forbes's previous edited volumes, as well as her own scholarship and twenty years' experience in academic libraries, positions her well to contribute to growing research partnerships in academic libraries and by academic librarians.

The volume is organized into four parts, primarily (though not exclusively) consisting of case studies at U.S. institutions of various sizes. Part 1 (titled "Emerging Liaison Roles: From Research Support to Research Partner") comprises the bulk of the volume with seven chapters. Most of these essays present novel ways in which an academic library is partnering with faculty, including greater involvement in scholarly communications and/or research data management (RDM) (Chapters 1, 2, and 3), digital humanities and digitization projects (Chapters 3, 6, and 7), evidence synthesis (Chapter 5), and a cross-continental instructional collaboration (Chapter 4). The wide variety of university types demonstrates that academic librarianship

depends on local context. Perhaps the most interesting contribution in this section is Chapter 4 ("Student-Led, Cross-Institutional Collaboration Between France and Morocco"), a case study of a virtual interuniversity scholarly exchange between students in Europe and North Africa facilitated in part by a librarian. Although it is challenging to envision how this partnership could be duplicated in the Canadian context, it could perhaps provide an interesting basis for librarians hoping to create cross-cultural partnerships to benefit student learning.

Parts 2 ("Focus on Data: Research Data Services") and 3 ("Library as Publisher: Open Access Services and Scholarly Publishing") are shorter sections, offering two case studies each, with Part 2 focusing on RDM and Part 3 on scholarly communications, both areas of increasing importance in academic libraries. Of particular use in Part 2 is Andrea Pritt's table of RDM workshops and presentations offered on her campus that includes learning outcomes (p. 151) and could be utilized by librarians new to RDM or even seasoned in RDM but hoping to change their instructional offerings. Part 3 will be useful to libraries considering adopting or adapting open access publishing schemes, and especially how to balance the roles of library as provider and publisher. Finally, Part 4 ("Professional Development: Developing Skills for a Changing Profession") is the most eclectic section of the volume, with three chapters only loosely unified around the theme of advancing further skills for today's academic librarian. Forbes may have considered collapsing these three chapters into the volume's other parts.

Some of the most useful insights in the volume develop out of multiple chapters mentioning, sometimes in passing, a similar idea, which Forbes could have drawn out in the volume's introduction or in editing the essays. For example, several chapters mention the potential value of collaborating with the university grants or research office, a stakeholder and possible collaborator not always in conversation with the library, especially at universities where librarians do not have the research requirements of the tenure track and/or are not encouraged or expected to apply for grants. The name and exact function of such an office varies by institution; two specific examples included in the volume are the Office of Research and Outreach (Pennsylvania State University) and the Division of Research and Innovation (University of Memphis). As advanced in Chapter 2 ("Reconnecting the Dots: An Analysis of Campus Stakeholders' Awareness of Library Scholarly Communication Services"), academic librarians who want to develop meaningful partnerships with faculty focused on research should consider this type of university office a natural collaborator—although this is by no means a new idea; see, e.g., Rader (2002) and Gilman and Kunkel (2010). Several chapters also suggest leveraging university service as a way for librarians to become more deeply embedded in the university, allowing

for the opportunity to impact university governance (see Chapter 1) or simply to network with faculty and engage in outreach (see Chapter 12). Finally, a few chapters offer useful lists of resources that librarians may wish to refer to when developing new services for their universities: e.g., the list of free and low-cost resources to learn about (U.S.) copyright offered by Victoria Eastes, Michelle Shea, and Dawn Harris (p. 6), and the list of evidence synthesis protocol resources offered by Gregory Laynor and Stephanie Roth (pp. 95-6). Overall, this volume is a welcome addition in examining the changing roles of academic librarians, especially as librarians seek to establish ourselves as faculty partners and collaborators in university research.

REFERENCES

Gilman, Isaac, and Marita Kunkel. 2010. "From Passive to Pervasive: Changing Perceptions of the Library's Role through Intra-Campus Partnerships." *Collaborative Librarianship* 2 (1): 22-32. https://doi.org/10.29087/2010.2.1.04

Rader, Hannelore. 2002. "Managing Academic and Research Libraries Partnerships." *Library Management* 23 (4/5): 187-191. https://doi.org/10.1108/01435120210429916