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Campus Career Collaboration: “Do the Research. Land the Job.”

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Purdue University's Management and Economics Library (MEL) recognized a unique opportunity to build a strong collaboration among campus units in the career development area, enhancing students' interviewing abilities and employment opportunities. The products and services presented in this article focus on MEL's unique campuswide collaboration with twelve campus libraries and thus far eight career units in the creation and implementation of a Career Wiki. The Career Wiki, both a library product and service, offers electronic access to career resources, and it effectively increases use of all library collections and information resources, thereby adding to the services each career unit offers.

KEYWORDS *Campus collaborations, career centers, information literacy, strategic alignment, wiki*

INTRODUCTION

Academic librarians today have come to recognize that our organizations must effectively evaluate the services they offer to meet the needs of a dynamically changing user population, acknowledge that we do indeed have information competitors, and realize that we are part of a larger organization (Bolman 1997). Therefore, we must align our libraries with objectives larger than the library's. Much has been written about collaborations with traditional faculty (Williams 2006), but as Hollister (2005) points out this is rarely extended to nonacademic units on campus. It is essential to innovate in order to continue to be meaningful. At Purdue University, the libraries have embarked on a transformational agenda, taking into account

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the dominant contexts that define it through information literacy, interdisciplinary research partnerships, and outreach opportunities. Three librarians, the head librarian, business reference librarian, and resource development librarian from the Management and Economics Library (MEL), participated in a project that leveraged the creativity in their organization and seized an opportunity by identifying meaningful innovative campus collaborations. The premise is that usefulness and appropriateness are achieved through strategic alignment, thereby opening the door of opportunity for innovative products and services. The literature reveals that academic librarians at other institutions have participated in student-centered projects with campus career services. Song (2005) offers a case study of collaboration with a business career service, and DeHart (1996) describes collaboration between library instructional efforts and university-wide career services. MEL librarians' organizational perception, collaborative awareness, and the need to demonstrate value contributed to the successful implementation of a campuswide Career Wiki, <http://career.lib.purdue.edu>. The ability to seize an opportunity, produce a new wiki product, develop new services, create new partnerships, and leverage campus resources has resulted in a highly successful collaborative endeavor aligning the strategic mission of several campus career units.

Purdue University Libraries' strategic plan was developed for the period 2006–2011. The libraries' vision is to achieve preeminence as an innovative and creative research university library meeting the challenges of the information age. One goal is to advance learning through information literacy initiatives and further the entire university's learning goal. This is accomplished by increasing campus awareness of the libraries' value through their participation in interdisciplinary collaborations. Students will pay attention to information that is relevant and useful to them (O'Sullivan 2002), and they are motivated to gain a college education in the hope they will be successfully employed upon graduation. They also recognize relevant career information can help them get that job. A centralized career information site would further the campuswide commitment to the university's core competency of information literacy, while also advancing the effective use of collections and information resources.

RECOGNIZING THE OPPORTUNITY

The organizational effectiveness of any library depends on leadership, political skill, and the guidance of a strategic plan. In 2006, the head librarian of MEL had a discussion with the dean of the Krannert School of Management, who asked if MEL could add to the job placement success of management students by increasing their interviewing and job-seeking skills. Because one of the libraries' strategic goals is to advance learning through information literacy initiatives and further the university's learning goal, the head librarian

saw this opportunity as a way to add value not only to the student experience in the Krannert School of Management but also to all students on campus. She outlined an agenda, surveyed the political landscape, created a network of support of key stakeholders, and determined potential roadblocks. This construction of an operational network fully described by Ibarra and Hunter (2007) was a vital first step. The agenda included a timeframe for the initiative and identified key external stakeholders. It was necessary to determine appropriate library staffing to support the career initiative. An initial roadblock was the inability to provide the career resources to alumni; this had already been identified as a high priority by the library as well as Krannert. A potential roadblock was the necessary collaboration between all campus information technology departments, including campus IT, the libraries' IT, and the Center for Career Opportunities (CCO) IT.

By December 2006, the head librarian's operational networking had established the foundation for a career center collaboration project. To actualize the ideas that resulted from that networking, it was important to the project's success that those units we hoped to involve would see a collaborative partnership with the libraries as a benefit to their students and alumni. In this arena, the libraries' objective is to offer resources and instructional opportunities that help students gain the research and job skills necessary to be competitive.

The Management and Economic Library has a collection rich in resources for anyone beginning a career search. In addition to the requisite guides on resumes and interviewing, the library also maintains resources to assist students with an international job search, thereby fulfilling the needs of international students as well as American students seeking employment in other countries. While librarians were naturally aware of the popularity of these resources available both in hard copy on the library shelves as well as online on the MEL Website, career offices on campus did not recognize the library as a source of useful tools for job-seeking students or themselves. Previously MEL librarians had participated in workshops sponsored by career offices, but these interactions did not develop any in-depth understanding of services among the units. Mutual awareness of each unit's mission, goals, and services was an obvious place to begin collaborating.

To move the career initiative forward, MEL librarians contacted the directors of three of the major career units on campus:

- The Center for Career Opportunities is an essential component of Purdue University's educational mission. The CCO provides career development support and job search services, engaging students and alumni in exploring career options and developing effective job search skills. The CCO also facilitates activities that connect students and alumni with employers, while also developing partnerships with Purdue colleges, schools, and other stakeholders.

- Graduate Career Services (GCS) of the Krannert School of Management is focused on students in the professional masters degree programs: Master of Business Administration (MBA), Master of Science in Industrial Administration (MSIA), and Master of Science in Human Resource Management (MSHRM). Its directive is to help all students in these programs secure one or more job offers. Facilities include interview suites, resume production equipment, and a collection of resources.
- Krannert Undergraduate Career Services in the Krannert School of Management is devoted exclusively to the school's undergraduate students, providing on-campus recruiting, resume assessment, presentations on interviewing skills, and instruction in business etiquette. The staff teaches a course emphasizing academic planning, career exploration, and job-search strategies, including video-recorded mock interviews.

At an inaugural meeting during the fall 2007 semester, MEL librarians met with representatives from these units. It was immediately apparent that efforts and resources were being duplicated between these career units and the libraries. Each unit reported on the databases and other resources that they purchased, and the group discussed a wish list for future purchases, pooling financial resources from each unit. It was clear that an important step in this collaboration project would be to devise a method for the career units and MEL to effectively leverage our resources. An overarching goal was to be able to direct students, faculty, and staff to a central online career Web space that would include online career databases and all unit services. It was agreed that this proposed central Web space would not only help unify our partnership, but also make the promotion of career-related resources to our constituents a more streamlined process. Instead of promoting a unit-specific Website, each unit would contribute its news, services, and products while promoting a single resource. It was anticipated that as more career units joined this group, a central career service would become the home for all career-related resources on campus.

BUILDING THE CAREER WIKI

A key component of the initiative was development of a Career Wiki. A few months prior to the initial unit directors' meeting, the libraries' Information Technology Department completed the implementation of an internal library intranet using Confluence, primarily a corporate-focused wiki enterprise software solution that also offered academic pricing. Confluence was chosen for its low cost, easy installation, flexibility for customization, and search capabilities. It allows for a range of content editing permissions, from completely closed (such as the libraries' Intranet), to partially open with restricted permissions (such as the Career Wiki), to completely open and available to the

FIGURE 1 Career Wiki.

entire online world. The built-in search engine searches not only the meta-data but also the entire content of all the wiki pages. The MEL librarians saw the straightforward structure of Confluence and uncomplicated procedures for customization of the software as appealing features that make it easy for any career staff to input, maintain, and track the content for their respective units.

Hearing about an online tool does not have the same impact as seeing it in use. The business reference librarian created a basic wiki for demonstration purposes. In order to display all of the levels and features in a live site, the business reference librarian demonstrated the wiki at a group meeting where he explained what had been done with the libraries' Intranet and then displayed the rough draft of the Career Wiki. This demo wiki revealed a proposed architecture for a Career Wiki as well as the type of content that could be included in the site. The architecture was a three-columned approach with the group participants linked on the far left, primary content placed in the center, and useful tools and news highlighted on the right. The demo wiki included links to several key library databases for use in company research as well as free Web resources and attachments. Figure 1 is a snapshot of the Career Wiki.

The merits of using the wiki as a means to achieve the goal of establishing and maintaining a central career presence was the main message of the demonstration. The demonstration focused on the proposed structure, the ease of adding content, the search capabilities, and the efficiencies achieved with open versus closed content. A primary security feature of the software is that it allows only registered users to add content, which meant that group security could restrict access to only certain groups or people. This detail was a bonus for units such as Graduate Career Services who deal with a highly specialized clientele and had already invested heavily in resources that were restricted by license to their clients.

The demo session provided a great opportunity for the entire group to brainstorm about their vision of how the wiki could be used to enhance their unit goals. The group discussion brought increased focus and importance to the initiative and a mutually shared responsibility for understanding each unit's processes and resources. The outcome of this interaction set the foundation and direction for topics at future meetings.

COMBINING FISCAL RESOURCES FOR COMMUNAL PURCHASES

While many of the initial conversations between the business reference librarian and the directors of the campus career centers focused on the creation of the wiki itself, a parallel goal was to identify opportunities for joint funding from each unit to purchase electronic resources agreed upon by the group. The MEL resource development librarian had significant experience with bringing together stakeholders in need of a common resource.

Since a limited budget is a shared reality for most academic libraries, especially in the current economic downturn, it is a common practice in academic libraries to seek partnerships with other agencies or units willing to share the expense of a purchase, often at a reduced cost, thereby allowing for greater access to that resource. This kind of collaboration is common among subject libraries within an institution (White 2004) and among libraries in a consortium. Two years prior to the current career resource initiative, MEL had the opportunity to broaden this practice to include the accounting and finance departments in the school of management. We received a request from a researcher for assistance in gaining access to an online database of Securities and Exchange Commission (SEC) information for an ongoing, long-term project. While determining how many other researchers, both PhD students and faculty, would benefit from the availability of such a resource, we discovered that there were some who already had personal subscriptions to commercial databases that provided the information we were seeking. We worked with three database providers to provide demonstrations, free trials, and follow-up support. Librarians, graduate students, and faculty participated in the process of vetting and choosing one online service, thus saving the

expense of several costly individual accounts. The resource development librarian mediated the negotiations for IP-authentication access, campuswide availability, and a reasonable price accepted by the vendor that is shared by MEL and the faculty principals. This model of collaborative database selection required but few adaptations to be operational in the selection of online databases and Web resources for the Career Wiki. This coordination of efforts is the very efficient application of our perspectives and experience touted by Janes (2003).

Through E-mail, phone calls, and informal conversations, the representatives of the career units and the library discussed several databases that they believed would be most useful and have wide appeal among their colleagues. Several staff suggested a preference for a database that offered information about internships; others favored guides for finding a job outside the United States. Specific features were also singled out: CareerBeam was preferred by at least one director because it did not include a resume template but instead listed the features that a good resume should include. This would enhance the information literacy objective needed by students. By May 2007, Vault Online, CareerBeam, Plunkett Research, WetFeet Online, and CareerSearch were identified as the databases of most interest. Up to this point we had met, discussed, and agreed to the principles of cooperation, but were still acting as independent entities without an online connection.

Based on her experience partnering with the accounting and finance departments to secure the SEC-based database, the resource development librarian managed the career database joint acquisition. She coordinated vendor database demonstrations as a high priority for the group, saving time and money and minimizing individual career staff efforts. She contacted selected vendors chosen by the group to obtain the basic information that the four units (Management and Economics Library, Center for Career Opportunities, Graduate Career Services of the Krannert School of Management, and Krannert Undergraduate Career Services) required in order to begin the database selection process. The primary information that was needed to make decisions about demonstrations and possible purchase included cost, mode of access, number of simultaneous users, and campuswide access. Later, she also requested details on aspects such as training, promotional assistance, and access for alumni. The first vendor demonstration was characterized by an atmosphere of excitement and collegiality in the room. Clearly, this was recognized by all in attendance as a giant step for the group.

ACQUIRING RESOURCES THROUGH COOPERATION

Processes for cooperative collection development are as varied as the librarians who manage them (Johnson 2004). For this project, the resource development librarian scheduled trials for each of the selected databases

and requested of each vendor that the trials be long enough to allow all parties to fully explore the resource, typically at least a thirty-day trial. When one database, CareerBeam, emerged as having the greatest appeal to all of the units involved, a joint purchase was arranged by MEL's head librarian. She approached the associate dean for administration and planning at the Krannert School of Management who agreed to contribute funds along with the career units. According to the agreement between the associate dean and the head librarian, Krannert's contribution to the resource depended entirely on the contribution of the other career units. The CCO contributed 40 percent, GCS gave 10 percent, Krannert's Executive Masters Program gave 10 percent, MEL contributed 20 percent, and the dean's office gave the final 20 percent. This cooperative pay plan has been subsequently used several times throughout this project, with the percentages changing according to each unit's need for the resource and their budget. Library cooperative collection development, as described by Berry and Shrode (2003) and embraced throughout academia, now included academic and career units at Purdue and has been established as a standard option.

The resource development librarian coordinated the database purchase with the business offices within each career unit to make it available at MEL's home page and through the Career Wiki. After a training session with the database provider, she trained the staff of the units in the finer points of the group's first co-purchase. Organizational leadership and networking skills demonstrated by the MEL librarians facilitated an excellent outcome for moving the initiative to the next level. Up to this point the librarians and the career services staff had been cooperating by identifying and attaining objectives that they could recognize as common to the mission of each unit. From this point forward, the librarians would strive to concentrate all efforts on collaborating toward the goal of a single access point for student and alumni job seekers.

COLLABORATION

By March 2008, the first iteration of the wiki with content was ready to be launched as a soft roll out over spring break. MEL librarians decided to defer marketing the Career Wiki until the fall 2008 semester to allow units to continue adding content. Additional content was contributed by all of the founding units as well as two additional career units, the Career Services Offices for Hospitality and Tourism Management and Consumer Science Retailing. As planned, the site was live to the online world, but only members of the contributing career units could submit content. Submission of content is clearly an ongoing process, and, to date, the three original career offices have different approaches. The Center for Career Opportunities currently links to the wiki from its existing Website, and, when appropriate,

adds resources to the more general resources pages. (This is necessary because a mandate from the Provost's Office requires that all CCO services and resources provided to students must also be provided to alumni. Until the licenses of the subscription databases can be negotiated to include alumni access, the CCO cannot wholly embrace the wiki as their sole Web presence.) Graduate Career Services of the Krannert School of Management, on the other hand, is slowly converting to use of the Career Wiki as their exclusive Web presence. They were preparing to embark on a Website redesign when the wiki project began but were impressed enough with Confluence capabilities that they have instead invested considerable time and effort in creating content on the wiki. The group in Krannert Undergraduate Career Services has taken a more moderate approach. They use the wiki to cross-promote some of their existing Web services and take advantage of their relationship with the Student Management Employers Forum (SMEF) to get technically savvy students to help with creating content for the wiki. The final six weeks of the spring 2008 semester served as an effective test run, with all units successfully adding and editing content and utilizing the wiki tools when helping students.

When the spring 2008 semester was over, the group met to assess the outcomes, discuss successes and failures, and set goals. The single negative issue was technical: a page that should have been put behind a proxy server requiring a campus ID and password was actually viewable for several weeks by anyone on the Internet. With that problem eliminated, however, all were satisfied with the pace of the group's progress. It seemed a good strategy to take advantage of the summer slowdown in order to develop marketing materials, contact other units on campus for inclusion, and add more content.

Over the summer the business reference librarian identified thirty-five offices on campus that perform career services. He contacted these groups through e-mail, giving the details of the new wiki and extending an invitation to join. Responses were moderate, but by the end of summer three new units, the Office of Professional Practice, Liberal Arts Career Development, and the College of Agriculture, were on board. As conversations began with these additional units, it became clear that we needed to develop tiers of involvement in order to minimize perceived impediments to participation. Contribution of content is preferred, but we also welcomed a simple mutual link exchange. Currently, the three newest groups are at the minimal level of link exchange where the Career Wiki includes a link to them and they link back to the wiki. The College of Agriculture is preparing to conduct a complete redesign of their Website and has expressed an interest in having a greater level of integration of the Career Wiki in their new Website beginning in the spring 2009 semester.

Seeking collaboration internally among all twelve libraries that comprise the Purdue Libraries system is just as important to those participating in the career initiative as the cooperation of external stakeholders. The business

reference librarian met with all library unit heads and requested assistance to develop subject specific resources in the Career Wiki (<http://wiki.lib.purdue.edu/display/Career/Subject+Specific+Resources>). He received feedback from chemistry, physics, agricultural economics, and hospitality and tourism management subject liaisons. These librarians contributed important content outside MEL's subject expertise. They also increased exposure of the Career Wiki by including the wiki in the overall libraries instructional programs.

CAREER FAIRS

An evolving, successful aspect of the campus career collaboration has been working with student groups and career services offices to add career fair research pages to the wiki. This particular service element was piloted in the fall 2007 semester, before the wiki was implemented. The Student Management Employers Forum, a student-run group in the School of Management, hosts two career fairs each year, with about 150 companies attending each one. In the past, MEL librarians have regularly visited Management 301, an undergraduate class, to give a single instruction session on conducting company research, focusing on a few key databases, and underscoring how quality research could prepare them for successful interaction with company recruiters. To supplement this classroom instruction, in the fall 2007 semester MEL librarians helped the SMEF students create a Website with research tools to assist fellow students prepare for their fall career fair. Among the ideas brought to the table by the librarians was to include persistent links into business databases providing real-time news, company profiles, and articles available through MEL's Website.

A librarian-designed template contains a place to link to each company's Website, a persistent link to EBSCO's Business Source Premier for news articles about the company, a link to Datamonitor for Strengths Weaknesses Opportunities Threats (SWOT) analysis or company profile, and descriptions of the positions for which the company was recruiting. The SMEF students used this template to create a Web page for each company attending the fair.

A year later, in early fall 2008, the Career Wiki was rolled out to all students. The SMEF students were again able to package company information pages for their career fair, adding another layer of service to the wiki once the career fair link was accessed by students. The template was enhanced, adding links to LexisNexis for additional news articles and Hoover's for company profiles. Since the fall 2008 SMEF Career Fair, we have introduced the company template component to other units such as the Department of Hospitality and Tourism Management, the Department of Consumer Science and Retailing, the College of Agriculture, the College of Technology, and the High Tech Job Fair hosted by the Technical Assistance Program. As of this

writing, a total of 588 unique company research pages have been created, and as our database of completed company pages grows with each career fair, the work of creating the research pages will decrease. Each year, the SMEF students will only need to add or delete names from the company list depending on which companies are recruiting at the career fair. This feature puts company research at the students' fingertips, providing another aspect of leveraging library resources as a value-added service while increasing unit collaborations.

A beneficial feature of the Confluence software is site analysis functionality. We are able to extract data for any given day, week, or month on page hits, page edits, and contribution of content. Confluence also tracks the Web point of entry from which users have connected to the wiki. It maintains a list of the top ten points of entry. This allows for some assessment opportunities and the ability to track trends of when and where information is useful. For example, a check of the page hits just before a career fair shows which companies are generating the most student interest. Google Analytics was installed in late 2008, and we have begun to get analytics sitewide. We will use Google Analytics to analyze which companies receive the most visits to their research pages as well as how students are using the links on a company's research page.

MARKETING

During summer 2008, the librarians began to plan the initial marketing effort for the wiki. The career units would be marketing the wiki to their respective students on an individual or small-group basis. MEL would then take the responsibility of marketing to students generally, coordinating branding, and promoting outreach efforts to other Purdue librarians and campus career offices that were unaware of the campus career initiative.

Many of the aims of relationship building between librarian liaisons and the teaching faculty described by Glynn and Wu (2003) are also relevant in this situation, especially achieving an ease of communication. To that end, the business reference librarian made an initial marketing contact with the career offices through e-mail. Although there was a low response rate, this was acceptable because we considered this beginning as merely a means of generating initial awareness as a basis for future partnerships. The resource development librarian, who is also the agricultural economics liaison, decided to reach out directly to the agricultural economics career office by requesting a meeting. This proved to be key since it was the most efficient way to effectively explain the wiki and, more important, to visually demonstrate the product. Like other career staff, the agricultural economics career staff did not fully understand the Career Wiki concept until they saw an online demonstration. As a result, it was decided that MEL staff would

FIGURE 2 Library booth at Career Fair.

have a booth at the Agricultural Career Fair the following week in order to showcase the Career Wiki.

Likewise, the MEL subject liaison to the Department of Hospitality and Tourism Management was able to demonstrate the wiki at their career fair. The participation of the subject liaison librarian is crucial for a successful, continuing relationship. Before the spring 2009 career fair season, the business reference librarian and the resource development librarian gave a brown bag seminar to the library faculty in order to recruit their assistance in approaching other departments to request a career fair presence. This seminar led to the assistance of one of the engineering librarians and her staff to create research pages for two additional fairs in the spring, the Engineering Expo and the Building and Construction Management Fair.

In addition to actively promoting the Career Wiki to other career centers on campus, our marketing plan includes the occasional purchase of advertising elements. For example, since we recognized that the libraries' booth at a career fair must look as professional as the adjacent company booths, so we enlisted the help of the libraries' marketing department staff, who designed a temporary tabletop display that worked well enough for the few events we attended in the fall 2008 career fairs, and they later worked with the university marketing department to provide a design for a permanent display (see Figure 2).

MEL librarians also worked with our marketing department to create an important branding tagline: *"Do the research. Land the job."* This slogan is prominently displayed at the libraries' tables at every career fair. The slogan was printed on notepads as promotional giveaways for career fairs, campus orientations, and library tours, as well as distribution to career office staff to use and provide as giveaways to students in counseling sessions.

Confluence Data				Google Analytics Data			
Date	Main Page Views	Edits	Number of Pages accessed	Date	Pageviews	Unique Pageviews	Number of Pages accessed
Sept. 2007	9	2	1				
Oct. 2007	63	13	5				
Nov. 2007	2	0	1				
Dec. 2007	124	24	3				
Jan. 2008	443	78	10				
Feb. 2008	334	21	10				
Mar. 2008	258	53	10				
Apr. 2008	689	72	10				
May. 2008	1385	212	10				
Jun. 2008	2492	202	10				
Jul. 2008	2760	56	10				
Aug. 2008	2964	69	10				
Sep. 2008	8604	633	10				
Oct. 2008	4251	469	10				
Nov. 2008	2859	10	10	Nov. 2008	3,863	2,394	396
Dec. 2008	2679	33	10	Dec. 2008	3,785	2,264	375
Jan. 2009	9596	668	10	Jan. 2009	31,864	15,195	772
Feb. 2009	5571	446	9	Feb. 2009	14,915	7,792	789

FIGURE 3 Use of the wiki.

ASSESSMENT OF THE CAREER INITIATIVE

With the Career Wiki soft roll out in spring 2008, it is too early to determine any impact on student learning or success at landing a job. However, there have been positive changes such as an increase in the awareness of the library resources, greater communication among units, and library faculty being seen as innovators. The business reference librarian has conducted workshops teaching job skills and researching company information in collaboration with the career units. The library's participation in these workshops would not have occurred if the partnerships between the library and career units had not developed. These single workshops have expanded into a series of three workshops that were co-taught by the business reference librarian, the associate head of the CCO, and the associate head of the GCS. To assess the workshops, a link to a short survey is located on every wiki page. The questions focus on user satisfaction of the wiki, user demographics, and open-ended comments. Quantitative data gathered through the wiki and Google Analytics mirror the calendar of the career fairs on campus in that there are spikes near the beginning of each semester with steady usage in between. Figure 3 shows use of the wiki.

The career centers track student job placement rates, and in the future we will have the ability to compare these rates pre- and post-wiki.

FUTURE DIRECTIONS

Success of the career initiative requires the recognition of strategic alignment by the organization and then leadership, innovation, and networking

by the individual librarians involved. The spark of the idea of collaboration began with the Krannert School's administration expressing a need, based on feedback from companies during campus recruiting visits, to enhance the interview skills of students. Continued success depends on the leadership of the partnering units, demonstrated value of the wiki, and ongoing assessment of student job-seeking skills determined by feedback from company recruiters and job placement metrics.

As the career initiative expands by adding more departmental career offices and integrating the Career Wiki into more campus career job fairs, the Purdue libraries will strive to increase the information competencies of Purdue students and increase their competitive advantage in the marketplace. A number of spin-off activities from this initiative have resulted as follows:

- The Center for Career Opportunities has asked MEL to incorporate their print career collection into the library's collection. These materials will be added to the libraries' online catalog and will become more visible to the entire campus population. The existing predefined searches on the wiki for print material in the libraries' collection are enhanced by the addition of this unique collection, which includes books not usually marketed to libraries.
- Beginning in spring 2009 a joint partnership emerged with the campus Online Writing Lab (OWL) and the libraries. A new series of workshops for students was developed incorporating how to do research coupled with resume and cover letter writing skills. In addition, components from OWL will be incorporated into the Career Wiki in the near future.
- The partnership between MEL and CCO has established an opportunity to explore alumni access to electronic resources. CCO already has a database in place that allows Purdue alumni to access a small collection of career resources. Through the increased partnership between the libraries and CCO, we will be able to negotiate alumni access to the libraries' subscription electronic databases.

The business reference librarian, the assistant director of CCO, and the head of the Krannert Graduate Career Services gave a presentation at the National Association of Career Educators (NACE) 2009 annual conference. The presentation focused on the collaborative efforts occurring at Purdue and the use of technology to achieve these goals. The Career Wiki was nominated for the NACE/Chevron Award, an award that recognizes outstanding achievement for innovative programs in academic career services.

Our goal is not to offer job listings but to help the students develop the information literacy skills that enhance their job-seeking opportunities. The Krannert Undergraduate Career Services director teaches a class that includes a section on company research as a component of interview preparation. Each semester, MEL librarians have taught the database research skills for

this section as one-off instruction opportunities. The skill set has included an overview of our home page and the navigation necessary to access the company research databases. Now, however, with the creation of the Career Wiki as a central resource, “*Do the Research. Land the Job.*” is a focused charge that students can apply to real life. An anecdotal comment reported to us by the director, who received it from a student using the Career Wiki for the first time, was, “You know, it kinda doesn’t suck.”

CONCLUSION

This project began with the desire to strategically align the Purdue University Libraries’ mission of advancing student learning through information literacy initiatives and further the entire university’s learning goal by leveraging focused library collections and information resources. The partnerships with campus career centers and the implementation of the Management and Economics Library Career Wiki initiative have been highly received among several university departments. The initiative, with the continued effort of MEL faculty librarians and career service unit directors, will expand subject content and career services. The libraries will continue to demonstrate this added value, which is aligned with their mission, to individual career centers encouraging their participation as new partners in the Career Wiki, benefiting current students and alumni.

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