Against the Grain
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TM

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Against the Grain

ISSN: 1043-2094

"Linking Publishers, Vendors and Librarians"

Rightsizing Access to Journals and Databases

by **Robin Kinder** (Retired, George Washington University Libraries, 2130 H Street NW, Washington, DC 20052; Phone: 202-604-1171) <rckinder@gmail.com>

This special issue of ***Against The Grain*** examines the continuing challenges of managing library budgets in an environment of spiraling serials costs. Though serials review appears as a constant and ubiquitous theme in collections management, the work described here by the authors is anything but the usual familiar story. The authors provide important historical background, new and alternative approaches in their processes, and conclusions that reveal both surprising outcomes and critical questions still to be addressed.

Rather than outline each author's approach to a seemingly annual ritual — serials cancellations — it is more pertinent to note their common themes and valuable insights. First, communication and engagement with faculty is essential to on-going deliberations on the library budget. Second, data is not only a critical component, but the essential means of communicating complex scenarios for cancellation. Third, librarians are the essential bridge in communicating the library's role in the research community. Each author provides critical intelligence into approaches taken.

In communication, **Davis**, **Raschke** (*Data-Informed and Community Driven: Using Data and Feedback Loops to Manage a Journal Review and Cancellation Project*) and **Robertshaw**, **Hooper**, **Goergen-Doll** (*Finding the Silver Lining…in the Serials Budget Crisis)* outline intensive efforts to inform their campus communities of the current fiscal challenges impacting not only the library, but also the scholarly research environment. **North Carolina State University Libraries (NCSU)** provided multiple approaches to faculty engagement, including critical analytics undertaken several months prior to engagement, a timeline and strategies for communication, and multiple rounds for feedback. Elucidating the role of the library in faculty research and the role of faculty in the publishing cycle — as authors, editors, peer reviewers and consumers — became the major focus of **Oregon State University Libraries (OSU)**, through multiple conversations with faculty; the six lessons learned by **OSU** are essential reading. **Gagnon** (*Journal Publisher's Big Deals: Are They Worth It?*) and **Killian**, **Bezanson**, **Kinder** (*Divide and Analyze: GW's Approach to Serials Cancellations)* address their communication efforts in conjunction with concomitant serials cancellation projects — the former addressing the issue of Big Deal pricing at the **Bibliothéques de l'Université de Montréal (UdeM)** and the latter addressing each category of the serials review — individual subscriptions, packages and databases. **Ziegler** (*Big Deal Whack-A-Mole*) describes **Florida State University Libraries (FSUL)** early insistence that the serials review process be faculty-driven with participation by the Facul-

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What To Look For In This Issue:

1043-2094(201704)29:2:1-K

If Rumors Were Horses

In another life I was a medical nursing, reference, and audiovisual librarian at Duke University Medical Center. In my days as a reference librarian, I had to verify hundreds of interlibrary loan requests. *Science Citation Index* at that time was only in print (very small) and it was an excellent way to verify interlibrary loans — "quite a task, only persevering people would do it." Yes! Really! That's when I became acquainted with the name **Eugene Garfield**, the creator of citation indexes and the impact factor and many similar innovations. Read **Nancy Herther's** remembrance on this incredibly humble and gentle giant of a man. This issue, p.66.

Moving right along to the innovative present, **Monika Sengul-Jones** has been appointed by **OCLC** as **Wikipedian-in-Residence** for their "Wikipedia + Libraries: Better Together" project led by **OCLC's WebJunction program**. **Sengul-Jones** is a communication and media studies scholar, educator, organizer, web developer and Wikipedian. Her passion for media literacy and community engagement guides her work with **Wikipedia**. **Sengul-Jones** has a master's degree in gender studies from the **Central European University** in Budapest,

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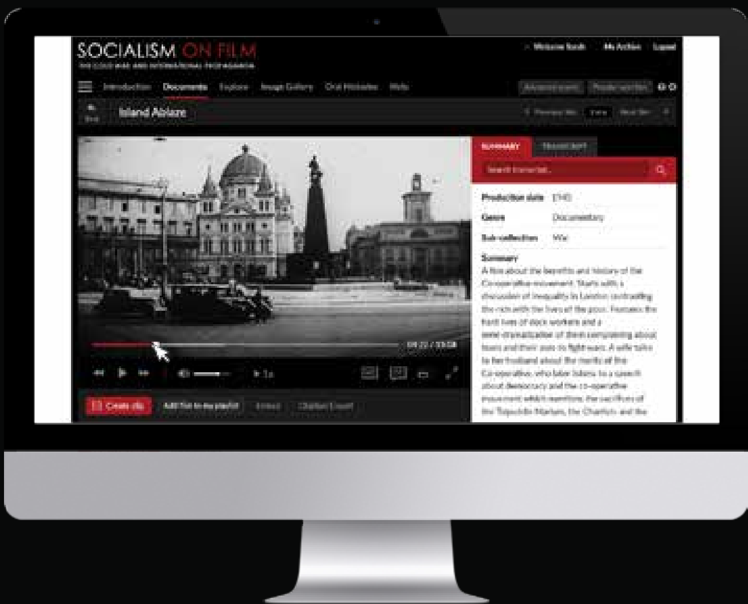
SOCIALISM ON FILM

THE COLD WAR AND INTERNATIONAL PROPAGANDA



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ATG INTERVIEWS & PROFILES

LEGAL ISSUES

Edited by Bryan Carson, Bruce Strauch, and Jack Montgomery

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REVIEWS

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Against the Grain is your *key* to the latest news about libraries, publishers, book jobbers, and subscription agents. ***ATG*** is a unique collection of reports on the issues, literature, and people that impact the world of books, journals, and electronic information.

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From Your (loving spring) Editor:

Spring and fall are the best times to come to Charleston. The weather is pretty perfect and the temperatures are generally good. We are renovating our place so we have been commuting more than we would like but the end is in sight.

Lots is going on. This issue of ***ATG*** is guest edited by the hard-working **Robin Kinder** who has taken the helm from the equally hard-working **Mike Olson**. The theme of this issue is "**Rightsizing Access to Journals and Databases**." We have articles by **Hilary Davis** and **Gregory K. Raschke** (deep engagement with the campus community), **M. Brooke Robertshaw**, **Michaela Willi Hooper** and **Kerri Goergen-Doll** (finding the silver lining in a budget crisis), **Mark R. Watson** (serials management at the **University of Oregon**), **Stéphanie Gagnon** (are big deals worth it?), **David Killian**, **Debbie Bezanson** and **Robin Kinder** (**George Washington University** and serial cancelations), **Roy Ziegler** (**FSU** and a big budget cut), and **Anthony Raymond** (availability in fulltext databases). Our interview is with **Charles Watkinson** of the **University of Michigan Press**, our **Op Ed** is by **Steve McKinzie** (the library of congress) and **Back Talk** by **Jim O'Donnell** (the call number sticker). We have quite a few people, library, and company profiles which provide good information.

Our legal issues section has **Lolly Gasaway's** informative copyright questions and answers and **Bill Hannay** takes on the Oxford Comma and the law, **Tom Gilson** and **Regina Gong** do some wonderful book reviews, while **Anne Doherty** is still collecting to the core, and let's not forget **Donna Jacobs** who continues with the Nobel Prize winners. **Elizabeth Leber** (a new addition to ***ATG***) has **Edward Iglesias** tell us about the OPAC, **Pat Sabosik** returns to blog with the librarians, while **Mark Herring** weighs in on our intellectual freedom, and **Ramune Kubilius** has provided more reports from the **2016 Charleston Conference**.

And even though we tried to find the space, we were unable to include the **2017 Charleston Conference Call For Papers** in this issue — so please be sure visit the conference website at ***www.charlestonlibraryconference.com*** for regularly updated conference news, dates you need to know, and upcoming deadlines. The Call for Papers form is now available at ***http://www.charlestonlibraryconference.com/participate/call-for-papers/***.

Well I have to go approve kitchen cabinets and counter tops. More commuting is necessary. At least the weather is awesome! See you next time!

Love, **Yr. Ed.**

Letters to the Editor

*Send letters to <kstrauch@comcast.net>, phone or fax 843-723-3536, or snail mail: **Against the Grain**, Post Office Box 799, Sullivan's Island, SC 29482. You can also send a letter to the editor from the **ATG Homepage** at **http://www.against-the-grain.com**.*

Dear Editor:

What a fantastic conference **Charleston 2016** was! I cannot wait until November for the next one! I have a question, we're supposed to get a subscription to ***ATG*** as part of our registration? I have not received any issues in a long time. Could I verify the mailing address?

Thank you.

Susan Martin
University of Chicago Library, Chicago, IL 60637
<smartin28@uchicago.edu>

Glad to hear your experience in Charleston was fabulous. And yes, your **Charleston Conference** registration fee included a 1-year subscription to ***Against the Grain*** that begins with the February issue. We have confirmed your mailing address. Our February 2017 issue (v.29#1) has been mailed and should arrive shortly. Thank you. — **Yr. Ed.**

AGAINST THE GRAIN DEADLINES VOLUME 29 — 2017-2018

2017 Events	Issue	Ad Reservation	Camera-Ready
ALA Annual	June 2017	04/06/17	04/27/17
Reference Publishing	September 2017	06/15/17	07/06/17
Charleston Conference	November 2017	08/17/17	09/07/17
ALA Midwinter	Dec. 2017-Jan. 2018	11/09/17	11/24/17

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Rumors
from page 1

Hungary, and in communication from **UC San Diego**, where she is currently completing her doctorate. The Wikipedia + Libraries: Better Together project is a winner of the **John S. and James L. Knight Foundation 2016 News Challenge**, for which **OCLC** received $250,000 in funding. In October 2016, the **Wikimedia Foundation** awarded **OCLC** a $70,000 project grant toward the Wikipedian-in-Residence position.

http://www.oclc.org/en/news/releases/2017/201706dublin.html

I was excited to see that the awesome **Adam Chesler** has been promoted to Director, Global Sales, **AIP Publishing**. **Adam** will lead the Global Sales and Sales Support teams with a keen focus on driving sales activity to academic, government, and corporate libraries around the world. **Adam** has been with **AIP Publishing** for a year and a half and has made some significant contributions to the organization as a Senior Sales Manager. In addition to his contributions, **Adam** is a conference director for the **Charleston Conference**. When he is not working, **Adam** can be found eating ice cream, watching baseball, and volunteering at his public library (and on rare occasions all three at once).

Michael Duffy has been appointed **Director of Library Sales**, **SAGE Publishing**. He will oversee **SAGE's** North American Library Sales Team. **Michael** joined **SAGE Publishing** as Library Sales Manager in 2011 and quickly moved from Senior Library Sales Manager to District Library Sales Manager to his current role as Director. Previously, he worked in sales at **Thomson Reuters** and in editorial capacities at **Oxford University Press** and

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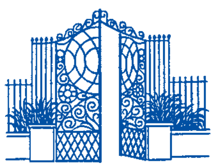

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Rightsizing Access to Journals ...
from page 1

ty Senate Library Committee, Vice President for Research, and academic faculty recruited to join the Library Materials Budget Task Force. Each author in the issue — whether as a primary focus or as a critical component of success — stresses communication with the campus community.

Data and analysis provide the second common theme to approaching serials review as a process of informing and raising awareness of stakeholders, including faculty, administrators and librarians. **NCSU's** approach to communicating includes data on high impact research and interdisciplinary journals, most downloaded journals, peer comparisons of collections expenditures, providing infographics and, for the campus community and readers of this issue, website access to the efforts undertaken. **Gagnon** outlines the process of data gathering to address the issue of Big Deals with feedback from faculty on essential journals, downloads and citations of periodicals across major fields and final analysis of titles in large bundles. **George Washington University (GWU)** employed usage and cost per usage in determining possible cancellations scenarios in its review. Three of the authors provide differing conclusions on the efficacy of bundled journals, including **UdeM**, **GWU** and **FSU**. **Raymond** (*Canceling Serials Based on Their Availability in Aggregated Full-Text Databases)* outlines early efforts to evaluate and address the issue of cancelling individual subscriptions when access via AFTDs is available in the **Santa Clara University Library (SCU)** experience. With business and economics as the test case, **Raymond** outlines the issues of overlap and embargoes and cost savings achieved by reducing journal subscriptions with AFTD overlap, as well as the obstacles in doing so.

None of the work and effort undertaken by libraries is insular and hermetic, but librarians play the pivotal role in each project outlined in the articles. In serving on permanent or ad hoc task forces, talking and listening to faculty, and gathering and evaluating data, librarians are adopting new roles in their efforts to create alternative dimensions to stale serials reviews. **Watson** (*Taking New Aim at an Old Problem: Serials Management at the University of Oregon Libraries*) discusses the enhanced role subject librarians play in serials management with a changed budget model requiring continual evaluation and assessment of serials rather than acquiescing to a boom-or-bust cycle of serials review. Indeed, what is most striking is the unison in which the authors address the need for librarians to provide consistent and on-going communication with faculty, building relationships across their campus communities, and intensifying expertise in analytics and serials management. In each article, despite multiple serials review projects over years, libraries face still declining budgets, and the need to render serials reviews less reactive is emphasized. To keep this introduction to a minimum is to elicit interest where it belongs - in these seven articles. Each author affirms the necessity of creating a serials review process that withstands the annual budget allocation, exhibiting creativity and advocacy in their efforts and critical intelligence to libraries in similar and familiar settings.

Rumors
from page 6

Wolters Kluwer, among other organizations. **Michael** holds a Master of Science degree in Publishing from **Pace University**…"

Two librarians in the big news recently! Not CNN but even better! Our Librarian of Congress, **Dr. Carla Hayden** was recently profiled in the ***New Yorker***, February 19, 2017 by **Sarah Larson**. It is inspirational to see what **Dr. Hayden** has accomplished and we are sure that there is much more greatness to come!

http://www.newyorker.com/culture/sarah-larson/the-librarian-of-congress-and-the-greatness-of-humility

www.against-the-grain.com/

Another Librarian in the news! Our 2016 keynote speaker and the president elect of ALA, had an op ed in ***The Hill*** about fair use, entited "Balance is Everything."

http://thehill.com/blogs/congress-blog/judicial/320390-balance-is-everything

There is a series of **Penthouse interview Podcasts** on the ***Against the Grain*** **NewsChannel** and one of them is with **Jim Neal**.

https://www.youtube.com/watch?v=FUPHk4HMeBE&feature=youtu.be

I was fascinated by the **podcast interview** with **Anja Smit**, Library Director, **Utrecht University**, The Netherlands. **Anja** was interviewed by **Erin Gallagher** and **Matthew Ismail**. There was discussion about whethere or not we need library collections or library catalogs.

https://www.youtube.com/watch?v=RIjKIQ7YRDM

I was very sad to learn that the wonderful **John Riddick**, retired Head of Technical Services at **Central Michigan University**, passed away on March 13th at the age of 75. **John** attended the **Charleston Conference** many times and I believe that he and his group hatched the idea of **NASIG** at **Charleston**! **Tina Feick** reminds us that **John** was the co-Chair (with **Becky Lenzini**) of the initial **NASIG Study Group** and the first **NASIG President**. Without **John's** leadership and determination, **NASIG** would not exist. **John** made it happen. As part of the **NASIG Study Group**, **Tina** says that **John** selected the members of this committee ensuring that there were representatives from all parts of the information chain. **John** was a quiet powerhouse and a great motivator and very important to the **NASIG** organization. May he rest in peace.

http://www.charlesrlux.com/obituaries/John-F-Riddick?obId=1437431#/obituaryInfo

"**Doomsday Library** opens in Norway where the world's most precious BOOKS will be stored in digital form to protect them from the apocalypse." This was the headline that caught my eye. Reportedly, a second **World Arctic Archive** has opened in Svalband, Norway. Representatives from Brazil, Mexico and Norway will be the first to save files. A firm

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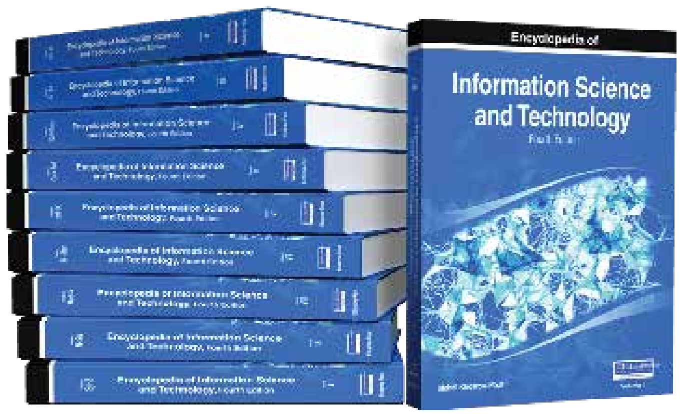

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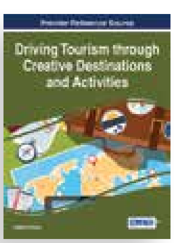

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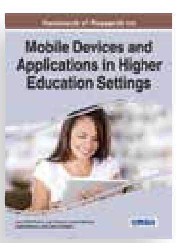

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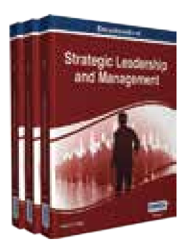

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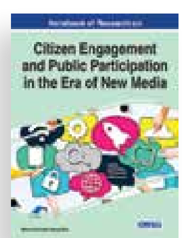

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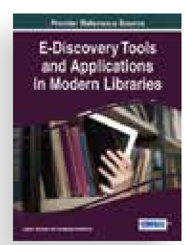

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THE FABULOUS D'AULAIRES
by Bruce Strauch (Retired, The Citadel)

Ingri from Norway met **Edgar Parin D'Aulaire** from Germany while studying art there. They married and moved to America in the 1920s. A librarian for the **New York Public Library** suggested they use their talent to make children's books.

Their books are stone lithography with each page printed from multiple stones layering over one another. The **d'Aulaires** read and travelled and sketched the spots of their stories. *Abraham Lincoln, Leif the Lucky, Columbus, George Washington, Pocahontas, Benjamin Franklin, Buffalo Bill,* and the very famous *Book of Greek Myths* all became exquisite productions.

In the 1950s publishers ditched the lithography and produced cheaper and cheap-looking acetate versions. Now **Beautiful Feet Books** has brought back the original colors from editions held by the **Beinecke Rare Books Library**.

See — **Sarah Laskow**, "The D'Aulaires' Book of Greek Myths is Famous. But What About Their Forgotten American Stories?" ***AtlasObscura.com,*** June 17, 2016.

LET'S READ ABOUT SINGLE WOMEN
by Bruce Strauch (Retired, The Citadel)

George Gissing, *The Odd Women* (1993) (Impoverished spinsters take to feminism. **Gissing** is best known for *New Grub Street*.); (2) **F.M. Mayor**, *The Rector's Daughter* (1924) (Aging Edwardian spinster finds love late in life. Published by **Leonard** and **Virginia Woolf**.); (3) **Vita Sackville-West**, *All Passion Spent* (1931) (The widowed **Lady Slane** has late life rebellion against her staid children.); (4) **Elaine Dundy**, *The Dud Avocado* (1958) (a British Holly Golightly except a lot more fun.); (5) **Alison Lurie**, *Foreign Affairs* (1984) (Aging woman professor falls for loudmouth from Tulsa. Turns him on by getting him to read *Little Lord Fauntleroy).*

See — **Rachel Cooke**, "Five Best," ***The Wall Street Journal,*** March 18-19, 2017, p.C10. (***Cook*** *is the author of "Her Brilliant Career: Ten Extraordinary Women of the Fifties."*)

OCD FOR BOOKS
by Bruce Strauch (Retired, The Citadel)

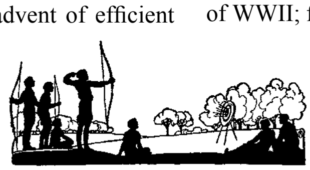
In 1869, **Dr. Alois Pichler** became head of the **Imperial Public Library** in St. Petersburg, Russia and promptly began stealing books. When he was caught he had over 4,500 stolen volumes on every imaginable subject. It was the largest library theft in history.

On trial, he pled "bibliomania" as a mental illness defense but was convicted anyway and sent to Siberia.

Bibliomania, the lust for possession, swept through the upper classes of Europe in the early 1800s. English collector **Richard Heber** filled eight houses with 146,000 rare books. **Gustave Flaubert** wrote *Bibliomanie* about a murderous bookseller.

The disease seems to have died out with the advent of efficient steam engine-powered printing press technology around 1820.

See — **Lauren Young**, "Bibliomania, the Dark Desire for Books that Infected Europe in the 1800s," ***AtlasObscura.com,*** Dec. 2, 2016.



GRAD SLEUTH HITS PAYDIRT
by Bruce Strauch (Retired, The Citadel)

Who says grad students just create footnotes for their dissertation advisors? **Zachary Turpin** of the **University of Houston** was scouring a database of 19th century newspapers when he came across a lost **Walt Whitman** novella published in six parts in a New York newspaper. *Life and Adventures of Jack Engle* is a harrowing, Dickensian "temperance novel" about a stout-hearted young man who overcomes demon rum.

Three years later, *Leaves of Grass* was published, and **Whitman** never acknowledged *Jack Engle.* The **University of Iowa Press** is releasing it in book form.

*But will it get **Zach** tenure?*

See — **Glen Weldon**, "Grad Student Discovers a Lost Novel by Walt Whitman," ***All Things Considered,*** Feb. 21, 2017.

WORKING FOR BOARD IN WIGTOWN
by Bruce Strauch (Retired, The Citadel)

Above a bookshop called **The Open Book** in Wigtown, Scotland is a £28/night cute holiday flat. But you have to work in the shop below.

Wigtown is in beautiful Galloway and is Scotland's National Book Town. And along with browsing books, in your time off, there's crumbling castles and whiskey sampling.

See — **Haley Richardson**, "Cute Holiday Flat Above a Bookshop," ***The Sun Online,*** Feb. 19, 2017.

DOOM FOR BOOK THIEVES
by Bruce Strauch (Retired, The Citadel)

A single illuminated book could be years in the making during the Middle Ages. To protect these objects of great virtue and value, elaborate curses were devised for book thieves — excommunication or hideous forms of death. And people believed them.

Marc Drogin has collected the curses in *Anathema! Medieval Scribes and the History of Book Curses.* It includes curses from ancient Greece and Babylonia up through the Renaissance.

"For him that stealeth, or borroweth and returneth not, this book from its owner, let it change into a serpent in his hand and rend him."

See — **Sarah Laskow**, "Protect Your Library the Medieval Way, With Horrifying Book Curses," ***AtlasObscura.com,*** Nov. 9, 2016.

SPY TALES
by Bruce Strauch (Retired, The Citadel)

John Banville, *The Untouchable* (1997) (imagined life of Anthony **Blunt**); (2) **W. Somerset Maugham**, *Ashenden* (1928) (based on **Maugham's** life in British espionage in WWI); (3) **Erskine Childers**, *The Riddle of the Sands* (1903) (inspirational for **John Buchan**); (4) **Alan Judd**, *The Kaiser's Last Kiss* (2003) (**Kaiser** in exile at beginning of WWII; filmed as "The Exception"); (5) **Javier Marias**, *Fever and Spear* (2002) (learn more from people by watching than by listening to them).

See — **James Naughtie**, "Five Best," ***The Wall Street Journal,*** Feb. 11-12, 2017, P.C10. (**Naughtie** is the author of *Paris Spring*.)

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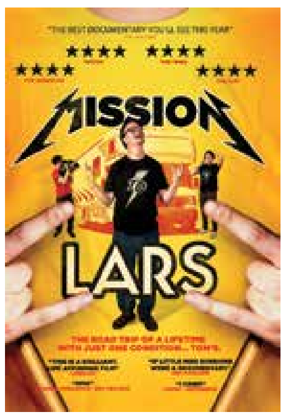

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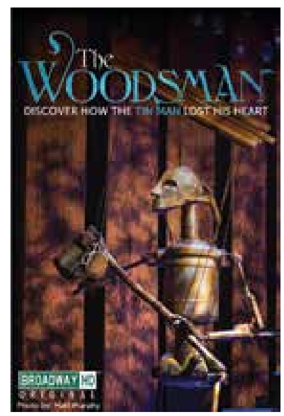

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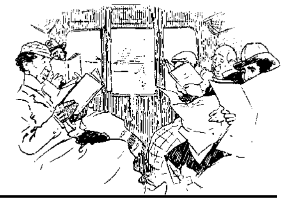
Data Informed and Community Driven: Using Data and Feedback Loops to Manage a Journal Review and Cancellation Project



by **Hilary M. Davis** (Head, Collections & Research Strategy, North Carolina State University Libraries) <hmdavis4@ncsu.edu>

and **Gregory K. Raschke** (Associate Director for Collections and Scholarly Communication, North Carolina State University Libraries) <gkraschk@ncsu.edu>

Introduction

Many libraries are familiar with this scenario: the extent of journal and database price inflation combined with budget cuts necessitates frequent reviews and subsequent cancellations of journals and databases. The challenge is how to sustain as much quality content as possible while getting through the process without damaging the credibility of the library and maintaining relationships that keep the library front and center as a research and teaching partner. We have conducted four public reviews since 2005. In each case, we have learned best practices and strategies for engaging directly with our campus community — students, faculty, and staff — to involve them in difficult decisions that could impact their research and teaching capacity. In this article, we describe strategies to create data-informed, community-driven feedback loops and communication that fosters deeper engagement with our campus community at all levels.

Context is Everything

Librarians are all too familiar with the need to manage the impact of inflation for scholarly content on collections budgets. The combination of increasing annual unit costs for journal articles, a steady increase in the volume of articles published each year, and a relative decline in the funding rates for libraries by their home organizations has created a toxic mix of limited funds and increasing costs. This unsustainable mix periodically necessitates a comprehensive review of journal subscriptions, packages, and licenses.

The **NCSU Libraries** has conducted four public reviews since 2005, the most recent being in 2014 (*http://www.lib.ncsu.edu/collections/collectionsreview2014*). Creating a serials review plan that resonated with our stakeholders was key to collaborative decision-making and community buy-in. Maintaining awareness of the priorities of our stakeholders via consistent outreach, liaisonship, and communication conduits (such as institution-wide membership on library committees) provided us with the critical foundation for a plan that resonated with our stakeholders. Not only did we transparently provide the facts (the collections budget, the cost to sustain existing subscriptions, the dollar amount and the number of journals or databases to be cut, etc.), but we also provided context. This came in the form of documenting recent serials cuts, and, more importantly, in describing the impact the serials cuts would have on teaching, learning, and research success. Finally, interactive and transparent displays of data — such as usage, Eigenfactor, impact factor, and local citation behavior — built engagement and credibility with the university community.

During the most recent serials review, the **NCSU Libraries** illustrated the potential impact of the cuts by focusing on:

(1) a high-profile faculty cluster program that hinges its success on supporting recently hired world-class researchers and on successful interdisciplinary research; (2) the journals and databases within the research interests of campus leaders that would be cut; (3) the most important journals (measured by requests to retain and usage) that would *not* be cut unless further budget reductions were enacted.

We knew that these cancellations decisions were going to have broad impact, so getting as much campus participation and buy-in as possible was critical. We knew that cutting journals would be the most effective method to get us the furthest in terms of meeting our budget cuts (we cut about $440,000 worth of journals). Databases were more contentious because it would be harder if not impossible to provide alternate access to database content (i.e., cannot interlibrary loan a database), but we were still able to cut about $130,000 worth of databases.

Select Interdisciplinary Journals Impacting Clusters on Cancellation List:

- *American Journal of Forensic Medicine & Pathology*
- *Annals of Surgery*
- *Experimental Parasitology*
- *Journal of Environmental Science and Health Parts A&B*
- *Molecular and Biochemical Parasitology*
- *Molecular Reproduction and Development*
- *Spine*

Figure 1. *Selection of journals with highest impact for interdisciplinary research at NC State that were considered for cancellation due to the budget cut.*

Figure 2. *Selection of journals noted as most relevant to campus leadership that were considered for cancellation due to the budget cut.*

We aimed to minimize coverage duplication and weigh the value of the indexing of specialized publications against the broad but non-exhaustive coverage of tools such as the Web of Science. For databases, use data and cost per search are data elements that inform, but have to be taken in context with the scope of the database. Finally, we cut standing orders and continuation resources which enabled us to save an additional $48,000.

To show the impact on the faculty cluster program and interdisciplinary research at **NC State**, we created infographics that featured the journals and databases most relevant to those key research areas and, in some cases, included journals in which those faculty most recently published (see Figure 1). Likewise, we created a memo for campus leaders that listed the journals considered for cancellation that were most relevant to their areas of research interest and in which they had published the majority of their scholarship (see Figure 2).

After multiple rounds of collecting campus-wide feedback which included votes on the top priority serials, we presented to our university library committees and oversight group

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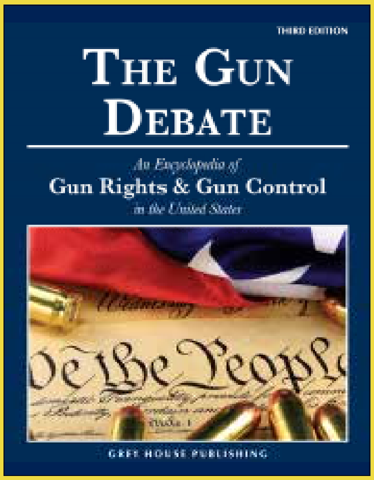

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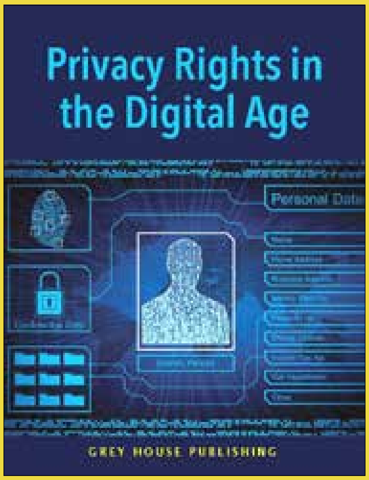

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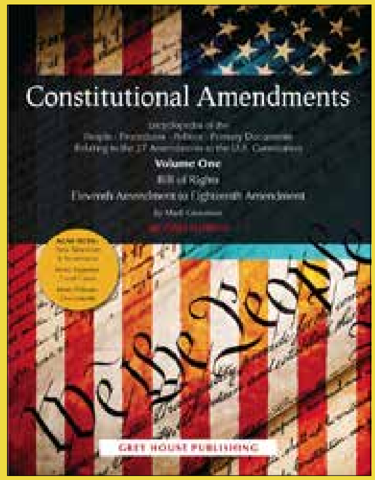

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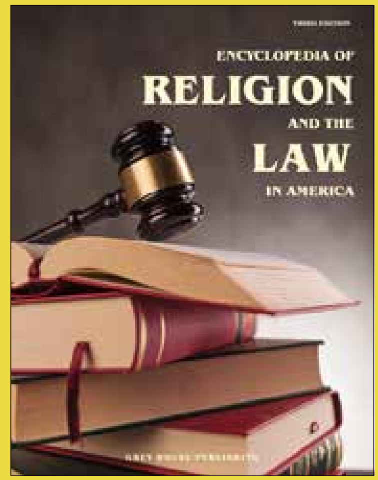

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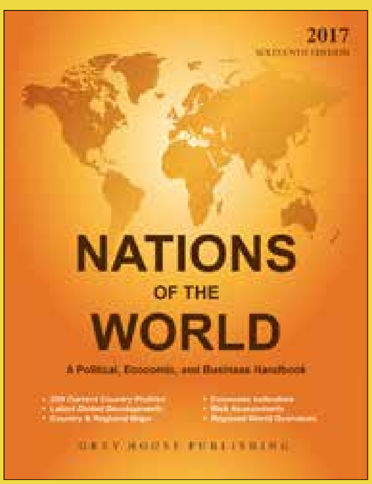

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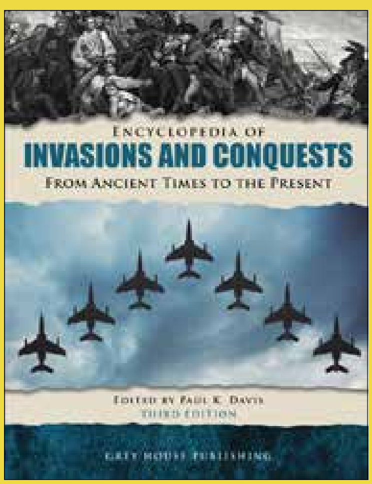

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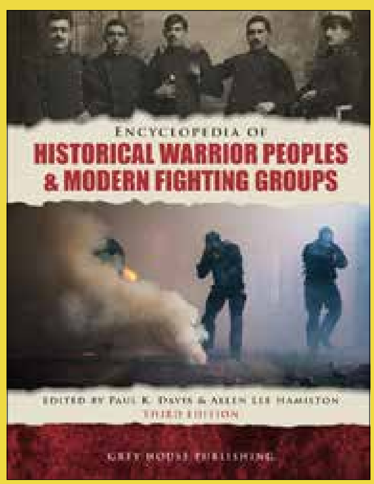

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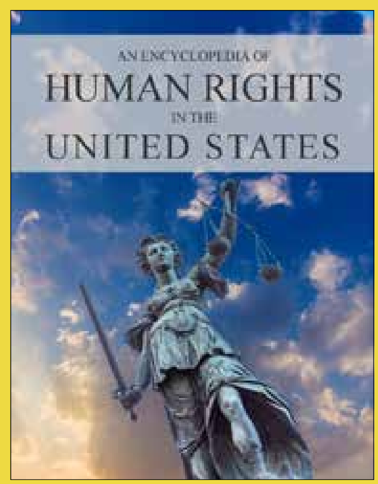

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a view of the journals with the highest usage (measured as full-text journal downloads) to illustrate the scale of use that would be limited if and when these journals were cancelled due to the budget cut (see Figure 3).

Most Downloaded Journals Considered for Cancellation	Full-Text Downloads (2013)
Vision Research	379
Trends in Immunology	347
Journal of Fluorine Chemistry	339
Applied Economics package	315
Geotechnique	299
Journal of Plant Nutrition	295
Taxon	293
Magnetic Resonance in Chemistry	287

Figure 3. *Most downloaded journals that were considered for cancellation due to the budget cut.*

Getting our Ducks in a Row

Prior to inviting our campus to provide feedback on what should be cut, we spent approximately four months gathering and reviewing data about our entire portfolio of serials commitments in order to decide which journals and databases would be presented to campus for their feedback. In addition to basic bibliographic data about the serials, we leveraged a mix of data to make decisions about which resources to propose for cancellation: usage statistics, **NCSU**'s publication and citation patterns in our journal subscriptions, feedback from previous serials cuts, holdings across aggregators as well as publishers, and package/bundle dependencies.

All of this took place across a one-year timeline that took into account the academic calendar, the need to provide opportunities for campus to provide feedback at multiple points, and the need to provide our serials vendors timely cancellation decisions (see Table 1).

We also leveraged campus communication channels including the student newspaper, *The Technician*, and email distribution lists of the Faculty Senate, campus department heads, deans, and directors. Our aim was to provide as many venues to make our campus aware of the need to make cuts and to give them opportunities to provide us with their feedback. In addition to campus communication venues, we launched a website dedicated to all aspects of the review process (*http://www.lib.ncsu.edu/collections/collectionsreview2014*), accompanied by an email campaign that included internal communication with library staff to ensure consistency in messaging, and one-pagers that showcased paraphrases and quotes from stakeholders. Finally, we added record-level notes that would appear throughout our discovery systems when any of the journals proposed for cancellation were accessed via our website.

We were cognizant that campus stakeholders needed to have the opportunity to provide feedback across multiple feedback windows. We structured our process around two main windows of feedback and offered venues for discussion with our Library Representatives group and our University Library Committee. The feedback we received was diverse — it consisted of "votes" to keep or cancel serials, personal notes reflecting the impact that a cancellation would have on research and teaching, and questions and concerns about the need to cancel serials. The value of crafting personal responses to these concerns was immeasurable. Our email replies and face to face conversations had to be empathetic and respectful of differing values and perspectives.

Most of the concerns about the cuts were directed at library staff. One lesson we learned is that we needed to find a way to enable a direct

August 2013	Collect data about full serials portfolio and begin internal review
October 2013	University Library Committee update on collections budget cut and plan
November 2013	Departmental Library Representatives update on collections budget cut and plan
February 24, 2014	Distribution of proposed serials for review and ranking by campus
March 21, 2014	Deadline for feedback to the Libraries on the proposed cancellation list
April 15, 2014	Distribution of updated cancellation list of journals and databases for follow-up review
May 7, 2014	Deadline for comments on updated cancellation list of journals and databases
May 12-16, 2014	Final list of all cancellations posted on various communication channels
July-August, 2014	Initiate journals and databases cancellation process
Jan 2015	Cancellation becomes effective

Table 1. *Summarized timeline of serials review and cancellation.*

Communication Strategies

As we prepared our communication with campus, we started with our advocates — the University Library Committee and the Library Representatives (for each academic department), both of which are composed of faculty, students, staff, and campus administrators.

channel of feedback from campus stakeholders to campus administrators who oversee allocations to the library collections. Because we led the campus communication about the budget cuts and the necessary journal and database cancellations, our campus channeled their concerns about increased funding for library collections to us instead of to the Provost and/or Chancellor's offices. For that feedback to be more impactful, we attempted to redirect it to the University Library Committee which reports to the Provost.

Data-Informed (not Data-Driven)

Through our dedicated serials review website, we provided multiple data points to campus to consider during the feedback windows including an overview of how to interpret usage statistics, publication and citation patterns, impact factor, formats, and costs (*http://www.lib.ncsu.edu/collections/collectionsreview2014/factors*).

The publication and citation trends in combination with the usage statistics gave our campus a sense of the impact of serials on our campus community. It was illustrative for faculty to get a sense of the wide range of uptake of the serials. The impact factor data was less useful, but we included it since there is a general desire to see it from a segment of the faculty.

Our final decisions to cut or keep serials that were appealed by campus stakeholders were based on a number of factors including but not limited to: anticipated use by new campus research foci, cost-per-use (CPU), faculty intentions to rely heavily on journals for teaching, multiple appeals from stakeholders, if aggregator access would suffice for the intended use, and if interlibrary loan (ILL) would support demand. For the CPU metric, we did not institute a strict cut-off across the board, but instead, considered a CPU of $10 or more as unsustainable, as a general guideline that could be weighed against other qualitative and anecdotal feedback.

For the large journal packages (e.g., **Wiley**, **Springer**, **Elsevier**), we took advantage of cancellation allowances where possible as doing so enabled a small amount of flexibility and control over costs. Likewise, we assessed the value of the smaller packages and bundle dependencies noting that, in some cases, breaking a bundle helped us realize cost savings, while in other cases, it would have cost more to subscribe piecemeal to serials we wanted to keep if we unbundled them. For one package, we negotiated cutting our spend in half by eliminating journals that were low use, saving money and creating a package of journals more relevant to our stakeholders.

Collecting Stakeholder Feedback

We notified our campus Library Representatives and department heads when the first list of potential cancellations was made available and we invited them to disseminate the information to their colleagues to provide feedback to the Libraries about which serials should be kept.

The list of potential cancellations was presented for review and ranking as an online webform or as a downloadable .csv (comma-separated) file (source code for the webform is available at *https://www.lib.ncsu.edu/collections/projects/collectionsreview/source*). This initial list contained approximately 900 serials from all subject areas. Campus was

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asked to only review and rank the serials of relevance to their disciplines and areas of interest. We provided sorting features in the webform (and in the downloadable .csv file) to enable stakeholders to focus their review on their areas of interest. We used a three-tiered ranking system: 1 - Top Priority, 2 - Medium Priority, 3 - Low Priority. The webform collected and stored the feedback for our review and analysis (see Figure 4).

After two windows of feedback from campus stakeholders, we heard from 1,183 people (610 faculty and 471 students, a 26% response rate from faculty and a 5% response rate from graduate students). The feedback resulted in 10,177 rankings of journals with 644 journals having two or more "Top priority to keep" votes. Only 52 journals were ranked as "Low priority" or "Medium priority" by campus.

Short- and Long-term Impacts

We shared these results with campus through memos to the University Library Committee and the Library Representatives for each academic department. In the memo, we explained that the 52 journals ranked as "Low priority" or "Medium priority" would only meet $57,700 of the overall cut. The 644 journals with multiple "Top priority" votes cost $654,800 in total. The bottom line was that we would need to cut 62% of the "Top priority" journals in order to meet the budget target. A further impact that we shared was that, as a result of these deep cuts, we anticipated that we would need to support increased interlibrary loans (ILLs) for the cancelled journals at a cost of $10-$30 per article.

We ended up cutting 626 journals, 30 databases, and over 130 standing orders and continuations in order to meet the needed cut to the collections budget. Since the cuts were made, we have monitored ILL requests for the cancelled serials on a quarterly basis to determine if we need to reinstate highly-requested serials (as long as we have funding to do so). To date, we have reinstated approximately 30 journals and one database. Of the journals that were cancelled, 10-12% were requested via ILL. We joined the RAPID ILL network, and nearly all of the requests for cancelled journals were fulfilled via RapidILL service at no additional charge, vastly mitigating the impact of the cuts.

After the cancellations were fully enacted, our University Library Committee encouraged us to document and share data on where our library is positioned amongst our peers along with the impact of inflationary increases. The **NCSU Libraries** remains in the bottom 1/3 of our peer group for collections expenditures, and an additional $2.7 million below the average of our peers (see Figure 5). We noted that future support is vital to managing annual inflationary cost increases (5-7% for journals and databases, and 3-5% for books) while sustaining resources to support growing research programs and faculty hiring.

Pointing to the Future

The unsustainable mix of per article cost increases, increasing number of articles published, and a relative decline in library funding against their home organization budgets shows no sign of abating in the near-term. Add to that the broadening conception of the collections budget as a potential source to support non-traditional items such as digital scholarly communication tools, funding open scholarship, software applications, digital preservation, and organizational memberships — and the reality of ongoing pressure on collections

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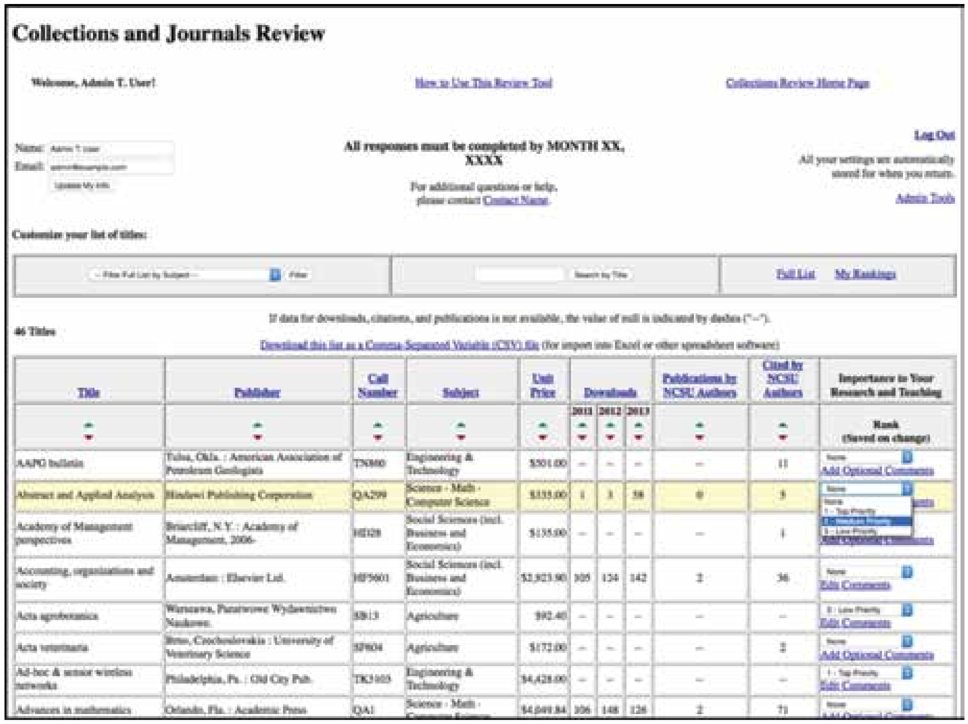


Figure 4. *Screenshot of webform used to collect campus feedback on serials proposed for cancellation.*

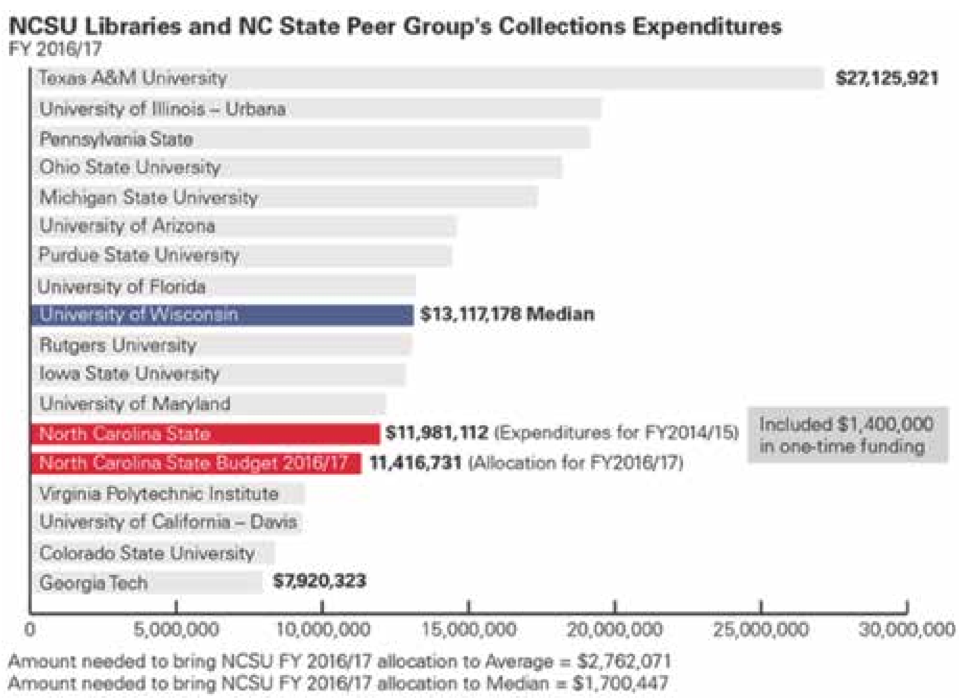


Figure 5. *Comparison of NCSU Libraries collection expenditures compared to peers and estimates of funding needed to bring our collections allocation to the average and median of these peers.*

Finding the Silver Lining… in the Serials Budget Crisis

by **M. Brooke Robertshaw** (Assistant Professor & Assessment Librarian, Oregon State University, Corvallis, OR 97331) <brooke.robertshaw@oregonstate.edu>

and **Michaela Willi Hooper** (Scholarly Communication Librarian, Oregon State University, Corvallis, OR 97331) <michaela.willihooper@oregonstate.edu>

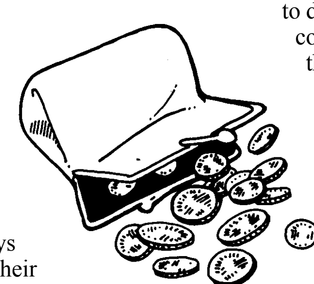
and **Kerri Goergen-Doll** (Resource Acquisition and Sharing Director, Oregon State University, Corvallis, OR 97331) <kerri.goergen-doll@oregonstate.edu>

Most readers are familiar with (and indeed weary of) the long-running serials crisis: budgets have stagnated as the cost of serials for STEM disciplines continues to rise (Bosch & Henderson, 2016). These circumstances force libraries to cancel journals, affecting researchers' instant access to articles. Nearly two decades ago, **Mobley** (1998) identified university faculty as important players in this drama and called upon librarians to galvanize and educate faculty. The stage has become even more complex in the intervening years, as the preponderance of subscriptions have become digital. Librarians have considered a variety of factors in their attempts to make journal cuts as painless and equitable as possible. Such factors include usage, cost, impact factor, discoverability, and uniqueness (Williamson, Fernandez, & Dixon, 2014).

Librarians have included the voices of faculty during journal cuts in a variety of ways. **Williamson** et al. (2014) surveyed science librarians and found that they frequently consult with faculty one-on-one concerning cancellations. The **University of Wisconsin Eau Claire** library sent departments spreadsheets with cost and usage data so they could rank the necessity of journals identified for deselection (Carey, Elfstrand, & Hijleh, 2006). **Purdue University** appointed two faculty members from each academic department to an ad hoc committee that recommended criteria for deselection. The library then created lists based on these criteria and sent them back to the faculty for final review (Nixon, 1999). When yet more journals had to be slashed in 2009, **Purdue** librarians reached out to faculty via newsletter, met with a group of department heads, again sent lists to departments, and finally met with entire faculty departments. **Nixon** (2010) reflects that, if she were forced to do cancellations again, she would work with lists of all titles and send them to all faculty members, rather than breaking out by departments. Librarians at **Hofstra University** also relied on faculty to vet lists of suggested titles for cancellation, collaborating with their Faculty Senate Library Subcommittee (Srivastava & Harpelburke, 2005). At **Trinity University**, **Chamberlain** and **Caraway** (2006) met with department chairs to provide context about journal cuts. These meetings became broad-ranging discussions about scholarly communication and library issues.

When **Oregon State University Libraries (OSUL)** was faced with a potential budget shortfall in excess of one million dollars over 2008 and 2009, a divide and conquer method was used to identify which serial titles would be cut. Subject liaisons were sent with subject-based lists to garner input into the cancellation process from departments. Negotiations took place and faculty that spoke up to defend their access to a specific journal usually succeeded in sparing a title from cancellation. Over the years, smaller cuts have occurred leaving the library with only core content.

In 2016, **OSUL** foresaw another potential one-million dollar shortfall if budgetary changes weren't made. This was due to flat budgets and serials inflation. Because of changes in the subject liaison model at **OSUL**, and because we were only left with core content, the library opted to not ask each college or department for input. Instead of having conversations about the individual title level needs of each department, the library had conversations with faculty about the underlying problem of journal costs as it related to the ability to provide a wide range of access, the role the library plays in their research process, and their role as research producers. Due to the complex nature of the process, a team from across the library was formed. This team included librarians from the teaching and engagement department, the resource acquisitions and sharing department, the center for digital scholarship and services, the **Guin Library** (a branch library at the **Hatfield Marine Science Center**), and the assessment librarian.



The library reached out to the faculty community to schedule five lunch-time conversations; food was provided in appreciation for faculty members' time. To engage participants in the topic being discussed, participants were asked what activities in the publication cycle they participate in (creation, evaluation, publication, dissemination & access, preservation, reuse) and in what parts of that cycle they see themselves the most. They were then asked how library services, particularly collections, fit into their research process, how library collections make their work easier, and how it could be improved. The participants were then given an information sheet with a summary of the issues facing library collections. The information sheet used figures to visually convey the library budget, a comparison of our library budget to peer institutions' library budgets, the increase in library spending on serials, and a summary of how much of the library serials budget goes to different publishers. The participants were then asked their reactions to the information sheet, and what we should be telling their colleagues about the information shared.

The goal of these conversations was to gather feedback from faculty members about how they use the general collection in support of their research and teaching needs, their understanding of the roles they play as creators, peer evaluators, editors, and consumers; their perspectives on how to balance their individual needs with the needs of the entire **OSU** community; and what solutions faculty may have to increasing serials costs based on their perceived roles in the market. While these conversations also provided an opportunity to discuss with faculty open access, copyright, and library budgeting, those issues were secondary in nature. Since faculty members are a primary stakeholder group for the library, we felt that learning about their perspectives and ideas was imperative as we move forward with decision-making.

After the conversations were done, three of the team members separately looked through notes taken and then came together to talk about what stood out from the conversations. Based on our discussions, six lessons were learned that will guide our ongoing practices and may help others as well.

The first lesson learned was that there are some baseline assumptions you can make about research and publishing, but to convince faculty that you understand their research and publishing choices you need to understand the culture of their discipline. For example, participants from across disciplines expressed their beliefs in the importance of publishing in journals, and specifically peer-reviewed journals that would reach their peers in their discipline (or community). While our participants demonstrated that there are shared practices across academia, we also noted that it is within specific disciplines that the knowledge, practice and culture of the community is further defined. Through our participants' stories and examples, we saw that *one* clear way where the values and practices of a discipline are manifested is through the process that is involved in engaging with a core journal recognized as such by the entire discipline.

Lesson two: We need to understand faculty members not just as researchers, but also as

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Finding the Silver Lining…
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authors, reviewers, and editors, and because of their different roles, they value more than just impact factor. Given the proliferation of journals, faculty members may have more opportunities to publish, but our participants also discussed how they feel overextended by the peer review process. They feel that the time they are able to dedicate to the peer review process becomes limited, which leads to questions about the quality of the peer review. This overextension caused some participants to question the quality of the research being published today. As **Ziman** (1968) pointed out, it is the peer review process that is *supposed* (authors' emphasis) to give "scientific authenticity" to research. This highlighted how the peer review process is connected to faculty participation in the publication cycle and ultimately, how peer review is connected to the promotion and tenure process. It raised questions about whether changes to promotion and tenure processes will impact peer review, the publication cycle, and serials publishing models. Furthermore, if the peer review process is compromised by the increasing number of journals, what is the mechanism for upholding, and building upon, community practices? Most importantly, what is the library's role in this?

Lesson three is where we learned that we need to be transparent and honest about library budgets and the external factors that shape them. When presented with the information about the current costs of journals there was a multitude of reactions among the participants. All were grateful for the information since the vast majority of the participants had not ever seen, or perhaps even thought of, how the proliferation of journals impacts the library and its budget. A lot of frustration with the current practices used by serials publishers was expressed. For example, faculty members questioned the bundling practices of publishers and their own participation in a system where they provide pro bono writing and review only to turn around and pay to see the work that was done for free. Faculty members also shared concerns that they do not understand copyright as well as they would like, and thus struggle to protect their intellectual property.

The fourth lesson is the need to listen with open minds to faculty experiences and concerns with library solutions such as open access and the institutional repository. While many around the room were cognizant of open access, which has been proposed by some as a solution to some of the issues raised here, there were mixed feelings toward this practice. As has been identified in other literature (Rempel & Robertshaw, 2016; Xia, 2010) problems with open access that many of our participants cited include article processing charges (APCs), especially when those charges are not covered by institutional budgets; pressures from more senior professors to publish in particular journals that do not have open access policies; and issues with the peer review process in many open access journals where rigor is still suspect. There *were* those who actively embraced open access publishing and who viewed it as a solution to the ever increasing costs of journals.

Lesson five is about how these conversations can be used to promote library services as well as to identify misunderstandings about library services. During our conversations, faculty members proposed other solutions such as using inter-library loan (ILL) to access all research as needed or teaming up with other libraries to share the cost of journals or resist publisher price increases. At **OSUL**, as in many academic libraries, we have a robust ILL system and we participate in regional alliances to share resources. Because of the complexity of copyright law, and that ILL still relies on institutions having access to resources, it is not a panacea to the serials crisis. When the faculty brought up collective action and resource sharing, this gave us another opportunity to engage them in discussions about our current practices and restrictions. The feedback and solutions offered in these conversation were helpful because they demonstrated a key reason why faculty and librarians need to continue to discuss these issues together: we have differing communities of practice.

Finally, lesson six: Don't assume anything and use these conversations to test assumptions about researchers' practices. In particular, we do not have complete knowledge of each others' practices. Faculty are not fully aware of the practices of librarians and the solutions that we have been working toward for the past several years to combat the issue of increasing serial costs. Similarly, librarians continue to learn about the publishing pressures and constraints of faculty members across a range of disciplines. Without having these discussions, our solutions will not include the breadth and depth necessary to solve the complex problems we have in front of us.

These conversations have had a range of impacts for our future decision-making. First, we learned that faculty members are interested in learning more about library practices, want to be involved in solutions, and understand the need for partnership with the library to solve problems. Second, these conversations have informed future discussions that the library will have with other stakeholders, including upper administrators, about the library budget. Third, our conversations have affirmed for us the importance of building bridges across different communities of practice and the possibilities of learning from one another about issues where we can explore them using diverse perspectives. While this may seem common sense, it takes time, resources, and patience to build bridges and learn from one another intentionally and purposefully. That affirmation is our silver lining in an otherwise gloomy situation.

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Taking New Aim at an Old Problem: Serials Management at the University of Oregon Libraries

by **Mark R. Watson** (Associate Dean for Research Services, University of Oregon Libraries) <mrwatson@uoregon.edu>

In 1988, then Acting Head of Collection Development at the **University of Oregon (OU) Libraries** wrote the following:

> "The **University of Oregon Library** has made concerted efforts on four separate occasions in the past three decades to grapple with the problem of the cost of serial subscriptions. As a result, we are currently in a situation where there are likely to be very few luxury items, very little 'fat,' left to be trimmed from the serials portion of the general library materials budget."

These four rounds of cancellations, ranging from the 1960s through early 1980s, taken together with seven more cutbacks occurring from the early 1990s through the most recent cut that is occurring this spring, indicate that the **UO Libraries** has reduced recurring expenditures every five years on average for the past fifty-six years. Through several generations of scholars, librarians and university administrators, this pattern has been repeated over and over again without fail in spite of tremendous growth in university and library budgets. For example, the total materials budget in 1980/81 was $1.2 million, approximately $3,673,720 in today's dollars. Since then, the materials budget has nearly doubled now totaling approximately $6,000,000 ($5,995,676.00) in FY 16.

The reasons and factors underlying this pattern of cyclical cutting have been studied extensively and distilled down to what has often been called a crisis in scholarly publishing. The crisis not only reflects cost increases for academic journals that have greatly exceeded the Consumer Price Index as well as augments to library budgets over time, but also refers to the system by which faculty publish their research and obtain tenure. Until recent years and the advent of open access publication options, faculty routinely signed over their copyright to publishers, often commercial for-profit entities that controlled the means of publication and dissemination, and, in turn, sold the scholarship back to university libraries. Outsourcing a process vital to academic reputation, promotion, tenure and the distribution of research for the public good might be a reasonable approach were it not for the well-known fact that the price per subscription of serials rose by 215% over the period from 1986 to 2003.

The escalation in subscription costs and the subsequent pressures on collection budgets have turned libraries into perpetual beggars at the doorstep of university administrations. Faced with the tremendous erosion of buying power, research libraries have always struggled to obtain and then maintain access to the resources needed by faculty for teaching and research. In days past, this dilemma was unfortunately perceived as a "library problem," where university responsiveness to the never ending appeals for additional funds was rewarded by watching large sums of money disappear into the maw of an insatiable black hole that could never be quenched. As the 21st century progresses, there is broader and more general recognition that this is a structural problem whose solution requires changing the very nature of how the academy goes about conducting, disseminating and rewarding the fruits of research and the creation of new knowledge.

If the real changes that need to happen in order to deal with the crisis in scholarly communication must occur at the level of the academy itself and within the scholarly disciplines in which faculty are engaged, it is reasonable to posit the question of whether the university library can do anything more than what it has always done: ask for more money, use what is provided to offset the effects of inflation for a period time and then manage periodic serial cancellation projects. In other words, is there anything else that the library can do to break the cycle of beg, spend and cut that repeats itself ad infinitum? The Collection Managers (CMs) at the **UO Libraries** believe that there is a way to mitigate, if not break, the cycle, and the group is taking steps over a two-year period to put a plan in place to reduce the library's need to request large sums of money each year to fight inflation and to lengthen the period between disruptive cancellation projects.

The Challenge

At its heart, and reduced to the simplest terms, the challenge facing the **UO Libraries** is to get its collective hands a lot more dirty in the work of serials management. When it comes to serials and databases, there are many disincentives to mess around with these resources too much:

- Scholarly journals and databases (SJ&Ds) are intended to go on indefinitely and commitments in the form of subscriptions are valued for the continuity of content that they provide in a given area of teaching and research
- Scholars come to depend on SJ&Ds and consider them to carry the lifeblood of a given discipline
- SJ&Ds rise to prominence and build reputations just like the scholars that depend on and publish in them
- SJ&Ds require extensive tracking over the course of their lifespans and present numerous challenges for library staff in terms of ordering, invoicing, delivery of content, licensing, usage statistics, etc.
- Asking faculty to participate in a process that ultimately deprives them of the SJ&Ds that they require for teaching and scholarship is distasteful, engenders ill will and runs directly counter to the values of service that libraries embody as a core ethos

For the same reason that no one goes out of the way to hit their thumb with a hammer, so too do research libraries shy away from activism in the area of serials management. Maintaining good relationships with university faculty is not only a cardinal rule for librarians but a matter of survival. Expending political capital in ways that seem to antagonize the very users upon whom good will is needed for support, advocacy and ultimately funding is not, on the face of it, a smart strategy for long-term success. At the same time, faculty are generally willing to engage in discussions about the unsustainable increases in the cost of SJ&Ds, and they often express misgivings about the state of scholarly publishing and recognize the need for systemic changes. Whenever this happens and librarians and faculty lock arms to confront the crisis, the worries about angering colleagues are subsumed by a sense of solidarity. Hence, while transparency often stirs the pot, at least in the beginning, the end result can be better and stronger relationships.

The Plan

Collection Managers are proposing to phase in a plan that will facilitate a much more active approach to managing SJ&Ds. As opposed to relying upon the boom and bust cycle where funds pooled from large cancellation projects are used to stave off inflation until the next time when more cuts are needed, CMs will begin to treat funds devoted SJ&D subscriptions as a fixed allocation. Instead of allowing the amount of money devoted to SJ&Ds to continue expanding, regardless of the amount by which the resources inflate year to year, the library will address high inflating titles on a case by case basis, recognizing the need to fund inflation from existing funds or cancel titles to cover the cost.

It is worth mentioning at this point that, in the past, covering inflation over and above predicted levels was a matter of reallocating one-time money and burning down large carryforwards. Although well-intentioned, this approach hid the real problem from our users and it enabled subject specialists to look the other way when it came to dealing with costs of inflation. What motivation did they have to address large price increases when, from

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year to year, the library seemed no worse off (save for those pesky cancellation projects every five years)? Why should they take individual responsibility for dealing with this problem if their colleagues were able to blissfully carry on? Well, things have changed at the **UO** and the budgeting and allocation process on campus no longer sanctions large carryforwards. The library has gone from having several hundred thousand dollars with which to smooth over increases to a projected carryforward of only $30,000 this fiscal year.

Now, back to the thread of addressing high inflating titles on a case-by-case basis. Collection Managers are developing a methodology to provide subject specialists with timely provision of the data that they need to make retention decisions throughout the fiscal year. As SJ&Ds come up for renewal, price increases will be noted and any SJ&Ds that are seen to be inflating over projections will be flagged for review. Subject specialists will need to decide whether to cover the amount over the projections in one of two ways:

- Cancel to cover the additional cost
- Transfer discretionary funds to cover the additional cost

The review and evaluation is expected to trigger dialogue with **UO** faculty that will provide more understanding about the costs of resources in a given discipline and make transparent the dilemma that the library faces in managing monetary resources within its budget. By taking new aim at the problem of excessive inflation at a more granular level, it is hoped that librarians and faculty can work together to confront the SJ&D crisis, moving away from the pattern of the last fifty-six years where the library hides the problem as long as possible only to "surprise" the campus with the periodic, disruptive and distasteful prospect of a time consuming cancellation project.

How Does This Work?

So, that's the idea: subject specialists will manage serials subscriptions in real time within a fixed budget. The days of focusing solely on spending out discretionary funds and paying little heed to how much the cost of serials are going up are over … probably forever. But, how do we make this work?

The **UO** implemented the first step in this process during the past fiscal year. In the past, Subject Specialists managed fund lines in the structure that I'm calling "Old Method":

1-line: Monographs

2-line: Subscriptions: serials/databases

3-line: New serials

4-line: Standing Orders

5-line: Approval plan, if applicable

Going forward, the fund line structure will use a "New Method":

1-line: Discretionary

2-line: Recurring obligations

4-line: Standing Orders

5-line: Approval plan, if applicable

You can see that the 1- and 3-lines have been combined to create a single discretionary fund line. The 2-line contains no discretionary money and is entirely devoted to subscriptions. The big change for Subject Specialists is that the distinction between a separate pot of money to purchase books and a separate pot of money to buy new serials has been dissolved. All new resources of any type must be purchased from the discretionary 1-line. If the purchase involves a recurring commitment, then money will be transferred from the 1-line to the 2-line to cover the expense.

Under this new arrangement, if a 2-line resource is cancelled, the amount that the library last paid for the resource will be credited to the 1-line, unless the cancellation is to be applied to cover the cost of inflation. This means that 1-line allocations will fluctuate from year to year instead of remaining consistent. In the past, everyone spent out the 1-lines and received an identical allocation for monograph purchases at the start of the subsequent fiscal year. Acquisitions will use an internal spreadsheet to track transfers back and forth between fund lines, and this information will be used to set the budget allocations for the next fiscal year.

To Summarize

- Subject specialists assume responsibility for managing inflationary increases
- Inflationary increases over the amount given to the library for covering general inflation will be covered through cancellation or moving 1-line funds; this will be a choice left to the Subject Specialist
- Inflation on titles locked into package deals (bundled titles from a publisher with a multi-year provision and known inflation rates) will be covered centrally as the amount should be known ahead of time

A Few Concluding Thoughts

In years, when the **UO Libraries** actually receives any augments to its collections budget, the infusion will be spread across the fund lines in the form of a percentage increase and Subject Specialists will only need to cover the difference if a publisher charges more than that percentage. For FY 17, the library was given no money to cover inflation, so any increase, no matter how big or small will need to be taken into account — a worst case scenario.

Years like the one we will be heading into have the potential to drain all the discretionary money. So, what happens then? It seems likely that we will need to take a very hard look at the large packages where we are locked into multi-year contracts. At what point does holding titles in these big deals, where we admittedly can lock in lower inflationary increases, become false economy?

Will this new level of accountability and management work to stave off disruptive cancellation projects? The end of the story has yet to be written.

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budgets is clear. As a result, the need for ongoing collections analytics to maximize the efficiency of collections expenditures and periodic large-scale reviews along the lines of that described in this article will continue. Creative budgeting and advanced collections analytics only serve to mitigate the problem while multiple communities in the scholarly communication ecosystem search for systemic solutions. Solutions that support creating a more elastic market, where price per unit and publication volume are both contained, offer long-term relief from the need for periodic reviews. While hopeful that such long-term solutions can develop, we support medium-term efforts, such as evidence-based pricing and the ***Pay It Forward Project***,[1] to create more responsive pricing models. We also intend to sustain investments in leading-edge collections analytics to position the **NCSU Libraries to** leverage emerging pricing models and prepare for future reviews.

Endnotes

1. "Findings and Other News from the Pay-It-Forward Project," *http://icis.ucdavis.edu/?page_id=713*. Last viewed January 18, 2017.

Rumors
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called **PIQL** will save the data as film. **PIQL** believes that they can store the data inside a deep mine that is frozen permafrost. This vault sits alongside the Global Seed Vault, a collection of seeds that would allow humanity to survive should food supplies be wiped out. So far the UK and US have not opted to store any national archives in the vault but they may choose to join Mexico and Brazil at a later time.

http://www.dailymail.co.uk/sciencetech/article-4357644/Doomsday-Vault-opens-precious-books-stored.html#ixzz4c-jxZNMZR

Speaking of old, ***Merriam Webster*** is the oldest dictionary publisher in America. Did you know that ***MW*** has turned itself into a social media powerhouse over the past few years? Editors star in online videos on hot button topics like the serial comma.

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Journal Publishers' Big Deals: Are They Worth It?

by **Stéphanie Gagnon** (Director of Collections, Bibliothèques de l'Université de Montréal) <stephanie.gagnon.16@umontreal.ca>

Around the turn of the millennium, scholarly journal publishers made the shift to online publishing. Once their distribution infrastructures were in place, they replaced their title-by-title purchase model with subscriptions to large bundles of periodicals (known familiarly as "Big Deals"). With this new approach, universities suddenly had online access to every one of a publisher's titles for a price equivalent to the sum of their existing print subscriptions. Though initially viewed as a panacea, the model soon began crippling university libraries financially, leaving them in an all-or-nothing situation. With exponential increases that reached 402% over a 20-year span,[1] the spiralling cost of these large bundles rapidly put pressure on available budgets for books and journals from smaller learned societies. The latter, meanwhile, were gradually swallowed up by the major publishers, leading to an oligopoly situation. Today, five major publishers control more than half of the market for academic publications.

Against that background, and facing severe financial challenges, the **Université de Montréal (UdeM) Libraries** had to work hard to implement solutions that would enable it to balance its document holdings and regain control of expenditures. **UdeM**, Canada's second-largest university as measured by research intensity and student population, was already facing monetary constraints when the Government of Québec brought in significant budget cuts that only hastened the Libraries decision: it could no longer cut back on book purchases to absorb the periodicals price hikes. Something had to be done about the largest single expenditure item: the periodicals Big Deals.

Introduced in 2014, the *Nouvelle* ère *pour les collections* ("New Era for the Collections") operation marked the start of a rigorous thinking exercise by the Libraries and its user community, aimed at assessing the latter's true needs and adjusting the periodicals collection accordingly (see Figure 1).

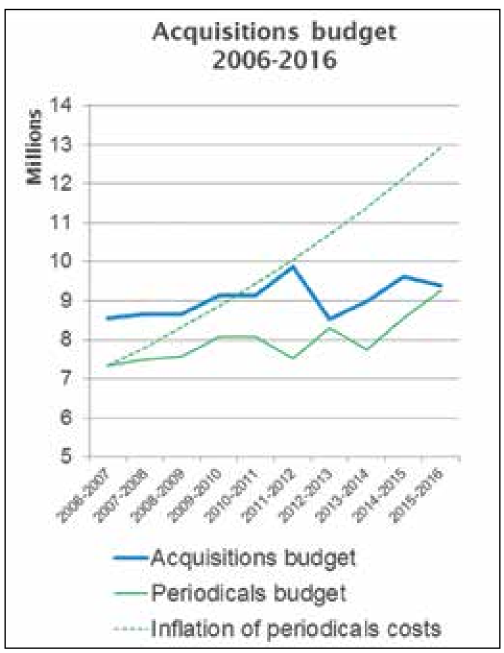

Figure 1. *Evolution of UdeM's acquisitions budget between 2006 and 2016*

A First Step: Unbundling *Wiley Online Library*

Work to unbundle **UdeM**'s Big Deals began in 2014 with ***Wiley Online Library* (WOL)**. Inspired by the methodology developed by the **California Digital Library**,[2] the approach relied on quantitative indicators: download statistics,[3] citations of articles by members of the community, and a combination of weighted indicators measuring the prestige of a publication, i.e., **SNIP (Source Normalized Impact per Paper)** and **SJR (SCImago Journal Rank)**. This method isolated 376 periodicals of the 1,506 titles in the large bundle, or barely 25%. Those periodicals accounted for 68.3% of downloads during the previous year for that bundle.

Reaction from members of the community was swift: they recommended that we continue disaggregating the large bundles, but with a modified methodology that would closely involve faculty members. Rather than evaluate groups of periodicals in isolation, we would in the future consider all periodicals, segmented by discipline so as to take into account distinct practices in each field. Above all, it now appeared essential that the community be consulted in order to properly assess the diversity of needs on campus; the operation could not rely solely on bibliometric indicators.

The Working Group on Journal Collections

The Libraries set up the *Groupe de travail sur la collection de périodiques* (*Working Group on Journal Collections*). It comprised faculty members and students from varied fields, representatives of the campus libraries, and Vincent Larivière, a professor at the **UdeM School of Library and Information Science** who specializes in infometrics and bibliometrics and holds the Canada Research Chair on the **Transformations of Scholarly Communication**.[4] The Working Group was tasked with recommending an improved methodology for analysis and suggesting indicators that would consider the best interests of all disciplines and all user groups.

One of the Working Group's series of recommendations[5] was to sound out the community. The Libraries Branch therefore conducted a survey of faculty members and graduate students, asking them to answer two simple questions:

1) Name 10 periodical titles that are essential to your teaching/learning and your research
2) Name five periodical titles that are essential to your discipline overall

A total of 8,060 distinct titles emerged from this initial phase of consultation, out of a possible 106,000 learned publications in the ***Ulrichsweb*** database.

Bibliometric Data

The Working Group further recommended that data be collected on downloads and citations of periodicals over a five-year period: 16,816 titles were identified based on downloads, and another 9,075 titles based on the fact that they had been cited by community members.

Determining the Essential Titles

The community consultation along with the download and citation data identified 26,843 unique titles. At this point, we could already see that barely half of our current subscriptions were useful.

With these three indicators established, the next step was to set an acceptable retention threshold to determine which titles were essential to the **UdeM** community. That threshold was set at 80% on an empirical basis, which was deemed to be balanced for the majority of the disciplines tested; moreover, it corresponds to the Bradford Law threshold, which posits that 20% of titles account for 80% of use.

Titles were distributed across four major fields: Humanities, Law and Arts (HLA); Health Sciences (HS); Natural Science and Engineering (NSE); and Social Science (SS). That distribution made it possible to group titles in comparable disciplines and for which similar download and citation behaviours are observable.

For each major field, periodicals that cumulatively accounted for 80% of downloads, or 80% of citations, or 80% of suggestions in the community survey were chosen. This 80% / 80% / 80% formula was applied to three of the major fields, with the fourth, *Humanities, Law and Arts*, treated differently: because citations do not constitute a legitimate indicator for that area, no titles were retained based on citations, and the threshold for the other two indicators — suggestions and downloads — was increased to 85% to compensate for withdrawal of the citations indicator and to maintain balance across all fields.

Validation by Academic Units

In the end, of the 26,843 unique titles for which there had been downloads, citations or survey suggestions, 4,852 were identified as priority titles, corresponding to exactly 10% of our subscriptions. These titles were forwarded to the academic units for collective validation

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of the resulting list. The units were asked to give their opinion on the legitimacy of the priority titles, identify any major omissions, and/or withdraw titles. They added 1,041 titles. At the conclusion of this major analysis, the list of periodicals deemed essential to the **UdeM** community numbered 5,893 titles; i.e., only 12% of those to which we were subscribed. It bears mentioning here that our librarians were also involved to a great extent in the analytical work; they performed arbitrations at the end of the process to ensure that fairness across the major fields be served.

Half of the essential titles had been identified using bibliometric indicators, and the other half, using qualitative indicators. Our faculty members' intuition that bibliometric analysis had limitations when it came to determining the needs of a community thus proved accurate (see Figure 2).

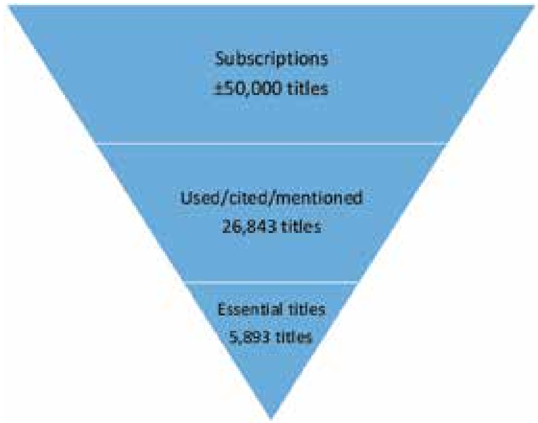

Figure 2. *Global results of the analysis*

Essential Titles in the Large Bundles

Correlating the essential titles with their respective large bundles was extremely revealing as to the true contribution of each bundle:

Publisher	Number of titles in bundle	Number of titles deemed essential for UdeM community	Ratio of essential titles to total
Elsevier	2,200+	735	33.4%
John Wiley & Sons	1,500+	553	36.9%
Springer Nature	2,300+	266	11.6%
Taylor and Francis Group	2,000+	253	12.7%
SAGE Publications	700+	247	35.3%

Table 1. *Numbers of essential titles per large bundle*

The bundles contained anywhere between 11.6% and 36.9% of our essential titles, with the remainder being accessory titles added at great expense during the process of acquisitions and mergers of publishing groups. From that point on, it became unthinkable to maintain these Big Deals given the exponentially rising costs.

Fair Price

This exercise highlighted a major difference between the publishers' and the **UdeM** libraries' understandings of the value of large bundles. On the one hand, there was the publishers' vision, where evaluation of the costs takes into account all titles offered, whether use is made of them or not. On the other, there was the libraries' assessment, in which only those titles essential to the **UdeM** community are considered in cost calculations. The unbundling negotiations therefore began against a backdrop of clashing visions. A publisher charging $500,000 for a large bundle consisting of 2,000 titles evaluates the average cost at $250, which seems reasonable. The reading is completely different, however, when considering the same $500,000 cost against the approximately 250 essential titles that are part of the bundle: the average works out to more than $2,000 per title, which is considerably higher.

We built up a cost assessment grid, taking into consideration publishers' list price of our essential titles to establish large bundles' "fair price" to pay for an agreement. Setting up this grid allowed us to establish renewal strategies that isolated, on the one hand, those large bundles for which full renewal was impossible and, on the other, those for which unbundling was not worth it.

Spin-offs

Since its introduction in 2015, this analysis method has enabled us to reach agreements that respect the fair-price principle with three major publishers. Subscriptions to their bundles have been maintained, and we now pay a price that is calculated based on the number of essential titles included in each. Conversely, we had to disaggregate the entire **Springer Nature** periodicals bundle, which was clearly counterproductive and for which we were unable to reach a favourable agreement. In circumstances where a large bundle contains few essential titles, there is a wide gap between the fair-price objective and the provider's expected income, which complicates discussions.

The negotiations that followed this major analysis exercise allowed us to achieve the savings targets we had set, which were of the order of $1 million, or about 10% of our annual acquisitions budget. As a result, our book purchasing power has increased quite substantially.

Communications

One of the greatest benefit derived from this entire process, however, has been in terms of the rapprochement with our community. The consultations we conducted were preceded by a wide-ranging communications program. Before the initial unbundlings, in 2014, we launched a website dedicated to the *Nouvelle* ère *pour les collections* operation, held meetings with the faculty units and other bodies, and published articles, all with an eye to laying out the issues at stake in the crisis in academic journal publishing. After the unbundling of ***Wiley Online Library***, in 2015, we presented the outcomes of the Working Group's work to our community and to the wider community of university libraries. At each stage of the process of analysis and renegotiations, we created multiple opportunities for discussion among our personnel, the faculty union, departments, senior administrators, and students' groups. Every effort was made to remind members of our community of their role in the scholarly publishing ecosystem and of the alternatives available to them, starting with **Open Access** publishing.

We demonstrated transparency and flexibility throughout the process of developing our methodology, and even resilience at certain critical junctures, when it was wiser to back down. We felt that, if we were to embrace such a risky and difficult proposition, bringing all stakeholders onside was essential. That social cohesion undeniably bolstered our discussions with the publishers.

Conclusion

Following the initial **Wiley's** unbundling based on quantitative indicators, **Université de Montréal** refined its analysis methodology to incorporate qualitative indicators; i.e., the voice of its community. That methodology allowed identification of 5,893 periodicals deemed essential out of a possible 50,000 subscriptions. We realized that, at best, barely more than a third of the periodicals included in most Big Deals are truly of use. On the strength of that realization, we initiated discussions with all of the major publishers, each time bringing up the issue of the fair value of the large bundle. We associated that fair price solely with the value of the titles deemed essential. In other words, we made the needs of our community central to our basis for negotiation. That vision caused a clash of cultures. As such, we were able to conclude some negotiations in compliance with our principle of establishing overall value, but we were also forced to unbundle certain large bundles.

Before proceeding with these major changes, we had to implement a robust communications plan. The solidarity of our community was essential to building a compelling argument, establishing our credibility, and negotiating a fair price. There was no room for discretion: we had to clearly communicate the issues and publicly explain our approach, even if it meant making decisions with negative impacts. The impacts, incidentally, were moderate, because we proposed alternatives. It is

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Divide and Analyze: GW's Approach to Serials Cancellation

by **David Killian** (Collection Development and Reference Librarian, George Washington University Libraries) <dkillian@gwu.edu>

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Beginning in 2016, librarians at **The George Washington University (GW) Libraries** found that they needed to make significant reductions in continuations costs over the next five years. In response, this past year, we took significant steps toward these ends, developing systematic, sustainable procedures for addressing these reductions.

Effective Approaches

For a project to be successful, it is useful to define the goals of successful completion. Definitions of success* include:

- Meeting cancellation financial savings goals
- Doing work that makes sense in the long term — 5 year projections
- Communicating effectively with stakeholders
- Doing the "least harm"
- Realizing an opportunity to develop an optimal collection
- Achieving an optimal balance between one-time and continuing resources

For **GW**, what were effective approaches to cancelling serials? We had conducted serials reviews for four of the last five years. In 2016, we learned that we would have a flat budget for the next five years. For 2017, this would require us to cut 7.5% ($350,000) due to the observed inflation rate of our serials in past FYs, the projected inflation rate, information from our **EbscoNet** account, and our reading of the latest *Library Journal* serials pricing article. To handle the project of developing a response for the first year and looking toward the next four years, we formed a Serials Review Sub-group out of our Collection Development Steering Committee. The sub-group consisted of our Serials Manager and three subject selectors. The sub-group recognized that if we were to meet our 7.5% cancellation objective, there were several factors that we would need to consider; so, we *divided* the serials review by different components and *analyzed* each; that is, we took a multi-faceted approach. The three main components were: individual subscriptions, journal packages, and databases.

Individual Subscriptions

We had over 1,200 online journal titles that were not in packages. This year we decided not to focus on such measures as impact factor or importance in the field. The sub-group mandated that if the per title cost/use were more than $30 (the expected ILL cost), we would cancel the title, unless there was a strong justification focused on reasons to expect higher usage in the coming year.

To provide subject selectors with useful information for analysis, we needed to include cost per use data for each title. To gather this data, we began with information extracted from our ILS (**Voyager**) that included title, ISSN, and cost data. Usage data came from other sources, largely from the **ProQuest Serials Solutions Intota** client. Initially, we ran an **Intota** batch query for Counter-compliant JR1 usage data for titles from approximately thirty-five different providers. We supplemented these results with those from separate queries run in **Intota** for usage data from other providers or publishers.

A major challenge lay in obtaining usage data for titles whose usage data was not available in **Intota**. We needed a process for prioritizing those titles, before going through the time-intensive process of going to individual publisher websites to pull the data or contacting the publishers to send the data. To prioritize, we took two approaches. We prioritized our journals by publisher, working with those with the most journals, and also by price, beginning with those titles with the highest cost. We had to curtail our searches after a certain point, as it became a matter of diminishing returns on time spent. We ended with a "long tail" of titles (approximately 100), each from an individual publisher, which we did not investigate. Since we have several years to go on the process, we will probably work on these titles in upcoming reviews.

After obtaining what we considered a satisfactory amount of usage data, we needed to link our use data to our per title cost data. This latter data was in the **Voyager** report, so we pulled the usage data from the various sources into this report by use of the VLOOKUP function in Excel, utilizing the ISSNs available in both the **Voyager** report and the usage reports as the common factor. In this way, we were able to include per title cost data and usage data in one report and thereby calculate and show per title cost per use, which we asked the selectors to consider in their renewal decisions. This was the first time for our library that we were able to provide cost, usage, and cost per use data for each title together in one spreadsheet for our selectors to evaluate.

Because we had conducted serial reviews for four of the past five years, we looked for pockets of titles which may have been overlooked in previous reviews. One such pocket was our standing orders (mostly print), which we carried as continuations and effectively counted as subscriptions. The sub-group decided that standing orders would be canceled across-the-board as ongoing commitments. Selectors might acquire individual issues of such titles at their discretion as one-time firm orders.

A second area which had not been heavily reviewed in the past were print titles, although each year we examined these titles for possible conversion to online access. Due to the lack of usage data, print titles weren't as closely examined during serials cancellation projects; anecdotally, we rarely saw users in print stacks. With 221 print titles under review, the sub-group decided that titles with annual costs of over $360 would be cancelled unless clear justifications for retention could be made by selectors in those areas and their faculty. The $360 cost represented one use a month at $30 each use ($30 being our expected cost of an average ILL). This standard seemed reasonable; it assumed some print use and also identified higher cost titles.

By focusing on individual subscriptions, electronic and print, and cancelling standing orders, we were able to cancel 188 titles, $131,898, or 38% of our cancellation goal ($350,000 or 7.5%)

Package Reviews

George Washington University does not subscribe to as many "Big Deal" packages as many other institutions our size, but we were able to review 13 packages. Package reviews consisted of three levels of analyzing usage statistics across the entire package:

- Analyzing straightforward cost/use for the entire package
- Sorting titles within the package by use to determine how far down

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the long tail of usage we would be able to get if we purchased titles separately outside the package and calculating the cost of interlibrary loan for those downloads that would be lost if we cancelled the package

- Calculating the true cost for each title by taking the overall cost/download and applying it to the number of downloads per title. This last analysis was helpful in looking at titles which have low use since it can easily be seen they are not costing much in terms of the overall package

In the end, we cancelled only one package deal. Several issues to be wary of in conducting these reviews included ensuring that the titles reflected in the usage data matched the titles paid for in the package. In several cases we discovered that titles on the platform were not part of the package and were being paid for separately, either by us, or by other entities on campus.

Database Reviews

This review was more complex, as simple cost/use analysis could not form a significant basis for review. Because we had gone through the cancellation process several times before, **GW** did not find enough individual journals or packages to cancel to meet our financial cancellation target. But because databases cannot be replaced via interlibrary loan, this was a review with some of the trickiest decisions. Rather than cost per use, we focused on low usage overall, overlapping or redundant content, and whether or not the database provided unique full-text content or bibliographic indexing only. Our primary concern, in support of doing the least harm, was to continue to provide access to as much content as we could. We were aware that the primary alternatives to any cancelled databases would be alternative databases (where there was overlap) or travel to other area libraries with subscriptions to the databases.

Similar to journal subscriptions analysis, our process utilized our ILS (**Voyager**) cost data, **Intota** for overlap analysis of full-text databases, vendor sites for additional usage data and titles lists, and communication with vendors for questions and details about usage data.

Overlap analysis focused on the obvious — where major databases would likely have the same content — and provided alternative scenarios of access and of content lost, including lists of journal titles. Overlap analysis is imperfect as ISSNs are not always present; comparisons can become questionable. Overlap analysis did not consider dates of coverage due to time constraints and shifting content. For a few bibliographic databases, where overlap could not be run, ISSN's were compared in Excel.

For usage data we employed both **Intota** and vendor sites to be certain of search and session usage, often running usage reports multiple times on databases where low use/high cost could mean automatic cancellation. It is worth noting that usage data was not a justification for major databases with redundant content; all had high usage so the content overlap was the major consideration. Some non-academic databases — such as in business — do not utilize **Counter** statistics and provided unique content; they can also carry the highest cost and vary in usage; retention decisions became more difficult. Other unique databases with high cost and low use were cancelled.

Communication

At **GW**, we started our more formal communication process through several modes. First we held a campus-wide town hall/faculty meeting publicized to all faculty to alert them to the need for the five-year project and to solicit their feedback. At the same time, we created information on our website, created an easy to understand infographic, and highlighted the project in our **GW Library** magazine *Visions*.

Internal communication was facilitated by having our selectors work in four cross-disciplinary teams. This was especially critical to support broader perspectives for interdisciplinary work, and when focusing on databases. Individual selectors communicated with their specific departments to provide direct personal communication about how the project would affect researchers in each department.

Lessons Learned/Assessment

How would we assess the outcomes of the first year of a five-year project? Did we meet our objectives?

- Did we meet our financial savings goal? We did on paper. We're still working on the actual final renewals, with some titles coming in more expensively than we'd projected, so the final answer is still out there.
- Did our work make sense in the long term? We have new strategies. We were able to include titles and categories of titles that weren't included before. Our work on continuing resource/monograph balance will continue. Another area we're focusing on building is consortial ebook purchases which again affects the monograph side.
- We involved more people, both internally and externally. When it comes to prioritizing across faculty and across departments, we learned that we need to communicate at the Dean level. Individual faculty and even individual departments have a hard time putting aside their specific needs and interests to see the needs of the entire university. Moving up to the School level can help get a broader view. Three critical components moving forward are strong liaison relationships, library leadership in communication, and continual evaluation of resources.
- In terms of doing the least harm, we've been able to stick to fiscally sound principles for making our cuts. We aren't cutting off access to journals, just supplying them via ILL or document delivery when that is more cost effective. If the library budget becomes unable to sustain ILL costs, charging for ILL and copyright fees may have to be considered. We hope any cancelled database gap can be filled with alternative overlapping databases, and/or by travelling to another area library. But both result in more time spent completing research steps for our patrons, and, in some cases, the journal article or database will not be used.
- Our ILL statistics will probably continue to increase, but more faculty and students are talking about getting articles from friends in other schools, or going to the alternate, but potentially legally questionable sources.
- Monographs have been more protected in our institution, so we may have a chance to balance our monograph to serial allocations. Working within our strong consortial relationships, we're hoping we can form some win-win arrangements with publishers.
- With our databases, we need to allow extra time for price negotiations. After we decided on some cancellations, some publishers negotiated lower prices, making it difficult to return to the drawing board to find the extra money to take advantage of the lower price.

Acknowledgements:** *Thank you to* ***Mike Olson*, formerly of* ***Western Washington University Library****, with whom we worked in the presentation of our ideas at the* ***Charleston Conference*** *in November 2016. He provided the clearly worded framework for the definition of success which we continue to use in this article.*

Endnotes

1. **Bosch, S.** and **Henderson, K.** (2016). Fracking the ecosystem. *Library Journal*, 141(7), 32-38. *http://lj.libraryjournal.com/2016/04/publishing/fracking-the-ecosystem-periodicals-price-survey-2016/#_*

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Kory Stamper is a lexicographer who writes witty "ask the editor" posts on her blog. (What's the plural of octopus?) But do not worry, ***MW*** is still very much a brick and mortar operation based in a small New England town where the **Merriam** brothers bought the rights to **Noah Webster's** dictionary in the 1840s. Looking forward to the release of **Ms. Stamper's** new book, *Word by Word: the Secret Life of Dictionaries*.

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Big Deal Whack-A-Mole

by **Roy Ziegler** (Associate Dean for Collection Services, Florida State University) <rziegler@fsu.edu>

Intro and Background

At the start of the 2015 spring semester, **Florida State University (FSU)** Libraries faced a budget deficit of $1.3M for the coming fiscal year. The amount of the budget request was due in part to a significant amount of one-time money that needed to be replenished and annual inflation on databases and journal packages with major publishers. Because of the size of the request, library administration determined that the budget request should not exceed $1M even though the need was greater. At the start, the library knew that cancellation of resources would be on the table. What was still unknown was the magnitude of the cuts.

The Dean of Libraries and members of the Senior Leadership Team communicated to the Faculty Senate Library Committee that it was likely that cuts to resources would be coming for the next year and that they would be asked to play a role if needed. Subject librarians were also briefed on the situation and asked to share the information with the academic faculty in the departments that they worked with. The goal was to telegraph the library's budget situation, lay the groundwork for supporting the library and reduce the chances of having surprises regarding cancellations early in the upcoming academic year.

Historically, the library and other areas of the university did not receive their budgets until after the fall semester started. Due to the late budget and the notification requirements for cancellations within journal packages, notifying publishers and consortial partners in a timely way would create significant problems. It was clear that the library had to have a contingency plan with various funding level scenarios in place before knowing the actual budget for FY 2015-16. Knowing that there was considerable uncertainty, the library communicated what it knew and didn't know to raise awareness. Even if the budget impact was unclear, the library wanted faculty, students and university administrators to have the library's budget circumstance in mind.

Mobilization and Process

In early March after the budget request was submitted, the library needed to move beyond awareness to having a process in place that would lead to specific cancellation recommendations and ready to take action immediately once the library's materials budget was known. It was the Library Dean's decision to request assistance from the Faculty Senate Library Committee. The committee was eager to help and would provide leadership and recruitment of teaching faculty across the university to serve. At the committee's April meeting, the last of the semester, the Library Materials Budget Crisis Task Force was charged. The task force would then conduct its work over the summer and make final recommendations to the Library Dean by August 1.

Through May and early June, the task force recruited academic faculty to join. A special invitation to the Vice President for Research was accepted. Representation from academic areas across the curriculum was sought. Because the work was going to be conducted over the summer, having too many people serve was not seen as a problem as long as the work progressed and the deadline was met.

Library Materials Budget Crisis Task Force

When the task force convened in early June, 20 faculty and 6 ex officio librarians were present. The Library Dean set the stage for the importance of faculty involvement to make the recommendations. It was clearly stated from the start that librarians were to provide information and input along the way and that the faculty were the main drivers of the task force. For the first couple of meetings, the faculty had many opinions as to the cause of the library's budget situation:

1. Unsustainable Big Deals of STEM publishers
2. The role of **Open Access** to restrike a better balance between the authors and editors of the research
3. The lack of sustainable recurring funding from the university
4. The growth rates of other institutions within the Florida public university system, causing a number of research intensive universities in the state to participate in statewide Big Deals at significantly lower cost than **FSU**

From the library side, there were concerns about the conversations taking too much time; even though beneficial to laying the groundwork for the recommendations to come, it might prove difficult to meet the target deadline. The Library Dean insisted that the librarians let the discussions proceed for as long as the faculty needed in order to establish their comfort level and achieve buy in before moving ahead. This proved to be the case. In subsequent meetings, the faculty were ready for librarians to provide data and analysis regarding specific materials being considered for cancellation. Because the maximum amount of money needing to be cancelled was back to the $1.3M mark, the discussions quickly focused on the resources that were the most costly within the current budget. With nearly $4M dollars tied up in four publisher Big Deal journal packages, this is where the task force would spend most of its time and where most of the cancellations would eventually come. Based primarily on the cost per full text accesses for the entirety of the journals in a publisher's package, the cost per use per article for each Big Deal was given a value and became a determining factor as to package(s) that would be consideration for adjustment.

In the end, the task force made recommendations with various cancellation scenarios: $1.2M, $900K, $600K, with 60% of the final report consisting of a narrative explaining the landscape from the local institutional perspective, statewide within Florida's **State University System (SUS)**, and nationally/internationally. Emphasizing the need for alternatives to the dominant for profit publisher-driven scholarly communication model, the task force articulated why the library was facing a budget crisis. The task force made cancellations roughly by the percentage of library materials spent in broad subject areas: STEM 51%, Social Sciences 14%, Humanities 11%, Business 4%, General Library 19%. The faculty completed their work on time and the library gained informed champions to advocate on its behalf because they had a firm knowledge base.

Spin and Reality

In early September the library finally received its budget from the University and received 50% of what was needed to balance the budget, triggering the $600K cancellation scenario. As part of the task force's recommendation, two major Big Deal journal packages were going to be broken.

Only the highest used journals within each package would be subscribed to for 2016. If the library had 2015 subscriptions in place but usage determined a lower rank falling below the spending target, the journal was dropped. If a leased access title had significant usage and ranked in the fundable range, a subscription to the journal was added. Because the library knew that it would be difficult to retain the subject specific journal cancellation percentages within each package, the library's Senior Leadership Team made the final determination to go exclusively with usage. Soon after notifying the two publishers that the library was cancelling subscriptions due to an insufficient materials budget for the coming year, the Associate Dean for Collections and Access learned that Publisher 1 was contractually obligated to continue to provide access to all leased non-subscribed titles for the years that the library had participated in the statewide contract. Leased access would stop with the end of 2015 calendar year. Having access to many of the publisher's journals in aggregated databases with an embargo also took some pressure off. However with Publisher 2, the library would lose access to all leased access titles at the end of December. With 90,000 full-text accesses in the previous year (leased and subscribed) and the prospect of losing access to 1,500 leased access titles with no access back

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to 1997, it was a moment for great concern. Breaking one Big Deal was big enough but breaking two seemed too much to do at the same time. At the request of the Associate Dean (AD) for Collections, the Library Dean asked the Provost for a supplemental budget to allow the library to stay with the Publisher 2 Big Deal. The Provost granted that request in a timely manner.

In early September the Senior Leadership Team drafted a set of talking points that librarians could share with teaching and research faculty across campus. The Library Dean posted an open letter to the university community, communicating the upcoming changes that would occur at the start of 2016. In a briefing session with subject librarians, the Collections AD emphasized that even though subscriptions were being cancelled and there would be a growing gap with the currency of leased access titles, the more accurate story line was that no access was being lost. Journal access would be "mediated" or "unmediated," but in all cases the requested article(s) would be provided. As a sales and marketing strategy, framing the issue as mediated and unmediated access avoided the negative connotations associated with the word "cancellation." In fact the word "cancellation" was never mentioned in communications to the campus community. The university wasn't losing access to 1,300 leased access titles, only changing the manner in which access was being requested and retrieved.

2016 Impact

In 2015, university patrons accounted for 70,000 full-text accesses to Publisher 1 journals. Having access to all leased access titles from 1997-2015 reduced the immediate impact but it would become a growing problem. To complicate matters, the publisher did not cut off access to 2016 non-subscribed titles until April which would delay the impact of breaking the Big Deal. Once leased access to 2016 content was blocked, the library only saw a modest increase in interlibrary loan article requests and in Universal Borrowing from in-state public colleges and universities. Near the end of the 2016 calendar year, the publisher provided data that showed that the library had received 14,000 full-text denial of service accesses to previously leased titles, with the holdings closed on all leased access journal title records in the online catalog. Adjusting for the entirety of 2016 and factoring in the four months of complimentary usage, the library estimated approximately 20,000 full-text article denials. It is likely that the persistent researchers found alternative ways to get their articles because ILL requests did not materialize in any significant way. The number of access denials was significant and, with an ever increasing full-text gap for what is linked thru the Web of Science database, there was concern that the number of turnaways would be considerably higher in 2017.

The library's strategic plan calls for the seamless access to information; it is awkward when the library is forced to apply mechanisms that run counter to that goal due to budget constraints.

Holiday Surprise

Throughout 2016, Florida's **SUS** libraries were negotiating a new three- year contract with Publisher 1 that also included the acquisition of another major STEM journal publisher. After the Thanksgiving break, the publisher reached out to **FSU Libraries**. During the conference call, the library stated it was opposed *not* to Big Deals — just bad deals. Because the Publisher 1's cost per use was significantly higher than other publisher packages, this was the primary reason why their package was cut. Several years earlier, the library had successfully renegotiated a large journal package with another STEM publisher by making one-time purchases of eBooks and journal archival backfiles to offset recurring reductions of current journal subscriptions. Publisher 1 said that they would take this information into consideration and present the library with a proposal before the end of 2016. It needs to be stated that Publisher 1 had refused to make such adjustments when approached with a similar negotiation two years prior.

A few days before the start of the fall semester break, the publisher contacted University Libraries with an offer to offset already implemented cuts in recurring spend with one-time purchases. This would allow the library to rejoin the publisher's Big Deal and not increase subscription expenditures. Over the course of the next two weeks, negotiations were conducted to refine the offer and payment terms. In late December 2016, the one-time payment agreement was reached. The terms of the statewide journal contract were being negotiated separately and **FSU** would be included in the finalized contract.

For a majority of 2015, University Libraries had lived with the anxiety leading up to breaking one and possibly two Big Deal journal packages. Navigating the entirety of 2016 with the cancellation of a major journal package and subsequently re-negotiating for 2017 was a wild ride. It's unknown what the deciding factor was that changed the publisher's hard line but **FSU** was pleased that a more conciliatory approach was presented and that the library was able to accept. Months of consulting with other institutions that had broken Big Deals, consulting with legal counsel and contract experts, conducting information exchanges with publishers about the content the library would/wouldn't retain culminated in a better Big Deal for **FSU**. There will be challenges in finding the money to put toward the purchase of eBooks and journal backfiles; for the longer view, the University is better positioned by achieving a more sustainable Big Deal. With two major journal publisher package renegotiations completed, there are two more waiting to be tackled. The likelihood of revisiting one of them for 2018 cancellation is very strong. The challenge of providing the most content at the most sustainable cost will never end.

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also important to de-dramatize the subscription cancellations: what is being lost is instantaneous access, not access per se. Articles remain accessible, with a slight delay, through the interlibrary loan and document delivery service.

The **UdeM** collections analysis project has resonated with other Canadian universities: it is currently being implemented in 28 of them, in the form of the **Journal Usage Project (JUP)**[6] led by the **Canadian Research Knowledge Network (CKRN)**. Engagement by other institutions and their communities expands on the vision that **UdeM** has worked to instil, and adds to the pressure that must be brought to bear on publishers to ensure sustainable, affordable access to knowledge.

Author's Note: *The French version of this article can be accessed at* ***Papyrus****, the* ***University of Montreal's*** *Institutional Repository:* ***http://hdl.handle.net/1866/16446****.*

Endnotes

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Canceling Serials Based on their Availability in Aggregated Full-Text Databases

by **Anthony Raymond** (Business Librarian, Santa Clara University, Santa Clara, CA 95053) <araymond@scu.edu>

Introduction

Canceling an individual serial subscription when the journal is available in a third-party aggregated full-text database (AFTD) has been an option for academic libraries since these databases came into wide use in the late 1990s, yet little discussion of this option has taken place in the literature. Third-party aggregated full-text databases refer to products sold by companies that do not themselves publish journals but only distribute journal content — for example, various well known products sold by **EBSCO** and **ProQuest** and some open access databases such as **Project Muse**. This article looks at several case studies that discuss this option at some length and describes **Santa Clara University Library's (SCU)** experience employing it. Two of the studies conclude that canceling individual journal subscriptions based on their availability in an AFTD is an acceptable, even desirable, option while two others conclude it far too risky. Considering the many variables involved, this article argues that there is insufficient evidence to make a definitive judgement about whether this option is appropriate for all academic libraries or for all subject areas. It also suggests that fiscal responsibility demands that academic librarians evaluate this option within the context of their institutional and disciplinary circumstances rather than rely on studies and experiences from other libraries that may have little relevance to their specific situation.

Literature Review

Among the numerous articles describing budget-driven serials cancellation projects undertaken by academic libraries since 2000, only a few give serious consideration to the option of canceling serial subscriptions based on their availability in AFTDs. Considering the significant potential cost-savings, it is surprising that more attention has not been paid to this issue. **Sprague** and **Chambers** (2000) is perhaps the earliest attempt to understand the implications of canceling individual journal subscriptions based on their availability in AFTD. Their study, conducted at the **University of Colorado**, **Colorado Springs**, **Kraemer Family Library**, compares the content of seventy-nine print journals from a wide range of subject areas to the full-text content of these same journals in five AFTDs that the library subscribed to at the time. They compared the content in terms of currency (access to the latest issues of the journal); coverage (reliable access to all major articles); graphics (the inclusion of all figures, tables, formulas and other graphical information); and stability (availability of journal content over the long term); finding deficiencies with AFTD content in terms in all four areas. Their conclusion was that it was much too risky for libraries to use AFTDs as a replacement for individual journal subscriptions.

Kalyan (2002) is an early description of how this option was employed by a U.S. academic library in response to a budget shortfall. This study identified 461 print journals eligible for non-renewal in a wide range of disciplines based on the fact that the content was sufficiently available in one or more AFTDs that **Seton University Libraries** subscribed to. Journals with embargoes of twelve months or more were excluded. It was decided that the cost-savings of $83,000 resulting from canceling the 461 journals duplicated in at least one AFTD outweighed the risk of publishers imposing embargoes or completely pulling their content. The **Kalyan** study was the inspiration for adopting this option for the subject areas of business and economics at **SCU** in 2005. **Nixon** (2010) describes **Purdue University Libraries'** use of this option in response to yet another budget-driven serials cancellation project. Unlike two previous cancellation projects undertaken in 1992 and 1997, in 2009 **Purdue** had access to several AFTDs providing a significant increase in the number of full-text journals they had access to and they decided to take advantage of this despite the known risks. Anticipating that content would indeed be pulled, **Purdue** set aside funds to replace any journals that were dropped by an aggregator. In a follow-up study to **Sprague** and **Chambers** (2000), **Thohira**, **Chambers** and **Sprague** (2010) confirmed that the deficiencies found in AFTD content ten years earlier, most importantly content instability, made using AFTD journal content as a replacement for individual journals still too risky to be a viable option at the **University of Colorado**.

The Santa Clara University Experience

While it is not known if the two libraries above that used this option ended up regretting doing so, **SCU's** experience suggests this is probably not the case. Since early 2005, **SCU Library** has been canceling individual serial subscriptions in the subject areas of business and economics when the serial is sufficiently available in an AFTD. For **SCU Library**, sufficiently available means no publisher-imposed embargo. Exceptions to the no embargo criterion are made for publications considered of only marginal value to the **SCU** research community. With **Innovative Interfaces**, it is a simple matter to generate a list of all active serial subscriptions by call number and, using **Proquest Serials Solutions**, identify those journals available in one or more AFTD.

The cost savings have been significant: since 2005, seventy-five individual serial subscriptions in the subject areas of business and economics have been canceled, serials supporting the disciplines of Accounting, Finance, Management, Marketing and Operations Management Information Systems (see Table 1). The savings, calculated simply as the cost of the subscription at the time of cancellation, amounts to $22,750 annually, or $227,500 over ten years. Calculating in the annual inflationary cost increase, which is notoriously high for journals, would substantially increase the savings achieved over a ten-year period. This practice was never announced to the university research community because it was known that neither faculty nor students are interested in whether the journal article they want is available directly from the publisher through an individual subscription, or through an AFTD. More than ten years after this practice began, **SCU** faculty and students have not submitted a single complaint about, or even commented on, the coverage (embargoes or otherwise missing articles) or the quality of the articles (missing tables, charts, graphics, etc.) retrieved from AFTDs. Nor have faculty asked that a single one of these cancelled serials, including those where the AFTD content is embargoed, be re-subscribed to.

The cost savings achieved without any noticeable negative consequences for the **SCU** research community can only be interpreted as an unqualified collection management success and raises a number of questions regarding the findings of **Sprague** and **Chambers** (2000) and **Thohira**, **Chambers** and **Sprague** (2010). Why did the deficiencies identified in these studies — and there is no question that these deficiencies are real and still persist today — have no noticeable impact in **SCU**'s case? Certainly, it is not because **SCU** faculty are less concerned about missing data tables, charts, etc., in the articles they access than their counterparts at other institutions. A quick perusal of the **Leavey School of Business (LSB)** website reveals that **LSB** faculty are highly productive, internationally recognized scholars, in some cases among the most influential scholars in their field. The reason must be that either the deficiencies identified in the **University of Colorado** studies do not appear in business and economics journals (highly unlikely), or they do appear but so infrequently and with such little consequence that they are, in practice, insignificant to faculty and students. If this is the case for the areas of business and economics, could it also be the case for other social sciences? Might it be the case for the humanities and sciences as well? Regarding the small number of cancelled journals whose content is embargoed in AFTDs, it appears that these were correctly identified as marginal and neither students nor faculty felt this loss of coverage to be worth bringing to the Library's attention. Of course, it could also mean that faculty and students switched to requesting articles from embargoed titles

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Table 1: *Serials canceled because they were available in 3rd party AFTD.*

Journal Name	Embargoed	AFTD Name
Accounting historians journal	No	Historical Abstracts with Full Text
Administrative science quarterly	No	Business Source Complete
Advertising age	No	LexisNexis Academic
African business.	No	Business Source Complete
Agri marketing.	No	OmniFile Full Text Mega (H.W. Wilson)
The American banker	No	Business Source Complete
Antitrust bulletin	6 months	Business Source Complete
Asia pacific journal of management	12 months	Business Source Complete
Asian development outlook	No	https://www.adb.org/publications/series/asian-development-outlook
Australian economic papers	12 months	Business Source Complete
Bank of England quarterly bulletin	No	Business Source Complete
Banker	No	Factiva
Business ethics quarterly: the journal of the Society for Business Ethics	No	Business Source Complete
Business review (Federal Reserve Bank of Philadelphia)	No	Business Source Complete
Business week + pre-bound bimonthly	No	Business Source Complete
Career development quarterly	No	Business Source Complete
CEPAL review	No	http://www.cepal.org
Communications of the Association for Information Systems	No	aisel.aisnet.org
Economic and political weekly	No	LexisNexis Academic
Economic and social survey of Asia and the Pacific	No	http://www.unescap.org
Euromoney	1 month	Business Source Complete
Federal reserve bulletin / issued by the Federal Reserve Board at Washington	No	Business Source Complete
Financial management	No	Business Source Complete
Financial services review : the journal of individual financial management	No	Business Source Complete
Forbes	No	Business Source Complete
Foreign policy	No	Business Source Complete
Fortune	No	Business Source Complete
Forum : a journal of applied research in contemporary politics	No	Political Science Complete
Freedom in the world	No	https://freedomhouse.org/reports
Global development finance	No	https://openknowledge.worldbank.org/
Global economic prospects and the developing countries	No	http://www.worldbank.org/en/publication/global-economic-prospects
Human development report	No	http://hdr.undp.org/en/global-reports
Hunger	No	http://hungerreport.org/downloads/
INFOR	18 months	Business Source Complete
International economic review	No	Business Source Complete
International food and agribusiness management review	No	http://www.ifama.org/Research-Library
International journal of government auditing	No	http://www.intosaijournal.org/currentedition/current.html
International journal of market research : the journal of the Market Research Society	No	Business Source Complete
Journal of applied probability	No	Business Source Complete
Journal of business ethics	No	Business Source Complete
Journal of commerce	No	Business Source Complete
Journal of consumer affairs	No	Business Source Complete
Journal of financial counseling and planning	No	Business Source Complete
Journal of financial education	No	Business Source Complete
Journal of government financial management	No	Business Source Complete
Journal of management information systems	No	Business Source Complete
Journal of modern African studies	No	Black Studies Center
Journal of quality technology	No	Applied Science & Technology Source
Journal of the Association for Information Systems	No	Applied Science & Technology Source
Logistics management	No	Business Source Complete
Marketing news	No	Business Source Complete
MEED : Middle East economic digest	No	Business Source Complete
MIS quarterly : management information systems	No	Business Source Complete
NACE journal	No	Education Source
National tax journal	No	Business Source Complete
Nation's restaurant news : the weekly newspaper of the food service industry	No	Business Source Complete
Natural resources journal	No	LexisNexis Academic
New internationalist	No	Academic Search Complete
Pensions & investments	No	Business Source Complete
Public citizen	No	http://www.citizen.org/pc_news_issues/2014/
Public performance & management review	No	Business Source Complete
Public utilities fortnightly	No	LexisNexis Academic
Realtor magazine	No	http://realtormag.realtor.org/
Regulation	No	Business Source Complete
Review of economic studies	12 months	Business Source Complete
Review of economics and statistics	12 months	Business Source Complete
Review of income and wealth	12 months	Business Source Complete
Scandinavian journal of economics	12 months	Business Source Complete
Scottish journal of political economy	12 months	Business Source Complete
State of food and agriculture	No	http://www.fao.org/publications/sofa/en/
Trimestre económico	No	Business Source Complete
Wall Street journal.	No	Factiva
Wines & vines	No	Factiva
Wired	No	Applied Science & Technology Source
WWD : Women's wear daily	No	Business Source Complete

Canceling Serials Based on ...
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using the Library's article delivery service but this is unlikely because **LSB** faculty place a premium on immediate access to articles and had the embargoed journals caused significant delays to access, it would certainly have been brought to the attention of the Library.

It is probable that the sample sizes in the **University of Colorado** studies and in the **SCU** experience, 79 and 75 titles respectively, are too small to be generalizable, and no definitive judgement can be made based on either case. This may mean that it is far less risky to cancel serials based on availability in AFTDs than assumed in the **University of Colorado** studies. Institutional and disciplinary circumstances may render deficiencies in AFTD content less significant in practice than they appear to be in theory. Of course, there are common sense considerations that should be taken into consideration but experienced subject specialists should be able to make many non-renewal decisions without having to consult faculty, with the caveat that it is always wise to consult faculty when in doubt about a particular journal. Careful consideration of whether to cancel a journal whose content is embargoed in an AFTD is very important because, in most cases, this will result in an unacceptable loss of content. At **SCU**, if there is any doubt that an embargoed serial is of only marginal value, it is not cancelled.

Depending on the discipline and the local characteristics of the research community, other factors may also be critical to the success of employing this option. For example, in the case where high quality reproductions of works of art are critical to the reader, unless the quality of the reproductions in the AFTD are known to be of sufficiently good quality, then canceling the journal would be unwise even if it were otherwise sufficiently available. Similarly, for some journals in the sciences and engineering, missing data tables, charts, etc., from AFTD content would be unacceptable to researchers and exercising extreme caution in canceling these journals is called for. In such cases, the AFTD content must be examined carefully to see that it faithfully reproduces the contents of the print or electronic journal it is going to replace. Today, most academic libraries are transitioning away from print and many print journals have already been replaced with online only subscriptions. For example, **SCU Library** no longer receives print journals in the subject areas of business and economics. However, the fact that an individual subscription is for an e-journal, rather than its print version, does not exempt it from being cancelled if it is sufficiently available in an AFTD.

Conclusion

Considering the significant immediate and long-term cost-savings academic libraries can achieve, it seems a matter of fiscal responsibility that this option be given serious consideration, not only as a response to a budget shortfall, but simply because the money saved can be put to better use. In the worst-case scenario of faculty demanding that an individual journal be re-subscribed to, this can be done easily enough. Large numbers of academic libraries canceling large numbers of individual serials subscriptions, print or electronic, based on their availability in an AFTD would, because of the enormous loss of revenue, surely provoke a response from publishers. If canceling just 75 subscriptions in the subject areas of business and economics saved **SCU Library** tens of thousands of dollars in the short term, and hundreds of thousands of dollars over the long term, how much more might be saved (and journal publishers lose) if this option was adopted for all subject areas? Multiply this by hundreds, or thousands, of academic libraries across the United States and it is clear that the loss of revenue would be far too significant to ignore. How would journal publishers respond to the mass cancellation of individual serial subscriptions because they are sufficiently available in AFTDs? The obvious option would be for journal publishers to impose long embargoes on AFTD content. After all, the purpose of embargoes is precisely to prevent libraries from canceling individual journal subscriptions. In fact, this is why some academic librarians are reluctant to even discuss this option in public. However, perhaps it is time that academic librarians disrupted the current business and distribution models in the best interests of the research communities we represent. We know that our parent institutions cannot indefinitely continue annual library budget increases that keep pace with the annual cost increases imposed by journal publishers — increases that are routinely three, four or five times greater than the average annual rate of inflation. Nor can we continue to pay for access to AFTDs that publishers claim should be considered only as indexing and abstracting tools and should not be used to replace individual journal subscriptions. It is time for publishers to reexamine the current business and distribution model that forces academic libraries to maintain current individual serial subscriptions while at the same time forcing them to subscribe to very expensive AFTDs with overlapping content. Perhaps there is a better solution, one that is financially sustainable and better meets the requirements of the academic research communities in the 21st century.

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Rumors
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https://mobile.nytimes.com/2017/03/22/books/merriam-webster-dictionary-kory-stamper.html?referer=

Saw an article the other day titled "When Couples Fight Over Books." Each of them (**Amber** and **John Fallon**) are book collectors but they seem to differ on what to keep, whether or not to keep it at all, in what format, to keep duplicates or not, to discard or not, I could go on and on. They both point out that books are highly personal possessions. When **Paul Theroux** saw one of his autographed books to **VS Naipal** at an auction, the two men did not talk for years. That's taking discarding and weeding very seriously. A woman who is now in her 80s was upset when her current husband tried to discard a ***Merriam Webster*** dictionary inscribed to her by her father on her 13th birthday. As a librarian, I love these stories of people loving books. We need to cherish these stories! Books help keep our identity intact.

https://www.wsj.com/articles/when-couples-fight-over-books-1484395201

Do y'all know about the **Beverly Cleary Sculpture Garden** in Grant Park of Portland, Oregon? There are statues of **Ramona Quimby**, **Henry Huggins**, and **Ribsy** the dog in the park where their adventures "really happened." The *Ramona Books* are by **Beverly Cleary** who grew up in the Hollywood neighborhood of Portland and based the setting of her novels on her own childhood experiences. We used to love to read these books to kids! I wonder if **Erin Gallagher** has been to Grant Park? Have you, **Erin**?

http://www.atlasobscura.com/places/beverly-cleary-sculpture-garden-grant-park?utm_source=Atlas+Obscura+Daily+Newsletter&utm_campaign=1a59f78326-Newsletter_4_4_2017&utm_medium=email&utm_term=0_f36db9c480-1a59f78326-65802865&ct=t

Do y'all pay attention to the "Oxford comma" which is the comma used after the penultimate item in a list of three or more items, before "and" or "or"? I have always been an Oxford comma fan even though many of my colleagues are not. So — when I saw a COURT CASE that involved the Oxford comma, I was interested. Sent to **Bill Hannay** who has written a **Cases of Note** on that court case in the April issue of ***ATG***! Look for it! You heard it here! See this issue, p.39. *www.against-the-grain.com/*

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Op Ed — Carla Hayden, the American Library Association and Where We Go from Here

by **Steve McKinzie** (Library Director, Catawba College, 2300 W. Innes Street, Salisbury, NC 28144; Phone: 704-637-4449) <smckinzi@catawba.edu>

Whatever may be your thinking about **Carla Hayden** as the new Librarian of Congress, one has to admire her achievement. She became the first woman, the first professional librarian, and the first African-American to hold the office. She was also the first former President of the **American Librarian Association** to be appointed Librarian of Congress. **Carla Hayden** is remarkable, and she deserves credit as a trail blazer and a solid leader.

But with all that being said, her appointment causes me a good many misgivings. No, I don't mean about **Hayden** per se. I suspect she will do a superb job. What bothers me about her appointment, however, is that her selection as the Librarian of Congress could establish an especially dangerous precedent. I frankly fear that after **Hayden's** tenure (which is due to span ten years), a good many of us in the professional library world will begin to insist that only an **ALA**-accredited librarian has the prerequisite credentials and consummate expertise to manage the complexities of the nation's most important library.

Of course, such a contention from among us would be altogether self-serving, but it would also be wrong. To be sure, the Librarian of Congress must have consummate management skills, a large measure of integrity, and the ability to deal wisely with a host of digital, copyright and intellectual property issues. But, the Librarian of Congress doesn't have to hold **ALA**-accredited librarian degrees any more than we require that our country's President hold a law degree or that a company's CEO has to have a doctorate in economics. Such credentials can in some instances be helpful, but they are never prerequisites. In fact, several of our most outstanding Librarians of Congress never held library degrees.

From the beginning of the twentieth century and just prior to **Carla Hayden's** confirmation, six people have held the position — an interesting, accomplished, and diverse lot to be sure. Two, **Herbert Putnam** (1899-1939), one of the longest serving, and **Quincy Mumford** (1954-1974) were both librarians in the technical sense and served as public librarians prior to their appointment. **Archibald MacLeish** (1939-1944), of course, was a gifted poet, literary figure and famous expatriate. The other three, who despite their differences came to their appointment as outstanding scholars and accomplished academics: **Luther Evans** (Librarian of Congress from 1945-1953) earned a doctorate from **Stanford** in 1927, taught at the university level and became part of **Franklin Roosevelt's** "Brain Trust," in the mid-thirties. **Daniel Boorstin** (Librarian of Congress from 1975-1987) was an outstanding American historian and writer. **James Billington** (Librarian of Congress from 1987-2015) had an **Oxford** PhD and taught at both **Harvard** and **Princeton**, prior to his tenure as the Librarian of Congress.

It should also be noted that these latter three, whom were both writers and researchers, brought an interesting dimension to their appointment. As an old colleague of mine with a **Vanderbilt** PhD in history and a published scholar himself recently remarked about the three former scholar Librarians of Congress, "all three had actually used libraries — and used them extensively — in their work as professional academics." He contended that, as active library researchers and serious patrons of the collections, such individuals would bring the insights and perspective of the user to their position as the Librarian of Congress. They wouldn't be wearing those professional blinders that so many of us as librarians obtain in the course of our training. On the contrary, they would be approaching their work outside the normal framework of public or technical services. They would be thinking outside of the box. Intuitively, they would understand the frustrations of the normal library patron — the challenges of the regular researcher, and the trials of the average scholar.

Also all three of these scholar Librarians of Congress had little or no managerial training, nor had they labored extensively as librarians prior to their appointment. Yet within their various tenures, they all achieved an extraordinary level of success. They exemplified, I suspect, to an amazing degree the **Peter Drucker** principal that "Management is doing things right. Leadership is doing the right things." Somehow they were leaders who did the right things.

Also, as librarians, we need to remind ourselves that such leadership doesn't always emerge from the ranks of the places one might expect. In the world outside of libraries, you don't necessarily choose your best surgeon to run the hospital, the finest teacher to direct the university or your most skilled craftsmen to manage the trade union. One can never bestow leadership by special training or specific accreditation.

Consequently, I applaud **Carla Hayden's** current appointment as the new Librarian of Congress, and I commend her career as a librarian. But all of us who share her professional expertise — all of us who carry with us the essential **ALA**-accredited MLS union card — need to jettison the notion that may follow her tenure — the predictable contention that henceforth only a professional **ALA**-accredited Librarians should serve as Librarians of Congress. That idea has to go. Whenever **Dr. Hayden** completes her tenure and steps down from her position, we need to get the best person for the job — whoever that may be and with whatever credentials they have.

Rumors
from page 32

The awesomely energetic **Roger Schonfeld** and Ithaka S+R have just released the 2016 Ithaka S+R US Library Survey. I have to wonder if **Roger** ever sleeps! At last count, he had three kids and a wife and an incredibly demanding travel schedule. Plus he takes time out for Twitter! Ithaka S+R's 2016 library survey queries library deans and directors about strategy and leadership issues. There is evidence across the survey that library directors feel increasingly less valued by, involved with, and aligned strategically with their supervisors and other senior academic leadership. Compared with the previous survey cycle in 2013, fewer library directors perceive that they are a part of their institution's senior academic leadership and that they share the same vision for the library with their direct supervisor. Only about 20% of respondents agreed that the budget allocations they receive from their institution demonstrates recognition of the value of the library. The entire report must be read and digested! *DOI: https://doi.org/10.18665/sr.303066*

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ATG Interviews Charles Watkinson

Associate University Librarian for Publishing and Director of the University of Michigan Press

by **Tom Gilson** (Associate Editor, *Against the Grain*) <gilsont@cofc.edu>

and **Katina Strauch** (Editor, *Against the Grain*) <kstrauch@comcast.net>

ATG: Charles, an outsider might think that publishing efforts at the University of Michigan are somewhat complex. Can you explain the relationship between the University of Michigan Library, Michigan Publishing and the University of Michigan Press?

CW: It does seem complex, but it's best to think of **Michigan Publishing** as the publishing division of the **University of Michigan Library**, parallel to more familiarly-named library divisions such as Research, Collections, Learning and Teaching, Budget and Planning, Information Technology, Health Sciences, and Operations. Each division is headed by an Associate University Librarian (AUL) and these individuals constitute the leadership team; the Executive Council is chaired by the Dean of Libraries. What is unique and exciting about this structure is that it treats publishing as an integral and assumed part of "what libraries do," parallel and equal to more traditional functions.

Michigan Publishing itself is divided into three brands which serve different segments of authors with distinctively different needs: **University of Michigan Press** is a formal publisher of books in humanities and social science fields aligned with the University's strengths (e.g., classical studies, political science, performing arts); **Michigan Publishing Services** focuses on serving the institution's faculty and students, creating "white-labeled" products ranging from niche open access journals to complex digital databases; **Deep Blue** provides a self-publishing platform built on institutional repository architecture. We like to say that through these different entities **Michigan Publishing** "engages with a continuum of publishing needs."

ATG: From your perspective, what is the strongest argument for an academic library providing publishing services? What would you advise a library that is considering the possibility of establishing such services? What budgetary and personnel commitments are necessary?

CW: As libraries move from being primarily stewards of content to also being providers of services librarians increasingly engage with faculty and students at points when they are acting as *authors* as well as *users* of scholarly information. We know that when researchers are *creating* materials they have different needs and attitudes from when they are *consuming* them; to such a degree that **Michael Mabe** and **Mayur Amin** have referred to this as a "Dr. Jekyll and Dr. Hyde" phenomenon. There is no better way for academic libraries to think about new ways of working with faculty and students who are wearing their "author" hats than to adopt the stance of a publisher, and libraries who are providing publishing services (and/or research data services) find that those experiences help them engage their institution's communities in new and relevant ways.

On a more practical level, I would advise a library that is considering starting a publishing services operation to first conduct an inventory of current publishing activities on campus, then identify and respond to the priority needs they identify at their own institution. I think that they'll find it amazing how many units are engaged in publishing and are looking for help to transition from print to digital. At Michigan we conducted such a study last year and found that 98 campus units were producing substantial research publications. In many cases what is being produced is gray literature (e.g., tech reports, white papers, small conference proceedings, student journals) and the library is well placed to provide identifiers, indexing, and a stable platform with little extra investment. The average staffing reported in the latest *Library Publishing Directory* is 2.1 FTE and a lot of the capacity and infrastructure needed for this style of informal publishing has already been established by any library running an institutional repository.

ATG: With the many challenges facing university presses some have questioned their future viability. What do you say? What should be the relationship between university presses and library publishing services?

CW: There are around 100 U.S. university presses and 2,500 four year institutions so there is space for a number of different mission-driven publishing entities. I very much see university presses and library publishing services as complementary: On the one hand, library publishers provide solutions for the sorts of lightly-reviewed, institutionally-focused, deep-niche publications that it would be challenging for a university press's brand and finances to engage with. On the other hand, university presses serve the needs of many scholars, particularly in the humanities and social sciences, for resource-intensive, highly-selective books and journals that library publishers do not generally have the bandwidth, experience, or systems to engage with satisfactorily.

Complementary need not be separate. It is exciting to see an increasing number of university presses working with libraries to establish publishing services for their campuses, revealing a valuable revenue stream in the process. **Michigan** was an early leader in such an approach, but organizations such as **University of North Carolina Press**, **University of Hawaii Press**, **Cornell University Press**, **Temple University Press**, **Purdue University Press**, and even behemoths such as **Cambridge University Press** are doing very interesting things in the library/press collaboration space.

It is true that the financial pressures on university presses continue to be intense. Monograph revenue continues to trend remorselessly downward even as usage increases and textbooks are also coming under intense pressure. Partnering with the library may not only unearth potential income but also aligns the press more closely with the institution, creating value for constituents around the university in ways that are measurable not solely in financial terms. A truly open-minded collaboration between a library and a press has advantages for both partners. For example, it infuses the library with new expertise in working with faculty as authors and brings the press into an environment where digital innovation is possible and supported.

ATG: Exactly what is an open access monograph and is it a financially viable model? Are there examples of successful models you can point to? Isn't institutional support necessary?

CW: Like most things in the world of open access, what constitutes an open access monograph depends on who you talk to. It can be simply an electronic facsimile of a print book made available as a PDF with free viewing allowed but little provision for reuse. Because it is free to read, this book may well get more attention than one that is sold, but this model doesn't truly take advantage of the affordances of digital scholarship. More exciting are the long-form, open access publications which leverage liberal terms around reuse and the power of the network to facilitate new ways of reading and interacting with content. Publications appearing on new platforms such as the **University of Minnesota Press's** Manifold Scholarship and **University of Michigan Press's** Fulcrum are starting to show the potential.

Both the simple and complex versions are made possible through business models that don't rely on a purchase to gain access, but the exact mechanism of support comes in multiple forms. At **University of Michigan Press** we employ three funding models to publish open access books — the first based on subsidizing the costs of free-to-read online versions through the sale of print and downloadable eBook versions (digitalculturebooks.org); a second funded through pledges from libraries (Knowledge Unlatched); and a third based on

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subventions obtained by authors from their parent institutions or foundations. Models that appear to be financially viable (e.g., Luminos at **University of California Press** or Open Book Publishers in Cambridge) generally rely on a mix of such different funding sources. I'm most skeptical of the "freemium" model because it would only take a change in reading behavior or a killer app that made online reading a pleasure to completely undermine our ability to sell free content in premium editions.

In the U.S., where central governmental support is now weaker than it has ever been, institutional funding is to a greater or lesser degree behind most open access books. Such funding may be disbursed through libraries, often acting together, or through the deans of colleges. One of the most potentially transformative ideas is based around parent institutions supporting the publishing costs of their faculty members in return for the creation of an open access version of their book. This is an initiative of the **Association for American Universities**, the **Association of Research Libraries**, and the **Association of American University Presses**. Even if it doesn't gain enough traction in its current form, I think the conversation has inspired a number of institutions to individually experiment with making funds available to their faculty book authors.

ATG: What do you think are the most effective methods of measuring the impact of open access publications? What measurements are employed by the University of Michigan Press?

CW: Most stories about the impact of open access publications report download counts and views, often comparing their high numbers favorably to library circulation figures. These comparisons are rhetorically exciting but flawed because of how they compare apples to oranges. To me, downloads are only really interesting when one compares the numbers for open-access books with the numbers for comparable closed-access books on the same platform, as we are now able to do with **University of Michigan Press** titles on JSTOR. In the last quarter of 2016, for example, our OA books on JSTOR were downloaded 65 times more than their conventional cousins and viewed 127 times more.

Most effective, however, are the measures that can tell a story aligned with the ambitions of the authors and publishers who chose an open access strategy. Was the aim to reach international scholars in developing countries who could not otherwise afford the work? The geographical spread of usage revealed through Google Analytics is informative. Perhaps an open access strategy was designed to engage public policy makers? Mentions in policy documents, advocacy blogs, and specialist newsletters tracked by a tool such as *Altmetric.com* are helpful in this case. It's clear that a lot of the measures of the impact of open access monographs are qualitative in nature.

The reality is that at **University of Michigan Press** we're still exploring the best way of providing useful indicators of open access engagement to our authors. Data comes in a variety of forms from a range of sources and quite a bit of work is needed to aggregate, normalize, and communicate what it tells us. **Lucy Montgomery**, the director of research at Knowledge Unlatched, is doing particularly interesting work in this space.

ATG: The discovery of open access publications is viewed as a problem. How can we improve the discoverability of OA books? What about OA journals? What role should the library play in this effort?

CW: Libraries have a huge role to play in ensuring that open access materials of all sorts (open journals, open textbooks, open monographs) are treated on an equal footing with licensed and bought resources. There is little financial incentive for vendors whose business models are based around taking a portion of the purchase price to advertise the availability of open access titles so both OA books and journals tend to fall outside of regular acquisition work flows. One way libraries can help is in ensuring that content in respectable directories of open access content such as the *Directory of Open Access Books* or *Directory of Open Access Journals* gets ingested into the OPAC. But I worry that treating OA content in a siloed way will perpetuate faculty perceptions of a two-tier publication system, with open access materials separate from, and less worthy than, for fee resources. I hope, therefore, that libraries will consider paying convenience fees to vendor partners such as **Coutts** or **YBP** to ensure that enriched catalog records are provided by them for open access titles.

My colleague **Becky Welzenbach** is leading a project funded by the **Andrew W. Mellon Foundation** entitled "Mapping the Free Ebook Supply Chain" which is exploring how users find, get, and use open access books. **University of Michigan Press** and **Open Book Publishers** are collaborating on this study. It is clear from the analyses which technical lead **Eric Hellman** is doing that most of our open access books are found through the open web and not through library catalogs. More inclusion of these books in libraries is essential to ensure that these materials get the respect they deserve and to keep libraries relevant in this changing landscape.

ATG: You recently announced the launch of a new publishing platform called Fulcrum. Can you tell us about that? Did the University of Michigan develop it? Did it arise from a desire to increase discoverability of specific types of resources that you thought were underserved?

CW: Fulcrum (*https://www.fulcrum.org*) is one of several publishing platform projects being supported by the **Andrew W. Mellon Foundation** as part of a general push to "make digital scholarship safe for humanists." Other notable projects are at **University of Minnesota Press**, **New York University Press**, **Stanford University Press**, **Yale University Press**, the **University of West Virginia**, and **Project Muse**. Each of the projects has a slightly different focus and together they respond to the variety of needs that scholars describe as they create works that move beyond the traditional container of "the book."

University of Michigan Press is especially well-known for its publications in media-rich fields such as theater, music, film, and archaeology. Therefore our focus with Fulcrum was on the needs of authors who wished to present multimedia files alongside their texts in a way that allowed readers to move easily between narrative and associated data. A specific challenge these authors shared with us was around preservation, especially since the types of digital files they are producing are becoming increasingly complex (e.g., 3D models, GIS maps). Being part of a research library we therefore decided to build Fulcrum within the Hydra/Fedora open source framework that many academic libraries are using to build tools such as data repositories. This allows authors to take advantage of library-grade preservation infrastructure while getting publisher-services at the front end. My colleague **Becky Welzenbach** sometimes visualizes Fulcrum as a mullet hairstyle: "press at the front, library at the back." While **Michigan** has taken the lead we've benefitted from great collaboration with the presses and libraries at **Indiana**, **Minnesota**, **Northwestern**, and **Penn State**.

We're now working with **Lyrasis** to develop a hosted version of Fulcrum for other publishers, especially those connected to their libraries, to use and are releasing the open source code to the Hydra community as we go. While the idea of a publisher our size running its own platform may seem ludicrous in a period where there is a move toward scale (e.g., **Wiley** acquiring **Atypon**, **HighWire** merging with **Semantico**), this is an area where being part of a library with a great deal of experience in building technology helps level the playing field. With Fulcrum we believe we can offer some unique opportunities to our authors and those of like-minded presses that will give us a competitive advantage in competing for the best scholarship. We're currently working to move the awesome **ACLS Humanities Ebook** collection (*http://humanitiesebook.org/*) onto Fulcrum and also develop the first publications of the **Lever Press**, the innovative born-digital, platinum open access imprint created by over 50 liberal arts colleges in collaboration with **Amherst College Press** and **Michigan Publishing**.

ATG: What's the percentage of OA books to OA journals at Michigan University Press? How about industry wide?

CW: In 2016 15% of **University of Michigan Press** books were published open access and we now make over 850 of our titles freely available, including a lot of backlist books via **HathiTrust**. While **University of Michigan Press** doesn't publish periodicals, **Michigan Publishing Services** does support around 40 open access journals. As a library publishing enterprise, **MPS** views it as a mission-related activity to give important journals who may not have great commercial appeal an inexpensive publishing option.

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Thinking about the situation in the industry more widely, the estimates of the current status and growth of open access globally vary widely, depending on the boundaries one draws around what constitutes "true" open access and what does not. Some commentators are suggesting that open access for journals has reached a tipping point, but I would be surprised if open access books ever constituted the majority of monographs published. There would need to be a substantial change in government policies or institutional funding priorities to make this so and we're not seeing a surge of federal support for the humanities in the U.S. right now. Even if OA monograph publishing remains a minority activity, however, I do think this is an important sector of publishing activity with many opportunities to extend the reach and impact of scholarship in the humanities and social sciences.

ATG: What do you see as the future of the institutional repository? Should it always be part of the library? Or are there other viable models? How is it handled at the University of Michigan?

CW: I think that the most promising future for IRs is as publishing platforms for the sorts of original content produced by faculty and students that tend to otherwise not be able to fully participate in the digital environment. That includes research data from interdisciplinary and small science projects, gray literature, and electronic theses and dissertations. At **University of Michigan** this kind of content accounts for only one third of the 100,000 objects in **Deep Blue**, but a disproportionate percentage of the almost 10 million downloads annually come from this unique material. Because they are expert in the description of information to ensure discoverability, committed to stability and preservation, and embedded in the community that produces these materials, librarians are ideally placed to provide repository services.

On the other hand, an IR will only truly achieve its potential as the hub for its parent institution's scholarly output if it is integrally linked with other elements in the university's research infrastructure. These increasingly include a Research Information Management (RIM) system run by the Office of Research or an academic center for data science. Through such relationships it can provide services that faculty members really need, such as assisting them in depositing publications and data to comply with funder mandates. And it is differentiated from the many other types of government repositories, disciplinary repositories, and generalized commercial services available.

ATG: One of the traditional roles for the university press was to support humanities scholarship. As revenues decline, can university presses still be called upon to support the humanities? If so, how?

CW: The irony of university presses is that the books and journals they publish have never been as well-used or have had greater reach than today. The dominant library narrative a few years ago focused on the low circulation of academic print books in library collections. Now that university press monographs have more fully entered the digital environment, I'm hearing of comparable if not greater use of book chapters than of journal articles through aggregations such as **Project Muse** and **JSTOR**. The problem is that the business models under which titles are exposed in eBook aggregations are providing nothing like the returns that presses used to receive from print sales, and the costs of producing the high quality, labor intensive work that scholars demand from university presses remain high. We are seeing an average gap of around $10,000 between three-year revenue and the fully-loaded direct costs of production for our specialist monographs.

In an environment where the support from library acquisitions budgets for books and non-STEM journals is decreasing there is indeed a need for some radical rethinking of how the publication of humanities scholarship is supported. I like **Paul Courant's** idea of requiring the beneficiaries of university press publishing, the administrators who outsource credentialing of their faculty to publishers but don't support a university press on their campus, to more equitably share the costs of maintaining the system. This is the attraction of the **AAU**/**ARL**/**AAUP** Subvention-Funded Digital Monograph Publishing Initiative, led by provosts and senior librarians from leading institutions, that proposes that parent institutions should substantially bear the costs of publishing the book-length works that their faculty produce, in return for making them available in open access formats. This would certainly lead to a more sustainable system and would benefit faculty members in terms of increased reach and impact of their work. Whether institutions who are used to acting in their own self-interests can come together for the common good remains to be seen.

ATG: Speaking more broadly, how can libraries best support digital scholarship — in terms of space, technology, librarians' skills?

CW: Helping faculty and students take full advantage of technology to enrich the ways in which they approach their research questions is certainly an opportunity for librarians. We have rich collections, technological infrastructure, flexible spaces, and people with a diversity of expertise to assist the scholars who find their way to our services. Many libraries have focused on supporting the earlier phases of the research life-cycle, especially for digital humanists, and there is a lot of innovation around creating spaces for exploration, visualization, and collaboration full of 3D printers and immersive screens. These seem to usually be good investments, especially for drawing students into opportunities for experiential digital learning.

What's often missing, however, are library services that can help faculty later in their research processes, at the point when they wish to commit the complex digital works they have created to the durable record of scholarship. This is where I think an initiative like Fulcrum can fit in because it provides a structured platform for supporting and preserving complex digital works in a way that also makes them discoverable.

ATG: Charles, if you were sitting in our place conducting this interview, what question would you ask yourself?

CW: Especially in the context of an ***Against the Grain*** interview, I think I might ask "What's it like following in the footsteps of such a famous father?" since **Anthony Watkinson** has been and continues to be such a well-known and important figure in the academic publishing industry, and such a stalwart of the **Charleston Library Conference**. The simple answer is that it is great. He has always been incredibly supportive while still giving me space to find my own way in this field. We've historically had the benefit of working in rather different sectors and at different scales, with one of the STEM journals he has run often earning more annually than the largest humanities publishing operation I've been involved in. Increasingly, however, our interests are converging around the future of the monograph and the interesting intersections between libraries and publishers. It's one of the greatest pleasures of my year to be able to catch up with him at the **Charleston Conference** and spend time together learning about the latest trends, meeting friends old and new, and reflecting on what might come next.

ATG: We know that your work demands a lot of time and energy so we were wondering how you maintain your edge? What do you do in your down time to re-energize and get ready for that next publishing challenge? Are there any particular activities you enjoy?

CW: In the few months when it is not immersed in winter, Ann Arbor is a great city for parks and hiking trails and the neighboring communities have many green open spaces that we enjoy. During the colder weather, the **Matthaei Botanical Gardens** have a wonderful green house, the **Henry Ford Museum** includes an excellent collection of historic vehicles, and great Detroit museums (like the **Detroit Institute of Arts**) are only 45 minutes' drive. Exploring these attractions with the family, and seeing them afresh through our children's eyes, are the great pleasures of my weekends. During the week, I benefit from having an extremely nice group of colleagues whose enthusiasm and commitment gives me energy.

LEGAL ISSUES

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Cases of Note — Punctilious for Punctuation

by **Bill Hannay** (Partner, Schiff Hardin LLP, Chicago, IL) <whannay@schiffhardin.com>

If you Google the phrase "Oxford comma," you get literally a million hits, most I would think since March 13, 2017. That's when the U.S. Court of Appeals for the First Circuit in Boston — normally one of the most prestigious courts in America — handed down a preposterous decision in ***O'Connor v. Oakhurst Dairy***, 2017 U.S. App. LEXIS 4392 (1st Cir.). The decision hinged on the absence of an "Oxford comma" in a piece of employment legislation in Maine.

If this silly decision stands, it will cost Maine employers millions of dollars in unexpected overtime charges.

The statute at issue requires employers to pay overtime, unless the employment activity involves food, specifically:

> The canning, processing, preserving, freezing, drying, marketing, storing, packing for shipment or distribution of:
>
> (1) Agricultural produce;
>
> (2) Meat and fish products; and
>
> (3) Perishable foods.

A bunch of milk delivery drivers sued a bunch of dairies, contending that the words "packing for shipment or distribution" refer to the single activity of "packing" foods and not to delivering foods. And since drivers do not engage in "packing" perishable foods (like milk), the exemption does not apply to them, and they are owed overtime.

A U.S. magistrate rejected the drivers' interpretation of the statute, holding that the exemption clearly included distribution of food, not just "packing," and the chief judge of the U.S. District Court concurred in March of 2016. On appeal, however, a panel of the First Circuit reversed, issuing a labored 29-page opinion authored by **Judge David Barron**.

Judge Barron is a controversial figure. After graduating from **Harvard College** and then **Harvard Law School**, he briefly worked in the U.S. Department of Justice and then became a professor at **Harvard**. In 2009, he took a leave of absence from teaching and served as the Acting Assistant Attorney General in charge of the DOJ's Office of Legal Counsel.

In that position, he authored a 2010 legal opinion justifying **President Obama's** decision to order a drone strike on an American citizen who was a radical Islamic militant living in Yemen. When **Mr. Barron's** memo was made public in 2014, *The New York Times* described it as "a slapdash pastiche of legal theories — some based on obscure interpretations of British and Israeli law — that was clearly tailored to the desired result." By that time, **President Obama** had nominated him to the First Circuit. He was criticized in the Senate debate for being — in the words of Sen. Ted Cruz — an "unabashed judicial activist … disregarding the terms of the Constitution." (He was confirmed by a vote of 53-45.)

In the milk drivers case, **Judge Barron** looked at the text of the statutory exemption and concluded that the absence of a comma after the word "shipment" made the wording ambiguous. Given this ambiguity and the supposed lack of clear legislative intent as to "distribution," the court decided to err on the side of the general purpose of overtime laws which is to protect employees' health and welfare.

The use of a comma at the end of a list of items — referred to as a "serial" or "Oxford" comma — is itself somewhat controversial. **Strunk** and **White** call for its use, but — ironically — the Maine Legislative Drafting Manual expressly instructs that: "when drafting Maine law or rules, don't use a comma between the penultimate and the last item of a series." **Judge Barron** gave no weight to the latter.

The oddest thing about the opinion is that it ignores the plain reading of the conjunction "or" in the statute. To reach his result, **Judge Barron** creates an unusual sentence structure which has no "terminal conjunction." Normally a list ends with an "and" or an "or." But the First Circuit's reading has no such terminal conjunction, thus making hash of the text.

One would hope that reason and common sense would prevail in this linguistic never-neverland, but I am doubtful that enough other members of the First Circuit would want to take on the issue. I am even more doubtful that the Supreme Court would want to wade in.

***Bill Hannay** is a partner in the Chicago-based law firm, **Schiff Hardin LLP**, and is an Adjunct Professor of Law at **IIT/Chicago-Kent College of Law**. He is a frequent speaker at the **Charleston Conference**.*

Questions & Answers — Copyright Column

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***QUESTION:** A government agency librarian asks about a recent report proposing an amendment to section 105 of the Copyright Act to create some exceptions that would permit government employees to own copyright in the works they create even in the course of their employment.*

ANSWER: In response to an inquiry from the House Judiciary Committee about reforming copyright, the Chair of the Joint Chiefs of Staff responded asking for an exception to section 105, the section of the *Act* that generally provides that no copyright shall exist in works created by the U.S. Government. The concern is for faculty members at the service academies, war or staff colleges and other schools of professional military education. According to the proposal, this ban on copyright ownership is making it difficult to recruit faculty members for these institutions. Section 105 prevents

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government authors from publishing in many outlets such as many scholarly journals and university press publications since there can be no copyright in these government works. Authors or agencies that cannot own copyright cannot transfer nonexistent rights to a publisher in order to have the work published.

The recommendation of the Chair is to amend the ***Copyright Act*** to allow publishing of official works outside of the Government Printing Office to facilitate the recruitment of highly qualified faculty members. Safeguards could be in place to prevent individual authors from profiting financially from their works. The recommendation goes on to suggest that the Secretary of Defense develop regulations to specify which type of scholarly works would qualify for copyright protection.

QUESTION: A public librarian notes that the Metropolitan Museum of Art has recently announced that a huge number of its images are now available for free access and use. Is this true?

ANSWER: Yes, it is true. The **Met** has a policy called Open Access that allows one to access and use 375,000 of its images for either noncommercial or commercial purposes. According to the **Met**, it has worked in collaboration with the **Creative Commons (CC)** to promote the sharing of these images via the **CC's** model licenses. The images may be accessed through the **Met's** website. When searching, click on "Public Domain Artworks" under "Show Only." One may also browse the images on the **CC** website under "Metropolitan Museum of Art." For a helpful FAQ about the use of the **Met's** images, see *http://www.metmuseum.org/about-the-met/policies-and-documents/image-resources/frequently-asked-questions*.

QUESTION: A school librarian asks whether a student may use a portion of a movie or a music recording for a class project such as a website, a video or to incorporate into a PowerPoint presentation.

ANSWER: The simple answer is yes. Section 110(1) of the ***Copyright Act*** permits the performance of portions copyrighted works in a nonprofit educational institution. The ***Act*** envisions that the performance will occur in a classroom or similar place that instruction occurs. Logically, in this digital age, those portions must be reproduced to place them on a website, on a slide or in a video, in order to facilitate the performance.

Any difficulty occurs when the student then posts the presentation containing the portions of copyrighted works on the web so that others may access it and enjoy the performance. At that point, the student has published the work and, depending on the type of work, the amount and substantiality of the work that is used, the effect on the market for the work (the fair use factors), the student may need permission from the copyright owner. If the work is made available only on Blackboard or other password-protected course management system or site, there is less problem than if the work is simply posted on the web.

QUESTION: An academic librarian asks about the closing of Tate Publishing Company and what happens to the copyrighted works of the 40,000 authors in their portfolio.

ANSWER: **Tate** operated as a Christian vanity press, with authors paying about $4,000 for the publication of their books. The publisher indicated that if there were sufficient sales of a work, about 2,500 copies, the publishing costs would be refunded to the author. On January 17, 2017, Oklahoma-based **Tate Publishing** announced that it was closing. Prior to the closing, there had been many complaints against the company with more than 150 complaints filed with the Oklahoma Attorney General and about 95 filed with the **Better Business Bureau** over the past three years. Several months before it closed, **Lightning Source** and **Xerox**, which leased printing equipment to **Tate**, sued **Tate** for $1.7 million. There were also additional suits against the company and a pending U.S. Department of Labor investigation. For additional information, see *http://www.victoriastrauss.com/2016/06/16/tate-publishing-enterprises-slapped-with-1-7-million-lawsuit/*.

When **Tate** closed, its website was changed to add additional information aimed at assisting its authors. Its website contains the following statement: "Our primary commitment at this time is to find a new home for all authors and artists we represent, and ensure that each one has the best possible opportunity for success." Authors were given an option to terminate existing contracts for books not yet released. The website contains an option that will release to the author the digital files of that author's work for a $50 fee. Several other publishers have offered to help **Tate** authors.

Critics of the publishing industry point out that pay-to-publish publishers are also being negatively impacted by changes in the industry itself such as direct online publishing. Authors are becoming more perceptive, and they are less likely to sign up for expensive package deals to publish, market and service their works. This trend affected **Tate's** bottom line since its income was not based on the sales of authors' works but on payments from authors.

QUESTION: A college faculty member asks when he obtains permission to publish something on the web once, what further rights does he have?

ANSWER: When one seeks permission to reproduce or perform a copyrighted work, the permission is limited by what was actually requested. For example, if the faculty member asks only to publish the work on the web, that is exactly what is granted. If there was no date restriction, then it may remain on the web. Typically, permission might be restricted to making the work available on password-protected sites so that the faculty member's students and colleagues have access to the work, but not others. In this question, it appears that there were no restrictions on posting the work on the web.

For example, such permission would not include the right to set the work to music, to produce a motion picture script based on the work, to sell copies, publish an edited version of the work, etc.

QUESTION: A university librarian asks about distributing copies of an article to workshop participants. Many of the participants are not authorized users for campus resources. What type of authorization is needed in order to distribute the article to participants?

ANSWER: It is possible that this distribution is a fair use. If the workshop is offered by an educational institution or by a professional librarians or faculty group, the reproduction and distribution may well be a fair use. There are other options, however.

(1) The librarian may seek permission to distribute copies of the article and pay royalties through the **Copyright Clearance Center**. (2) The librarian may contact the publisher directly for permission and pay royalties if requested. (3) In lieu of distributing the article, the presenter could send the bibliographic information to participants and ask them to read the article in advance and/or bring a copy with them. (4) Lastly, the librarian could simply provide the URL to participants who would then make their own copies under their own institutional licenses.

QUESTION: A public librarian asks whether permission is needed to use Google Map images.

ANSWER: Use how? This question does not contain enough information to provide a complete answer. A person, who accesses and copies a map online for an upcoming trip, is using the map as it was intended. Projecting the map to a class in a nonprofit educational institution would not require permission. Reproducing the map and distributing it to the members of a class for use likewise would require no permission. It is not clear what other uses the librarian might envision.

Rumors
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The Ithaka survey was mentioned recently in the **ACI Scholarly Blog** index,curated by a great team of experts led by the awesome **Pat Sabosik**. Check it out!

http://scholar.aci.info/?utm_swu=5857&utm_campaign=List%20Subscription%20Email&utm_medium=email&utm_source=sendwithus

Here's another recent survey courtesy of **Charlie Rapple** of **Kudos**! This one is a survey of authors' current sharing behaviors, and

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Column Editor: **Regina Gong** (Open Educational Resources (OER) Project Manager/Head of Technical Services and Systems, Lansing Community College Library) <gongr1@lcc.edu>

Column Editor's Note: *By the time this issue comes out, it will be spring with the semester almost at the end, at least for us here at **LCC**. Because I have way too much on my plate this semester, I was not able to read and review new books as much as I'd like to. Coincidentally, my regular reviewers also were asking me if they could take some time out from reviewing new books since they were way too busy as well. So I'm having these piles of new books being sent my way and not enough reviewers to read them. Hopefully, as the semester draws to a close, I can come back to writing reviews myself as well as my other book reviewers. Of course, if you are so inclined to help me out, I encourage you to reach out to me and tell me the subjects you're most interested in so I can match you with the book I have on hand.*

*Just send me an email if you're interested and you're well on your way to becoming a reviewer for **ATG**. Hope you enjoy this month's review and as always, happy reading. — **RG***

Holden, Jesse. ***Acquisitions: Core Concepts and Practices***. 2nd ed., Chicago, IL: Neal-Schuman, 2017. 9780838914601. 152 pages. $85.00.

Reviewed by **Ashley Fast Bailey** (Director, Collection Development and Workflow Solutions, Central US, GOBI Library Solutions) <abailey@ybp.com>

In ***Acquisitions: Core Concept and Practices***, **Jesse Holden** updates and builds upon the first edition of this work. The second edition has significant changes from the first and draws upon the "assemblage theory" to frame the work of acquisitions. Since the first edition, there have been a number of changes in the acquisitions area. By using his first work as a base, he adds in additional concepts to enhance the work. **Holden**, former Head of Acquisitions at the **University of Southern California** and currently an Account Services Manager for **ESBCO**, takes the "assemblage theory" and illustrates how it applies to acquisitions.

Holden begins by laying the framework of core concepts of acquisitions before he embarks on the chapters of assemblage. In the overview, he defines all the terms and concepts that he will build on in this work. By defining information, collection, acquisitions, theory, and ethics, **Holden** insures the reader is thinking about each of the concepts the same way as he dives into applying "assemblage theory" to library acquisitions. He notes that acquisitions in its most basic functions is the ordering, receiving, accessing, and payment for content, but that to be successful in today's ecosystem it goes beyond this.

After the introduction, **Holden** dives into the assemblages that make up acquisitions: access, discovery, feedback and service. For the "assemblage of access," he describes this one as the most fundamental. Collecting content in a library has always been a core function. The shift in what and how we collect directly affects acquisitions. This assemblage grows more complex with the variety of materials, formats, and content that is collected. Acquisitions works with many different avenues to bring content in the collection — from traditional book vendors, to subscription agents, to direct purchases — acquisitions must stay flexible based on format and avenue to allow for variations in different ways of collection. They must also partner and work with their providers in an ethical and productive manner. Being able to effectively and practically manage the content coming into the library and provide access to its users is the big picture. In today's library acquisitions landscape, an acquisitions librarian must evaluate and work with many different options for bringing in content to the library to meet the collections requirements. Being able to navigate the myriad of options and formats requires the librarian and library to be proactive and dynamic.

Moving along to the "assemblage of discovery," **Holden** focuses on the discovery layers and types of content: print and eBook options. He goes into detail on handling and managing these two formats in the acquisitions department. Since acquisitions straddles many areas of the library, this group is closely entwined with multiple areas within the library. This section of the work goes into details on various formats, focusing heavily on eBooks and purchasing options/models and management of that format. Since acquisitions plays a key role in connecting the users with the content the library owns, they play an increasing role in ensuring that access for the users is available. This complex process can play across multiple departments within a library, thus acquisitions needs to build in and have the flexibility to be a part of this process.

The last assemblage that **Holden** categorizes is the "assemblage of feedback and service." Acquisitions should be constantly reviewing and making sure that the practices it employs are up to date, efficient, and meeting expectations of the library and user base. Along with insuring access and discoverability, it has the facet of service. **Holden** writes that for service and feedback, staff, technology-driven tools, acquisition plans, and measurable mechanisms of feedback play a part. It is important that feedback is gathered and evaluated so that the acquisitions department stays in a cycle of improvement and relevance. Acquisitions work is complex and as new formats, models and ways of collecting are added to the mix, adapting and contributing to the process is key.

Wrapping up the work, **Holden** pulls all the assemblages together and goes into detail on managing acquisitions holistically. Giving various considerations and thoughts on the face of acquisitions today, he concludes that rather than conducting acquisitions in the same way the library world always has, we should take this time to radicalize our approach. Acquisitions should evaluate current processes and approaches within the context of today's ecosystem and move away from models based on fixed linearity of process or presumed standardizations. Acquisitions work today should focus on the growing amount and formats of information. With the ever-changing technologies, acquisitions should be proactive and flexible in the library's overall assemblage.

Jost, Richard M. ***Selecting and Implementing an Integrated Library System: The Most Important Decision You Will Ever Make***. *Chandos Information Professional Series.* Amsterdam, The Netherlands: Chandos Publishing, 2016. 9780081001530. 112 pages. $78.95.

Reviewed by **Dao Rong Gong** (Systems Librarian, Michigan State University Libraries) <gongd@msu.edu>

How can one approach the task of choosing a new library system? This book answers it through the lens of system librarianship. It aims to fill in the need for a short overview of the bolts and nuts of system implementation where the takeaways are not only limited to the knowledge needed in carrying out such a task but also takes into account the technological environment where library operation takes place.

The author **Richard M. Jost** is currently the Information Systems Coordinator at the **University of Washington Marian Gould Gallagher Law Library** in Seattle. He also has an extensive experience working in technical services in various libraries. The book demonstrates good perspectives about technology and other works from the backend of library operation. The book demonstrates perspectives about the integrated library system and technical works from the backend of library operation. The audience can be library staff who need to know about

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the library technology component, and where to look at should they ever consider moving to a new library system. The goal of the book is to help library staff understand "selecting a system that meets the library's current needs and yet is flexible enough for the future" (p. 99).

The author starts off by using the famous quote "technology is easy, people are hard" which he uses in some chapters to talk about managing change among staff. **Jost** also focuses on the human quality of systems librarianship. He stresses the importance of finding the right person who will carry out and oversee a library systems project and as much as possible, hiring a dedicated person to manage an automation project. To illustrate this need further, he provides a discussion of the position, skills, roles, including how the position is situated in an organization and how it relates to other jobs. It also discusses the role of the Human Resources department in the hiring process where it is important to consider past experience and the ability to see what the "real" problems are in the system. Another chapter provides a discussion of "staffing the library of the future." The author lists some qualities that are considered as "intangible traits" in systems librarians and in any library staff. Qualities such as: adaptability, inquisitiveness, irreverence, confidence, collegiality, and versatility go a long way in ensuring success in a system migration role a staff plays in the library.

On to the bigger library landscape discussion, **Jost** tries to bring the emerging trends to the thought process in choosing a library system that includes changes in technologies, information format, publishing practices, patron browsing or reading habits. Half of the 14 chapters are devoted to the overview of library operations, interworking and staffing in libraries which then provides a good foundation for readers to understand the many intricacies of library operations. It contains a useful chapter about writing Request for Proposals (RFP) as well as chapters on needs assessment and the library automation marketplace that references the annual Library Technology Report by **Marshall Breeding**. There is also a case study about the **Orbis Cascade** project in the appendix that illustrates a real life example of choosing a library system in a collaborative consortial network environment. Considering the title of the book, the discussion about selecting and implementing a library system may look sparse for readers who want to know more. This book will probably not provide you everything you need to know, but is still a worthwhile read for those considering a migration to a new system.

Brown, Nicole E., **Kaila Bussert**, **Denise Hattwig**, and **Ann Madaille**. ***Visual Literacy for Libraries: A Practical Standards-based Guide.*** Chicago, IL: ALA Editions, 2016. 9780838913819. 208 pages. $70.00.

Reviewed by **Margaret M. Kain** (Reference Librarian for Education, University of Alabama at Birmingham Libraries) <pkain@uab.edu>

Visual Literacy for Libraries**,** a practical, standards-based guide, is not an edited book or an anthology but rather the collaborative work of four practicing librarians. Using the **ACRL** Visual Literacy Competency Standards for Higher Education as a stepping off point, authors **Brown**, **Bussert**, **Hattwig** and **Medaille** offer readers useful information, insights with food-for-thought on using visual materials in the classroom, and ways to engage students in scholarly research. The use of images and promotion of visual literacy is a natural extension of information literacy.

Split into six chapters, ***Visual Literacy*** guides the reader through the basics of connecting the dots between visual literacy and pedagogy; including ways to locate and use images in addition to written content in scholarly research projects. It begins with information about interpreting, analyzing images and graphs and demonstrating how images or graphs may be used to provide an effective image of complex data. Authors explain how understanding the social and cultural impact of images is important as it could potentially affect the way images will be received; adding descriptive text to help clarify images is important. Next, the discussion focuses on locating or finding an image that will convey the tone and content of what is being communicated including creating and using images to enhance presentations. The authors further explore the ways images help make a presentation more memorable. Images serve not only the idea but the tone of the communication. Exploring the impact of the color and content of an image; the technology used to create or edit an image. The ethical use of images is the focus of the fourth chapter. Authors provide an overview of image copyright; practical information on the fair use debate; plus, how to interpret terms of use and the ethics of image sharing. Subsequent chapter discusses the importance of citing images and properly crediting the source of images which is a topic that works hand in hand with ethical use and copyright. This chapter opens the door to a discussion on the scholarly communication process and citing of images using **MLA** and **APA** styles. The final chapter examines the role images play in the research process. Exploring how images may be used to further research; how to review and evaluate a source, an image, graph or a map.

Written as a working practice tool, each chapter contains standard practical reference features. Questions authors have identified as *foundational questions* begin the conversation by providing a list of thought-provoking questions and short answers. These questions are designed to encourage discussion and exploration of information relating to visuals or images. *Coffee breaks* provide librarians with food for thought. The sections contain short activities that serve as starting points for incorporating visual literacy into the classroom, presentations, and in student teachable moments. The *more to explore* section offers additional resources on topics discussed in the chapter. These resource lists are provided as tools to assist the reader developing their own visual literacy resource guides. Rounding out the content is a *visual literacy in action* section that contains outcome driven activities and worksheets. The activities in this section are mapped to the **ACRL** Visual Literacy Competency Standards and Performance Indicators; the **ACRL** Visual Standards are conveniently included in an Appendix.

Visual Literacy is a handbook that provides the teaching librarian an overview of key areas and the how-to for incorporating images, graphs or maps in scholarly research. Authors provide practical tips, thought provoking questions, plus useful worksheets and activities for pairing visual literacy with information literacy in scholarly research and presentations. ***Visual Literacy for Libraries*** is a wonderful practice tool and recommended reading for all librarians.

Anderson, Rick. ***Libraries, Leadership, and Scholarly Communication: Essays.*** Chicago, IL: ALA Editions, 2016. 9780838914335. 220 pages. $67.00.

Reviewed by **Don Todaro** (Director of Reference/Research and Collections Management, Library of Michigan) <todarod@michigan.gov>

The thirty-seven essays in this varied collection by **Rick Anderson** originally appeared as columns, white papers, contributions to professional blogs, and briefing papers. Most are fairly recent pieces, having appeared in the last few years, and for the most part they are quick reads of four to six pages, with an occasional more extended piece interspersed. **Anderson**, an Associate Dean for Collections and Scholarly Communication in the **J. Willard Marriott Library** at the **University of Utah**, is a prolific writer and a well-known speaker on libraries and scholarly communication. This collection amply reflects his wide-ranging views on library management, the scholarly communication ecology, and the multifarious challenges libraries face today.

The essays are grouped into two sections, each comprising about half of the book, one under the rubric, "Libraries and Their Collections, Now and in the Future," and the other titled "Scholarly Communication and Library-Publisher Relations." **Anderson** comes at a variety of questions in the first section from a big-picture management perspective, often basing his arguments on the strategic deployment of resources and the best use of staff time and effort, whether discussing patron-driven acquisitions (PDA), the shift to digital from "commodity books," new uses of library space, the demise of the print *Encyclopedia Britannica*,

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the redesign of reference services, or cataloging and serials workflows. He discusses library practices in ways that may, at times, be contentious or unpopular, such as when he questions the requirement by some special collections departments that patrons obtain permission from the library in order to republish, in whole or part, items held by them that are in the public domain. A key theme that runs through the essays in this first section is the alignment of our decision-making with our professional values as librarians. Indeed, there is a thoughtful essay devoted solely to the topic of values, specifically **ALA's** "Core Values of Librarianship" statement. A related emphasis in many of the pieces is the alignment of programs and services to the institutional mission of the parent organization, and **Anderson** offers guidance on ways to accomplish this.

Essays in the second section extend the general interest in management topics found in the first and look at scholarly communication issues as well as vendor relations. **Anderson** identifies the "distorted signals" in the publishing marketplace that lead libraries, authors, readers, and journal publishers to act independently of each other, often to no good end, and which result in publishers having little incentive to control pricing. In an essay written in 2013, the idea of academia 'taking back' publishing is addressed. Here **Anderson** explores several possibilities of how that might occur before he reaches the conclusion that none of the scenarios would likely happen any time soon. An essay on the fundamental differences between advocacy and analysis, and the proper role of each, illuminates later discussions about other topics, notably open access (OA). OA is covered in a relatively long essay for the volume (15 pages), as well as in several short pieces. The **Creative Commons** Attribution license and copyright are also discussed in several separate essays. Additional pieces focus on predatory publishing practices, print-on-demand, article processing charge (APC) and subventions, dealing with sales reps, and pricing models used by vendors.

Throughout the essays, **Anderson** combines a direct, conversational style with crisp, analytic arguments that make for enjoyable and informative reading on topics both large and small. He distills complex topics well, often in a very short space, does justice to the essentials of competing arguments on an issue, and delivers his judgements persuasively. While readers will no doubt find points of disagreement or remain unpersuaded on some topics, especially some advocates of OA, **Anderson** wrestles with many tough issues in an accessible, often convincing fashion. I highly recommend this book.

Hubbard, Melissa A., **Robert H. Jackson**, and **Arnold Hirshon**, eds. ***Forging the Future of Special Collections***. Chicago, IL: ALA Neal-Schuman, 2016. 9780838913864. 202 pages. $85.00.

Reviewed by **Mary Jo Zeter** (Latin American and Caribbean Studies Bibliographer, Michigan State University Libraries) <zeter@msu.edu>

Forging the Future of Special Collections brings together essays inspired by a 2014 colloquium on special collections hosted by the **Kelvin Smith Library** at **Case Western Reserve University** in Cleveland, Ohio. Co-editors **Melissa A. Hubbard** and **Arnold Hirshon** are Head of Special Collections and Archives at the **Kelvin Smith Library** and University Librarian at **Case Western Reserve** respectively; **Robert H. Jackson** was the first Kelvin Smith Library Distinguished Visiting Scholar. The 2014 colloquium itself evolved from a Rare Book Forum at the **Library of Congress** in 2001, "Private Collections and Special Collections Libraries." In his introduction to the present volume, **Jackson**, a bibliophile and noted collector, harkens back to the conclusion of a talk he gave at the 2001 Forum, namely that the future of special collections lies in the building and nurturing of relationships between

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librarians/archivists and collectors/donors. That sentiment is a unifying theme expressed throughout the collected essays as well.

The first of three sections, Part I consists of six essays on the changing roles of special collections professionals from the varied perspectives of collectors, donors, librarians and archivists. A practical essay by **Jim Kuhn** (**University of Rochester**, River Campus Libraries), for example, discusses best practices related to acquisitions, particularly of gifts-in-kind, such as the value of posted collection policy statements *not* limited to building upon existing strengths and of collaboration with neighboring and regional institutions. **Melissa A. Hubbard's** essay on community-based collections is a case study of the **Cleveland Play House** archives gifted to **Case Western Reserve** in 2012. It offers valuable insights into the ways in which special collections professionals can not only provide institutional researchers with access to community history, but also build on-going relationships with the communities that originally collected the materials and that continue to make use of them.

The seven essays in Part II focus on ways in which digitization and digital scholarship influence collections and use of physical materials. Scholar and bibliophile **Paul Ruxin** makes an impassioned plea for the special collections library to be "the center for the underutilized, underappreciated, understudied, but profoundly learned discipline of descriptive bibliography," (p. 70) that is, the close physical description of a book or other printed material as object, including details of typography, binding, paper, etc. He argues that the practice of descriptive bibliography integrates the book as text and the book as object, providing information that cannot be discerned from a digital surrogate and that immeasurably benefits users of special collections materials. On the other hand, **Alice Schreyer** (**Newberry Library**) writes that when a large collection of historic Homer editions was donated to the **University of Chicago** (where she was then Associate University Librarian for Area Studies and Special Collections) in 2007, a decision was taken to publish a scholarly catalog of the collection highlighting copy-specific information and studying translation history and the transmission of the text through editions. Her essay goes on to relate how several bibliographical puzzles that emerged in the course of working with the donation were solved, in one case with crowd sourcing and digital corpora. **Stephen Enniss** (Harry Ransom Center, **University of Texas**) explores the challenges posed by born-digital materials that are appearing in author archives in an engaging essay that concludes the section.

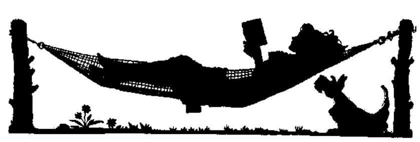
The four essays that make up Part III focus on the new, front and center role of special collections in the academic library landscape. Provost Professor of English **Christoph Irmscher** (**Indiana University-Bloomington**), for example, shares details of a special collections-based capstone course he taught using the resources of the **Lilly Library**, including descriptions of fascinating student projects. **Irmscher's** essay, like many in this volume, will inspire special collections librarians and archivists as well as librarians with subject expertise or technical knowledge that are interested in collaborating with them.

Booklover — Burnt by the Sun

Column Editor: **Donna Jacobs** (Retired, Medical University of South Carolina, Charleston, SC 29425)
<donna.jacobs55@gmail.com>

The 1994 Academy Award for Best Foreign Language Film was awarded to a Russian film entitled "Burnt by the Sun." I attended a showing of this film in Charleston at one of the small indie theaters that functioned in Charleston during the 1990s. I had the privilege of being in the company of Russian speaking friends who immediately gave me a perspective of the meaning of the film's title. Stand too close to an idea, philosophy, concept, dogma, or teaching and you can be "burnt." The critics of the film describe the sun as **Stalin** and "burnt" as losing oneself inside a totalitarian regime. Seeing **Ivan Bunin's** short story entitled "Sunstroke" in "Great Stories by Nobel Prize Winners" reopened my memory of this film. I was "burnt" by this movie and "Sunstroke" was drawing me into the sun again.

Ivan Alekseyevich Bunin won the 1933 **Nobel Prize in Literature** "for the strict artistry with which he has carried on the classical Russian traditions in prose writing." He had the distinction of being the first Russian writer to be honored with the prize and the Parisian community celebrated with accounts in the newspaper: "You see, up until then we, émigrés, felt like the bottom stuff there. Then all of a sudden our writer was being given an internationally acknowledged prize! And not for some political scribblings, but for real prose!" Oddly, the date is mistakenly noted as 1931 in "Great Stories by Nobel Prize Winners" which speaks to the strict necessity of proofreaders and vetting. But I digress. **Bunin** was born in the province of Voronezh, Russia in 1870. According to his autobiography, he was from an "old and noble" house that produced politicians, artists, and poets. Rural life experiences were dominant in his writing. His travels through the Ukraine enhanced the introduction to folklore given to him by his mother. However, it was **Tolstoy**, one of **Bunin's** influencers and inspirers, who cautioned him from "total peasantification." **Bunin** died "stateless" in Paris, France in 1953. He self professed the difficulty of living in "the new world" of post — Bolshevik Russia.



In the short paragraph introduction to "Sunstroke," **Somerset Maugham** describes this little piece of prose as one of the world's best stories. How can you not be intrigued? The story opens:

> "They had had their dinner, and they left the brilliantly lighted dining room and went on deck, where they paused by the rail. She closed her eyes and, palm turned outward, pressing her hand to her cheek, laughed with unaffected charm. Everything was charming about this little woman." The lieutenant fascinated with this "little woman" with her sunburn smell suggested exiting the boat once it docked for an interlude. His desire for her to stay afterwards and her desire to continue her cruise without him was punctuated with the thought — "'Please believe me, I'm not at all the sort of woman I may have led you to think. All that happened here never happened before and never will again. It's as if I suffered an eclipse…Or, to be more precise, it's as if we both experienced something in the nature of a sunstroke.'"

I am grateful to my Russian-speaking friends who gave me not only the translation to the film's title "Burnt by the Sun" — "Утомлённые солнцем" (*Utomlyonnye solntsem*, literally "wearied by the sun"), but also the perspective of its meaning. On occasion, I have been "burnt" by amazing prose that made me pause. Cure for a sunburn, sunstroke, or too much sun? Continued diversity of my reading material. Thank you Nobel laureates.

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the survey was carried out in partnership with 10 publishers including **Cambridge University Press**, **The IET**, **De Gruyter** and **SAGE Publishing**. The survey, which had over 7,500 researcher respondents, shows that usage of scholarly collaboration networks (SCNs, such as ResearchGate and Academia.edu), for uploading articles is widespread, and that accessing full text content is the primary reason, ahead of finding and connecting with other researchers.

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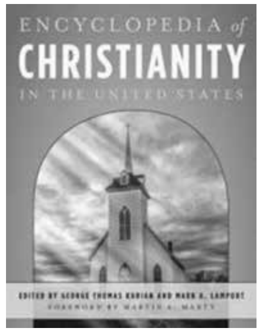
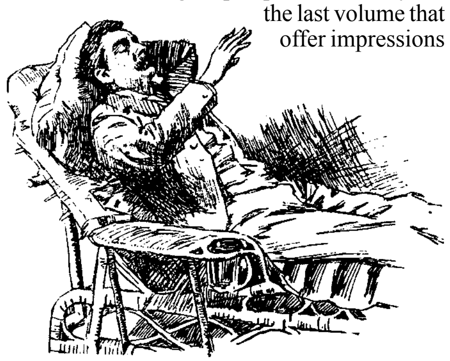
From the Reference Desk

by **Tom Gilson** (Associate Editor, *Against the Grain*, and Head of Reference Emeritus, College of Charleston, Charleston, SC 29401) <gilsont@cofc.edu>

The ***Encyclopedia of Christianity in the United States*** (2016, 9781442244313, $495) is a recently published reference by **Rowman & Littlefield**. Edited by **George Thomas Kurian** and **Mark A. Lamport**, this work is a five-volume set that focuses on the widespread historical impact that Christianity has had, and continues to have, on American life and culture as well as the factors that have in turn, influenced it.



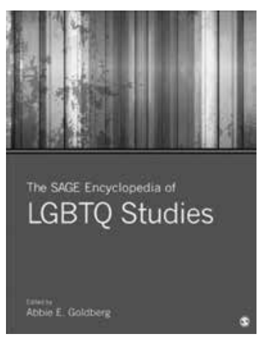
As one examines this reference it becomes apparent that it is far more than an A-Z collection of entries. The ***Encyclopedia's*** scholarly pedigree is obvious from the start with its forward by **Martin E. Marty**, Professor Emeritus at the **University of Chicago** and the editors' introductory essay, with its multiple citations, recounting the broad history of Christianity in America and the forces shaping it. This is followed by four "contextual snapshot" overviews that reinforce a historical framework from which to view American Christianity extending from the pre-colonial era to the 21st century. In addition, interspersed through the five volumes are 70 in-depth introductions to "critical influencers" like African American Christianity; the Ecumenical Movement; Megachurches; Pentecostalism and the Separation of Church and State. Of course, most of the ***Encyclopedia*** is taken up by the other A-Z entries that cover various denominations, historic events, theological developments, movements and revivals, key texts and documents, social issues, law and legal decisions, and Christian influence on art, music, education, and the media. The set also includes nearly 1800 biographies of people who have made their mark on American Christianity and its development. But that is not all. There are other useful features including a statistical profile, a timeline of historic milestones, and sidebars noting the contributions of major denominations as well as eight "perspectives" essays in the last volume that offer impressions of American Christianity from other faiths and parts of the world. Lending order and organization to the set are appendices that list all entries by both authors and thematic sections as well as an index of names and one devoted to entries. Adding to the ***Encyclopedia's*** scholarly credentials, there are biographical notes on all section editors, contributors, and editorial consultants.



The ***Encyclopedia of Christianity in the United States*** is a truly impressive achievement. Comprehensive, thoughtfully designed, with numerous value added features, it is a serious and scholarly work that offers context, relevant facts, and multiple perspectives on an essential element in American history, culture, and social development. This is a reference work that should be on the shelves of all academic libraries supporting courses in religious studies as well as in larger public libraries where there is patron interest in religion and American history.

(**Rowman & Littlefield** also makes the set available as an eBook, 9781442244320, $479.99)

The SAGE Encyclopedia of LGBTQ Studies (2016, 9781483371306, $595) is another reference work from **SAGE** that offers an interdisciplinary approach to a field of study attracting increasing scholarly attention. Edited by **Abbie E. Goldberg**, Associate Professor at **Clark University**, this three-volume set included approximately 400 articles varying in length from 1,000-3,000 words, arranged alphabetically.



The expertise showcased in this set draws from several of the social sciences including, but not limited to, psychology, sociology, law, family studies, and social work. As you might expect, this enables coverage of diverse topics related to the LGBTQ community from varied viewpoints. Broad topics like health, aging, sexuality, activism, work, politics, and family are discussed in multiple entries as are more focused concerns like parenting and marriage and divorce. Issues related to various populations like LGBTQ youth and LGBTQ college students are also covered, as are matters relevant to specific religious, racial, and ethnic LGBTQ peoples.

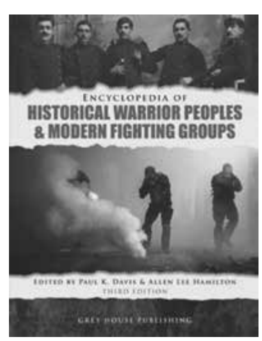
The topics dealt with in this reference are complicated and often nuanced. As befitting a scholarly source at this level, the articles are well-informed by current research and deal with the issues knowledgeably. Supporting facts and data are cited and relevant theories and concepts referenced. Each entry provides a bibliography for further exploration and "see also" references to link related articles. A useful general index provides access to specific facts and entries while a Readers Guide groups related articles into 15 broad categories.

Ms. Goldberg and her editorial team should be commended for creating a thoughtful, comprehensive, and well-researched reference set. ***The SAGE Encyclopedia of LGBTQ Studies*** fills the need for a scholarly and authoritative background source that both undergraduates and more advanced scholars can turn to with confidence. Professionals working in LGBTQ related fields as well as interested lay readers seeking reliable up-to-date information will also be well served when consulting its pages.

This title is also available online via the **SAGE** Knowledge platform.

The ***Encyclopedia of Historical Warrior Peoples & Fighting Groups*** (2016, 9781682170984, $165) is a single-volume reference work that it is in its third edition. Edited by **Paul K. Davis** and **Allen Lee Hamilton** and published by **Grey House Publishing**, this book focuses on discrete military forces and units that have a recognized and unique identity as a fighting force. Some 150 different entries are included.

As you can tell from the full title of the ***Encyclopedia***, the editors give themselves a great deal of leeway in determining which groups meet their qualifications for inclusion. Accordingly, you have whole populations like the Spartans, the Zulus and the Comanche discussed as well as specific units ranging from the Buffalo Soldiers to the Rough Riders to the Sacred Band of Thebes. In addition, forces that are identified with specific weapons and fighting styles like the Berserkers, the Royal Air Force, and Samurai are covered. And somewhat controversially, the editors have also included terrorist groups like Hamas, Boko Haram, and ISIS in this latest edition. The entries are straightforward narratives that provide solid historical accounts relating how each force developed and evolved as well as recounting many of their military actions and activities. Each entry has a brief list of sources which are collected at the end of the volume in a comprehensive bibliography. Other value



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From the Reference Desk
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added features include a list of related primary documents, a section of maps and a timeline of entries, as well as a general index.

The ***Encyclopedia of Historical Warrior Peoples & Fighting Groups*** should prove a useful reference for interested students by providing a basic foundation to initiate more in-depth exploration. Each entry provides background information about the force covered that is grounded in reliably sourced research. High school students and lower division undergraduates will find it of most benefit. Given the level of interest in military topics among some students, it a reference work that would be equally suitable for many circulating collections.

Extra Servings

Salem Press has recently released some new titles:

- ***Defining Documents in American History: Immigration & Immigrant Communities*** (1790-2016) (Feb. 2017, ISBN: 9781682172858, $175; e-ISBN: 9781682172865, $175) is a single-volume work that "explores the full history of immigration issues in America, from those early immigrants making their way through Ellis Island, to immigration issues in modern society. With in-depth analysis of a broad range of documents, researchers come away with fresh understanding and insight to study this hot button topic…"
- ***The Critical Survey of Science Fiction & Fantasy Literature***, 2nd Edition, (Mar. 2017, ISBN: 9781682172780; $295; e-ISBN: 9781682172797, $295) is a three-volume set that "combines biography and critical analysis of the most important contemporary and historic figures and works in science fiction and fantasy literature. This important reference provides students and researchers with an easy-to-use source to help them embark on research in literary studies…"

SAGE Reference is planning a couple of new releases:

- ***Historic Documents of 2016*** (July 2017, ISBN: 9781506375007, $350) is the latest volume in this annual series. Like its predecessors, it presents "excerpts from documents on the important events of each year for the United States and the World. Each volume pairs 60 to 70 original background narratives with well over 100 documents to chronicle the major events of the year, from official reports and surveys to speeches from leaders and opinion makers, to court cases, legislation, testimony, and much more…"
- **The *SAGE Encyclopedia of Psychology and Gender*** (July 2017, ISBN: 9781483384283, $550) offers researchers an "exploration of the intersection of gender and psychology — topics that resonate across disciplines and inform our everyday lives. This encyclopedia looks at issues of gender, identity, and psychological processes at the individual as well as the societal level, exploring topics such as how gender intersects with developmental processes both in infancy and childhood and throughout later life stages; the evolution of feminism and the men's movement; the ways in which gender can affect psychological outcomes and influence behavior; and more…"

Among the latest from **ABC-CLIO Greenwood**:

- ***Food in America: The Past, Present, and Future of Food, Farming, and the Family Meal*** (Feb. 2017, 9781610698580, $294; eBook: 9781610698597, $294) is a three-volume reference that "examines all facets of the modern U.S. food system, including the nation's most important food and agriculture laws, the political forces that shape modern food policy, and the food production trends that are directly impacting the lives of every American family…"

Just released by **Oxford University Press**:

- The ***Oxford Dictionary of Family Names in Britain and Ireland*** (Jan. 2017, ISBN: 9780199677764, $600) is a four-volume reference that contains "entries for more than 45,000 English, Scottish, Welsh, Irish, Cornish, and immigrant surnames, The ***Oxford Dictionary of Family Names in Britain and Ireland*** is the ultimate reference work on family names of the UK. The ***Dictionary*** includes every surname that currently has more than 100 bearers…"

Academic Press has recently published a couple of multivolume sets:

- The ***International Encyclopedia of Public Health*** (Nov. 2016, ISBN: 9780128036785, $3200; eBook: 9780128037089, $3200; bundle $3840) is a seven-volume set that provides a "guide to the major issues, challenges, methods, and approaches of global public health. Taking a multidisciplinary approach, this new edition combines complementary scientific fields of inquiry, linking biomedical research with the social and life sciences to address the three major themes of public health research, disease, health processes, and disciplines…"
- The ***Encyclopedia of Spectroscopy and Spectrometry***, 3rd Edition (Oct. 2016, ISBN: 9780128032244, $2450; eBook: 9780128032251, $2450; bundle: $2940) provides "coverage of all aspects of spectroscopy and closely related subjects that use the same fundamental principles, including mass spectrometry, imaging techniques and applications. It includes the history, theoretical background, details of instrumentation and technology, and current applications of the key areas of spectroscopy…"

Collecting to the Core — Portuguese Linguistic, Literary, and Cultural *Travessias*

by **Suzanne M. Schadl** (Associate Professor and Curator of Latin American Collections, University of New Mexico; Spanish and Portuguese Languages and Literatures Editor, *Resources for College Libraries*) <schadl@unm.edu>

Column Editor: **Anne Doherty** (*Resources for College Libraries* Project Editor, CHOICE/ACRL) <adoherty@ala-choice.org>

Column Editor's Note: *The "Collecting to the Core" column highlights monographic works that are essential to the academic library within a particular discipline, inspired by the **Resources for College Libraries** bibliography (online at **http://www.rclweb.net**). In each essay, subject specialists introduce and explain the classic titles and topics that continue to remain relevant to the undergraduate curriculum and library collection. Disciplinary trends may shift, but some classics never go out of style. — **AD***

"As the early Portuguese explorers navigated a vast ocean to discover a new world and **Guimarães Rosa's** 'travelers' crossed the *sertão*…, so do language learners journey into uncharted territories of knowledge, embarking upon a *travessia* that will take them to new cultural horizons."[1]

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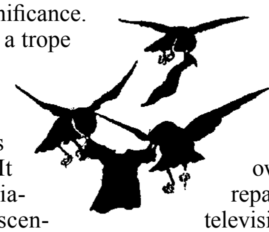
Os Lusíadas (The Lusiads), by the often-cited master of the Portuguese language **Luís de Camões**, and *The Devil to Pay in the Backlands* (*Grande Sertão: Veredas*), by the distinguished twentieth-century Brazilian novelist **João Guimarães Rosa**, are important departures for those who embark on the journey of learning Portuguese.[2-3] Both of these works often appear in foundational reading lists along with more recognizable authors like **Homer** and **James Joyce**. Their inventive use of structure and language makes their respective distinctions in the Portuguese and Brazilian literary canons incontrovertible. As cultural capital these works extend beyond basic literary and linguistic precepts and establish the trope of *travessia* (the long journey).[4-5] **Clarice Lispector's** 1977 novella *The Hour of the Star* (*A Hora da Estrela*) reinforces and builds on these cultural foundations.[6] Because of their intricacies and astute sociocultural references, these works are difficult, if not impossible, to translate or understand out of context. As a consequence, they are quintessential challenges for Portuguese language learners and emerging Portuguese readers, including native speakers. In the classroom, providing masterpieces like the above alongside accessible popular adaptations produced in television, film, or graphic media can create pathways for deeper cultural immersion. This essay makes a case for assembling diverse materials and formats to support Lusophone literacy — defined here as linguistic, literary, and cultural understanding of the Portuguese language. Brazilian examples dominate this essay, but they should be treated as models with corollaries in other Portuguese-speaking countries.

Portuguese speakers are diverse. Fifteenth and sixteenth-century Portuguese explorers navigated down the West African coast, around the Cape of Good Hope, along the southeast African coast to Calcutta, and also across the Atlantic Ocean, spreading the Portuguese language into areas of Africa, Asia, and the Americas. Later, political turmoil in nineteenth and twentieth-century Europe and Japan prompted significant migration to Brazil. Strong Portuguese language and literature collections should include works reflecting these complex migratory histories or *travessias*, which have the compound effect of underscoring Lusophone cultural references even as they expand them beyond the boundaries of the Western canon.

One path to literacy is to begin with the concept of the long voyage as presented in the quotation above by the authors of *Travessia: A Video-Based Portuguese Textbook*.[7] This workbook, accompanied by audiovisual clips derived from Brazilian television, seeks to immerse students in everyday Brazilian Portuguese speech. The method is effective for making certain terms, phrases, references, and images more accessible to foreign language learners. However, this approach falls short of transmitting the depth required for understanding historically inscribed cultural references like *travessia*, regional and ethnic nuances in spoken Portuguese, or quotidian torments and observations illuminated in modern prose. Literacy is not simply repetition of words or grammatical structures. It is the ability to retrieve and adapt information with reference to its cultural significance. The term *travessia* resonates as a trope across the three literary works discussed here. The concept echoes the Portuguese seafaring accomplishments and failures as represented in *Os Lusíadas*. It emerges in postcolonial negotiations of transatlantic and transcendental matrixes addressed in part through the meandering dialog of *The Devil to Pay in the Backlands*.[8] It also reverberates through the personalized reflections on the exotic and the mundane encountered in *The Hour of the Star*.



The epic sixteenth-century poem *Os Lusíadas* weaves a history of the Portuguese people through a fantastical account of explorer **Vasco da Gama's** voyage from Lisbon to India. As the foremost example of Portugal's Renaissance literature, its cantos present the Portuguese people as protagonists in a series of difficult and victorious encounters with mythological figures, African and Asian contemporaries, and the sea itself.[9] **Guimarães Rosa's** *The Devil to Pay in the Backlands* maps the intersection between a tumultuous psycho-spiritual journey presented by way of dialog unfolding on the scene of a mental and physical sojourn through the semi-arid, sparsely populated Brazilian backlands, infamous for devastating drought, lawless bandits, and historic rebellions. An exemplary manifestation of Brazil's New Novel (the twentieth century Latin American novel), this chapterless work introduces a uniquely Brazilian vocabulary and grammar against the backdrop of the country's unforgiving hinterlands. It is a geographic, linguistic, and psychological tour-de-force.[10] *The Hour of the Star* is equally complex, offering a meditation on writing and vulnerability. It migrates along an awkward interstice among the narrator, the heroine, and the story itself, which depicts the heroine's journey from the destitute Brazilian northeast to the flush surrounds of Rio de Janeiro. While there she balances hopeful prophecies with inauspicious visions, always struggling to connect with others. **Lispector** states that the story is about "an anonymous misery."[11]

Providing these canonical works of literature alongside popular surrogates like the comic book *Os Lusíadas Em Quadrinhos,* the miniseries *Grande Sertão: Veredas*, and the film *A Hora da Estrela* facilitates critical discussions of *travessia* along with the feasibility of translating linguistic and narrative innovations into graphic and audiovisual frames. *Os Lusíadas Em Quadrinhos,* not available in translation, is a graphic novel by Brazilian illustrator **Fido Nesti**.[12] This contemporary work repackages six of **Camões's** ten cantos with revised snippets and comprehensible comic frames. Reading the comic version enables Portuguese language learners to access segments of **Camões's** verse with images. While certain language gems are lost in this format, the graphics offer struggling readers a contemporary vision of the fantastical — and sometimes prejudicial — portrayals in the original poem. These encapsulations of African cannibals, Persian scribes, and Indian warriors open new doors for commentary. The Globo miniseries *Grande Sertão: Veredas* follows **Guimarães Rosa's** protagonist Riobaldo as he wanders across the hinterland and narrates its history, with special attention to stories of banditry, retribution, love, and death — some of which feature his own experiences.[13] One of the stories repackaged in the twenty-five-chapter television adaptation offers an interesting twist on Riobaldo's relationship with a fellow bandit, Reinaldo, also called Diadorim. In the novel this character stands between the hero and his desired love. The television adaptation unveils Reinaldo as Maria Deodorina, who pretends to be a man in order to join the bandits as an alternative to her unhappy existence as a marginalized woman in the hinterlands. While it doesn't convey the narrative and linguistic genius of the novel, the miniseries does depart from the text in ways that open new topics for understanding. Similarly, the film adaptation of *The Hour of the Star* directed by **Suzana Amaral** misses the reflective and inventive narrative structure in **Lispector's** novella, but its focus on the heroine Macabéa's migrant experience and her failed attempt to escape poverty offers important opportunities for discussions of the "anonymous misery" **Lispector** noted, not to mention gender inequalities.[14] The film allows students to explore what the author means by its anonymous misery and how the film and book alternately reflect this.

These popularly accessible revisions of *Os Lusíadas, The Devil to Pay in the Backlands*, and *The Hour of the Star* trade experimental literary and linguistic inventions for visual renderings which re-create enough of the actual stories to inspire popular investment in the cultural capital of these works. At the very least, the literary adaptations familiarize students with the protagonists and general plots to facilitate additional context and discussion. In spliced frames they offer glimpses of the intricacies and sociocultural issues these works address. When offered in conjunction with the actual literature, these adaptations present diverging pathways for deeper immersion into myriad cultural cues. Most importantly, when provided together, these masterpieces and their adaptations create intersections that lend to a more informed literary and cultural criticism. Like most authors writing in the Portuguese language — with one noted exception, **Fernando Pessoa** — **Camões**, **Guimarães Rosa**, and **Lispector** fall outside of the Western canon despite their acclaim and accomplishments as writers.[15-16] It is no surprise, considering the limits of the Western canon. Portuguese is an interesting case, however, because it exists currently inside and outside of western contexts. For this reason it is often difficult to classify and hard for many discovering learners to locate without some provocation. Graphic novels, television miniseries, and full-length films might be just the incitement necessary

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to introduce challenging Portuguese literary texts to emerging Portuguese readers and language learners. Once in that space, the journey can unfold within uncharted territories to reveal myriad new *travessias* and diverse cultural horizons. Facilitating this kind of educational exploration requires library resources beyond the book to other forms of cultural production such as music, film, television, children's books, and graphic novels.

Endnotes

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3. **Rosa**, **João Guimarães**. *The Devil to Pay in the Backlands*. Translated by **James L. Taylor**, and **Harriet De Onís**. New York: Alfred A. Knopf, 1963.*

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9. **Camões**, *Os Lusíadas.*

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11. **Lispector**, *The Hour of the Star.* See also **Lispector**, **Clarice**. TV Cultura, February 1, 1977. *https://youtu.be/w1zwGLBpULs*

12. **Nesti**, **Fido**, and **Luís de Camões**. *Os Lusíadas Em Quadrinhos.* São Paulo: Editora Peirópolis, 2006.

13. *Grande Sertão Veredas.* Directed by **Walter Avancini**. 2009. Brazil: Globo Marcas. DVD. For a more recent graphic novel, see **Guazzelli, Rodrigo Rosa**, and **João Guimarães Rosa**. *Grande Sertão: Veredas.* São Paulo: Editora Globo, 2014.

14. *A Hora Da Estrela = The Hour of the Star*. Directed by **Suzana Amaral**. 1986. New York: Kino on Video, 2005. DVD.

15. **Bloom**, **Harold**. *The Western Canon: The Books and School of the Ages.* New York: Harcourt Brace, 1994.

16. There are a few comic works on **Fernando Pessoa** as well. See **Ventura, Susana Ramos**, and **Guazzelli**. *Eu, Fernando Pessoa : Em Quadrinhos.* São Paulo: Editora Peirópolis, 2013. See also **Pérez Vernetti, Laura**. *Pessoa & Cia.* Viladamat: Luces de Gálibo, 2011.

*Editor's note: An asterisk (*) denotes a title selected for *Resources for College Libraries*.

To Blog or Not To Blog — Librarian Bloggers

by **Pat Sabosik** (General Manager, ACI Scholarly Blog Index; Phone: 203-816-8256) <psabosik@aci.info>

Librarians blog. They share opinions and processes with their colleagues in a peer to peer networked global community. Blogs gained popularity in the 1990s and are now an accepted communication tool for many professions. While the use of blogs differ by professions — critique, chronicling, hypotheses, opinion and observations, new developments — there are similarities and differences between academic blogging and librarian blogging.

The Guardian published an article in 2013 by **Pat Thomson**, Professor of Education and Director of the Centre for Advanced Studies at the **University of Nottingham**, UK, and **Inger Mewburn**, Director of Research Training at **Australian National University**. The article, "Why Do Academics Blog? It's Not for Public Outreach, Research Shows" sums up an informal study of one hundred academic bloggers into two key findings: "Firstly, many bloggers are talking together in a kind of giant, global virtual common room. Over at one table there is a lively, even angry, conversation about working conditions in academia in different parts of the world." "Secondly, we have come to see blogging as a variation of open access publishing. Academics can get to print early, share ideas which are still being cooked and stake a claim in part of a conversation without waiting to appear in print." Visit *https://www.theguardian.com/higher-education-network/blog/2013/dec/02/why-do-academics-blog-research* to view *The Guardian* article.

Librarians, as academics, certainly fit into the discussion of blogging as a "virtual common room," the tone is lively, but librarian blogs are generally more helpful and guidance-focused than academic blogs. Let's look into some of the ways librarians are using this social media tool to advance librarianship.

During 2016, I curated a feature of selected scholarly blogs to be published in the *Choice Magazine's* tablet edition. One of the subjects I was selecting was Library Science and I identified five to six scholarly blogs each month from the collection of blogs included in the **ACI Scholarly Blog Index**.

From this exercise, I saw that librarian blogs seemed to naturally fall into several recognizable categories: technology, the profession itself, librarian practices, and product reviews. **Marshall Breeding**, an independent consultant, and his blog, *Library Technology Guides*, reports on the latest product and vendor developments, and keeps the library profession informed. *Library Stuff*, written by **Steve M. Cohen**, Senior Librarian, **Law Library Management, Inc.**, and *Letters to a Young Librarian*, by **Jessica Olin**, Library Director, **Wesley College**, focuses on professional development. **Olin's** recent blog post: "Writing (and Righting) Library Policies" is a good example of providing guidance to younger professionals.

There is a generous number of librarian blogs on technology topics, all warranted with different points of view, on how to approach incorporating technology into library service, discovery, analytics, and communicating to the user community through various library websites. **Jason Griffey's** blog, *Pattern Recognition*, is a good starting point for looking at technology and public policy. **Griffey** is Head of Library Information Technology at the **University of Tennessee** and a Fellow at the Berkman Klein Center for Internet & Society at **Harvard University**. **David Lee King's** blog, *David Lee King*, looks at social media, trends, technology, and libraries. A recent post, "One Big Social Media Prediction for 2017," sums up **King's** views on social media channels and libraries' use of them for communication. **King** is Director of Digital Services at **Topeka & Shawnee County Public Library**.

Scholarly blogs in the **Library of Congress** Classifications of librarianship, information science, technology, and the history of scholarship are all worth reading to keep up with the trends in librarianship and participate in what's being discussed in the "virtual common room."

Column Editor's Note: *All of the blogs mentioned here are included in the* ***ACI Scholarly Blog Index*** *along with other Library and Information Science blogs. —* ***PS***

The Scholarly Publishing Scene — Create or Buy?

Column Editor: **Myer Kutz** (President, Myer Kutz Associates, Inc.) <myerkutz@aol.com>

Back in the day (there I go again, but bear with me), when I was an executive running the STM portion of a publishing house — **Wiley**, to be specific — I didn't get myself involved in making an acquisition of another publisher, or a list of books or journals from another publisher. Maybe it was my engineering background. I was always more excited by creating something new, rather than buying what someone else had created.

There can be financial advantages, of course, to buying rather than creating. A journals list can be especially attractive because you can combine back office operations, thereby reducing expenses, while you add revenue. A lure of acquiring a books list is the author contracts for titles that haven't been published yet. Think about efficient use of resources: for the time being, at least, you can get along with the same number of editors while increasing the number of titles in the pipeline.

Despite my predilection for creating rather than buying, I didn't labor under any absurd presumption that I could, all by myself, corner the market on dreaming up new titles for books, journals or any other type of STM publication. I had enough experience as an acquisitions editor earlier in my publishing career to know that potential authors would be the source of many of the ideas for successful new titles. And it was my team of editorial managers and editors who would query academics and practitioners about what books and other publications upper level students and practitioners needed in their disciplines.

The team, comprised of a couple of dozen seasoned professionals, was adept at finding and signing up authors for new book projects and seeing to it that they were actually delivered and published. At the same time, I recognized that if I were to quickly grow the business segment I was responsible for, I needed subscription-based products that would make a bigger impact than typical journals, which tend to add new subscribers rather slowly.

As it happened, I got lucky. A young woman named **Sarah Greene**, who had been a life sciences editor at **Macmillan**, walked into my office one day with a subscription project called Current Protocols in Molecular Biology. The authors, who had appointments at **Harvard Medical School** and **Massachusetts General Hospital**, had convinced **Sarah** that because their field was so dynamic, an ordinary bound book would be inadequate. It would be out of date before it went to press. Loose-leaf publishing was the only way to go, they told her. (This was in the pre-CD-ROM and subsequent Internet days.)

When **Sarah's** bosses at **Macmillan** told her that loose-leaf publishing was fraught with fulfillment problems, she quit her job and struck out on her own. **Sarah** convinced me that the molecular biology field was indeed exploding and that a subscription publication would best meet the needs of experimenters and researchers in search of the latest and most successful experimental techniques. It did turn out that **Sarah's Macmillan** bosses had been right about loose-leaf fulfillment costs. But I was right to accept her characterization of the molecular biology field, and we got 10,000 subscribers by the end of the first year. It came as no surprise to me that because of the growing pains associated with a fledgling fulfillment operation I had to defend the project against senior management's condemnation. But I did prevail, and the molecular biology project became the first of an extensive series of protocols publications.

I treated **Sarah** as a business partner sharing in profits, not as an author receiving royalties based on a percentage of net sales. I called our partnership a "joint venture." It was the first of five joint ventures that I developed over the next several years. (The second one, which had lovely side benefits, was with a Paris-based company. We published the *Crop Protection Chemical Reference*, an annual directory in which manufacturers paid to have their products listed.) *Publishers Weekly* got wind of these activities and published a full-page article about them. When I showed the article to my boss, he scoffed at it. I didn't catch on right away, but the handwriting was on the wall in caps, and my days at that position were numbered indeed.

Truth be told, while I was running STM publishing at **Wiley**, I did look into acquiring a few book publishers, including **CRC Press** (when it was rather small and was reliant on sales of the *Handbook of Chemistry and Physics*, formerly known as the *Chemical and Rubber Company Handbook of Chemistry and Physics*), **Birkhauser** (then an independent Swiss publisher with an office in the Boston area), and a small fiefdom called **Noyes Publications**, run by a crusty old gent named **Bob Noyes**. He ran the business out of a large building he owned (it was a valuable piece of real estate) in downtown Saddle River, NJ. (I can still remember a framed photo he displayed of his wife with **Dick Nixon**.) The list included a mixture of original titles and reprinted government reports. Annual sales were a couple of million dollars.

After I left **Wiley** and established a consulting practice, I became interested in acquisitions, for the simple reason that brokering them could be lucrative. But I didn't focus on them until one day in the latter 1990s when **Bob Noyes** phoned to say that he wanted to sell his business. It was now half the size it had been when I'd last looked at it; the government reprints part had withered away. Still, I thought I could find a buyer, and I prepared a prospectus.

Every so often, I would drive out from my Manhattan apartment to New Jersey to discuss with **Bob** my lack of progress in finding a buyer for his business. He'd buy me lunch and then I would get lost in northern New Jersey's winding residential streets as I tried to make my way north to spend weekends with my future wife, who lived near Albany. Throughout the 1990s, I was going to the **Frankfurt Book Fair** to drum up consulting business. I had no success, until a friend introduced me to **Norman Rentrop**, a German publisher, and I picked up a nice consulting assignment. On that same trip, I came across the stand of a little company called **William Andrew**, which was looking to increase its sales.

Long story short, I brokered a deal between **Bob Noyes** and the two young guys who ran **William Andrew** — **Bill Woishnis**, who had started the company with plastics data books that he put together himself, and **Chris Forbes**, who was originally Canadian and, I gathered, had bought into the company. **Bob Noyes** suffered from a case of cold feet in the days right before the closing, but the acquisition did come together at a price that satisfied both sides and provided me with a nice fee.

For the next year or two, while **Bill** and **Chris** kept the **Noyes** operation in New Jersey, I helped build up their publishing business. I also spent time at their main operation in Norwich, NY, near Oneonta, and got to know them better — **Bill** especially, who had a young son. Over the next eight to ten years, I met up with both **Bill** and **Chris** fairly regularly, although more often with **Bill**. He and I worked together on the idea for the first of two engineering handbooks I published with **William Andrew**. We would have dinner together during **PSP Annual Conferences** in February.

I watched from afar when **Bill** and **Chris** developed **Knovel**, their online book service. One of the last times I saw **Bill** was in Albany. (I'd decided, during the days when **Bob Noyes** seemed to be pulling back from selling his company and my payday seemed to be evaporating, to move up there to join my future wife full time). **Bill** introduced me to the **Elsevier** executive who was in charge of the **William Andrew** list, which **Elsevier** had purchased. (I now publish three handbooks with **Elsevier**.) Another time, I drove out to Oneonta for lunch with **Bill** to talk about the circumstances of his having left **Knovel**, which was now solely in **Chris's** hands. Then one day someone called me to tell me that **Bill** had been waiting for his son to be finished with an appointment in Oneonta and had been walking in a park, when he suddenly collapsed and died of a heart attack. He was only 50.

In the end, **Elsevier** acquired **Knovel**, in addition to the **William Andrew** list. With ScienceDirect, into which they'd poured over a hundred and seventy million dollars, they now had, I thought, the best of both possible create or buy worlds.

Random Ramblings — Have Recent Trends in Collection Development Unfairly Penalized Foreign Literature Research?

Column Editor: **Bob Holley** (Professor Emeritus, Wayne State University, 13303 Borgman Avenue, Huntington Woods, MI 48070-1005; Phone: 248-547-0306) <aa3805@wayne.edu>

I have been responsible for selecting materials for French literature, plus sometimes Spanish and Italian, since 1980 to my retirement in 2015, first at the **University of Utah** and then at **Wayne State University**. I also have a PhD in French literature from **Yale University** (1971) and worked in that library from 1971-1980. I believe that the current trends in collection development, brought about mostly by budget reductions, have hit faculty and doctoral students in modern foreign literatures particularly hard.

I see three principal structural reasons why supporting modern language programs is difficult in the current climate of reduced resources. Some of these factors may apply to other disciplines, especially in the Humanities and Social Sciences; but I doubt that the "triple whammy" described below applies to many of them:

Language: By definition, all the primary texts, many secondary texts, and most digital resources will be in the foreign language. French authors write in French. French academics produce much of the scholarship needed by American researchers. Faculty and doctoral students require access to these foreign language texts to produce credible scholarship, even if their research is written in English. English language texts are important but not sufficient for competent research. On the other hand, materials in foreign languages are much less likely to be used by scholars in other disciplines who don't know the language even if the content would be relevant to their research.

Number of faculty: Only a small number of faculty teach and produce research in each foreign literature, even at larger schools, compared with other Humanities disciplines like English and History. As the number of teaching positions available to PhD graduates has declined, universities have admitted fewer students to doctoral programs, which has further reduced the number of faculty positions.

The silo effect: Except for faculty and doctoral students who choose to research broad areas or perhaps major authors, support for faculty and doctoral students means making available specialized materials that are likely to be of interest to only the one person who has requested the item. The silo effect is increased when scholarship in the foreign language is produced by different linguistic communities. Spanish may be the best example with the separation between peninsular and Latin American literature, but the same is true for French with three European countries (France, Belgium, and Switzerland), Quebec, and African and Caribbean literatures.

The remainder of this column will examine how these three factors have implications for collection development in libraries where the university has graduate faculty and doctoral programs in modern foreign literatures.

General Considerations — Library Operations

Foreign literature programs pose some special challenges for libraries. Even in the largest universities, I doubt that selectors/bibliographers have the needed linguistic abilities to cover all the languages that the library collects. Literatures in non-Roman script present an even greater problem for obvious reasons. Even with competent language skills, the selector will have stronger subject expertise in some areas; but this is a general challenge for most subject disciplines where selectors, especially in smaller universities, may not have a deep subject background in certain assigned areas. These language issues can pose similar problems for the internal processing of orders, especially for non-Roman scripts. The reduction in funds for monographic collection development may have lessened some of these problems because individual item selection has become less important.

Databases and Library Catalogs: Discovery versus Access

Discovery of relevant research materials has become more efficient for most faculty and doctoral students in universities of sufficient size to offer doctoral programs in various modern languages. Free resources include *Google Scholar*, *Project Gutenberg*, and many library catalogs including those of the national and university libraries in the countries where the language is spoken. Similarly, these libraries may also have purchased access to general resources such as *WorldCat*, *JSTOR*, *Project Muse*, and the *HathiTrust Digital Library*. The *MLA Bibliography* provides indexing to all types of resources in multiple languages though the indexing is more comprehensive for materials in English.

The issue for researchers then becomes access to these resources. Databases with access to full text exist in French and, I would assume, for the other major foreign languages. The problem is that subscribing to these databases is difficult to justify for a small number of faculty and doctoral students but may occur in universities with particular strengths in the language and relatively good funding. Access may also be more easily available for materials out of copyright where it is legal for the organization or the library to share materials. *Project Gutenberg* is prime example of a way to obtain older primary source materials though doing so does not satisfy many needs of modern language literature scholars.

Researchers in other academic subject areas are more likely to have direct access to full text resources due to the greater number of faculty and doctoral students as well as the fact that many of these disciplines can be mainly supported with English language resources. For example, *Library Literature & Information Science Full Text* makes research much easier for me as a library science professor.

Resource Sharing

Before talking about materials in the library, I will discuss resource sharing since this service has become more important as collections have shrunk and the buying power of budgets has fallen. To make a key point, resource sharing through interlibrary loan (ILL) requires successful prior discovery. That is, the faculty member or doctoral student must have identified the materials that they need. Success through serendipitous discovery is limited. Another issue that affects all users is that researchers may not be sure from the limited information available whether they are requesting useful materials. While just-in-time purchase of ILL requests can make sense, I have had faculty tell me that some materials were ultimately not pertinent to their research. Other factors that affect all resource sharing are restrictions on lending electronic materials imposed by the vendors — up to and including a contractual prohibition of ILL. On the other hand, the ability to send digital journal articles in some circumstances is a plus because their distribution is more efficient and requester can use key word searching.

A fundamental issue for modern literature research that also applies to many other disciplines in the Humanities and some Social Sciences is the dependence upon monographs. Most often, the university library can find such materials via ILL; but they sometimes arrive with limited availability and must be returned quickly. For extended research projects including doctoral dissertations, the user may need to have frequent access that suggests that the library should purchase the most important materials for the collection once faculty and doctoral students determine that they are essential for their research. The increased availabil-

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ity of monographs in the out-of-print market has made purchase more feasible and often at an acceptable cost. A second very specific limitation for modern literature researchers is that some materials may be available only from libraries in foreign countries. ILL may not be possible or may have additional restrictions or higher costs. Finally, some libraries may favor faculty requests and discourage doctoral candidates who wish to have access to large quantities of materials.

The Library Collection

Serials — Modern language collections may fare the best in this category because collection development strategies have changed less. Even if "big deals" have taken an increasing amount of funding away from individual serial selection and do not include many serials in support of foreign literature research, reductions across the board most frequently give similar targets to all areas. The modern language area will lose subscriptions but will likely still retain an essential core. Any cuts will generally follow the same guidelines as applied in other subject areas with an attempt to keep the titles most important for teaching and research. One difference may be the decision to eliminate or reduce popular publications that would provide information about events at home for foreign students, general cultural awareness for faculty, and more accessible texts for undergraduates. Internet resources would most likely provide acceptable substitutes in these areas.

Monograph Resources — The major shift in collection development budgets over the last fifty years has been from monographs to serials and databases. The old budget rule, 60% for serials and 40% for monographs, is no longer valid as funding for monographs has often shrunk to 10% or less of the collection development budget. For disciplines like modern language literatures, this shift has drastically reduced the availability of resources. In addition to resource sharing as described above, libraries have replaced the principle of anticipating monographs needed by their users (just-in-case) with the new model of "just-in-time." I do not disagree in principle with this model. Much research supports higher circulation of monographs purchased this way. My own personal experience was a quick and dirty examination of a very reputable but also very expensive monographic series where only about 20% of the volumes had ever circulated. The older model, however, allowed researchers to browse the area in the stacks where they were most likely able to find needed materials, though the effectiveness of this strategy depends upon the library classification scheme and collection development experts have often questioned the usefulness of browsing. The increased importance of eBooks has made browsing much less effective even if the eBooks in the collection can be arranged in a call number sort.

Implementing the "just-in-time" model depends upon promising to honor purchase requests quickly and perhaps ordering some ILL submissions as indicated above. The other major strategy is to add eBooks records to the catalog for items that the library does not own. Authorized users can have immediate access to these items at which point the library pays a loan fee or purchases the item from the vendor. The obvious advantage of this strategy is that the library offers a much larger pool of access that is in some ways similar to the "just-in-case" model but at a lower cost. Unfortunately, the items available via this model are usually almost exclusively in English. While modern literature faculty and doctoral students will find useful items in English, most often from university presses, they will not come across materials in their foreign languages. Once again, eBook collections in foreign languages are available, at least for the major languages; but it is again hard for the library to justify making them available for such a small number of faculty and doctoral students.

Final Comments and Suggestions

Somehow, despite the challenges discussed above, language faculty manage to produce research sufficient to gain tenure, promotion, and merit increments. Doctoral students also find ways to complete their dissertations. First, some of the larger universities still provide adequate support for foreign literature studies though there is evidence that even the largest libraries do not provide the comprehensive coverage that they did fifty years ago. I suspect that more libraries honor faculty requests than doctoral student suggestions. Second, faculty and doctoral students are creative. One key decision is to evaluate available library resources to discover areas where research is better supported. Major authors and genres are more likely to have materials available than is the case for secondary authors and niche subjects. As stated above, ILL works better for journal articles than for monographs so that "hot topics" in the journal literature should be more easily available. Faculty and doctoral students can also choose to live closer to a major library, travel to visit such libraries, and perhaps spend their summers in countries where the language is that of the literature that they study. Finally, they may decide to purchase the key monographs for their research. Humanities primary and secondary texts tend to be less expensive than those in other disciplines.

On the other hand, I still contend that these researchers are getting the short end of the stick from their libraries. The support taken away from the monograph purchases that they need in their language of study are funding data bases, serials packages, and "just-in-time" eBook collections that don't contain much of what they require in any language other than English. I will allow that discovery tools are much more comprehensive and easier to use, a fact that has a positive effect on their research. Less time spent on discovery provides more time for researchers to obtain the needed texts.

For mid-size libraries without many doctoral students, I have a few suggestions. The "just-in-time" library still needs to collect major primary sources including new scholarly editions of the most important authors. The *Bibliothèque de la Pléiade* is an example of a key resource for French. Perhaps the library should also acquire a few of the most important monographic series; or, at least, the subject specialist should monitor them for important contributions. The library should also commit resources to supporting faculty research by purchasing needed monographs for their research within fairly wide boundaries even if the faculty member is the only person who will ever use them. To the extent possible, these requests should be honored throughout the calendar year so as not to impede research efforts. I recommend that doctoral students be given a small allocation, perhaps $500-1,000, to purchase key works for dissertation research. If the university can spend vast sums of money for laboratories and expensive serials in STEM areas, such support is pocket change or a rounding error. Finally, the library's ILL system needs efficiently to deliver needed research materials.

I hope that what I have said in this column makes sense. I would welcome a study that asks foreign literature faculty and doctoral students about their use of libraries. Perhaps they don't share my sense that library support for them has diminished. Perhaps they have found effective ways to cope. Perhaps they aren't missing what they never had. In my reasonably extensive readings in both library and higher education literature, I haven't encountered many complaints. In fact, I actually hope that I'm wrong and that recent library decisions haven't critically hindered their ability to complete and publish their research. If, however, their research efforts are compromised, the library should take greater responsibility to support this overlooked group that has been penalized, perhaps inadvertently, by recent trends in collection development.

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The survey results help to quantify the extent to which researchers are moving beyond the traditional dissemination ecosystem provided by publishers and libraries, and expanding their use of SCNs. It emphasizes the need for publishers to make it easier for authors to maximize the audience for their work, while protecting copyright and ensuring that the total usage of a work can be counted when reporting to institutions and funders.

After all this survey seriousness, I was hungry! How about a pocket-sized snack? In 2008, the European Union gave **Melton Mowbray's pork pies "protected geographical indication" (PGI)** — the same elite status as Champagne. The **Melton Carnegie Museum** explains how the pies from this Norman market town developed such fame: pigs in particular had a taste for the whey left over from making the equally-renowned local Stilton cheese, leading to many local farmers keeping — and eating — the animals. This resulted in the chopped pork which was put

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Future Through the Past — A Quality Enhancement Plan for Belmont Abbey College, 2010-2015

Information Literacy + the Learning Commons

Column Editor: **Donald Beagle** (Director of Library Services, Belmont Abbey College, 100 Belmont – Mt. Holly Road, Belmont, NC 28012-1802; Phone: 704-461-6740; Fax: 704-461-6743) <donaldbeagle@bac.edu>

In 2009, the **Southern Association of Colleges and Schools (SACS)** approved the **Belmont Abbey College** quality enhancement plan (QEP) titled: "PILOT: Promoting Information Literacy Over Time" as a ten-year plan. PILOT has been our initiative to enhance undergraduate students' information literacy knowledge and skill-sets and thereby better prepare them to enter an information-driven and knowledge-based economy. Structured around the six core competencies identified by the **Association of College and Research Libraries (ACRL)**, titled "Information Literacy Competency Standards of 2000," the plan was designed to help lower-division students understand these core competencies in first-year general education courses, and then enable upper-division students to deepen their understanding of them, sharpen the skill-sets associated with them, and apply that understanding and those skills in research-intensive and capstone courses in their disciplinary majors. We set forth three initial goals for our first five year milestone:

INITIAL QEP GOAL 1: Information literacy will be introduced to traditional freshmen students in First Year Symposium, and to Adult Degree Program students through the Adult Transitions Classes, with focus on **ACRL** IL Competency Standards 1, 2, and 3. These will be supported by three video tutorials, produced by the library's Reference Department, with accompanying quizzes developed with the help of Institutional Research. **Initial Intended Outcome**: To expose first-year students to the **ACRL** IL Competency Standards, with emphasis on 1, 2, & 3, as well as selected IT skills pertinent to the iSkills exam from ETS.

INITIAL QEP GOAL 2: Research-intensive and capstone courses in five PILOT disciplinary majors will be reviewed by a Faculty QEP Committee to confirm that their assessment rubrics align with **ACRL** standards, or to bring their rubrics into alignment accordingly. Library instructional staff will assist with the initiative to bring rubrics into alignment with **ACRL** competencies as needed, and will also be available to provide research skills sessions to the students of these classes. **Initial Intended Outcome**: To assist students in the five PILOT majors to build on their initial exposure from First Year Symposium and to extend these competencies into effective research skill-sets within their disciplinary majors.

INITIAL QEP GOAL 3: The College agreed to apply for a $100,000 LSTA Major Technology Grant to convert the Reference Room (with 10 workstations) into a more fully equipped Learning Commons with 50 workstations. The southwest corner would be partitioned off for an Information Literacy Instructional Area, and the Library would be budgeted to acquire an enhanced set of research databases identified by the Faculty Library Committee (FLC). **Initial Intended Outcome**: To eliminate longstanding student wait lines for use of library workstations, to provide access to disciplinary research databases, and to provide individual library consultation and class instruction in use of those databases.

Changes Made to the QEP and the Reasons for Making Those Changes

Assessment Testing: Our plan originally called for the ETS iSkills test to be our primary assessment instrument, to be used to score incoming freshmen and then again to score graduating seniors four years later. Because iSkills initially meshed information literacy (IL) and information technology (IT) elements in one instrument, our initial planning for related QEP activities and secondary assessments involved a parallel meshing of IL and IT elements. But after we had administered iSkills to freshmen in Fall 2009, ETS temporarily discontinued iSkills for extended revision. We therefore needed a substitute instrument, and reviewed two options: a) Standardized Assessment of Information Literacy Skills (SAILS); and b) Research Readiness Self-Assessment (RRSA). Our review of RRSA raised concerns over its reported conflation of objective and subjective elements, in that it measured both students' actual competence but also their perceived competence, as confirmed by a later research study.[1] This approach deviated from the objective premise of both iSkills and SAILS, neither of which attempts to explore student self-confidence. We therefore switched from iSkills to SAILS. We reset initial freshman SAILS testing "for the Project Record" to Fall 2010. Correspondingly, four years later, the first seniors in the PILOT courses were tested on SAILS "for the record" in Spring 2014. Freshman testing with SAILS has continued each Fall since 2010, and continued for seniors through Spring 2015.

First Year Symposium: Our plan originally called for first exposing freshmen to the **ACRL** IL Competency Standards in First Year Symposium (FYS), and this was the case through academic year 2012-13, but we found that the content agenda for FYS was increasingly burdensome. A core curriculum revision that replaced the EN 101-102 sequence with Rhetoric I & II offered what our QEP Committee felt was a more suitable context for freshman exposure to the **ACRL** IL competency standards. This was supported by our sampled assessment of IL tutorial quiz results in Spring 2013, which indicated that Rhetoric II students were viewing the tutorials to a greater degree than anticipated (discussed further below). So in academic year 2013-14, FYS was replaced by the Rhetoric I & II sequence as the standard introduction to information literacy for freshman students.

Five PILOT Disciplines: Our plan originally called for the five PILOT disciplines to be Psychology, Elementary Education, History, Biology, and Business Management. The intense involvement of English faculty in the conversion from English 101 to Rhetoric I brought that entire department more directly into our campus conversation about IL. Consequently, English faculty requested a 2-day overview of the **ACRL** Standards and database research methods by our (then) Research Specialist, **William Spivey** (conducted on June 3-4, 2010). Meanwhile, the retirement of the former Chair of Business was followed by a period of internal reassessment of that department's curricular goals. These factors led the QEP Committee (in its meeting of Spring 2014), with approval of the Director of Institutional Research, to replace Business Management with English/Rhetoric as the fifth PILOT discipline.

Longitudinal Database Usage: Our initial QEP assessment regime included two fully longitudinal measures: a) iSkills/SAILS; and b) annual cumulative tracking of "full-text pageview downloads" from a selected set of research databases through our state library consortial portal, NCLIVE. We chose to focus on usage of the **EBSCO** family of databases because these had been (as of 2010) the most stable long-term licenses across multiple disciplines since the birth of NCLIVE in the late-1990s. And these longitudinal tracking measures of **EBSCO** full-text pageview downloads did in fact show very favorable impact from the QEP, as will be shown in a subsequent column. But in Summer 2014, the NCLIVE governing board announced a competitive bidding process that resulted in a broad-based replacement of **EBSCO** products by **ProQuest** products as of January 1, 2015. So going forward, we intend to reset this measurement regime, and restart the longitudinal tracking of full-text pageview downloads from **ProQuest** databases for the expected duration of our QEP.

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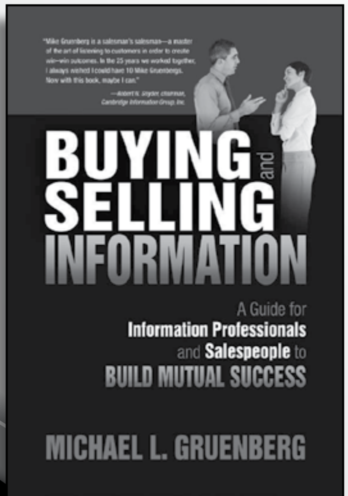

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Library Staffing Pattern: Our QEP began with the primary involvement of Library staff a) Director of Library Services **Donald Beagle** (ft); b) Reference Librarian **Sandra Williams** (ft); c) Research Specialist **William Spivey** (ht); and d) Evening Librarian **Christine Pasour** (ht). For a number of organizational reasons, the Reference Librarian's role in QEP-related instruction was steadily reduced, especially in 2013-14, and replaced by a) more focused commitment by the Research Specialist; and b) the expansion of duties by our MLS-degreed Acquisitions Specialist **Heather Pierce Smith**, whose prior experience on other campuses had included IL instruction, and who voluntarily requested greater involvement in our QEP. With the retirement of former Reference Librarian **Sandra Williams** in late Fall 2014, we saw the opportunity to redefine that position to more closely align its duties and responsibilities with the goals of the QEP. This led to a rewrite of the position description, and the new title of "Learning Technology & Information Fluency Librarian." This position was filled by promoting **Heather Pierce Smith** on January 5, 2015. The Acquisition Specialist position vacated by **Smith** was then also retitled as "Instuctional / Administrative Librarian," and filled by **Sharon Bolger** — a **Belmont Abbey College** alum who had recently completed her MSLS.

Impact of ACRL Exploration of IL Framework Revision from February 2014 through August 2014

Early in 2014, **ACRL** released early drafts of its proposed major revision to its approach to IL, including a possible migration from the IL Competency Standards of 2000 to a "Framework for IL" based on the new set of "threshold concepts." An announcement of the first draft of the proposed Framework was released for comment and feedback on February 20, 2014. Library Director **Donald Beagle** monitored the feedback and discussion within **ACRL** from Draft 1 in February through Draft 2 in June, which included the recommendation (#2): "*The Task Force recommends that the Information Literacy Competency Standards for Higher Education be sunsetted one year after the approval of the new Framework.*" Because the proposed revisions were far-reaching, and because the "sunsetting" of the 2000 standards would have fallen at the midpoint of our QEP, **Mr. Beagle** recommended that there be a temporary one year hiatus from freshman SAILS testing to see whether or not the new Framework would be formally adopted before the end of 2014. By March 2015, however, it was clear that the IL Competency Standards would not be subjected to "sunsetting" before our Interim Report to SACS would be due in September 2015. Our QEP plan, therefore, temporarily retained its focus on the IL Competency Standards of 2000 through that report's submission, with longitudinal assessment based on the SAILS exam still structured around those same competency standards. In a follow-up column, I will summarize the interesting assessment results that flowed from our PILOT project, and its dual-focus structure organized around both Information Literacy and the development of our Learning Commons.

Endnotes

1. **Jackson, C.** (2013). "Confidence as an indicator of research students' abilities in information literacy: A mismatch." *Journal of Information Literacy*, 7(2). pp. 149-152.

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into the pie, cooked and then eaten cold. These tiny pies have been a favorite food in Britain since the Middle Ages — and have changed the English language with idioms, nursery rhyme verses, even a mention by **Shakespeare**. You know what? Now I am even hungrier! Wonder where I can get a **Melton Mowbray pork pie**? *http://www.bbc.com/travel/story/20170322-how-a-pocket-sized-snack-changed-the-english-language*

We are putting some Rumors on Podcasts. Are y'all listening?

And They Were There

Reports of Meetings — 36th Annual Charleston Conference

Issues in Book and Serial Acquisition, "Roll With the Times or the Times Roll Over You," Charleston Gaillard Center, Francis Marion Hotel, Embassy Suites Historic Downtown, and Courtyard Marriott Historic District — Charleston, SC, November 1-5, 2016

Charleston Conference Reports compiled by: **Ramune K. Kubilius** (Northwestern University, Galter Health Sciences Library) <r-kubilius@northwestern.edu>

***Column Editor's Note:** Thank you to all of the **Charleston Conference** attendees who agreed to write short reports that highlight sessions they attended at the **2016 Charleston Conference**. All attempts were made to provide a broad coverage of sessions, and notes are included in the reports to reflect known changes in the session titles or presenters, highlighting those that were not printed in the conference's final program (though some may have been reflected in the online program). Please visit the **Conference Website** at **www.charlestonlibraryconference.com**, and the online conference schedule at **https://2016charlestonconference.sched.org/** from which there are links to many presentations' PowerPoint slides and handouts, as well as links to video for select sessions. The conference blog by **Don Hawkins** is available at **http://www.against-the-grain.com/category/chsconfblog/**. The **2016 Charleston Conference Proceedings** will be published in partnership with **Purdue University Press** in 2017.*

*In this issue of **ATG** you will find the second installment of 2016 conference reports. The first installment can be found in **ATG v.29#1, February 2017**. We will continue to publish all of the reports received in upcoming print issues throughout the year. — **RKK***

THURSDAY, NOVEMBER 3, 2016
LIVELY LUNCH DISCUSSIONS

Budgeting in an Academic Library — Presented by **Karin Wikoff** (Ithaca College)

Reported by: **Susannah Benedetti** (University of North Carolina Wilmington) <benedettis@uncw.edu>

Wikoff described her role as Head of Technical Services overseeing acquisitions, bindery, cataloging, eresources, serials, personnel and budget — without having had any formal budget training. After searching in vain for relevant courses, webinars, or workshops, she formed her own "Academic Library Budgeting Roadshow" to talk to peers and identify best practices, tips, and common ground through a ten question survey. She presented the questions that cover budget timelines, allocating funds to subject selectors, shifting funds, predicting serials costs, transitioning from print to online, end of year surplus funds, going over budget, PDA/DDA deposit accounts, zero-based budgeting, and the biggest budgeting challenges. Survey results showed a wide range of answers to each question, with many budget processes that are unique to each library. Q&A followed, with audience members providing their own answers and experiences. Although there are no easy answers that can be shared across all institutions, the exchange of knowledge and practice is invaluable. **Wikoff** is continuing the project and will share ongoing results.

Creative, Evolving, Relevant - Communicating the Library's Value — Presented by **Thurston Miller** (Hesburgh Libraries-Chemistry-Physics Library); **Krystie Wilfong** (Columbia University); **Doug Way** (University of Wisconsin-Madison); **Natalie Butler** (Taylor & Francis)

Reported by: **Katherine Ahnberg** (University of South Florida) <keahnberg@usf.edu>

This session offered insight into the opportunities and challenges of developing, delivering, and maintaining programmatic outreach initiatives across a variety of campus stakeholders. Focusing on the mutual benefit attained from seeking out common-sense campus partnerships, potential groups identified were largely non-traditional, and included alumni networks and other non-academic units. The growing concept of student as customer continues to trend upwardly in libraries, manifesting here as a discussion of marketing techniques and other wide impact, "lean practices" geared towards communicating the relevance of library engagement for all campus stakeholders. The importance of tailoring programming to individual user interests was central to this session; suggestions for library led workshops based on student interests, discipline specific requirements, and primary language were one example of take home strategies for attendees. Creative approaches to maintaining targeted, effective outreach were offered, with an emphasis on intentionally designing an environment for meaningful student feedback and the responsive service practices necessary to meet evolving patron needs. Concluding with a discussion of the ways in which libraries can humanize the service element of our profession, this Lively Lunch opened the floor to participant experiences in communicating a library's relevance as a place that is "more than just books."

From Rivalry to Cooperation: Building Collaborative EBA — Presented by **Trey Shelton** (University of Florida); **Apryl Price** (Florida State University); **Stephanie Kaelin** (Cambridge University Press); **Jason Heckathorn** (University of Florida)

*NOTE: Joining the panel were **Aimee Barrett** (University of Florida); **Don Gallagher** (Cambridge University Press); **Charles McElroy** (Florida State University)*

Reported by: **Becca Peters** (Metropolitan State University) <Becca.peters@metrostate.edu>

The presenters defined Evidence Based Acquisition (EBA) as a way to make eBook purchases based on usage data with the final selection process done by librarians. Some of the benefits of EBA that they shared were that it utilizes collection development policies and librarian expertise. The costs are known up front as libraries choose the amount that they will spend, which provides a way to control eBook expenditures. The partnership between the two libraries and **Cambridge University Press** was initially an "experiment" that is now in its third year. The collaboration between the two libraries allows them greater access to content since they are "pooling their resources," which translates to approximately five times the amount of their deposit. The **Cambridge**

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collection largely covers the humanities and social science, while still offering coverage for other subjects such as law, politics and business. The libraries did mention that a few downsides to this particular partnership are that it is only with one publisher and that they have to make purchasing decisions three times a year. Overall, the session provided a good example of what a successful collaboration with a publisher can look like, although it seemed more vendor driven, as many of the library panelists did not contribute content to the session.

Gender and Negotiation: Practices and Strategies — Presented by **Rachel Fleming-May** (University of Tennessee); **Jill Grogg** (LYRASIS)

Reported by: **Morag Stewart** (University of Washington Libraries) <mkstew@uw.edu>

Noting the sensitive subject matter, **Grogg** opened the Lively Lunch session with an overview of negotiation and background statistics, followed by the presentation of a set of ground rules to guide audience responses. The discussion was indeed lively among the approximately 25 attendees. Cultural norms and expectations regarding gender were mentioned, such as women are perceived to be cooperative, librarians are expected to be collegial and nice, which can affect behaviors and expectations when negotiating. Work culture (corporate vs. academic) and generational differences were also highlighted as factors that affect negotiation outcomes. Several experiences were also shared regarding negotiating for jobs and raises. Discussion continued to the point that **Fleming-May** ran out of time to go through all of the slides, but she did display the last slide, a resource list for further reading on the topic. Though somewhat light on solutions for dealing with gender issues, the session emphasized awareness that gender does matter and that it is one of many factors in how we negotiate. In a profession that is predominately female, understanding and discussing differences openly is important to understanding our negotiating partners and ourselves.

Giving and Taking: How We Each Contribute to the Scholarly and Scientific Journal Ecosystem — Presented by **Rick Anderson** (Moderator, University of Utah); **Ivy Anderson** (California Digital Library); **Erin Beutel** (College of Charleston); **June McDaniel** (College of Charleston); **Anirban Mahapatra** (American Chemical Society); **Matt Cooper** (Wiley Publishing)

*NOTE: **Erin Beutel** did not present in this session.*

Reported by: **Ramune K. Kubilius** (Northwestern University, Galter Health Sciences Library) <r-kubilius@northwestern.edu>

Moderator **Anderson** (**Rick**) explained the speaker changes and shared the questions panelists would address: 1) What costs do I incur?; 2) What value do I bring to the ecosystem with the work that I do?; 3) Of things my fellow panelists do within our ecosystem, which are of the most value to me? **McDaniel** (who had to leave soon after her presentation to teach a class) presented a visual contrast of the "peaceable kingdom" and the "smoky swamp of ancient Egypt." Research overseas (for her — Bengal, India and Jakarta, Indonesia) presents religious studies scholars with challenges and benefits: no funds to pay for students to accompany her, but also — opportunities for interfaith dialog and meeting holy men. The smoky swamp metaphor described the stumbling blocks presented by politics, infighting, sacrifice (of people for departments), critical reviews of peers' books to show how "rigorous" a journal is ("Aztec sacrifice to the sun"). Colleagues can present "information roadblocks" because they (the authors) "haven't earned it yet." She advocated for "calls for papers" by theme that evens the playing field and reduces the randomness of publishing in her field. In her field, publishers seem to prefer eBooks or hard cover books, while paperback books are still preferred for affordable, individual consumption. She discussed formal and informal (accidental) mentoring. **Anderson** (**Ivy**) discussed licensing: the institutional costs in the multi-campus world of **UC**, the value to the campus and the larger ecosystem. In the OA advocacy world, peer review doesn't get enough credit, and libraries are involved in managing journal integrity over time, as "the journal" in a field may change. **Cooper** discussed costs that aren't dollars, but rather: deadlines, travel, time, energy, turmoil. Value may be different with a small publisher vs. a large "service provider" publisher. Before innovation ("bells and whistles"), find a way to enhance research and enable content. An ecosystem without scholarship would mean that he would have no job. **Mahapatra** discussed the growth in journals since he joined **ACS**, the growth in global submissions (more editors and reviewers are needed in India and China, for example), the increasing interest in OA in chemistry. **ACS** will be launching a preprint server. His goal is to provide content, value and access, ensure that librarians can provide feedback on access.

How in Sync Are We? What Academic and Public Libraries Can Learn From Each Other — Presented by **Julia Gelfand** (University of California); **Anja Smit** (Utrecht University); **Theo Kemperman** (Bibliotheek Rotterdam); **Melanie Huggins** (Richland Library)

Reported by: **Amanda Stone** (South Carolina State Library) <astone@statelibrary.sc.gov>

Two public library directors and two academic library representatives exchanged ideas on how these two sectors are more alike than different in responding to community needs, and ways to collaborate and learn from each other. **Huggins** provided a snapshot view of the Libraries as Studio concept fostered at the **Richland Library**. Library spaces should evoke feelings and support; experience and how the space feels are critical. Spaces need to support the activities and outcomes desired. (Pop-up spaces included: library at the bar!)

Kemperman discussed interlibrary cooperation goals for **Bibliotheek Rotterdam**, the municipal public library. Goals include diversification of functions throughout the city, facilitating services to students of all types, drawing local users, lowering thresholds to use, and institutional cross-pollination. **Smit** considered advocacy and working with stakeholders valuable skills that academic institutions could learn from the public library sector. Regular leadership conversations between public and academic libraries in a community are important as well as possible collaboration with database vendor relations.

Gelfand rounded out the session with ideas on collaborations such as administrative cooperation, joint use facilities, borrowing cards, collaborative experiences, outreach for adult services, cocurating exhibitions, collaboration in special collections and local archive content, and partnering on social media and library instruction.

Liaison Librarians in the Know: Methods for Discovering Faculty Research and Teaching Needs — Presented by **Nora Wood** (University of South Florida); **Melanie Griffin** (University of South Florida)

Reported by: **Carin Graves** (Michigan State University) <gravesc@msu.edu>

This Lively Lunch was inspired by a 2014 session that asked what faculty wanted librarians to know. **Griffin** and **Wood** at the **University of South Florida** reported on a year-long project at the libraries to identify the research and teaching needs of their faculty. The analysis of faculty teaching needs centered around the analysis of syllabi pulled from the online course management system. The syllabi came from classes in high enrollment degrees and the general education requirements.

Research needs required more faculty involvement. Departmental websites were used to gain insight into research needs, but often had

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missing or outdated information. To augment the data from departmental websites, the liaison librarians at **USF** interviewed select administrators in the College of Arts and Sciences.

Some preliminary insights include the focus on student success at the university, the increase in project based learning, and the shift towards online courses. Some suggestions **Griffin** and **Wood** draw from this are the need for librarians to get involved in campus wide initiatives and to incorporate the liaison librarian at the development phase of online courses. This session featured several breaks for discussion in small groups based on prompts provided by the presenters.

Really Open, or Really Shut Away? How Do Researchers Discover that Elusive Open Access Content? — Presented by **Byron Russell (**Moderator, Ingenta Connect); **Cesar Berrios-Otero** (F1000); **Eileen Lawrence** (Alexander Street Press); **Charles Watkinson** (University of Michigan); **David Sommer** (KUDOS)

NOTE: Representing Alexander Street Press on the panel, ***Andrew Eastman-Mullins*** *replaced* ***Eileen Lawrence****.*

Reported by: **Stacy Stanislaw** (Taylor & Francis Group) <stacy.stanislaw@taylorandfrancis.com>

To start the session, **Russell** gave a short introduction to Open Access and shared his own experience with Open Access publishing and discovery of content. Next, each panelist took five minutes each to describe their companies and their involvement with and interest in Open Access. The panelists then answered a series of questions proposed by the moderator. Key questions included: "What will the OA Landscape look like in 20 years?"; "What steps can authors take to make articles accessible?"; "How can librarians build relationships with their patrons and help promote their work?" and "Can every university have their own publishing house that's driven by the library?" Overall, the panelists successfully examined the overarching theme of the session — what challenges does Open Access present and how can vendors and librarians help aid in the discovery of Open Access content.

What are Subject Liaisons When "Collections" and "Subjects" Don't Matter? — Presented by **Scott Warren** (Syracuse University); **Darby Orcutt** (North Carolina State University Libraries); **Mira Waller** (North Carolina State University Libraries)

Reported by: **Nicole A. Casner** (UCLA) <ncasner@library.ucla.edu>

The presenters discussed their work to understand the evolution of subject liaison roles in their institutions and how those changes might be reflected in library organizational structures. In addition to providing specific questions they have asked themselves and their colleagues on a local level, the presenters structured the session as a true dialogue with attendees. Most attendees agreed that their librarians and organizations are facing similar challenges to define roles, both in official job descriptions and practice. Much of the discussion focused on the different ways in which subject liaisons now go beyond traditional roles to reach out and meet students, researchers, and faculty members where they "live" beyond the library walls in order to connect them to resources that support, and oftentimes enhance, their work. Other examples of broader roles for subject librarians shared by the group included working with donors and applying for grants to expand services, redefining library spaces, and even full immersion into project teams centered within academic departments on campus. There was general consensus among the presenters and audience members that the roles, responsibilities and official definition of "subject liaison" would continue to evolve and that further discussions are necessary to fully explore the possibilities.

The Whole Discovery Enchilada: How Close Are We to the Goal? — Presented by **Janet Fisher** (Moderator, Publishers Communication Group); **Tricia Newell** (ACSESS); **Eddie Neuwirth** (ProQuest); **Kate Hill** (UNC-Greensboro); **Todd Carpenter** (NISO); **Ken Varnum** (University of Michigan Library)

Reported by: **Jharina Pascual** (University of California, Irvine) <jharina@uci.edu>

This session was a series of short presentations and then a discussion between different stakeholders in the process of discovery product development, purchasing, implementation, and maintenance. They weighed the current realities of discovery layer functionality and use, as well as the circumstances of various stakeholders that may lead them to engage with, adjust, or reject a discovery layer product altogether.

The discussion began with **Hill** of **UNC-Greensboro**, a librarian at a mid-tier academic institution. They do not purchase a discovery service. They use WorldCat Local for general research, and more advanced scholars use specific databases. They maintain their resources in Worldshare, which allows her immediate control over the metadata, link resolver, and any access issues. Their choices reflect a different budgeting and institutional reality than **Varnum's** at the **University of Michigan**, which makes use of many vendor-developed products through APIs as well as open access resources. Unlike **UNC-Greensboro**, the **University of Michigan** library system has the support required to troubleshoot, customize, and test various systems and their (often inaccurate) metadata.

Neuwirth from **Ex Libris** acknowledged that there are a lot of factors that influence the final product. These include the metadata schema used by in-house librarians, the licensing and technical requirements of publishers, as well as the feedback they receive from customers.

These contingencies, as well as the specific technical, procedural, and legal precedents set by the product vendors themselves lead to an environment where transparency and consistency are difficult and lead libraries and smaller publishers to seek avenues of search and distribution apart from discovery platforms. This is most likely to be Google Scholar. Unfortunately, as **Carpenter** argues, this is a service that lacks the metadata richness and specificity that libraries produce. It is also likely to be less transparent about how it produces and ranks results for searches.

In order for discovery platforms to become more competitive and useful to the library community in general, publishers and product vendors need greater commitment to implementing standards like KBART and other metadata schemata that allow for greater interoperability. They also need better user interfaces that make library platforms relevant to patrons — such as more seamless authentication, identification of open access resources, and more consistent metadata.

That's all the reports we have room for in this issue. Watch for more reports from the ***2016 Charleston Conference*** *in upcoming issues of* ***Against the Grain****. Presentation material (PowerPoint slides, handouts) and taped session links from many of the 2016 sessions are available online. Visit the* ***Conference Website*** *at* ***www.charlestonlibraryconference.com****. —* ***KS***

by **Donald T. Hawkins** (Freelance Conference Blogger and Editor) <dthawkins@verizon.net>

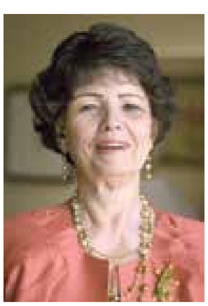
Celebrating Serendipity and Collaboration: Looking Back to Look Forward — The 2017 NFAIS Miles Conrad Lecture

The 2017 meeting of **NFAIS (the National Federation of Advanced Information Services)** was held in Alexandria, VA on February 26-28. Its theme was "The Big Pivot: Re-Engineering Scholarly Communication." As usual, one of the meeting highlights was the presentation of the **Miles Conrad Memorial Award** and its accompanying lecture. Given in honor of the late **G. Miles Conrad**, one of the founders of **NFAIS**, the award is **NFAIS's** highest honor. The list of recipients is a stellar collection of leaders in the information industry, and this year's award winner, **Judith C. Russell**, is a highly worthy recipient. Currently Dean of Libraries at the **University of Florida (UF)**, **Russell** was formerly Superintendent of Documents at the Government Publishing Office, and has worked in a variety of special libraries and government agencies.[1] She is also the author of the Foreword to *Public Knowledge, Access and Benefits* (**Miriam A. Drake** and **Donald T. Hawkins**, *Information Today*, 2016).

In her lecture, **Russell** traced some of the highlights of her career, including the principles that have governed her. She said that she has had an exhilarating and challenging career and noted that although technology has changed the way organizations operate, a common goal of libraries is to provide essential and reliable information to users at the point of need. If she were called on to choose a single word to describe her career path, it would be "serendipity," and when she has changed jobs it has been because of the new challenges offered. One lesson she mentioned is that because of its content and services, a research library is an essential tool for its users, and is as valuable as any piece of equipment. Although technology has changed dramatically, the issues and importance of access to information have remained constant.

After working for a number of commercial organizations in the information industry, **Russell** joined the Government Printing Office (now the Government Publishing Office) and managed the transition of the Federal Depository Library Program. She recounted an amusing incident when she was at the White House demonstrating the first showing of the WhiteHouse.gov site, and the projector failed. She had to sit with her legs dangling over the edge of the stage and use her own laptop to connect to the backup projector. She decided that there could never be a more awkward and uncomfortable presentation (and learned what I call "Murphy's Law of Live Demonstrations": the odds of the technology failing at a critical point are extremely high!).

Russell was the second librarian and first woman to serve as Superintendent of Documents. She led the transition from print distribution (formerly 95%) to nearly total electronic access. One of her challenges was to foster acceptance by government documents librarians of digital access without print access — a fundamental change in the organization's culture. **Russell** also became active in the **National Commission on Libraries and Information Science (NCLIS)**, and she urges everyone interested in establishing information policies to read the Preamble to its document "Principles of Public Information."[2]



Judith C. Russell

Some time after joining **UF**, **Russell** learned that the university President had asked his search committee to find a non-traditional candidate who was not boring. She emphasized how delighted she is with her present job and how grateful she is that **UF** was willing to hire someone who had not worked in an academic library since graduating from college but who has been deeply involved in the massive changes in the publishing industry.

At **UF**, 87% of its materials budget now goes to electronic resources, and many of its large print collections have been moved to off-site storage. The space they occupied has been devoted to students. Recently, 26,000 square feet that was formerly the science library was transformed into group study rooms and 700 seats and over 1,400 power outlets were installed. Attendance at that library quickly jumped from less than 1 million users a year to 1.6 million, with little impact on usage of other **UF** libraries.

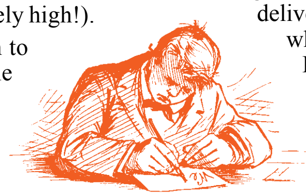
NFAIS President Chris Burghardt Presents the Miles Conrad Award Plaque to Judith Russell. (Photo by Marcie Granahan.)

UF's Smathers Library was the first research library to become a member of **NFAIS**. It has recently established the *LibraryPress@UF*, an imprint of the **UF Press**, so the library has become a publisher as well as a research library, which has led to a collaboration between the library and **Elsevier**[3] and a project to identify **UF** faculty research publications (over 8,000 journal articles annually, including over 1,100 in **Elsevier** journals) without placing a significant burden on the library staff. The collaboration has resulted in these benefits to both the library and **Elsevier**:

- Collecting information without burden on **UF** faculty publishing in **Elsevier** journals.
- Facilitating the university's oversight of compliance with public access mandates.
- Achieving cost savings and efficiencies for the libraries and **UF** through automation.
- Testing and refining **Elsevier** APIs to provide smooth scalability of the process with future academic collaborators.
- Improving understanding of publisher and academic library perspectives and addressing constraints inherent in these roles.

The library's institutional repository now has metadata for over 30,000 articles dating back to 1949 by **UF** authors published in **Elsevier** journals, and the scope of the project continues to be expanded.

For the future, **Russell** sees that in any project such as that between **UF** and **Elsevier**, the most important goal is facilitating compliance. Although some of the participants are motivated by profits and others deliver no-fee services, they are not adversaries but colleagues who benefit from collaboration and learn from one another. Every collaboration has its risks, and not all of them will succeed or be sustainable; nevertheless, they take us much farther than we can go alone. We must be able to identify the risks, convince others to participate, and have the patience to persevere. Successful collaborations build trust, surprise and delight, and the rewards are great.



Russell concluded by urging both publishers and librarians to share their ideas and seek opportunities to collaborate with each other. Libraries especially have limited resources, but they should participate in those efforts and benefit from them. She is optimistic that the future holds more changes that will inspire and delight us, and it will challenge us to provide better quality information and experiences to our users.

***Donald T. Hawkins** is an information industry freelance writer based in Pennsylvania. In addition to blogging and writing about conferences for **Against the Grain**, he blogs the **Computers in Libraries** and **Internet Librarian** conferences for **Information Today, Inc. (ITI)** and maintains the **Conference Calendar** on the **ITI** Website (**http://www.infotoday.com/calendar.asp**). He is the*

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Little Red Herrings — Is Intellectual Freedom at Risk?

by **Mark Y. Herring** (Dean of Library Services, Dacus Library, Winthrop University) <herringm@winthrop.edu>

Just about everyone has weighed in on the most recent elections, so I won't, at least not immediately. The attacks on intellectual freedom at our nation's campuses of higher education, however, are raising their ugly, transmogrified faces all too routinely.

I have been writing about intellectual freedom off and on for the duration of my career. I began with a piece back in the 1980s, followed that up with a few presentations at various conferences. Later, I even pulled together several essays by various and sundry writers on the topic for the journal, *Society*. Unfortunately, very little of what I or anyone else has written about the topic appears to have made any difference.

Recent events at **Middlebury College** (*http://nyti.ms/2n24WVY*) illustrate this point most spitefully, giving even the most hardened observers pause. **Middlebury College** is located in Middlebury, Vermont and is a small liberal arts institution of about 2,500 students. Granted, the college isn't known for its conservative bent; indeed, it's safe to say that it doesn't really have a "bent" that is conservative at all — just a few students who may lean a bit to the right. And that's where the trouble began.

Will DiGravio, a student in Film Studies and English, is editor of the campus paper. The paper published a piece by the school's American Enterprise Institute (AEI) Club. The piece advertised an event with the author **Charles Murray** and his book titled *Coming Apart*, a book that focuses on the disenfranchisement of the white working class. **Murray** has written a number of books, many of them controversial, and none more controversial than the mammoth best-selling tome he co-authored with the late **Richard Herrnstein**, *The Bell Curve*. **Murray** is fellow at AEI, a conservative think tank in D.C. One may agree or disagree with his work, but he is a brilliant and compelling writer regardless. President **Laurie Patton** of **Middlebury** was to introduce **Murray**, and Professor **Allison Stanger** of the Political Science department agreed to moderate the discussion.

On the surface, this looked to be what we in higher education live our lives for. Moreover, it's what we in libraries and other staunch supporters of intellectual freedom preach about: balance in the marketplace of ideas. Here we had a highly credentialed intellectual coming to discuss and even debate his work with those who were not even a little like-minded. While my own college days are no more than a distant memory, I can still remember spending hours listening to speakers with whom I agreed or disagreed, not to mention dozens of professors who soothed my conscience or raised my hackles. Frankly, both were learning experiences, even those in which I felt I would suffocate before I got out of the building.

Unfortunately, at **Middlebury**, things did not go as planned. Even before **Murray** arrived, hundreds of students and alumni called his appearance "unacceptable and unethical," and more than fifty faculty asked that **Patton** not introduce this "discredited ideologue." After all this, things really went downhill fast (**Murray's** take on the event is here: *http://bit.ly/2lZ1fzn*).

A crowd of about 400 students stood with their backs to **Murray**, and chanted for so long and so loud that he could not speak. He left with Professor **Stanger** of **Middlebury** and went to a prearranged location where he delivered his talk that was livestreamed to 300 students. When **Murray** and Professor **Stanger** left the location, more protestors accosted them and became so violent they physically abused both **Murray** and **Stanger**. **Stanger** was later treated at a local hospital for a concussion. Last April I wrote about political correctness and how many comedians now refused to speak at campuses. The events at **Middlebury** drive home that point even more sadly, more brutally.

Now not all of the protestors attend **Middlebury**. Of that, one can be almost certain. But many do and they were intransigent in their dislike of **Murray**, so much so that they were willing to do anything — anything necessary — to prevent him from speaking. Fortunately, many on the **Middlebury** administration in charge of the event had foreseen the uproar and had made backup plans so those wishing to hear **Murray** could. **Middlebury** is very much in the soul-searching mode right now, and that is a good thing. President **Patton** is already taking steps (*http://bit.ly/2meQIRu*) to assure this will never happen again, or so one can hope.

I am troubled by this event and others like it, not so much about who it is, but that it happened at all. Sure, many campus speakers stir up controversy, but not many are greeted in this manner. Is this where the most recent elections have left us? It would appear so, since many unhappy with the results have acted out their displeasure in the same manner: rioting, terrorizing, and looting. For all the hoopla we in higher education make about critical thinking skills, is this where it has left us: unwilling even to listen to others with whom we viscerally disagree?

Yes, I know **Murray's** work and I have read *The Bell Curve*. (As it turned out, almost no one by their own admission — faculty or students at **Middlebury** — had read anything by **Murray**). And yes, I understand that it's controversial and to many it is loathsome. We'll set aside that **Murray** wasn't there to talk about the twenty-year old book but about his new work on the white working class. As **ALA** has argued, free speech isn't free if it eliminates the very things that we may find personally objectionable.

For those of us who work in libraries, regardless of our political leanings, this, and the subsequent post-election behavior of some, should be disturbing. If intellectual freedom means this, then we must admit it is neither intellectual nor free, but myopic and hidebound. Further, we should consider that we have failed miserably at our jobs as librarians, faculty, and higher education administrators.

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Editor of ***Personal Archiving: Preserving Our Digital Heritage****, (Information Today, 2013) and Co-Editor of* ***Public Knowledge: Access and Benefits*** *(Information Today, 2016). He holds a Ph.D. degree from the* ***University of California, Berkeley*** *and has worked in the online information industry for over 45 years.*

Endnotes

1. A "Penthouse Interview" with **Russell** at the **2016 Charleston Conference** was published on the ***ATG*** website at *https://www.youtube.com/watch?v=VMyU294IZxs&feature=youtu.be*.

2. Reprinted in the Foreword to *Public Information: Access and Benefits* and also available at *4uth.gov/usa/English/politics/assess/vol3.pdf*.

3. Additional information about the **Elsevier** project is available in *Collaborative Librarianship*, Vol. 8 (2016), "Academic Library and Publisher Collaboration: Utilizing an Institutional Repository to Maximize the Visibility and Impact of Articles by University Authors" (*http://digitalcommons.du.edu/collaborativelibrarianship/vol8/iss2/4/*).

Biz of Acq — Implementing MD-SOAR, a Shared Consortial Repository

By Column Editor: **Michelle Flinchbaugh** (Acquisitions and Digital Scholarship Services Librarian, Albin O. Kuhn Library & Gallery, University of Maryland Baltimore County, 1000 Hilltop Circle, Baltimore, MD 21250; Phone: 410-455-6754; Fax: 410-455-1598) <flinchba@umbc.edu>

Column Editor's Note: *Acquisitions units are taking on work to support digital collections and intuitional repositories, which I refer to together as "digital repositories." While acquisitions can support repositories by acquiring digital content, conducting quality review of digital content, moving digital content between systems, and inventorying, manipulating, and ingesting digital content into a repository, experience in working collaboratively in a consortial environment can also position acquisitions librarians to lead collaborative digital projects. The February 2016* ***"Biz of Acq"*** *column featured an article,* ***"MD-SOAR, Maryland's Shared Open Access Repository: It's been a Long, Long Haul"*** *on the work necessary to move an IR concept from an idea to a pilot project for a shared digital repository. The two-year pilot project for implementing MD-SOAR (****https://mdsoar.org/****) began on April 1, 2015, and this article covers the implementation process. —* ***MF***

The Maryland College Shared Digital Initiative (MDCSDI) moved from planning for a shared institutional repository to the implementation phase on February 1, 2015. The group agreed to implement the repository on the DSpace platform (*http://www.dspace.org/*), to be hosted by Digital Systems and Stewardship (DSS) at the **University of Maryland, College Park**, and obtained funding from the **University System of Maryland and Affiliated Institutions' (USMAI)** Council of Library Directors. They had also established which Maryland colleges would participate in the pilot: eight **USMAI** libraries plus **Goucher College**, **Maryland Institute College of Art**, and **Loyola Notre Dame Library**, which joined the **USMAI** consortium during the pilot. With the first implementation meeting, MDCSDI became known as the Governance Group.

While the two-year project wasn't divided into parts, there have been four distinct phases, which I'm naming and utilizing to organize this article: 1) Pre-implementation; 2) Implementation; 3) Post-implementation; 4) Evaluation and planning. For pre-implementation, the Governance Group's work fell within three major areas: infrastructure, implementation planning, and policies. During implementation, the Governance Group's work focused on customization and configuration decisions, loading, and support & training, while completing policies. Post implementation, after the libraries started to use the newly implemented repository, the group worked on enhancements (Creative Commons Licenses), reports and statistics, and usability. The final phase of the project, evaluation and planning for the future, is now in progress.

Pre-Implementation

Infrastructure — Infrastructure issues focused on how the group would work and communicate, and how the group and individual members would communicate with DSS. We had decided that the Governance Group would function democratically with each library getting one vote in decisions impacting the platform. We also had one contact from most libraries participating. We immediately asked each library to additionally name alternate contacts to ensure that all campuses were aware of key issues as implementation progressed. We determined that all meetings should be open, so that specialists not on the official contact list could attend either as substitutes or in addition to regular members to provide input into discussion and decisions. Email lists, which had been hosted by **UMBC**, were migrated to the host site at the **University of Maryland, College Park**. The group's Web page was migrated from **UMBC** to Basecamp, a Web-based project management and collaboration tool (*https://basecamp.com/*). Later, when libraries had trouble finding relevant policies in Basecamp, policy documents were moved to a MD-SOAR Web page on the public **USMAI** Website, along with a list of campus contacts. In addition to organizing the governance group, we also had to determine how the group would work with DSS. DSS named contacts who we would work with throughout the project. With feedback from the group, the **USMAI** Executive Director and DSS drafted a "Service Level Agreement" outlining the services that participating libraries would receive. The Service Level Agreement was between DSS and **USMAI** rather than between DSS and the individual libraries since **USMAI** provided 100% of the funds for the project.

It's important to note that while some elements of the infrastructure were set, there was a great deal of flexibility in how we went about making decisions. Workload stress was an issue that always had to be taken into account in figuring out how to get things done. Most issues were worked on by a small group, which would submit a plan or policy draft, for discussion, possible modification, and vote. Sometimes, during group discussion, a plan would emerge, and barring any objections, would be accepted. As metadata is complex issue, and the Governance Group had only two members with expertise, we delegated it to a standing sub-group with additional members with appropriate expertise, and gave that sub-group decision making authority. In the instance of record displays, there were very strong opinions on a very detailed level, so the sub-group working on the issue submitted two possible plans — the group voted on the plans, then each library proposed modifications and the group voted on each proposed modification. In the instance of usability, a usability study was delegated to a **USMAI** User Experience group. It's important to note that Governance Group members by-and-large were responsible for their library's implementation of the repository along with the duties of their regular full-time job, and depending on their current workload or projects in their library, were not always responsive or engaged in the decision-making process. Essentially, there was no right way, but rather, a variety of different methods needed.

Implementation Planning — The first implementation decision the group had to make was a consequence of implementing a single, centrally-hosted system for all of the libraries to use. There would be only one URL for the site, so libraries would not be able to use their own URLs for it. After some discussion, the group agreed to call the repository MD-SOAR (The Maryland Shared Open Access Repository), and to base the URL on that name. Further, the **USMAI** Executive Director agreed to hire a graphic designer to create an MD-SOAR logo to appear on the site. Each library would have a community within the repository, which could contain limitless collections and sub-communities. After some discussion and research on the part of DSS, the group agreed that each library would also provide a university logo to appear on all the pages within their community for continuity in university branding.

In advance of the first implementation meeting, on the request of a participating library, the **USMAI** Executive Director, the Director of Consortial Library Application Support in DSS, and the Governance Group Chair agreed that the first thing DSS would do was set up a sandbox DSpace site to allow participating libraries to become familiar with the software. Libraries were given access to the sandbox site at the first implementation meeting. In addition to the sandbox site, a staging version of the software would be set up, in addition to the live version, for testing both loads and interface changes before making them in the live version of DSpace. The sandbox site was eventually taken down.

Policies — During the first implementation meeting, the Governance Group reviewed repository policies from other schools, then determined what polices would need to be developed for MD-SOAR: a file-size policy, a content and file format policy, a metadata policy, and a take-down policy. A file size policy would address limitations on storage; with subsequent discussion, the group determined to wait for problems to occur before addressing this concern. Thus far, none have occurred, so a file size policy was never drafted or adopted. The group immediately began work on a content policy and metadata policy, assigning two group members to work on both of those tasks. The group also agreed

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to work on a license agreement at this time, and one person agreed to adapt the existing **University of Maryland, College Park** repository license for the group. The license agreement was adapted with few issues and little discussion, but with the understanding that each participating library would consult their campus legal counsel, making the identified agreement a template to be modified by each campus as mandated by their individual counsel. The take-down policy was put off until after implementation, since it was not needed in advance of implementation.

The content and format guideline was drafted, and readily adopted, after expanding scope in several areas to allow all libraries to use the platform as they wanted. In the first draft, the policy states that all items in MD-SOAR must be open-access, but some libraries wanted to limit access on certain items so this was modified to allow restrictions based on the needs of participating libraries. The first draft limited the scope to works by current faculty, staff, students, or academic or administrative units, but was later expanded to include current and former people of those categories, so that emeritus faculty could participate. This would also free libraries from having to remove works after an author left the university. The initial draft stated that items should be scholarly or academic in nature; this was modified to include part of or related to existing library collections, which was important to libraries planning to use MD-SOAR as a platform for digital special collections. The final policy is available for viewing here: *http://usmai.org/sites/public/files/ContentandFormatGuidelines.pdf*.

The take-down policy was also adopted only after expanding its scope. The initial draft included the most common instances, such as copyright violation. Research subjects with personally identifiable information revealed were added to the policy, as were agencies with authority over the work in whole or in part. The host university or department was given the right to remove student work that doesn't meet their quality standards. Beyond a policy for what would be removed, the group also had to develop a process for handling take-down requests. This required both standards as well as flexibility to reach an agreement. We needed a policy that would allow for responsiveness when campuses are understaffed and unresponsive to shield the group as well as the host from lawsuits; however we also needed to allow each campus discretion over its own works. There were a variety of opinions as to what to do once the determination was made that there was a problem with an item. The group decided that all take-down requests would go to DSS, which will forward the request to the campus involved. The campus is then given seven days to respond, and if no response occurs, DSS will remove all access to the item until the issue is resolved by the host campus. While called a take-down policy, the group determined that campuses at their own discretion could determine to remove a work entirely, move it to a dark archive by putting view limits on it, or modifying the work by removing a problematic portion (with a note in the metadata indicating that the change had been made). The final Take-Down Policy is available here: *http://usmai.org/sites/public/files/TakeDownPolicy.pdf*.

In repositories, it's common to organize materials roughly by organizational structure, so that each academic department has its own collection. With many universities sharing the same repository, we quickly realized that we were likely to have multiple collections all with the same name that are indistinguishable from one another. For example we might have eight history department collections. In DSpace, the collections appear in searches, at the top of the results, so having multiple indistinguishable collections all with the same name didn't make sense. Because of this, the group determined to include a campus prefix in all collection and community names. This, however, is a soft policy, in that if a collection has a name that is clearly and truly unique, the prefix can be omitted. For example, a collection might be **UMBC** History Collection, but the **UMBC** wouldn't have to be included in an **Albin O. Kuhn Library & Gallery** Collection, but this is ultimately up to the campus.

The metadata policy was by far the most complex and time-consuming. Also, the Governance Group only had two members with expertise in this area. After an attempt at a simple policy failed to work with DSpace because of misconceptions about system functionality, a metadata subgroup was formed with two members from the Governance Group, and two metadata librarians not on the Governance Group. Many hours of discussion went into developing this policy, available here: *http://usmai.org/sites/public/files/MD-SOAR_MetadataPolicies_rev_08_20_2015.pdf*.

Implementation

The live MD-SOAR server was set up by DSS. Important benchmark dates were the system go-live date, and when participating libraries received the go-ahead to begin submitting materials, several months later. During the implementation phase, a Staging server was set up that would serve as a permanent testing site to preview software upgrades, configuration, and loads. When the system went live, server work on it began happening on a release schedule, so that changes to live MD-SOAR only happened periodically, and only after having first been previewed on the Staging server.

Customization/Configuration — The Executive Director of the **USMAI**, the project funder, agreed to hire a graphic designer to design a logo. After discussion, the group agreed to use a mortarboard and the state flag in the logo. The group received back four possible logos from the graphic designer, discussed, asked for some changes, and voted on them. The graphic designer finalized the logo, and it was added to the system. Each participating library also provided a campus logo, and these were all added to each libraries' individual community in DSpace. Individual library contact information was also added to the footer of each campus's community.

Upon finalizing the metadata policy, the Metadata Group wanted to customize the DSpace metadata drop-down menu to match the policy, hiding elements that were not adopted in the identified schema. However, DSS was concerned that the software use some of those elements. Additionally, they were concerned that we would simply want removed elements added back in later, especially if we added new libraries that needed those elements. However when the Metadata Group made decisions to customize the indexing, the "do not use" elements were not included in the indexes; so while the software continues to allow their use, they won't be indexed if anyone does use them, so adding a new library that will use them requires expanding the indexing to include them. These were the metadata and indexing customizations that could be agreed upon.

The Metadata Group also customized the submission form. At some libraries, there was a great deal of debate and a desire to have campus-specific customized submission forms, up until DSS stated that only one submission form is covered by the current contract, and that adding more would require paying a fee for extra customization. Facing additional cost, interest evaporated. The one submission form broadly covers most materials but provides no opportunity to include campus, format, or subject specific information. Campus information could, however, be added via templates that the libraries can create to add metadata elements to all of their records as they come in. The group decided not to allow embargoing via the submission form in the spirit of open access, and this issue has caused problems for libraries which must first enter an item via the submission form, making the item available to the public, and only add the embargo after that. With one form, in serving the needs of the many, some simply haven't had their needs adequately met, so this is an issue that will perhaps be revisited in the future.

The Governance Group formed a small group to work on the customization of short item displays. It turned out that participating libraries had very strong opposing opinions on display, with some wanting the short item display to be very short with few metadata elements included, and others wanting it to be very long with nearly every metadata element included. The small group ended up putting forth both a long and short version to vote on. The short version won, but each library was given an opportunity to propose additional elements to add to it. Each proposed addition was voted on, resulting in a comprise medium length short item display.

Loading — All libraries were given the opportunity to load materials into MD-SOAR. At first this was thought to be a one-time start-up activity, but with discussion, it became clear that some libraries would need to load materials, such as electronic theses and dissertations, on an ongoing basis. DSS provided instructions on preparing loads. Most libraries provided files as well as text file containing the metadata formatted appropriately for DSpace. However, with only this

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information, items could only be loaded into one collection. Libraries were also given the opportunity to run a program, which reformats files for load, and provide a collections file to map items into more than one collection. DSS set up Box accounts for each library to transmit files to be loaded to them. Loads initially go into a staging server, which gives the library an opportunity to check and make corrections before loading to the live repository.

Support & Training — The Governance Group was given a quick tour of the sandbox server as soon as it was set up. During every meeting for approximately the first six months, time was dedicated to question and answer. Many questions focused on how to do certain activities in DSpace, and loading. Information was posted in Basecamp, and additionally many questions were asked and answered there. In the summer of 2016, after the live server was available, the group hosted a half-day training session for any staff in participating.

Post-Implementation

Enhancements — Many enhancements were mentioned at one time or another by various group members during the implementation cycle. These possible enhancements included integration with campuses' single sign on, an inline video viewer, support for multimedia, various types of campus customizations, and the implementation of Vireo to support ETD submission. The pilot contract didn't provide funding for such enhancements, and no one wanted to ask for additional money until the pilot was successfully completed, so none were pursued. However, if the pilot proved successful, enhancements with wide support might be funded in a new funding cycle.

The one enhancement that could be provided immediately was the integration of Creative Commons licenses in the submission process as DSpace already had this built in, and the feature simply needed to be activated. This turned out to be challenging when options had to be customized, and help information provided for system users. The process extended over several months as configuration was determined and additional use guidance added.

Reports & Statistics — On initial implementation, built-in DSpace statistics were available to administrators, but fell far short of a group wish-list of statistics. The systems statistics were made available to the public, and Google Analytics and Tag Manager set up to run on the site with each campus given access for their site. A **USMAI** training session on Google Analytics gave campuses an opportunity for hands-on learning to use Google Analytics.

The Governance Group also looked at statistics provided by a third party vendor for DSpace. Despite providing additional analytical information not captured by Google Analytics, this approach was not fully implemented and determined to be cost prohibitive. After some discussion, the group was unwilling to ask for financial support for this approach when several customizations might be a higher priority. This decision was shelved and will be revisited at a later date.

Usability — Various disagreements occurred over platform customizations and wordings. With no clear way of assessing, the group decided that a usability study of the site might provide greater insight on its design. They asked a standing **USMAI** User Experience group to evaluate the site. The User Experience Group agreed to do this, and the Governance Group provided scope information on what to include in the study. After a few months, a lengthy report was provided with problems encountered and suggested improvements. Most were acted upon, resulting in an overhaul of the site's main landing page, as well its menus, and some other miscellaneous tweaks to improve the site's usability.

Sharing Promotional Materials — All participating campuses, as well the **University of Maryland, College Park**, a non-participating partner and server host, agreed to share promotional materials they had developed. Several campuses loaded materials in Basecamp, resulting in a stock of materials that could be used as is or re-purposed by others.

Evaluation and Future Planning

At this time, the MD-SOAR Governance Group is in the process of evaluating the project and planning for future support and administration. Obtaining ongoing funding requires documenting the success of the project and developing a payment plan that participating library directors will agree to. Additionally, funding for enhancements requires building consensus around them, projecting their cost, and including that cost in the upcoming request for ongoing funding. The Governance Group has additionally compiled a list of achievements, and will provide statistical data to document success, such as the number of items uploaded, and the number of visits to the site. All participating libraries have been surveyed about their satisfaction with MD-SOAR, and future needs, including what customizations are considered critical and highly desirable. Participating libraries were additionally surveyed on funding models and funding levels that they're willing to support. DSS is projecting cost both for the current base services and for possible enhancements. All will be compiled into a report to go to the **USMAI's** Council of Library Directors, and to non-**USMAI** directors separately, along with the recommendation of a five year ongoing pricing plan.

Finally, with additional libraries wishing to join MD-SOAR, decisions need to be made about whether to allow this, and how to go about it, particularly in regard to a potential one-time fee to cover start-up costs. Adding new libraries may serve as a means of obtaining additional funds to pay for enhancements while keeping the price affordable for all.

Conclusions

With a substantive investment of time by a core group of leaders and experts from a handful of libraries, implementing a shared repository was challenging, yet successful.

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Optimizing Library Services — The OPAC

by **Edward Iglesias** (Web Services Librarian, 204 Mitchell Street, Nacogdoches, TX 75965) <edwardiglesias@gmail.com>

Column Editors: **Elizabeth Leber** (Promotions Assistant, IGI Global) <eleber@igi-global.com>

and **Lindsay Johnston** (Managing Director, IGI Global) <ljohnston@igi-global.com>

Column Editor's Note:** Promotions Assistant, **Elizabeth Leber**, joined the **IGI Global** team in November 2016, and she recently became a column editor for **Against the Grain**. **Elizabeth** earned her BA in English with a focus on secondary education from **Penn State University**. She then continued to earn a Master of Arts in Education: Adult Education and Training degree from the **University of Phoenix**. Her professional background was primarily focused on enrollment in higher education prior to transitioning to a marketing career in the publishing sector. **Elizabeth** currently resides in Palmyra, Pennsylvania. Most importantly, she is eager to collaborate with the outstanding **Against the Grain** team for **IGI Global's "Optimizing Library Services"** column, which focuses on what services academic libraries can offer in the 21st century. — **LJ

When attempting to understand the way libraries acquire technology it is important to keep in mind that there was a time when nearly all technology was produced in house. The helpful Wikipedia article on OPACs ("Online Public Access Catalog." Wikipedia, the Free Encyclopedia, February 10, 2016. *https://en.wikipedia.org/w/index.php?title=Online_public_access_catalog&oldid=704231767*) gives a start time to online catalogs around 1975 with in-house systems developed at the **Ohio State University**. These were all in-house, locally developed systems since there were no ILS vendors until the 1980s. The records that went into those systems were developed largely by the **Library of Congress** in the 1960s ("MARC." Accessed April 5, 2016. *http://lili.org/forlibs/ce/able/course8/04marchistory.htm*). The earliest mention of the word OPAC is from around 1976 with **OCLC** (a library consortium that later became a library vendor) developing the first shared online catalog to be widely used. Throughout the 20th century, the technology of libraries was very DIY. Around 1980, all of this changed with the advent of cheap computing and vendors that offered products to libraries that previously only had card catalogs. Since then, more and more library technology has been purchased as a product from a vendor rather than being developed as a solution by staff.

Typically the transition from an in-house system to an outsourced system has a specific process: (1) there are cards that are typed up locally; (2) eventually this gets outsourced and cards are bought; (3) this information gets put into a database and is made available electronically; (4) the online catalog eventually replaces the print card catalog; (5) librarians who adopted the new platform became experts at searching the in-house system; (6) the vendor supported system takes its place; and (7) the in-house system is eventually retired. The vendor system is not as customizable as the old system, but everyone learns to make do. These precipitous declines in technology investment, customizability and local control are the hallmarks of outsourcing and will be seen again and again. As **Marshall Breeding** reported in 2007:

> "New Product Offerings from SirsiDynix" — SirsiDynix Symphony incorporates open, industry-standard technologies, offering the library community features and capabilities including: a service-oriented architecture (SOA), software-as-a-service (SaaS) options, power library "user experience" portal and search solutions, comprehensive integrated library management and productivity solutions, Java-based staff clients for all modules, fully documented application programming interfaces (APIs), Unicode support, advanced business intelligence and reporting tools, support for SIP2 and NCIP and support for the Oracle relational database management system. ("New Product Offerings from SirsiDynix: SirsiDynix Introduces SirsiDynix Symphony as New Integrated Library System." *Library Hi Tech News* 24, no. 7 (August 2007): 37–37.)

If this is the state of the art for OPACs, it is helpful to contrast what is gained and lost. After the first breed of home grown OPACs, the next generation focused on institutions that would largely maintain their own servers and network architecture. MARC records were loaded locally and were stored on the server. These records were very similar and had the same access points (author, title and keyword). Because MARC was designed at a time when memory was very limited, these records were stored in a flat file rather than a relational database. In order to search these records, there were indexes created at each of the access points. These records were stored on a system usually designed by information technology specialists at the institution. All of this meant that while the library had access to its own hardware and software, once a vendor became involved, the control was increasingly out of their hands. The migration from one OPAC to another requires the vendor's involvement because it was no longer a matter of just moving records. They had to be exported with customizations, which may or may not have been supported by the new system.

A hopeful change to this status quo is the growth of open source systems, which allows much more flexibility and local control. The tradeoff is the necessity for local expertise, specifically, in house programmers and systems administrators who are comfortable working with documentation and informal online communities as opposed to calling a help desk. As vendor support costs continue to rise, and the number of experts in open source systems grow, products such as Koha or Evergreen — especially when supported by independent companies such as **Bywater Solutions** — become much more realistic.

As OPACs became the de-facto inventory control system for libraries, many item types were hammered into place that were never meant to be supported. Dublin Core records imported from image or document repositories, were the first candidates. However, the real struggle came as electronic serials grew in prominence. Library systems and librarians had a great deal of expertise in dealing with paper serials. With the rise of online database aggregators, content became siloed into various database platforms. This prompted the need for a tool that would enable users to more easily find and retrieve content, and it would allow users to search across the entire library collection. Thus, was born the Discovery Layer.

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Both real dollar costs and the staff time investment were a fraction of what would have been needed to go it alone. Roadblocks came in the form of issues on which no consensus could be reached, and compromises that failed to satisfy any given campus but that served the overall needs of the platform and its users. For participating libraries, MD-SOAR jump-started repository programs that were lagging due to a lack of funding or staff time by substantively reducing those costs and technical competencies required of any single partner. During the pilot, the platform was successfully launched and policies developed to ensure an appropriate level of consistent usage of the platform by partners, allowing all more time to spend promoting their repository. Together we were readily able to do what all of us were struggling to do alone, and to do it better than any one of us might have done it alone.

Curating Collective Collections — The PALCI Shared Print Program for Reference Back Runs, A Work in Progress

by **Amy M. McColl** (Asst. Director for Collections, Swarthmore College Library) <amccoll1@swarthmore.edu>

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Column Editor's Note: *With this guest column by my onetime Tri-College colleague* ***Amy McColl****, I'm circling back to my early days with collaborative collections projects during the twenty years I worked at* ***Haverford College****. Beginning in the 1990s, the TriCollege Consortium received a series of grants from the* ***Andrew W. Mellon Foundation*** *to explore possibilities for treating our collections as one. Under those grants and building on local traditions, librarians with technical services, reference and instruction, circulation, and collection development responsibilities looked at sharing acquisitions of new print monographs, developing consortial roles for staff, purchasing electronic resources, and various ways for taking responsibility for older stack materials. With* ***Amy*** *and others, I was also engaged in early discussions about what came to be the PALCI shared science journal collection.*

In addition to happy memories of my TriCollege years, I have a soft spot in my heart for reference works in that I grew up in libraries at a reference desk and was general editor of ***ALA Publishing's Guide to Reference****. I have therefore followed the work of TriCollege colleagues over the years since my departure from* ***Haverford****, including the reference sets project. I'm glad* ***Amy*** *agreed to write about it for this column, if only because shared collections discussions are dominated by journals and monographs and to a lesser extent electronic or government publications. As readers of* ***ATG*** *well know, reference collections have undergone transformational change in the last 20 years, and that change, along with incentives to repurpose library space away from housing as much print, has prompted a shift in the perceived value of, as well as plans for relocating and treating differently, the publications that dominated the practices of print-based reference.*

We librarians don't like to throw things out, and for good reason. Our stacks or storage facilities house the evidence of the hoarding we do of superseded editions and previous issues of reference works — after all, a run of ***World Almanac (1868--)*** *is a majestic and satisfying sight as well as a browser's delight! As they amass into clumps of encyclopedia editions and long runs of reference serials ("current edition in Ref, previous editions in Stacks," as the catalog advises), some of these titles in fact achieve research and teaching utility not present in, or at least a utility different from, the single latest copy in the reference section. Granting that some of this reference information is online now and almost all historical information of this sort is of interest to small groups of teachers and scholars, these printed works, like other volumes, need to be preserved as part of the cultural and historical record. Like so many other widely-collected 19th and 20th-Century publications, though, the community of libraries probably do not need to preserve the number of copies in which individual libraries have retained them.*

The joint TriCollege-PALCI story about sharing print reference sets foregrounds the hybrid, fish/fowl nature of print reference collection materials in that some act like monographs (a 6-volume encyclopedia, successive editions of a language dictionary) and some like serials (annuals, directories, almanacs). In completing the article, ***Amy*** *corresponded with other consortia and ferreted out the complexities of talking about and tracking shared print for reference in that she found out about work not as visible as PALCI's because reference titles are subsumed by shared print projects for monographs or serials. —* ***BK***

The idea to begin a shared print program for reference back runs arose out of a smaller pilot project begun in 2012 by the TriCollege Consortium, consisting of **Bryn Mawr**, **Haverford**, and **Swarthmore Colleges**. The Colleges have long had a close relationship: we have shared an ILS since 1990; we circulate materials freely among the three campuses via van delivery twice per day (we are lucky to be located within 11 miles of one another); and we instituted a shared TriCollege print approval plan in 2004. In the past 15 years, we have tried as much as possible to ensure that all title duplication (and in some cases, triplication) is deliberate and not accidental in order to expand our holdings and conserve our budgets. It therefore made sense to extend this close collaboration to include de-duplication of older print periodical runs, and more recently, to serial (largely annual) reference sets.

Even in this small consortium, we faced many challenges when we embarked on the project. Some of the questions that arose included:

- What constitutes a reference set? Some titles seemed to be no-brainers (*Who's Who; The Times Almanac; The Statistical Yearbook*), but others were housed in the regular stacks in some libraries (*Mental Measurements Yearbook; The Year's Work in English Studies*) or in the government documents collection (*Pennsylvania Abstract*) for others.
- Getting accurate holdings data was difficult, and in many cases this required library staff going into the stacks and hand-checking each title.
- Gaps in holdings had to be recorded in a spreadsheet, which was not an ideal tool for this purpose.
- Decisions about whether to keep entire runs together or use a distributed model were problematic. In some cases, a TriCollege library wanted to keep its back run in the stacks, and if there were gaps in the run, another library in the consortium had to send the missing volumes to the holding location. This required work by library staff to retrieve items, ship them to the holding library, and then change the item record information on arrival.

We forged ahead and completed most of the project, employing our rented shared storage space for most of our consolidated sets of back runs. But some details have yet to be settled, for example, ensuring that check-in records are updated for accurate locations and double-checking that runs are as complete as possible.

The Pennsylvania Academic Libraries Consortium, Inc. (PALCI, *http://www.palci.org/member-list/*), whose membership extends from **NYU** on the East across New Jersey and Pennsylvania to **West Virginia** and **Marshall Universities** on the west, had been in discussions since about 2005 regarding the potential to archive members' print collections collectively as more and more resources moved online. An initial program for serials from three science publishers (**American Institute of Physics**, **American Physical Society**, and **American Chemical Society**) was formally initiated in 2009, with further projects discussed by the PALCI Cooperative Print Collections Committee (CPCC). In 2013 **Peggy Seiden**, College Librarian at **Swarthmore College**, was elected President of the Board of PALCI, and she brought the idea of expanding the TriCollege reference project to the larger PALCI membership, with the goal of allowing PALCI members to withdraw little-used reference sets while also preserving these important print runs in several locations around the four-state PALCI region. In mid-2014, the CPCC was reorganized into the PALCI Distributed Print Archive (PDPA) Steering Committee, and a survey of the membership was completed in September 2014, followed by personal interviews with 46 PALCI member staff. As a result of the survey, in October 2014 the PDPA Steering Committee established two PDPA project teams for journals and reference sets, charged respectively to continue projects for additional journals/serials title archives and to evaluate and initiate a shared print archive for reference sets. I was asked to coordinate the reference sets project, and a team of volunteer librarians from PALCI

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member libraries was assembled. **Chris Martire** of PALCI was the co-coordinator and liaison to the PDPA Steering Committee.

A kickoff meeting of the PDPA Reference Sets project team was held in December 2014 at **Swarthmore College**. At that meeting, we discussed the survey results and the issues that had arisen during the TriCollege pilot. Some further questions arose:

- Should we have a distributed or consolidated model, and if consolidated, how many sets around the PALCI region do we need?
- Should we have light archives, dark archives, or a mix?
- Should we include government documents and indexes?
- How do we provide reference service for the stored sets, which researchers may want to consult on-site?
- What sort of business model do we need to cover the costs of storage, staffing, shipping, etc?
- How do we handle ILL of the stored materials and how do we assess the associated costs?

Most in the group agreed that we should consolidate several sets of materials around the PALCI region. We tentatively agreed that, ideally, we would want a western location, an eastern location, and a central location. Another consideration had to do with the availability of a reading room for researchers who might want to consult an entire set on-site. In terms of title choice, to make things a bit easier, we eliminated government documents and indexes from our pilot title list, and we also considered the availability of online access. In the long run, again ideally, we wanted to include titles that had what we considered to be stable online access, preferably with participation in **Portico**, CLOCKSS, or LOCKSS. We recognized that in many cases, PALCI institutions had already withdrawn print copies of these sets, so timeliness was important in order to preserve multiple complete sets around the region.

At the end of the meeting, we determined that our next steps included coming up with a list of pilot titles to test our process, and to report actual item-level holdings of a sampling of PALCI institutions in a spreadsheet in order to get a sense of how complete the holdings would be at different types of libraries. Several members of the group were tasked with compiling this data. The question of how to track gaps in holdings and communicating that information to others in the consortium also came up. We realized that using a spreadsheet was far from perfect, and we agreed to explore some of the tools in use by other shared print projects around the country. We also agreed that after we had put our procedures into place for the pilot, we would write a "best practices" document for retention and withdrawal of reference sets.

The group identified the following twelve pilot titles, attempting to represent various disciplines:

- *American Men and Women of Science (including various subparts)*
- *Book of the States*
- *CRC Handbook of Chemistry and Physics*
- *Current Biography Yearbook*
- *Europa World Year Book*
- *Mental Measurements Yearbook*
- *Physicians' Desk Reference*
- *Statesman's Year Book*
- *Thomas Register of American Manufacturers*
- *Whitaker's Almanack*
- *Who's Who in America*
- *World Almanac and Book of Facts*

We decided to check holdings in a variety of PALCI institutions, including ARLs, private colleges and universities, small liberal arts colleges, and state universities. Using institutional OPACs, volunteers checked specific issue and volume holdings and recorded findings in a spreadsheet shared via Google Sheets. We also recorded info about online access, including **HathiTrust** and otherwise digital archive availability, publisher information, and frequency of publication. Surprisingly (or perhaps not), the most complete runs were generally found at the smaller schools. At this stage, we were not able to check the condition of volumes, but we surmised that the condition would perhaps be better for volumes housed in the smaller institutions due to lower overall use.

The next big questions for the group included how best to communicate holdings information to the larger PALCI community, and what tool we would use to serve as gap-filler software. Everyone agreed that a shared spreadsheet would not be efficient. **Chris Martire** agreed to investigate existing tools and report back to the group. The two options **Chris** explored were Journal Retention and Needs Listing (JRNL) from the Florida Academic Repository (FLARE) and Print Archives Preservation Registry (PAPR), a project of the Center for Research Libraries (CRL). We also considered developing our own gap-filler software with the assistance of the PALCI Technology Task Force. In the end, the existing systems either incurred expenses that would require approval by the PALCI Board or did not address our specific needs. Moreover, the Technology Task Force did not have the resources available to develop a PALCI-specific tool — so we stuck with spreadsheets.

Despite the lack of a gap-filler software tool, we continued discussions through the winter and spring of 2015, and topics included ILL recommendations, specific requests to locate back runs at a few different member institutions, and retention commitments. Our recommendations to the Steering Committee were issued in May 2015 and advised that:

- Identifying core reference sets to archive on behalf of PALCI member institutions is a worthwhile project to pursue and would allow many of our institutions to deaccession these titles as they deem appropriate in order to free up shelf space.
- PALCI create a distributed archive of three sets across the region, two light archives that will include services for researchers, and one dark archive; consider locating the dark archive at the proposed Iron Mountain site to be built for PALCI members' use *(project was later abandoned)*; determine location of the light archives based on holdings and facilities/personnel but assume that large research universities, such as **Penn State** (State College), would be the likely candidates.
- Archive Holders make a retention commitment of 25 years.
- The project team make recommendations on a service model in consultation with the Archive Holders and the Steering Committee.
- The program start with twelve core titles as a pilot *(see above)* and expand with input from the membership after completion of the pilot.

As I thought about reporting the PALCI experience with reference sets for this column, I reached out to the members of **CRL's** Print Archive Network (PAN) to ask specifically about reference set archiving practices and would like to thank all of them for their responses. I found that many existing print archiving programs include some reference sets as part of larger archiving efforts. **Emily Stambaugh** of the **California Digital Library** said that while neither Western Regional Storage Trust (WEST) nor University of California Shared Print Program has specific guidelines regarding reference sets, each includes some. For the WEST program, titles in LC class Z had been excluded, but that rule has been relaxed recently and it is expected that reference titles which fit certain publication types or publication frequencies will begin to be archived by WEST. **John Burger** reported that the Association of Southeastern Research Libraries (ASERL) has a pilot set of archived reference titles that are treated separately from journals in that retention commitments run through 2020 rather than 2035 and participants agree to provide expedited/expert reference service from them; he also said that not all of the libraries participating in the journal archiving program participate in the reference program. **Bruce Hulse** of the Washington Research Library Consortium (WRLC) noted that WRLC members agreed to establish a policy of retaining only two copies of any circulating monographic editions and included reference works in this policy. WRLC catalog records show that approximately 36,000 reference titles have been given retention status in WRLC's Shared Collections Facility.

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The **Center for Research Libraries** has specific guidelines and a title list for reference sets with a fairly heavy emphasis on such "librarian-focused titles" as **ALA's** *Membership Directory*, *Books in Print*, *Ulrich's*, etc. (*https://www.crl.edu/archiving-preservation/print-archives/crl-administered/reference-book-archive/title-list*). **CRL's** title list does not include other core titles such as *Who's Who* or almanacs. Following a rationale consonant with its general shared collections mission, **CRL's** Reference Book Archive exists to gather and preserve artifactual materials that will not experience much use in the local library setting and thereby enable **CRL** members to capture local stacks space for other materials.

Searches of shared print databases such as **CRL's** PAPR and the Five College Library Shared Repository Collection online catalog reveal that core title sets such as *Who's Who in America* and *The Statesman's Year-Book* are already housed in shared print archives facilities, most likely as part of a larger serials archiving initiative. It is logical that reference sets that have a regular (usually annual) publication schedule would be included in a serials archiving program. But what of titles with irregular publication frequencies, finite sets (encyclopedias, for example), government documents that also serve as reference works, and other anomalies? It is a challenge to come up with guidelines that address all the variables of publication types. Several PAN librarians suggested that a core list of reference titles to be archived would be useful, with ISSN/ISBN as required data elements for identification and analytics purposes.

For our PALCI pilot, the lack of a suitable, affordable gap-filler software proved to be a significant roadblock, and our momentum stalled. Due to staff changes at PALCI in 2015 and 2016, the project team decided, in agreement with PALCI staff, that we would shelve the reference back run project until PALCI staffing had stabilized and the PDPA Steering Committee had a chance to reassess the project. We still feel that the goals of the project are worthy, and, after doing my scan of current practices with regard to reference sets, I am convinced that PALCI should reassess and reboot. A new PALCI Collections Advisory Council has just formed to discuss how we might leverage shared print and electronic collections, and perhaps the reference set shared print project will see new life in 2017 — stay tuned!

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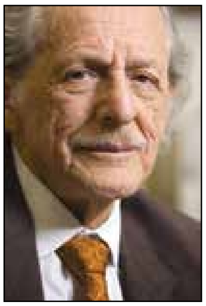
I get slandered, libeled; I hear words I never heard in the Bible. And I'm one step ahead of the shoe shine. Two steps away from the county line. Just trying to keep my customers satisfied."

__Mike__ is currently the Managing Partner of __Gruenberg Consulting, LLC__, a firm he founded in January 2012 after a successful career as a senior sales executive in the information industry. His firm is devoted to provide clients with sales staff analysis, market research, executive coaching, trade show preparedness, product placement and best practices advice for improving negotiation skills for librarians and salespeople. His book, __"Buying and Selling Information: A Guide for Information Professionals and Salespeople to Build Mutual Success"__ has become the definitive book on negotiation skills and is available on Amazon, Information Today in print and eBook, Amazon Kindle, B&N Nook, Kobo, Apple iBooks, OverDrive, 3M Cloud Library, Gale (GVRL), MyiLibrary, ebrary, EBSCO, Blio, and Chegg. __www.gruenbergconsulting.com__

Remembering — The Passing of a Giant: Eugene Garfield Dies at 90

by **Nancy K. Herther** (Librarian for American Studies, Anthropology & Sociology, University of Minnesota, Twin Cities Campus) <herther@umn.edu>

Sunday, February 26th 2017, **Eugene Garfield** passed away at 90 years old. A gentle giant of a man, renowned for his development of citation indexes and his foundational work in citation analysis and and development of the impact factor, the original measure of citation value that continues to be used as an indicator of their importance in the field. His contributions to the creation of the field of information science cannot be underestimated.



Garfield used his doctorate in Structural Linguistics, chemistry training and experience working on the **Welch Library** indexing project at the **John Hopkins University School of Medicine**, which involved sorting and indexing documents from medical papers and journals, into play as he developed his vision to forever change the way we look at scholarly communication. While getting his doctorate he worked as a "documentation consultant." All of this leading to his work in the discovery and pioneering of information science.

Early Work with Current Contents

With the huge growth in scientific publication over the past 70 years, **Garfield** foresaw the need for some "objective way for selecting journal rather than subjective, because we might be accused of having favorites." He insisted from the start that the evaluation criteria for inclusion in his indexes be public — which they are to this day. The citation indexes and the *Current Contents* service became essential tools, not only in libraries but in research labs and technology companies across the globe. I first used these in the late 1970s when working as a Research Consultant for the **Yamaha Motor Corp**. By having ready access to the tables of contents of core research journals available, researchers were easily able to mark those articles of key interest and then contact the authors for a copy of the article. Perhaps this can be seen today as a precursor to today's Open Access movement, allowing for direct communication between researchers and their colleagues as well as potential developers.

Beginning with his experience at the **Welch Library**, **Garfield** was influenced by **Dr. Chauncey D. Leake** who "often stressed the value of review articles, not only for integrating and synthesizing scientific accomplishment but also as a tool for information retrieval. As a result I studied the makeup of review articles very carefully and observed the peculiar similarity between the structure of indexes and the structure of sentences in reviews. In a review paper a sentence is followed by a citation. In a traditional subject index the same is true. But in a citation index, the situation is reversed!" After getting **Leake's** initial advice, **Garfield** applied his own linguistic analysis to these medical articles. "I was looking for a structure that would be able to record indexing for the article."

Leake's background was similarly broad-based as was **Garfield's**. **Leake** was a medical historian and ethicist, having received a bachelor's degree with majors in biology, chemistry, and philosophy from **Princeton University** and a graduate degree in pharmacology. His influence on **Garfield** cannot be underestimated — and he often referred to the lessons he learned from **Leake** throughout his career. "During our 27-year friendship **Chauncey** and I exchanged thoughts through a voluminous correspondence. **Chauncey's** letters were always a source of advice, encouragement, inspiration, enthusiasm, and energy."

From Print to CD-ROM & On to the Web

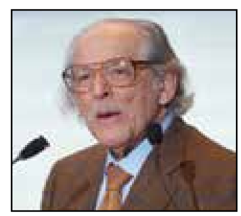
In 1989 **Garfield's Institute for Scientific Information (ISI)** released the Science Citation Index and Social Science Citation Index into a digital format for broader use of these key research tools. It was then that I had my first opportunity to meet **Garfield** in person and to talk in depth with him about his databases, his philosophy and his passions. In an wide-ranging conversation which became an 8-page published interview ("Bringing citation indexes to CD-ROM: An interview with **Eugene Garfield**," Laserdisk Professional; July 1989, Vol. 2, p25-32), I was able to learn from the master of structured information analysis, whose soft voice and gentle humor — along with his incredible intelligence and endless fascination with science — left an indelible memory.

Garfield, himself, openly admitted that using the printed index was "quite a task, only persevering people would do it." You can take a trip down memory lane by checking out a video he made in 1967 showing how to search his indexes. In about 1970, **Roger Summit's** Dialog service first offered a pay-as-you-go dial-up service that added the citation indexes to their catalog of options. "We used these CD-ROMs for a decade or more," **Garfield** has reflected, "and some people still prefer to use them because they had some features that, even today, are difficult to implement using other technologies." The move to the web and end-user searching opened up new markets and applications. However, the move to the web wasn't the only change that the indexes experienced.

In 1992, **ISI** was acquired by **Thomson Reuters**, and in 2016 the Web of Science databases were spun off to their **Clarivate Analytics** subsidiary, formerly the Intellectual Property and Science business of **Thomson Reuters**. Today the Web of Science (citation indexes) includes indexing to all journals meeting their standards, including all content — cover to cover — now including over 59 million records and backfiles dating back to 1898.

Controversy Over Metrics

Garfield's scientific system of measuring trends in science through publication analysis resulted not only in impact factors, but the pressures on academe has elevated the discussions over measurement to levels that only seemed to puzzle **Garfield** in interviews I did with him in 2006 and 2007 as a part of a research leave from the **University of Minnesota Libraries**. At that time I spoke to **Garfield** and his long-time colleague **Henry Small** about the rise of measurement and the controversies that have arisen from this. **Garfield** seemed very saddened by the efforts to commercialize the scientific enterprise.



As **Jim Testa** noted in my interview with him, "the proliferating misuse of the JCR always seems to involve the linking of the Impact Factor to a specific author. It's a very dangerous game, because you can see very clearly, when you look at the *citation* frequency for any particular journal, that not all articles are cited equally. The Impact Factor for *Nature* is 30-something. That doesn't mean that every article is cited 30-something times — some articles may be cited very infrequently or not at all — but, *on average*, the journal has this *citation* frequency. I think it is a very accurate measure. Because the numbers are out there and they rank journals, it enables governments and agencies to use them in ways that were never intended. From the very beginning, **Garfield** and our company have spoken out about its misuse, but it's very difficult to stem that tide at this point." ("Thomson Scientific and the Citation Indexes: An Interview With Keith MacGregor and James Testa," *Searcher* 15(10):8-17.)

Today in this age of assessment and value demonstration, the game has, indeed, become very dangerous. Today the Impact Factor has been joined by a series of altmetrics, H-index, Eigenfactor and other measures of impact and value for published research and those that produce them. However, none of this takes away from **Garfield's** accomplishments.

Humble Beginnings

Garfield grew up poor in a broken home and, for a time, lived across the street from one of the **New York Public Library** branches.

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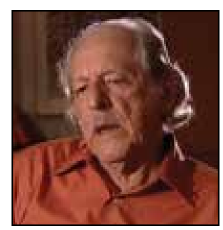
He remembered as a boy scanning the titles of the books on the library shelves. Once he had his Bachelor's degree in Chemistry, he was able to meet **James W. Perry** who asked **Garfield** to join his group on a classified project at **MIT** in mechanized document encoding and search — a project team that included **Allen Kent** (later to be the founding director of the **University of Pittsburgh** Department of Information Science). Although this project fell apart, **Perry** brought him into the **Welch Library** project. **Garfield** also went to library school and, even before his graduation, published the article, "Citation Indexes for Science: A New Dimension in Documentation through Association of Ideas," in *Science* (122(3159):108-111, 1955). In the article he formally proposes his new indexing system:

> "A thorough scientist cannot be satisfied merely with searching the literature through indexes and bibliographies if he is going to establish the history of an idea. He must obviously do a great deal of organized, as well as eclectic, reading. The latter is necessary because it is impossible for any one person (the indexer) to anticipate all the thought processes of a user. Conventional subject indexes are thereby limited in their attempt to provide an ideal key to the literature. The same may be said of classification schemes. In tracking down the origins of an idea, the citation index can be of real help."

How many people could come up with something like this in their grad school days? Soon after this was published, he began *Current Contents*, and the rest (as they say) is history.

A Lasting Legacy

Garfield's interest in citation analysis didn't end with Web of Science. Years after he had sold his interest in ISI, he continued there as a consultant with an onsite office. He would always ask visitors for updates on how people were using the databases, demonstrating new features and showing the results of some of his own citation trending analysis. His interest in the future of research was evident in his establishing *The Scientist*, his personal effort to connect scientists through, as the tag line says, "exploring life, inspiring innovation." He conceived the website and publication "as a trade publication for working scientists." He never lost interest in the continuing evolution of science or efforts to build new theories, find new realities and improve our world.



Dorothy Lilley and **Ronald Trice's** *A History of Information Science, 1945-1985* (Academic Press, 1989, ISBN 978-0124500600) credit **Garfield** as a "creative genius in the realm of non-conventional information systems," through his foundational work in the development of bibliometrics and scientometrics. **ASIST** (the **American Society for Information Science & Technology**) credits him for his role in the "discovery and pioneering of information science." Others have noted his ability to take what must have appeared to be "an obscure and specialist metric" and turn it into a very successful business ("Editorial," *Journal of Biological & Physical Chemistry* 9(4): 139–40, 2009).

Jay Nadler, CEO, **Clarivate Analytics**, notes that "**Dr. Garfield's** work has shaped the way that research is accessed and evaluated across the globe. We honor him for the contribution he has made to research, and to our organization as a visionary leader, colleague and friend. At **Clarivate Analytics** we will continue to innovate with the spirit that **Dr. Garfield** embodied in his groundbreaking work in information science."

With **Garfield's** passing we have lost one of the major figures in 20th century information science; however he leaves us with an incredible legacy of ideas as well as products. In **Garfield** we had a true gentleman, avid entrepreneur, and amazing visionary. For me, he was a source of inspiration, a kind-hearted soul with such a warm smile, who wanted to improve our profession, reimagine the course of science and improve our world. *Shalom Aleikhem!*

Both Sides Now: Vendors and Librarians — Customer Service Department

Column Editor: **Michael Gruenberg** (Managing Partner, Gruenberg Consulting, LLC)
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Customer Service Department — No three words when grouped together in the English language have elicited such diverse descriptors that include: helpful, respected, misunderstood, incorrect, appreciated, frustrating and abused (sometimes more than one these terms are expressed simultaneously). It is irrelevant as to which industry. It doesn't matter about the products served and certainly not dependent on the salespeople and even less reliant on the reputation of company executives. I would bet that all of us have more than one horror story and more than one feel-good story about customer service experiences in our daily lives at home and at our place of employment.

The bottom line is that a well functioning customer service department means a successful business in any industry. And it all starts with the people on the phone who interact with the customers on a daily basis.

Being in sales, I was always curious to hear how a cross-section of customers viewed the company's products and services that I represented. I was always well aware that by virtue of the fact that a customer service person was not selling a product then that would probably allow the customer to be more frank in discussing the virtues of the company. To me, the best people to ask, "How are we doing, as a company?" are those in the customer service department. After all, they are talking to customers every day.

One day, I passed by the desk of a newly hired customer service person at a company that I was working for at the time to simply ask how her day was progressing. She looked up at me, with a forlorn look in her eyes and said, "This has been a tough day; the phone just keeps on ringing." That was one of those "beauty is in the eyes of the beholder" moments when I instinctively replied "If the phone is ringing we can answer their questions; if the phone isn't ringing, we're out of business."

I have had the great fortune in my career to have worked at some top notch information industry companies. Besides world-class products, the most successful of those companies always had highly functioning customer service departments. Oddly enough, companies with substandard customer service departments usually are not as successful. Funny how that works!

The Responsibilities of a Successful Customer Service Department

Knowledgeable, *friendly* and proficient in *language skills* are the key ingredients to fielding a successful customer service team at any company. If any of the legs on this three-legged stool are amiss, then success will be fleeting.

Knowledgeable — Recently, I had an issue with the internal CD drive on my laptop computer. I found out that the fix was relatively simple. All I had to do was contact the laptop company and buy a new CD drive from them. The good folks at **Best Buy** said that they would install it in a matter of minutes once I brought them the part. So I dutifully called the company that produced the laptop. Without mentioning the name of this company, I can safely say that their yearly revenue is in the billions of dollars and they have been and continue to manufacture millions of laptops.

Finding the 800 number was relatively easy. Finding the right person to speak to was incredibly difficult. The process of finding the right person was made even more frustrating by being subjected to hearing unlistenable music while on hold for long periods of time. The music sounded like somebody punched a hole in the speaker, thus making the song indistinguishable. Finally, found what seemed to be the right person who told me for $99.95 a new drive would be shipped out immediately. Gave him my credit card number and I thought that the deal was done.

Three days later a box arrived with nothing in it but a small piece of plastic, not a drive. Undaunted, I called the company again and was bounced around again, listened to unlistenable music again and miraculously found the same guy again who admitted his error and told me that since my laptop was older than four years that they did not stock the part anymore. Hard to believe that a multibillion dollar global company that sold millions of the same laptop as mine didn't have a drive or two available in stock, but I thanked him for his efforts.

I immediately conducted an online search, found the part in under a minute, ordered it for the cost of $29.99, received the part a few days later and the good people at **Best Buy** installed it less than 10 minutes and would not accept my offer of payment. The journey from poor customer service to excellent customer service was swift and most satisfying.

Because my customer service experience with the laptop company was so unfulfilling and time wasting, you can be assured that my next purchase of a laptop will not be with them. Poor service has an effect on revenue. Because my experience with **Best Buy** was so good, I will be using them for future purchases. Excellent service also has an effect on revenue.

The solution is that any company that claims to have a customer service department needs to make the investment in periodically training their phone people.

Friendly — Being knowledgeable is the first step. Nothing can proceed unless the people in Customer Service completely understand all the elements of the company's products, policies and pricing, and even more importantly are kept up-to-date with any changes to the aforementioned 3Ps.

I'm not a big fan of perky phone chatter and sometimes the person on the line is a bit too "up" to suit me, but I understand enthusiasm and that's good. I'll take that anytime over someone who seems bored and disinterested to answer my call. If you are dealing with the public, then at least sound interested. Having a dull customer service person is like having an airline pilot who is afraid of heights. Makes no sense!

Those of us in sales understand the concept of "Showtime." No matter what personal or business issues are on the mind of a salesperson, when in front of a customer/prospect, those problems need to exit stage right. Enthusiasm and confidence are the vey hallmarks of successful salespersons. At a face-to-face meeting those two facets of behavior come shining through. And guess what: those two aspects of behavior come across loud and clear on the phone, as well.

Language Skills — I believe that all people who want to work deserve a job commensurate with their skills and education. I also understand that large multi-national companies tend to outsource their customer service phone banks to other countries. They justify this by saying this action makes economic sense because it strengthens the bottom line revenue number.

In my travails with the global laptop computer company, it was clear to me that the people who directed me from one phone extension to another were not from this country. At one point, I had to ask the person to repeat their instructions more than once since I simply could not understand what they were saying.

Language skills not only mean correct grammar and sentence structure when speaking, but also the ability to make one understood. If you have to repeatedly ask to restate the statement, then that is a missing part of the mutual communication. Companies certainly have the right to outsource their phone centers to other countries. They have an obligation to staff those centers with people whose language skills are understood by the widest possible audience of anticipated callers. By actively monitoring the call centers' interaction with customers, the staff will be better equipped to solve whatever issues come their way and communicate those solutions effectively.

Customer Service in the Library World

In the library world, subscriptions to eContent are the norm. That means that a subscription to a database sold this year will inevitably be ready to be renewed the following year. Most information industry companies will send out renewal notices 90-120 days before the subscription lapses.

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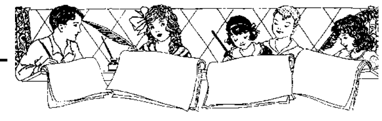
Let's Get Technical — Resource Management: Reorganizing to Reassess and Remain Sane



by **Sommer Browning** (Interim Associate Director of Technical Services and Head of Resource Management, Auraria Library, University of Colorado Denver)

and **Katy DiVittorio** (Acquisitions Librarian, Auraria Library, University of Colorado Denver)

Column Editors: **Stacey Marien** (Acquisitions Librarian, American University Library) <smarien@american.edu>

and **Alayne Mundt** (Resource Description Librarian, American University Library) <mundt@american.edu>

Column Editors' Note: *In this month's column, we feature the experience of reorganizing a unit due to internal and external forces.* ***Sommer Browning*** *and* ***Katy DiVittorio*** *from the* ***Auraria Library*** *of the* ***University of Colorado Denver*** *describe the process that went into reorganizing their technical services division. —* ***SM & AM***

Introduction

In 2014 and 2015, the Technical Services division at **Auraria Library** lost over a third of its workforce due to resignations and retirements. An organizational assessment revealed that Technical Services could be more successful, efficient, and communicative if the Acquisitions, Access & Discovery, and Assessment teams merged to form Resource Management. A combined team would provide a holistic understanding of the e-resources lifecycle, creating the ability to analyze existing workflows and tools to maximize staff efficiencies and minimize the time between purchase and patron access. This article will discuss the creation of the Resource Management department, the outcomes and obstacles of the new reorganization, and future reorganization including the recent integration of the Interlibrary Loan (ILL) and Stacks Management teams.

The Problem

Auraria Library is unique in that it is the only tri-institutional academic library in the nation. It serves three distinct institutions, the **University of Colorado Denver**, **Metropolitan State University of Denver**, and **Community College of Denver**, with one physical library. **Auraria Library** provides research support of all stripes to about 55,000 students (headcount) earning an extraordinary array of degree programs and certificates, from bookkeeping certificates to PhDs in Computer Science. The library is organized into three divisions, Administration, Education, Research and Access, and Technical Services. Technical Services, among many other duties, is charged with overseeing the library's $3.6M learning materials budget. Five teams comprised the Technical Services division: Acquisitions, Access & Discovery, Assessment, Systems, and Special Collections & Digital Initiatives. Due to resignations and retirements in 2014 and 2015, the library's Technical Services division lost nearly a third of its staff while also undergoing several major projects. The team hit the hardest by the loss in staff was the Acquisitions team, but the entire library was facing challenges. The Systems team was spearheading our library's ILS migration from Millennium to Sierra, major renovation deadlines were causing large weeding projects affecting the Access & Discovery team, and the library was facing a flat budget. With publisher prices increasing an average of 6% annually[1] and no budget increase on the horizon, the library had to identify $170k worth of cancellations. Along with these internal issues, the **Swets** bankruptcy intensely affected one of our sister campuses which reverberated through the system libraries. This bankruptcy resulted in the implementation of a new procurement system that included more university oversight and (of course!) more work within the library. On top of this, the library was wading through several new Patron Driven Acquisitions (PDA) programs and had just implemented the first ever consortia streaming video Evidence Based Acquisitions (EBA) program, a program that turned out to be bumpier and more complicated than anticipated. Moreover, we wondered why we were losing so many people! The combination of all these factors pushed us to take a closer look at our organizational structure.

The leadership at **Auraria** has historically been supportive of examining its organizational structure and reassessing work. Appreciative Inquiry, a change management approach, had been implemented by a previous Director and used in various departments to examine what was or was not working. Appreciative Inquiry is meant to engage staff members by exploring best work experiences, best team experiences, and best user experiences through a variety of queries.[2] Questions such as "What is and isn't working well within the department right now?" were used to help inform the reorganization process.

The major projects in which the library was involved, along with the large staffing changes was challenging, but if **Auraria** knows anything it is that a challenge can also be an opportunity. These library wide projects and the loss of so much staff demanded better communication, an examination of e-resources processing workflows, cross training, and closer relationships among staff members. This was an opportunity to reassess the divisions between the teams, the handoff of materials from Acquisitions to Access & Discovery, and the identity of multiple teams within Technical Services. (See Figure 1.)

The Process

When the Head of Acquisitions left to pursue another opportunity, the Head of Access and Discovery saw that as an opportunity to reorganize. She suspected that if the Acquisitions, Access & Discovery, and Assessment teams merged, communication would be improve, there would be more opportunities for cross training, and silos would be eliminated. Merging these three teams is not new. Many other libraries were heading in this direction, and in fact, Auraria had piloted a similar idea years before by creating a small e-resources team. That team was eventually dissolved because it was small and its purview only encompassed e-resources. However, in 2015 Auraria spent over 80% of its collections budget on e-resources, and nearly every person working in Technical Services worked with e-resources in some way. Reconstituting a small team that was devoted to electronic formats did not make sense; it would have to be a larger team. The Head of Access and Discovery proposed the idea of merging the three teams to the Associate Director of Technical Services and together they worked on creating a department called Resource Management.

Auraria practices "shared leadership" wherein stakeholders from every nearly every department in the library partake in strategic decision-making. This reorganization had to come before the Shared Leadership Team (SLT) for feedback, buy in, and approval. Through an informal presentation, the Head and Associate Director (AD) explained the benefits of a new structure and shared the new organizational charts. One of the most compelling slides presented depicted the cyclical nature of e-resources. The slide visualized the nature of e-resources and showed how managing them is a continual process that reaches no end until the material is either canceled or removed from the collection. This lifecycle also includes repeated assessment of the resource to make informed decisions about renewal and weeding. The linear structure of Acquisitions handing resources off to Cataloging or Access & Discovery with Collections Assessment tacked onto the process somewhere no longer served the needs of the cyclical electronic world. After approval from SLT, the Head and AD began to implement the changes.

For a team that was always experiencing change (renovation, new software, new job duties), the merge was both welcomed and a challenge. For those staff who worked most

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closely with e-resources, the reorganization made immediate sense and they could see improvements in their day-to-day work. For staff who worked with more traditional formats, the benefits of the merge were not as apparent. Even today, over a year later, there are workflows that still harken back to the strict divide between Acquisitions duties and Cataloging duties. During this time, a new Acquisitions Librarian was hired and she lead many of the efforts to cross train the new Resource Management department and change workflows to not only create efficiencies, but encourage a team culture.

Outcomes

There have been a myriad of outcomes of the merger. Some of the outcomes have to do with organizational culture of the new department. Coming together as one department has encouraged relationship building, recognizing the work of others, and understanding one's role in the entire e-resources lifecycle and therefore their place in the mission of the library.

Other outcomes are more tactile. Merging the departments has given both the Head and Acquisitions Librarian a bird's eye perspective about the entire department. From this vantage point, they can better recognize obstacles in work or process that impede timely processing. In addition, because everyone is on the same team they can implement changes without having to go through others, such as getting the okay from supervisors. One such change involved the database trial workflow. Previously, the Collection Development Librarians requested trials and staff in Acquisitions would set them up, bypassing any off campus access testing. This resulted in some resources being purchased that could not work with the library's authentication system. The Head of Resource Management changed the trial workflow so that trials mimic the workflow of a purchased resource: off-campus access is checked, discovery is investigated, the ability to access usage statistics is verified, and there are no surprises when the resource is purchased. Recognizing this potential improvement, drawing a connection between the trial process and the resulting access problems, was possible because of that bird's eye view of the entire e-resources workflow. Implementing the change was easy because the members of the team understood their role and the workflow mimicked an existing one. This example also elucidates one of the most important reasons for this merger, which is to minimize the time between purchase and discovery, to make new resources available to students, scholars, and faculty as soon as possible.

While overall the merger has been successful, it is always important to recognize areas for improvement. First, changes like these are more successful when the staff understand the reasons for the change and are able to be flexible when problems arise, new processes are created, and new communication methods falter. Auraria could not have reorganized in this way without a great team that has these qualities. However, even over a year later, the team still has signs of the silos and communication issues that inspired the merge. Even the department name, Resource Management, is not used across the department let alone across the library. It appears on the staff directory and in organizational charts, but the differentiation of staff who work in Acquisitions and Cataloging still exists in people's minds and language. There are also workflows that have not (yet!) received review through the Resource Management lens. A recent example is the processing of rush items, an infrequent occurrence that has been in place for years. The process suddenly broke down and, though most of it resides in the Resource Management department, it was difficult to get it working again because of old ideas of when Acquisitions work ends and Cataloging work begins. Through a survey conducted by the Acquisitions Librarian and Head of Resource Management about the merge, though it was resoundingly positive, there were definite themes of problematic communication that still exist within the team. The Acquisitions Librarian is interested in conducting "stay interviews" with current staff for various reasons, one of which is to gain insight into how the merged teams are functioning.

Figure 1: June 2015 Technical Services

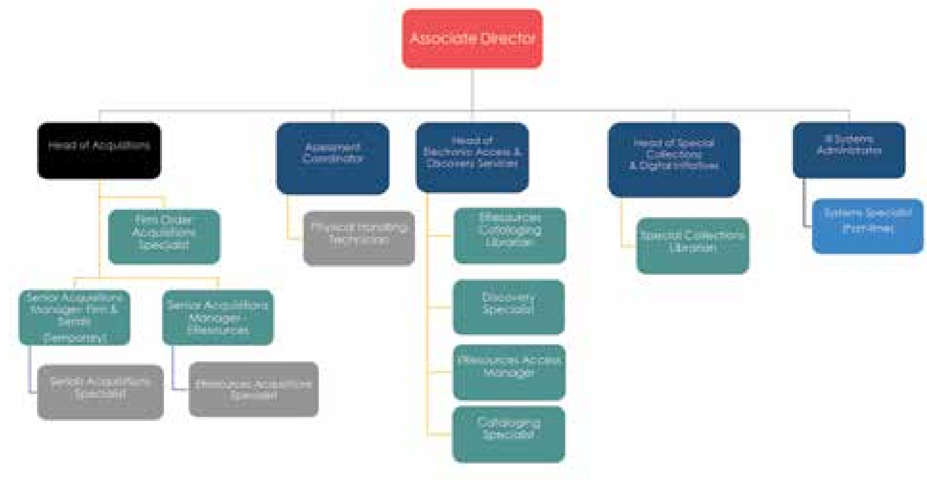
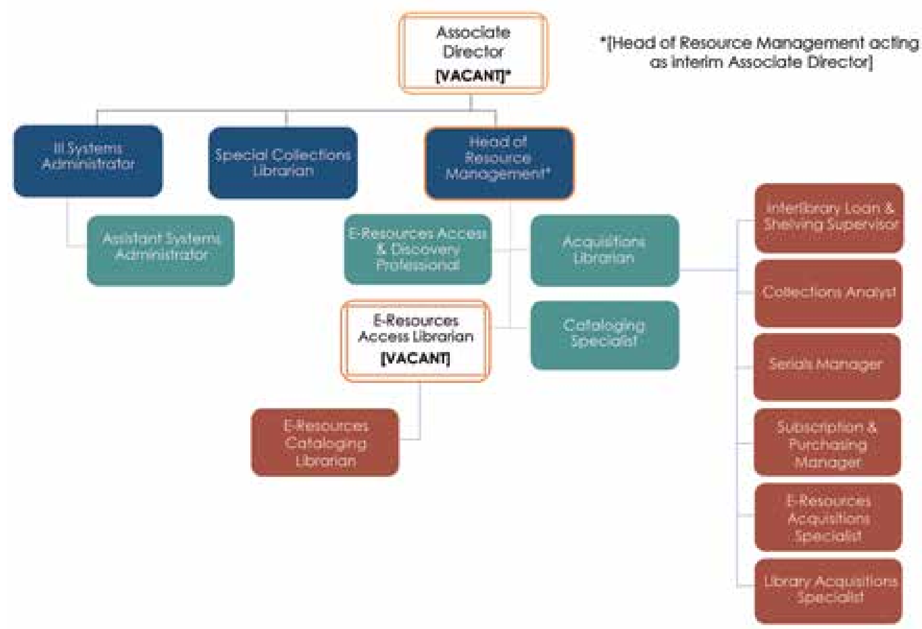


Figure 2: February 2017 Technical Services



The Future

Recognizing that there are synergies around acquiring resources, whether from vendors or from other libraries, the ILL and Stacks Management teams have now joined Resource Management. This union will provide a holistic understanding of the collections lifecycle, creating the ability to analyze existing workflows and tools to maximize staff efficiencies. Prior to this most recent merger the departments had very separate workflows and did not interact on a regular basis, though they shared many of the same software systems, interfaced

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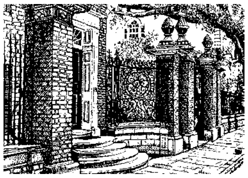

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when there were access problems, and relied on some of the same information, such as license agreements and collections assessment. Collections Assessment, which fell under Resource Management, had not included a regular analysis of ILL. Similarly, licensing, which is also a part of Resource Management, did not have a workflow in place to inform ILL which e-resources included ILL rights, and as a result the ILL team had only been loaning print materials, a fraction of the total resources available. (See Figure 2.)

Our goals in the upcoming year are to start a regular assessment of ILL and review our licenses to determine which e-resources include ILL permissions and start opening those up for lending. While it may seem overwhelming taking on additional teams and staff members, it also provides opportunity for improving processes and customer service for patrons. For those that find themselves in a challenging year due to staff shortages or an overabundance of projects we recommend viewing each challenge as an opportunity and implementing tools like Appreciative Inquiry to help inform organizational structure, practicing shared leadership in decision-making, and conducing stay interviews to ensure your current staff are being heard. Most importantly stay flexible to remain sane during stressful times and when you have the opportunity to hire, look for staff that can embrace change.

By the time you read this article, we may very well be welcoming another team to our department!

Endnotes

1. **Bosch, Stephen**, and **Kittie Henderson**. "Fracking the Ecosystem." *Library Journal*, vol. 141, no. 7, 2016., pp. 32.
2. **Somerville, MM**. "Digital Age Discoverability: A Collaborative Organizational Approach." *SERIALS REVIEW*, vol. 39, no. 4, 2013., pp. 234-239. doi:10.1080/00987913.2013.10766404

Both Sides Now ...
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Given the nature of the process, it is important for the library to monitor usage throughout the year and notify the sales rep and/or customer service if there are any issues to deal with. Waiting until the renewal notice shows up to discuss an issue is usually too late. The company wants the library to get maximum usage of their databases and will be helpful and supportive to accomplish this goal.

Aggregators, publishers of eContent and the myriad amount of companies selling databases to libraries depend on customer input to refine their offerings, make suggestions on improvement and most importantly want to know when their efforts are rewarding for the library's user community. That's why in this industry the lines of communication between publisher and library need to be a two-way street.

In the age of CRM's, customer service people as well as salespeople and senior management are required to document the conversations between the customer and the company. Those conversations are carefully documented and reviewed so that issues are known early in the process and those issues can be dealt with in an expeditious manner.

- Be in communication so that both the library and the publisher's goals are met.

The yardstick in measuring the success or failure of databases sold to the library rests in the interpretation of the usage reports. Most information industry companies allow the customer to check on the statistics. However, if there is no one at the library to run the usage reports, then a quick call to the sales rep or customer service department will solve that. Understanding the trends in usage is important for both the customer in making a renewal decision and the company to analyze and make improvements to the product.

Thinking about the appropriate song lyric to close this article, the choice was easy. "Keep the Customer Satisfied" written by **Paul Simon**, performed by **Simon & Garfunkel**, the song says, "Everywhere I go,

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Pelikan's Antidisambiguation — The Undying Tweet

Column Editor: **Michael P. Pelikan** (Penn State) <mpp10@psu.edu>

Back in the 1990s I had among my responsibilities that of administering the tiny student computer lab at a small post-secondary institution in the distant Pacific Northwest. That facility hosted around a dozen first, second, and third-generation Apple Macintosh computers (from the so-called "Fat Macs," sporting 512 kilobytes of RAM, up to and including the so-called Mac Classics equipped with, what, two megabytes of RAM? Something like that….). Together, they shared access to a first-generation Apple laser printer, with which they connected via Apple's proprietary AppleTalk local area network. The lab did not connect to the institution's early administrative computing resources of that day (an IBM AS400, if I recall correctly). It was truly a closed, stand-alone system.

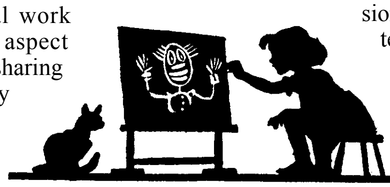
This was long before we had widespread external network connectivity outside of an institutional local area network. The Internet was still a ways off. I possessed a BITNet ID at the time ("Because It's Time Net" — you can google it…), permitting me access to such services as email. One had to apply for such an ID, citing work or research-related justification.

The lab was like a remote island of computing capability, its own little world of networked systems, requiring neither ID nor password. Students were encouraged to bring along a floppy disk to ensure access to their work, but many simply left folders on the machines' small hard-disk drives — twenty or thirty megabyte drives, if memory serves…

In effect, the lab became a Petri Dish of sorts, hosting in microcosm many of the phenomena, social and anti-social, that have become familiar in our post-innocent computing age.

The sweeter, less world-worn of our students saw the lab as the embodiment of an ideal: a shared communal asset that good people could use to do good and to be good.

The more cynical among the student body saw the tiny network as a ripe target for opportunistic chicanery, mischief, and downright dishonesty. The nasty ones would pilfer the work of others, innocently and trustingly left behind. They would change date and time stamps in attempt to falsify the creation date of files (with the intent to engage in acts of academic non-integrity). They would install non-authorized software, notably games, on the systems. I remember a breakout of network-enabled peer-to-peer card games like poker and blackjack, as well as space battle games. These would tie up systems and overwhelm the tiny network as these jokers cavorted whilst sincere students tried to get real work done. The peer-to-peer aspect extended to chat and file sharing as well, almost invariably involving content of the sort now known as NSFW (Not Safe For Work).



Sigh. It was a royal pain to administer, but truly, it was a lab, and we all learned much from coping with the emergence and evolution of all this nonsense.

I mention all of this because I want you to recall your early exposure to such things. If you were not around for these things, I want you to be able to project yourself into such an environment. If you were around, I want you to recall the time when all of this was new.

I remember noticing at some point that the limited screen size of those early Macs might be having an effect on the way students were writing. The screens were small enough that in order to display a font at a useful size, you have to limit the number of lines of text available on the screen. These were graphics-based screens, of course, meaning that they possessed the futuristic capability of displaying fonts realistically. Truly revolutionary, this gave birth to the phrase WYSIWYG, and permitted students to change typefaces, for better or worse, as frequently within a document, or a line, or a word, as they desired.

Somewhere around this time, in response to a question from a student, "Why are they called word processors?" I replied, "For the same reason they are called food processors!"

More to the point, I began to wonder if the limited screen real estate was having an impact on the way ideas were encoded. I began to ask around of the professors: had they noticed an abridgement to the construction of sentences or paragraphs? Anecdotally, a few said they had the impression that students were beginning to construct their ideas in shorter portions, as if loath to permit an idea to scroll off the tiny 512 by 342 pixel screen. None of us could prove it, or were inclined to dig deeper, but the idea remained. As surely as a piccolo differed from a flute, or a violin from a cello, perhaps the limitations of scale possessed by a tool could manifest themselves in the content created with that tool.

So even now, or perhaps especially now, these ideas return to me. The conscious adoption of a limitation for purposes of self-discipline or self-constraint can serve as a vehicle for creative rigor. Surely, those who impose upon themselves the constraints of sonnet construction, or of haiku, for example, do so for the benefits to accrue from such self-imposed restraints. It is a kind of Lenten discipline.

On the other hand, those less reflective may permit their forms of expression to devolve to fit the limitations of a medium without giving it much thought.

Witness the evolution of personal expression, from the handwritten letter to the email to the Tweet.

In handwritten penmanship, one must compose one's thoughts prior to touching nib to vellum. There is no erasing here, no destructive backspace. What is written remains written, so one must choose one's words carefully.

Fast-forward, then, to the way of writing many of us began with — the yellow legal pad in pencil for creation and editing, with circles and arrows, followed by the careful transcription to typewritten text for final presentation. One learned, through bitter experience, not to attempt revision during the production of that final presentation copy: just stick to the text!

Then onto the scene come word processors — omigosh! Delete and backspace! Copy and paste! Undo and Redo! Just start writing and let it just happen! Composition gives way to improvisation! I'm free! We can fix it in post! Never mind that those undo capabilities result in the accumulation of discarded text, embedded, hidden, but legally discoverable, in the word processing file. So, if you begin the letter, "My dear distinguished idiot," think better of it, and change it to "My dear distinguished colleague," your original text remains hidden in the file, waiting to be subpoenaed. Gotcha!

My guess: in the not-too-distant future, scholars will comb through the Word files of those of us who write today, to recreate the creative process our writing went through, by examining, keystroke by keystroke, that which we banged out, backspaced over, cut, paste, and deleted in the throes of our compositional efforts.

From there it's just a short plummet to the email, dashed off in far too much of a hurry, telling that so-and-so what you really think of him! Hah! That'll show him!

Ah, but — once again, all those servers, all those hand-offs, machine to machine, network to network, the traces of our words become more and more indelible, and further and further from reach of our own direct control. All discoverable. All subject to subpoena.

It is precisely because we are often unreflective about the nature of the impact of our technology upon our expression that those who are most unreflective are the most vulnerable. Give an impulsive person a Twitter account accessible from a cellular telephone, then sit back and watch the fun! A gift that keeps on giving! And all indelible, undying, everlasting, retweetable, as the ripples of one's impulsive folly spread out like the rings from a fully packed tackle box, hurled in furious anger from the back of a fishing boat, disturbing the placid surface of a quiet lake.

Oh yeah. Let's put more such devices into the hands of the incautious. Let's enable those who spout off in anger to produce the petards of their own hoisting, as it were, and release their frothy venom into the lush, fertile medium of the tweetosphere.

Those whom the gods would destroy they first give Twitter accounts.

ATG PROFILES ENCOURAGED

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BORN AND LIVED: Born in Illinois. Lived all over (Army brat and Preacher's kid). Currently in Arlington, VA.

EARLY LIFE: See above.

PROFESSIONAL CAREER AND ACTIVITIES: Active in ALA RUSA Emerging Technology Section. Interested in effective and efficient ways to get information into the hands of the researchers, eliminating points of pain in the research process, employing new technologies to better meet library goals, and in STEM education at all levels.

FAMILY: Two adult children, one husband, one cat.

IN MY SPARE TIME: Theater, taking care of elderly father.

FAVORITE BOOKS: Murder mysteries – more the British cosy variety than those with lots of gore.

PET PEEVES: People who don't listen.

PHILOSOPHY: I think I'll quote Lin-Manuel Miranda on that. "Hope and Love last longer."

MOST MEMORABLE CAREER ACHIEVEMENT: Working with a team on remodeling our entrance floor as a Learning Commons.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: I've always thought it would be fun to take a sabbatical to do a research project with the Library of Congress. And I'd like to spend some time volunteering at a public library.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE: Very interesting question. We're definitely at several tipping points in terms of the models of access to scholarly publishing, undergraduate education goals, perceived value and roles of libraries, librarians, and library staff. In universities, it looks like academic libraries are merging with other student and research service organizations on campus, and exactly how that plays out will vary depending on local priorities and goals. I'd love to see more partnerships across library types as universities work more closely with K-12 education, and public libraries are playing a major role in community building and life long learning. I honestly don't know the answer on scholarly publishing except to say that I don't think the current models will be sustainable for another five years and by then, or shortly thereafter, something dramatic may happen that tips the paradigm.

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BORN AND LIVED: The South (USA).

PROFESSIONAL CAREER AND ACTIVITIES: Hilary Davis is Head, Collections & Research Strategy at the North Carolina State University Libraries in Raleigh. Her primary role is to provide leadership and direction in the Libraries' overall collection development strategies and to play a leading role in the Libraries' initiatives to support collaboration with researchers and research data management at NC State. In 2008, she was named one of *Library Journal's* "Movers and Shakers." She led the first week-long data science and visualization short course for NCSU librarians (October 2015). She holds an MLS from University of Missouri-Columbia and an MS in Biology from University of Missouri-St. Louis.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: Glass half-full: From a user's perspective, there will be less distinction between collections and services. Libraries will be on a path toward more responsive collections and services that support on-demand needs and even predict what our users want before they ask. Glass half-empty: Libraries will be stepping away from big deals and journal database models because of budgets that can't handle inflation and other priorities; finding any way to keep flexibility in library budgets for fluctuating support for collections and services will be primary.

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BORN AND LIVED: Born in Oregon. Lived in California, Wyoming, and British Columbia.

EARLY LIFE: A budding seed analyst in the Willamette Valley.

PROFESSIONAL CAREER AND ACTIVITIES: Before coming to OSU over 10 years ago, I worked in public libraries.

IN MY SPARE TIME: Beginning birder, backyard chicken farmer, and paper crafts.

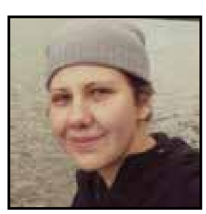
PET PEEVES: Bad customer service.

PHILOSOPHY: Making sure everyone has what they need to get their job done.

MOST MEMORABLE CAREER ACHIEVEMENT: Every day that I get to work with the team of dedicated staff and faculty at OSU Libraries & Press.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: I'd like to become more of an expert in the area of collection development.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: As academic libraries are a part of a larger institution, and big ships tend to turn slowly, I don't expect any quick jumps to new, uncharted waters. I would expect that more pressure on publishers to work within the new budget realities will either shift the publishers business model, or shift how institutions provide access to research.



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Michaela was born and raised in Puerto Rico. She recently settled in Oregon with her partner, Lauren, and cat, Tiberius. Having been influenced by constructivism and transformative learning, she enjoys conversing with students and faculty

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ATG Profiles Encouraged
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from many disciplines about open access and authors' rights. She has written some important policies, but teaching and consultations bring her the greatest sense of purpose. In her spare time she hikes, paddleboards, volunteers, takes MOOCs, and goes to Grateful Dead tribute band concerts. In five years she hopes content providers will have stopped trying to make profits by limiting access to information. This in turn will make library discovery easier. She thinks the future of both libraries and publishing lies in value-added services and consulting.

Robin Kinder
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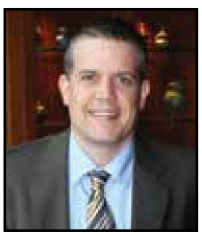
My background includes both public and academic libraries, primarily with reference, teaching and collection development responsibilities. Collection development expertise has been in the social sciences and reference resources across subject areas. Additional areas of experience include serving as associate editor for *The Reference Librarian* and *The Acquisitions Librarian*. Most recently, I have served on the ALA Task Force for Professional Competencies for Reference and User Services Librarians.



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BORN AND LIVED: Born Marshall Islands, U.S.A., Lived in Chicago, IL, Atlanta, GA, and Raleigh, NC.

PROFESSIONAL CAREER AND ACTIVITIES: Associate Director for Collections and Scholarly Communication at the NCSU Libraries where he leads programs to build, manage, and preserve the Libraries' extensive collections. His responsibilities include overseeing the collections program and the development of digital collections. He has significant experience managing fundraising, annual giving, and naming opportunity campaigns. He leads the Libraries' partnerships in developing sustainable channels for scholarly communication and enhancing digitally enabled research and scholarship. Raschke also leads efforts to support faculty and graduate students with emerging tools, programs, and services across the research lifecycle.

FAMILY: Wife and two kids.

IN MY SPARE TIME: Family, Tennis, Music, Historic Fiction.

FAVORITE BOOKS: *The Killer Angels* by Michael Shaara and *Saxon Chronicles* by Bernard Cornwell.

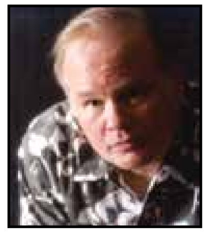
PET PEEVES: Speeches/talks that run well past their allotted time.

PHILOSOPHY: Leave it better than you found it.

MOST MEMORABLE CAREER ACHIEVEMENT: Being a part of building the James B. Hunt Jr. Library (*http://www.lib.ncsu.edu/huntlibrary*).

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Pay for my children's college tuition :) .

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: Experiential libraries that blend learning spaces, high-technology research and teaching spaces, collaborative workspaces, and expert assistance across the life-cycle of scholarly work will continue their evolution as the predominant model for physical libraries. Collections will be increasingly provided on-demand as logistics, delivery, contracts, and the economics of scholarly publishing evolve to provide content at the point of need. Gold open access will fail through co-opting and reluctance among funders to divert funds to the supply-side. Green open access and work across the scholarly cycle with data, digital media, visualization, etc. will thrive.



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BORN AND LIVED: Born in Berkeley, CA. Have lived in Canada, Kuwait and United Arab Emirates.

EARLY LIFE: I grew up in Winnipeg, Manitoba, Canada where 40 degrees below zero is not uncommon in January and February and typically snow is on the ground from Halloween though May.

PROFESSIONAL CAREER AND ACTIVITIES: After graduating from the University of Toronto Faculty of Library and Information Science in 1982, I worked as a librarian in Canada, Kuwait, United States, and the United Arab Emirates.

FAMILY: Two grown children.

IN MY SPARE TIME: I enjoy hiking, reading, scuba diving and traveling.

FAVORITE BOOKS: Too many to name! Two of my favorite authors are Bill Bryson and Redmond O'Hanlon ... but there are many others!

PET PEEVES: The answer, "No problem," in response to "Thank you."

PHILOSOPHY: Be kind. Always.

MOST MEMORABLE CAREER ACHIEVEMENT: 21 years of service with Santa Clara University Library!

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: A financially secure retirement.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: Librarianship will continue to undergo enormous changes due to new technologies and a shifting higher education paradigm. In five years academic libraries will still be redefining their role in a rapidly changing environment.

M. Brooke Robertshaw, PhD
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Brooke Robertshaw is the Assessment Librarian at Oregon State University. Prior to coming to OSU she was in the Office of Institutional Assessment at Purdue University. She earned her PhD from Utah State University in 2013 in Instructional Technology & Learning Sciences. Brooke hails from Blacksburg, VA and while she never attended VA Tech, she considers herself as much a Hokie as she does a USU Aggie. Her research interests are vast but of particular interest is the technological pedagogical content knowledge framework, using quantitative methodologies within critical and emancipatory epistemologies, and the impact of libraries on the student and faculty experience. Dr. Robertshaw is very new to libraries and working very hard to understand them from the inside, but she sees the future of academic libraries in the consulting, teaching and outreach services they provide and continuing to be on the forefront of the preservation and dissemination of knowledge.

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Charles Watkinson

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BORN AND LIVED: Oxford, UK. Lived Naugatuck, CT; Hightstown, NJ; West Lafayette, IN; and now Ann Arbor, MI.

EARLY LIFE: Growing up on the edge of the Cotswolds amidst sheep, nice pubs, dreaming spires. High school in Oxford (regularly bumping into Inspector Morse film crews), BA in Archaeology and Anthropology from University of Cambridge, MBA from Oxford Brookes University. Idyllic years as a Greek Government Scholar in Athens and Messenia and as a JET program Assistant Language Teacher in Kochi-ken, Japan.

PROFESSIONAL CAREER AND ACTIVITIES: Started life as a bookseller and publisher at Oxbow Books in Oxford in 1994. Moved to Connecticut to run U.S. office (The David Brown Book Company) in 1999. Director of Publications for the American School of Classical Studies at Athens from 2004 to 2009. Director of Purdue University Press and Head of Scholarly Publishing Services at Purdue Libraries from 2009 to 2014. Moved to University of Michigan in 2014.

FAMILY: My wife, Heather, is a physical chemist (i.e., the smart one in the family), and we have two children, Alexander (5) and Victoria (4) both of whom appeared in *Against the Grain* as babies. Three cats: Honsu, Mike and Jack. My father, Anthony Watkinson, is well-known to Charleston Conference attendees from many years as master of ceremonies and he and my mother, Sarah, are big fans of the Palmetto City.

IN MY SPARE TIME: Who knew there were so many zoos and children's museums in Michigan and surrounding states! Through the kids I've also rediscovered the importance of public libraries as centers of community and spaces of warmth and calm.

FAVORITE BOOKS: *Ghost Stories of An Antiquary*, M. R. James; *The Tiger Who Came to Tea*, Judith Kerr. One mostly read out loud to small children, the other not so much. In a different context, *The Neanderthal Legacy* by Paul Mellars, the book that made me realize as a student that monographs need not be boring.

PET PEEVES: Meetings with no clear purpose; emails sent to multiple people requesting action but not specifying who the request is to; drivers who don't indicate when changing lanes or merging.

PHILOSOPHY: "A foolish consistency is the hobgoblin of little minds" Ralph Waldo Emerson.

MOST MEMORABLE CAREER ACHIEVEMENT: It may seem a small thing, but I'm inordinately proud of founding the *Journal of Purdue Undergraduate Research* (*www.jpur.org*) because of the way in which it showcases how the complementary skills of librarians and publishers can serve a parent university and advance student success.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Participation in a collaborative network that has created sustainable models for open access monograph publishing that facilitates increased readership and recognition for academic authors while also relieving the bottom lines of non-profit scholarly publishers.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I'm optimistic. I predict a greater variety of publication types, especially new and interesting digital containers that go beyond the monograph. While I also anticipate further consolidation of commercial publishers and platforms, there will also be opportunities for more "small mammal" presses (my colleague Mary Francis's nice term) deeply imbedded in particular disciplines. I expect academic librarians to be at the heart of the research infrastructure, deeply involved in university and multi-institutional initiatives focused on research information management, compliance with mandates, and data management. They'll also be engaging with an even greater need for training in information literacy for students with increasingly short attention spans. And of course I see increasingly rich collaborations between publishers and libraries moving humanities scholarship forward.

Roy A. Ziegler

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FAMILY: Spouse, Ruth, is also a librarian at FSU. She works with Name Authority records and catalog maintenance. Two grown sons, Joe and Stephen, are all in Roll Tide and Go Noles fans.

PET PEEVES: Never having enough recurring money for collections.

PHILOSOPHY: Change is going to come so make choices that benefit the customer ahead of library convenience.

MOST MEMORABLE CAREER ACHIEVEMENT: Creating a JSTORM (withdrawal project gone bad and eventually getting it right with subsequent withdrawal projects).

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Having a better retirement beard than Letterman.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: See FSU library profile.

LIBRARY PROFILES ENCOURAGED

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Answers provided by Stéphanie Gagnon, Director of Collections.

STAFF: 259,5 (FY 2015-16)

BUDGET: 33,036,166 CAD for FY 2015-16

WHAT IS YOUR MATERIALS BUDGET? 10,986,417 CAD for FY 2015-16

HOW MANY DIVISIONS ARE THERE IN YOUR DEPARTMENT? There are 18 library branches.

ARE YOU BUYING EBOOKS, TEXTBOOKS, OTHER? We still buy some printed books, but the shift toward electronic editions is very important. Since 2016, we've dedicated an important part of our books budget to explore EBA and PDA models, with a balance for selected titles.

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ATG Profiles Encouraged
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WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS? As for a lot of other university libraries, our libraries are highly popular and intensely frequented. In five years, we will have created new reinvented spaces for students. We are currently exploring the propositions we will develop for them. This will not be done without having deep thoughts and strategies for our collections. Creating new spaces also means deciding what will remain on library stacks. Preservation will become a crucial concern.

TELL US ABOUT YOUR JOB: I have been director of collection at Université de Montréal for four years, and since day one, I've been thrilled by the great project I had to manage. Creating a method to analyze a journals collection of 50,000 titles, and then, building all the tools needed to manage the choices, to establish the budgets, and to negotiate – like David against Goliath – have been among the most exciting projects in my career. UdeM is a work place where innovation, creation, rigor and courage are strongly valued.

Florida State University Libaries

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Answers provided by Roy Ziegler, Associate Dean for Collections and Access.

STAFF: All areas: 40 librarians and archivists, 100 library associates.

BUDGET: $15M for all library expenditures, $8.5M for library materials.

TYPES OF MATERIALS YOU BUY: Books (heavy in arts and humanities, light in business and sciences), major journal publisher packages, core databases, streaming media.

ARE YOU BUYING EBOOKS, TEXTBOOKS, OTHER? We're running several EBA projects and subscribing to major eBook collections.

USE OF MOBILE TECHNOLOGY: Yes.

WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS? We will weed our non-Special Collections print collection (books, journals, documents, microform) down to the materials where we have long-term retention commitments from other research libraries. What remains of the physical general collection will be housed offsite. Library buildings will be Learning Commons spaces. As for the virtual library of resources needed to support the curriculum and research, students and faculty will 1) place requests for materials that will be obtained locally and from the libraries where we have reciprocal agreements and 2) be accessible online owned or leased institutionally or through shared ownership and leases with consortial partners.

TELL US ABOUT YOUR JOB: We have severe space constraints for physical collections. Our materials budget is a juggling act, competing for recurring and one-time funds, living with chronic budget cuts that should prevent strategic planning but somehow that doesn't happen. We find a way to recallibrate. Our organization has been forced to embrace weeding, provide more online resources no matter if purchased, leased, EBA, DDA, PDA, ILL or on demand. What used to be an abstract philosophy about relying on other libraries for access is not a sideline deal. It's become a more mainstream part of what we do. We are only a piece, even though an important piece, of the "collective" collection and we have to operate in this new distributed decentralized information biosphere to stay connected to the rest of the pieces to make the whole.

HOW MANY PEOPLE WORK IN YOUR DEPARTMENT? In Collections – 3 professionals, 9 library associates.

WHAT IS YOUR MATERIALS BUDGET? Currently $8.5M.

George Washington University Libraries

Eckles Library, Mt. Vernon Campus
2100 Foxhall Rd., NW
Washington, DC 20007
Phone: (202) 242-6623
Fax: (202) 242-6632
library.gwu.edu

Answers provided by David Killian, Collection Development and Reference Librarian.

My office is at Eckles Library, Mt. Vernon campus, where I do collection development for that library's circulating collection, but I also have collection development and reference responsibilities at Gelman Library, main campus, for disciplines mainly in the social sciences.

STAFF: Eckles Library has three full-time staff members, but GW Libraries as a whole has about one hundred staff members.

WHAT IS YOUR MATERIALS BUDGET? GW Libraries' materials budget is about $5,600,000.

TYPES OF MATERIALS YOU BUY: Books (hardcopy and electronic), serials (print and online), databases (indexes and primary source material collections).

ARE YOU BUYING EBOOKS, TEXTBOOKS, OTHER? Yes, we are buying eBooks, mainly through a DDA plan with our book jobber. We also purchase eBook collections. We only purchase textbooks selectively, and then only if the content is at the upper level undergraduate or graduate level.

USE OF MOBILE TECHNOLOGY: This isn't an area in which I am much involved, other than as a smart phone user myself.

WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS? In five years, probably our print journal collections will be gone, or largely reduced, in favor of electronic subscriptions. Our hardcopy book purchasing will be significantly diminished, in favor of eBooks, which we are increasingly purchasing. We will be acquiring materials of more interdisciplinary interest and usefulness, as development in that direction is a stated University goal.

TELL US ABOUT YOUR JOB: Lately I've been occupied with handling our journals usage assessment, which has involved seeking and organizing a good deal of usage data; the purpose is to make sure that we are getting good cost per use for the subscriptions that we carry. We have a flat collections budget for the next several years, so we need to be especially careful about our serials commitments.

HOW MANY DIVISIONS ARE THERE IN YOUR DEPARTMENT? Across GW Libraries as a whole, there are three major departments, Digital Initiatives & Content Management, Research & User Services (of which I am a part), and Special Collections & Global Resources Center.

HOW MANY PEOPLE WORK IN YOUR DEPARTMENT? At Eckles Library, there are only three full-time staff members, but I am also a member of the Research & User Services group for GW Libraries generally, which has about thirty members.

North Carolina State University

2 W Broughton Drive
Raleigh, NC 27695
Phone: (919) 515-3364
https://www.lib.ncsu.edu

The NCSU Libraries is the gateway to knowledge for North Carolina State University and its partners. As the cornerstone of a great research university, the Libraries supports the innovation that is the economic engine of growth for the state. The NCSU Libraries serves as a competitive advantage for its community with innovative learning spaces, user-driven collections, leading-edge technologies, and creative, committed staff.

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ATG Profiles Encouraged
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Oregon State University

The Valley Library
121 The Valley Library
Corvallis, OR 97331
http://osulibrary.oregonstate.edu/

Answers provided by M. Brooke Robertshaw, Assessment Librarian.

STAFF: 90

BUDGET: ~$13M FY16

TYPES OF MATERIALS YOU BUY: Electronic and print books and journals, databases, A/V, streaming media

ARE YOU BUYING EBOOKS, TEXTBOOKS, OTHER? eBooks – Yes; textbooks-rarely.

WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS? More awesome than it is now.

TELL US ABOUT YOUR JOB: It's great because I get to work with an amazing staff that supports the teaching and research for our campus.

HOW MANY DIVISIONS ARE THERE IN YOUR DEPARTMENT? Our organizations chart is located here: *http://osulibrary.oregonstate.edu/sites/default/files/osulp_org_chart_19aug16.pdf*.

WHAT IS YOUR MATERIALS BUDGET? ~$5.3M FY16

Oregon State University is a public research university. It holds the designations of being a Land Grant, Sea Grant, Space Grant, and Sun Grant institution.

Santa Clara University

500 El Camino Real, Santa Clara, CA 95053
Phone: (408) 554-6830 • *www.scu.edu/library*

Answers provided by Anthony Raymond, Business Librarian.

LIBRARY BACKGROUND/HISTORY: Santa Clara University Library was the 2017 recipient of the ACRL Excellence in Academic Libraries Award (University).

TELL US ABOUT YOUR JOB: As the Business Librarian my primary responsibility is to ensure that the Leavey School of Business has access to the resources needed to support faculty and student research, and to train students to use these resources effectively.

University of Oregon Libraries

1299 University of Oregon
Eugene, OR 97403-1299
Phone: (541) 346-1896
Fax: (541) 346-3485
https://uoregon.edu

Answers provided by Mark Watson, Associate Dean for Research Services.

STAFF: Total library staff is 165 FTE.

BUDGET: Total library expenditures are $25,476,534.

TYPES OF MATERIALS YOU BUY: Research materials in all formats.

ARE YOU BUYING EBOOKS, TEXTBOOKS, OTHER? We generally do not purchase textbooks; however, the eBook collection is growing by leaps and bounds and "other" is coming through the door like never before. :)

USE OF MOBILE TECHNOLOGY: Who doesn't? :)

WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS? We will be leaner, more focused on strategic initiatives and viewed as one of the campus leaders in information technology.

TELL US ABOUT YOUR JOB: Administration, administration and more administration. I oversee collection development and management for the UO Libraries. I spend too much of my time worrying about and implementing reductions to the collections budget.

HOW MANY DIVISIONS ARE THERE IN YOUR DEPARTMENT? There are five departments within my current portfolio: Access Services (and Resource Sharing); Research & Instructional Services; Collection Services; the Art & Architecture Library and the Science Libraries.

HOW MANY PEOPLE WORK IN YOUR DEPARTMENT? About half of the staff report through Research Services.

WHAT IS YOUR MATERIALS BUDGET? $7,441,372

COMPANY PROFILES ENCOURAGED

Michigan Publishing

839 Greene Street
Ann Arbor, MI 48104-3209
Phone: (734) 764-4388
Fax: (734) 615-1540
publishing.umich.edu

ASSOCIATION MEMBERSHIPS, ETC.: AAUP, LPC and IDPF.

VITAL INFORMATION: Michigan Publishing is the hub of scholarly publishing at the University of Michigan, and is a part of its dynamic and innovative University Library. We publish scholarly and educational materials in a range of formats for wide dissemination and permanent preservation, provide publishing services to the University of Michigan community and beyond, and advocate for the broadest possible access to scholarship everywhere.

KEY PRODUCTS AND SERVICES: University of Michigan Press, Michigan Publishing Services, and Deep Blue.

CORE MARKETS/CLIENTELE: Academic libraries and individual scholars, especially in political science, performing arts, classical studies, Asian studies, class studies, disability studies.

NUMBER OF EMPLOYEES: 32

NUMBER OF BOOKS PUBLISHED ANNUALLY (PRINT, ELECTRONIC, OPEN ACCESS, ETC.): 120

NUMBER OF JOURNALS PUBLISHED ANNUALLY (PRINT, ELECTRONIC, OPEN ACCESS, ETC.): 46, also eight digital projects including the *American Influenza Epidemic of 1918: A Digital Encyclopedia*, *Encyclopedia of Diderot & d'Alembert – Collaborative Translation Project*, and the *Middle English Compendium*.

TOTAL NUMBER OF BOOKS ON YOUR BACKLIST (IN PRINT): 3,200

TOTAL NUMBER OF JOURNALS CURRENTLY PUBLISHED: (i.e., ongoing as opposed to archival projects): 35

HISTORY AND BRIEF DESCRIPTION OF YOUR COMPANY/PUBLISHING PROGRAM: Michigan Publishing is the publishing division of the University of Michigan Library and brings together three entities: University of Michigan Press founded in 1930, the Scholarly Publishing Office of the Library established in 2000, and Deep Blue – the institutional repository established in 2006. The merged entity was created in 2009, initially under the name M Publishing.

ANYTHING ELSE THAT YOU THINK WOULD BE OF INTEREST TO OUR READERS? 2017 is a special year for everyone at University of Michigan as the University celebrates its bicentennial. Go Blue!

Back Talk — The Most Beautiful Invention

Column Editor: **Jim O'Donnell** (University Librarian, Arizona State University) <jod@asu.edu>

The most beautiful invention in the history of library science has to be the call number sticker. Like most things, it has a long history, going back to the way manuscripts were labeled for easy retrieval in medieval monastic libraries and the tags placed on papyrus rolls at Alexandria. But the great advance came with the development of the call number and the sticker.

The sticker is the workaday piece of this beauty, depending on advances on adhesives and indelible writing materials, but the call number gets all the glory. The fundamental underlying idea of the call number is that every book in a library can have a unique identifying number that gives it a place on a shelf in a neighborhood where it feels at home. When no humans are around, the books shelved in call number order can have a fine old time, chatting up the neighbors, comparing notes about which users have checked them out, and wondering what young shiny volume will next edge into their row. When the humans do show up, the books all shush one another and try to look their best in hopes of making a new friend.

This all makes sense because of the patient and exacting work of designing catalog taxonomies and subject trees to make it relatively easy to assign numbers and intellectually sensible to see which books go with which when that is done. I wrote about the beauty of the library shelf a generation ago and I still go and sigh over some of the ones I've known for a long time. It doesn't matter what library I'm in, if they've got LC call number range BR65.A and following, I know that I can spend a happy half hour catching up with old friends and making new ones having to do with the works of **Saint Augustine**. I've been there before.

Of course, we've always known there are some challenges to putting a single linear taxonomy on all the books we own. My favorite paradox has to do with a great scholarly work of the 1940s, **Pierre Courcelle's** *Les lettres grecques en Occident de Macrobe à Cassiodore.* OK, the influence of Greek literature on writers in Italy, France, Spain, and north Africa in the fifth and sixth centuries isn't everybody's cup of tea and I'll just say you don't know what you're missing. It's indeed a great scholarly work, so much so that it was translated into English twenty years after it was published and came out from **Harvard Press** in 1969 under the title *Late Latin Writers and Their Greek Sources*. All well and good until you find that a fair number of libraries decided the French version was about Greek literature and cataloged it accordingly, then looked at the English and were sure it was about later Latin literature and cataloged it so. Original and translation wind up in those libraries at some remove from one other, wistfully longing for their alloglottal cousin to no avail.

Things also get complicated with Byzantine history, which has to do with medieval Greek civilization and how it was run out of its headquarters in Constantinople (Istanbul). See the problem? Yep, Greece is part of what Americans think of as Europe, Turkey is part of Asia, and so Byzantine history gets divided between two continents — to say nothing of the works dealing with Byzantine culture in Slavic realms, which can land up in another range entirely.

But we've made do for a long time. Should we go on making do? Should the single taxonomy of the cataloging system always and everywhere determine how books are presented on library shelves? Visitors to the **Barnes Collection** art gallery in Philadelphia have some idea of the benefits that can arise when traditional taxonomies are upended and **Cézanne** gets hung next to dubiously attributed Renaissance landscapes. Are there ways we can shake up the shelves and let other forms of order work for us?

Technology is our friend here. We may not be quite there yet, but if, for example, every volume had its RFID chip that helped us remember what its call number should be and at the same time helped us know where it was actually shelved, then non-linear shelvings could still let books be retrieved with accuracy, while showing new configurations.

We're about to experiment with one such configuration at **ASU**. We are working with a major academic publisher to take a highly successful series they publish (comprising some 500 titles) and shelve a complete set, at least for a time, together in a high-traffic area of the library. The set happens to be well suited for the enlightened and ambitious general undergraduate reader. It's a good set to know about, a brand with real value for students looking for a particular kind of introductory work in many subjects. We hope to make sure students have a chance to get to know the brand, to keep it in the back of their minds for future use and meanwhile to experiment with using individual volumes that appeal to their needs or taste.

Our publisher partner (**Oxford University Press**) is entering the spirit of the experiment with a provisional deal for allowing full access to the eBook versions of all the titles in the series for a limited time while we track usage and see what we learn. We could advertise the series on our library website, of course, but not many students would pay attention. If the books are shelved in call number order in 500 different places in the library, the brand becomes invisible except to the very keen-eyed and assiduous reader. The eBooks alone have all the drawbacks of eBooks that **Charleston Conference**-goers and ***ATG***-readers are weary of hearing me complain about, but they are ubiquitously available. (Ubiquitous? The sun never sets on the **ASU** library whose patrons logged into our website last year from 155 different countries.)

We hope that the combination of physical visibility and access with easy e-access to a complete series will put in the hands of our students and other users a tool they will actually get to know and like and use to a greater extent than could ever be the case otherwise. Knocking them out of call number order, even if only for a few months, may turn out to be good for them and good for our users.

If that experiment seems fruitful, what else? Can we imagine a more ambitious program of shaking up the stacks? Creating rich displays of, say, Italian history, literature, and art together for a time? Displaying our collection of graphic novels in a way that means users might actually find out that we collect them? (Try walking through the PN6700 range in your library and see if you even notice they're there, then think about how many students will find them there.) Reinventing the reference collection to connect print tools with information about congruent e-resources? And maybe most important of all: who else is doing things like this? What other good ideas are out there?

Column Editor's Note: *Since writing this column and sharing it with a few colleagues, I've been reminded that the adhesive sticker is not an entirely innocent technology — if any technology is ever innocent! The practice of adding stickers to the outsides of books is at least disrespectful of the original cover and sometimes damaging. Could we do better now? —* ***JO'D***

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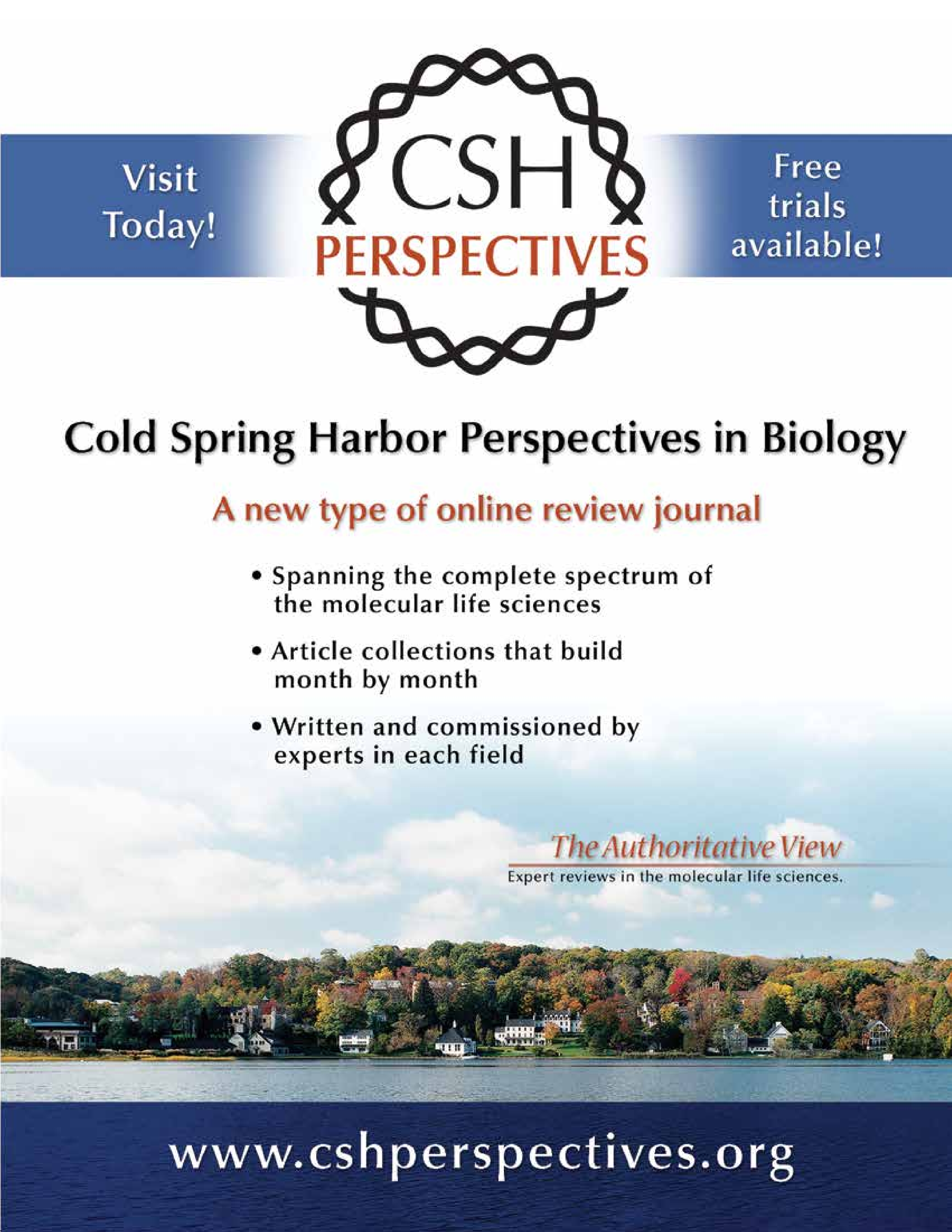
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Midwest Library Service

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