Against the Grain
c/o Katina Strauch
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Against the Grain

"Linking Publishers, Vendors and Librarians"

ISSN: 1043-2094

Legal Issues in Information Sharing in the Era of Sci-Hub

by **Will Cross** (Director, Copyright & Digital Scholarship Center, NCSU Libraries) <wmcross@ncsu.edu>

Welcome to Our Special Issue!

"Nobody sues libraries." This bit of folk wisdom, given to me when I first entered the profession, felt reassuring for a newly minted "lawyer in the library" still finding his footing. Then everyone started suing libraries. From archiving and search (***Author's Guild v. Hathi***), to library lending (***Kirtsaeng v. John Wiley***), ereserves (**C*ambridge v Patton***), streaming media (***AIME v. UCLA***), and accessibility (the **NAD's** ongoing lawsuit brought against **Harvard**), the legal issues baked into nearly every facet of information sharing seem to be on some court's docket, and thus up in the air for establishing "safe" or best practices for librarians, publishers, scholars, and students. Good news for my job security, I suppose.

Despite judicial interrogation of so much of the scholarly communication lifecycle, the most significant changes in information sharing seem to be coming from systems that bypass the legal rules so many of us seek to understand. After more than a decade of pitched battles over changing publication agreements from copyright transfer to licenses, clever application of the work made for hire doctrine, and recent federal mandates for openness, for millions of scholars in 2017 access to scholarly articles is driven by a small website created by a student in Kazakhstan.

While reports of subscription journals' demise as a result of what **Nature** called "Sci-Hub's cache of pirated papers" may be greatly exaggerated, it is the case that scholarly publishing is being transformed, just as the music industry was fifteen years ago, just about the time I was being reassured about the improbability of a lawsuit against libraries. Like those **Napster**-era creators, publishers, librarians, and scholars today have important questions to answer about applying old laws to new methods of sharing information.

Universities that have traditionally relied on the suite of copyright exceptions designed to support nonprofit, educational use are currently adapting to a digital, licensed, and open world. **Anali Perry** explores the copyright and licensing challenges that must be met for her institution, **Arizona State University** to fulfil its goal to be the **New American University**, "dedicated to the simultaneous pursuit of excellence, broad access to quality education, and meaningful societal impact." By offering open, online courses, **Perry's** institution hopes to reach new audiences and make higher education attainable for global populations, but U.S. copyright exceptions crafted in 1976 are often ill-suited to educational practice in 2017. Similarly, business practices and licenses built around the concept of enrolled students and costs tied to FTE strain to fit these new approaches. Even when a shared goal is clear, institutions must answer questions about the law, even when the law does not keep pace.

In one area, at least, **Carla Myers** argues that those answers are available and quite hopeful. **Myers** offers insights into a legal issue that libraries, publishers, and other hosts of content are currently wrestling with: accessibility. With ongoing litigation from advocacy groups and

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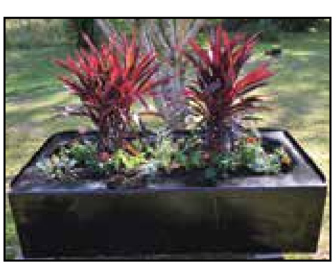
If Rumors Were Horses

To our colleagues in **Houston and surroundings**, we send our heartfelt condolences. We know about hurricanes. Thanks to all the volunteers who come together to help at times like this. Our prayers are with you as you recover from the devastation.



Aren't these beautiful? When our Conference registrar, **Sharna Williams**, is off duty, she grows amazing flowers.

Meanwhile, it's like fall here in Charleston. Unbelievably cool and breezy! Hmmm. Wonder when the heat will settle back in? And here's hoping for an end to the hurricane season! The sooner the better!

Just heard from the efficient **Tim Davenport**, **EDItEUR** and Executive Director of **ISNI** — the **International Standard Name Identifier** — concerning the establishment of a specialized *ISNI Organizations Registry*. The **ISNI International Agency Ltd (ISNI-IA)** is announcing changes to its infrastructure focused on providing open identifiers for organizations working in the field of scholarly communications. The *ISNI Organizations Registry* will

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What To Look For In This Issue:

Interviews

Profiles Encouraged

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ATG INTERVIEWS & PROFILES

REVIEWS

REFERENCE PUBLISHING ISSUE

From Your (scrappy) Editor:

I suppose that I am not overly "scappy" but I feel like I have to be more aggressive in the middle of all of this moving business. I guess when you live in the same place for 40 years that it is difficult for companies to get their heads around a new address. Here it is: 1712 Thompson Avenue, Sulllivan's Island, SC 29482.

In between the scrappiness, we have been working on this great issue of ***ATG*** on **Legal Issues in Information Sharing in the Era of Sci-Hub**. **Will Cross** is our guest editor and kudos to him for doing this in the middle of a new baby and finding authors. Talk about scrappy! There are papers by **Anali Perry** (Global issues), **Carla S. Myers** (the ADA and Copyright law), **Mira Waller** (Grey literature and experimental works), **Josh Bolick**, **Maria Bonn**, and **Will Cross** (OER resources), and **Darby Orcutt** (Content mining research). Our Op-Ed is on categorizing scholarly communications by **Bob Holley** and **Jim O'Donnell** takes a tour of an **Amazon brick-and-mortar store** in Chicago. ***ATG*** Interviews **Keith Webster** (Dean, University Libraries, Carnegie Mellon) and **Daniel Hook** (Managing Director, Digital Science).

Tom Gilson reviews many reference books, **Regina Gong** library and communication books, **Donna Jacobs** enlists **Samuel Beckett** and **Thomas Mann**, **Anne Doherty** of **Choice** continues collecting to the core about native American activism, and **John Riley** likes printing history. We have a cases of note about nominative fair use and questions and answers from **Lolly** about the Sci-Hub lawsuit and the selection of the register of copyrights.

Sven Fund talks about open access and misallocating funds, **Myer Kutz** asks some of his contributors why they write, optimizing library services is a recap of an **ER&L session**, let's get technical is about **migrating to Alma**, **Michael Gruenberg** tells how to avoid a meeting that is a waste of time, biz of acq is about transitioning from print to e, **Alice L. Daugherty** (in being earnest) talks about the **humanities collection gap**, we have many meeting reports from **Ramune Kubilius**, **Lynda Kellam** and **Sever Bordeianu** as well as **Don Hawkins**.

David Parker discusses how or if patrons, publishers and librarians can all win and **Pat Sabosik** looks at some active scholarly bloggers. **Leah Hinds** updates on Charleston's comings and goings while **Michael Pelikan** talks about digital verisimilitude.

Whew! Just in the nick of time, a wet **Comcast** repairman is at my back door!

Happy fall, everyone! See you in November! 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:

Letter addressed to: **Leah**, **Tom**, **Beth**, and **Katina**.

Thanks for an enjoyable weekend going over the proposals for the **2017 Charleston Conference**. Here are a few notes from our discussions. Thank you for the opportunity to participate.

Audrey Powers <apowers@usf.edu>

Dear Audrey, Thanks so much for traveling all the way to Charleston for several days to discuss well over 300 conference proposals. Your insights, experience, and input were invaluable! On to 2018! — **Yr. Ed.**

AGAINST THE GRAIN DEADLINES VOLUME 29 & 30 — 2017-2018

2017 Events	Issue	Ad Reservation	Camera-Ready
Charleston Conference	November 2017	08/17/17	09/07/17
ALA Midwinter	Dec. 2017-Jan. 2018	11/09/17	11/24/17

2018 Events	Issue	Ad Reservation	Camera-Ready
Annual Report, PLA	February 2018	01/04/18	01/18/18
MLA, SLA, Book Expo	April 2018	02/15/18	03/08/18
ALA Annual	June 2018	04/05/18	04/26/18
Reference Publishing	September 2018	06/14/18	07/05/18
Charleston Conference	November 2018	08/16/18	09/06/18
ALA Midwinter	Dec. 2018-Jan. 2019	11/08/18	11/26/18

FOR MORE INFORMATION CONTACT

Toni Nix <justwrite@lowcountry.com>; Phone: 843-835-8604; Fax: 843-835-5892; USPS Address: P.O. Box 412, Cottageville, SC 29435; FedEx/UPS ship to: 398 Crab Apple Lane, Ridgeville, SC 29472.

Rumors
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enable organizations to change and correct their own records and allow the research community to identify author affiliations persistently and authoritatively, thereby supporting analysis of research output and impact. **ISNI-IA** will also set up an **Advisory Board** for the *ISNI Organizations Registry* to ensure that the scholarly communications community has open and transparent access to **ISNI-IA** and is able to steer the efforts to ensure adoption of **ISNI Organization** records and cross-walks between all of the important and relevant datasets. <tim@editeur.org> *www.isni.org*

The hard-working and focused **Rolf Janke** sends word that he has left sunny California for Raleigh, NC. He says it's great to be back East again! **Rolf** has already had lunch with **Beth Bernhardt** in Greensboro. Plus — **Rolf** is planning to drive to **Charleston** this November for the **Conference**. You will remember that **Rolf** is the founder and publisher of **Mission Bell Media** which publishes print and digital media for the library market with a focus on leadership .Titles from the **Peak Series** represent contemporary topics for academic librarian career development. *http://www.missionbellmedia.com/*

Still on the subject of books, did you see the article in the ***Wall Street Journal*** about **Sue Grafton** (August 25, p. M3). **Sue's** father was a novelist himself. Both parents

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Rumors
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were alcoholics though apparently her father was a successful lawyer and wrote detective fiction at night. Her mother was "vivacious, outgoing, pretty and friendly" when she was sober. **Sue** talks about being afraid of water in the basement of their huge house in Louisville, Kentucky, because of big rains and sitting at home with a butcher knife because she was afraid of "bad guys." No wonder she writes fiction! A fascinating and wonderful article. *https://www.wsj.com/articles/author-sue-graftons-scary-childhood-home-1503413068*

While we are talking about books, we have been spending a lot of time in our new ***ATG*** and **Charleston Conference** office on **Sullivan's Island** and my son **Raymond**, the real bookman, discovered **sullivans-trade-a-book-mount-pleasant**. It's a delightful bookstore with wonderful inventory (we bought many new additions for our personal libraries including a **Sue Grafton**). Between the **Edgar Allan Poe Branch** of the **Charleston County Library** on Sullivan's and **Trade A Book in Mt. Pleasant**, I think we will have plenty to keep us reading! An aside, **Poe** was stationed on Sullivan's as a private in the

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Legal Issues in Information ...
from page 1

numerous investigations by the Department of Justice, there is no more live issue, particularly for online materials. While core academic values clearly support full accessibility, many institutions are struggling with both the cost of making materials accessible and a perception that copyright law creates additional obstacles in tension with the requirements of the ***Americans with Disabilities Act***. **Myers** provides a guided tour through these complex issues and reminds us that copyright is in much greater harmony with accessibility than some may fear.

Just as institutions must understand legal issues like copyright as they seize new opportunities, individual creators need guidance, not only on copyright, but also privacy, free expression, and the impact of terms of service tied to the various tools and platforms used to create, share, and archive scholarship. As with Sci-Hub, these legal issues run parallel to changes in scholarly communication technology and practice. **Mira Waller** offers an introduction to this intersection of law, technology, and social expectations with a series of case studies from the front lines supporting student work at **North Carolina State University**. Like the grey market sharing facilitated by Sci-Hub, the grey literature **Waller** describes raises thorny legal issues of ownership, but also tests the boundaries of what we consider scholarship, how we value and evaluate work done in higher education, and what relationship libraries should have with new formats that move the scholarly communication ecosystem beyond the traditional walls of the academy. **Waller** argues for active engagement through hosting and educating, but ends with a series of her own questions to be answered.

Adapting to these new challenges will require new approaches and new partnerships designed to leverage the opportunities created by digital and global communication. **Josh Bolick** and **Maria Bonn** introduce one promising approach: an open educational resource (OER) for scholarly communication and legal issues. This project, which I am proud to be participating in, leverages the collaborative and iterative potential of OER to develop resources that prepare librarians for this environment. By adopting an explicitly open licensing model, OER removes many of the legal barriers addressed by **Perry**. This project reflects the promise of Sci-Hub's distributed model, but grounds the work of understanding, interpreting, and explaining legal issues in a dynamic community with aboveboard open values. As with any platform, however, gathering, hosting, and curating content brings its own set of legal challenges.

As new approaches are developed, partnerships between libraries, scholars, and publishers remain essential for navigating this changing landscape. As a model for this approach, **Darby Orcutt** describes his Basic Access to Mining principles for text and data mining rights. This program, which has been a model for practice across the field, points to the ways that contract law can bridge the divide between stakeholders and the gaps left by other areas of law. **Orcutt** argues that these agreements offer a way forward that is tailored to the nuances of specific communities and users. They also offer concrete, actionable practice that cuts through legal confusion to actually get information into the hands of scholars.

With (now former) Register of Copyright **Maria Pallente's** promised "Next Great Copyright Act" a distant memory and the general political discord in Washington, changes to statutory law seem unlikely. Litigation around scholarly communication is more likely to persist: almost a decade after the first motions were filed, three judges in Atlanta are deliberating about the ereserves system at **Georgia State University** as I write these words. Observers from oral arguments suggest that we are likely to see yet another round of remand and reconsideration that extends well beyond the time you read them. This has not been a winning strategy for plaintiffs so far, and, as we saw with **Elsevier's** lawsuit against Sci-Hub, which ended out primarily as free advertising for the platform, even a legal victory can end out more pyrrhic than substantive.

If, as has been commonly observed, Sci-Hub is analogous to the file sharing site **Napster**, it similarly points to opportunities to create models that are built on sustainable partnerships. From **Orcutt's** license to **Bolick** and **Bonn's** OER, this special issue suggests paths forward and raises questions for each person to answer as they make their way through the often tangled set of legal issues that surround information sharing. Whether moving towards the beacon set by **Myers**, into the untamed wilds that **Waller** and **Perry** explore, or blazing your own trail, I hope this issue will help you find your way. Happy reading!

Bet You Missed It

Press Clippings — In the News — Carefully Selected by Your Crack Staff of News Sleuths

Column Editor: **Bruce Strauch** (Retired, The Citadel)

Editor's Note:** Hey, are y'all reading this? If you know of an article that should be called to **Against the Grain's** attention ... send an email to <kstrauch@comcast.net>. We're listening! — **KS

THE JOY OF COOK BOOKS

by Bruce Strauch (Retired, The Citadel)

Rick Ellis' New York loft is stacked with an unrivaled collection of some 5,000 Southern cook books, many extremely rare — for ex. **Lafcadio Hearn's** 1885 *La Cuisine Creole.* Other standouts: **Mary Randolph**, *The Virginia Housewife* (1824), **Abby Fisher**, *What Mrs. Fisher Knows about Old Southern Cooking* (1881).

Ellis studied architecture at **UVA**, fell into the food world as a caterer and then a "food stylist" working on such projects as *The Age of Innocence* and Burger King ads.

He views his books as social documents of the history of the South. The holy grail he seeks is *A Domestic Cook Book* by a free black woman named **Malinda Russell**. He only knows of two in existence.

See — **Monte Burke**, "A Taste for Books," ***Garden & Gun***, Aug./Sept., 2017, p. 73.

MUST-HAVE ITEMS FOR TEXANS

by Bruce Strauch (Retired, The Citadel)

Should you dine at a Whataburger in Texas you might very well join the craze of pilfering a "table tent" — an A-frame bit of plastic with your order number on it.

Lucky numbers, birthday or anniversary digits, athletic jersey numerals — all are popular motivators. And for the hard-core, the complete 1-thru-96.

See — **Erin Ailworth**, "When Whataburger Asks Texans to Take a Number, They Oblige," ***The Wall Street Journal***, July 15-16, 2017, p. A1.

REINVENTING JANE AUSTEN AS A RADICAL

by Bruce Strauch (Retired, The Citadel)

It would seem that everyone knows that **Jane Austen** dealt not with social ills like the later **Dickens** but with "individual failings: vanity, greed, pride, selfishness, arrogance, folly."

But that ill satisfies academe which must now shoehorn her into their jargon. She is being described as an "angry subversive," at war with the "commodification of women." And of course slavery, sexual abuse (where exactly?), land enclosure (of all preposterous things), imperialism. And blah-blah.

And we see why the English major is dying.

See — **Robert Garnett**, "The Pride and Prejudice of 21st-Century Literary Critics," ***The Wall Street Journal***, July 15-16, 2017, p. A13.

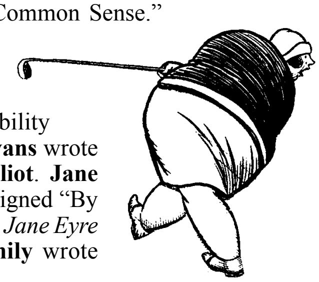
Future Dates for Charleston Conferences

	Preconferences and Vendor Showcase	Main Conference
2017 Conference	7 November	8-10 November
2018 Conference	7 November	8-10 November
2019 Conference	6 November	7-9 November

WHAT'S IN A NAME?

by Bruce Strauch (Retired, The Citadel)

Authors of controversial tracts have often chosen invisibility. **Tom Paine** hid his authorship of "Common Sense." **Madison**, **Hamilton** and **Jay** used a joint pseudonym of **Publius** for *The Federalist Papers*.



And then there was the respectability problem for women. **Mary Anne Evans** wrote *Middlemarch* and others as **George Eliot**. **Jane Austen's** *Sense and Sensibility* was signed "By a Lady." **Charlotte Brontë** published *Jane Eyre* as **Currer Bell** while her sister **Emily** wrote *Wuthering Heights* as **Ellis Bell**.

And even **Joanne Rowling** was advised to become **J.K. Rowling** to not put off boy readers.

See — **Amanda Foreman**, "Historically Speaking: Jane Austen Without Her Name," ***The Wall Street Journal***, July 29-30, 2017, p. C12.

LET'S READ ABOUT NOTORIOUS CRIMINALS

by Bruce Strauch (Retired, The Citadel)

Ted Hinton as told to **Larry Grove**, *Ambush* (1979) (lawman who killed Bonnie and Clyde); (2) **Bryan Burroughs**, *Public Enemies* (2004) (birth of the modern FBI in the '30s); (3) **Steven Nickel** and **William J. Helmer**, *Baby Face Nelson* (2002) (back-robbing killer who hated his nickname); (4) **John Toland**, *The Dillinger Days* (1963) (admiring account of the FBI); (5) **Michael Wallis**, *Pretty Boy* (1992) (rich account of an era).

See — **Stephen Hunter**, "Five Best," ***The Wall Street Journal***, June 24-25, 2017, p. C10.

***Hunter** is the author of the novel "G-Man."*

BOOKSTORE BLIND DATE

by Bruce Strauch (Retired, The Citadel)

Sounds sexy, but it's really just a brown paper book cover with a teasing come-on. And it seems to be wildly popular.

Staff select "under-read classics," customer selects a whimsical synopses and then unwraps on Instagram.

The fad seems to have begun in Germany. Among American stores trying it successfully: **Malaprop's Bookstore/Café** in Asheville, NC; **Book Culture's** three stores in NYC; **Anderson's Bookshop** in Naperville, IL.; **Oblong Books & Music** in Rhinebeck, NY; **Chop Suey Books** in Richmond, VA; **The Book Cellar** in Chicago, IL.

"The Hunger Games Played for Laughs." "**Junot Diaz** meets **Virginia Woolf**." "**John Grisham** goes to Camp."

Find the appeal?

See — **Erin Geiger Smith**, "When Bookstores Become Matchmakers," ***The Wall Street Journal***, July 11, 2017, p. A9.

Global Education, Global Challenges: Licensing for the New American University

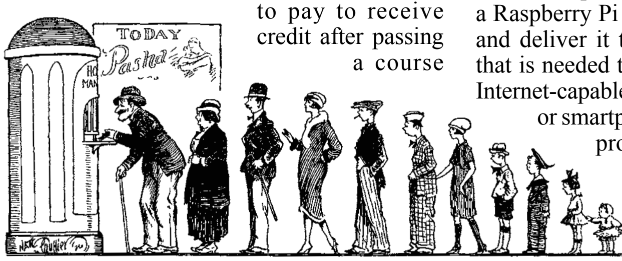
by **Anali Perry** (Associate Librarian for Collections and Scholarly Communication, Arizona State University Libraries) <anali.perry@asu.edu> Twitter: @grumpator

For the past few decades, a combination of standard license terms and copyright exceptions has made it possible, if not always easy, for libraries to provide the information resources that are needed by our communities. Model licenses, such as the **CRL** LibLicense Model License, have helped create widely used definitions for authorized users. Access through IP authentication and proxy servers allows us to connect large communities to our licensed content as seamlessly as we can. And an increased understanding of copyright law and fair use evaluations allow us to work with instructors to incorporate the content we provide in their classes. But what do we do when our educational aspirations expand beyond currently enrolled students, outside of the standard definition of authorized user? How does fair use apply when delivering content on an offline server to an island in the South Pacific?

As we work to become the **New American University**,[1] **Arizona State University (ASU)** has been exploring new pathways for providing educational opportunities to students around the world. Our charter measures our success "not by whom we exclude, but rather by whom we include and how they succeed"[2] with an emphasis on overcoming barriers that prevent people from being able to complete their educational goals.

As an example, the Global Freshman Academy[3] (GFA) is a series of Massively Open Online Courses (MOOCs) offered on the EdX platform. These general studies courses are designed to be the equivalent of a traditional online course that a student would take for credit. Students who enroll in the verified identity track can also choose to pay a fee to receive full **ASU** credit for the course at any time, even after they've completed the course. Receiving a passing grade (a B or higher) in eight courses qualifies as a full freshman year and guarantees admission to **ASU**. The credits are recorded as full **ASU** credit on a student's transcript, so they can also choose to transfer those credits to another university if they desire.

The flexibility of the GFA provides options to people who might not otherwise be able to go to school — online programs have already proven to be useful for working students, parents, or others whose schedules don't permit them to attend class at specific times. The option to pay to receive credit after passing a course helps people who don't have the financial means to pay up front with the possibility of failure, and the fee is lower than most online college courses. Finally, the option of automatic admission to an accredited research university after successfully receiving credit opens the door for students who have followed non-traditional educational paths before college, perhaps without high school diplomas, GEDs or other standardized test scores. It allows people who had previously dropped out of college for whatever reason an opportunity to make a new start with confidence after proven success.



Another example is **ASU's** participation in the MasterCard Foundation Scholars[4] program, a 10-year initiative to educate and prepare young people (primarily from sub-Saharan Africa) to lead change and make a positive social impact in their communities. This program intends to serve an estimated 15,000 young people at the secondary and university levels by 2023. **ASU's** EdPlus received a grant from the MasterCard Foundation to design the Baobab Scholars Community Platform,[5] a custom learning and social networking platform which delivers a personalized learning experience based on each Scholar's interests. This platform was tested in Summer 2016 and expanded to include all MasterCard Scholars in Fall of 2016. Content includes learning modules, discussion boards, and other electronic resources designed to help each Scholar further their personal and academic development. The platform also allows Scholars to earn credentials that enable them to demonstrate their progress towards developing leadership skills, and provides information about internships and job opportunities to help improve employment opportunities. A key component of this program is a commitment to lifelong learning and building a sustained community, so this network will continue to be available to Scholars after the students complete their education, including access to curated resources and educational content.

As a final example, the Solar Powered Educational Learning Library[6] (SolarSPELL) is a digital library of educational resources that generates its own Wi-Fi signal and runs on solar power. The plastic case containing the technical components of the SolarSPELL is waterproof and weatherproof, and it is covered with a compact solar panel. SolarSPELL uses a Raspberry Pi as a server to host the content and deliver it through a Wi-Fi hotspot. All that is needed to access the information is an Internet-capable device, such as a tablet, laptop or smartphone. It was designed by **ASU** professor **Dr.Laura Hosman** to provide relevant, localized information and educational resources to populations who may not otherwise have access to the Internet, to a library, or even reliable electricity. **Dr. Hosman** partners with the **U.S. Peace Corps** in the Pacific Islands, such as Tonga, Vanuatu, Micronesia and Samoa. These **Peace Corps** volunteers are stationed at remote, rural schools for two years and have a mission to teach English and provide technology training. They train local educators on how to use the SolarSPELL to not only deliver educational content, but also communicate and preserve local knowledge, culture, and traditions.

These are only a few of the many innovative ways **ASU**, through a variety of partnerships, is expanding access to education around the globe. Similarly, the **ASU** library has revised its strategic goals to more explicitly support the **ASU** charter and aspires to deliver appropriate content and resources for all of **ASU's** educational initiatives. However, there are several challenges facing us.

The copyright and licensing issues surrounding MOOCs have already been explored for a number of years by scholars such **Brandon Butler**.[7] To summarize, since MOOC students aren't officially enrolled in a university, most of the traditional copyright exceptions related to classroom use do not apply. Similarly, most online content licensed by a library will not include MOOC students as authorized users. This means that the majority of our library content is off-limits to our GFA instructors unless a fair use argument can be made. Accepted best practices regarding fair use for MOOCs, however, place unacceptable restrictions when there is a commitment to delivering an equivalent educational experience to MOOC students as to officially enrolled **ASU** students. For example, linking out to a website or embedding content from YouTube does not guarantee that a student located in China will be able to reliably access the content due to technological or political restrictions.

Along with these well-documented legal challenges for MOOCs, content for our other initiatives on the Baobab platform or SolarSPELL, for example, needs to be fully incorporated within the platform. These initiatives can't assume that the users will be able to have consistent Internet access or even electricity. And just to make things more complicated, international copyright laws come into consideration when making determinations about including local content or creating localized digital libraries.

Our most obvious solution is to locate and use content that is not protected by copyright, such as public domain material or content that is open access and licensed for reuse. Unfortunately, that doesn't cover much of the material we need in order to create an experience equivalent to more traditional educational

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APhA

Now available in PHARMACY LIBRARY

PharmacotherapyFirst
A Multimedia Learning Resource

PharmacotherapyFirst: A Multimedia Learning Resource is a major addition to PharmacyLibrary's robust content that focuses on disease state management and patient care. It has been designed with the goal to teach therapeutics to the modern learner, both student pharmacists and practitioners alike – to help them learn and retain the essentials of pharmacotherapy and patient care.

PharmacotherapyFirst reinforces concepts for student pharmacists through:

- Self-assessment
- Mini patient cases
- Cases following the steps of the Pharmacists' Patient Care Process
- Detailed patient cases with expert SOAP notes

PharmacotherapyFirst also helps faculty with:

- Including exclusive access to tips on modifying patient cases for classroom learning
- An additional patient case with SOAP note that can be used to teach student pharmacists essentials of disease state care

Includes modules covering over 100 specific conditions in 18 disease state categories!

Cardiology
Dermatology
Endocrinology
Eyes, Ear, Nose, Throat Disorders
Gastroenterology
Gynecology and Obstetrics
Hematology
Immunology
Infectious Diseases
Musculoskeletal and Pain Disorders
Nephrology
Neurology
Nutrition
Oncology
Psychiatry
Respiratory
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Urology

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environments. Audio and visual content is particularly challenging in this respect. Video, along with transcripts, is in high demand, especially when designing learning opportunities for a multilingual audience.

We do our best to make fair use determinations when necessary, but it is challenging to provide consistent training and education regarding fair use to instructors and instructional designers. While we can explain copyright exceptions and help develop fair use best practices for different scenarios, it is very difficult to keep up with new developments in this fast-paced environment. And as we all know, Library Guides and tutorials can only go so far. Ultimately, there are some uses which require permission. However, seeking permissions from copyright holders can be complicated, time consuming, and expensive. Without dedicated staff working on identifying and securing permissions, it is not a sustainable option for most projects.

Another strategy is to develop our own content, which we do when we have no other solution. However, this does require extra time and effort on the part of instructors and instructional designers, and there isn't always enough lead time on development deadlines. We are investigating options for a learning object repository to reuse our own work and share with others, but it is one of the many technology projects we're juggling.

Our copyright issues are compounded by the speed with which new initiatives are being generated, along with the comparatively glacial pace of change to library service models and publishing models. At the library, we've been scrambling to keep up with only one librarian specifically assigned as a liaison to EdPlus for the past year along with me as the Scholarly Communication Librarian (and copyright expert) for the university. We have plans to scale up our efforts as part of a complete reorganization, but it will take some time for these changes to take effect.

As a result, the **ASU** library is reaching out to our content providers to seek solutions. We'd like to explore new business models that will be mutually beneficial. We're willing to pilot new ideas, and pay for them, but we have to move beyond pricing by FTE. We're asking them to consider new possibilities for licensing resources that will allow us to meet our needs. We need to be able to provide content to users beyond currently enrolled students. We need to be able to embed content within platforms, not just link to it. We need to be able to provide consistent messaging about what can be used and how, without a complicated decision tree based on who, what, where, and how much.

These needs aren't new. Libraries and educators have struggled with many of these questions for a long time, but the pressure is increasing and time is short. We have similar initiatives multiplying constantly, which all provide new challenges for meeting our informational resource needs. When the focus of a university extends to a global scale and builds bridges to traverse the digital divide, but the majority of the library collection is off limits, how does the library serve its purpose?

Fundamentally, the ways libraries and content providers have historically provided access to our content has to change. These initiatives are only the beginning, and **ASU** is certainly not alone in exploring new ways of providing education on a global scale. By working together to experiment and innovate, we can forge a path forward that will be responsive to a rapidly changing educational environment. We can create new model license terms and ways of providing content that will overcome these challenges and open educational pathways around the globe.

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Contradictory or Complimentary? Copyright Law & the Americans with Disabilities Act

by **Carla S. Myers** (Coordinator of Scholarly Communications, Miami University of Ohio) <myersc2@miamioh.edu>

In recent years numerous colleges and universities have been investigated by the United States (U.S.) Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) regarding their compliance with the ***Americans with Disabilities Act (ADA)***. These investigations are often initiated on behalf of students with disabilities who express concern about being unable to access and engage with learning materials and resources made available by these institutions in the same way those without disabilities can. ***ADA*** violations identified through these investigations include "websites, digital coursework, learning management systems, multimedia, and library resources" being "partially or completely inaccessible to students with visual, hearing, cognitive, learning, or physical disabilities."[1]

Librarians need to consider accessibility issues not only because of the legal implications but also because, ethically, our profession is committed to providing "the highest level of service to all library users through… equitable service policies [and] equitable access."[2] Ideally, libraries would make all items in their collection readily available in formats that would meet the needs of users with disabilities; however, practically, this would be almost impossible to do. Barriers include:

- Vendor-supplied platforms and resources that have accessibility issues.
- The small percentage of published works that are actually made available for purchase in formats that can be used by those who are blind or visually impaired, hard of hearing, who have other print disabilities, or who have mobility and dexterity impairments.
- Stagnant or shrinking budgets which impact the funding available to acquire items for library collections.

Accessibility Requests & Copyright Considerations

In response to these challenges, librarians often find that they need to start from scratch when making accessible copies of resources available to patrons. This usually involves making a copy of the original work, modifying it in some way that creates an alternate version (e.g., a machine-readable version of a book, a captioned copy of a film), and then giving the copy of the alternate version to the patron who requested it.

U.S. copyright law (Title 17, United States Code [USC]) grants certain exclusive rights to the creators of copyrightable works, including but not limited to:

(1) Making copies of the work;
(2) making alternate versions (derivatives) based upon the original work; and,
(3) distributing copies of the work to others.

Making a copy of a work, altering it for accessibility purposes, and giving (distributing) it to a patron who requested it involves taking advantage of these exclusive rights and, as such, could be considered an act of copyright infringement. In this way copyright law

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and the ***ADA*** seem to contradict each other; copyright law can be used to restrict access to works and the ways in which they are shared with others, while the ***ADA*** requires that librarians ensure works in the library collection are accessible to all. Fortunately exceptions have been included in U.S. copyright law that "allow the public to make limited uses of copyrighted works — uses that might otherwise constitute infringement — especially for advancing knowledge or serving other important social objectives."[3] Fortunately, these exceptions are complimentary to the purpose of the ***ADA*** and support librarians in their legal and ethical obligations to make works in their collections accessible to those with disabilities.

Overview of Relevant Exceptions

When making alternate copies of works for accessibility purposes, the copyright exceptions most frequently utilized by academic libraries include:

- Section 107: Fair use
- Section 110(8): Exception of certain performances and displays
- Section 121: Reproduction for blind or other people with disabilities

Fair Use and Accessibility. The fair use exception found in Section 107 of U.S. copyright law allows for the reproduction of copyrighted works "for purposes such as criticism, comment,…teaching…scholarship, or research." When considering fair use "in any particular case…the factors to be considered shall include:

(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

(2) the nature of the copyrighted work;

(3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

(4) the effect of the use upon the potential market for or value of the copyrighted work" (17 USC § 107).

Guidance on applying fair use when making alternate copies of works for accessibility purposes can be found in the *Code of Best Practices in Fair Use for Academic and Research Libraries* (the Code) put forward by the **Association of Research Libraries**. The Code (2012, p. 3) "identifies…the library community's current consensus about acceptable practices for the fair use of copyrighted materials" and explores specific situations where libraries may need to consider fair use when providing services and resources to patrons. Situation Five of the Code specifically addresses *Reproducing Material for use by Disabled Students*, *Faculty*, *Staff*, *and Other Appropriate Users.* Here the Code states,

> When fully accessible copies are not readily available from commercial sources, it is fair use for a library to (1) reproduce materials in its collection in accessible formats for the disabled upon request, and (2) retain those reproductions for use in meeting subsequent requests from qualified patrons.

The Code identifies "limitations" and "enhancements" that help support this application of fair use, many of which echo the statutory language found in Section 121 of U.S. copyright law (see discussion of this exception below). While the Code does not hold the force of law, it "describes a carefully derived consensus within the library community about how those rights should apply in certain recurrent situations" and "it enhances the ability of librarians to rely on fair use"[4] when making accessible copies of works for patrons.

There are also legislative reports and court opinions that support the use of the fair use when making alternate copies of works for those with disabilities. A report put forward by the House Committee on the Judiciary in 1976 (No. 94-1476) regarding revisions to U.S. copyright law states:

> [A] special instance illustrating the application of the fair use doctrine pertains to the making of copies or phonorecords of works in the special forms needed for the use of blind persons. These special forms, such as copies in Braille and phonorecords of oral readings (talking books), are not usually made by the publishers for commercial distribution. The making of a single copy or phonorecord by an individual as a free service for blind persons would properly be considered a fair use under section 107.

The 2012 opinion in the ***Authors Guild, Inc., et al., v. HathiTrust*** lawsuit et. al. (902 F. Supp. 2d 445 (S.D.N.Y. 2012)) issued by the **Honorable Harold Baer**, Judge for the U.S. District Court, Southern District of New York also supports the utilization of fair use when making copies of works for those with disabilities. In his opinion **Judge Baer** highlights specific benefits the **HathiTrust Digital Library (HDL)** provides for those with print disabilities and, in balancing the fair use factors in favor of the defendants (**HathiTrust**), states that "I cannot imagine a definition of fair use that would not encompass the transformative uses made by [the **HDL**] and would require that I terminate this invaluable contribution to the progress of science and cultivation of the arts that at the same time effectuates the ideals espoused by the ***ADA***." On appeal, the United States Court of Appeals for the Second Circuit held that "weighing the factors together, we conclude that the doctrine of fair use allows the Libraries to provide full digital access to copyrighted works to their print-disabled patrons" 755 F.3d 87 (2d Cir. 2014).

Section 110(8) and Accessibility. This section allows for the "performance of a nondramatic literary work, by or in the course of a transmission specifically designed for and primarily directed to blind or other handicapped persons who are unable to read normal printed material as a result of their handicap, or deaf or other handicapped persons who are unable to hear the aural signals accompanying a transmission of visual signals" so long as the "governmental body; or…noncommercial educational broadcast station" makes the performance "without any purpose of direct or indirect commercial advantage." This exception is fairly narrow in that it is limited to performances of nondramatic works, which the United States Copyright Office (2017) tells us includes but is not limited to "fiction, nonfiction, poetry, textbooks, reference works" and "an article published in a serial, but … not … an entire issue of a periodical or other serial." However, as these types of resources are often used in college and university classrooms it behooves libraries to be aware of this exception and the ways in which it may allow them to make performances of these works available to students with disabilities.

Section 121 and Accessibility. Also referred to as the Chafee Amendment, this statute states that "it is not an infringement of copyright for an authorized entity to reproduce or to distribute copies or phonorecords of a previously published, nondramatic literary work if such copies or phonorecords are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities."

Section 121 defines the term "authorized entity" as "a nonprofit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities." **Judge Baer** supported academic libraries status as an "authorized entity" by stating in his opinion on the ***HathiTrust*** lawsuit "The ***ADA*** requires that libraries of educational institutions have a primary mission to reproduce and distribute their collections to print-disabled individuals, making each library a potential 'authorized entity' under the Chaffee Amendment" (902 F. Supp. 2d 445 (S.D.N.Y. 2012)).

The Chaffee Amendment is somewhat limited in that it can be utilized only when making accessible copies of "previously published, nondramatic literary work[s]" (17 USC § 121). Therefore, if librarians are asked to make accessible copies of unpublished nondramatic works, dramatic literary works "such as a screenplay, play or other script" (United States Copyright Office, 2017), or any other type of copyrightable work (e.g., an audiovisual work) they would have to consider using one of the other exceptions. Additionally, copies made under this statute must:

(A) "not be reproduced or distributed in a format other than a specialized format exclusively for use by blind or other persons with disabilities;

(B) bear a notice that any further reproduction or distribution in a format other than a specialized format is an infringement; and

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(C) include a copyright notice identifying the copyright owner and the date of the original publication" (17 USC § 121).

Librarians should not let these limitations or requirements prevent them from utilizing this exception when applicable, especially as the courts have validated its use in making accessible copies of works available to those with disabilities. **Judge Baer** states in his opinion on the ***HathiTrust*** lawsuit "the provision of access to previously published non-dramatic literary works within the **HDL** fits squarely within the Chafee Amendment" (902 F. Supp. 2d 445 (S.D.N.Y. 2012)).

Other Considerations — International Treaties. *The Marrakesh Treaty to Facilitate Access to Published Works for Persons who are Blind, Visually Impaired, or Otherwise Print Disabled* (Treaty) entered into force on September 30, 2016 and requires signatory countries (of which the U.S. is one) to adopt limitations and exceptions into their copyright law that allows the making of accessible copies of works, the "cross-border sharing of these accessible formats, … and the importation of works created in other languages."[5] Writing on behalf of the **Library Copyright Alliance**, **Jonathan Band** has published *A User Guide to the Marrakesh Treaty*.[6] In the document, **Band** provides an overview of the issues that brought about the Treaty, works through the Treaty's provisions, and identifies ways in which U.S. copyright law complies with the Treaty. The guide should be reviewed by all library staff and employees who are involved in making accessible copies of works for patrons as it can greatly aid them in understanding and applying the Marrakesh Treaty to these situations.

Exceptions in Action

The "Framework for Analyzing any U.S. Copyright Problem"[7] developed by **Smith**, **Macklin**, and **Gilliand** can help librarians begin to work through copyright considerations when presented with a request for an accessible format of a work held in the library's collection. When librarians reach question #2 that asks "Is there a specific exception in copyright law that covers my use?" they can consider the exceptions found in Sections 107, 110(8), and 121 of U.S. copyright law as well as the provisions of the Marrakesh Treaty. In the event that the making of an accessible copy does not fall under one of these exceptions **Smith** and **Macklin** outline other options librarians can consider, including obtaining permission or a license from the rightsholder to make the alternate copy.

An important consideration included in **Smith** and **Macklin's** framework is the licensing of library resources. When entering into a contract with vendors, librarians should ensure there is no language in the license agreement barring the creation of alternate versions of works or prohibiting library employees from taking advantage of the exceptions found in U.S. copyright law as this would prevent them from making accessible versions of works for those with disabilities in the manner outlined here. The library's legal counsel can assist librarians in reviewing and negotiating vendor contracts as well as provide guidance on interpreting and applying copyright law when making accessible copies of resources. Librarians can also find additional information on copyright and accessibility issues by reaching out to fellow librarians who specialize in these areas and by participating in educational opportunities such as webinars and conference sessions that are provided by knowledgeable and reputable instructors.

Dealing with any legal situation can be daunting, however the complimentary nature of the ***ADA*** and the exceptions found in U.S. copyright law allows librarians to balance their ethical obligations to provide equitable access to all users while at the same time showing "respect [for the] intellectual property rights" of content creators.[8] The next steps in resolving resource accessibility issues must involve getting rightsholders and vendors to provide accessible versions of resources up-front to help eliminate the delays caused by converting the non-accessible resources into accessible ones. By collaborating with those patrons who have disabilities to address this issue as well as maintaining an open dialogue on the services, tools, and resources that are most beneficial to them, librarians can help set the example for others regarding the importance of accessibility in all facets of our society.

Endnotes

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Grey Literature, Experimental Works, and Shifting Roles: Case Studies, Opportunities, and Legal Challenges around Students as Producers

by **Mira Waller** (Associate Head, Collections & Research Strategy, NCSU Libraries) <mpark@ncsu.edu>

Introduction

Traditionally, libraries have served as both disseminators and preservers of knowledge, often providing services and support that focus on completed works and information sharing. At the same time libraries have always played a part in supporting information creation, but in recent years libraries seem to be taking a more active role in directly working and collaborating with users,[1] and in particular students, to create knowledge in new and experimental ways. In the **North Carolina State University (NCSU) Libraries**, we have been actively engaging with students and faculty to facilitate the creation and display of student works across formats, mediums, and disciplines, and our students consistently amaze and delight us with creative and high quality productions. From scholarly papers to audio recordings, videos and film to 3D-printed products, computer code and circuit work, students are creating works that include traditional mediums, as well as emerging ones, with many works being a blend of both.

By providing students with tools, collaborative and high-tech spaces, and expert support, libraries can enable students to more fully participate in the scholarly enterprise, as well as contribute to the shift in the role of students from consumers to producers of knowledge. This type of paradigm shift, however, is not without challenges, and can often affect unan-

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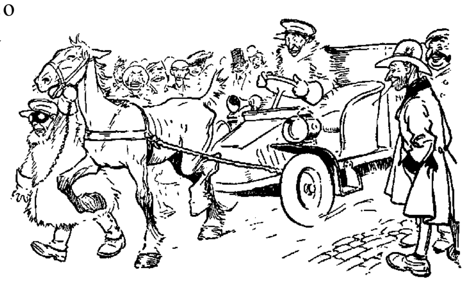
ticipated areas. These challenges require us to meet technical, political, and social demands, and raise a new set of legal questions we must answer.

In this article, we will examine two case studies where the **NCSU Libraries** is facilitating the creation of student works through collaboration with faculty, use of evolving spaces and technology, and instruction of emerging tools. Each of these projects raises unique legal issues that require us to reconsider. We will also explore some of the challenges and opportunities surrounding this space, and pose some final food for thought around the role of libraries supporting and facilitating students as active producers, in addition to consumers of knowledge.

Case Study 1: Immersive Research Presentations

Closer collaboration between librarians and faculty, in conjunction with emerging technologies and collaborative spaces, can enable libraries to shift from their traditional role of information providers supporting the formal classroom experience, to an enhanced role serving as an extension of the classroom teaching and learning process, and lead to librarians and faculty empowering students to produce scholarship. This case study focuses on one such collaboration at **NCSU Libraries** between **Dr. Shea McManus**, an Assistant Professor in the Department of Sociology and Anthropology at **NC State**, and librarians and staff at **NCSU Libraries**.

In the fall of 2015, students from **Shea McManus's** anthropology courses were engaging in field research by embedding themselves in communities throughout the Research Triangle area of North Carolina. While actively interacting with and observing folks in their homes, at their work, and during community events, students were documenting the stories of these communities through photographs, videos, and sound recordings. When it came time for the students to present their research, **McManus** wanted them to continue to feel immersed in the subject matter and communities, much the same way as when they were out in the field conducting research. **Josephine McRobbie**, who was a Libraries Fellow at the time, presented the **D.H. Hill Library** Visualization Studio to **McManus** as space that would provide students with a more immersive and participatory experience. The Visualization Studio is a black box room that contains twelve projectors, three per wall, that can be used to display the contents of a Windows desktop computer 360-degrees across the four walls. The room also has the infrastructure to tie in personal laptops, allowing up to four different users to project on the walls simultaneously.[2] As **McManus** was introduced to the Visualization Studio, she quickly realized that the space would allow her students to more fully engage and interact with each other's research. "The Visualization Studio makes possible a rich presentation of knowledge and a more interactive environment for its communication," **McManus** said "I was immediately struck by the creative potential it offered students in my ethnographic research methods course."[3] In order to help students maximize the immersive capabilities of the Visualization Studio, **McRobbie** and **Markus Wust** (Digital Scholarship and Research Librarian) collaborated with **McManus** to introduce her students to the space, and to teach them how to use tools such as Sway, Tiky Toky, and Google Slides.



Fast forward to 2016, when **Mira Waller** (Associate Head of Collections & Research Strategy) became the Libraries' liaison to the department of Sociology and Anthropology, and began partnering with **McManus** to continue introducing students to the Visualization Studio and providing instruction and support for **McManus's** students in creating multimedia research presentations. Through continued collaboration with **McManus**, **Waller**, **Wust**, and **Shaun Bennett**, a Library Technician, have integrated the Visualization Studio, instruction for presentation and multimedia tools, and traditional instruction for literature searchers into a number of **McManus's** class curricula including: Research Methods, the Intermediate Seminar in International Studies, and Anthropology of the Middle East. As a result, students in these courses are more engaged and have created research presentations that incorporate text, sound, images, and videos in innovative ways. **Dakota Frisby**, a student in **McManus'** seminar class said, "getting to learn how to present on four different walls for a presentation without PowerPoint was a fun learning process. The Viz Studio made me more comfortable in presenting to my peers since they weren't focused on me but on the walls surrounding them. More classes should get to use this room for presentations, because the creativity that it allows the students to have greatly improves the quality of the presentations and the interest level of those watching the presentation."[4] By providing students with the tools to combine traditional and emerging communication mediums, the Libraries and **McManus** are enabling students to build unique works for their portfolios and resumes.

Case Study 2: Making as Pedagogy[5]

Making can provide a great opportunity for students to actively participate in the learning process as producers rather than just consumers of information. This case study focuses on the **NCSU Libraries'** work with **Susanna Lee**, Associate Professor of History; her Theory and Practice of Digital History class; and the North Carolina Museum of History around the digitization of a set of 18th and 19th century artifacts using 3D scanners from the **NCSU Libraries'** Makerspace program.

In the summer of 2014, **Adam Rogers**, Emerging Technology Services Librarian, and **Professor Susanna Lee** began conversations with **John Campbell**, Collections Section Chief, and **RaeLana Poteat**, Curator of Political and Social History, at the North Carolina Museum of History to explore how **Lee's** Digital History Fall class could work with the Museum while exploring new technologies for historical research and the application of those technologies to historical artifacts. One key aspect of the joint project would be that students would only have one short period of work at the museum. The major goals agreed upon by the Museum administrators, **Lee**, and **Rogers** were to investigate and understand a technology with the potential to have a huge impact on museum artifact presentation and preservation; to teach students about 3D scanning, printing, and related 3D model sharing platforms; to have the **NCSU Libraries** provide all necessary equipment with no additional budget required; and to have some tangible final products — scanned artifacts with their associated stories available in Thingiverse, a site popular for sharing 3D files.

Lee and her students had very little preparation before the actual scanning session at the Museum. **Lee** and her students received a tour of the **James B. Hunt Jr. Library**, during which they saw the Makerspace. They also received a quick overview of 3D scanning and printing, and they were required to read about the recent Smithsonian 3D scanning initiative.[6] In preparation for the class working session, Rogers took most of the **NCSU Libraries'** 3D scanning equipment to the Museum, and some of the students installed 3D scanning software on their personal devices (e.g., phones, laptops). For their part, the Museum staff gathered an assortment of objects, concentrating on those with intriguing features and stories, as well as artifacts that would provide interesting use cases in 3D scanning. The students worked in groups to scan the items they were interested in, and used scanning stations set up by **Rogers**, who also directed them to the station that was best setup to accommodate their particular artifact's physical properties.

By the end of the session, the student groups had digital scans of their chosen artifacts, and had even begun some post-data cleaning, with additional work to be done later by the students. Afterwards, these students uploaded their digital scans to Thingiverse, wrote research papers that delved into the historical context and importance of their artifacts, and linked the papers to their scan files. A full list of the students' projects is located at *http://susannalee.org/dh/category/3d/*. This project was a wonderful opportunity for students to engage in meaningful and generative work alongside Museum staff, and contribute to a key cultural heritage institution by creating scholarship while exploring technology and history.

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Some Challenges — Both Legal and Cultural

Supporting these immersive research presentations has pushed us to consider both our institutional policies and our instruction on issues from copyright and contract law to questions of liability and terms of service. Our basic policy around ownership of student works is clear: students own the work they make unless they are directed to create as part of employment or they make "exceptional use of university resources." Although the Libraries has no desire to claim copyright on student projects, questions have been raised about whether our high tech spaces could be considered "exceptional use" under the policy. As we think about archiving these works to tell the story of the Libraries, a license to archive and share may be appealing. Whatever decision we reach, it is important that students understand the policy so they can make informed decisions about how their work is shared.

Students using external sources also raise a host of thorny legal issues. How can we guide students to platforms with terms of service that fit with our mission and their goals as creators? How can we help them understand the consequences of using third-party materials in a visualization project or 3d scanning material that includes copyrighted expression or trademarked content? Students must have the latitude to select the materials, tools, and platforms that support their creativity, but must also be made meaningfully aware of the way that privacy, copyright, contract, and other laws intersect in these spaces. The Libraries must also keep an eye on potential liability when we host works and guide students towards tools and platforms.

In many ways, these legal issues are mirrored by questions about the scholarly qualities of the projects created in these programs, which often could be considered grey literature. As defined at the **Grey Literature Conference**, Luxembourg, 1997, and broadened in New York, 2004, "grey literature" is "information produced on all levels of government, academia, business and industry in electronic and print formats not controlled by commercial publishing i.e., where publishing is not the primary activity of the producing body."[7] And because there are currently no established and standardized mechanisms for linking to, citing, and even sharing them on a continuous and system-agnostic basis, this work often ends up being ephemeral. And although in the cases above the student works are currently saved in alternative systems (Moodle for **McManus** and Thingiverse for **Lee**), there is no guarantee that the students will be able to access or refer to their work in the future. The very nature of some of the tools used to create these works can present challenges for long-term access and preservation.

Additionally, it is one thing for students to use scholarship created by others in their own work when they are only focused on grades and classroom use; it is another thing when a student might "publish" or use their work to create a portfolio for their future career. Issues around publication, ownership, and licensing are not often thought of in conjunction with classroom projects. Students have also expressed concerns about theft of — or embarrassment because of — their work, and therefore the possibility that they might not want these works discoverable on a long-term basis. Furthermore, some classroom assignments can touch upon culturally sensitive or controversial issues, and we have to be careful to ensure that we provide a safe and secure avenue for students to explore and address them. There is a lack of models, both for libraries and for faculty and students, around how to protect students from any future fallout associated with creating, sharing, and saving these works.

Some Opportunities

Although there are challenges to supporting students as creators and active participants in the scholarly enterprise, there are also a number of opportunities and benefits in this space. As illustrated by the case studies above, collaborating with faculty to facilitate the creation of student works gives libraries an ideal way to enhance and strengthen relationships with faculty, and provides faculty and librarians with an opportunity to teach students new skills while increasing their engagement in the learning process. These types of assignments, projects, and presentations also give students an opportunity to build a portfolio of unique works. And, they can be an additional way for libraries to add value to the student experience.

Furthermore, sharing student works in public-facing and meaningful ways benefits both the students and libraries. It gives students an opportunity to share their works with a wider audience, beyond their peers. And it enables libraries to highlight how they contribute to and support student engagement and success. Finally, in terms of preservation, by saving these types of work we are also preserving our institutional history and culture. These conversations also ground discussion of copyright, privacy, and similar legal issues in a concrete form, and have been a productive way to introduce these topics to students that may otherwise not have the opportunity or incentive to engage with them.

Conclusion and Food for Thought

As students shift to become both producers and consumers of scholarship, do libraries have an obligation to provide access and preservation to the unique works they are creating? And if so, how can we address the issues that arise from making this type of ephemera more permanent and findable? Whatever path we select, how can we help students understand the legal issues they face and the consequences of choosing a specific platform with draconian terms of use or borrow images from popular culture to scan in the Makerspace? While we do not have the answers to these questions, we can leave you with some additional food for thought:

- Do we consider ephemeral works created by students important to the research enterprise and the scholarly communication ecosystem? If so, how should they be captured and preserved?
- Should libraries be the ones responsible for disseminating and preserving student works? What legal rights would they need to do this?
- Should libraries be responsible for the student works they have curated in some way, e.g., showcase events, contests, gallery space in libraries?
- Should libraries help students who are interested in making their works openly available? What instruction would they need to make that decision?
- Should libraries help students who are interested in licensing or patenting their work?
- Should libraries incorporate student works into their collections?
- How can students take their "works" with them when they graduate?

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Community-Led Teaching and Learning: Designing an Open Educational Resource for Scholarly Communication and Legal Issues

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The open educational resources (OER) movement is growing at a rapid pace — not as rapidly as prices for textbooks have risen over the course of the last decades, and not rapidly enough to yet meet the exigent needs of students, many of whom take educational risks to alleviate costs by forgoing required materials.[1] As discussed in last year's ***Against the Grain*** special issue,[2] in order to support those students, libraries and librarians have become staunch advocates for open education and open textbooks. Yet, our community often still relies upon commercial textbooks for our own professionalization. This is especially true for legal issues like copyright and privacy, which — when they are offered at all — often borrow textbooks that reflect the overpriced nature of law school textbook prices.

Textbooks on cataloguing, collection management and development, and information literacy are common in LIS programs. With the rise of library publishing capabilities, interest in providing more open access to LIS literature, and publishers experimenting with open book publishing, it's time for LIS professionals to take a more active role in defining and describing our fields for our future colleagues, and collectively maintaining that knowledge to keep up with rapid change. To that end, and to demonstrate proof of concept as well as begin to develop methods and learn some lessons, we are creating an open textbook about scholarly communication librarianship which, among other things, will cover copyright and other relevant legal issues in libraries.

In the second decade of the twenty first century, scholarly communication has expanded from a niche issue to the heart of librarianship as a profession, and legal issues lie at the heart of this work. **Finlay**, **Tsou** and **Sugimoto** identify scholarly communication as a "core concept" for academic librarianship,[3] and professional organizations such as **NASIG**[4] and **ACRL**[5] have defines core competencies and developed toolkits to assist librarians in acquiring and maintaining current skills and proficiencies. An increasing number of librarians are taking dedicated scholarly communication roles focused on topics like copyright education and management, publishing, support for open access, open data, and open education. Many more librarians are absorbing these roles into their responsibilities regardless of their titles. Given the rapidly shifting legal, cultural, technological, and economic scholarly terrain, it stands to reason that libraries must stay apace of these advances and will continue to adapt to support the communication needs of scholars.

Because scholarly communication is now a core competency, academic librarians must understand scholarly communication issues. This is especially important for early career librarians who hope to compete in a difficult job market, many of whom will be expected to be researchers in their own right. Yet, despite the breadth and depth of relevant literature available, library schools have thus far largely failed to take up at any scale the task of equipping emerging librarians with these increasingly necessary skills, particularly legal issues.[6] Why is this the case? Given that there is a great deal of rich literature by and about scholarly communication librarians and their work and that these skills are clearly needed in the present and prospective job market, why are so few relevant courses offered in MLS programs?

A generational shift may be in play here. Many library school professors have never practiced scholarly communication librarianship, and therefore may lack expertise or comfort in the discipline as it is practiced, with legal issues perhaps representing the most mysterious and daunting aspect of the field. There is no unified, cohesive, and comprehensive educational resource, as there is in other areas such as information organization or digital libraries, so instructors, students, and continuing learners must navigate the excellent but disparate literature in all its aforementioned breadth and depth, without editorial oversight to curate this literature. The **NASIG** Core Competencies and **ACRL** Toolkit offer some guidance and inform our approach and the products we propose to create, these tools alone have thus far resulted in little pedagogy around scholarly communication. Our goal is to create a complementary tool that is ready to implement.

Further complicating matters, scholarly communication is both interdisciplinary and quickly-evolving, which makes it difficult to create a standard commercial textbook that will prepare librarians to be leaders in the field. Such a product would be too rigid, restrictive, and probably too expensive. Legal issues provide a stark example of these challenges. Copyright law, which many place at the heart of scholarly communication, has significantly evolved in the past year, and may change dramatically based on the decision in the ***Georgia State*** ereserves case, which the Eleventh Circuit is considering as we draft this article. Even if the disparate threads of copyright could be gathered and presented for a LIS audience, no mean feat since most regularly-updated copyright textbooks are written for a law school audience, a textbook that stopped at copyright would be woefully incomplete. Contract law and licensing, privacy, civil procedure, antitrust, free expression, and a host of other legal issues come into play when considering scholarly communication. It would be difficult to create a single textbook that adequately presented all of these issues, and such a textbook would quickly fall out of date as ***Georgia State*** and the host of cases in the other named areas were decided.

Instead, we are undertaking a collaborative open educational resource that gathers contributions derived from lived experience from librarians, instructors, and students, as well as experts in related areas such as law, economics, and publishing. This model leverages the potential of what the NMC Horizon Report 2017 *Higher Education Edition* describes as a "blending of formal and informal methods of teaching and learning [that] can create an education environment that fosters experimentation, curiosity, and above all, creativity."[7]

As an editorial team that includes **Maria**, **Josh**, and **Will Cross**, we feel well-positioned to launch this effort in partnership with our broader community of colleagues. We are active practitioners both of scholarly communication librarianship and LIS instruction (plus a fairly recent graduate in **Josh's** case), and have a collective well of deep knowledge regarding scholcomm, copyright, open education, and publishing.

As first steps, the authors are undertaking the foundational work needed to improve our understanding of user needs in scholarly communication education and to begin to develop

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the infrastructure and community necessary for an OER as a tool to meet those needs. We seek to identify the components of the OER, the potential obstacles to its adoption, and the partnerships and promotional activities that would accelerate its use. This preliminary work helps to build materials and relationships for creating an OER that can meet those needs and challenges in order to support a broad range of scholars, students, librarians, and publishers better understand how to meet a pressing need for new librarians — and librarians new to supporting scholarly communication — to engage in scholarly communication work.

Beyond the primary goal of creating a resource that serves the pedagogical needs of LIS instructors and students, we hope our project may be a model for librarians in other disciplinary roles to have stronger representation in how the theory and practice of their work is taught to their future colleagues in library school by developing similar tools in their own spaces. As noted above, while librarians and libraries are a major force in the open education movement, we frequently still learn from conventional textbooks, or perhaps as commonly, don't learn from them because of access barriers. Decreasing these barriers may well be a piece in helping to address the alarming lack of diversity in our profession.

The OER will be structured to introduce scholarly communication at a high level, grounded in technical, social, economic and legal issues. Our discussion of legal issues in the overview section will drill down into fundamentals of copyright and licensing, the role of funder mandates, and the impact of international law, treaties, and similar agreements on global scholarship and sharing. With the fundamental issues introduced, we will present openness as the prism through which all these issues are viewed. Open access, data, education, and source all include each of the pressures described above.

This high level overview of scholarly communication will be the foundation for a collaborative series of case studies drawn from the lived experiences of practitioners across the field. Since this is a resource primarily aimed at LIS education, many of these case studies will be aimed at a library audience, but we hope that stakeholders from every corner of scholarly communication will contribute. We will seed an initial set of case studies, but much of our work will be gathering together a community that sustains, enhances, and continually refreshes the case studies. The open nature of OER will permit a vibrant community to share stories from large and small institutions, support discussion from case studies that reflect differing or even competing approaches to a topic, and invite in stakeholders we have never met. We also hope that the OER can be used to support open pedagogy, with LIS students making contributions part of active and participatory learning.

At the time of writing, we have drafted a table of contents and started identifying potential contributors that leverage expertise in specific sub-areas of scholarly communication work. Initial exploratory conversations with a publisher willing to embrace the openness of the project have been very promising. We're looking forward to hosting a roundtable discussion at **Open Education Conference** in Anaheim in October (Table 3 at 11:00 and 11:30 on Thursday the 12th; swing by and participate!). Finally, we're awaiting the result of a request for funding which will allow us to do more background research to ensure the outcomes closely address real needs.

Of course, as with any creative project, interesting legal issues arise that we will need to navigate as editors, in consultation with a publisher and potential funders, with collaborators/authors, and future users and modifiers of the text. The editors are committed to open accessibility and an open license that permits **David Wiley's** 5 Rs: the rights of users to reuse, retain, redistribute, revise, and remix the work.[8] Are commercial uses to be embraced, and if we as editors prefer that, will other contributors and a publisher agree? There are likely many potential openly licensed works (such as **Wiley's** blog post defining open and the 5 Rs referenced above, for example) that we will have to use in legal ways. Will a publisher own copyright but extend broad rights to creators and users via an open license, or will contributors of newly authored content each own the copyright in their own contributions but license so as to permit publication and downstream innovative use?

We will also work to navigate legal issues related to gathering, hosting, and curating these materials. With significant litigation and ongoing investigations by the Department of Justice related to accessibility, our commitment to making these materials open to all users, regardless of disability, is in harmony with the legal environment. Similarly, issues of user privacy, copyright, and trademark are built into the use of case studies that describe the practices and works of third parties. To the extent we use multimedia content, visualizations, and cutting edge digital projects, we will also have to contend with terms of use and the laws of specific tools and platforms. An awareness of third party liability, international law, and the attendant rules and practices is also essential for a sustainable project that reflects the global, online world of modern scholarly communication.

The open education movement has grown at a rapid pace, with librarians front and center. Given our advocacy and knowledge, we can and should start leveraging open education in our own professionalization. The seed for this project is the intersection of scholarly communication, open education, and community ownership. Legal issues and scholarly communication need to be more widely taught; open education is the correct tool to drive this instruction; and the researchers, instructors, practitioners, and students are the rightful creators and owners of it. If you have ideas or expertise to share, get in touch! If you work in another area besides scholarly communication, consider how your community of practice can take control of your pedagogy and collaborate to develop and maintain an open educational resource in your discipline.

Endnotes

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Was excited to learn that the great debater **Alison Scott** has been appointed associate university librarian for collection management and scholarly communication by the **UCLA Library**. She will assume her role on Oct. 2. The position oversees five major departments: cataloging and metadata, preservation, print acquisitions, scholarly communication and licensing and the Southern Regional Library Facility. **Alison** comes to **UCLA** from **UC Riverside**, where she has been associate university librarian for collections and scholarly communication since 2014. While there she has focused in particular on enhancing the library's approach to collection development, crafting a curation strategy that views general and special collections materials as combined into distinctive collecting areas and incorporating faculty involvement into the review process. Prior to working at Riverside, **Alison** served as head of collection development

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Liaisonship, the Law, & Libraries: Supporting Content Mining Research

by **Darby Orcutt** (Assistant Head, Collections & Research Strategy, North Carolina State University Libraries) <dcorcutt@ncsu.edu>

Computational research is transforming the academic landscape, and computer-assisted mining activities are leading the charge. I have advocated strongly within the research library community for many years for attending now to what are both current and near-future needs of our research communities for a basic level of access to high-quality content for mining purposes.[1] I crafted the principles of BAM (Basic Access for Mining)[2] in order to create a shared understanding and pragmatic middle ground for libraries and information vendors alike to enable user access to library-provided content as data. I regularly speak to the importance of thinking in terms of "content mining" rather than simple text or data mining, to include present and future needs for image, audio, video, and other forms of information. I inked the first major agreements with commercial providers of digital historical resources to allow easy access for mining researchers to content within a field where I saw such access as a particular problem.[3]

Here, I'll focus upon a facet of librarian support for content mining that deserves fuller attention: the relationship with the researcher. We librarians, particularly as liaisons to disciplinary communities, generally wear many hats. Often many, many hats. But even in a time when traditional liaison roles and activities are being reconsidered and realigned, this is happening with an eye towards making libraries more relevant to our users and increasingly central to the research lifecycle. We librarians are connectors, we are intermediaries, we are vital links between researchers and information. Connecting our users with content in computer-readable and -manipulable forms is simply an extension of our traditional responsibility, and an extension that is crucial to our continued relevance as a profession with the changing research and information landscape.

If research libraries don't get on board in a big way with "content as data," then we will be consigning ourselves to niche status within our user communities. While not necessarily news to those who have been paying attention, a recent headline in *The Chronicle of Higher Education* succinctly states how adaptation to the new reality is being accomplished by **Elsevier** — which is always smart (or sly, the preferred synonym for some librarians): "**Elsevier** Is Becoming a Data Company."[4] We need to similarly emphasize data in libraries far more and more smartly than we do currently.

Legal issues inflect every aspect of content mining research support — but again, in ways that extend to the new frontiers and to the very support activities that the best libraries and librarians have already been providing. These include both proactive and reactive instruction, advising, and advocacy on issues of Fair Use, contractual law, and preferred practices within areas often as yet unsettled with regard to case law and cultural consensus. Like many librarians, I could paraphrase the familiar catchphrase from countless television commercials of the 1980s: "I'm not a lawyer, but I play one as a liaison."

Our users hold certain ideas about the legal contexts of mining activities. Some of these notions they need to disavowed of, some need to be refined and contextualized, and some need to be closely paid attention to, as they reflect needs, urgencies, and constructive paths forward for research. Especially as non-lawyers, we have the advantage of seeing the legal issues of content mining as just aspects of the context and constraints upon scholarly institutions and activities. While we of course wisely act within the law, we do not need to accept that present laws and practices are necessarily correct, "natural," or firmly established, particularly with regard to new modes of research.

So, how do researchers perceive issues of accessing content for mining purposes? The specific answers certainly vary much from discipline to discipline, but except for researchers who are only working with the most clearly established, delineated, and discrete data sets, there are questions and perceptions that appear quite common. All of these user perceptions illustrate for librarians why we want to be part of the mining research workflow.

The question of "permission" to mine always arises, and researchers seem to cluster at two extremes of approaching this issue. On the one hand, some researchers blissfully assume that access of any kind equates to mining access. Until they encounter resistance, their de facto presumption is that anything is available and fair game, whether on the open Web, accessed via library-provided databases, or however. While we don't want to break them of the ideal that ought to be, i.e., that "the right to read is the right to mine," we do need to educate them regarding the nuances of technical barriers, terms of use, and contractual agreements that may constrain them (and may hinder access to all campus users of a particular resource when they trigger an IP block for excessive downloading).

On the other hand, many researchers presume that they must ask permission to mine any resource, even those that are open and not copyrighted. These are also users that we prefer consult with the library. The situation is often akin to that of an instructor informing a film vendor that they intend to show a film within the context of a course, and they may be incorrectly informed that they need to purchase "educational rights" or Public Performance Rights (PPR). Even in cases where no special rights or payments are needed, many vendors (through ignorance and/or greed) will insist that they are.

Most importantly, we should be creating a culture of practice around content mining where asking for permission is not a first step, but a step only taken when necessary. As the information brokers for our institutions, we librarians can take charge of this link in the chain of research — and our researchers will appreciate our doing so.

Issues of citation and data sharing often perplex new mining researchers as well, although most frequently they do not really consider these until the final stages of a project. Theoretically, the end results of most (arguably all) mining research are quantitative in nature, and therefore do not require sharing of the studied content at all (beyond perhaps for parenthetical or illustrative purposes that should generally fall well under Fair Use). Yet, I have seen vendors ask for mining agreements that limit citation using bright lines, and ones that are well below typical standards under Fair Use (in one case, a citation limit of 100 characters of text!). Again, researchers should be advised not to agree to artificial and unnecessary constraints, if at all possible.

We should be encouraged that many mining researchers want to share their data openly, even if pragmatically it is not always easy or even possible for them to do so. Certainly, it would be ideal if every mining project could share its data sets freely such that another researcher could replicate the study at hand. Yet, we must remind our researchers that this is an ideal. In reality, just as researchers frequently cite articles that are not freely available online to all readers, so too must it be acceptable to use data sets that are proprietary in nature. This is all the more reason, however, for both libraries and vendors to wherever possible adopt the principles of BAM, whereby proprietary data sets are made available for mining as broadly as possible at the institutional level rather than licensed to individual researchers, labs, or projects. Published research can describe the precise processes performed upon a particular set of proprietary content, including how data was selected, cleaned, and modified, and thus fulfill basic expectations of reproducibility. Yet again, the librarian's role of intermediary, initiated at the outset of a mining project, would yield greater consistency and broader access for the research community.

Perhaps most importantly, we need to impress upon our faculty and other mining researchers that library mediation in obtaining access to content for mining assures the freedom of scholarly inquiry. At present, nearly all researcher requests for mining access are met with questions about the nature of the research project, often asking about funding sources, the precise searches that will be run against the content (as if mining research were

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not an iterative process!), where the results might be published, etc. While most of these questions are hopefully benign and likely stemming from interest in improving products and services, it is inappropriate to require they be answered ahead of granting access for mining purposes. They beg the question of what might happen if a company did not like a scholar's answers? Could they be denied access to content because of their research interests? By stepping into the middle ground, librarians help insure academic freedom. We are obtaining information access for our user community, and not interrogating them as to what they intend to do with it —aligning perfectly with our traditional roles as content brokers for our communities, paralleling the way that we traditionally purchased information in print format and circulated to any of our users without control or question as to the nature or scope of their research.

While I have focused almost exclusively above on proprietary data sets (and therefore the extension of the traditional library role as provider of published content to users), I do not want to ignore the extension of a newer but now well-established role of libraries as enablers and even publishers of content. We librarians consult on matters of copyright, Fair Use, publication agreements, Open Access, and a host of other aspects of scholarly communication. We need to make sure that these conversations and our capacities extend as well into these areas as they relate to mining and data sets. As court rulings around Google Books have affirmed, there are certainly ways that transformative and openly shareable data sets can be produced under Fair Use from copyrighted, proprietary data sources. We should be engaging with our communities to facilitate the sharing of research data sets. We should be engaging with OA communities to ensure publication and hosting options for sets of data in all formats (not simply text and numbers, but images, audio, video, and more). We should be promoting and advocating the work and value of researcher-created data sets by encouraging consideration of their creation and sharing as a form of publication that should be appropriately valued as scholarly activity within our institutions and the disciplines.

In short, we need to strategically and fully extend the service of our profession into the research processes of content mining. This will require closer consideration of quantitative research, deeper understanding of its legal contexts, and stronger relationships with content miners, as well as a renewed sense of our mission and ability to add value across the research lifecycle.

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Booklover — Theater

Column Editor: **Donna Jacobs** (Retired, Medical University of South Carolina, Charleston, SC 29425)
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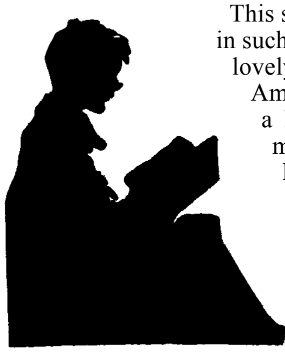
It is late May/early June in Charleston and the Spoleto Festival is in full swing. The Festival hosts two weeks of opera, dance, a garden tour, theater, puppetry, physical theater, music, and artist talks capped with a Finale at the historic Middleton Place. This year the Galway theater company Druid has taken over the Dock Street Theater for the presentation of *Waiting for Godot* by **Samuel Beckett**. **Beckett** won the **1969 Nobel Prize in Literature** and was the subject of a previous ***Booklover*** column. But it is of note, in my quest to read one piece of work by every author to have won the **Nobel Literature Prize**, that this was a unique opportunity to experience an author's work presented in a format other than words on a page. A simple stage with a tree and a rock, five characters and a play about nothing — it was funny and riveting. Now it is time to read a work by another author.



Thomas Mann was presented the **1929 Nobel Prize in Literature** "principally for his great novel, *Buddenbrooks*, which has won steadily increased recognition as one of the classic works of contemporary literature." It is unusual for the committee to reference a single work instead of the author's body of work. I have chosen instead to read a short story entitled *Little Lizzy.* It begins: "There are marriages which the imagination, even the most practiced literary one, cannot conceive. You must just accept them, as you do in the theater when you see the ancient and doddering married to the beautiful and gay, as the given premises on which the farce is mechanically built up."

This story unfolds about a couple in such a marriage. The charming, lovely and young wife, known as Amra has decided to organize a large party with entertainment. She has convinced her husband, "a perfect colossus of a man," to be the climax of this entertainment event. "Christian (the husband's name), suppose you come on at the end as a chanteuse, in a red satin baby frock, and do a dance." Amra continues with her declaration that in addition to the dance he will perform a song. A song that Herr Alfred Läutner, her lover, will compose and provide the piano accompaniment.

"In a choked and gasping voice he sang, to the accompaniment of the piano. The lamentable figure exhaled more than ever a cold breath of anguish. It killed every light-hearted enjoyment and lay like an oppressive weight upon the assembled audience. Horror was in the depths of all these spellbound eyes, gazing at this pair at the piano and at that husband there. The monstrous, unspeakable scandal lasted five long minutes."

Thomas Mann was born in Germany in 1875. Writing was in his genes. His older brother was the author **Heinrich Mann** and three of his children became prominent German writers. He was initially designated to run his father's grain company. His father died when he was a young man and the company was liquidated releasing **Mann** from the business legacy.

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Wryly Noted — Books About Books

Column Editor: **John D. Riley** (***Against the Grain*** Contributor and Owner, Gabriel Books) <jdriley@comcast.net>
https://www.facebook.com/Gabriel-Books-121098841238921/

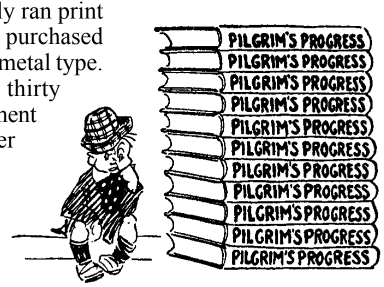
Printer's Error: Irreverent Stories from Book History by **J. P. Romney** and **Rebecca Romney**. Published March 14, 2017 HarperCollins Publishers. (ISBN: 978-0-06-241231-7)

This is a serious book about printing history and some of the bizarre twists and turns it takes through authorship, typography, forgery, copyright, fine book printing and binding. That said, the style is a humorous and personal approach to the subject. The authors have picked seminal moments from the history of printing and added their own humorous takes on the strange situations that seem to arise when revolutionary change occurs. You may know **Rebecca Romney** from "Pawn Stars" where she was resident book appraiser while employed by **Bauman's Rare Books** in Las Vegas. What appears at first glance to be a popular and snarky series of anecdotes turns out to be a look behind the scenes that are often neglected in more dry and sober accounts of printing history.

The book takes a somewhat chronological path from **Gutenberg** and **Galileo** through to **Shakespeare** and then **Benjamin Franklin**, **Blake**, **Dickens**, **Mary Wollstonecraft** and **William Morris** finishing up with the arch publicist **Edward Bernays**. Along the way we learn that in the time of **Galileo** the cost of paper was the most expensive part of book production. Paper at that time was made from linen rags, as wool gummed up and matted together when wet. The ideal rags came from old stockings and underwear, hence the suppleness of paper from the first few hundred years of print.

Besides moveable type, one of **Johannes Gensfleisch zur Laden zum Gutenberg's** (that is Johannes Gooseflesh from Good Mountain) inventions was the specialized ink necessary for printing using metal type. Writing inks at that time were derived from the gall wasp and the protuberance it produced in oak trees to house its offspring. These galls were harvested then mixed with iron for coloring and bound together with vegetable gum. Printing inks needed to be more fatty to adhere to the metal type and **Gutenberg** came up with a mixture of Linseed oil and carbon soot that was sufficiently fatty. This combination served as the primary printing ink until the advent of petroleum based inks in the twentieth century.

In another era, **Benjamin Franklin** also had to contend with the exorbitant prices of paper and metal type. In his early career, printing presses, paper and type all had to be imported from England. "During the seventeen years **Franklin** personally ran print shops in Philadelphia he purchased four thousand pounds of metal type. In any given shipment, thirty pounds were just replacement quotation marks!" Paper was not only expensive, but it took enormous shipping times and often arrived with water damage. "It was a common enough problem that in one contemporary advertisement a binder in the Colonies boasted of his ability 'to bind books neatly and to take the salt water out of books.'"



When **Dickens** toured the United States in 1841 he was greeted like a rock star. He was followed by crowds wherever he went. When he and his wife **Kate** bedded down for the night on a river steamer they awoke to find people trying to peer through their windows for a glimpse of the famous author. **Dickens** received hundreds of requests for locks of his hair. "One New York barber who serviced him turned around and immediately capitalized on this by offering his hair clippings for sale." Despite his great acclaim **Dickens** was quickly demonized in the press when he asked that the United States honor the copyright on his works. He was vilified as greedy and mercenary. As one paper averred it was "... ridiculous for **Dickens** to lecture Americans... about dollars, he who is clearly convicted as a supreme lover of them." At that time Dickens' works were being pirated in newspapers and cheap reprints. Pirating was so rampant that even railroad timetables printed his works on the blank pages. **Thomas Hood** termed the book pirates "bookaneers." As a final insult, other publishers actually rewrote his works to make them more "American."

In the history of fine press typography it was common practice for designers to destroy their fonts rather than let them fall into the hands of some mass production publisher. In this line of history, **Doves Press** takes the prize for not only creating possibly the most beautiful type design of all time, but also the most thorough attempt at eradication. After a dispute between the founders of the press in 1913 — **T. J. Cobden-Sanderson** and **Emery Walker** — **T. J.** carted the metal fonts to a nearby bridge over the Thames and over the course of 170 late night trips he drowned his great creation. Strangely enough, while trying to revive the font in 2014, **Robert Green** hired divers to search the river bed and they actually salvaged 150 separate pieces from the set. Thanks to that dive and painstaking work by **Green** we now have a working **Doves Press** font.

The authors end their book with stories from the career of **Edward Bernays**, the infamous publicist who convinced (paid?) doctors to recommend smoking as a means of appetite control and thus got women to take up the nasty habit as a way to stay thin...and independent. In the world of books he will be remembered for his successful campaign to increase book sales by shaming book borrowers. He ran a contest for the best invented word to describe these enemies of commerce. His winners came up with such pungent epithets as Book Sneak, Blifter, and Volume Vulture. He believed that people had to be taught to buy books. His campaign to encourage book ownership was a success and book sales went up along with the belief that simply owning books could improve one's social status. That last bit of propaganda is hard to corroborate based on my own book hoarding experience.

For more about **Rebecca Romney**:
https://www.facebook.com/biblioclast/
https://rebeccaromney.com/about/

Booklover
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In addition to his exploration of nineteenth century German society that culminated in his novel *Buddenbrooks*, his literary career also included works like *Little Lizzy* where **Mann** tried to understand the psychology of "pathetic, frustrated, and often freakish persons who lack the ability to cope with life." In addition, the impact of World War I on Germany and the spirit of the German people had a profound impact on **Mann** and his creative process. He wrote: "Although the war did not make any immediate demands on me physically, while it lasted it put a complete stop to my artistic activity because it forced me into an agonizing reappraisal of my fundamental assumptions, a human and intellectual self-inquiry that found its condensation in *Betrachtungen eines Unpolitischen* [*Reflections of an Unpolitical Man*], published in 1918. Its subject is the personally accented problem of being German, *the* political problem, treated in the spirit of a polemical conservatism that underwent many revisions as life went on."

Book Reviews — Monographic Musings

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: *Summer has come and gone and a new school year is upon us once again. I hope this start of the academic year brings new opportunities for all of us to engage with our colleagues and the people we serve. I'm back to reviewing books again after a brief hiatus due to work commitments. What better way to get back to writing reviews than this book* ***"The Heart of Librarianship: Attentive, Positive, and Purposeful Change."*** *This book really inspired me to look into ways that I can be more effective in advocating and embracing change. While change may sometimes evoke fear and uncertainty, we all should welcome this as an opportunity to improve and challenge the way we do things.*

There's a number of interesting books reviewed in this column as well so I hope it piques your interest and maybe prompts you to order one for your library or for yourself.

If you like to read and write about what you've read, contact me at <gongr1@lcc.edu> and I may have just the right book for you. Until next time and happy reading! — ***RG***

Stephens, Michael. ***The Heart of Librarianship: Attentive, Positive, and Purposeful Change***. Chicago, IL: ALA Editions, 2016. 9780838914540. 176 pages. $48.

Reviewed by **Regina Gong** (OER Project Manager/Head of Technical Services & Systems, Lansing Community College Library) <gongr1@lcc.edu>

Let me start by saying that I really like this book. For me it is both timely as it is relevant. It speaks to how librarians can affect the change we want to happen both within our profession and beyond. It takes the lens of empathy as a mirror to look into the issues we are passionate about and advocate for in our work as librarians and educators

This book is a curated collection of articles from **Michael Stephens'** *"Office Hours"* column in the *Library Journal*. **Stephens** is Assistant Professor in the School of Information at **San Jose State University**. He is instrumental in designing and teaching the online postgraduate course, *The Hyperlinked Library*, which focuses on the powerful emerging trends, tools and processes driving change in library and information communities. A prolific writer and author of numerous publications, he also maintains a long-running blog *"Tame the Web"* (*https://tametheweb.com/*) that serves a platform for LIS practitioners and students to engage in participatory learning. **Stephens** is also a frequent keynote speaker who has travelled the world speaking about emerging technology, trends, and how library schools can make LIS curriculum more relevant and in tune to current needs of students as well as changing user expectations. The book unmistakably highlights the author's perspectives and exposure to trends happening outside of the U.S. that makes for an interesting and eye-opening read.

Clocking in at just 142 pages, this book is a quick read. The chapters are presented as stories and conversations based on an overarching theme of connection and connectedness. It opens with a discussion of what it means to be a "hyperlinked librarian." **Stephens** characterizes a hyperlinked librarian as someone who believes that the "library is everywhere — it is not just the building or virtual spaces." By having this mindset, it reinforces the importance of reaching out to all users and not just those who come into the building, (p. 2). Hyperlinking also challenges existing organizational structures and supports organizations that are flatter and more team-based rather than the traditional hierarchical model. This chapter also talks about dealing with changes in our organizations and handling chaos and roadblocks that come our way when implementing the new and unfamiliar. One that gives me pause is the way **Stephens** talks about the proverbial complaint of librarians of not having the time to learn or keep up with what's new or what's trending in our field. While we all wear many hats and are stretched beyond our limits, I tend to agree with him when he mentions that, "I don't have the time" is sometimes just an excuse to sidestep learning something new or going beyond our comfort zones. Maybe the mindset we need to have when confronted with yet another technology to learn or new initiative to get involved with is "what do we make time for?" Also in this chapter is **Stephens'** discussion on engaging in reflective practice. This means taking the time to reflect on our accomplishments, failures, and decisions as well as our practices and how we might improve it to better serve everyone. The author further mentions that while we practice introspection, we should not forget to be visible, to be present, and engaged with the people we serve.

Not surprisingly, there are chapters that speak of the author as a LIS professor and his thoughts on remaking and improving the library school curriculum so that it reflects current practices. He is big on learning and teaching in the open by way of writing in public spaces such as blogs or wikis. Because he is hyperlinked, **Stephens** encourages social media participation among his students (Twitter, Facebook, Goodreads, and other social sites) as a way of building personal learning networks and increasing connections to people outside of the profession.

This book, while based on a column written over a course of a few years, is surprisingly not dated. What he writes four years ago still resonates today. Reading this book brings a sense of hope, inspiration, and excitement for what the future holds and for the new generation of hyperlinked librarians entering our profession. After all, the heart of librarianship are the people that provide its lifeblood.

Soehner, Catherine and **Darling, Ann**. ***Effective Difficult Conversations: A Step-by-Step Guide***. Chicago, IL: ALA Editions, 2017. 9780838914953. 128 pages. $38.00.

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

We've all been there. At some point in our career we will have to sit down and have a difficult conversation. Whether that talk is with a colleague, a direct report, or an administrator, there will come a time when an issue needs to be addressed in order to keep a healthy work environment. **Catherine Soehner**, Associate Dean for Research and User Services at the **University of Utah**, and **Ann Darling**, the Assistant Vice President of Undergraduate Studies also at **University of Utah**, draw on their extensive knowledge about having these difficult conversations and provide practical ways to navigate these choppy waters. By drawing on their research, past experiences, and knowledge they outline ways to have these conversations in ***Effective Difficult Conversations: A Step-by-Step Guide.***

Soehner and **Darling** are clear from the introduction that this is not meant to be a self-help book, but rather a guidebook in providing ways in which to prepare, conduct, and follow up from hard conversations. Beginning by defining what a difficult conversation is, they outline the components of what constitutes this type of communication. Each person might view a difficult conversation a little bit differently due to their own communication skills or level of comfort with certain types of conversations. Through examples, **Soehner** and **Darling** give some illustrations on what a difficult conversation might be.

As with any difficult conversation, one must prepare ahead of time to make it most effective. **Soehner** and **Darling** refer to this process as "getting clear." By preparing one's self to have this type of conversation and doing some self-reflection ahead of time, it ensures that the talk is approached in the best manner possible. Before one has this conversation, **Soehner** and **Darling** suggest gathering resources. By having documentation for the conversation or consulting with others,

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the conversation can stay objective and to the facts. It allows you to keep the messaging of that difficult conversation focused on the primary message. Tempers and personalities can derail or hinder these types of conversations and by keeping to the message of the talk, it is more likely to be effective.

Soehner and **Darling** spend some time in their work focusing directly on the conversation and break it down into six parts. During the conversation, the person conducting the talk can use their six steps to have an effective dialogue and work towards the desired outcome. Within these six steps (stating the facts, asking, listening, engaging to understand, paying attention, and exploring options) the authors give great practical advice and real-life examples on how to approach certain situations. They also provide many great nuggets of wording and thought to help think through the conversation and how it might go.

Once one initiates this type of conversation, it doesn't stop when it's over. Just as with the preparation that **Soehner** and **Darling** write about, there is also follow up. Difficult conversations should be written up and followed up on. Both the person conducting the conversation and the person on the receiving end need to have action items to ensure the problem or issue is resolved or closure is achieved. Writing up the conversation after the fact is one way of doing this. The authors also give examples based on their sample conversations throughout the work.

The last few chapters of the book focus on the various groups that conversations might occur between: co-workers, management, and administration. Each chapter provides various scenarios and outcomes of difficult conversations — how they were prepared for, talked through, and the follow up.

Effective Difficult Conversations empowers librarians to feel confident in having hard conversations in the work place. No one is exempted from having these hard talks. **Soehner** and **Daring** provide practical and effective ways in confidently broaching these conversations. The step-by-step processes outlined in this work are very practical and easy to understand with real world implications.

Breeding, Marshall, ed. ***Library Technology Buying Strategies***. Chicago: ALA Editions, 2016. 978083891467. 136 pages. $55.00.

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

During the past decade, developments in library technology have grown quite remarkably from the traditional system we have become accustomed to. With the library system industry repositioning itself to take on the challenges of providing new service models, continuing technology innovations, as well as expanding business acquisitions and reorganization, it is imperative for libraries to look for new strategies when acquiring library systems. There are already a number of books out there on library technology (for example *Selecting and Implementing an Integrated Library System* by **Richard Jost**, 2015) so this book is not unique in that regard. However, what stands out is that it is edited and written by **Marshall Breeding**, a prominent name in the field of library technology. **Breeding** has written a large number of publications about the paradigm shift in library systems — from mainframe era, to client/server systems and on to the current web-based platforms. It's interesting to see the author's take on this topic because of his extensive experience and perspective on the evolution of library technology. The book discusses a broad range of technological concepts with discussion points organized by what **Breeding** regards as most important in library system acquisition. It covers topics such as request for proposals (RFP), resource sharing, cloud computing, library service platforms and acquiring eBook platforms.

Most of the time, we do not normally read about inter-library loan (ILL) in the context of library technology advancement but this book provides a much needed discussion on this topic with two chapters focusing on resource sharing. From a system perspective, the author touches on various shared systems commonly implemented, serving various types of libraries. In terms of resource sharing services, the author provides a good discussion on consortia and collaborative service models. It also further highlights ILL interoperability standards, and shows how to best navigate through the many elements of systems that handle inter-institutional lending and borrowing.

There is a chapter that deals with different types of library systems and computational architectures behind those products, which is based on author's previously published article. In this chapter, **Breeding** made distinctions between the term "Integrated Library System" and the "Library Service Platform," a term he proposed in 2011. He argues that the line can be drawn in the context of evolving technology and demands to the library system. He presents a collection of broadly defined system characteristics that describes the functional and technical structure of library systems. By coupling (or decoupling) the characteristics in the library services context, **Breeding** was able to categorize library systems into "integrated library system," "progressive integrated library system" and "library services platform." This offers a unique perspective that allows a better global view of the otherwise complex library technology ecosystem.

The two chapters about RFP by **Nikki Waller**, managing editor for **ALA** TechSource is by far the most practical among all the other chapters. For many organizations, RFP is a standard procedure that cannot be avoided when purchasing library systems and **Waller** does a good job in walking the reader through a step-by-step RFP process and providing detailed information on what a RFP is all about. Her tips (some are from the very vendors at the RFP receiving end) are casual and helpful. She even warns about restraining from the temptation of copying and pasting RFP boilerplate straight from the Internet "because vendors have seen the boilerplate, and bid writers can respond to it in their sleep" (page 19).

There is no one-size-fits-all answer for selecting a library system. However, understanding how library systems work and what constitutes a strategy in choosing library products is a good way to approach this all too overwhelming process. ***Library Technology Buying Strategies*** is maybe a good starting point for all libraries thinking of making small or big-ticket technology purchases.

Moniz, Richard, **Joe Eshleman**, **Jo Henry**, **Howard Slutzsky** and **Lisa Moniz**. ***The Mindful Librarian: Connecting the Practice of Mindfulness to Librarianship.*** Waltham, MA: Chandos Publishing, 2016. 9780081005552. 238 pages. $78.95.

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

The Mindful Librarian at first glance may seem like an unusual topic for librarians, however, authors **Moniz (R.)**, **Eshleman**, **Henry**, **Slutzsky** and **Moniz (L.)** take readers on an enlightening journey into the practice of mindfulness. These distinguished authors, consisting of four library professionals plus a practicing psychologist who is also a psychology professor, demonstrate how the user experience may vary depending on how mindful the librarian is during the interaction. **Moniz (R.)**, et al., use real library practice examples to show how teaching and interacting experiences may be enhanced for both librarians and library users.

Providing a how-to conversation with useful tips, authors explore mind based stress reduction or MBSR techniques. Outlining how mindfulness helps reduce stress, detailing how science provides evidence of the value of mindful practice in daily life. The authors **Moniz (R.)**, et al., stress that while the practice of mindfulness has a beneficial impact when addressing the needs of library users, their focus is on librarians themselves, noting that materials generally written on mindfulness emphasize readers should "begin with themselves" (p. xviii).

The authors start with a general introduction that provides background information about mindfulness and how it is a valuable tool

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to add to the librarian's toolbox. Split into eight chapters, readers are given the information needed to incorporate mindfulness into their daily practice. Each chapter addresses various applications of how mindfulness will enhance or change the conversation and interaction between librarians and library users. Chapter one begins with a discussion on how the partnership of librarians with mindfulness is a natural fit, detailing how and why mindfulness is important and exploring it not just as a theoretical concept but also noting evidence that is scientifically valuable to reducing stress and improving health.

The next chapter explores the connection to education; the relationship between mindfulness to teaching and learning at all grade levels may be seen. Librarians are teachers by nature and profession; including mindfulness techniques into daily life enhances the teaching experience for both the librarian and the student. Student research and writing is the focus of the next chapter. Authors explore the anxiety students face when doing research for the first time at the academic level, observing how students facing their first research project may be overwhelmed and not able to communicate adequately their research needs. The librarian who is mindful will be able to ascertain more readily the student's research needs, eliminating their stress and the librarian's frustration.

Chapter four is an important one for the academic community. It provides the connection between mindfulness and the **ACRL** framework for Information Literacy for Higher Education and explains how librarians can use mindfulness to enhance information literacy teaching efforts. Next, authors explore mindfulness and the impact it has on the typical reference desk interactions. Providing guidance in using mindfulness to meet the **ALA Reference & User Services Association's (RUSA)** guidelines. In conjunction with teaching, readers learn how through thoughtful and mindful interactions they can build or develop relationships with faculty in other departments on campus. In chapter seven, the importance of mindfulness for librarians in library management and library leadership is examined. The final chapter focuses on the solo librarian, as many librarians in school systems are alone, demonstrating how mindful techniques can help reduce stress and providing ideas for how to develop professional relationships.

The Mindful Librarian provides readers with valuable information on how using mindfulness will enhance professional and personal life experiences. Librarians in all environments will learn how being in the present when teaching, speaking with, or generally interacting with library users will affect whether or not the user's information needs are met. Providing food for thought, it is recommended reading for all librarians.

Allan, Barbara. ***Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators.*** London: Facet Publishing, 2016. 9781783300709. 178 pages. $75.00.

Reviewed by **Corey Seeman** (Director, Kresge Library Services, Ross School of Business, University of Michigan, Ann Arbor) <cseeman@umich.edu>

Academic librarians have been experiencing a seismic shift in the work that they do on campus with students and other community members. As we have seen a tremendous rise in the sophistication and self-reliant nature of our students and faculty, many academic librarians have shifted their focus from a service model to one focused on being an educator. For these professionals, the vision of information literacy as a central role in the successful graduate has changed the value proposition of the library.

This book brings different visions of the library: one that focuses on service and how we can support student learning by getting them more quickly to the information they require, and another that guides them away from projects where the information is simply not available. Through this lens, a librarian would strive to provide a strong user service ethos to help track down the resources that the student needs so they can assess and analyze that information for their more subject or discipline approach to learning. To use the colloquialism, this would be providing the student the fish versus teaching them how to fish.

This might be the biggest conundrum facing librarians at this point in time — do we teach or do we serve? Does the library promote information literacy (among other literacies) as a pillar in its own right among the skills that a student is expected to leave school with? Or is the role of the library to support their understanding of their chosen path of discipline? Seems to be a librarian version of the Hatfields and McCoys.

Author **Barbara Allan** is a trainer who has worked in libraries and business schools where she has focused on the student experience and enhanced learning. She has written extensively on libraries over the years, especially with regard to training and student learning. The focus of this work is the librarian as an educator and focuses on ways that academic libraries develop training and curriculum opportunities to engage with students on issues of information literacy. She provides many examples throughout this work and mini-case studies that provide a roadmap for professionals wishing to pursue a deeper dive into these particular examples. These case studies provide quick overviews of information literacy activities in libraries across the world. It is, in many ways, a finger on the pulse of teaching in libraries with directions on how to dig deeper. **Allan** immerses people quickly into the various literacies and pedagogies used by academic librarians to engage with students on campus. If your view is librarian as service, then the book's value is less clear.

To illustrate this, we can look at chapter four on employability, a topic that many of us in higher education are concerned about as a critical outcome of one's degree. The focus on the chapter is the ability for students to showcase their information literacy skills to potential employers as an attribute. While that may certainly be the case, one of the general themes going against this argument is that many employers (from our experience at my business school) do not see information literacy (or any related aspects) as a particular skill. The notion that "looking it up" is something that we can all do on our phones and at anytime from anywhere has removed the value of that skill. Of course, that is not true — but who is keeping score? From my perspective, I envision this chapter as a way that the library can help the students with their job search, but it was not the case. Then again, my operation is focused on the library as service provider so it is not perfectly in sync.

Having said this, I still find value in this work, especially for librarians who put their role as an educator over their role as a service. For those who promote service, the book is less useful. While I might not need a copy of this on my personal or library bookshelf, I would hope that it would be available in my shared resources network.

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at **George Washington University** and in a number of collection development roles at **Harvard University's Widener Library**. She earned her doctorate in American and New England studies at **Boston University**, master's degrees in library science and in religion from the **University of Chicago** and a bachelor's degree in English literature from **Whitman College**.

I remember the **Hyde Park Debate** at the **2016 Charleston Conference** between **Alison Scott** and **Michael Levine-Clark** on the topic ***Resolved: APC-Funded Open Access is Antithetical to the Values of Librarianship***. In Favor: **Alison Scott** and Opposed: **Michael Levine-Clark**. The debate was conducted in general accordance with **Oxford Union rules**. All in the audience voted their opinion on the resolution before the debate began using text message voting, and the vote totals were recorded. Each speaker offered a formal opening statement, followed by a response to each other's statements, and then the floor was open for discussion. At the conclusion of the debate, another vote was taken. The winner of the debate was the one who caused the most

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Accessible
ARCHIVES

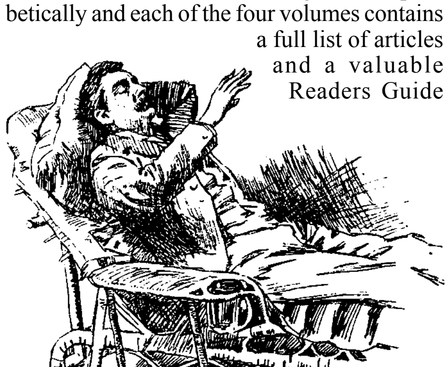
From the Reference Desk

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

SAGE has a new four-volume set that offers coverage of a somewhat specialized field drawing from a variety of disciplines. In more than 500 articles, the ***SAGE Encyclopedia of Marriage, Family and Couples Counseling*** (2017, 978-1483369556, $650) discusses diverse theories, approaches, and techniques that are studied by students and utilized by professionals. Edited by **Jon Carlson** and **Shannon B. Dermer**, this encyclopedia seeks to provide a scholarly but accessible resource focused on a field of ever increasing interest and importance. It also tries to reflect and bring together varying threads from the different disciplines that contribute to the field.

One would expect a reference of this nature to provide significant coverage of major concepts, models, interventions, and techniques and this encyclopedia does not disappoint. Entries range from those on family rituals to marriage education and from the nuclear family to gender roles, as well as, those that deal with specifics like the Gottman Method Couples Therapy, Marriage Enrichment, Conflict Resolution and Alderian Family Therapy. Numerous articles also delve into subjects like assessment, communication, and parenting, as well as into issues like intimacy, sexuality, and violence and abuse. Additional entries also focus on professional concerns like standards, research and diagnosing disorders.

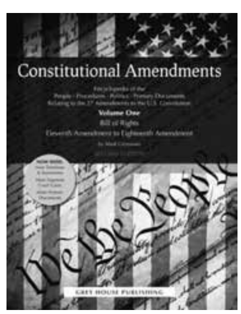
The diversity and depth of coverage is impressive while the approach taken by the encyclopedia contributors is fact-based, academic, well-researched, and professional. Given these factors, the encyclopedia should prove helpful and informative to audiences ranging from interested undergraduates to active professionals. Adding to the scholarly value of the set are the bibliographies following each entry and the two appendices. The first provides a history of marriage, family and couples counseling and the second, a resource guide providing numerous professional association and organization websites and a listing of seminal publications in the field. The entries are organized alphabetically and each of the four volumes contains a full list of articles and a valuable Readers Guide arranged by broad topic. A well-crafted index in the last volume provides readers with access to specific topics and relevant volume and page numbers.



The ***SAGE Encyclopedia of Marriage, Family and Couples Counseling*** is a comprehensive and authoritative reference that succeeds in bridging the gap and serving multiple audiences. It offers students, researchers and practitioners scholarly coverage and useful insights into a field of study that covers complex issues and draws from a number of disciplines. Most academic libraries that support courses in counseling, family studies, and social work will do well to give it serious consideration. (The ***SAGE Encyclopedia of Marriage, Family and Couples Counseling*** is also available on the **SAGE** Knowledge online platform.)

Grey House has recently published a second edition of ***Constitutional Amendments: An Encyclopedia of the People • Procedures • Politics • Primary Documents and Campaigns for the 27 Amendments to the Constitution of the United States*** (2017, 978-1-68217-176-9, $275). Once again authored by **Mark Grossman**, this version updates the 2012 edition.

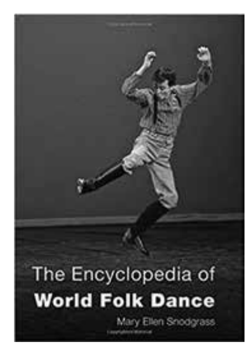
As in the first edition, **Mr. Grossman** organizes this reference in a way that will help add historical context for the researcher. Starting with a chapter that treats the first 10 amendments or Bill of Rights, he continues with chapters on each of the other individual amendments arranging them in the sequence of their passage. Each chapter is arranged using a set topic structure of six sections. The first section covers the amendment itself starting with a brief summary followed by a timeline, both of which are new to this edition. These are followed by an introduction, a discussion of the debate in Congress, brief historical background documents and the amendment as submitted to the states. Section two consists of original primary documents i.e., newspaper articles showing how public opinion differed in various regions. The third section offers analysis of relevant Supreme Court cases, the fourth provides biographical sketches of the main players, and the fifth lists footnotes, sources and further reading. The last section gives readers a snapshot of what was happening in the country while the amendment was passing through ratification. The set also includes appendices that discuss the Constitutional amendment process, the ratification process, and a discussion of the six amendments that were proposed but never ratified.



Aside from the new summaries and timelines mentioned above, this edition has also added 10 new primary sources and 54 new Supreme Court cases as well as a new appendix that lists the 100 Supreme Court cases included in this edition by amendment.

With this two-volume work, **Mr. Grossman** offers a unique contribution. ***Constitutional Amendments: An Encyclopedia of the People…*** is a work that, by utilizing numerous documents and other primary sources, provides careful readers with a historically accurate sense of the contemporary political and social environment in which each amendment was fashioned. As such, it offers not only relevant facts but helpful context that will aid in understanding the process that went into the creation of these seminal elements in American Constitutional law. This set will be a worthy addition to academic libraries supporting history, political science, and American law courses. Larger public libraries where there is patron interest will also want to consider it for their collections. While **Mr. Grossman** has added new features, libraries that have the first edition will need to determine if these additions warrant purchase. (Buyers of the Two-Volume Set get free online access at *http://gold.greyhouse.com*)

The Encyclopedia of World Folk Dance (2016, 978-1442257481, $95) is a single-volume work written by prolific encyclopedia author **Mary Ellen Snodgrass**. In this reference, **Ms. Snodgrass** offers a survey of world folk dance that includes facts and descriptions related to 168 relevant topics and does so from the broadest historical perspective.



As one would expect the bulk of the entries cover individual folk dances from different cultures providing descriptions of steps, figures, choreography, and costumes as well as a discussion of the dance's history and significance. A number of entries also discuss the dance of specific cultures as diverse as Arab, Kurdish, Malay, Jewish, Greek, and Sufi among others. In addition, there are entries that highlight the general cultural significance of folk dance. Articles discuss dance as an expression of universal activities and events like the harvest, coming-of-age, healing, mating, sacrifice, and worship.

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From the Reference Desk
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Added features include a useful chronology that lists major developments in the history of folk dance from 5000 BCE to the present. There is also a glossary that adds clarity with helpful definitions. Black-and-white photographs are used to enhance the text throughout and a there is a center piece consisting of sixteen pages of color photos that illustrate numerous folk dances. "See also" references follow each entry as does the source(s) citation. A well-planned general index provides access to specifics.

Encyclopedia of World Folk Dance offers students a reader friendly, informed starting place for their research with definitions, descriptions, as well as both historical and cultural context. Author **Mary Ellen Snodgrass** covers specific folk dances and places them within the cultural traditions in which they are found. She also discusses dance in relationship to other topics like the arts, literature, and film, as well as religious and ceremonial practice. In addition, **Ms. Snodgrass** offers helpful insights about the relationship that dances from different cultures have with one another. This reference should appeal to both academic and public libraries and may also be considered by some high school libraries where there is interest. Many larger libraries will find it appropriate for their circulating collections.

Salem Press recently released the third edition of ***Critical Survey of American Literature*** (2016, 9781682171288, $499) in six volumes. The set was originally published as *Magill's Survey of American Literature* in 1991 with 266 entries and revised in 2007 with an additional 73 authors included. This latest edition adds another 73 authors to the mix, bringing the total coverage to 412 major novelists, dramatists and poets.

As with past editions, this version of the ***Critical Survey of American Literature*** profiles both U.S. and Canadian authors. The authors are drawn from all time periods and from multiple genres and are selected primarily because they are often studied in middle-school, high school, and college curriculums. As such, there will be few surprises among the profiles, although some lesser known historical figures like **Charles Brockden Brown** and **George Washington Cable** are new to this edition, as are more authors associated with young adult literature like **Daniel Pinkwater** and **Rick Riordan**. Each entry employs a uniform format and includes a biography, critical analysis, discussions of key works, and a summary of the author's legacy. These sections are followed by a bibliography of the author's works, possible discussion topics and a list of sources about the author. Value added features include a glossary of literary terms and a section that groups the authors into 14 categories by country, ethnicity, gender, and genre. Entries are arranged alphabetically through the six volumes and there is a title index that lists all featured works.

The ***Critical Survey of American Literature*** should prove a welcome starting point for students ranging from late middle school to freshman year in college. It offers a well-balanced mix of biography and analysis along with insights on essential works, all written in a straight-forward but informed style. In addition, the discussion topics section will provide potential ideas for students in search of topics for research papers while the list of sources about the authors will lead to helpful references. Libraries that have found prior editions of value will want to add this newest version to their collections. (Following **Salem Press'** usual practice, libraries purchasing the ***Critical Survey of American Literature*** print set receive free online access.)

Extra Servings

SAGE Publishing is planning some new reference handbooks:

- The ***SAGE Handbook of the 21st Century City*** (Oct. 2017, 978-1473907560, $165) "focuses on the dynamics and disruptions of the contemporary city in relation to capricious processes of global urbanization, mutation and resistance. An international range of scholars engage with emerging urban conditions and inequalities in experimental ways, speaking to new ideas of what constitutes the urban, highlighting empirical explorations and expanding on contributions to policy and design. The handbook is organized around nine key themes, through which familiar analytic categories of race, gender and class, as well as binaries such as the urban/rural, are readdressed…"
- The ***SAGE Handbook of Social Media*** (Dec. 2017, 9781412962292, $170) is an "international handbook" that "addresses the most significant research themes, methodological approaches and debates in this field via substantial chapters specially commissioned from leading scholars coming from a range of disciplinary perspectives centered on but extending beyond the social sciences and humanities…"

Salem Press has a couple of revised editions that should be of interest:

- ***Critical Survey of Drama***, Fourth Edition (Nov. 2017, ISBN: 978-1-68217-622-1; e-ISBN: 978-1-68217-639-9, $599) is an eight-volume set that "contains over 650 new and updated essays — over 550 discuss individual dramatists and nearly 100 cover important overview topics that are critical to the study of drama as a whole. This new edition is newly arranged by World Region and essay type to further enhance its ability to help students and researchers expand their study of dramatists around the globe…"
- ***Notable Natural Disasters***, Second Edition (May 2017, ISBN: 978-1-68217-332-9; e-ISBN: 978-1-68217-333-6, $275) is a "chronological survey of more than 100 of the worst disasters in history, including such recent events as the 2015 Mount Everest avalanches, 2015 Nepal earthquake, and Super Storm Sandy. Previously published in **Salem Press's** *Magill's Choice series* (2007), this edition is updated and expanded. It includes such recent events as the earthquake in Nepal in 2015; the 2011 Fukushima earthquake, tsunami, and nuclear disaster in Japan; and the Zika epidemic, which was recognized an official public health emergency of international concern by the **World Health Organization (WHO)** from February to November, 2016…"

Oxford University Press also has a couple of new titles just off the presses.

- The ***Oxford Handbook of Classical Chinese Literature (1000 BCE-900CE)*** (Apr. 2017, 978-0199356591, $150) "introduces readers to classical Chinese literature from its beginnings (ca. 10th century BCE) to the tenth century CE. It asks basic questions such as: How did reading and writing practices change over these two millennia? How did concepts of literature evolve? What were the factors that shaped literary production and textual transmission? How do traditional bibliographic categories, modern conceptions of genre, and literary theories shape our understanding of classical Chinese literature?..."
- The ***Oxford Compendium of Visual Illusions*** (May 2017, 978-0199794607, $250) "is a collection of over one hundred chapters about illusions, displayed and discussed by the researchers who invented and conducted research on the illusions. Chapters include full-color images, associated videos, and extensive references. The book is divided into eleven sections: first, a presentation of general history and viewpoints on illusions, followed by sections on geometric, color, motion, space, faces, and cross-category illusions…"

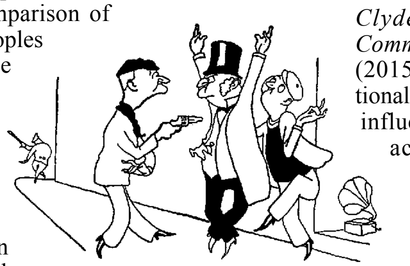
Collecting to the Core — Native American Activism

by **J. Wendel Cox** (Librarian for History and English, Dartmouth College; Native American Studies Subject Editor, *Resources for College Libraries*) <j.wendel.cox@dartmouth.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***

Throughout 2016, protests in North Dakota over the construction of the **Dakota Access Pipeline** (**DAPL**) near the northern border of the **Standing Rock Sioux Reservation** placed Native American activism before the national media. Images of protesters fighting for water protection and tribal rights appeared on news broadcasts and feeds, demonstrating the reach, coordination, and media-savvy of today's activist movements. As **Matt Petronzio** of **Mashable** observed, so successful were the social media efforts publicizing resistance to the pipeline that the **Twitter** hashtag #NoDAPL effectively became synonymous with the protest.[1] While such activism is hardly unprecedented, those not attentive to Native American affairs in the United States might think otherwise. Fortunately, there is a vibrant and still-growing scholarship available for exploring the historical context and precedents to contemporary Native American activism. This essay describes a selection of titles on Native American activism published over the last twenty years. This body of research has dramatically broadened the study of activism both chronologically and thematically, and it increasingly spans international boundaries in explicit comparison of the experiences of First Peoples around the globe. While early contributions to the literature discussed protests of the late 1960s and early 1970s, newer works help to illustrate a varied and extensive history of Native American activism. They also remind us of the degree to which the historical record itself is a tool for redress, and how scholarship and activism have long entwined and informed the study of Native American history.



In *Like a Hurricane: The Indian Movement from Alcatraz to Wounded Knee* (1996), **Paul Chaat Smith** and **Robert Allen Warrior** concern themselves, nominally, with just three events: the nineteen-month occupation of Alcatraz Island by **Indians of All Tribes** that began in November 1969; the cross-country Trail of Broken Treaties protest and subsequent occupation of the **Bureau of Indian Affairs** national offices in Washington, D.C., in 1972; and the siege at Wounded Knee on the **Pine Ridge Indian Reservation** by members of the **American Indian Movement** (**AIM**) protesting corruption and abuses by the elected tribal government and its chair, **Dick Wilson**, in 1973.[2] Beautifully written and supported with dozens of interviews — so many the coauthors apologize to those whose stories they were unable to include — *Like a Hurricane* is expansive on the consequences of these protest actions, and **Smith** and **Warrior** produce a cohesive narrative exploring the concerted action and, often, disarray inherent in movement politics.

The Alcatraz occupation is the heart of *American Indian Activism: Alcatraz to the Longest Walk* (1997), edited by **Troy Johnson**, **Joane Nagel**, and **Duane Champagne**.[3] The collection ostensibly presents accounts of a decade of activist efforts from the 1969 occupation of Alcatraz Island to the Longest Walk in 1978, but the contributions themselves are almost exclusively concerned with Alcatraz, even as the editors set the event in conversation with dozens of subsequent occupations. Most of the collection's contents are reminiscences and recollections by Alcatraz occupation principals, while several essays afford context and afterword. **Johnson**, **Nagel**, and **Champagne** argue that the Alcatraz occupation served as the nexus of other resistance efforts and pioneered the use of media attention to publicize injustices and promote direct social action.

More recent scholarship has positioned the actions of the 1960s and 1970s within a larger historical context and shifted some emphasis away from the activities of **AIM** and the **Red Power** movement. **Paul McKenzie-Jones's** *Clyde Warrior: Tradition, Community, and Red Power* (2015) represents an exceptional portrait of a profoundly influential American Indian activist during the **Red Power** era.[4] Although **Clyde Warrior** died in 1968, his role in crafting the movement's direction had lasting influence. As **McKenzie-Jones** demonstrates, **Warrior** did not reconcile "tradition" and activism; instead, his commitment to **Ponca** culture grounded his activism, and his intense devotion to his people was a predicate for intertribal organization. **Warrior** was one of the founders and leaders of the **National Indian Youth Council** (**NIYC**), which was established in Gallup, New Mexico, in 1961. The **NIYC** is the focus of **Bradley Shreve's** *Red Power Rising: The National Indian Youth Council and the Origins of Native Activism* (2011).[5] **Shreve** does not dispute the significance of Alcatraz, the **BIA** occupation, and the Wounded Knee incident; instead, he "seeks to illustrate how those episodes, and their main actors, followed in the footsteps of an earlier generation." **Shreve's** work illuminates a previous cohort of activists — one less urban, less male, and pointedly aware of their connection and continuity with tribal pasts, effectively broadening the discussion and scope of the **Red Power** movement.

Often, essay collections or collective narratives can best weave together the seemingly-disparate experiences that exemplify the breadth and diversity of Native peoples' activism. **Frederick E**. **Hoxie's** *This Indian Country: American Indian Activists and the Place They Made* (2012) seeks to reframe American Indian history by highlighting known and lesser-known players in the political and legal struggle for Indian rights in the United States.[6] Similarly, the sixteen essays in *Beyond Red Power: American Indian Politics and Activism since 1900* (2007), edited by **Daniel Cobb** and **Loretta Fowler**, are wide-ranging and explicitly provide context, historical perspectives, and contemporary approaches to tribal sovereignty and activism.[7] The most expansive and extraordinary such collection is *Indigenous Women and Work: From Labor to Activism* (2012), edited by **Carol Williams**.[8] The seventeen essays in this volume explore place, context, and the role of women via diverse First Peoples communities from across the globe, including the United States, Canada, Australia, New Zealand, and the Pacific Islands, showcasing how work and activism entwine to sustain community and advance survival, dignity, and sovereignty.

The **American Indian Movement** has also been reconsidered in light of a more holistic approach to activism, much like recent studies of the **Black Panther Party** that have emphasized the organization's contributions to health, education, and community welfare. Similarly, **Julie Davis's** *Survival Schools: The American Indian Movement and Community Education in the Twin Cities* (2013) eschews protest to portray community-building actions, detailing **AIM's** creation of the **Red School House** and **Heart of the Earth** school in the Twin Cities of St. Paul and Minneapolis, Minnesota, respectively.[9] **Davis's** account relies extensively on oral interviews to recover the experiences of the activists, teachers, students, and parents involved in this initiative, providing a useful example of how local activism can affect community education, child welfare, and juvenile justice.

Finally, it should be noted that much of the scholarship on this subject is deeply sympathetic to the individuals, organizations,

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and objectives of the activism it describes. It is further important to note that such engagement in no way diminishes the rigor or accomplishment of these works. Perhaps no other work better exemplifies how scholarship can document resistance — or, in its study of the **Kahnawà:ke Mohawk** people, a "grounded refusal" to accede to ongoing settler colonialism — and serve to advance both cause *and* scholarship than **Audra Simpson's** *Mohawk Interruptus: Political Life across the Borders of Settler States* (2014).[10] An exquisite contemporary ethnography and powerful political act, *Mohawk Interruptus* encourages readers to appreciate not merely the tenacity of a people, but the audacity and activism of everyday lives. This and the other works discussed here are complex, sophisticated, and thoughtful scholarly treatments enlarged and enriched by interest, empathy, and in some instances profound commitment to activism and the historical record. They belong in many academic library collections, particularly those engaged with American Indian, civil rights, or social justice studies.

Endnotes

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6. **Hoxie**, **Frederick E**. *This Indian Country: American Indian Activists and the Place They Made*. New York: Penguin, 2012.

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9. **Davis**, **Julie L**. *Survival Schools: The American Indian Movement and Community Education in the Twin Cities*. Minneapolis: University of Minnesota Press, 2013.*

10. **Simpson**, **Audra**. *Mohawk Interruptus: Political Life across the Borders of Settler States*. Durham: Duke University Press, 2014.*

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

To Blog or Not To Blog — Academic Blogging

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

Academics blog. They are fond of writing about their work and about developments in their field. How does their academic blogging mesh with their more formal research and publication? Let's look at some active scholarly bloggers and discover why they blog and about what.

Scholarly blogging is becoming important in its own right as a continuation of published research, updated with new information, developments, or commentary as a new paper or presentation is in the works. According to **Sarah Bond**, Assistant Professor of Classics at the **University of Iowa**, and author of the blog *Sarah E. Bond: History from Below*, not enough quality scholarly blogs are cited nor archived. This is a similar theme that was discussed in a panel I moderated at the **Charleston Conference** last November and recapped in a blog post I wrote about the panel: "Why We Blog." The three issues scholarly bloggers identified as important to their blogging efforts are having their blogs discovered, cited, and archived for future research.

Bond questions in a recent blog post, "Legitimizing the Blog: On Reading, Citing & Archiving Blogposts" why more academic blogs are not cited in the footnotes of journal articles or within academic books. She states: "While there are certainly still specious blogs that abound on the web, the number of trusted, well-sourced, and highly researched academic blogs is on the increase." She gives a few examples of well-researched blogs in the classics and then describes how to quote blogs, cite them, use citation tools like Zotero, and how to archive blogs. It is a worthwhile and practical guide for scholarly bloggers. **Bond's** blog post was also published in a recent issue of *Forbes*.

Another academic blogger who provides practical insights into scholarly blogging and the craft of writing is **Lucy Allen**. In a January 2017 post, **Allen**, a Lecturer in Medieval Studies at the **University of Cambridge**, wrote in her blog, *Jeanne de Montbaston: Reading Medieval Books* that blogging helped improve her writing. This comment is frequently made by academic bloggers. **Allen** also suggests that writing blog posts can help to break writer's block when dealing with difficult concepts in academic research. She provides tips for academic bloggers and insights into scholarly blogging in addition to insights into her work in medieval studies, feminism, and the topics of gender and memory.

Humanists don't have a lock on scholarly blogging since we know that scientists also blog. In a novel blog post, represented in fifteen Tweets, **Morgan Jackson**, an entomological researcher at the **University of Guelph**, recounts his seven years as a blogger stating that blogging and other social media activity provided "countless professional and personal opportunities." His blog, *BioDiversity in Focus*, was selected by *From the Lab Bench*, another science-focused blog, to "help researchers understand how readers use and view science blogging."

William Yates, a physician and research psychiatrist at the **Laureate Institute for Brain Research**, blogs regularly about aspects of neuroscience in his blog *Brain Posts*. He started Tweeting about his work to sharpen his writing skills and then transitioned to writing blog posts so he could explain complex neuroscientific developments and diseases in clear and simple language. We can read about this contemporary topic in a recent blog post: "Opioids, Benzos, and Risk for Overdose" where he summarizes the findings of a study by the *British Medical Journal* that found a link between concurrent benzodiazepine prescriptions with opioid overdose, an important step in treating opioid addiction.

What is emerging from the scholarly blog literature is disciplined academic writing that calls for citing and archiving in the scholarly press. Credentialed academics are writing and publishing outside the formal channels of publication and are looking for ways to have this work recognized as components of their research and scholarly communications. Scholarly blogs are becoming an important component in this research chain.

Column Editor's Note:** Blogs mentioned in this article can be found in the **ACI Scholarly Blog Index**. "Why We Blog" is published by **ACI** and can be found at **http://aci.info/blog/**. — **PS

ATG Interviews Keith Webster and Daniel Hook

Keith is Dean of University Libraries, Carnegie Mellon

Daniel is Managing Director, Digital Science

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

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

ATG: Carnegie Mellon University and Digital Science made some big news recently. You have entered a development partnership. Can you tell us about the specifics? How did the partnership come about?

KW: As we implement our strategic vision of creating a library of the 21st century, we recognize a number of needs associated with the information aspects of the research process: helping faculty and students secure funding, showcase their work, track their impact, share their outputs. Several solutions exist in the marketplace, but we saw an opportunity to work with **Digital Science** to build an integrated ecosystem. I've known **Daniel** for a number of years, and a conversation with him demonstrated that we had a similar vision. We're excited to partner — to bring top-notch infrastructure to a world-class university.

ATG: What's in it for Carnegie Mellon? How will Digital Science benefit? Can we expect to see any new products for the broader market evolve from this partnership?

KW: As mentioned above, this is all about building towards our vision. Many of the **Digital Science** tools have been implemented successfully in countries in which I have previously been a library director/dean (UK, New Zealand, Australia) and I'm excited to see how they will function in the U.S. context — where we don't have activities like national research assessment or centrally driven open access mandates. We'll need to work hard to win hearts and minds on campus!

DH: **Digital Science** has always felt that it was close to the "coalface" of research as we have so many colleagues on the team who come from a background of either doing research or supporting researchers. Our relationship with **CMU** is a natural extension of our academic background, helping us to bridge the gap between our understanding of institutional and researcher needs with the practicalities of delivering that support in a world-class context. As **Keith's** vision shows, we live in a highly dynamic period for research support as the very way in which researchers carry out research is changing with new tools and an increased focus on interaction with data in almost every field. I'm sure that our relationship with **CMU** will stimulate opportunities to develop **Digital Science's** products more quickly and will lead to ideas for new separate innovations, but nothing to announce yet...watch this space!

Daniel Hook

Keith Webster

ATG: As we understand it, Carnegie Mellon will create several research platforms to provide opportunities for interactive research among the university's researchers. Can you give some specific examples? Where do Digital Science products fit into this effort? Which products?

KW: We're really trying to adopt a lifecycle approach to this — our view is that we need to help the **CMU** campus community (faculty, researchers, students) focus on how they discover, organize, create, share and demonstrate impact. We're implementing a core suite of tools from **Digital Science**, but we're also continuing to work with other companies and developers to find the best solutions to meet our needs.

ATG: Aside from supporting collaborative research, how will this partnership benefit researchers in their individual projects?

KW: In a university like **CMU** much research is collaborative and interdisciplinary. To find the best collaborators, our faculty need to showcase their research and its impact. We hope that our implementation of **Symplectic Elements** will make this easy — collating citation counts, and altmetrics (from our parallel implementation of **Altmetric**) make it easy to expose their record of past work and its success. Our use of **Dimensions** will also help people identify who is awarding research funding and who in other institutions, is working in related fields. And of course, **Figshare** helps a researcher to contribute to the open science community — sharing publications, data, code, and other output of the research process.

DH: The products on which **CMU** has chosen to work with **Digital Science** are really a first step into what we hope will be an opportunity to discover and meet the needs of researchers as their needs unfold. In the longer term, we hope that this collaboration will help us to find new ways to meet the evolving needs of researchers. In the immediate future, through **Symplectic Elements**, **CMU** academics will have improved ways to meet annual reporting requirements and to maintain their academic profiles without rekeying data so that they are more discoverable on the web. They will also have faster routes to make their work available through open access channels and be able to share, get credit for and track usage of the research data that they make available with **Figshare**. Using **Altmetric**, researchers will also be able to discover quickly whether their work is being engaged with outside academia — in blogs, policy documents, news, clinical trials and other places that aren't so easy to track as scholarly citations. By accessing **Dimensions**, researchers will be able to identify collaborators around the world by understanding which projects have recently received funding.

ATG: Does this partnership create a role for the library/librarians in researcher workflows? How will Digital Science products enable such workflow involvement?

KW: Until the mid-1990s, the scholarly record existed almost exclusively in print form, and researchers had to build their information workflows — keeping up to date, searching, reading and wiring — around the library. Today, the role is reversed; we in libraries have to build our services around the researcher workflow. To be successful we need to expand our traditional role of acquiring and distributing publications into services that have a more immediate impact on the researcher.

DH: From a **Digital Science** perspective, librarians are one of the key groups with whom we work. As **Keith** has noted, the

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role of a librarian has changed significantly over the last few years. The center of the new role that is emerging seems to be as the information expert. Each academic has his or her own specialism, for example: solution of particular types of equation, understanding a particular experimental approach or deep understanding of the social interactions of a particular civilization. But, the common element in research across all fields is understanding the tools needed to find and access relevant content and being able to determine whether this content is accurate. This is more important than ever in a world deluged by information, much of it contradictory or conflicting. No academic can be expected to be a master of all the information and all the correct tools of their own area any longer. The librarian should be an embedded partner who is able to efficiently guide the academic through the maze of information and tools. I think that it's a little reductionist to think just in terms of particular points in the workflow. Although that is clearly appropriate from a practical perspective, Librarians should think big...their skills are in high demand and there is an opportunity to reshape the library and the role of the librarian. This is why working with **CMU** is so exciting for **Digital Science** — we know that **Keith** and his team understand this.

ATG: Keith, you've said that "the library must provide a reimagined 'intellectual commons' for a campus community." What does that mean? How does this partnership advance that goal? How will Digital Science products contribute in reimagining the intellectual commons?

KW: For me, the intellectual commons is a concept — a way of articulating our important role in building a sense of academic community — allowing everyone to see us simultaneously as a physical presence and digital hub that connects people across disciplines and fosters conversations that can lead to new insights into the challenges facing society. In part, our roll-out of the **Digital Science** suite is enabling our librarians to have deeper conversations with the faculty and researchers they serve. It gives them an opportunity to reinforce our role on campus, and to identify and build connections between people in different disciplines who may be working in similar fields. And it also allows them to engage students more closely with the research enterprise. In many ways, our students — from freshman onwards — are early career researchers. We want them to use the same tools, and engage with the libraries through that lens.

ATG: A key element of this effort is the capture of data from multiple internal and external sources, including citation and altmetrics data, grant data, and research data. How will it differ from existing services like Plum Analytics that rely on similar data capture?

KW: We've been able to implement our **Digital Science** tools through connections with campus identifier systems — so an individual can have easy and personalized access to their records — of publications and impact measures, and their research outputs. A big challenge in this work is disambiguating researcher identities in external data sources. We've spent a lot of time verifying individual identities in the tools which we've implemented, but that doesn't flow through to other services.

DH: I think that we're talking about the wider **Digital Science** portfolio beyond **Altmetric** here. However, to start with **Altmetric**: I think that it's important to start by saying that **Altmetric** has been highly instrumental in establishing these metrics not only as of peripheral interest but as a mainstream indicator sitting alongside citations. Part of that work has lead **Altmetric** to develop an advanced approach to contextualizing altmetric data so that it makes sense to non-experts. **Dimensions** enhances the **Digital Science** offering further as it is the only database of awarded grant information (as opposed to funding opportunity information). The database now contains more than $1 trillion of global competitive grant funding from more than 200 funders. **Figshare** is integrated with **Altmetric** and views and shares on the **Figshare** platform flow back into **Altmetric** — so the **CMU Figshare** platform will have some great analytics to learn about their research data reuse. Elements combines a unique approach to data handling that allows data from **Altmetric**, **Dimensions** and **Figshare** to be centralized in a scalable way to allow even the largest institutions to report on their data across all these sources.

ATG: What is the timeline for the rollout and implementation of these research platforms? Will you have something to report, say by the time of the Charleston Conference in November?

KW: We are in the very final stages of pilot testing, and we will be competing our campus roll-out over the next few weeks. Our implementation of **Figshare** will begin next week — during National Library Week — when we announce the winner of the competition to name the service. We had many entries from faculty, staff, and students from campuses in Pittsburgh, Silicon Valley, and Qatar.

Postscript announcement: *The winning entry to our repository naming context was* ***KiltHub*** *— simultaneously reflecting our Scottish heritage, and the role of the system as the hub of* ***CMU's*** *information infrastructure.*

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audience members to change their votes. Members of the audience had an opportunity to make comments and pose questions as well. I remember voting for **Alison** because I thought she did a great debating job! No hard feelings please, **Michael**! Plus, I think I was once again *against the grain* of the group.

www.against-the-grain.com

www.charlestonlibraryconference.com

Moving right along, we decided to take the debate online as a **Webinar** this year and we had a huge registration (363) on the debate topic of ***Resolved: The Journal Impact Factor does more harm than good***. Debating were **Ann Beynon** (Clarivate Analytics) and **Sara Rouhi** (Altmetric). I have to give big kudos to **Ann**, **Sara**, and **Rick Anderson**. The debates are **Rick's** creation. He acts as the moderator for each debate. We are planning for more webinar debates this year. Please send suggestions of possible resolutions to me, **Leah** or **Rick**!

https://www.youtube.com/watch?v=567UeN-LKJx8

Several months ago, **Tom Gilson** and I were able to interview **Andrea Michalek**, Managing Director of **Plum Analytics**, to discuss its acquisition by **Elsevier**. Recently we learned that **Elsevier** is integrating **PlumX Metrics** into its leading products, expanding access to these tools to the wider academic community. We are updating the interview even as we speak. Watch for it on the ***ATG*** **NewsChannel** and in the print issues of ***ATG***.

Speaking of which, shocking us all, **Elsevier** has just acquired another U.S.-based business, **bepress**. WOW! Here is some of the press release. — **Elsevier** has acquired **bepress**, a Berkeley, California-based business that helps academic libraries showcase and share their institutions' research for maximum impact. Founded by three **University of California**, **Berkeley professors** in 1999, **bepress** allows institutions to collect, organize, preserve and disseminate their intellectual output, including pre-prints, working papers, journals or specific articles, dissertations, theses, conference proceedings and a wide variety of other data. The **bepress** CEO and employees will continue working with the company in Berkeley, California. The acquisition is effective immediately and terms of the agreement are not being disclosed.

Got a message the other day from one of my favorite people in the whole wide world — the amazing **Scott Plutchak**! **Scott** says that he is retiring from **UAB,** but not from the rest of his life. He and **Lynn** moved into **Lynn's** dreamhouse 17 years ago; it's stuffed with artwork and books, perched up above a pretty little lake with swans and great blue herons. **Scott** is still on the editorial boards of several journals. He will be able to spend more time on the **Open Scholarship Initiative** (**OSI**), a global collaborative effort between all major stakeholders in scholarly publishing to improve

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LEGAL ISSUES

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Cases of Note — Nominative Fair Use

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New Kids on the Block v. News Am. Pub., Inc., 971 F.2d 302 (9th Cir. 1992).

Ah, the music of the '80s, a time of boy bands. And **New Kids on the Block** were the heartthrobs of millions of teen girlz.

Maxing out the product line is important to the bottom line, and the **New Kids** had more than 500 products and services bearing their trademark. You could even call a 900 number and be charged to listen to them talk about themselves. Or to leave a message!

Not to be left out, **USA Today** had a 900 number where for a mere fifty cents you could vote on which was your fav.

The Star had a 95-cent call where you could vote on which was the sexiest!

The things teenz did before Facebook.

Fearing loss of control, **New Kids** filed in federal court trademark infringement, ***Lanham Act*** false advertising, commercial misappropriation and seven other things.

USA/Star argued First Amendment and got a summary judgment. And of course there was an appeal or else we wouldn't be reading this.

Ninth Circuit

Since the Middle Ages trademarks have identified the source of goods and the law thereof is designed to prevent free-riders on another's labor and toil. The ***Lanham Act*** put it in federal statutory form. ***Taylor v. Carpenter,*** 23 F.Cas. 742-44 (C.C.D.Mass. 1844).

So how are we allowed to talk about something that is under the protection of a mark? Do we say "the professional basketball team from Chicago" or "The Chicago Bulls?" Of course we name the team. It would be impossible to discuss a product without naming it. We can't say "a big auto manufacturer in Michigan" because there are three of them.

Volkswagenwerk v. Church, 411 F.2d 350 (9th Cir. 1969) held that a VW repair shop was allowed to use the mark to show what it specialized in repairing.

WCVB-TV v. Boston Athletic Ass'n. 926 F2d 42,46 (1st Cir. 1991) allowed a TV station to use the words "Boston Marathon" so the viewer would know what he was about to see.

Why would anyone bring such a suit?

This sort of "nominative use" falls outside of trademark as fair use if it does not deceive the public. ***Prestonettes, Inc. v. Coty,*** 264 U.S. 359, 368 (1924).

All of the **New Kids'** causes of action hinged on the claim that the newspaper polls somehow implied the **New Kids** were sponsoring it.

But how is one to anoint the sexiest of the gang without naming him? And nothing in the poll suggested joint sponsorship or endorsement by **New Kids**. It is a nominative fair use.

But, argued **New Kids**, the newspapers weren't just reporting news; they were making money off this. They should have used an 800 number.

Their fans aren't made of money. 95-cents spent on a call might have gone to **New Kids'** product line.

The court just kind of gave this argument a back-hand, saying **New Kids** had no right to channel fan money into products sold by them. They could not prevent an unauthorized biography or censor parodies that used the name, all of which might bring the authors money.

The citation for their position is ***International Order of Job's Daughters v. Lindeburg & Co.,*** 633 F.2d 912 (9th Cir. 1990).

Well, I had certainly never heard of Job's Daughters. Perhaps you have.

It's a masonic order for girls 10 to 20. And the case, a bit astonishingly, allowed a jeweler to put their seal on pins and sell them.

But the mark was unregistered. And Lindeburg never claimed it was "official" jewelry of Job's Daughters.

Hmmm.

Anyhoo, the court signs off with a flippant "all's fair in love, war and the free market."

Not that the 9th Circuit seems to believe in a free market.

But the reasoning is that an author of an unauthorized biography could beat **New Kids** to fan money by coming up with the idea and publishing the book first.

Questions & Answers — Copyright Column

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QUESTION: A school librarian asks how the first sale doctrine applies to the performance of movies, documentaries, music, and Internet materials in class.

ANSWER: The first sale doctrine does not apply to the performance right at all. The first sale doctrine is found in section 109(a) of the ***Copyright Act***. It states, "the owner of a particular copy or phonorecord lawfully made under this title, or any person authorized by such owner, is entitled, without the authority of the copyright owner, to sell or otherwise dispose of the possession of that copy or phonorecord." So, first sale applies to the transfer of a tangible copy of a work. It does apply to the transfer of a lawfully acquired copy of a film, a music CD, etc., but not to performance.

The performance of films, documentaries, music and Internet materials in a classroom in a nonprofit educational institution is covered by sections 110(1)-(2) of the ***Copyright Act***. For motion pictures and other audiovisual works, the copy used must have been lawfully acquired.

QUESTION: What does the recent U.S. Copyright Office study on section 1201 of the Copyright Act mean for libraries?

ANSWER: Section 1201 was added to the ***Copyright Act*** in 1998 as part of ***Digital Millennium Copyright Act***. It prohibits "access controls," the circumvention of technological measures that copyright owners have employed to protect access to their works. Additionally, the provision prohibits the trafficking in technology or services that facilitate such circumvention or facilitating circumvention of technological measures that protect the exclusive rights granted to copyright owners under the ***Act*** (known as

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"copy controls"). There are also some exceptions such as legitimate encryption research and libraries gaining access to determine whether to acquire a work. Typically, when discussing section 1201 in this column the subject has been the results of the statutorily required triennial rulemaking process through which the Librarian of Congress that may grant limited exceptions to the bar on circumventing access controls. A new triennial process has just begun.

The ranking member of the House Judiciary Committee requested that the Copyright Office undertake a comprehensive study on the impact and effectiveness of section 1201. Following the solicitation of public comments on topics such as the effect of the section on consumer interests, the role of the anti-trafficking provisions and the adequacy of the existing statutory exemptions, the report was submitted to Congress on June 22, 2017, see *www.copyright.gov/policy/1201/*.

Many had hoped that the report would suggest significant changes to the provision, but that is not the case. Librarians and many others have long believed that the social costs of the provision far outweigh the protections that section 1201 afforded to copyright owners, especially when it comes to preservation, replacement and research activities. While the triennial rule making has helped to ameliorate some of those concerns, library groups believe that significant problems still exist. Unfortunately, the modest recommendations of the Copyright Office do little to fix the problems with section 1201. (See **Mitch Stoltz**, *Copyright Office Proposes Modest Fixes to DMCA 1201, Leaves Fundamental Flaws Untouched*, June 28, 2017, *https://www.eff.org/deeplinks/2017/06/copyright-office-proposes-modest-fixes-dmca-1201-leaves-fundamental-flaws*).

The report's recommendations do not include any change in the basic framework of 1201. Although the beneficiaries of exemptions should themselves be able to develop necessary tools solely for their own use in carrying out exempted circumventions, the report recommends no statutory change. Where beneficiaries cannot themselves make use of an exemption, the Copyright Office says that it is important to allow users to seek assistance in making use of that exemption. Therefore, the report recommends amending section 1201 expressly to grant the Librarian of Congress discretion to adopt temporary regulatory exemptions that permit third-party assistance at the direction of an intended user. Finally, the report agrees that the Copyright Office will make the triennial rulemaking clearer and more streamlined.

The report also recommends certain legislative updates, including expanding existing exemptions for security and encryption research and adding new provisions to allow circumvention for other purposes, such as the use of assistive reading technologies and the repair of devices. For libraries, it specifically does not recommend adoption of a permanent exemption to facilitate the lawful preservation, replacement, and research activities of libraries and archives. The report states that such an exemption is premature in light of the Office's ongoing review of the copyright exceptions for such institutions under section 108 of the ***Copyright Act***. The Copyright Office report further says that it is hopeful that the recommended exemption for obsolete access controls noted above can accommodate many of these activities of libraries and archives.

QUESTION: For electronic journals, how do we click through license agreements that do not mention how fair use affects the distribution of materials for the classroom?

ANSWER: Electronic journals typically are covered by license agreements, and the terms of the license spell out the use that may be made of articles in that journal by the educational institution. Fair use is seldom mentioned in license agreements since the licensee is agreeing to rely on the terms of the license agreement rather than the statutory exceptions such as fair use. In fact, usually licensors will not permit access to its content unless the license agreement is signed and then followed by the institution. Most school and academic licenses do permit reproduction for the classroom and for inclusion in course management systems. For most students, there is little necessity to copy that material for them, however, but instead to provide them with a link to the full-text as provided through the school's license. For younger students, it may be necessary to provide a printed copy or another digital copy, and the license should specifically allow this.

If the license agreement does not permit the use that a particular school needs, the librarian should contact the publisher and renegotiate the license to insure that the school's needs are satisfied by the license agreement.

QUESTION: A college librarian says that her institution relies on Sci-Hub for access to articles from very expensive scientific and technical journals. She notes that recently Elsevier sued Sci-Hub and was awarded $15 million by the court and she asks what this means for her institution.

ANSWER: The April 2016 ***Copyright Q&A*** column discussed the fact that **Elsevier** had moved to shut down Sci-Hub and received a preliminary injunction in its favor. The creator of Sci-Hub continued to provide unauthorized free access from Russia to paywalled content even following the preliminary injunction. On June 21, 2017, **Elsevier** won that lawsuit in a $15 million default judgment (meaning that the defendant failed to appear or respond) as well as a permanent injunction in the federal district court in the Southern District of New York against the websites such as Sci-Hub, the Library of Genesis (LibGen) and related sites that provide access to its copyrighted articles without permission.

Elsevier, **Springer Nature**, and **Wiley-Blackwell** publish over 50% of the articles requested from Sci-Hub. In May, **Elsevier** presented the court with a list of 100 of its articles made available through Sci-Hub and LibGen and asked for a permanent injunction and damages of $15 million.

While many academic institutions have complained about the increasing costs of **Elsevier** and other scientific journals, the creation of such pirate sites may also be symptomatic of problems in academic publishing and the rise of open access journals. Members of the publishing community point out that Sci-Hub adds no value to the scholarly community; instead, it merely allows someone to obtain content that was stolen in the first place.

Whether **Elsevier** will ever recover any of the $15 million is questionable since the founder of Sci-Hub lives outside the United States and has no assets here. Another suit has been filed in against Sci-Hub by the **American Chemical Society (ACS)** for the same infringing behavior as well as trademark counterfeiting, trademark infringement, and wrongful exercise of dominion and control over another's property. Sci-Hub also created close replicas of **ACS** websites that incorporate **ACS** trademarks and allow users to search for **ACS**-copyrighted works in the same way as real **ACS** web pages. **ACS** asks a federal district court in Virginia to order Sci-Hub and its operators to stop copying and distributing **ACS**-copyrighted works, cease using **ACS** trademarks, and pay damages and legal fees. Whether Sci-Hub's creator will respond to this suit is unknown at this time.

QUESTION: A public librarian asks what has happened to the bill to modernize the Copyright Office and change the way the Register of Copyrights is appointed.

ANSWER: The ***Register of Copyrights Selection and Accountability Act of 2017*** cleared the U.S. House of Representatives in April 2017 by a 378-48 margin. The companion bill in the Senate (S. 1010) is stalled at present while the Senate deals with other matters. The reorganization of the Copyright Office was discussed in the February ***Copyright Q&A*** column.

Among other things, the bill would change how the Register of Copyrights is selected. Instead of an appointment by the Librarian of Congress, it would become a presidential appointment with a 10-year term (like the Librarian of Congress). A panel consisting of the Librarian of Congress, the Speaker of the House and the Majority and Minority leaders of both the House and Senate would chose three names to submit to the President. The bill was presented as a result of a multiyear study to modernize the Copyright Office.

There are several other important provisions of the proposed legislation. These include creating a stakeholder advisory board, a chief economist, a chief technology officer, upgrading the Office's technology, creating a searchable database of ownership information, and establishing a small claims court for minor copyright disputes.

Despite these proposed changes, the bill does not deal with the major issue that overlies all of this: whether the Copyright Office should be an independent agency or remain a part of the Library of Congress. There are good arguments on both sides. Many argue that the current bill does little good because it fails to address this primary issue.

Op Ed — Random Ramblings

Sleeping Beauties, Flash-in-the-pan, Troglodytes, and Lasting Beauties: Categorizing Scholarly Communication

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I remember well the brilliant concept that I took away from seeing the film, *Amadeus*, in 1984. **Mozart** is not recognized for his musical genius because his music is too innovative and different from what the musical experts and audiences expect to hear. On the other hand, **Salieri**, the "villain," is the reigning champ in the musical world for his traditional compositions that please Viennese concert goers. Yet **Salieri** has enough intellect to recognize **Mozart's** genius and hatches a complex plot to impede **Mozart's** efforts to replace him as Vienna's musical star. Readers can guess the end result since **Mozart** is considered the musical innovator of his age while **Salieri** is legitimately forgotten.

Fast forwarding to 2015, I, though retired, happened to be on campus and was invited to participate in the interview of a candidate for a faculty position, **Timothy Bowman**. Since the **Mozart/ Salieri** dichotomy appeared to be part of his research agenda, I asked him about it and was surprised to learn that this phenomenon has a name: "sleeping beauties." When I expressed interest in learning more about the topic, he provided a link to the following article: "Defining and identifying Sleeping Beauties in science" by **Qing Ke**, **Emilio Ferrara**, **Filippo Radicchi**, and **Alessandro Flammini**. (*http://www.pnas.org/content/112/24/7426.full.pdf*) Further research in *Library Literature & Information Science Full Text* and *Library & Information Science Abstracts* produced nine articles and nineteen articles respectively. I had to use a key word search since neither indexing source considered "sleeping beauties" to be a valid subject term. I also discovered that the opposite term is "flash-in-the pan" for those articles that are heavily cited when they come out but have no staying power. (**Jiang Li**, "Citation curves of 'all-elements-sleeping-beauties': 'flash in the pan' first and then 'delayed recognition'," *Scientometrics* 100.2 (August 2014): 595-601.) I originally was going to describe this type of article as being a "bandwagon." I was disappointed, however, to discover that all the articles on both categories dealt with STEM research rather than my preferred Humanities and Social Sciences disciplines.

In what follows, I'm going to take a broader view of library literature and consider opinion pieces, presentations, Webinars, etc. in addition to research articles. When possible, I'll use examples that I've encountered in my academic career and may speculate a bit when I don't have precise examples.

Many factors explain the existence of sleeping beauties, that is, those publications with delayed recognition. Perhaps the most important is that they often require looking at the world in a different way and sometimes completely upending traditional perspectives. In addition, it is impossible to talk about anything until the vocabulary exists to do so. While both **Freud** and **Einstein** achieved fame in their lifetimes, understanding their radically different views of psychology and the universe required first understanding the words that expressed these concepts.

A second factor is that the new ideas from sleeping beauties may be less well formulated than the established viewpoints that have gone through periods of review and revision. I remember one conference where an **ARL** director presented contemporary research whose conclusions were still tentative and perhaps not yet completely clear in the mind of the presenter. While I was excited by this new knowledge, even with its rough edges, the next speaker wowed the audience with a canned, scripted presentation that he may have already given a hundred times and revised to ensure a positive audience reaction. But it said nothing that I didn't already know. My final observation is that the research may have been a sleeping beauty because the issue it addressed wasn't important then but has become so now. In a "A brief history of climate change," **Richard Blake**, **BBC News** environment correspondent, notes that "French physicist **Joseph Fourier** describes the Earth's natural 'greenhouse effect'" in 1824, but no one paid much attention. (*http://www.bbc.com/news/science-environment-15874560*)

To further muddy the waters, sometimes what we regard today as trite was innovative when it first appeared but has become so common in our culture that its initial freshness has turned stale. To give brief examples, I once read that the waltzes of **Johann Strauss II** were considered groundbreaking in the 19th century though they are now thought to be so old-fashioned as to elicit laughter. For a personal example, I had trouble understanding why **Hemingway's** *The Sun Also Rises* was considered a literary classic because I found it far inferior to his later work. Within the historical context, it was, however, one of the first modernist novels and helped pave the way for a major shift in literary taste.

The library and information science literature is especially rich in examples of flash-in-the-pan scholarship that is important and widely cited for a few years and then forgotten. As a practical discipline, many articles and conference presentations deal with immediate concerns that will become quickly irrelevant. I doubt that younger librarians will even remember the keen interest in filing rules, DOS, **OCLC** implementation, retrospective conversion, and microform sets. At the beginning of my career, I attended presentations on how exciting the newly implemented MARC format and ISBN's were and how they would solve so many library problems.

As a professor who taught management for decades, I'm especially annoyed at the "experts" who make their careers by latching on to a current popular trend. Most are destined to be flashes-in-the-pan; but, these sages publish articles, get paid gigs at conferences, and land lucrative consulting contracts by pushing the newest magical solution. My favorite example is Total Quality Management (TQM), the Japanese management philosophy that was all the rage in the late 1980s and early 1990s as the key to successful management for American organizations, including libraries. When the Japanese economy tanked, in part because of the negatives inherent in TQM, interest suddenly plummeted. What is bothersome about these experts is they often overpromise the benefits of the current flash-in-the-pan and move on quickly to the next new "miracle" solution with the hope that no one remembers their last one.

I selected the term "troglodyte" for the next category. The appropriate definition from the *English Oxford Living*

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Dictionaries is: "A person who is regarded as being deliberately ignorant or old-fashioned." My focus is on the "old-fashioned." These authors focus on past values that are no longer partially or completely accepted. Two excellent modern examples are those who wish that libraries would continue to favor print books and reject eBooks or who believe that libraries should return, at least in part, to the ideal library of the past with an emphasis on reading and silence without any of the current innovations such as makerspaces, social interactions, or new technologies such as 3d printing. They often make partially valid points because the flash-in-the-pan librarians sometimes overemphasize the value of these current innovations. I perhaps even belong a bit to this class because I'm of the opinion that the public library remains a vital institution as a source for "free" reading materials; but I would add, either in print or as eBooks. Troglodytes are prone to forget the imperfections of the past — for example, their ideal library was often difficult to use with a paucity of resources compared with the extensive current availability of digital materials. This library was also likely to have fewer low brow materials like series books, media, and popular culture materials. I'm also old enough to remember the locked case where the library kept controversial materials.

My second point is that the best efforts of troglodytes will nonetheless never bring back the past. I often make the point that the Luddites were accurate that the new technology would destroy their current lifestyle but wrong in their belief that they could roll back the changes. While some of the new library innovations may fall by the wayside, libraries of all types must meet the needs of their users, including those who want access to the benefits of new technologies: eBooks, 24/7 access to resources, online databases, and managing their library records from home.

Unlike sleeping beauties, the library community will understand the viewpoints of troglodytes, provide them with a modicum of support, invite them to conferences for their controversial viewpoints guaranteed to increase attendance, and publish their articles that will get cited. To some, they will be heroes. What won't happen from their efforts is substantive change. Without naming names, I know of several librarians who were respected for their early career innovations but then tarnished their reputations by their old fashioned viewpoints in their later years. Like last year's best sellers, nothing is colder than the last generation's innovations.

What I have left out in my classification are solid studies that fall into none of these three types. These works were important when they appeared, are still relevant today, and will probably remain so for future generations. I'll call them "lasting beauties." To my mind, they share in sometimes unequal measure a study of philosophical issues of continuing interest and solid fundamental research on topics of ongoing appeal. **S. R. Ranganathan** may provide the best examples of enduring relevance for his philosophical articles. His "The Five Laws of Library Science," published in 1931, has 859 citations including almost 250 citations since 2013 (Source: Google Scholar for all citation information). As an example of subject content, *The American Public Library*, published in 1910 by **Arthur Elmer Bostwick**, has 110 citations including 23 since 2013. Part of the reason that these works remain popular is because they continue to be in print, are widely held by libraries, and their high number of citations encourage future citations. I would expect that luck also has a part to play in their success. Perhaps research by citation experts has already discovered the tipping point that creates a high probability of remaining read and cited across several generations.

To conclude, I have always been interested in the temporality of research. I have examined in this column the relationship between scholarship, broadly defined, and changing interests over time. Sleeping beauties were neglected when they appeared but became important later as scholars recognized the importance of their insights or the topic itself became more relevant. Flash-in-the-pan scholarship is of interest for the present since it deals with contemporary concerns but is unlikely to retain any importance as circumstances change. Troglodyte authors attempt to bring back the past and normally find some contemporary support but are unlikely to successfully turn back the clock. The lasting beauties include those works that were important when they appeared and have remained so because they treat enduring philosophical issues or provide solid studies on topics of permanent interest to the library world.

Biz of Acq — Going Green at a Library Near You. Transitioning from Print to Electronic Resources at the University of Baltimore Law Library

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Introduction

The **University of Baltimore** is one of seventeen campuses that makes up the **University System of Maryland and Affiliated Institutions (USMAI)** consortium. The current **John and Francis Angelos Law Center** officially opened its doors on April 16, 2013. This twelve-story 190,000 square foot law center houses a 300-seat moot courtroom, event space on the twelfth floor, fifteen classrooms, faculty and staff offices, and all of its law clinics and centers. The law library occupies 30,000 square feet, and is spread across six floors. The law library contains 29 study rooms and more than 450 seats. Students can find study space on each floor. Students can also find tables or study carrels with power outlets and conference rooms on each floor to promote learning and interaction. Like many academic libraries, the law library has been undergoing a transition from print to electronic format for a number of years in response to a smaller operating budget and the popularity of the digital format.

The **University of Baltimore Law Library** began this transition with cancelling most print journals and relying on the electronic equivalent through Hein Online (a database that consists of law and law related full-text periodicals) to reduce duplication of resources and to save the library money. The same applies to titles we receive through **West** (legal publications) and **Lexis Nexis** (legal publications) — select print subscriptions were also cancelled. Preparing for the move into the new law building was also occurring during this time. The current building offers more open space, and less shelf space, which enabled the law library to discard more than half of the collection, reducing our collection from 172,000 volumes to around 60,000 volumes at the time of the move. These discards

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were titles that were no longer being updated including journals. Our print journal collection was reduced from approximately 30,000 to around 1,500 volumes at the time of the move. We donated thousands of volumes of journals to another university, including book titles.

Planning

Looking for ways to enhance our collection, the law library wanted to add MARC records for treatises for three major legal publication vendors (**Bloomberg BNA**, **Lexis**, and **Westlaw**) for easier access to each platform. We submitted an inquiry about loading MARC records beginning with **Bloomberg BNA** (**Bloomberg Bureau of National Affairs**) materials. Our cataloger contacted the **Bloomberg BNA** representative who sent us files of records for the five **Bloomberg BNA** electronic collections that we chose to add to our catalog. We contacted CLAS (who is USMAI's Consortial Library Application Support team) for guidance along with instructions on how to request the load of bibliographic records. CLAS requested that we send files for **Bloomberg BNA** materials to a Drop Box that they set up. We were sent tailored instructions on how to edit using Marc Edit. We used this program and edited the records and then sent them to CLAS to set up the loads. We teamed up with the **University of Maryland Law Library** to share records for **Bloomberg BNA**, **Westlaw** and **Lexis**.

Research

While we were planning, we factored in some challenges that may occur during the process and researched other libraries experiences with transitioning from print to electronic.

According to **Rebecca Mugridge** and **Jeff Edmunds** (2012), many libraries face challenges when it comes to managing batch loading activities. Batch loading will increase with more and more records being made available electronically. Challenges libraries face are ongoing with bibliographic maintenance, and finding funds for record purchase and local tech support. These are important factors to take into consideration. **Wu** and **Mitchell** (2012) from the **University of Houston** state that the problem for catalogers is workflow because it's difficult to manage because of the unpredictability of vendor record quality. **Martin** and **Mundle** (2010), cataloging Springer eBook collections at the **University of Illinois Chicago** found problems with using vendor-supplied marc records: poor record quality, loading problems, and access problems. They came to the conclusion that while vendor records may be provided at no charge, there are costs that are incurred in staff time and effort to revise records. Communication and planning are essential to ensure workflows are designed in advance of eBook acquisitions.

According to **Carol Montgomery** (2000), **Drexel University** only purchased the electronic version of journals and cancelled the corresponding print publication to cut down on costs. According to **Mugridge** and **Edmunds** (2012), maintaining consistent record quality can be problematic. Libraries have to keep in mind some key issue such as the source of the bibliographic records, whether or not they can be batch processed, whether or not to combine print and online holdings on the same records, what modifications will need to be done to bibliographic records and how to maintain these records. Ongoing updates can add extra work to Technical Services departments. **Grigson** (2012) mentions that ongoing challenges include keeping up with updates to eBook collections, deleting records, collections that have not been renewed, as well as inadequate bibliographic records.

Workflow

Bloomberg BNA sends out periodic newsletters with new Marc records that have been added, updated, and deleted. The **University of Baltimore Law Library** chose to have marc records loaded for the five electronic collections from **Bloomberg BNA** including BNA Books, BNA Law Reports, American Bankruptcy Institute, Practicing Law Institute, and Wiley Books. Using the procedures given to us by CLAS, our cataloger as well as our Serials Management Librarian sat down together to work through files using Marc Edit to edit records and add these to the Drop Box that was set up by CLAS. CLAS does batch loading of records into Aleph test module where the records can be looked at and tested to see if links are accessible, along with reviewing how they display in the catalog. Once CLAS is given the go-ahead, the records are loaded into Aleph live where they are accessible to students and faculty. Further clean-up may be necessary once records are loaded into the live system. This includes manually adding and deleting records that were either no longer available or had ceased publication. We have gone through the process a few times now with updating records for **Bloomberg BNA** titles, along with removing links that do not work for certain titles. We also deleted records that were either no longer available or have ceased publication. CLAS added bibliographic marc records as well as holding and item records. We went through and identified which records needed to be edited. In collaboration with the **University of Maryland Law Library**, we have just recently added approximately 8,200 Marc records for **Westlaw** and **Lexis** Advance treatises. In adding these titles, we hope that it makes doing research easier and more effective.

Challenges and Opportunities

The recent use of vendor supplied records has also had its own challenges. Members from **UB Law Library** Collection and Database Services department contacted the representative from **Bloomberg BNA** to have files of Marc records sent that are already included in databases we subscribe to. Accessing files that were sent from the vendor proved to be a challenge, but we worked with CLAS and got the issues resolved. In the beginning holdings were loaded without items, but with the implementation of **EBSCO** Discovery Service (EDS), titles are harder to access without item records attached, so we asked CLAS to add item records to electronic titles. We also needed to decide how we wanted these records to display in the catalog. We decided to replace call numbers with a "Click on Find It" note in its place. The solution to the problem? To load items with the OPAC note "Click on Find It."

Conclusion

There are two major trends in modern librarianship. First, like many academic libraries, the law library has been undergoing a transition from print to electronic format for a number of years in response to a smaller operating budget and the popularity of the digital format. The current building gave the library the opportunity to accelerate the print-to-digital transition. Second, as the learning needs and expectations of students and faculty have changed so has the design of learning spaces, where the law library is no longer a "place" with its printed materials. As **Michael Loder** points out in his 2010 *College and Research Libraries* article, "Libraries with a Future: How are Academic Library Usage and Green Demands Changing Building Designs?" it is paramount for modern library spaces to be designed for users rather than books.

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Both Sides Now: Vendors and Librarians — Any Questions?

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In a previous career, I was a school teacher in Brooklyn, New York. I taught in what was called a middle school which encompassed grades 5 through 8. I thoroughly enjoyed being with that age group of students simply because you could see the beginnings of maturity on some of those kids. It was a challenging job, but one where the rewards of success became apparent. A key indicator of a students' growth came with their ability to ask questions when the lessons being taught were unclear. I always knew that the students who asked the most questions in class would probably be the ones to find later success in high school and hopefully college. Those students sought clarity so as to more fully understand the concepts being presented to them.

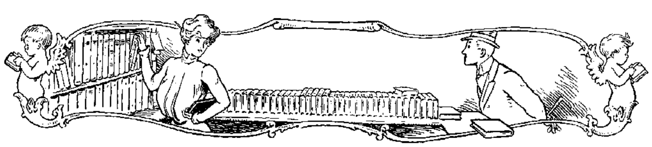
In the world of sales, the ability for each side to ask questions of the other person is most essential if there is to be any hope of success for buyer and seller. In the library world, the salesperson needs to uncover the library's needs, understand the current funding situation, know the competition and be aware of all the people within the organization that can affect the potential sale.

On the other side of the table, the information professional needs to compare the strengths and weaknesses of all the vendors vying for the library's business. Unless you are dealing with a sole source product, it's a fair bet that there will always be 3-4 vendors who have e-resources that are similar in nature. Making the best choice will depend on many factors. Both library and vendor are living in a very competitive environment. Ultimately there may be no "right or wrong" choice of which company is chosen to provide data to the library, but there certainly will be a "best" choice of who can make available the most relevant and comprehensive e-resources so vital for the library's patrons.

Vendors are keenly aware of their competitors. To counteract the competing forces of vendors seeking to unseat the incumbent data provider to the library, some of those providers have developed the "gatekeeper" strategy. One of the downsides of being in a market with a finite amount of vendors is that inevitably one vendor or maybe two become the top providers of resources to a specific library community. These information industry companies are running profitable businesses and want to keep that business. Furthermore, selling content to libraries on a subscription basis is an annuity business and successfully renewing that content each year is vital to the cash flow of those companies.

As a result of guarding the renewal business while at the same time hunting for new business opportunities, some vendors in the information industry have purposefully adopted a "gatekeeper" strategy. That means that their singular goal is to have as much content as possible flow through their pipe to the library. This way, they can control the flow of content, ward off any other vendors who threaten to seize parts or all of the current business while at the same time tightening their stranglehold on the library's buying process.

A savvy salesperson will recognize a gatekeeper strategy by the competition by asking questions of the information professional at their initial meeting. Similarly, the information professional must be prepared to ask questions of the potential vendor to understand how well their offerings match to the needs of the library. All of which brings us back to the premise of this article, and that is, the ability to ask questions of the other party so as to clarify what's being presented and how it may or may not be purchased.



Every day, thousands of meetings are conducted at libraries throughout the world where a well intentioned salesperson is attempting to interest a well meaning librarian in a new or existing product or service. If those two people are not engaged in a spirited discussion that includes questions and answers, then the likelihood of both parties walking away from the table satisfied with the outcome is bleak, at best.

So, how does one avoid participating in a meeting that can become a monumental waste of time? Simple, it's all about preparing for the meeting and that means researching and finding out as much as possible about the person you will be meeting. Secondly, it's all about creating 10-15 questions that will be asked during the meeting to clarify each other's objectives.

For the information professional, questions to be considered about:

- Relevance of content
- How this resource was developed
- Sources of content
- Technology requirements
- Availability of customer service
- Billing considerations; special deals
- How the product matches the competitors offering
- Training
- Recourse if the product does not live up to expectations.

After discussing the merits of the product, the salesperson could have questions about:

- Ascertain and confirm that the product is, in fact viable and can meet the needs of the library
- Funding procedures and when is the expectation of payment
- Approval process and who else needs to get involved for finalization of decision
- One-time purchase or subscription or perpetual access
- If the library is at a University, is alumni access a key consideration
- North America, South America and/or Global access.

In sales, we call this the "consultative sales approach" which simply means that each side asks their questions and when both participants have concluded their questions and are satisfied with the answers, and then a review is concluded to make sure there are no loose ends and the sale can either go forward or be stopped dead in its tracks.

If the meeting between buyer and seller is one-sided, which means that only one person is doing most of the talking, then that means that only half of the equation is involved, which will probably result in no satisfaction for either party. Both sides need to be prepared, engaged and honest with each other for this to work.

The group **Chicago** included a song called "**Questions 67 and 68**" written by **Robert Lamm** and recorded for their debut album **Chicago Transit Authority**. While that amount of questions may be a bit excessive in negotiating an eContent license, the more questions asked by each side, the better the chances are that a successful conclusion will occur.

__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__

Stop, Look, Listen — Misleading Perceptions of the Open Access Book Market

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Prejudices live long and die hard. This is especially true in industries like academic publishing and librarianship, where things have not changed much until recently. What is surprising is the fact that even new business models and their developments are affected by the more traditional way to look at the world.

There is no doubt that the disciplines of science, technology, and medicine (STM) and the humanities and social sciences (HSS) have developed in quite different directions in recent decades. While publishing in the natural sciences is ever more journals-driven (and, in the near future, will most likely be data-driven, as well), scholars in HSS still create most of their research output in the form of books — about 60% in market volume, based on **Outsell** figures for 2015. It is fair to say that at least some of the dominant players in the publishing market have adapted their business models accordingly, and with quite some success. Hence, a stable system has been established, which means that making general statements about *the* academic publishing market is more difficult than ever before.

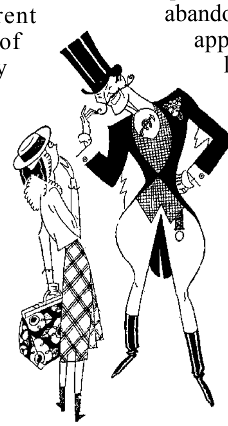
This is also true for more recent business models, such as open access (OA). Under this model, books are regarded as the format for the humanities and social sciences, while OA in STM is happening in journals. And indeed, an analysis of the Directory of Open Access Books (DOAB, see *www.doabooks.org*) supports this conventional wisdom. But the conclusion is still a false friend — and it is misleading when it comes to authors' actual interests and activities.

As open access develops, there is hardly any conference where presenters do not lament the fate of books under this business model, then quickly turn back to discussing the latest in journal article processing charges (APCs) — hence focusing mostly on STM. Books, it seems, are losing out — Why bother? It's only HSS. Certainly STM as a discipline is much less dependent on research monographs than HSS, as breakthrough research is mostly published in journals. And all the work done on peer review and speed of publication, as well as the reallocation of library budgets from subscription and transaction-based models to APCs, assumes the dominance of the journal article in STM and of the book in HSS.

Nevertheless, a closer look at the numbers raises serious doubts about the accuracy of that perception. It is true that the distribution of books across disciplines in DOAB confirms that about 65% of the titles registered by the end of June 2017 fall into HSS, while the remainder (35%) are STM titles, with titles from the health sciences representing the largest group. Based on over 9,300 titles from 216 publishers, everybody assumes that this is a statistically relevant sample of the market.

Yet that assessment is false. Quietly, but very effectively, InTechOpen (*www.intechopen.com*) has built up a list of over 3,000 OA titles — almost all of them in STM! InTechOpen is not a member of DOAB, and combining the titles of both the aggregator and the OA publisher completely changes the picture: 51% of the titles on the combined list have been published in STM, 49% in HSS.

Before we get into a discussion about the quality of individual publishers, my argument is not that anybody in the market is the new rising star in academic publishing. And I do appreciate that the type of books InTechOpen does — mainly collected volumes, not research monographs — is quite different from the publication program of other academic publishers. My core argument here is different: I am just interested in whether author demand for OA books has reached a level where they (or their institutions) are willing to pay for publications under the OA model. And the fact that there are many other small STM OA book publishers operating under a model comparable to InTechOpen further supports the point.



So it seems that the output covered by DOAB and InTechOpen speak very different languages. But why bother correcting the perception? Because the psychology and attitudes toward the product types in the respective sub-disciplines seem to blur our view of the facts. In times when library budgets are being reorganized away from traditional collection-building and toward supporting Open Access, prejudice and analytical mistakes can become self-fulfilling prophecies and lead to misallocations of funding.

Since InTechOpen commands 47% of all titles published in this aggregate analysis, it becomes obvious that other publishers have not sensed the researcher demand this newcomer is covering. This is surprising in a market environment where revenue development has been under pressure for quite a few years now, especially for books.

In contrast, a brief comparison of the number of books with that of articles registered by the Directory of Open Access Journals confirms that 70% of all the content indexed is STM, 30% HSS.

A Fresh Look at Academic Book Publishing

It seems that the time is ripe to revisit preconceptions of the publishing market. When we look at the numbers, there do not seem to be two separate segments with distinct developments for OA books — rather the opposite. And while one could argue that the share of OA as a percentage of the total book market is even lower than in the journals market, that assessment should not concern us too much. Since OA books are still a new market segment, the legacy of the overall industry structure should not impact future developments.

It is likely that major publishers will soon turn to OA books to push their sluggish book sales. And the observation of an evolving pattern in OA book publishing — also in STM —was reason enough for **Knowledge Unlatched** (**KU**, *www.knowledgeunlatched.org*) to question its historical strategy of completely abandoning STM in scaling its model. The approach of the **KU** initiative, which launched in 2012, was rather to focus on adding new categories — like journals — and initiatives such as **Language Science Press** (*www.langsci-press.org*).

But how can we approach the issue of expanding into STM? The conversations had with both publishers and librarians at conferences like **SSP** or in library meetings across Europe indicate that Open Access seems to be moving into a new phase. Disciplinary differences are obviously much less important in OA book publishing than we have assumed so far. That could very well be a consequence of the robust support major funders have given to flipping so much content from closed to open access. And it might also confirm librarians' assessments that journals alone will not do the trick in STM. On the contrary, market assessment makes it clear that there is a strong interest in OA books in STM, so it seems natural in our survey to expand the model further and reframe the discourse around open access books. In their latest OA books report, the market research company **SIMBA** forecast that funders' mandates in particular will give STM OA books a push — although it expects that the hard sciences will go down a different route than HSS did and still does. The report stipulates that book processing charges (BPCs) will be more important in STM than in HSS.

Funders now have an opportunity to help increase transparency in the open access landscape by avoiding the implementation of different, discipline-specific funding models. They will have to work with very different partners in both hemispheres of academic publishing. But if this is done in the right way, it will help them remain more independent in their choices,

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Being Earnest with Collections — Known Unknowns: A Humanities Collection Gap-Analysis Project

by **Alice L. Daugherty** (Coordinator of Acquisitions & Electronic Resources, The University of Alabama) <padaugherty@ua.edu>

Column Editor: **Michael A. Arthur** (Associate Professor, Head, Resource Acquisition & Discovery, The University of Alabama Libraries, Box 870266, Tuscaloosa, AL 35487; Phone: 205-348-1493; Fax: 205-348-6358) <maarthur@ua.edu>

Column Editor's Note:** In this month's edition of **Being Earnest with Collections**, I have asked my new colleague **Alice Daugherty** to talk about an important project she participated in while still at **Louisiana State University**. We are pleased that **Alice** joined us at **The University of Alabama** on June 1, 2017. I was intrigued about the project to explore ways to address gaps in the humanities collection that developed because of fluctuations in the materials budget. Her article highlights the initial planning, challenges and best practices that developed during the project. Librarians planning to explore ways to close collection gaps will find her article enlightening and may find the information helpful in setting policies, priorities and procedures. — **MA

Brief Explanation

The Louisiana State University Libraries (LSU Libraries) consists of the main library, Middleton, and special collections housed in Hill Memorial Library. Subject liaisons work in both locations with the responsibility of building monographic collections for curricular and research activities of the university community. Similar to many academic libraries, each budgetary cycle **LSU Libraries** allocates money to disciplines or program areas, and the corresponding liaison librarians use their expertise to select monographic purchases. In addition to liaison-selected monographs, there are a minimal number of monographs ingested into the collection through approval plans, which focus on children's awards books, faculty publications, and items focused on Louisiana. In summer 2014, a new dean onboarded and ushered in a new collections philosophy; **LSU Libraries** ceased its demand-driven acquisition plan and turned its monographic purchasing focus on large eBook packages. Accordingly, eBook packages must meet the following set criteria: (1) eBooks must be DRM-free, (2) eBooks must allow for an unlimited amount of simultaneous users, and (3) eBooks must provide perpetual access. Many of the initial large eBook packages purchased centered content around STEM disciplines. In the following paragraphs, the author hopes to provide a brief overview of a recently completed humanities' collection gap-analysis project at **LSU Libraries**. The reasons for initiating the project, the workflow, challenges, and best practices will be discussed.

Acquiring monographs through the liaison selection model, approval plans, and purchasing large eBook packages are effective processes for building collections; however, **LSU Libraries'** administration wanted to do more to focus on print materials and ensure research recommended and curricular supporting titles necessary to the collections were actually in the collection. **LSU Libraries** has endured years of university- and state-imposed spending freezes (FY10, FY11, FY12, FY14, and FY15). Librarians know if they do not encumber their title allocations quickly, they may lose their monographic allocations at the beginning or midpoint of the fiscal year (or both). Even in fiscal year 2016, the **LSU Libraries** implemented a localized spending freeze for books and standing orders to stay within budget.

The budget situation is an ongoing challenge for **LSU Libraries'** administration and liaisons, and unfortunately important and critical titles slip through the cracks and go unpurchased. The **LSU Libraries'** administration was concerned that the annual recurring budgetary restrictions had created holes in collections. To address this problem, **LSU Libraries** launched a monographic gap-analysis of humanities' collections, which initiated from the library Dean's office.

Project Overview

Librarians in the collection development department worked with **Gobi Library Solutions** (formerly **YBP**) to examine five years of monographic acquisitions from nine of **LSU's** thirteen flagship peer-institutions. Based on call-number ranges, **Gobi** provided extensive lists of titles **LSU** had not purchased, but which members within the select peer group had. **Gobi** required permissions from each peer-institution before sharing data, and **LSU** was unable to make contact with four of the institutions. In addition, **Gobi** anonymized all of the information, and **LSU** librarians did not know which institutions purchased which titles. The **Gobi** lists were helpful to most liaisons, but some selectors felt there was too much information and used the lists minimally, if at all.

There were six liaisons and nine disciplines involved in the project. The gap-analysis project had $50,000 set aside for purchasing older, critical titles necessary to the collections. For comparative purposes, humanities firm order funds for the same areas were allocated $81,000 in the same fiscal year. The head of collection development provided humanities' liaisons allocations for each discipline, which ranged from $1,000 to $9,000. For this project, liaisons did not have permission to go over-budget and were advised to keep selection totals below allocation limits. Usually for annual purchases liaisons can extend a little over-budget and funds are moved to cover overages, but moving funds was not an option for this project. For logistical purposes, liaisons created project-specific, shared, discipline folders in **Gobi** to store title selections, and **Gobi** created a new fund code for the project so **LSU Libraries** could monitor expenditures and run title reports.

Staffing levels at **LSU Libraries** is at a minimum, and during the gap-analysis only one person had the authority to procure and pay for all print and electronic resources. Ordering extra materials identified from the gap-analysis added extra work to one person who was already overextended with multiple duties. When administration requested the gap-analysis project, they appointed a librarian from the collection development department as project lead to design and manage oversight of the project for the liaisons, but no one had thought through the consequences of adding extra work to the one staff member already handling all the procurement and access issues for the entire collections.

To ease the lone acquisitions staff member's duties, librarians were asked to place orders through **Gobi** when possible and to avoid selecting **Gobi** title records noted as "out of stock" or "out of print" or "not yet published." In addition, liaisons had to ensure **Gobi** title records were listed as "In Stock" with a last received date of July 2016 or later. If those criteria were met then those orders were placed through **Gobi**. A majority of the purchases went through **Gobi**, but if the liaisons wanted out-of-stock or out-of-print materials or foreign language items, the orders went through other vendors, such as **Amazon**, **Abe Books**, and **AMALIVRE**. Using other vendors creates more work for staff. In **Gobi** the title records are already selected and can be sent in large batch amounts for purchase. With other vendors, staff have to search for each title and ensure the result is the correct manifestation before purchase.

Staff checked each order title against the ILS staff client for duplications, because titles could have been duplicated within one of the large eBook packages, from a different vendor purchase, or from a gift collection. The title was only ordered if it was not already in the collections. For this reason, even though 828 titles were selected, only 810 were purchased. A few titles were already in the collection or

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were not available. A breakdown of allocations and number of titles selected follows.

LSU Libraries Gap Analysis FY2017		
Discipline	**Allocation**	**Number of Titles Selected**
African American Studies	$5,000	111
Art & Design	$9,000	134
English	$1,000	31
Film Studies	$4,000	116
French	$5,000	52
Foreign Languages & Literature	$5,000	51
History	$8,000	125
Music	$8,000	78
Religious Studies	$5,000	130

The project began in April 2016. This allowed the project lead to use the summer months to work with **Gobi** and obtain the peer-purchase lists. A librarian in collection development used the summer and fall to analyze the humanities' circulation and report five-year trends to liaisons. Even though **Gobi** lists and circulation analyses were conducted for all of humanities, the initial focus of the project was only one discipline, art & design. After art & design proved to be successful, the other areas of humanities were folded into the project. Project allocations and instructions were sent to liaisons in the fall. During the fall and spring, liaisons evaluated all of their information and made selections. The deadline for the liaisons to put titles in the project's **Gobi** folders was March 1, 2017. Acquisitions completed all orders by mid-April with a shipping timeframe of May 2017. From concept to completion, the gap-analysis took thirteen months.

Resources for Liaisons	
Gobi Peer-Purchased Title Lists	Circulation Analysis Reports
Faculty Suggestions	ILL "Essential" Title Requests
Curriculum Maps	Faculty Profiles
Choice Reviews	Gobi Spotlight Lists
Knowledge of Publisher	Areas of Collection Specialization

Is it Essential to the Collection?

Selecting titles for the humanities gap-analysis project shifted the mindset of selectors and provided a slightly different purpose in decision-making. Instead of usage data or evidence-based data, liaisons used their expertise and the expertise of other librarians at peer-institutions for purchasing decisions. At **LSU Libraries**, the liaisons curate and maintain collections with a focus on supporting the overall research and curricular needs of the campus and strategizing to develop a long-lasting comprehensive collection reflecting the long-term value of university investments. The gap-analysis was an additional pathway to continue the meaningful and systematic development of the humanities' collections.

Liaisons framed their choices with the following two questions: (1) If **LSU Libraries** doesn't have this title in the collection, is the collection sub-standard? and (2) What is the most effective way to improve the collection with a small pool of money? Liaisons appreciated the chance to address collection weaknesses and wanted to make the best use of their unexpected opportunity. Some liaisons focused on call number ranges or areas where little systematic title selection had occurred on a regular basis. Other liaisons made title selections based on their knowledge of their departments' curriculum and research needs, interdisciplinary interests, and book reviews or spotlight lists.

Weeks before the launch of the gap-analysis, all liaisons completed curriculum maps, which guided decision making and allowed liaisons to identify departmental or programmatic priorities. The curriculum maps included valuable information for decisions such as degree programs offered and course summaries. When creating the curriculum maps, liaisons also profiled individual faculty members taking note of specific research interests, publications, and teaching loads.

In addition, liaisons were able to use in-house interlibrary loan title lists as decision-making tools. **LSU Libraries'** customized interlibrary loan request form includes a drop down menu for faculty to indicate whether the requested title should be purchased — is it essential to the collection? Monthly ILL reports of title requests marked by faculty as "essential to the collection" are provided to liaisons for purchasing decisions. Also, liaisons were encouraged to seek faculty input and to set up meetings within the colleges or with individual faculty. As with many academic libraries, faculty suggestions have a higher priority and they can offer justification for specialized or esoteric resources. Most of the liaisons did receive title requests and input from the faculty.

Project Challenges

Some may wonder why **LSU Libraries** used **Gobi** to produce such extensive spreadsheets of peer purchases that ultimately proved cumbersome to liaisons trying to grasp the large amounts of data provided to them. Collection development librarians did look into different title analysis tools such as **OCLC's** WorldShare Analytics Evaluation, **GreenGlass**, or **Bowker's** Book Analysis System, but at **LSU Libraries**, justification for operations typically boils down to cost — there was not enough money.

Most of the liaisons work in public services, and the gap-analysis started too late in the fall and coincided with periods of heavy student and faculty needs. Most of the liaisons did not receive their allocations or instructions until November or December. The six liaisons and the one staff member overseeing acquisitions considered the project highly time-consuming and labor-intensive because workflow was condensed into January and February with a March 1, 2017 deadline to submit title selections.

Some liaisons began reviewing their **Gobi** lists in November 2016, but lists contained between 5,000 and 6,000 titles; liaisons needed more time for review and selection. Liaisons were unable to work on the gap-analysis project every day and the difficulty of ordering gap-analysis titles was compounded because expenditure of annual firm order funds had to continue during the same period, giving some liaisons a sizable amount of money to spend between regular collections and the gap project. For example, for fiscal year 2017, the liaison for French and foreign languages had close to $25,000 to spend which was an increase of $11,000 over prior yearly amounts.

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as opposed to supporting the models that some large publishers would like to see developed.

The case of OA books is an interesting one: Do preconceptions in the publishing industry prevent innovation from happening? Does this make even a highly stable setting vulnerable to disruption by outside players? The developments over the coming twelve months will show whether the stakeholders in OA book publishing have learned their lessons from dysfunctional developments in the past. It will be particularly interesting to see whether OA advocates find ways to unify the conversation across disciplines again — and whether publishers take the opportunity to reduce complexity by streamlining their offers in OA from multiple (books, journals, STM, HSS) to consolidated options.

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Liaisons were concerned that there had not been any publicity from the **LSU Libraries** to the campus community about the efforts to enhance collections, but in reality, the Dean of Libraries had continually promoted the project and emphasized the **LSU Libraries'** mission to those stakeholders with specific interests in maintaining a robust print collection.

Concluding Thoughts

The gap-analysis for the humanities was the first time **LSU Libraries** had allocated special funds for liaisons to focus on previously published materials. **LSU Libraries** was able to add 810 print monographs to the collection for fiscal year 2017, encumbering $40,246 before spending halted. **LSU Libraries'** administration considers this an important on-going effort to build collection strength, and the dean wants to continue this process. Plans are underway to set aside more funding next fiscal year, and focus on other disciplines in the humanities that were not a focus in the first year, and include social sciences.

This project was a learning experience for everyone involved. A collection development librarian debriefed all the liaisons at the close of the project to gather input for future adaptations. As the process evolves, the timeline should shift so liaisons receive their allocations earlier in the fiscal year and the deadline for selections should move from March to January. The **Gobi** lists were helpful, but needed better parameters to refine the quality and quantity of titles. One suggestion was to limit titles to the **Gobi** profile indicators of "research essential" and "research recommended." Another suggestion was to provide title information only if five or more of the peer-institutions had purchased the title. To ease acquisitions, liaisons should be responsible for checking title records against the catalog or the project manager should consider having student workers manage this task.

In addition to adjusting some of the project processes, liaisons would like to see a greater emphasis from **LSU Libraries'** administration for campus-wide marketing, as well as guidance towards effective communication strategies for promoting the newly owned materials. The gap-analysis project offers opportunities to strengthen ongoing relationships between liaisons and faculty by highlighting the **LSU Libraries'** continued commitment to deliver quality resources.

The overall purpose of the project allowed liaisons to focus on remediating past omissions to balance the collection instead of focusing on collecting recently published materials. So far, the results of the humanities gap-analysis project reflect a strategic strengthening of the collection. The **LSU Libraries** hopes to develop future iterations of the project, incorporating suggested efficiencies, and progressing forward to continued success.

Little Red Herrings — Can a Leopard Change Its Spots?

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

At the time of this writing, the single biggest library-related news is **Elsevier's** acquisition of **bepress** [sic]. The move startled information pundits on several counts. First, none of us knew about the deal until it had been done. For whatever reason (a slip between the cup and the lip is certainly one possibility), **bepress** chose to let us let find out via social media. I saw it first on the *Scholarly Kitchen* website (*http://bit.ly/2uYXP4Z*), and then later on a slew of other social media. The other reason that everything went viral at once proved, of course, to be that **bepress**, a kind of mom and pop Jedi-shop, sold out to, in the eyes of many librarians, the Darth Vader of vendors, **Elsevier**.

For decades, **bepress** did yeoman's work in the world of open access, providing a first-rate software platform for many libraries that could not afford to create one themselves. The cost of said software, while not cheap, was much cheaper than hiring three or four coding librarians to create an open access portal for an institution's intellectual footprint. Those intellectual footprints, now institutional repositories, proved the perfect launching pad for open access content. Add to the first-rate software, first-rate customer service, and you have the formula for its success.

For most of those decades, vendors like **Elsevier** smiled bemusedly at libraries trying to gain an alternative foothold for expensive subscriptions. In many ways, the efforts of libraries were cute, and vendors like **Elsevier** patted us on the head and raised prices for key journals another few percentage points. Open access, it appeared, was going nowhere fast, and it did itself no favors with grand missteps like pay-for-play journals, too.

So how did two seemingly disparate companies get together?

In a word, need drove them together, but need of a different sort for both.

Although I have no inside information, for **bepress**, it must have been the need for cash to develop its big plans. It must have been frustrating for **bepress** to be successful yet remain a small company making a great product. There was so much more it could do, but a fair price for a great product just made the going so slow it must have seemed to slog at times. Ambition to make **bepress** better at everything it did, especially analytics, must have also seemed too appealing to wait. In order to get to that point, **bepress** would have had to raise prices so high so fast it might well have lost too many customers. The choice was to plod along or look for a Sugar Daddy.

Enter sweet **Elsevier** with deep pockets. Again, although I have no inside information, **Elsevier** did not get to be one of the largest vendors by ignoring the market. Sure, for about a decade and a half, open access and institutional repositories seemed like two ugly stepchildren with no fairy godmother, destined to live forever in the cinders and ashes. Then suddenly, libraries everywhere of every size began creating IRs with some success. While the content may never rival **Elsevier's** these idiot stepchildren were making this first-rate content freely available to anyone. Frankly, it was a brilliant move on the part of **Elsevier**, at least from their perspective. Open access may still fail completely, but for now, a good portion of it is in the hands (some might want to say stranglehold) of a company not really known for its frugality to customers.

Once everything about the **bepress** acquisition went viral, its spokespersons came out with several statements. First, to apologize for not letting its customers know about the acquisition before it announced to everywhere else. Managing director **Jean-Gabriel Bankier** rightly apologized for not letting customers know first and committed to communicating better. Probably an apology for not communicating at all would have been better. Frankly, it felt a little like getting to the altar and the spouse-to-be saying, "By the way, I'm already married." Could it have been that **bepress** knew this was a hornet's nest best not to be kicked by it, but to throw that nest onto the social media highway and deal with the buzz later? Hard to say.

After the sort of *esprit d'escalier* apology, assurances were made that nothing would change and content would remain our own; **bepress** would remain as committed as ever to keeping everything functioning normally, customer service would remain first class, and the pricing structure would remain the same. Furthermore, our content will remain as portable as ever. The key takeaway here is that all of this is true *now*.

What we do not know is whether **Elsevier** will begin charging for various portions of the service, such as the dashboard or for reports to users about the use of their content. Will there be a charge after a certain number of submissions, and how quickly, if at all, will prices begin to rise? How soon, if at all, will **Elsevier** begin replacing **bepress** employees with their own? In the eyes of many colleagues, keeping things functioning normally after what appears to be a dinner with the devil will take a spoon so long it has not yet been made.

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Little Red Herrings
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My only experience with **Elsevier** is having to pass on many products because it takes so much of our scant resources. The content is fine, of course; it is just the king's ransom we must pay to make **Elsevier** materials accessible requires us to say no, more often than not.

And that brings us, finally, to the leopard and its spots. Can he change them?

I suppose the best answer for now is that there is a first time for everything. Even for **Elsevier**.

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the future of how research information gets published, shared and accessed. There's also the steering committee for **Metadata 2020**, a group effort to advocate for richer shared metadata. **Scott** says he will keep pushing for open data and a more open, affordable and transparent scholarly communication ecosystem. He's not going to go looking for consulting gigs, but if some interesting projects came up, who knows? **Scott** plans to do some professional and personal writing, he is doing a lot of exercising and even cooking

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Optimizing Library Services — Tracking E-journal Perpetual Rights: A Discussion Among Publishers, Vendors, and Librarians

by **Carol Seiler** (Account Services Manager, EBSCO Information Services) <CSeiler@ebsco.com>

Column Editors: **Caroline J. Campbell** (Promotions Assistant, IGI Global) <ccampbell@igi-global.com>

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A recap of the 2017 ***Electronic Resources and Librarian (ER&L)*** *session* ***"Tracking E-journal Perpetual Rights: A Discussion Among Publishers, Vendors, and Librarians."*** *Presented by* ***Teri Oparanozie, Sam Houston State University****;* ***Jackie Ricords, IGI Global****; and* ***Carol Seiler****,* ***EBSCO Information Services****.*

Tracking perpetual access rights is an essential part of the electronic library system. But who is responsible for tracking this information? What information needs to be tracked? This session provided a forum for discussing how librarians, publishers, and vendors can collaborate to make tracking e-journal perpetual access and entitlement easier and more efficient.

The well-attended session, led by the session moderator, **Teri Oparanozie**, started with a detailed look at what issues and questions exist with perpetual access.

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Optimizing Library Services
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What information needs to be tracked in the license?

- **Titles, including individual titles and large packages*:*** With the package titles, it is important to note if the title is subscribed to, access only or open access. Look at what the perpetual access clause is in the contract.
- **The timeframe of the perpetual access:** When pertaining to a package of titles, does perpetual access start with a fixed year (e.g., 1997) or from a specified volume (e.g., volume 1) to date cancelled? Is it only for the years for which a subscription was paid?
- **Other publishers' transfer policies:** Are there policies for when the title transfers to another publisher? Or if it ceases to be published? What are their policies when titles merge or there is a title change?
- **Cancellation fees:** Are there fees for access after cancellation (i.e., post cancellation fees)? What format will be provided for post cancellation access? PDF? Digital download? Self-hosting? Is it within an archiving system such as Portico or CLOCKSS/LOCKSS?
- **Post-cancellation access:** When does post-cancellation access begin? How long is the subscription-access grace period?

What changes need to be tracked?

- **License terms:** Often, license terms change from year to year (or after multi-year agreements).
- **Journal titles:** These titles may change or the title may merge with another title or split into two or more titles.
- **Access to the platform:** Platform for access may change — verify that perpetual access issues are available on the new platform.
- **The status of the publisher:** The publisher may change, title might be sold, or the publisher might be acquired by another company within the industry.
- **URL*:*** The URL might change, especially when the platform or publisher changes or the title itself changes.
- **The journal's status:** The journal may cease publication.
- **Library orders:** A library may cancel or add new orders, especially swaps within big deals.

How are librarians tracking these changes?

- Shared drives: on computer server or on the web (e.g., Google Drive)
- Spreadsheets
- Integrated library systems (ILS) — acquisitions, cataloging, etc.
- Electronic resource management systems (ERMS)
- Link resolver knowledge bases
- Journal platform administrator modules
- Publisher websites
- Subscription agency platforms
- University financial systems
- LibGuides

What challenges may libraries face with perpetual access?

- **Maintaining orders and invoices for several years**

  How many years need to be preserved?

  What format should be kept?

  What is needed to prove the right to perpetual access?

  Will a hard copy of an invoice be required or will a screen shot from a purchasing system suffice?

  If the invoice did not itemize the titles, will a title list be acceptable?
- **Updating and managing title lists**

  Title lists, especially for big deals or memberships, may change, so keeping a copy of the list each year is important.

  An Excel list of the titles is helpful to facilitate comparisons with other lists.

  Ideally, one title list will reflect the net changes for the year and a separate list will note just the changes for the year.

  Combined multi-year lists with all titles and changes included in one list with columns to indicate the license year, date, and coverage for when a title is added or taken over, ceased, sold/transferred, title changed, etc.
- **Publisher and platform changes**

  Past publisher information is important to preserve for orders. Librarians need to know who the previous and/or next publishers are and whether content will remain on the previous platform or move to the new publisher's platform.

  Transfer digest provides helpful information and an example can be found here: *http://www.niso.org/workrooms/transfer/notifications/*.

  Librarians are trying to find ways to save this information each year in order to preserve it.
- **Link resolvers and title changes**

  Link resolvers can display each title and the sources in which it is accessible. Librarians sometimes add notes about perpetual access to titles in link resolvers.

  There is the potential for titles or notes to disappear from link resolvers when vendors update content or make system changes.

  Tracking perpetual access for title changes is more difficult if publisher platforms, title lists, and link resolver knowledge bases display only the most recent title and do not reflect past title changes (perpetual access may apply to an earlier title and not a more recent title).

  NOTE: PIE-J Working Group of **NISO** Recommended Practices for the Presentation and Identification of E-Journals (PIE-J) urges publishers to accurately represent title histories.

After reviewing the issues, the publisher and vendor representatives were asked a series of questions. **Jackie Ricords**, **IGI Global** Director of E-Resources, noted she could speak on behalf of **IGI Global** and other mid-size publishers. **Carol Seiler** from **EBSCO Information Services** stated she would only be able to speak on **EBSCO** policy, but invited other vendors in the room to contribute to the conversation with their specific details.

Perpetual/Post-Cancellation Policies & Access

How does your company provide information to customers about perpetual/post-cancellation access policies?

Jackie/IGI Global: Before a subscription is placed for a package, a conversation takes place where details are disclosed. The addendum is added in the license agreement after the agreement is made. For individual journals, we work with vendors like **EBSCO** to ensure the details of the access are clear and available to potential purchasers.

Carol/EBSCO: We have a subscription management tool called EBSCONET where you can look up title by title or at the package level to get this detail. You can also pull various reports to obtain this detail.

How does your company track perpetual/post cancellation entitlements of your customers and ensure that access remains available?

Jackie/IGI Global: We set up the perpetual purchase access when the title/package is ordered. It is an internal system. However, **IGI Global** is working on adding more information to our Librarian Corner which will allow a download of all titles and show the perpetual access.

Carol/EBSCO: We have publisher and title information departments and are constantly in touch with publishers to gather information to add it to our subscription management tools as well as reports.

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Orders/Invoices

How many years of customer orders and/or invoices do you keep for their e-journal subscriptions and how can they be accessed by the customer? Can more years be made available?

Jackie/IGI Global: We use a system called "Acumen" to track invoice information. We can track invoices back to 2006 in this system. Several mid-size publishers use this software. A title list is available with the invoice.

Carol/EBSCO: We have five years (current year plus four) available in our subscription management tool for the librarians to access directly.

Do you provide summary reports of orders and invoices that include the journal titles and how many years of information are provided?

Jackie/IGI Global: Since we control our own platform and metadata, we can work with the library or consortia to provide this.

Carol/EBSCO: We have several reports that can detail this information, but again, this is the current five years.

Do your orders and invoices list all titles that are part of memberships/packages?

Jackie/IGI Global: No, it will generally have the name of the package and the number of titles. We provide the list of titles with the invoice but it is separate. However, if it is needed, we can provide the titles on the invoice.

Carol/EBSCO: We can provide the invoices in many formats. The PDF version is generally briefer. The Excel version contains more detail for each title, the priced and the non-priced. The Electronic Data Interchange (EDI) version has only the priced titles. We also have reports that will list which titles come with which packages/memberships/combinations.

Publisher & Platform Changes

What systems does your company have in place to track the movement of e-journals between publishers and platforms?

Jackie/IGI Global: We have not had to have journals leave us but we have had some coming in from other publishers and societies. We do our best to communicate this information on our website and directly to members who had a subscription.

Carol/EBSCO: We have an e-resources department that tracks this information. It is detailed in e-journal alerts that populate the subscription management tool for our customer. We also have reports that have this information.

Do you include past and next publisher and platform information? How do you share this information with libraries?

Jackie/IGI Global: This is not applicable for us.

Carol/EBSCO: *[Note: For clarity, this section is expanded from the answer given in the session]* For individual titles, yes. This is in your e-journal alerts in our subscription management tool. For packages, we do not have this detail but it is on our enhancement list.

Title Changes & Link Resolvers

How does your company track and present information about title changes?

Jackie/IGI Global: Starting about four years ago, we have added extra columns on our spreadsheets that detail the previous title information. We also have the persistent URLs, but the detail is on the main digital object identifier (DOI) persistent URL.

Carol/EBSCO: We have the e-journal alerts as well as various reports that provide detail.

How flexible is your company's link resolver knowledge base in allowing customers to add perpetual access notes and to control whether these display to the public or just to staff?

Carol/EBSCO: You can add notes to display to authenticated users or just to staff. We also have something called "custom labels" that provides another way to add specific information to your titles. This information can be downloaded in reports.

Jackie/IGI Global: Plea with Link Resolvers, please keep the detail updated per the reports we send you. If there is a better way to send the information to the vendor, that is a preferred way, please let us know. The goal is to get the correct information to the end users as quickly as possible.

Finally, questions and comments were invited from the audience.

Audience Participation

What issues are important to you? What suggestions do you have for dealing with these issues?

Audience member: We are constantly having issues between our link resolvers and making sure they are up-to-date. The patrons suffer when vendors argue about who is responsible and cause delays in updating the content.

Jackie/IGI Global: I agree; it is frustrating as a publisher to provide detail that is not being given to the end customer.

Audience member: In the UK we use Knowledge Base Plus (*https://www.kbplus.ac.uk/kbplus/*) which is an independent, open, knowledge base that is there for link resolvers. It is run by the JISC (*https://www.jisc.ac.uk/kb-plus*). Maybe the U.S. could adopt this platform.

Audience member: Can you receive e-journal alerts from EBSCONET in email?

Carol/EBSCO: They are in EBSCONET and emails can be sent to alert new information is available.

Audience member: You can designate more than one person to get the emails; I recommend you talk to your **EBSCO** representative to set this up.

Allison Zellner (EBSCO trainer in the audience): In addition to alerts in EBSCONET for your e-journal subscriptions, in the link-resolver knowledgebase, there are also updates available. In the admin system, you can get reports of titles added or removed from packages, but not title changes. In the public interface (Publication Finder) the title details field will provide title change information.

Audience member: Is it possible in EBSCONET to have the date of when you first subscribed to an e-journal even if it is more than five years ago?

Carol/EBSCO (with additional input from EBSCONET product manager in audience): Great suggestion! This is not currently in EBSCONET but it is in our mainframe and is used with the publisher access model to determine what your actual access range is within our discovery tools. It is information we can consider adding to EBSCONET.

Audience member: When you are getting print only and move to print + online, there is a slight increase in price. Is there a consensus that you are entitled to perpetual access for these titles or is it determined on a publisher by publisher basis?

Teri/Sam Houston State University: I have just assumed that you were entitled to perpetual access for print + online titles. If it is the publisher's policy to provide perpetual access for the online-only version. Guess I need to check into this further.

Jackie/IGI Global: It is on a publisher by publisher basis. I suggest asking around renewal time and see(ing) what you can get.

Carol/EBSCO: If you had a print subscription and changed to online, will publishers retrospectively give you perpetual access to the years you subscribed in print?

Audience member: No. They'll sell you perpetual access to the backfile.

The presenters wrapped up the session by encouraging the audience to continue this important conversation. Information from the sessions is in the process of being shared in several key publications, including the Library Technology Profile Series (*https://www.igi-global.com/newsroom/igi-global-news/library-technology-innovation-series/*) by **IGI Global** and Serialist.

Blurring Lines — When all the Lines Blur … the Patron, Publisher and Librarian will All Win

Column Editor: **David Parker** (Video Licensing and Distribution, Alexander Street/ProQuest; Phone: 201-673-8784) <dparker@alexanderstreet.com> Follow me on Twitter @theblurringline

During the **2016 Charleston Conference**, **Rick Anderson** and I presented on a hypothetical future in which a demand driven platform would emerge where publishers and patrons would meet, "eBay-style" to virtually negotiate terms of access (triggers, length of term of access and price) and in a multimedia environment. Why access eBooks and video, for example, across different DDA platforms from the same provider? Taking this line of thinking to its logical conclusion, one might posit a universal, multimedia platform for all content types from all publishers wherein real-time data about usage and price paid inform what the publisher proposes as a fee and what the library/patron are willing to pay in response. Of course, this is a vast hypothetical and **Rick** was charged with presenting three factors impeding this future state and I presented three factor impelling us toward this future state.

I find myself frequently returning to this thought experiment as we at **Alexander Street** have been involved in a grand transition from delivering our streaming video via subject and publisher-based collections to delivering our video content via multi-disciplinary aggregation with a parallel DDA offering; all while integrating our products and services into the larger **ProQuest** suite of solutions. Where might the "thought experiment" take us when journal articles, musical scores, video, eBooks, archival documents, musical tracks, newspapers, datasets, and photo images are all extant, in one home, with powerful platform technology at hand?

As information suppliers, we are constantly operating in three distinct but intertwined activities: securing and delivering content, providing a powerful platform solution and developing services that enrich the experience of content and platform. And, I often argue, we are navigating these three intertwined activities during an evolution in our operating environment that is defined by three irreversible trends. Though they are advancing in fits and starts, the trajectory is clearly forward, they are open access, demand driven acquisition, and data informed decision making. There is, however, a fourth new and emerging trend that while nascent is nonetheless sure to be as significant as the other three in the coming decade: that is the delivery of learning content, writ large, through the library and its technical infrastructure, either in partnership or in competition with the large learning companies (e.g., **Pearson** and **McGraw Hill**) and open educational resource (OER) providers — like OpenStax. This is a hotly contested perspective, but I maintain it is a significant and inevitable trend for two key reasons. First, the business model whereby learning content is monetized on a per-student basis at very high per student costs is under ever-growing assault. And, second, the growth of alternative learning content (for fee and OER) on the open web needs the curation and indexing of a typical library database to be widely discovered and accessed.

Pulling this all together — a broader thought experiment, if you will — requires of us an embracing of key assumptions about the future, whether we be leaders charting the course of the future of information service companies or administrators directing the university library:

1. Open Access must become a broad concept — Open will mean open access research, open educational resources, with quality indexing and integration within platforms of open sources of information from multimedia providers not specifically and directly monetizing their content via access charges. This is all the best content, for free and for fee, discoverable on one platform with equal quality indexing and metadata.
2. The digital space that is the library must serve the whole faculty member and the whole student — I spent the first nine years of my career with **Cengage** and **Pearson** (Learning) and the second nine years of my career with **iGroup**, **Alexander Street** and now **ProQuest** (Research). It has always struck me how shockingly separate these worlds are. Very, very few people transit these two spaces during their careers. Were there more "cross-fertilization" in these professional spaces, the "business models" would not seem so insurmountable as obstacles to achieving the win all stakeholders are after in learning: better outcomes and better cost efficacy. Faculty and students toggle all day long between teacher and researcher and student and researcher. It makes little sense that the content and services required to complete these complimentary roles are served by distinct and separate companies with radically different business models.
3. Demand driven acquisition must get smarter — Much has been written about the damage demand driven acquisition has done to smaller university presses. And I have seen firsthand the struggles of niche educational video providers reliant upon multiple views of their content to achieve a monetized use. The logic seems to go that only publishers with high use content or very large and deep backlists can survive DDA. But this is thinking too narrowly. Publishers and library administration simply need to engage in a meaningful dialogue around cost of access, and an evolved platform is the mechanism to achieve this outcome. The conversation cannot be forced, but it can be facilitated in "electronic barter." At present, the terms of access are narrow, the conversation between publisher and patron is opaque, and the returns are lopsided. Our technology is smart enough to overcome these obstacles, and publishers and information providers and librarians responsible for budgets and purchasing are smart enough to understand that different use cases for different types of content merit different access terms and pricing.
4. Platforms must become multi-media, truly multi-media and the total number of platforms must continually decline — Although the **American Psychological Association** has not formally recognized "Platform Weariness" as a condition, I know many librarians who are certain they are suffering from this malady. At **ER&L** this past spring, the growth of evidence based acquisition offerings that are publisher-direct was significant. In most cases, the publisher platform for evidence-based access already existed, so this was simply the extension of a new business model, but why? Why not deliver EBA through an existing multi-publisher platform? As a former director of a small, specialty publishing company I was engaged in no fewer than 20 distinct distribution partnerships that each came with a platform. And, each relationship/platform entailed different decisions about access, pricing, etc., but none were truly multi-media and very broadly multi-publisher (except **Amazon** …). I imagine a future state with a handful of very, very smart platforms that publishers, patrons and the information provider/platform provider are cooperating, achieving stated critical goals and measures and exceptional outcomes are had by patrons and platform weariness is no more.

Here is to the future!

The Scholarly Publishing Scene — Why They Write

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

In the past three plus decades, several hundred academics and professionals in industry and government around the world have contributed chapters to the numerous engineering handbooks, many in multiple editions, that I've published with **Wiley**, **McGraw-Hill**, and **Elsevier**. Typically, toward the end of the Preface of one of these volumes, I write a few words about how it's a miracle that contributors, with their taxing professional lives, are able to produce well-written, cogently presented and useful chapters. Of course, the rewards for academics of contributing handbook chapters are quite unlike those accrued by publishing journal papers. Just ask any STM-disciplines dean or tenure committee member, or so conventional wisdom has it. The main consideration, as I see it, is this virtuous cycle: research grants beget journal articles which beget more research grants, ad infinitum providing nothing untoward or merely unfortunate, including a successful competitor for grant money, intervenes. Looking at money from another angle, any honorarium that a publisher would approve nowadays could not provide adequate monetary compensation for engineering handbook contributors. So why do they write?

I'd never actually asked contributors such a question until a few weeks before I put this column together, when I emailed a couple of dozen contributors to two of my handbooks with three questions: What motivates you to write a handbook chapter? What factors go into the decision to spend valuable time in writing a handbook chapter? How do you find the time to write it? Below, you will find, in the order received, sixteen lightly edited responses from contributors who work in industry and consulting in the U.S. and in academia in the U.S., the UK, the EU, and India. (Contributors are identified only by the segment in which each works.) I won't burden you with any commentary. After all, sixteen responses to three questions does not constitute a scientific survey with a sufficiently large number of respondents to a multiplicity of questions and a sophisticated computer-generated tabulation of those responses that would result in a definitive assessment of why busy people take the time to contribute handbook chapters. I simply don't have the wherewithal to conduct such a survey and I doubt that I could convince a sci-tech book publisher to do so. So I'll let the answers below, some of which contradict conventional wisdom, speak for themselves.

U.S. Industry: I write because it is a good way to organize one's thoughts and because it is part of my duty as a scientist to publish my work so that others can learn from it. I spend valuable time writing because it allows me the opportunity to access a wide audience. It is an investment. The time I spend writing today is the time I don't have to spend educating someone 1:1 in the future.

U.S. Industry: A handbook is either (1) a state-of-the-art "how to" manual for a specific audience of scientists and engineers, or (2) a more general overview of various aspects of a complex subject. Contributors to a handbook of the first kind are motivated by the fact that authors are recognized experts in their field. This is what motivated me to contribute chapters to the handbooks of the **Society of Fire Protection Engineers** and the **National Fire Protection Association**. I use handbooks of the second kind if I have (or am part of a team that has) to solve a complex multi-facetted problem and need to quickly come up to speed on parts of the solution that I am not familiar with.

For a handbook of the first kind, peer recognition and prestige are the motivating factors to write a chapter. The decision to accept or not depends on whether the invited person has (or wants to spend) the time and other factors such as the person's employer does not allow it, copyright issues, etc. For a handbook of the second kind, the deciding factor is more the desire of the author to share his/her expertise with others who have a more general or superficial interest in the chapter topic.

In my case, although these activities are generally supported by my employer, most if not all the work is done outside normal working hours. I enjoy writing and do not mind spending the extra time.

U.S. Academia: I think that the topic of indoor air quality is very important and not well understood. Most individuals probably consider their indoor air quality to be fine, without regard to the possibility of the toxic chemicals that are present. Solving indoor air problems use the quintessential skills of an environmental engineer, so I thought it important to communicate how to solve the problems and what they are.

When I first developed my indoor air pollution class I synthesized and edited the notes from my own class taken in graduate school. So these notes were the basis for the chapter, and I had to organize, edit, update on my own time.

U.S. Academia: My motivation to write a handbook chapter allows me the opportunity to expand my knowledge in the further research of a topic that deemed in my area of expertise. I also like the opportunity to give good press to my university and to show the high level of competency of its researchers.

The factors that go into my decision involve looking at the relevant obligations I have in front of me. The time I take to write the chapter usually comes in the evenings and weekends when I do not have an important article that is due.

U.S. Academia: As I look back on my education and career, I received my three academic degrees from land grant universities. I more or less took the land grant aspects for granted, not really reflecting on how much of an impact the land grant philosophy had on me and my career. I just assimilated the land grant tradition of providing "… a broad segment of the population with a practical education that had direct relevance to their daily lives." Sure there is the responsibility and pressure to produce cutting-edge research and to publish the results. But, more importantly, it is about making sure one's scientific findings are shared with a wider range of individuals. I have published a lot of scientific papers. I have also produced and published a lot of materials that are used by K-12 teachers in the classroom and field. I have also contributed a large number of chapters to books. At the end of the day, I think the materials that I have produced for K-12 and chapters have a much greater impact than the few scientists who scan down the table of contents of a journal and discover my article on the last page! And, maybe they flip to that page or not! Okay, let me get off my philosophical horse and answer your question (although I think the above really focused me for answering your question).

Why do I write a chapter in a book? I guess it is two-fold: a strong desire to share my knowledge to make an impact or help someone and, second, a little bit of ego. The first follows the land grant tradition of wanting to contribute. The second, ego, yes we all have it. Wow if someone is asking me to contribute a chapter is this recognition that I am acknowledged as really having something of value to offer? The ego is stroked.

Although the institution I am currently affiliated with is a land grant university, there is a very strong pressure to focus only on the publication of peer-reviewed journal articles. I do not receive much credit for doing the K-12 pieces or the book chapters, which in my mind are much more important and impactful.

The biggest factor that goes into the decision to write a handbook chapter is: if I agree to do this, I am making a commitment. How do I make sure I honor and complete that commitment. To me, this is the most important. If I give my word I am going to do something, I am committed. To me, there is nothing worse than someone who agrees and then does not follow through claiming, I got so busy. No they set other priorities. The second factor is: Do I really have the expertise and breadth of knowledge to make a quality contribution?

I always love the response when you ask someone to do something, "Oh, I am so busy. I just do not have time." We all have time. It is a matter of setting priorities on what and how we are going to spend our time. I find time by making my commitment a priority. I determine the deadline date and plan back from that date. This has worked with the exception of my last contribution, which as a result of some medical challenges caused a delay, but continually keeping my commitment in front of me, helped me to complete the promised task.

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U.S. Academia: I am a professor at a STEM-emphasis university and part of the reason I became a faculty member was that I enjoy helping others learn topics that they can use to their benefit, e.g., in their career or work. I also enjoy the opportunity to be creative. The article also provides a means to publish other research or experimental results in front of others. These results might not be otherwise published or shared, which allows others to gain from my experience and observations.

I am a task oriented person, so I frame the tasks needed to do the job and then scheduled the tasks for either office hours, which students rarely utilize, or fitted into lighter scheduled days. Nearly all the effort in the chapter update amounted to searching literature, Chemical Abstracts and patents to update the chapter, i.e., reading and taking notes with referencing.

India Academia: Handbook chapter gives lots of information in a concise manner. Handbooks are important reference books and referred by more people than text books.

I always sneak time to write book chapters and I think it is part of academic activity. Yes, you have to sometimes burn midnight oil to complete the assignment.

U.S. Academia: I am a user of engineering and technical handbooks, so it would be hypocritical not to contribute. Similarly, I am an editor, so I can relate to the challenge of getting competent authors to agree to contribute. My work lies at the intersection of engineering and science, measurement and modeling, theory and practice. Thus, a handbook chapter is a convenient forum for translating among different "cultures." This is not possible in journal articles and, indeed, most other works, where the communication is within more than outside the particular community. Thus, a handbook assumes little about one's reason for information. This means that I can explain concepts and principals more fully. It is also a great way to compare and contrast different lexicons and ontologies. It is a good way to update my own understanding of evolving topics. Something I learned 40 years ago may have evolved. It is a good excuse to ask "dumb" questions about things I "should" already know. As a bonus, it is a reality check for my other writings, including articles and books.

Will the decision to spend valuable time in writing a handbook chapter help me with other work ? Do I like the editor, or at least like the editor's previous work? Is the topic interesting? For example, I authored a measurement chapter. Environmental measurement has undergone numerous paradigm shifts. So, the extent to which this project brings me up-to-date is a factor.

I write continuously, so I simply add [the chapter] to the to-do list. My available time to write increased substantially when both of our children entered college (about 20 years ago). To me, writing is analogous to indeterminate growth. Like a goldfish, my writing will fill its container (time), if I am sufficiently interested in the topic.

U.S. Academia: Writing and education are part of my job so it is a great opportunity. Also, I am assessed on these types of contributions.

The primary motivations for me are (a) to share knowledge in a more accessible way and (b) to help me clarify and refine my thoughts on a field and to motivate me to read more widely.

I just put it on the list of things to do, develop an aggressive writing schedule, and then when I don't achieve that I still hit my deadline. Obviously, not all my co-authors take that approach.

U.S. Academia: Writing a handbook chapter is a great way to synthesize my views on the topic, formed over many years of research, into a coherent document for the dissemination to a wider readership — not only other researchers but also stakeholders (in applications, policy making, etc.).

My position allows me to devote a certain fraction of my time to research and outreach (in addition to teaching, which is my main activity during the semesters). In the case of the chapter in the environmental handbook, I used a month in summer and a winter break to complete the manuscript.

U.S. Academia: The motivation is a combination of pedagogical and career aspirational. Contributed chapters help round out the publication resume. I also can use it for reading material in class to help with a section on aerosols and measuring aerosols properties. I also enjoy writing and putting together something of this nature. I basically found time outside normal working hours to focus on it: evenings, weekends, particularly academic break times. My decision had to be based on my committee chair's response to the benefits for my tenure case.

UK Academia: These days, I don't write many (any) chapters as I don't have time. Only occasionally do I get persuaded, either as a favour to a friend-editor or by the topic of the book, although the latter is rarely sufficient.

I don't think this answer will be particularly useful for your purposes, but it reflects the reality in my (and suspect many other) case(s).

EU Academia: The motivation springs from the wish of the contributor to present to students, engineers, practitioners, etc., an updated and in-depth work in respect to the selected topic of the chapter. The target from the side of the author is to contribute a valuable tool and guidance that will assist the aforementioned persons.

I don't agree that it is spent time. It is time devoted for a special purpose. And, this spent time will return to the benefit of the contributor because one has to be "pressed" in searching for published material, elaboration of the material, selection of the best-fitted to the target, and opening of new routes in the scientific horizons of the contributor. This is a key-factor. In turn, the collected material will possibly be useful for future work (e.g., lectures, publications).

First of all, I have to point out that finding time to write is a major problem, especially for review chapter, because the author has to merge his own knowledge and experience with the work and findings of other workers, in such a way that the outcome will be updated and comprehensive. The time is found at the expense of the author's free time and by shifting some non-urgent tasks for later. Of course, this is not always successful, and, for this reason time extension to deliver the work is many times required.

U.S. Academia: Sustainability is a very important parameter in Geoenvironmental engineering and it is very important to summarize the research findings into one single environmental handbook to reach out and transfer this knowledge to other professionals, practitioners and students in this field.

U.S. Industry: Generally, I write chapters and/or papers for three main reasons. First, to convey some information or results that I think are important for those who might be interested to know. This is to help those who are new to the area and are looking for useful info and guidance or those who need the info in order to make a decision on how to move forward (e.g., do I need to replace this equipment, do I need to repair this equipment, can I live with things as they are and manage my risk of failure by taking some actions, what do I need to build the equipment out of and how should I do this).

The second reason is to broaden my horizons. I tend to learn quite a bit when I am researching and writing. I am building and expanding my technical foundation which allows me to leverage an ever broader and deeper base of understanding (I hope).

The third reason is that it builds my resume.

The primary factor for me in deciding to spend the time is interest in the subject. If I am interested in it and I feel I have something I can competently contribute to, the decision is pretty easy. If I don't feel excited about the subject and don't feel I have something to contribute, then I won't work on it.

Finding writing time can be tricky. I try to find time wherever I can. I typically am able to get some of the work done during my day job. But typically, I work on these during nights and weekends or in hotel rooms and airplanes while traveling.

U.S. Academia: Having a good editor like yourself helps build the trust and motivation to do this. I had a collection of past work which I thought would be helpful to practitioners and researchers alike to draw from to start their own practical applications or seed their original research.

India Academia: I think the challenge is to produce a concise document in the form of a chapter for a book to teach readers, provide a state-of-the-art of the field on a particular theme, and hence is something different from writing a research article. I feel free to be more expressive and, therefore, can exercise creativity in presenting the material.

Like clarity and organized thoughts improve writing, writing improves clarity of thoughts.

It is hard to find a time. One has to create it for writing a chapter or book. I did it after office hours on working days and on weekend days.

And They Were There

Reports of Meetings — VRA, ALA Annual, and the 36th Annual Charleston Conference

Column Editor: **Sever Bordeianu** (Head, Print Resources Section, University Libraries, MSC05 3020, 1 University of New Mexico, Albuquerque, NM 87131-0001; Phone: 505-277-2645; Fax: 505-277-9813) <sbordeia@unm.edu>

Visual Resources Association Annual Conference — ***Unbridled Opportunities*** — March 28-April 1, 2017 — Louisville, KY

Reported by: **Claire-Lise Benaud** (University of New Mexico)

The **Visual Resources Association (VRA) Annual Conference** took place in Louisville, KY March 28-April 1, 2017. The Opening Convocation was superb. **Brent Seales**, professor of Computer Science at the **University of Kentucky** discussed his EDUCE project (Enhanced Digital Unwrapping for Conservation and Exploration) which makes the unreadable readable. This project creates readable text images from highly damaged scrolls such as papyrus scrolls, without opening them. The text exists only as a digital object. This technique involves the computer determining where is the ink on the papyrus, doing a digital flattening of the scroll, and then digitally unwrapping it. This is really magic! He passed around the audience replicas of a Herculaneum scroll and the Ein Gedi burned scroll (which looked like large pieces of coal) to have a sense of the scrolls his team works with. This revolutionary work is allowing scholars to unlock history.

No conference on visual resources would be complete without a discussion on copyright — and indeed it was true at this conference with a panel entitled "This is How We Do It: Helping Our User Communities to Navigate Copyright, Fair Use, and Codes of Best Practice." In libraries, the visual resources person is usually the point person for copyright questions. **Bridget Madden** from the **University of Chicago** discussed how her library created a spreadsheet documenting fair use for graduate students working on their dissertations. What constitutes a transformative work of a copyrighted work, a perennial issue, was also discussed by **Allan Kohl**, from the **Minneapolis College of Art and Design**. He reminded the audience that nothing comes from nothing. All works of art come from something. He gave several examples of derivative art works. **Stephanie Beene**, Fine Arts and Architecture Librarian at the **University of New Mexico**, presented on Teaching in Art, as it relates to her work with the **School of Architecture at UNM**, specifically in applying the **ACRL** *Framework for Information Literacy*, "Frame on Authority: Authority is Constructed and Contextual." In her embedded librarianship with the School of Architecture, she partnered with Associate Dean and **Professor Mark Childs**, to teach a graduate-level workshop utilizing these concepts. **Marie Elia**, archivist at the **University of Buffalo** responsible for the Poetry Collection, reminded the audience that U.S. copyright law affords more protection to unpublished materials and that it is usually a problem when the creator of an archive (she was referring to **James Joyce**) never intended for his materials to be deposited, looked at, digitized, and made available online. The fact that copyright laws vary according to their country of issuance add to the complexity. Finally, speakers reflected that donation agreements should be easy and transparent and that patrons complained about the cost of scanning fees.

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The Cross-Campus Collaboration Case-Studies panel brought interesting insights. **Krystal Boehlert** discussed practices at the **Getty Museum** to share the work culture using the Fika model, "the Swedish Coffee Break," i.e., having a break with your colleagues and get to know who they are and what they are working on. **Ryan Brubacher**, from the **Library of Congress**, discussed the "Celebrating Cervantes" project while she was working at **Occidental College**. The library sponsored the project. It involved placing students' essays online, the making of a book by the book art program on campus, various contests, entertainment for **Occidental's Children's Theater and Musical Theater**. Overall, it involved great student involvement. **Jeff Steward**, from the **Harvard Art Museums**, discussed how to improve digital image sharing using IIIF, the International Image Interoperability Framework. However, the main point from the speakers was that cross-campus collaboration is more about people than technology. Speaking to colleagues about what your projects and your ideas are is central to collaboration. They also stressed that collaboration should be nurtured, that all parties should get something out of it, and that there is "no secret sauce" for successful collaboration. The "Similar but Different" panel highlighted digital humanities projects at **Vanderbilt** where **Madeleine Casad** discussed how to make virtual installations available to users. **Theresa Quill**, of **Indiana University**, discussed spatial literacy in the modern age and how maps shape world views and influence our daily life. **Stephanie Schmidt**, archivist for the **Buffalo Trace Distillery** in Frankfort, KY, discussed the history of the distillery and how she organized the archive from scratch. All were fascinating in their own way.

VRA also encouraged its attendees to visit archives in the area. Attendees had opportunities to take a tour of the **Filson Historical Society** located in the Old Louisville neighborhood, which is undergoing an expansion with new reading rooms, event halls and exhibit spaces. They also could have a behind-the-scenes visit of the **Kentucky Derby Museum** and **Churchill Downs**, tour the **Louisville Slugger Museum** and its archives, and visit several bourbon and whiskey distilleries in the area. The next **VRA Annual Conference** will be held in Philadelphia in 2018.

ALA Annual 2017 — *Transforming Our Libraries, Ourselves* — June 22-27, 2017 — Chicago, IL

Reported by: **Lynda Kellam** (Librarian for Data Services & Government Information, Library Liaison to History, Political Science, and Peace & Conflict Studies, Assistant Director of International and Global Studies, University Libraries, University of North Carolina, Greensboro) <lmkellam@uncg.edu>

We headed back to the Windy City for the **Annual ALA Conference** this year. Chicago is lovely and has delicious food, but the sessions were even more enticing. This year's highlights included sessions on digital scholarship and the preservation of government information.

The first session, co-sponsored by **LITA**, **ACRL** Digital Humanities Interest Group, and **ALCTS** CaMMS, was a great conference kickoff. "Creating the Future of Digital Scholarship Together: Collaboration from Within Your Library" (*https://www.eventscribe.com/2017/ALA-Annual/fsPopup.asp?Mode=presInfo&PresentationID=257851*) featured a variety of collaborative projects in support of digital scholarship.

Matthew Carruthers from the **University of Michigan** presented "Connecting the Dots: Using Digital Scholarship Methods to Facilitate New Modes of Discovery in Special Collections." The **UM** Special Collections Digital Scholarship Team had been tasked with exploring the use of various tools to enhance researcher access to special collections. **Carruthers** noted that discovery interfaces are not always good at representing the connections and relationships of individuals across archival records. To assist with relationship visualization, the team created a customized service importing extracted EAD data into Cytoscape (*http://cytoscape.org/*), an open source software platform for network visualization. After several tests, the team discovered that this could be a viable on-demand service, requiring minimal investment of money or infrastructure.

Next, **Laurie Allen** from the **University of Pennsylvania** discussed the DataRefuge project in her presentation "New Kinds of Collections: New Kinds of Collaborations." DataRefuge (*https://www.datarefuge.org/*) is a collaborative initiative to identify and secure federal environmental and climate data. The project helped to initiate an explosion of DataRescue events around the country in the past year in which participants worked to identify, harvest, and describe federal data sets. While the initial DataRescue workflow has been retired, their website provides guidance for additional helpful activities related to data and information rescue (*http://www.ppehlab.org/datarescueworkflow*). As an offshoot of DataRefuge, the Libraries+ Network (*https://libraries.network/*) brings together federal data stakeholders from a variety of institutions. ***Against the Grain*** will have a special issue in December 2016-January 2017 in which this project and others will be discussed in more detail.

Finally, in "Once Upon a Name in the West: Name Authority Work as a Collaborative Experiment," **Amy Hunsaker** and **Dana Miller** discussed the efforts of the Digital Initiatives Team at the **University of Nevada, Reno** to develop access to their digital collections, especially their Nevada collections. The focus of their collaboration was on building workflows for name authority control across several teams and departments, including Digital Initiatives, Special Collections, and the Metadata and Cataloging.

The next session "Government Information Preservation: Collections and Collaboration" served as a complement to the discussion of digital scholarship (*https://www.eventscribe.com//2017/ALA-Annual/fsPopup.asp?Mode=presInfo&PresentationID=257835*). This **GODORT** sponsored session brought together librarians and federal agency representatives to talk about major preservation issues for government information.

First, **Roberta Sittel** from the **University of North Texas** talked about the variety of government information preservation initiatives at **UNT**. The CyberCemetery was launched in 1996 as an archive of the websites of government agencies that had ceased operation. Since then **UNT's** librarians have worked on a variety of projects, from the Technical Report Archive and Image Library (TRAIL, *https://digital.library.unt.edu/explore/collections/TRAIL/*) to End of Term Publications (*https://digital.library.unt.edu/explore/collections/EOT/*).

Next, **James R. Jacobs** from **Stanford University** talked more about the 2016 End of Term web harvest, a collaborative project involving **UNT** and many other stakeholders. In addition, he briefly touched on a new initiative called Preservation of Electronic Government Information (*PEGI, https://www.crl.edu/preservation-electronic-government-information-pegi*). A two-year multi-institutional project, PEGI will address "national concerns regarding the preservation of government information by cultural memory organizations."

A federal representative, **Anne Harrison** from the **Library of Congress's** FEDLINK (*https://www.loc.gov/flicc/*), also joined the session. FEDLINK is a purchasing and resource-sharing consortium for federal libraries and information centers. Regarding preservation, FEDLINK helps libraries develop requirements for preservation services, such as binding, digitization requirements, and more. **Anne** works with the Preservation Working Group within FEDLINK to develop strategies for long term preservation.

Finally, I closed out the conference by attending "Re-Skilling for a Digital Future: Developing Capabilities and Capacities in Digital Scholarship for Academic Librarians" (*https://www.eventscribe.com/2017/ALA-Annual/fsPopup.asp?Mode=presInfo&PresentationID=260696*). This **ACRL** session featured three speakers who had developed training in digital scholarship tools and methods for their librarians.

Nora S. Dimmock, **University of Rochester Libraries**, discussed her work to develop a Digital Humanities Institute for Mid-Career Librarians (*http://humanities.lib.rochester.edu/institute/*). The **UR River Campus Libraries** received an Officer's Grant from the **Andrew W. Mellon Foundation** in 2015 to create an institute for developing digital humanities skills. The curriculum included tracks in text encoding, digital mapping, digital media literacy, and more. While the institute is over, they will use the lessons learned from the 2015 cohort to develop additional training.

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Next, **Angela Courtney**, Director of the Scholars' Commons at the **Indiana University Libraries**, discussed an effort to create digital scholarship cross-training for librarians in a variety of DS methods. You can read more about the project on the blog (*https://blogs.libraries.indiana.edu/iulrn/*).

Finally, **Harriett Green**, Head of Scholarly Communication and Publishing at the **University of Illinois at Urbana-Champaign**, discussed a project connected with the **HathiTrust Research Center**. Entitled Digging Deeper, Reaching Further (*http://teach.htrc.illinois.edu/*), the project members are developing curricula for training librarians on text mining techniques using **HathiTrust** resources. The training materials will be available in 2016-2018 through workshops and online resources.

Several morsels of wisdom at the **ALA Annual Conference** in Chicago. Looking forward to the mid-winter in Denver. Prep your skis!

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 fourth installment of 2016 conference reports. The first three installments can be found in **ATG v.29#1, February 2017**, **v.29#2, April 2017**, and **v.29#3, June 2017**. We will continue to publish all of the reports received in upcoming print issues throughout the year. — **RKK***

FRIDAY, NOVEMBER 4, 2016
PLENARY SESSIONS

Reimagining our World at Planetary Scale: the Big Data Future of the Libraries — Presented by **James O'Donnell** (Moderator, Arizona State University); **Kalev Leetaru** (Georgetown University)

Reported by: **Anthony Watkinson** (University College London) <A.watkinson@ucl.ac.uk>

Leetaru described what it was like to be able to conduct data analytics using the resources of massive computer power at a truly planetary scale. Using some awesome visuals, he demonstrated some of the insights one can gain. Some of his material came from the Gdelt project which is supported by Google Jigsaw (*gdeltproject.org*) which monitors the world's broadcast, print, and web news from nearly every corner of every country in over 100 languages. In spite of this, most of the world is still cut out because communication in social media though worldwide is private enabled by ubiquitous smart phones external to the web. The world is actually shrinking in terms of the width of knowledge. Libraries can help as a bridge and have lots of data themselves and can also help users understand the data that is becoming available. An earlier project has been written up at: *http://dlib.org/dlib/september14/leetaru/09leetaru.print.html*.

Hyde Park Debate – Resolved: APC-Funded Open Access is Antithetical to the Values of Librarianship — Presented by **Rick Anderson** (Moderator, University of Utah); **Michael Levine-Clark** (University of Denver Libraries); **Alison Scott** (University of California, Riverside)

*In Favor: **Alison Scott**, UC Riverside*
*Opposed: **Michael Levine-Clark**, University of Denver*

Reported by: **Karna Younger** (University of Kansas) <karna@ku.edu>

Scott (UC Riverside) and **Levine-Clark** (University of Denver) debated if the Article Processing Charge (APC) model of open access (OA) is antithetical to the values of librarianship. **Scott** argued in favor of the proposition, meaning she argued against librarians endorsing APC. **Levine-Clark**, in support of APC, fought against the resolution. For **Scott**, APC was "an existential threat" to librarianship because librarians would be wedded to investing their budgets in the creation of knowledge and its authors. The current, superior model allows librarians flexibility to cancel under-utilized resources and build user-centered collections, **Scott** explained. **Levine-Clark** rebutted that APC allowed librarians to prioritize users by removing the firewalls that separate them from information. Under APC, large, research universities foot the majority of the bill to afford more institutions and individuals, regardless of financial resources or institutional affiliation, greater access to and more efficient use of information. In the long term, this would broaden the reach and impact of scholarly work, **Levine-Clark** concluded. Initially, the audience polled 124-54 against the proposition, but **Scott** convinced 27 audience members to narrow the vote to 111-81 in opposition to the resolution. According to Oxford-Union rules, moderator **Rick Anderson** declared **Scott** the winner.

FRIDAY, NOVEMBER 4, 2016
MORNING CONCURRENT SESSIONS

A Model for Patron Driven Acquisition of Print Music Scores: From Conception to Reality — Presented by **Alan Asher** (University of Florida)

Reported by: **Christine Fischer** (University of North Carolina at Greensboro, University Libraries) <cmfische@uncg.edu>

According to **Asher**, this is the only PDA plan for music scores that has been put into place. Implementation was coordinated with vendor **Harrassowitz**. The pilot plan, which started with print scores and sheet music, was expanded to include eBooks. The explanation of how the

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profiles were created for selecting the content was clear and detailed. **Asher** then described the process from the perspective of the faculty and students accessing the catalog. The plan is unmediated unless the pricing threshold is exceeded. He presented data from the first full year of purchasing, including expenditures, average price, and percentage of purchases by selector category. The formal presentation concluded with comments on marketing. Attendees had numerous questions for Asher, and **Harrassowitz** representatives were on hand to provide specifics from the vendor side. A positive result of the PDA pilot was that funds were available to purchase other resources. Removing records due to the possibility that scores would be out of stock after several years does not appear to be necessary, since scores are available longer than books and may be provided through reproductions of archival copies or as print on demand.

A Running Start: A Crowd-Sourced Database of Due Diligence to Invoke Section 108 — Presented by **deg farrelly** (Media Librarian, Arizona State University Libraries)

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

farrelly explained the need for libraries to engage in preservation of irreplaceable content on VHS and other obsolete formats in their collections. He presented a database of titles for which the due diligence has already been completed as required by Section 108 of U.S. Copyright (1,300 titles, 3 institutions). In a 2013 survey by the presenter, academic libraries own on average 3413 VHS tapes and between 15-28% are no longer available in the marketplace. The VHS format is not playable in most classrooms or personal homes, although not yet categorized as obsolete media. There has been no functional VHS market in over a decade. **farrelly** recommended acquiring a new machine now, even if it is a lower-quality machine.

Section108video.com database includes bibliographic information, institutional owner, and results of searches: Amazon, distributor search, and WorldCat search. Libraries can ask for access to add titles. Libraries are encouraged to save records of due diligence efforts in some format. Digitizing on a large scale (i.e., ***HathiTrust*** for media) would be a costly but important preservation effort.

Big Data 2.0: Critical Roles for Libraries and Librarians — Presented by **Shelia Corrall** (University of Pittsburgh)

Reported by: **Kat Landry Mueller** (Sam Houston State University) <klmueller@shsu.edu>

Corrall embarked on the subject of evaluating big data and how the topic pertains and affects libraries. She initiated the discussion with the approximately 45 attendees by briefly iterating that it's not just libraries where data is viewed as the new currency as government and business industries are also highly invested in collecting and using big data. After an initial historical review of some historical roles libraries have encompassed within the scope of big data, current and emerging roles for libraries were also discussed. **Corrall** highlighted several big data projects such as Global PGP Network, Precision Medicine Initiative, and oncology research information exchange network. Moreover, legal, policy, and ethical challenges such as preservation, guidelines vs requirements for publication and public access, as well as oversight and enforcement checks/balances were presented for consideration. The presentation concluded with speculating on potential roles the libraries can play in Big Data, such as serving as "the conscience of the Big Data world."

Collection Development Environmental Scan: A Strategy for Informed Decision Making — Presented by **Joel Cummings** (Washington State University Libraries); **Lara Cummings** (Washington State University Libraries); **Christy Zlatos** (Washington State University Libraries)

*NOTE: **Lara Cummings** did not present in this session.*

Reported by: **Christine Turner** (UMass Amherst) <cturner@library.umass.edu>

Librarians at **Washington State University (WSU)** conducted a survey and interviewed colleagues at ten peer institutions to learn how they were performing collection development. Areas of foci included: acquisitions budget comparisons, spending/FTE student, changes in allocations, sources of funding, and current collection development programs. Common themes among the respondents were: "Big deals" enable great range of access but limit budget flexibility; acquisition budgets are very tight; more time and attention are going to cancelling packages and subscribing to individual titles; patron driven and evidence based selection programs are gaining traction; collection development activities are more organized to optimize decision making and enhance campus communication; and students are becoming more activist about textbooks. WSU Learned where their practices were common, or unique. Their research was helpful to build and sustain a community of practice. As a gesture of good will, they sent canned cheese to respondents.

From DDA to EBA: A Fire-year Story from a Consortium Shared E-Book Collection Program — Presented by **Kristina DeShazo** (Oregon Health & Science University); **Kathi Fountain** (Orbis Cascade Alliance); **Jim Huenniger** (John Wiley & Sons)

Reported by: **Amy Lewontin** (Northeastern University) <a.lewontin@neu.edu>

The well-attended session from the **Orbis Cascade Alliance** was introduced by **Huenniger**. He referred to the **Orbis Cascade** "story" as more of an "evolution," from the beginning with a DDA consortial eBooks program to now, a true evidenced based project. The program discussed began in 2012, with a budget of $462k, and it rose to $1 million in 2014, and has stayed flat for the last four years. **Orbis Cascade** has been working with a number of publishers for their eBooks, including **Wiley**, **Taylor and Francis**, **Cambridge University Press**, **Oxford University Press** and the **University of California**, among others. They have also made use of **EBL** and **Ebrary**, and **YBP** as their profiler. The **Wiley** pilot began quite a bit later, in 2016. Certain call numbers have represented half of the DDA program, (H,P,R,T) and (B,D,H,K,L,T) have been used by all libraries.

Some of the key challenges to consortial eBooks for the large group, mentioned by both **Fountain** and **DeShazo** have been the rise in costs of short term loans, which began for them in 2015. Also, they made mention of the fluctuation in the title lists of aggregators, such as **Ebrary**/**EBL**. **DeShazo** also made a point about problems with eBooks and guaranteeing long term ownership for libraries. She then mentioned that these particular issues brought her round to re-visiting the initial goals of the **Orbis Cascade** eBook project, which was to diversify their publisher list and build a broadly stable and useful collection. They had hoped to reduce patron's barriers to access by offering DRM free books with an easy to use interface. They also wanted to keep titles from fluctuating and they decided on the idea of an evidenced based model, with one publisher. They knew certain things, like the need for more STEM content. Then **Huenniger** explained some of the decisions that were made to try out the evidenced based model. He mentioned that it would expand the access to **Wiley** material, while also keeping it simple and stable. It also would expand the discoverability and the long term ownership / perpetual access of selected titles. The EBA required an upfront fee, for the 12 month discovery period. There was also unlimited concurrent use and also a lot of control for

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libraries to make their own title selections. And there was less emphasis on automatic triggering of books. **DeShazo** answered the question on EBA for **Orbis Cascade**, "Why **Wiley**?" by saying that **Wiley** represented half of the current titles in their current DDA program and in their Academic Complete use, based on their subject collections. There was a lot of use of Wiley titles in the areas of engineering, the life sciences, chemistry and mathematics. What is next for **Orbis**? An assessment of their title selections from the entire body of **Wiley** platforms, but they will not be buying textbooks or reference titles this way.

Moving Altmetrics Mainstream; How to Bring Recommended Practice into Reality — Presented by **Nettie Lagace** (NISO); **Todd Carpenter** (NISO)

Reported by: **Crystal Hampson** (University of Saskatchewan) <crystal.hampson@usask.ca>

Carpenter introduced the topic, describing how **NISO's** (**National Information Standards Organization**) recently released recommended practice for alternative assessment was developed. A white paper was released in 2014 to get community input for developing altmetrics standards. More than 200 ideas were received, resulting in 25 themes, five of which were the focus of three subsequent task groups, overseen by a steering committee. The groups addressed definitions and use cases, code of conduct, data metrics, output types for assessment, persistent identifiers and assessment, and data quality. Community feedback was received over the summer of 2016 and the final report published in September. **Lagace** noted that citation data, usage data and altmetrics are all potentially important and potentially imperfect. They should not be used uncritically as a proxy for scholarly impact. Use cases include showcasing achievement, research evaluation, and discovery. The code of conduct requires transparency, replicability, and accuracy. Metrics allow for impact of non-traditional outputs, such as software and performances. An equivalent of COUNTER for downloads of research data is necessary. A list of possible persistent identifiers is provided. Over time, and with further iterative development, the value of new ways to study impact will be seen.

The Sky's the Limit: Scholarly Communication, Digital Initiatives, Institutional Repositories, and Subject Librarians — Presented by **Barbara Tierney** (University of Central Florida); **Lee Dotson** (University of Central Florida); **Richard H. Harrison II** (University of Central Florida); **Sarah Norris** (University of Central Florida)

Reported by: **Anna R. Craft** (The University of North Carolina at Greensboro, UNCG University Libraries) <arcraft@uncg.edu>

This panel session centered on the **University of Central Florida**'s Showcase of Text, Archives, Research & Scholarship institutional repository (STARS) and the library's collaborative efforts to create, support, and promote this project.

Dotson discussed the task force that worked to inform and build the repository and associated scholarly communication efforts at **UCF**. They use the **Digital Commons** platform, and STARS is based in their Digital Initiatives department.

Norris discussed the development of the Scholarly Communications office, which came out of the task force's report. She noted an increased need for author rights education on campus and discussed strategies used in the education process, such as partnerships and workshops.

Tierney talked about her department's shift from a reactive to proactive reference model. Subject librarians are now emphasizing visibility, accessibility, and outreach, especially in relation to STARS, and are heavily involved in content recruitment. For this work, subject librarians have received significant training from the scholarly communications, digital initiatives, and research and information services areas.

Harrison spoke on working to attain faculty buy-in, engaging with undergraduate research, and the types of projects they have pursued. The group also talked about future goals, which include further collaboration among departments, more training, and building in assessment metrics to gauge the success of the project.

A Tale of Two Serials Cancellations — Presented by **David Killian** (George Washington University); **Debbie Bezanson** (George Washington University); **Mike Olson** (Western Washington University); **Robin Kinder** (George Washington University).

NOTE: ***Robin Kinder*** *did not present in this session.*

Reported by: **Elizabeth Pearson** (Ball State University Libraries) <epearson@bsu.edu>

This session provided insight into the approaches used by two university libraries, when faced with the task of significantly reducing continuing obligations costs. Both institutions faced mandated budget cuts — for **George Washington**, a 7.5% cut, at **Western Washington** the cut was 13-15%. Each library developed systematic processes to meet the required goal of cutting costs without eliminating critical content.

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George Washington broke down the analysis into three groups: individual subscriptions/standing orders, journal packages, and databases. Data on all groups was collected and analyzed using a metric based on cost per use for online subscriptions, and total cost for print subscriptions. All standing orders were cancelled, a group of subscriptions were cancelled, and a journal database package was cancelled in favor of individual subscriptions to the top ten individual titles from the package.

Western Washington applied a metric based on total use, cost per use over a 3-year period, access overlap, and format. It should be noted that no citation analysis, impact factors, or altmetrics data was used in the decision-making process. A university-wide task force managed the cancellation project, employing significant outreach to the faculty, such as proactive dissemination of potential changes and FAQ information posted to the library website.

FRIDAY, NOVEMBER 4, 2016
LIVELY LUNCH DISCUSSIONS

Rolling with a Purpose (16th Health Sciences Lively Lunch) — Presented by **Deborah Blecic** (Moderator, University of Illinois at Chicago); **Ramune K. Kubilius** (Northwestern University); **David Parker** (Alexander Street, a ProQuest Company); **Elizabeth Hinton** (University of Mississippi Medical Center); **G. Randall Watts** (Medical University of South Carolina Library); **Susan Clark** (University of Mississippi Medical Center); **Taney Shondel** (Alexander Street, a ProQuest Company)

NOTE: This session was open to all, but was held off-site and registration was requested.

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

Blecic convened the hosted but no holds barred session that was attended by about 40 persons. **Wendy Bahnsen** (Executive Director, Library Services, **Rittenhouse Book Distributors**) greeted attendees. The annual update by **Kubilius** highlighted trends since the 2015 conference: big (and open) data, industry mergers, MEDLARS and PubMed anniversaries. Presentations by **Clark** and **Hinton**, as well as **Watts**, built on 2016 **Medical Library Association** conference posters. Discussion followed each presentation.

Clark and **Hinton** highlighted "Designing a Library Resource Module for an Interprofessional Curriculum." IPE (interprofessional education), growing since the 2011 "Core Competencies for Interprofessional Education" report, prompted **Rowland** to participate in the "Foundations of Professional Education-Building Bridges" course. In the library's two case (derived from Access Medicine) online module, students chose information resources (from a list) for the described case study, then commented on someone else's selection. This was a good start, though the course is changing and the library's role is unclear. IPE curricula provide roles for libraries and prepare students for real life. The IPE world offers publishers and vendors with publishing and product development opportunities.

Watts (who moved to **University of Tennessee** Health Sciences Center after the Conference) highlighted "Life After 'The Big Deal.'" The **Medical University of South Carolina** chose the **Wiley** library-mediated token program after not renewing a Big Deal contract. Usage was measured by requests and tokens, turnaround (to users) was same day. Three journal titles (two for high usage, one by request) were added. Challenges: tokens cannot be rolled over into a new year; the **Wiley** experience may not be replicable across publishers. Cautions: cancelling a Big Deal can be irrevocable.

Parker and **Shondell** shared a case study of a video content provider addressing librarians' concerns about superseded program content. The "Nurse Education in Video" series (content provider: MedCom Trainex), is a perpetual model purchase provided by **Alexander Street**. Professional editorial board decisions result in provider removal of "medically incorrect content" (may be as many as ten programs in one year). Librarian **Susan Swogger** (then at **University of North Carolina Chapel Hill**) had communicated challenges regarding superseded content (of "not completed" collections). **Alexander Street's** response was to begin providing customers with an annual MARC collection title list that includes "superseded" notes. Libraries can make discovery system and new edition purchase decisions. The audience had suggestions on how to improve the publisher's website search display order of current and superseded titles.

Beyond Usage: Measuring the Value of Library Resources — Presented by **Ann Snoeyenbos** (Project MUSE); **Elizabeth Siler** (UNC Charlotte); **Elizabeth Brown** (Project MUSE, Johns Hopkins University Press); **Tom Humphrey** (Kanopy); **Alice Eng** (Wake Forest University)

*NOTE: **Ann Snoeyenbos** originally organized this session as its moderator but was not able to attend, so **Alice Eng** moderated.*

Reported by: **Nancy Hampton** (Xavier University of Louisiana) <nhampton@xula.edu>

Brown spoke as a publisher and aggregator for the humanities content at **Project MUSE**. Vendors want to make certain that the content in their databases is being used. To this end, they make their content easily accessible, stay abreast of the budget constraints of libraries, look at cost per use statistics and create usage reports in the formats libraries need (such as COUNTER).

Siler spoke from an academic librarian's viewpoint stating that although usage statistics are allowing us to know more about our users than we have in the past, the data is still limited. Librarians need usage data to provide to administrators and to determine which resources to promote or cancel.

Eng's presentation addressed vendors who want to understand library data interpretation processes. A survey conducted by **Eng** of the librarians present established that librarians are concerned about emulating the work of others, being aware of cost savings opportunities, interpreting non-standardized data and missing red flags buried in usage data statistics.

Humphrey gave an overview of the history of assessment in libraries and described the data collected by **Kanopy**. **Kanopy** does not study its usage statistics as much as its impact analytics. These analyses will promote their ultimate goal to help individuals become better educated.

The Cost of Monographs across the Academy — Presented by **Michael Zeoli** (YBP Library Services); **Bryn Geffert** (Amherst College); **Tom Helleberg** (University of Washington Press)

Reported by: **Crystal Hampson** (University of Saskatchewan) <crystal.hampson@usask.ca>

This session was a follow-up to a presentation at the **Timberline Conference** (**The Acquisitions Institute at Timberline Lodge**, May 2016). **Zeoli** discussed the decline in monographs sales and revenues in the last five to ten years. In one university press, sales had declined 40% since 2006. 2016 demonstrated a slight increase, the first in five years for many publishers. **Helleberg** noted that, according to the **Mellon**-funded Ithaka report, first copy costs for university presses' OA monographs are $30,000 to $50,000. **UW Press** projected a loss of $33,500 per monograph between production costs and sales revenue. They are considering other models such as Luminos, **University of Minnesota's** Iterative Scholarly Monograph, and library publishing or library-publisher partnerships. **Geffert** stated that libraries and presses

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have a common mission to bring good research and literature to readers. Using this common mission to rethink the traditional model resulted in **Amherst Library** redirecting resources to the press and the press no longer being expected to recover costs. In another model, Oberlin Group sought to create a consortial press for about 80 libraries. Lever Press was funded by pledges from 53 schools, based on the amount of their acquisitions budget. $1.3 million was raised, funding the press for five years, to produce 60 OA monographs.

How a New Library System Changed the Way We Think about Acquisitions and Collection Development — Presented by **Thomas Karel** (Franklin & Marshall College) and **Bonnie Powers** (Franklin & Marshall College)

Reported by: **Elizabeth Pearson** (Ball State University Libraries) <epearson@bsu.edu>

This session addressed changes in allocation and collection development driven by migration to a new library system (**OCLC** Worldshare Management System). Prior to migration, the library utilized 76 funds for monographic purchases, including specific funds and allocations for academic departments and programs, librarian selectors, and a DDA eBook program. The same fund structure did not apply to continuing obligations. The existing process was familiar to many in attendance: allocations communicated to departments at several times during the fiscal year, unspent allocations returned to the library at a certain point, and allocation formulas not revised.

The advent of a new library system coincided with the hiring of a new librarian with budget oversight responsibilities, necessitating a review of existing processes. No acquisitions data would migrate to the new library system, so the decision was made to overhaul the budget process. A task force reviewed the existing allocation system and ultimately eliminated individual funds for departments and programs, reducing the monograph fund structure to three large fund pools grouped by discipline. Ultimately, the library went from 76+ funds to 18.

Specific questions were addressed during the Q&A period. Overall, many in attendance were intrigued by the significant reduction in funds. Although overall success at **Franklin & Marshall** continues to be tracked, the initial reaction was positive.

How to Play a More Active Role in Digital Humanities (DH) Research — Presented by **Angela Courtney** (Indiana University); **Caroline Muglia** (University of Southern California); **Bret Costain** (Gale, a part of Cengage Learning); **Harriet Green** (University of Illinois)

*NOTE: **Bret Costain** served as moderator.*

Reported by: **Robert Tiessen** (University of Calgary) <tiessen@ucalgary.ca>

The panel discussion was about best practices for DH support by libraries. DH programs are commonly spread across the university. In the best situations, there is a DH network that connects DH scholars and the library. Many libraries struggle to support DH and to follow best practices. It is common for various DH programs to be siloed from each other. Even library units that support DH can be siloed from each other. Librarians often rely on vendors rather than librarians to assist them in providing DH support. Vendors have more expertise and resources. Vendor programs are often easier to use than library developed products. Vendors could provide more digitization services to libraries that don't have the capacity to digitize resources. New faculty are being hired that either expect DH to be the norm or who are expected to train other

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Let's Get Technical — Migrating to Alma Acquisitions: One Library's Experience

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 Editor Note: *In this issue's column, we feature the experience of one library's migration to a new ILS.* ***Rob Tench****, Acquisitions and Preservation Services Librarian at* ***Old Dominion University****, describes how his library migrated to Alma. —* ***SM & AM***

Introduction

In 2016, **Old Dominion University Libraries** migrated from **Innovative Interfaces Inc.'s** Sierra to Alma from **ExLibris**. A seamless transition to the new system by Acquisitions staff was considered essential for a successful Library-wide migration. Among the many challenges, staff were learning new terminology, migrating data, importing records, working with vendors, establishing new procedures, and creating efficient workflows. As could be expected, some things went well while others remain a work in progress.

Situation

Old Dominion University is a public university of approximately 25,000 students located in Norfolk, Virginia. It offers 70 bachelor degrees, 54 master's programs and 42 doctoral degrees. More than 100 programs are available online. University Libraries supports these programs with a collection of 1.2 million monographs and subscriptions to 14,000 journals and 300 electronic databases. For years, University Libraries used several versions of integrated library systems from III but selected Alma to replace Sierra in late 2015 after a seven-month evaluation of vendors and products. An Alma Implementation Team was created to coordinate and to lead the migration. The eight-member Team represented all library departments including administration, bibliographic services, circulation, reference, and systems. The Library's Acquisitions Coordinator was a member of the team. The team's charge was daunting: complete implementation in six months.

Pre-Implementation Problems

The Alma Team quickly created a workable timeline and agreed on member assignments. The Acquisitions Coordinator was tasked with completing acquisitions portions on an Alma field mapping and migration form, and after an initial Alma load of test records, testing order and vendor records in the Alma sandbox as well as reviewing fund codes and ledgers. What the Acquisitions Coordinator soon discovered after test load completion was that order records in Alma were much different and more complex than Sierra order records. For one, Alma records were vendor driven and required different and more specific data than Sierra records. Moreover, the fields and terminology used for Sierra order records did not match the fields and terminology of Alma order records. In general, gathering of data information in Sierra to evaluate needs in Alma was problematic because of the short window of time to complete implementation. To expedite and to help with the process, all technical work in Sierra was stopped so that the Alma Team could collect and migrate data to Alma. However, not having a system for an extended period while Sierra was shut down and Alma was not activated became an impediment to Acquisitions workflow because so much of its work had to be done manually.

Post-Implementation Problems

Not surprisingly, most of the problems Acquisitions staff members dealt with after implementation were related to issues they faced in pre-implementation. The most pressing concern was to create and to close a FY2016 Alma acquisitions system and then roll over the data into a new FY2017 Alma system by the start of FY2017 in July 2016. Fiscal closing and rollover involved three steps. Step one was to close out FY2016 Sierra data in early June. Step two was to manually add FY2016 Sierra acquisitions data into new Alma accounts after Sierra's closing. Step three was to close out the Alma FY2016 account and roll its data into a new Alma FY2017 account following Alma fiscal closing/rollover procedures. After a significant amount of technical work, Acquisitions staff accomplished the rollover and closing process accurately and timely during the first week of FY2017. A second matter was creating load tables and getting them to work properly so that order records could migrate over correctly and new records could be created efficiently. A third issue was correcting coding problems in records that appeared after migration. A fourth problem was manually adding allocations to all serial records because Alma required allocations for serial records as opposed to Sierra order records that did not. Lastly, staff had to figure out how to correctly run Acquisitions reports that Library Administration needed in the format and style administrators and managers were used to receiving in Sierra.

There were a variety of other tasks and challenges post implementation. One was assigning appropriate staff roles and creating accurate profiles in Alma. Roles to consider were Acquisitions Administrator, Fund Manager, Invoice Manager, Receiving Operator, Purchasing Manager, and Vendor Manager. With a relatively small Acquisitions staff, many workers, especially the Acquisitions Coordinator, had to take on several roles. Another was Acquisitions expeditiously developing internal procedures in such a way so staff members could understand basic Acquisitions tasks soon after migration rather than rely on Alma documentation that was often difficult to understand for new migrators. For example, staff developed a checklist for processing electronic invoices in Alma and wrote detailed procedures for receiving physical items when paying in Alma. Acquisitions also had to educate other staff on how to read acquisitions records such as transactions on fund codes and notes on order records.

During all phases of implementation, an ongoing concern was staff training. Representatives from **ExLibris** conducted on-campus training for two days several months before implementation. For the most part, staff members were unfamiliar with Alma at the time and found training to be difficult to follow and not particularly helpful. After the **ExLibris** training, Acquisitions unit members self-trained in the Alma sandbox and watched several training modules in Alma Essentials, the central training site of Alma, while trying to keep up with their regular assignments. They also networked with other Alma libraries in the Commonwealth of Virginia who were either already using Alma or in the process of migrating.

Solutions or Lessons Learned

One difference between Sierra order records and those in Alma is that Alma order records have a lot more tabs. After much slow-going, staff members are now accustomed to those extra tabs and are completing the order creation process much more quickly. Moreover, order records with coding errors are being suppressed and corrected as they are found. Furthermore, staff members are now aware that eBooks and print books with the same titles cannot be combined on one record and are downloading separate records as needed.

Creating load tables is working well. Our primary book vendor is **YBP**. It took months for **YBP** to set up parameters that met our load table needs — but record importing is now seamless. For the most part, profiles are set up correctly except for firm order eBooks. We are still working on a resolution.

Getting staff adequate training remains a challenge. To this point, members of the Alma Implementation Team have conducted formal training twice since implementation and will be scheduling more training in the months ahead. Most training is informal among staff members as they attempt to develop workarounds and new workflows. Staff continues to view Alma webinars via Alma Essentials. They also access **ExLibris'** Idea Exchange to learn what other Alma users are doing. The Associate University Librarian of Resources has conducted group and individual training

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on Analytics. In addition, several members of the Acquisitions unit have joined the Alma listserv.

Analytics is running smoothly as the person responsible for creating financial reports has developed a workable template and easily downloads data into Excel to satisfy the demands of supervisors and administrators.

Results

Changing integrated library systems is never easy. Despite a few lingering issues that are being addressed, **ODU's** Alma migration for Acquisitions has worked primarily because of the dedication, determination, and diligence of a very talented staff. In comparison to using Sierra, Acquisitions staff members now take a little longer to complete some acquisitions tasks in Alma such as paying invoices. But staff members are talking Alma, processing invoices promptly, running extensive financial reports, and coding order records correctly. They not only interact among themselves to troubleshoot things but also regularly read Alma documentation, consult with Alma colleagues at other libraries, monitor discussion on the Alma listserv, participate in Alma webinars, and view training webinars in Alma essentials. All in all, **ODU's** Alma Acquisitions migration has been a positive experience.

Pelikan's Antidisambiguation — Digital Verisimilitude

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

I had to change systems recently — my primary work system, that is. It meant moving from a Dell laptop to a Surface Pro 4. How strange it would have seemed, just a few years ago, when our work system lived under the desk at work, weighing in at a decent twenty or thirty pounds, to have a "main system" be the size of a slender portfolio weighing a couple of pounds.

Fortunately, all this has advanced at about the same rate as my back troubles. Remember the early Compaq Computer ads? I remember one showing a businessman, looking really smooth, sauntering onto an airliner with his Compaq Personal Computer, no larger than a good-sized sewing machine! If you google "Compaq computer magazine ad airliner" you'll find the picture I'm referring to. It'll be right near the ad for the 10MB hard disk drive for only $3398.

This was a wonderful time. 1983! Just a year to go until the Orwellian benchmark. **Reagan** was president, *Billie Jean* by **Michael Jackson** was the Number One song (edging out *Hungry like the Wolf* by **Duran Duran** at Number Three…). **Michener's** *Space* was near the top of the Bestseller's list, just above *The Little Drummer Girl* by **John le Carre** and Star Wars: *Return of the Jedi – The Storybook Based on the Movie*, by **Joan D. Virge**, which just edged out *The Name of the Rose* by **Umberto Eco**.

In music, the Oberheim DMX was a leading digital drum machine. Introduced in 1981 for $2895, it was the second digital drum machine to be sold as a commercial product, following the Linn LM-1 Drum Machine of 1980. The DMX featured 24 individual drum sounds derived from 11 original samples. Those distinctive sounds were soon cropping up in hits from **The Police**, **Kim Carnes**, and the **Thompson Twins**.

Let's settle for just a moment on those drum sounds. Hear in your mind, if you will, the accent drum sound featured prominently in *Bette Davis Eyes*. It was clearly a drum-type of sound, but it was so distinctively different as to become, literally, a defining accent in that particular hit — much the same as the accent drum beats in *Center Field* by **John Fogarty**. These were drum sounds, probably even based on real drum sounds, yet digitally sampled and processed to the point that they became a percussion instrument not heard before — drums but not drums. These were recognizably drums but different enough to build an entire rhythm motif around, practically defining a snapshot in popular music.

It was those qualities of simultaneously "recognizably being drums" and "not being like any drums we'd heard before" that gave those little sounds the power to be much more than accents in a rhythmic scheme, essentially defining not just the rhythm but the song.

That's digital verisimilitude.

These sounds, and the machines that artists used to make them, contributed to a growing public sentiment around the meaning and use of the word "digital." This showed up in the same temporal neighborhood, right around the corner, in fact, from the introduction in 1982 of the Phillips/Sony Compact Disc data storage format. This was an outgrowth of the technological cultural impact of **NASA**, the iconic sounds of voices sent to the surface of the Moon from Earth, the intertwining of synthesizer sounds with the science fiction of the time. It got to the point at which you could cue an association of any aspect of the whole space/synth/futuristic thing just by triggering any individual aspect of it.

And yet remember, not to be too pedantically pointy-headed about it (well, ok, maybe to be a least a *little* too pedantically pointy-headed about it), those culturally iconic sounds born out of the Sixties and Seventies ("One small step for Mankind"), **Robert Moog's** *Switched On Bach*, **Jimi Hendrix's** *Star Spangled Banner*: these were the product of analog instruments, all the sound augmentation and synthesis, the recording technology, these were entirely analog in nature.

The Nyquist Theorem was already around, waiting to change everything. It just hadn't met

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up with the industrial means to turn digital sample-based technology into reality yet — and to move it from the far-fetched to the mainstream.

Harry Nyquist and **Claude Shannon's** Sampling Theorem, of course, taught us all the sampling rate necessary to make it possible to digitize, and later reproduce, an analog signal or waveform with perfect fidelity. To state it simply, a sampling frequency of twice the highest frequency of interest is all it takes to sample the waveform for perfect reproduction later.

It's literally difficult to find a corner of life here in the Twenty-One-Teens where this isn't the basis for the stuff we use to do other stuff. These concepts are the reason the tools we use today work the way they do. Any time something that exists in the analog realm has to be captured for transmission, processing, or storage, **Nyquist** is at work.

Nyquist is the very basis for digital verisimilitude. That verisimilitude is the reason we can do all this stuff today and forget about what's really going on.

One of the reasons this is important is that a digital signal can be squeezed, pounded, crammed, and manhandled without imperiling its ability to carry information. This enables us to route and move a mind-bogglingly high volume of digitized information around the world constantly.

We've been talking about music, but let's bring it back to print for the moment. I preordered an upcoming bestseller a couple of months ago — just doing my small part to ensure its place on the bestseller list. I actually ordered it twice: once in the Kindle edition, and once in the hardcover edition. Why do I do that? Perhaps a matter for another column. Perhaps it relates to an irrational desire to have something in hand: a subconscious desire for something tangible, influenced, no doubt, by post-*Fahrenheit 451* dystopian paranoia.

But let's return to the digital artifact and its production. Let's start with the word processor used by the author ("Word Processor" — derived from the term "Food Processor," maybe). Any letters in that machine there? Where's the alphabet in there? Can we find it? Upper case? Lower case? Where are the fonts? Fonts?! My Daddy used to swap out the element in his IBM Selectric, and that was really cool. Ok — to make that fine point again: those fonts today are presented as continuous, artfully designed analog shapes on a page. But zoom in on them and they turn to dots! They're captured and stored digitally, at a dot density sufficient to make the dots disappear at the distance at which they expect the reader's eye to be. The dot density per given display-inch is the equivalent to the **Nyquist** sampling rate.

On the machine side, there ain't no letters. Just digits, ready to be lined up, crammed, squeezed, multiplexed, zapped out across the light pipe, gathered up again, to begin the process all over again. Well, you know this, but my point here is that it's hard to find a technology in use today that does not rely on making us overlook the fact that the underlying medium is digital, not analog. It's only analog for the last mile, or more likely, the last foot or two: from screen to eye, or speaker to ear. And why is it good enough? **Nyquist**.

What good is all this? Well, those tiny squeezable little digits are the reason, for one thing, that my eBook reader can hold hundreds and hundreds of books, documents, instruction manuals, pdf reports, etc., and still have room for lots more. From the eBook file it's just a quick trip to the screen driver, where those encoded representations of letters are reconstituted into shapes highly reminiscent of real typefaces, and lined up for display in the form of dots on digital paper — at a dot density sufficient to make the resulting shapes smooth and unfatiguing to read. I can forget about the fact that there's no ink, that it's not paper, that there's no page. Just as advertised, I can simply sink into the reading.

That's digital verisimilitude.

On the music production side of my life, I've recently been playing with a sampling tool of unprecedented sophistication. I'm tempted to give it an entire column, except that it bears virtually no relation to print and publication. So we'll just give it a small mention here. This marvelous machine is called the Kemper Profiling Amplifier. It enables the user to capture the sonic characteristics of a physical, analog amplifier, to store those characteristics as a profile for later recall and application to a recorded signal.

By recording the unprocessed, native sound of an instrument separately from its sound through the profiled amp, you can later re-amp the native signal, and apply any of the previously stored profiles to the native signal instead. This enables you, for example, to take a recorded guitar part and decide whether to run it through a Fender Champ with a 10-inch speaker sitting on a small club stage, or through a two hundred watt Marshall stack with eight 12-inch speakers screaming for mercy in an outdoor amphitheater.

The only analog to writing I can conjure would be as if you could take a bit of prose, and turn a dial to set it for output as **Herman Melville**, **Dylan Thomas**, or **Kurt Vonnegut**.

Digital verisimilitude indeed.

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faculty on DH. In time DH will stop being a separate item and will become a normal part of humanities work. Libraries need to support the DH work of librarians. DH needs to be a regular part of library services, rather than an unsupported add on. Preservation and sustainability need to be built into DH at the very beginning.

Why Business Content Subscriptions Can Drive Us Crazy, and What to Do About It: A dialogue with business librarians, business vendors, and the audience on best practices and solutions — Presented by **Betsy Clementson** (Tulane University); **Steve Cramer** (UNC Greensboro); **Cynthia Cronin-Kardon** (University of Pennsylvania); **Corey Seeman** (University of Michigan)

*NOTE: Vendor speakers not listed in the program were **Dan Gingert** (PrivCo) and **John Quealy** (S&P Global)*

Reported by: **Susan F. Kendrick** (Cornell University, Samuel Curtis Johnson Graduate School of Management)
<sfk23@cornell.edu>

The session was very much a conversation with a lot of audience participation. About 40 attendees, a quarter of which were vendors, and the rest academic librarians, had a discussion around business resources with high "street value" that are used in the corporate world and in business schools. Only about 8-20% of a vendor's revenues come from academic clients, who get steep discounts on pricing. Having these resources in business schools is mutually beneficial as it allows students to learn the tools of the trade, produce better work, and exposes the vendor brand to potential future customers. Many vendors have specific divisions focused on academic groups so they can understand the segment better. Experiential learning, where students are working with real world companies, and tech transfer is testing the limits as to what and how academia can use these resources within license agreements. At **Kresge Library** (**Ross**), they tell students to "share what you learn, not what you find" as a way to emphasize the educational nature of the subscription. What vendors want from libraries include transparency of the needs and limitations of the academic clients as well as a good faith effort to prevent abuse. What librarians want from vendors are license agreements that are less restricted, allowing for academic research, and flexibility from the vendor for special requests.

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*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>

The 2017 Electronic Resources & Libraries Conference

Column Editor's Note: *Because of space limitations, this is an abridged version of my report on this conference. You can read the full article which includes descriptions of additional sessions at* ***http://www.against-the-grain.com/2017/09/v29-4-dons-conference-notes-erl/****. — **DTH***

The **2017 Electronic Resources & Libraries (ER&L) Conference** drew 950 attendees to the AT&T Executive Education and Conference Center in Austin, TX on April 2-5. There were also 431 online attendees and 76 exhibitors.

Opening Keynote

The opening keynote address by **Anna Lauren Hoffman**, post-doctoral scholar at the School of Information, **University of California-Berkeley**, was on data violence, which occurs when digital versions of ourselves (**Hoffman** called them "data doubles") conflict with our physical identities in ways that have unjust outcomes or damage on one's dignity or self-respect. Algorithms can discriminate among various systems, but we have not done a good job of capturing respect and dignity. Lives have been constrained and shaped by violence, which has had material consequences in people's lives.

Anna Lauren Hoffman *(Photo Courtesy of* ***Sandy Tijerina****)*

One example of data violence occurred in the late 1930s when the Netherlands developed sophisticated record-keeping systems on people. In 1940, the Nazis found the data, and it became a war target. The data became a cause of physical conflict, and Jews in the Netherlands suffered a higher death rate than any other country. Systems like this show us the immense power that data controllers hold. Context matters and we must think about what happens when it changes.

Today, categorization penetrates our lives and influences how we socialize with each other. For example, Facebook puts data about us into categories and applies it in decisions about what one sees on the system. The system can even block users or close their accounts. Some systems have changed how they make decisions, which is promising.

Linked Data in Academic Libraries

Andrew Nagy, Director, SaaS Innovation, **EBSCO Information Services**, described some new tools that **EBSCO** provides for managing collections and giving control of them to users. They have recently partnered with OpenAthens,[1] a platform to help users progress from discovering all of a library's content to linking with it and accessing it via a single login. It is important to make sure that users find the library's website and then find the tools they need, so that the user acquisition process is optimized.

Scott Anderson, Associate Professor and Information Systems Librarian, **Millersville University**, said that the **Millersville** library is totally electronic; it purchased only 25 physical items this year. About 1.5% of their content is unique and 2.7% consists of sparsely held materials; the remainder of their general collections consist of materials that are widely held. For local materials, they work with **Atlas Systems**[2] for specialized content and request handling, **EBSCO** to maintain their catalog, and **Zepheira**[3] to manage a linked data infrastructure to pull data into their databases. **Anderson** said that users have no need to know the mechanics of the platform; if they are looking at an item they should be able to get it locally or request it.

Jeff Penka, VP, Product Management, **Zepheira** and the **Library.Link Network**,[4] said that linked data will not happen overnight, but it is moving into production and solving problems. We must present information to the user in an understandable way, which gives libraries opportunities to tell their stories and leverage the power of their community. Access across silos is the key, and part of the conversation must involve telling vendors how users found their resources.

Considering Collections as a Service

Glenn Bunton, Director of Services at the **University of South Carolina**, said that we must transition from building collections to curating access. From their inception, libraries were built to organize and preserve collections of materials. For example:

- The **Library of Ashurbanipal** organized and applied security principles to its collection of cuneiform writings and tablets,
- The **Royal Library of Alexandria** was the largest collection of Greek literature in the world, and
- The **University of South Carolina Library** was the first free-standing library in America and houses a historical collection of materials on that state.

When libraries are widely dispersed geographically, it might make sense to collect everything, but in a city like Boston that has over 50 colleges and universities, should each institution try to collect and preserve as much as possible? ILL now allows a library to say it does not have to collect everything, and e-journals allow a single copy to be used by many people at the same time. E-readers and smartphones have impacted how we think about collections; how much local content do we need to be able to serve users' needs?

Budgets and space are fundamental problems and govern what we can do with our resources. And users' expectations of what the library can provide are different today than they were ten years ago. Think about the underlying philosophy that is driving what you are doing and ask if it is best for your users. If we did not have people coming through our doors and using our materials, most of us would not exist and would just be warehouses.

Bunton applied **Ranganathan's** Laws of Library Science to collections:

1. Collections are for use; the value of a library's collection is directly related to the degree it is used.
2. Collections must reflect their users. Determine your users' needs and make them your driving force.
3. Collections should save the time of their users. More is not better and not efficient.
4. Collections must evolve as the library evolves. The sustainability of a collection is directly related to the degree it reflects the organization's evolution.

If we take these Laws at some value, we will reach these conclusions:

- For most of us, our collections should be smaller than they are.
- Collections and collection development should be linked to public services and users, not technical services.
- Collection budgets should not be sacrosanct. It is hard to argue that it is reasonable to spend money on many things that are rarely used.

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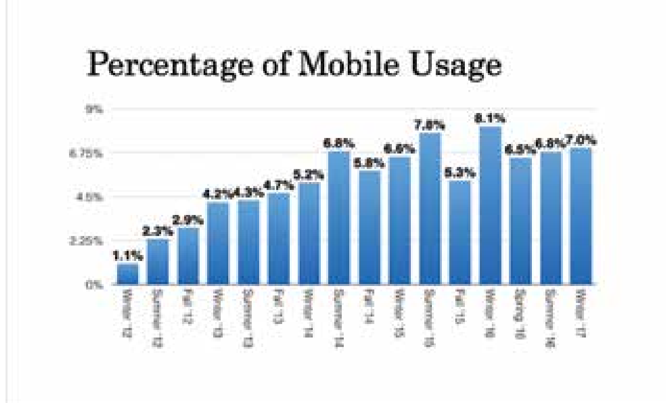
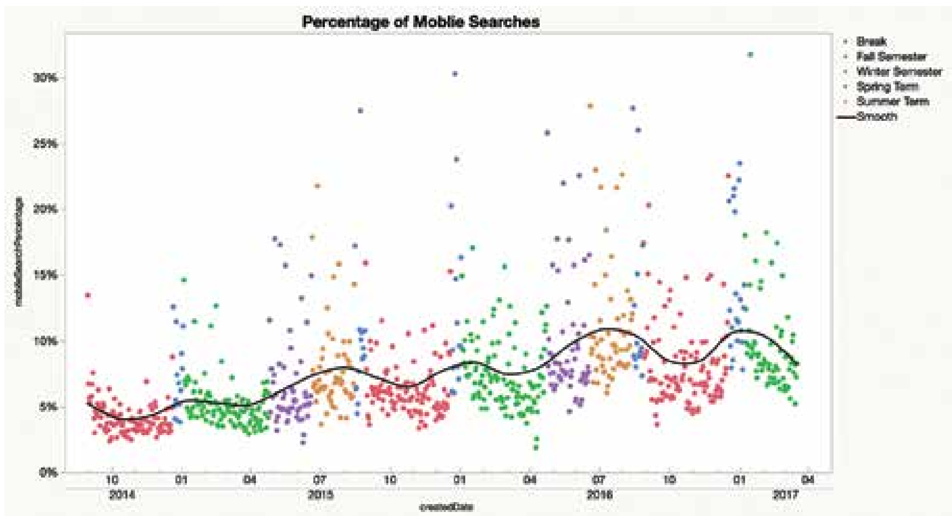
Libraries should take the following actions:

- Move from the collecting mindset to curating — selecting things specifically to meet the needs of our users.
- Keep urging vendors to unbundle their products so we do not need to buy things we do not need.
- Be places that exchange knowledge. (Note that in the mission statement of the **MIT** libraries[5] the word "collection" does not appear.)
- Distinguish your library by its special collections and the services provided. All collections should be special collections.

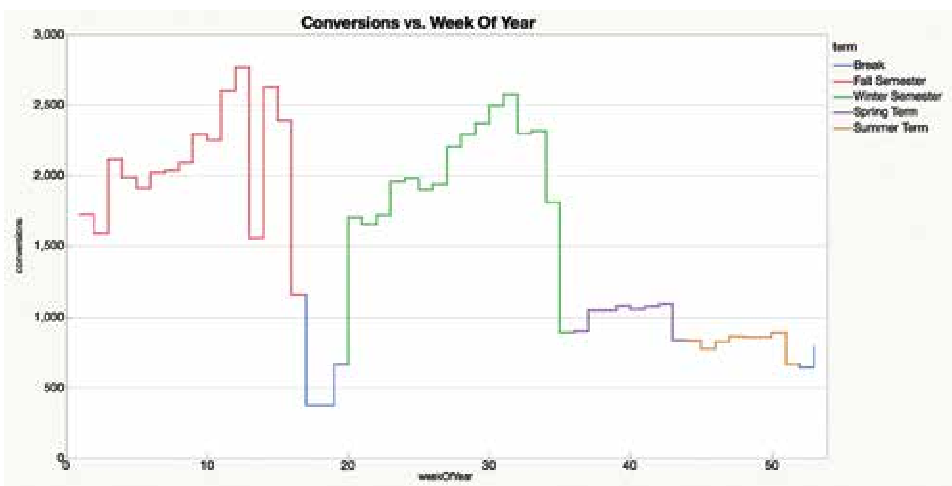


Why Don't I Have Access?

According to **Jessie Copeland** and **Chris Palazzoio** from the **Emory University** library, many users expect continued access to electronic resources after they leave the university, especially if they go to smaller institutions that do not have many resources and wish to continue their professional development. Some vendors allow emeritus access and directly incorporate alumni into their license terms; others require further registration. The geographic dispersion of alumni after they leave the campus is a significant challenge; it is hard to estimate the numbers of alumni or retirees and keep up with changes. To help solve this problem, the **Emory** Alumni Office has produced a list of databases accessible by alumni through a special portal separate from the general library portal.



Perpetual access to e-journals is a similar issue. The following questions were addressed by speakers representing **IGI Global** (a small publisher) and **EBSCO**:



- *How does your company provide access for post-cancellation policies?*
- *How does your company track perpetual/post-cancellation entitlements of your customers and ensure that access remains available?*
- *How many years of customer orders and/or invoices do you keep for their e-journal subscriptions and how can they be accessed by the customer? Can more years be made available?*
- *What systems does your company have to track movement of e-journals between publishers and platforms?*
- *Do you indicate past and succeeding publisher and platform information? How do you share this information with libraries?*
- *How does your company track and present information about title changes?*

Photos (three shown above) Courtesy of ***J. Curtis Thacker***

Doing More with Your Data: How to Use Statistics

Rebecca Boughan, Electronic Resources Librarian, and **J. Curtis Thacker**, Director of Discovery Systems, both at **Brigham Young University**, discussed the use of statistics to improve library services, enhance collections, and impress your boss. They noted that we cannot always track the data that will give us the information we want; sometimes we get to the point where we have too much data. Visualizing the data is a solution to this problem. For example, the data in the above visualizations show that mobile usage has increased dramatically in the past five years, and it also increases at the beginning and end of a semester as papers become due and final exams approach. Conversions (the proportion of people who click to access something) are also higher at the end of the semester.

Using data such as this, one can track where conversions are occurring and they can be predicted. When the Internet access on campus was down, it cost the library $800 a minute in lost journal access, and for every second longer a search took, 7% fewer conversions occurred. This data was used to make a case for the purchase of faster servers.

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APPlatform for Discovery: Building a Unique Experience Through Discovery Apps

Platforms are environments for running other software. The network used to be the platform, and one could run an Internet connection on it. With today's modern phones, the platform has shifted to the device. Apps on a platform add significant value, and it is easy to develop new ones, which is why we see millions of apps available today. An open platform lets anyone distribute apps and leads to increased functionality, which is where we are now with discovery platforms.

Lynne Grigsby, Manager, Library Applications and Publishing Group, **University of California-Berkeley**, said that undergraduates are their biggest users online, but they check out the fewest items. They wanted the OPAC to look more like **Amazon**, so widgets were added to make it easier for users to find items on other sites. They also cleaned up the advanced search functionality because users were intimidated by it.

Sarah Stang, Web Services Librarian, **Okanagan College**, Kelowna, BC, described some of the unique circumstances her library faces because it serves a large geographical area and most people they serve will not go to the library. So with the help of **EBSCO**, changes in the search platform made the links more intuitive:

- It was not easy for students to progress from results to items, so icons were added to help them navigate.
- Evaluating print books was made easier using a Google Books preview, which allows a student to decide whether it is worth a trip to the library to obtain it.
- In-context access to related content was provided using Google Analytics. Links to style guides were added.
- Widgets down the side of the screen made it easy to access research help without needing to ask a librarian in person.

Eric Frierson, Director of Field Engineering, North America for **EBSCO**, said that he has lots of games and apps on his phone, and discovery should have the same flexibility. Here are some of the apps that libraries have requested:

- Custom limiters so researchers do not need to know Boolean logic. One of the most frequently requested features is the ability to limit a search to printed books.
- Book series information. For libraries with an emphasis on leisure reading, this app provides a good way to scroll through the collection.
- Course reserves highlighting allows students to enter a professor's name and get the reserves for a course.
- Libraries want to search digital archives in different ways. (This is a standard feature of **EBSCO's** EDS system.)
- Make EDS fun. An upcoming app will show movie trailers within EDS. The power of discovery will be expanded to allow results to be obtained even if a search term is misspelled.

Apps serve a unique role allowing **EBSCO** to respond to users' needs very quickly; if many people use them, they are integrated into the EDS platform.

Securing Your Library's License Legacy: Best Practices for Record Retention

Licenses are a necessary part of libraries' access to electronic content, but in many libraries, retention of licenses is by benign neglect, and there are no established policies. In this session, **Betsy Appleton** from **St. Edward's University** and **Susan Davis** from the **University of Buffalo** reviewed the legacy of licenses (how the agreements are stored and shared), who has access to them, and what are institutions' retention policies. Some of the steps that must be followed are:

- Verify perpetual access,
- Verify titles covered by the license, and
- Maintain a history of the negotiations.

At the **University of Buffalo**, the licenses are managed by the E-resources Librarian, and the terms are integrated into their A-Z list of e-journals and eBooks. Searchable scanned copies of the agreements are placed in the institutional repository. Superseded and cancelled licenses are retained if needed for title lists. **St. Edward's University** follows similar practices.

Here are some best practices that were developed from results of a survey:

- Whenever possible, the library should take the lead in license review and negotiation.
- Licenses should be accessible to more than one staff member and on more than one computer.
- Licenses should be retained indefinitely to verify title lists and perpetual access rights.
- Users should be made aware of the general terms of use.
- A periodic review of all licenses should be planned, with attention given to changes over the past five to ten years.

15 Student Data Secrets That Could Change Your Library

Nevada State College, a small undergraduate institution, has 3,700 students, many from low-income families. The college has the first digital library in Nevada; there are no print books in its library. One of the goals of the college is to become a national model for closing equity gaps in education, which led to its heavy reliance on data from EZProxy logs, ILL requests, library computer use, study room reservations, and research consultations. **Tiffy LeMaistre**, Electronic Resources and Data Services Librarian, described her data journey:

- 2014 was the "why year" of planning, research, and testing to see if there was a measurable connection between library use and students' educational success, as measured by GPAs, graduation rates, etc.
- 2015 was the "whoa year" and the start of data collection. Positive feedback from initial analyses and the overwhelming amount of data in EZProxy logs led to mission creep.
- 2016 saw the first official research assessment and refinement of the data collection process.
- In 2017, the way forward is being charted. Reflection and sharing results with the library community is occurring.

From the initial years of library data collection, LeMaistre derived the following 15 principles governing the use of student-level data.

1. There is no handbook for this kind of work, and there is not much data about how other people conducted a project of this type.
2. Look beyond the library for help in managing the data, anonymizing it, etc.
3. Start by reproducing other research, and don't be hesitant to reinvent the wheel.
4. Be willing to take a detour. Understand what resources students use and the uniqueness of your collection.
5. Privacy is coming! The library has become an important voice in data collection efforts and can contribute significantly to what we know about privacy.
6. Be transparent with your users. If you will be collecting student data, let them know and give them the option to opt out of the study. Use your marketing skills and apply them to your data collection efforts.
7. Encryption is a good place to start, but it is not the end in protecting the data.
8. There is no such thing as too much data.
9. Do not create backups. There might be a temptation to save the raw data, but you must protect the privacy of your users.
10. Anonymize IP addresses and student IDs as early as possible in the data collection process.
11. Aggregate the data into groups of at least 10 students before you share it so that a student cannot be identified from the data set.
12. Continue to improve the process. Keep thinking about what you are doing with the data, how it is being protected, and what new technology has become available.

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13. Tell everyone about your results once you are confident about your processes.
14. Correlation still has value and is persuasive to campus administrators.
15. Visualization matters; people remember visual presentations.

The results of the data survey were that library users are significantly more likely to earn a higher GPA, maintain a good academic standing, and be retained in their jobs.

Evidently Rising: New Providers, Models, and Lessons in Evidence-Based Acquisitions of eBooks

A panel of five speakers organized by **Harold Colson**, International Relations Librarian and E-Books Coordinator, **University of California-San Diego**, discussed evidence-based models (EBMs) for acquiring eBooks and informing administrators. **Josh Petrusa** from **Butler University** said that a small institution like **Butler** must cover many subjects with a small budget. They started a patron-driven acquisition (PDA) program in 2016 and studied usage data to determine what users wanted. Initial usage was disappointingly low because of only a relatively few titles in the collection, but recent purchases are finding higher usage as time progresses.

Arielle Lomness, Collections Librarian, **University of British Columbia** (UBC)-Okanagan, noted that 80% of their budget goes to U.S. vendors or publishers. The budget was flat for many years, but recent exchange rate changes have had a major negative impact. So the library had to consider how it was buying eBooks, and an EBM was launched in 2015 for purchase of social sciences and humanities content from **Taylor & Francis** and extended for 20 months. As with **Butler's** experience, early low usage caused anxiety, and many imprints for the same title caused confusion. A second program with **Cambridge Books** was started and extended for 12-months. One lesson learned was to ask for usage data from publishers early in the project because the longer duration projects are better for seeing accurate usage. For the future, EBMs will be continued.

Lynn Wiley, Head of Acquisitions at **University of Illinois, Urbana-Champaign (UIUC)**, described how her large research library tried to get DRM-free eBooks. They have about a million eBooks and a long list of items they want. They buy using several models: direct from the publisher with no user limits and perpetual ownership, by subject collection and eBook series subscriptions, and DDA programs on DRM platforms with user and print limits and minimal downloading. Evidence-based acquisition has the advantages of being strategic, data driven, and user focused. **UIUC** signed up in 2016 to participate in two pilot programs: one with **Project MUSE** to obtain access to all of its university press eBooks and another with **Oxford University Press**, both of which are still ongoing. **UIUC's** experiences are that low initial use grows slowly as users discover the eBooks.

Melanie Schaffner, Director of Sales and Marketing, **Project MUSE**, noted that for some small publishers, they are the only distributor. **Project MUSE** has content from 240 non-profit scholarly publishers who provide content from more than 600 journals. Over 100 scholarly presses have added over 49,000 books to the platform, and nearly 3,000 customers deliver **MUSE** content to their users. Books on **MUSE** are DRM-free and provide unlimited simultaneous usage, downloading, and printing. They are searchable at the chapter level, and no special reader is needed. ILL is allowed for books that are purchased. **MUSE** has launched an evidence-based acquisition pilot program in response to customer requests and to demonstrate revenue potential to publishers. So far, 40 institutions are participating, and publishers' fears of lower revenues appear to have been unfounded. Lessons learned:

- EBA is labor-intensive and uses a lot of resources.
- Publishers can change prices at any time and can add or delete single titles, which is confusing.
- It is important to ensure that benefits accrue to every publisher participating in an EBA program.

Freely Available Articles from Gold, Green, Rogue, and Pirated Sources: How do Library Knowledge Bases Stack Up?

Michael Levine-Clark, Dean and Director, **University of Denver Libraries**, reported on a recent study of free access to journal articles. He began with the well-known fact that many information users do not start their searches with the library but use Google and Google Scholar. **Levine-Clark's** study looked at 300 articles indexed in Scopus; access definitions and results were:

- "Gold" OA: Open access on the publisher's website (26%).
- "Green" OA: Open access in a repository or on an author's website (20%).
- "Rogue" OA: Freely available via an academic social network such as ResearchGate (37%).
- Pirated: Freely available on Sci-Hub (87%).

Levine-Clark concluded his presentation with a proposition: All content, both OA and licensed, should be discoverable through library systems. That combination should rival what is available through Sci-Hub.

John McDonald, Associate Dean for Collections, **University of Southern California**, described an extension to **Levine-Clark's** study which examined how well libraries and their vendors provide access to Gold OA articles through their discovery systems. Here are the general conclusions and test results:

- Indexing of the articles in discovery systems is reasonably good; 85-100% of the articles were indexed.
- 50-90% of the articles were accessible from library discovery systems.
- Smaller libraries do not have as many articles available on their discovery services as large libraries do, which could be due to a number of factors.
- For major publishers, indexing is fairly consistent across libraries.
- We should try to leverage DOI links more.
- Some small and medium sized schools have done a very good job of improving low rates of access.
- We can support the OA movement by encouraging usage.

Regaining Control During Vendor Platform Changes

Kim Maxwell, Electronic Resources Management Librarian, **MIT Libraries**, and **Angela Sidman**, Electronic Resources Librarian, **Yale University**, have both been through vendor platform changes and discussed some of the problems they encountered. Migration on content and publisher platforms is a unique challenge for an e-resources librarian because although they are responsible for the systems installed at their institution, they do not really control them. When a migration goes badly, there are poor PR results for both the library and the publisher. Migrations are difficult and are no small job. They entail a tremendous amount of work by the publishers because large volumes of content are moving from one place to another. It is very hard to do a migration without something breaking.

All parties in a migration program can improve by:

- Communicating well and working together to ensure a smooth user experience. Publishers should post known problems on their websites. Advisory Boards can be used to advantage.
- Making migration guides living documents and publishing updates as they happen.
- Providing a preview environment where librarians can test changes and be partners in the migration.
- Acknowledging that migrations will continue to occur, so amending the licenses as appropriate.
- Making the migration widely known to subscription agents so they can inform their customers about the changes.

Impact Analytics: Measuring and Driving Meaningful Use of Electronic Resources

Do your collection development policies specifically address the growing area of streaming video? **Jesse Koennecke**, Director, Acqui-

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sitions and E-Resource Licensing Services at **Cornell University**, noted that more video content is becoming available, there are more vendors, and we are spending a lot of money on it. Streaming video is being purchased by academic libraries for entertainment, collection building, and course use. Many entertainment videos are also used for courses; they are either purchased directly or ripped from DVDs and hosted on a streaming server. Areas to be considered are the potential user base for the video, areas where deeper collections are needed, and costs. **Cornell** started a PDA program for videos in 2015, and it generated a lot of use: 10,793 uses (278,000 minutes) over 2,870 titles, of which 7,471 uses triggered licenses for 529 titles.

Kanopy[6] and **Alexander Street**,[7] have set up new analytic models to allow their users to see what their usage is, where it comes from, referral URLs, etc., which leads to different ways of thinking about usage, especially counting embeds when a user embeds a video on their site. **Alexander Street** can show "curated views" beyond simple counts, such as the average percent of a video that was played, which helps to determine how important it was to the viewers and whether a subscription to it should be purchased or continued. A collections strategy is being developed for long-term video usage at **Cornell**; questions to be answered include how video should be incorporated into the collection development policy, how it should be funded, and different needs for collection building and course use.

Andrea Eastman-Mullins, COO of **Alexander Street**, said that we do not have any standards yet for determining how important a subject is; COUNTER remains the only way to compare usage, but it does not give title information. So they created an "impact statistics portal" to show the subject area of the video, paging reports, engagement (which goes beyond watching the video), clips created, play lists, etc.

Explore the Hidden Cache of Statistics at Your Library: Data Mining and Visualization Techniques for Collection Development and Assessment

Librarians are spending increasing amounts of time working with large sets of data, but according to **Stephanie Hess**, E-Resources Librarian at **Binghamton University (SUNY)**, we have not moved along to the analysis part. Collecting is only part of the battle in winning financial support; we need to provide evidence and make it shine. Hess suggested that data should be presented in exciting formats, and visualization can help convey complex data. She quoted *Information Dashboard Design* (**Analytics Press**, 2013) by **Stephen Few**, a data visualization expert who said,

> *"A dashboard is a visual display of the most important information needed to achieve one or more objectives; consolidated and arranged on a single screen so the information can be monitored at a glance."*

When **Tableau**[8] was used to analyze the data visually, the outliers became readily apparent. Forecasts of potential usage can be made and vendor reports can be incorporated into the analysis process. OverviewDocs[9] is a useful tool for visualizing documents.

Closing Keynote

Monica Bulger, who leads the Enabling Connected Learning initiative at the **Data & Society Research Institute**, presented the closing keynote on "Fake News, Reliability and Questioning: A Researcher's Struggle to Navigate the New Information Landscape." She began with the observation that information is social, dynamic, and depends on us to give it life. Our minds are working against us in this new information environment because when they get overloaded, they start to function automatically. It is important to realize that our minds are not objective recorders of information; we are using our prior experiences and what we already know to make sense of events. We also do information status slicing; getting fast results is better than perfect ones because most of the time we have competing demands, which we do not like.

Monica Bulger *(Photo Courtesy of **Sandy Tijerina**)*

Not only are our minds working against us, but so are advertisers. They understand the psychology of engagement, and their programs are designed to keep us engaged. How much do we record when information gets overwhelming? We need to empower people to be critical consumers, sort through information, and find the truth.

What are the criteria of reliability? Are we teaching people to question everything? Sometimes we must turn off our feeds of news because there is too much to be engaged with. We cannot make sense of everything; choose your issue and focus on what you will worry about.

Recordings of many of the presentations are available on the **ER&L** website.[10] The **2018 ER&L Conference** will return to the AT&T Conference Center in Austin on March 4-7.

***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 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. *http://openathens.org/*
2. *https://www.atlas-sys.com/*
3. *https://zepheira.com/*
4. *http://library.link/*
5. *http://libraries.mit.edu/about*
6. *https://www.kanopystreaming.com/*
7. *http://alexanderstreet.com/*
8. *https://www.tableau.com/*
9. *http://www.overviewdocs.com*
10. *https://www.electroniclibrarian.org/17-archive-available/*

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several dinner several nights a week. It's also great that **Scott** will have more time for guitar and harmonica. Last but not least — **Scott** will be in Charleston in November! We couldn't talk him into speaking but there is still time! *http://osinitiative.org/*
https://twitter.com/metadata2020

ATG PROFILES ENCOURAGED

Josh Bolick

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PROFESSIONAL CAREER AND ACTIVITIES: Presenter for the Open Textbook Network and Open Education Group OER Research Fellow.

IN MY SPARE TIME: Biking and grilling.

PET PEEVES: "Apologies for cross-posting."

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I hope it's more open and that authors and readers have more rights and access and that we can accomplish this in partnership with publishers. There's a lot of activity to support optimism on those fronts. I see less focus on content, which for better or worse will continue to be shared in extralegal and/or illegal ways when it can't be legally accessed, and more focus on data and service provision.

John Bond

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www.youtube.com/JohnBond/

BORN AND LIVED: Born and grew up in Bucks County, PA. I now live in Southern New Jersey, the Garden State.

EARLY LIFE: In ancient time, I was a librarian. Then I moved into medical publishing.

PROFESSIONAL CAREER AND ACTIVITIES: I have three decades experience in scholarly communications. I worked at Slack Incorporated as a journals editor; then as Book Publisher; then as Vice President; and finally as Chief Content Officer. In 2015, I started Riverwinds Consulting that works with associations, publishers, and other organizations on the challenges and opportunites of the digitial era.

FAMILY: My wife and three sons.

IN MY SPARE TIME: Reading, running, and writing.

FAVORITE BOOKS: The Rabbit Series by John Updike; *The World According to Garp* by John Irving; the Frank Bascolm series by Frank Bascombe; *Grapes of Wrath* by John Steinbeck; *Watership Down* by Richard Adams; *Living a Life that Matters* by Harold Kushner.

PET PEEVES: People that only talk about themselves.

PHILOSOPHY: Leave the world better than you found it.

MOST MEMORABLE CAREER ACHIEVEMENT: I should discuss websites launched, book published, awards etc. But I think I'd rather point to dozens of people I've hired over the years, careers I've helped foster, or mentoring I've had the good fortune to provide. I think these people that I've been connected with are the thing I've been most privledged to list as an achievement.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: To grow my consulting business and develop even more new connections and engagements. Also to further develop my YouTube channel.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: Publishing will have as many opportunites as there are threats. Open access to knowledge, self-publishing in the book arena, wikis, and many other maturing movements will continue to change scholarly communications. There will be many benefits, particulary to smaller instituions, researchers, and to people and groups outside the U.S. But there will be disruption to the traditional models that will need to reinvent themselves to remain viable. Likewise improved discoverablity and the evolution of formats (books, journals, etc.) to embrace the interactive and digital opportunities available are key to long term growth and prosperity.

Maria Bonn

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BORN AND LIVED: Born Riverhead, NY near the tip of eastern long island. Lived lots of places – All over the Hamptons, France, western NY, North Carolina, Chongquing, Ankara, Michigan, central Illinois, Orcas Island.

EARLY LIFE: Itinerant military brat.

PROFESSIONAL CAREER AND ACTIVITIES: From English professor to digital librarian to scholarly publisher to iSchool educator. Some waiting tables also involved.

MOST MEMORABLE CAREER ACHIEVEMENT: Populating my office almost entirely with left handers.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: In five years the industry will no doubt still be asking questions of itself, and that's a good thing. The unexamined professional life is not worth living. In five years, some of the anxiety about how the technology enable DIY culture will change scholarly publishing will have settled and some of it will remain. Interests will continue to compete, but scholars will be better informed about their publishing choices and more fluent in articulating the requirements for communicating the results of their work in the most effective and compelling way.

Daniel Hook

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BORN AND LIVED: London

PROFESSIONAL CAREER AND ACTIVITIES: Daniel has been CEO of Digital Science since 2015. He joined the company via an investment into Symplectic, of which he was a co-Founder and CEO. Daniel has always been interested in reducing the administrative work for academics and helping institutions make data-based decisions by finding innovative ways to increase the efficiency of data flows between academics and administrators.

Daniel remains an active academic working in theoretical physics. He holds visiting positions at Imperial College's Centre for Complexity Science and Washington University in St Louis's Department of Physics.

IN MY SPARE TIME: I spend much of my spare time working on mathematical and theoretical physics problems with long-suffering collaborators

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from around the world. I also enjoy playing the piano, trying to learn languages and visiting France and the Czech Republic.

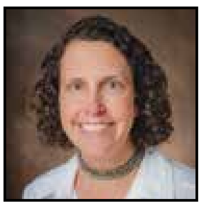
FAVORITE BOOKS: Novel – *Pfitz* by Andrew Crumey. Technical – *Advanced Mathematical Methods for Scientists and Engineers* by Carl Bender and Steve Orszag.

PET PEEVES: Misuse of "less" and "fewer."

MOST MEMORABLE CAREER ACHIEVEMENT: Publishing my first paper in *Physical Review Letters*.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Ensure that Digital Science continues to be an innovative company that is close to academia, even as it grows larger.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: Continuing to support researchers and to help them achieve their goals more efficiently and with better tools.



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BORN AND LIVED: Born in Ohio, lived in Colorado for a while, and happily returned to the buckeye state!

EARLY LIFE: I grew up on Lake Erie and love being on the water.

PROFESSIONAL CAREER AND ACTIVITIES: I am passionate about library and academic copyright issues, open access publishing, and Open Educational Resource (OER) initiatives.

FAMILY: I have seven brothers and sisters and 12 nieces and nephews.

IN MY SPARE TIME: I love being outdoors. When I'm indoors I like reading, baking and cooking.

FAVORITE BOOKS: It is so hard to choose! The Harry Potter series and the Little House on the Prairie series are definitely up there.

PET PEEVES: Bad copyright information.

MOST MEMORABLE CAREER ACHIEVEMENT: Celebrating the 5th anniversary of the Kraemer Copyright Conference.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Continue to help librarians understand their rights and responsibilities when it comes to copyright!

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I'm optimistic that as a community librarians will continue to speak up about important scholarly communications issues on behalf of ourselves and users.

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IN MY SPARE TIME: Apart from my library work, I teach in NC State's University Honors Program, recently including courses on "Cultures of Research Funding" and "Science, Psi, Sasquatch, & Spirits."

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: As a profession, we need to do a much better job of integrating ourselves into the full lifecycle of research – and not simply by promoting tools and specific services, but by serving as the true campus experts on how research actually gets done.

Anali Maughan Perry
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BORN AND LIVED: I'm a lifelong westerner – born and raised in Utah and Arizona.

PROFESSIONAL CAREER AND ACTIVITIES: I received my Master's degree in Information Resources and Library Science from the University of Arizona in 2005, and my Bachelor's of Music in Guitar Performance from Arizona State University in 2000. Prior to completing my master's degree, I worked as a library specialist at ASU Library for six years in the interlibrary loan department. I have been the Collections and Scholarly Communication Librarian at ASU Library since 2006, where I am responsible for negotiating resource licenses and leading the library's scholarly communication initiatives. I am a presenter for the ACRL Roadshow, "Scholarly Communication: From Understanding to Engagement," and a member of the COAPI Steering Committee.

PET PEEVES: Poor email management.

MOST MEMORABLE CAREER ACHIEVEMENT: Being selected to attend the Mountain Plains Library Association Leadership Institute.

IN MY SPARE TIME: I enjoy reading, biking, playing music (especially guitar), all types of games, and I love camping and exploring Arizona with my family.

FAMILY: I live with my husband, 2 young sons (3 and 5), and 2 cats.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I am an eternal optimist, so I see an industry that has embraced the idea of providing free access to information to everyone, wherever they are, whenever they need it. That instead of focusing on selling content, there is an emphasis on service and accessibility, added value to online experiences, and an increased focus on new forms of communication and scholarship.

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PROFESSIONAL CAREER AND ACTIVITIES: Librarian and advocate for alternative and sustainable scholarly communication and publishing. In a previous life I was an Archivist, and worked in publishing at a University Press.

IN MY SPARE TIME: I enjoy travelling, eating, running, reading and learning new things.

FAVORITE BOOKS: *American Gods*, *The Wind-Up Bird Chronicle*, *Hyperion*, *The Left-Hand of Darkness*, *The Sparrow*, too many to name here…

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: In five years I believe we will continue to shift toward more sustainable and alternative publishing methods. At the same time, the trend toward commercialization of data analytics around research and scholarly output, I fear, will continue to grow as well. Libraries will focus more on knowledge creation and active participation in the scholarly life cycle, but continue to keep a foot in the door in regards to dissemation and preservation of knowledge.

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ATG Profiles Encouraged
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Keith Webster
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library.cmu.edu and *ideate.cmu.edu*

EARLY LIFE: Grew up in north east Scotland and attended university in England. Lived and worked there and in NZ, Australia, USA.

PROFESSIONAL CAREER AND ACTIVITIES: Rescued from flirtation with accountancy and began professional career in government science research library – moved into university libraries after a couple of years. Seconded to help establish Scottish Library and Information Council. Have held four library directorships/deanships – in London, UK; Wellington NZ; Brisbane Australia; and Pittsburgh PA. Before coming to CMU, I was Vice-President (academic relations) for John Wiley and Sons, based in Hoboken NJ.

IN MY SPARE TIME: Running.

FAVORITE BOOKS: British crime fiction.

PET PEEVES: I try to be easy-going and tolerant.

MOST MEMORABLE CAREER ACHIEVEMENT: Helping merge the two leading UK professional bodies to form the Chartered Institute of Library and Information Professionals (of which I am both a Chartered and an Honorary Fellow).

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: A century ago, Andrew Carnegie, great benefactor and philanthropists, shared the vision of the library of the 20th century. I hope the university that bears his name will define the library of the 21st century.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: In the university we'll complete the workflow flip. In the print era, students and faculty shaped their workflow around the library. Now, as they work outside and independent of the library, we need to shape our services and expertise to align with their workflow. I think we'll see another reversal – instead of our primary focus being on curating the information we bring into the university from outside (typically books and journals) we'll shape our services around sharing the information created inside our institution with scholars around the world.

COMPANY PROFILES ENCOURAGED

Digital Science
Main Office: The Campus, 4 Crinan Street, London, N1 9XW, UK
UK Office: 1 Canal Park, Suite 1A, Cambridge, MA 02141 USA
www.digital-science.com

AFFILIATED COMPANIES (BY PRODUCT NAME): Altmetric, BioRAFT, Figshare, IFI Claims, LabGuru, Overleaf, Peerwith, ReadCube, Symplectic, Tetrascience, Transcriptic, ÜberResearch, and Writefull.

OFFICERS (OF DIGITAL SCIENCE): Daniel Hook, CEO; Jonathan Treadway, COO; and Fedor Zeyer, CFO.

ASSOCIATION MEMBERSHIPS, ETC. (AT DIGITAL SCIENCE LEVEL): ORCID, Membership and Board Member.

KEY PRODUCTS AND SERVICES:

As product / company list plus… Grid: *http://grid.ac* – Organization identifier database, available CC0

Consultancy: *https://www.digital-science.com/products/consultancy/* – Consultancy services utilizing data from public sources, client sources in concert with data from across the Digital Science portfolio.

CORE MARKETS/CLIENTELE: Academic institutions, NGOs, Funders, Publishers, Pharma sector, Researchers.

NUMBER OF EMPLOYEES: Across the total portfolio almost 300.

HISTORY AND BRIEF DESCRIPTION OF YOUR COMPANY/PUBLISHING PROGRAM: Digital Science is a technology company that originally spun out from Nature Publishing Group (Macmillan Science & Education) in late 2010. Following the merger of Springer and most of Macmillan Science & Education in early 2015, Digital Science became independent of its publisher foundation and remained wholly-owned by the Holtzbrinck Group in Germany.

Digital Science is committed to providing tools for researchers, institutions, funders and publishers across the whole research cycle. We aim to increase research efficiency by providing elegant and simple tools that make life easier for everyone involved in research.

We have built Digital Science by investing in academically-led companies and founders who have a vision for how research can be in the future. A highly collaborative company, we partner widely, working with several hundred research institutions, more than a hundred publishers, and more than two hundred funders. Millions of researchers interact with our platforms and billions of requests are made from our APIs each year.

LIBRARY PROFILES ENCOURAGED

Carnegie Mellon University
Carnegie Mellon University Libraries
5000 Forbes Avenue
Pittsburgh, PA 15213-3890
Phone: 412-268-2444

STAFF: 80+ (see this link: *http://www.library.cmu.edu/about/people*)

TYPES OF MATERIALS YOU BUY (EBOOKS, TEXTBOOKS, DVDS, VIDEO STREAMING SERVICES, DATABASES, OTHER): See this link for all the resources that are available *http://www.library.cmu.edu/*.

BACKGROUND/HISTORY: The following link is a robust, interactive website for students and the university that provides all sorts of information including how to use the library, research support, data and publishing, article searches/find, books and eBooks, and social media tools, visit *http://www.library.cmu.edu/*.

IS THERE ANYTHING ELSE YOU THINK OUR READERS SHOULD KNOW? CMU also has some interesting information about CMU leadership and Vision/Mission, visit *http://www.cmu.edu/about/index.html*.

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Charleston Comings and Goings: News and Announcements for the Charleston Library Conference

by **Leah Hinds** (Assistant Director, Charleston Conference) <leah@charlestonlibraryconference.com>

Since I have a hard time remembering the change myself, here's another reminder that the days have shifted for this year's conference, **November 6-10**. The preconferences will be on Monday and Tuesday, the Vendor Showcase will be on Tuesday, and the main conference will be Wednesday through Friday. I keep confusing myself by thinking Wednesday for the Vendor Showcase — can't get it through my head that it's now on Tuesday! We hope the transition will be easier for attendees and will be a welcome change to be finished before the weekend.

In an effort to consolidate and make things simpler, we have re-organized our session topical threads into the following groups:

- AN: Analytics
- CD: Collections
- LS: Library Services
- MT: Management
- SC: Scholarly Communication
- TE: Technology
- UC: Up & Coming

This year, we are also thrilled to announce a new topic thread: Up & Coming (UC). The UC thread is intended for attendees who are…

- New to the profession of library and information studies, including librarians, library staff, vendors, publishers, content providers, consultants, and researchers.
- New to the Charleston Conference.
- New to the specific areas of focus of the Charleston Conference (collection development, acquisitions, instruction, scholarly communication, technical services, vendor/publisher relations).
- MLIS students and recent graduates.
- Those with no or limited prior experience presenting at professional conferences.

The UC thread is a terrific opportunity for up & comers to:

- Become actively involved in the Charleston Conference.
- Make a stronger case to attend the Charleston Conference.
- Share your unique experience and knowhow in a supportive, reputable professional sphere.
- Hone your presentation skills.

We also had a call for nominations to recognize and reward Up and Comers: librarians, library staff, vendors, publishers, MLIS students, instructors, consultants, and researchers who are new to their field or are in the early years of the profession. Watch for the recipients to be announced next month! We're excited to celebrate the winners. The 2017 Up and Comers will be recognized in the December16-January17 issue of ***Against the Grain***, and 20 of these brilliant rising stars will be profiled in the same issue. In addition, they will be featured in a series of scheduled podcast interviews that will be posted on the ***ATGthePodcast.com*** website. There will be a reception at the conference on Tuesday, November 7, at 7:00 pm for all first time attendees and the Up and Comers to meet the conference mentors and conference directors. Look for more details in the schedule!

The poster sessions will be held in the Carolina Ballroom of the Francis Marion Hotel on Wednesday, November 8. Presenters will be available to answer questions and narrate their posters. Running concurrently with the poster sessions is a "Happy Hour Networking" event with appetizers and a cash bar. You can mix, mingle, get a bite to eat, and visit the posters all at one time. Also available will be a Speed Networking session — similar to "speed dating" but for professional networking — that will take place in the Calhoun Room just down the hall from the posters.

Virtual Posters are PDF poster images and video presentations that will be displayed on large flat screen monitors during the Poster Sessions as well as on the conference website. We have purchased a new iPad app that will function much like Netflix, where you can scroll through categories with poster thumbnails and titles, then select a poster to view on the big screen. You can zoom and swipe on the iPad to enlarge the view on the big screen as well. We're really excited about this new format for viewing posters and look forward to sharing it with our attendees! The Virtual Poster screens will be located in the Francis Marion Hotel mezzanine level prefunction/hallway space between the Carolina Ballrooms, where the traditional poster sessions and presenters will be, and the Calhoun Room, where the Speed Networking session will be held.

Back again for another year, the Juried Product Development Forums will be available for librarians/library workers attending the conference. These focus groups are designed for publishers and vendors with new products that are currently in development, or who are in the process of making improvements to existing products, to seek feedback and input from their users. It is a chance for librarians to influence the development, pricing, and features of the products they may be using in the future. The goal of these sessions is to be a win-win situation — not to be a commercial or promotion, but to actively work together to the benefit of everyone involved. Invitations will be emailed to registered librarians later this month, so be on the lookout and be sure to RSVP to attend the session of your choice.

Registration is still open, and the early bird discount deadline is September 15. Don't miss out on the significantly lower rate! Preconference registration is also still available, and if you've already registered for the conference but wish to add a preconference you can do so at *https://www.charlestonlibraryconference.com/conference-registration-2/*. A complete list of preconferences is available at *https://2017charlestonconference.sched.com/overview/type/Preconference*.

That's it for now — stay tuned to the **Charleston Conference** website and the ***Against the Grain*** **NewsChannel** for more updates: ***www.charlestonlibraryconference.com*** and ***www.against-the-grain.com***.

ATG Profiles Encouraged

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The CMU institutional repository powered by Figshare, KiltHub is available at *kilt hub.cmu.edu.*

For CMU's strategic direction, see *https://www.cmu.edu/strategic-plan/goals/strategy/21st-century-library.html.*

Quick facts about CMU are available at *https://www.cmu.edu/strategic-plan/goals/strategy/21st-century-library.html.*

Back Talk

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many of them? How selected and presented? How designed to engage a generation of students who will show up in 2020 and 2030 from a world very different from the one we grew up in? We've got some good ideas, but I'll make you come to the **Charleston Conference** this fall to hear about them. Meanwhile, librarian and publishing colleagues, ask yourselves: what are you doing to ensure that printed books have a long and glorious future in front of them?

Back Talk — Amazon

Column Editor: **Jim O'Donnell** (University Librarian, Arizona State University) <jod@asu.edu>

John Kenneth Galbraith famously said that the man who enters a room by leaning on a broken door — and then crashing and stumbling through it when it fails — gets an undeserved reputation for violence. I've always thought of that line when I stop to think about **Jeff Bezos** and **Amazon**.

What **Bezos** did in the mid-90s seemed revolutionary. Yes, he dramatically upended the bookselling business and has taken huge market share away from the players in that space and now throws his weight around enormously. But he had help.

The bookselling business back in the 1990s, like the taxi-driving business five years ago, was surrounded by opportunities the established players were too blind to see. Remember what it was like to special order a particular book at your local bookstore then? You had to page through the blindingly small print of *Books in Print*, fill out a little form (usually with carbons), and wait 3-6 weeks, calling the store a few times to see if it had come in. After that time, there was a very good chance you'd be told they'd been unable to find the title and almost as good a chance that they'd have something but it would be the wrong thing.

It wasn't any magical new technology **Amazon** used to improve on that state of affairs. A database, an online interface to an order form, and a contract with **UPS** to deliver didn't require wizardry beyond imagining. The existing industry could have done all that. But the booksellers of 1995 and the taxis of 2015 that let ride sharing eat their lunch both missed their chance.

So when **Amazon** started opening "bricks and mortar" stores a few months ago, I was curious. A few weeks ago, I took a quick trip up to Chicago to see what the future looks like. What can librarians learn from the deep insights **Amazon** must have about books and print and bringing users and books together?

I was amazed.

My Uber (not a taxi) dropped me off in front of a nondescript storefront on the north side, in a gentrifying neighborhood a few blocks from Wrigley Field, and I slipped inside. The first thing I noticed was how small the shop was: about 3,000 square feet, by my later pacing it off. On my right was a coffee bar with no customers on a weekday morning, in front of me was a table for displaying **Amazon's** Echo product, and I could see more e-gadgets off to the right. The books started on my left.

There weren't many books. I stayed a couple of hours, counting, obsessing, and scratching my head to make sense of what I saw.

OK, there were two things about the store you could call innovations. First, all the books were displayed face out, covers front. And there were no price tags. To find out what any book costs, you need to have the app on your phone and scan it or take it to one of several scanners in the store, there to see the price for the general public and another price for **Amazon** Prime customers.

The store has about 3,600 titles, evenly decided among children's books (about 1,200), what I call "books lite" (arts and crafts, travel guides, self-help, business and money, gardening — another 1,200), and what I call "real books" (history, fiction, biography, "assorted nonfiction" and the like). With separate sections for science fiction (140 titles), mysteries (140 titles), and romance literature (21 titles!), the core of fiction and literature came to 400 titles.

Not much? You're right.

Take mysteries. There was room on the shelves for 140 titles, but with blank spaces, there were actually about 108. There were four **James Patterson** titles, four **Tana French**, three **Janet Evanovich**, two **Louise Penny**, two **Craig Allen Johnson/Longmire**, and one (the most recent) **Donna Leon**. **Alexander McCall Smith** was represented in the store only by the first title in the *Ladies Detective Agency* series, **Andrea Camilleri** by the most recent paperback *Inspector Montalbano*. Of pre-contemporary mysteries, there were three **Agatha Christies** (a volume of Poirot short stories, *Then There Were None*, and *Murder on the Orient Express*), two **Raymond Chandlers** (*The Big Sleep* and *The Long Goodbye*), two mass-market paperbacks of **Sherlock Holmes**, two by **Ian Fleming**. Those 12 authors accounted for 27 of the 108 titles on the shelves. If I were a **James Patterson** reader, would I think a store with four of his titles would be a good place to shop?

No author that I saw anywhere was represented by more than four titles. In history, the only one with that many was **Bill O'Reilly**. In history, the only two titles published before about the year 2000 were **Dee Brown's** *Bury My Heart at Wounded Knee* and **Truman Capote's** *In Cold Blood* (history?). In literature, the only two authors at all well represented were **Elena Ferrante** (all four of her quartet) and **Tolkien's** *Hobbit* and *LOTR*. Other notables were: **J.D. Salinger** (*Franny and Zooey* and *Nine Stories)*; **Jane Austen** (*Pride and Prejudice* and *Sense and Sensibility)*; **Vladimir Nabokov** (*Lolita)*; **Leo Tolstoy** (*War and Peace)*; **Homer** (*Odyssey)*; **James Joyce** (*Dubliners)*. But there were three different editions of *To Kill a Mockingbird* — for the few remaining Chicagoans who have never read it? I found exactly 10 books in the fiction/literature section written by writers born before 1900.

Perhaps **Bezos** has never been interested in books? Perhaps, for him, they were a gateway drug, a place to start. Book buyers, after all, are intelligent, middle class and above all, with discretionary cash. Bust through the infirm door of the bookselling business, capture a vast audience of consumers, and then set out to sell them everything else. If you're **Bezos**, you don't really have to care about books, or people who read books, or what becomes of the culture when you destabilize publishers and bookstores: probably books themselves don't matter to you.

My suspicion is that the store (and others opened since) exists in order to *pretend* to be a bookstore, to lure in people like me, but really to sell the high-margin electronic items. The Echo product is still an abstract concept to many, so the store is a convenient a place where to lure folks in for a demo. A less generous interpretation would be that they've just made a silly mistake!

The real future of the printed book won't be determined by **Jeff Bezos**, nor should we expect it to be, nor should we let it be. There are still many highly trained professionals who are serious about bringing books and readers together — lots of books, even old books, and lots of readers. The name for that group of people is "librarians." We shouldn't walk around the virtual and physical worlds of **Amazon** retail just shaking our heads. This is our opportunity.

At **Arizona State University**, we currently have a grant from the **Andrew W. Mellon Foundation** to begin rethinking, for a huge library renovation we're beginning, just what we do with print books when we set them out on shelves for our readers. Which books? How

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ADVERTISERS' INDEX

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Midwest Library Service

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