**Against the Grain**
c/o Katina Strauch
Post Office Box 799
Sullivan's Island, SC 29482

CHARLESTON CONFERENCE ISSUE ™

VOLUME 29, NUMBER 5 NOVEMBER 2017

# Against the Grain

ISSN: 1043-2094

*"Linking Publishers, Vendors and Librarians"*

## The Evolving Role of the Library in Supporting a Changing Research Landscape

by **Karen Phillips** (SVP Global Learning Resources, SAGE Publishing) <Karen.phillips@sagepub.co.uk>

In this special issue of ***Against the Grain***, we aim to highlight some of the diverse ways that academic librarians support the research endeavors of researchers in their institutions at all levels and across all disciplines and in a changing methods landscape. At **SAGE Publishing**, we share with librarians a focus of supporting the researcher, and we do this primarily through our research methods publishing program, from our introductory reference resources, our journals publishing, through to our QASS series of quantitative techniques for the advanced researcher, and of course our digital library research tool **SAGE Research Methods**. In this issue, we want to draw on our publishing experience to highlight some of the trends in research as well as the library's response to these changes.

We will draw on the perspective of the academic and student researcher, the librarian as researcher, as well as the librarian as provider of research materials and resources and as advisor in managing research data. As new types of big data research emerge, the need will only increase for knowledgeable support in how to manage data and maintain openness and transparency in both data and research.

In this issue we start with two librarian perspectives on how they support research in their institutions. **Anne Langley's** article, "How Research Libraries Support the Research Process," points to how the research process has become more complicated for researchers with new funder requirements, metrics to understand, and demands of information management. She outlines how librarians have become more service-oriented, listening and responding to the needs of researchers. **Roz Tedford's** article, "Expert, Guide, Cheerleader, Coach, Fake News Combatant," focuses on the librarian support for the student researcher ranging from a whole class session to one-to-one support for a research project. In an era of fake news, she points to a faculty need for the library to help students learn which sources to trust.

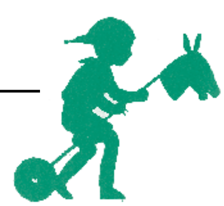
We are delighted to bring to this issue the voices of both a researcher and student, **Diane Hirshberg** and **Iain Miller**, each talking about how they use library services and take advantage of the expertise of their librarians, when they find the library most helpful, and tips for librarians looking to strengthen their relationship with faculty and support for students. We also bring the voice of the librarian as researcher with an article by **Frans**

*continued on page 8*

### *What To Look For In This Issue:*



## If Rumors Were Horses



Yo everyone! We are all gearing up for the **37th Charleston Conference**! Can it be? Really?

Surprise! Just heard from the awesome (does she ever sit still?) **Franny Lee**. She has jumped into a new gig! She will be **VP Market Development** at "**Chegg**, a publicly-traded company with the leading connected learning platform that puts students first. Its current product lines include **textbook rental**, **tutoring services**, **test prep**, **internship and scholarship platforms**, etc." **Franny** says she will be focusing on outcomes. It's been "a long-standing passion to leverage big data approaches to ensure we are as effective as we can possibly be at educating and contributing to society." **Chegg** partnered with **Ingram Content** in 2015. **Franny** says they are working on new programs and product lines to help students transform their learned skills into successful careers. Sounds exciting. We are interviewing **Franny** in the **Penthouse** during the **Charleston Conference**! Stay tuned!

*https://en.wikipedia.org/wiki/Chegg*
*https://www.chegg.com/*
*http://investor.chegg.com/Press-Releases/default.aspx*

Speaking of the **Penthouse Suite interviews**, **total credit** goes to **Tom Gilson** who conceived of the idea back in November 2011 and **Jared Seay** who does all the technical work and filming. Hip Hip Hooray and thanks! The Penthouse interviews are on the ***Against the Grain*** website. For this year, interviews

*continued on page 6*

1043-2094(201711)29:5;1-P

ACS Publications

Most Trusted. Most Cited. Most Read.


# The Must-Have Reference Guide for Analytical, Industrial, and Research Labs is Now Available Online

The ACS Committee on Analytical Reagents sets purity specifications for almost 500 reagent chemicals and over 500 standard-grade reference materials. These specifications have become the de facto standards for chemicals used in many high-purity applications, with agencies like the US EPA and ASTM mandating use of these specifications and methods. In addition to detailing these specifications, ACS Reagent Chemicals provides general physical properties and analytical uses for all reagent chemicals as well as guidelines for standard analytical methods.

We've built a brand new online resource from the ground up. With this new online edition, we've created a streamlined, mobile-friendly user interface that's built on the same familiar platform as ACS journals. Other benefits include:

- The same authoritative source you trust delivers the only complete source for analytical tests and specifications.
- DOIs for each chapter streamline citing each monograph.
- Methods and monographs are hotlinked, helping the reader to quickly find all the information they need.
- HTML and printable PDF formats help readers use the content in the format that is most convenient for them.
- Usage, denials, and abstract data at the chapter level help librarians track utilization.

### Coming in late 2017

- Regular online additions and updates to existing content.
- Each monograph will show a summary of historic changes moving forward, giving the reader full awareness of changes.

**For questions, or to subscribe, contact your ACS representative today.**

pubs.acs.org/**salescontacts** | acs**pubs**sales@acs.org

# Against the Grain

***Against the Grain*** (ISSN: 1043-2094) (USPS: 012-618), Copyright 2017 by the name Against the Grain, LLC is published six times a year in February, April, June, September, November, and December/January by Against the Grain, LLC. Business and Editorial Offices: PO Box 799, 1712 Thompson Ave., Sullivan's Island, SC 29482. Accounting and Circulation Offices: same. Call (843-509-2848) to subscribe. Periodicals postage is paid at Charleston, SC. **POSTMASTER:** Send address changes to Against the Grain, LLC, PO Box 799, Sullivan's Island, SC 29482.




# AGAINST THE GRAIN

## TABLE OF CONTENTS

v.29 #5 November 2017 © Katina Strauch

## ISSUES, NEWS, & GOINGS ON



## FEATURES

**The Evolving Role of the Library in Supporting a Changing Research Landscape — Guest Editor, Karen Phillips**



## ATG INTERVIEWS & PROFILES



## LEGAL ISSUES

**Edited by Bryan Carson, Bruce Strauch, and Jack Montgomery**

# CHARLESTON CONFERENCE ISSUE

## REVIEWS



## PUBLISHING



## BOOKSELLING AND VENDING



## TECHNOLOGY AND STANDARDS

# From Your (hurricane-hating) Editor:

This year has been especially tiresome with all the tropical storms and hurricanes. **Hurricane Hugo** (September 22, 1989) is emblazoned in my memory. Had to bundle computers, dogs, kids, and as many belongings as could fit in the car and evacuate Charleston! The devastation afterwards was unbelievable. My condolences and sympathies go out to Puerto Rico, Florida Keys, Houston, Louisiana, Alabama, and all those affected by these natural disasters.

This issue of ***ATG – The Evolving Role of the Library in Supporting a Changing Research Landscape*** is guest edited by **Karen Phillips** and we extend special thanks to **Camille Gamboa** who helped brainstorm the contents. We have papers by **Anne Langley** (libraries and the research process), **Roz Tedford** (supporting students), **Diane Hershberg** and **Iain Miller** (faculty and student perspectives), **Frans Albarillo** (a librarian research practitioner), **Michael Levine-Clark** (importance of primary sources), **Sayeed Choudhury** (preservation of digital research data) and **Eric Moran** (a question and answer session with **Dr. Arthur Lupia** on the state of transparency in science).

Our **Op Ed** is about the fidelity of encoding and reproduction, **Back Talk** is about **IFLA's annual World Library and Information Congress**. Our interview is with **Ann Michael**, President and founder of **DeltaThink**. There are library profiles of **Brooklyn College Library** and **Penn State University Libraries** as well as **Johns Hopkins Sheridan Libraries**. **Regina Gong**, **Tom Gilson**, **Donna Jacobs, Jeremy Garritano**, and **John Riley** review and discuss books. **Tom Leonhardt** pens a touching remembrance of our old colleague **Jack Walsdorf**.

**Scott Smith** returns with "Notes From Mosier," **Mark Herring** is into peer review, **Myer Kutz** talks about elements of book proposals, **Caroline J. Campbell** and **Lindsay Wertmen** explore the problem (is it?) of donations, **Susan J. Martin** and **Christie Thomas** want to simplify the ordering process, **Joe Badics** talks about staffing and print journals, **Jennifer Albers-Smith** talks about marketing and bookmarks. We have a brand new column from **John McDonald** and **Kathleen McEvoy**, dealing with library analytics, **Don Beagle** returns to part 3 of **Belmont Abbey's** QEP, **Pat Sabosik** talks about blogs and their importance to research, and the **YOGA webliography** is the focus of **Dr. Lucretia T. Dye** and **Roxanne Myers Spencer**. We have meeting reports from **Don Hawkins** and **Ramune Kubilius** and more and more!

Meanwhile, enter **Hurricane Ophelia**, the 10th straight Atlantic named storm to become a hurricane! Whew!

I am ready for winter! And the **Charleston Conference**!

See you all soon and travel safe! **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:**

I enjoy ***Against the Grain*** and the invaluable, useful content. Thank you to you and the crew who keep it going, very appreciated. My email is in regards to membership.

I am more than happy to pay the fee to view the online content that is for print subscribers only however the snag for me, being located in the Middle East, is sending you a check. How do other international members pay?

Thank you for your time in advance.

Regards, **Robin Bishop** (Supervisor, Library Tech Serv., Dept of Library, Higher Colleges of Technology) <rbishop@hct.ac.ae>


**Dear Robin:** We are happy to accept your payment by credit card. Please contact us at <kstrauch@comcast.net>. Thank you. — **Yr. Ed.**

## AGAINST THE GRAIN DEADLINES VOLUME 29 & 30 — 2017-2019

| 2017 Events | Issue | Ad Reservation | Camera-Ready |
|---|---|---|---|
| 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**
*from page 1*

are planned with **Maggie Farrell**, **Franny Lee**, **Judy Luther**, **Brewster Kahle**, **Georgios Papadoulous**, **Loretta Parham**, **Dave Tyckoson**, and **Charles Watkinson**.

Was excited to learn that **Dr. J. K. Vijayakumar** has been appointed as the Library Director of **King Abdullah University of Science & Technology (KAUST)** in Saudi Arabia. He was the Acting Director and Manager of Collections and Information Service and has been working with award winning KAUST Library since its start-up in 2009. **Dr. Vijayakumar** has 17 years of continuously progressing and highly responsible leadership experiences from health science, scientific and technological libraries in the Middle East, the Americas and India. **KAUST Library** is an Institutional Member of **UKSG**.

*http://library.kaust.edu.sa*
*http://www.kaust.edu.sa*

Linking librarians, publishers and vendors is now in a **Facebook discussion group**! **Leah Hinds** and **Carol Apollo** came up with the

*continued on page 8*

Copyright Clearance Center

# Get It Now

## Deliver High-Value Content to Your Library Patrons

Get It Now from Copyright Clearance Center provides rapid fulfillment of full-text articles from unsubscribed journals – 24 hours a day, 7 days a week.

With Get It Now, you can:

- Enable your patrons and staff to request immediate delivery of content from 160+ leading publishers
- Choose from three different service models to best suit your needs
- Track your purchases and adjust your settings based on usage and budget
- Pay for article purchases using your IFM account

**Integrated with leading link resolvers and ILL services!**

**copyright.com/getitnow**

## Rumors
*from page 6*

idea! The moderators are **Jonathan Harwell** (Rollins) and **Eleanor Cook** (ECU).
*https://www.facebook.com/groups/ATGmediagroup/*

The fabulous **Glenda Alvin** was reminiscing about past conferences and colleagues. There used to be a bunch of **African American Librarians** that sat together when we were meeting in the **Lightsey Center**. Two of them retired this year (**Deborah Broadwater** at **Vanderbilt** and **Pam Theus** at **William Paterson** in NJ) and two retired last year (**Sharon Johnson** at **Austin Peay** and **Gloria Harvell** at **Virginia State**). **Glenda** is hoping that some of the younger generation will step up and attend the **Charleston Conference**. We were gratified to learn that **Aaisha Haykal**, Manager of Archives at the **Avery Center for Research in African American History** will attend this year!

**Big Announcement**! — **Leah Hinds** is now **Executive Director of the Charleston Conference**! We all know **Leah** as the hardest working member of the **Charleston team**! **Leah** handles everything! She is smart, quick, and determined! **Leah** graduated from the **College of Charleston** in 2000 and worked at the **College of Charleston** as an Assistant Director of Admissions of Graduate Studies for four years. She began to work with **The Charleston Information Group** (AKA **Charleston Conference**) when she was hired by **Regina Semko**, the registrar (now retired) of the **Charleston Conference** in December of 2004 to compile attendee evaluation results and annual surveys for ***ATG***. **Leah** left the College in 2005 when her family moved upstate, where she continued to work as an independent contractor for the **Conference** and ***ATG*** part time. As her role and responsibilities have grown and changed in the 12 years she's worked with us, **Leah** has helped the **Charleston Conference** and ***Against the Grain*** to grow and flourish. **Leah** lives in Gilbert, SC, an idyllic little community near Columbia, SC, where she home schools her two children (**Maddie** and **Jacob**). Her husband **Patrick** is a construction manager for SCANA. In her spare time with the help of **Maddie** and **Jacob** and **Patrick**, **Leah** takes care of a farm full of horses, dogs, goats, rabbits, chickens, etc.... And they all participate in **4-H activities**. Talk about multi-tasking! **Leah** says, "I'm honored and thrilled to be named **Executive Director of the Charleston Conference**. I feel extremely fortunate to have **Katina** as a mentor and look forward to continuing to build on the conference's tradition of excellence."

*www.charlestonlibraryconference.com*
*www.charlestonbriefings.com*

More exciting news! **Choice** and the **Charleston Company** have announced the launch of **ccAdvisor**, an online review source for information databases and digital resources. **ccAdvisor** draws upon **Choice's** and **The Charleston Advisor's** objectivity and scholarly excellence. Rather than a digital edition

*continued on page 28*

## The Evolving Role of the Library ...
*from page 1*

**Albarillo**, "A Librarian's Journey to Becoming a Researcher-Practitioner," which brings insights of the process and skills involved in a librarian becoming a researcher and how the joint roles support each other.

A key part of library support for the researcher comes from library collections, from journals databases to primary source special collections. **Michael Levine-Clark's** paper, "Primary Sources as a Vital Part of An Academic Library Collection," outlines the important role of primary source collections in engaging humanities and social science students in research and getting them to think critically about their topic of interest and how the librarian can work with faculty to integrate these resources into their teaching.

Newer but increasingly essential areas of library support for the researcher have emerged around data management. **Sayeed Choudhury's** article, "Data Management and Preservation of Digital Research Data," points to the evolving nature of data-intensive research and teaching and the need for libraries to offer data management services to support research workflows that come with increasingly large and complicated data. He outlines principles for the librarian to navigate this new terrain.

Finally, we look at the increasing demands on researchers for openness and transparency and how the librarian can support researchers in successfully responding to these trends. An interview with **Arthur Lupia** outlines the response of the research community to these trends, setting up Data Access & Research Transparency (DA-RT), and providing transparency and openness guidelines for researchers. He sees librarians as being on the frontline of these initiatives for change and working together with DA-RT and the Center for Open Science they can help bring about changes that are needed to maintain the legitimacy of Higher Education research as the source of valid and reliable knowledge.

This is a time of change in both the methods of research, and the roles of the academic librarian. These changes come with challenges of dealing with increasing complexity, increased demands for transparency and openness, and more complex research datasets to manage. This all means more pressure for librarians to continually evolve their roles as supporting research of students and faculty comes with new demands. At **SAGE Publishing**, we are keen to find ways of supporting academic librarians to rise to these challenges. As several of our contributors point out, this is also an exciting time to find new ways of inserting the library into the research process of their institutions, developing new skills and bringing in new specialist roles to the library. I'd like to thank our contributors for sharing their experiences and insights and giving us all lots of food for thought in how to keep the research of the institution at the heart of the activities of the library.

# Bet You Missed It

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

Column Editor: **Bruce Strauch** (The Citadel, Emeritus) <bruce.strauch@gmail.com>

***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***

### LET'S READ REVENGE
**by Bruce Strauch (The Citadel, Emeritus)**

**Charles Dickens**, *Great Expectations* (1861) (the jilted Miss Havisham takes revenge on the world); (2) **Ian Fleming**, *Moonraker* (1955) (ex-Nazi Hugo Drax plans to blow up London; **Fleming** writing in his prime); (3) **Agatha Christie**, *the Mirror Crack'd From Side to Side* (1962) (Miss Marple allows sympathetic killer to escape justice); (4) **Émile Zola**, *Thérèse Raquin* (1867) (lovers murder girl's husband, destroyed by madness and guilt); (5) **Arthur Conan Doyle**, *A Study in Scarlet* (1887) (**Doyle's** first big novel and the first modern detective story).

See — **Anthony Horowitz,** "Five Best," ***The Wall Street Journal,*** June 10-11, 2017; p. C10.

***Horowitz** is the creator of "Foyle's War" and author of "Magpie Murders."*

### CHASING KEATS IN SCOTLAND
**by Bruce Strauch (The Citadel, Emeritus)**

In the early 1800s, Scotland was a hot literary tourist destination. It had been made famous by **Wordsworth**, **Boswell** and **Johnson**, and **Robert Burns**.

In the summer of 1818, **Keats** set off on a fanboy hike. At **Wordsworth's** home in the Lake District, the great man was out. **Keats** left a note.

At **Burns'** home in Alloway, south of Glasgow, **Keats** found the cottage turned into a pub and a drunk old fool spinning yarns in a swap for ale.

Today, the town museum holds the world's largest collection of **Burns** manuscripts plus a "Burns Jukebox" with "Power Ballads" and "Tearjerkers."

**Keats** went on to Mull, Iona and Inverness. He returned to London for the most productive year of his life, penning "Ode to a Nightingale" and "Ode on a Grecian Urn."

See — **Anna Russell** (who recently made the journey by car), "Poetry in Motion," ***The Wall Street Journal,*** July 15-16, 2017, p. D3.

### LET'S READ NOVELS SET IN LONDON
**by Bruce Strauch (The Citadel, Emeritus)**

**Elizabeth Bowen**, *The Heat of the Day* (1948) (espionage and blackmail in wartime); (2) **J.M. Coetzee**, *Youth* (2002) (self-loathing S. African poet lives in drab bedsits working as computer programmer while trying to write); (3) **Nell Dunn**, *Poor Cow* (1967) (working class girl with boyfriend in prison turns tricks for cash); (4) **Arnold Bennett**, *Riceyman Steps* (1923) (over-the-top miser runs second hand book store in Clerkenwell); (5) **Muriel Spark**, *A Far Cry From Kensington* (1988) (young war widow lives in wretched boarding house amidst malice, secrecy and paranoia yet book is a revenge comedy).

See — **Helen Simpson**, "Five Best," ***The Wall Street Journal,*** June 17-18, 2017, p. C10.

### LET'S READ ABOUT WW II CORRESPONDENTS
**by Bruce Strauch (The Citadel, Emeritus)**

**Eric Sevareid**, *Not So Wild a Dream* (1946) (hired by **Ed Murrow**, later a major TV newsman); (2) **Alan Moorehead**, *Eclipse* (1945) (graphic account of the Falaise Gap is unsurpassed by any other writing of the war); (3) **Osmar White**, *Conquerors' Road* (1996) (his dark side of the war accounts of black marketeering, criticism of **Patton** and revulsion at **Nuremberg** trials got him rejected by publishers immediately post-war, much later in print); (4) **Ernie Pyle**, *Brave Men* (1944) (focused on the ordinary grunt, he became the most read correspondent of the war); (5) **George Weller**, *Weller's War* (2009) (covered more battle-fronts than anyone; first into Nagasaki).

See — **Ray Moseley**, "Five Best," ***The Wall Street Journal,*** July 1-2, 2017, p. C10.

***Moseley** is the author of "Reporting War: How Foreign Correspondents Risked Capture, Torture and Death to Cover World War II."*

### RED CLOUD: CATHER COUNTRY
**by Bruce Strauch (The Citadel, Emeritus)**

"There are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened." — **Willa Cather**.

Red Cloud, Nebraska is like Hannibal, MO and Oxford, MS — each inscribed with a writer's identity. The **National Willa Cather Center** has opened with archives, museum exhibits, apartments for scholars and book store.

"**Cather** People" as the locals call the literary tourists are a key element of the local economy. The **Cather** home has been preserved, and the train station is a museum. A 600-acre preserved prairie — the **Willa Cather Memorial Prairie** — has the never-plowed grassland of the 1880s when she moved there from Virginia.

*This is quite a worthwhile article that reviews **Cather's** life and career at **McClure's** and as a novelist, her lesbian romances and her place as a major modernist rivaling **Woolf** and **Joyce**.*

See — **Alex Ross**, "Cather People," ***The New Yorker,*** Oct. 2, 2017, p.32.

### LET'S READ ABOUT ADULTERY
**by Bruce Strauch (The Citadel, Emeritus)**

**Evelyn Waugh**, *A Handful of Dust (1934)* (this is **Waugh's** great one where the cuckolded husband ends up trapped by a lunatic on the Amazon endlessly reading aloud from **Dickens**); (2) **Ford Madox Ford**, *The Good Soldier* (1915) (wealthy British and American couples at German spa); (3) **Henry James**, *The Golden Bowl* (1904) (impoverish Roman prince and his no-money American lover each marry money and then continue their affair); (4) **Stendhal**, *The Red and the Black* (1830) (provincial aristocrat wife and the teenage tutor of her children); (5) **Guy de Maupassant**, *Like Death* (1889) (politician's wife has affair with portrait painter who in turn falls in love with her daughter).

See — **Anka Muhlstein**, "Five Best," ***The Wall Street Journal,*** Sept. 30-Oct. 1, 2017, p.C16.

***Muhlstein** is the author of "The Pen and the Brush: How Passion for Art Shaped 19th-Century French Novels."*

# How Research Libraries Support the Research Process: From Idea To Publishing


by **Anne Langley** (Associate Dean for Research, Collections and Scholarly Communications, Penn State University Libraries) <Anne.langley@gmail.com>

## A Changing Landscape

Over the past 10 to 15 years, academic/research libraries have become more service oriented. This transition came in response to a shifting scholarly communication environment, or to put it simply, how academia creates, seeks, and uses information. Librarians now support faculty and post-graduate researchers throughout multiple stages of the research process, and thus researcher interaction with the library has increased.

High-level academic research has always required library support to be productive, especially because researchers depend on the library to purchase and/or subscribe to the books, journals, databases, and other materials that make up the universe of scholarly communication. But the process of doing research has become more complicated, and librarians have stepped up to assist, adapting to meet academia's needs.

These adaptations have come about for a multitude of reasons: researchers' need for help to navigate more complex academic information; recent mandates from funding entities, both governmental and private, that require researchers' data and publications to be deposited in an open repository so that anyone can have access; new options for measuring publishing output beyond citation or journal analysis and requirements at some institutions that use these metrics for promotion and tenure; and, finally, the continuing proliferation of new journals, new forms of information dissemination, and new ways of aggregating information. In all these areas, librarians have seen an opportunity to apply their skills and support researchers in novel ways.

Academic libraries now see helping researchers manage information and data for research and publishing as part of their mission. Librarians — who already had the skills necessary to assess, organize, and make information accessible — have risen to the challenge. Helping researchers navigate new avenues of information management is a natural extension of our skills and knowledge. This article describes how **Penn State University Libraries** responded to the changing landscape by creating new services and new types of librarian jobs that support high-level research from start to finish.

## The Libraries at Penn State

**Penn State University** is a public land-grant research university, with a flagship campus (University Park) in State College, PA, 23 other campuses across the state, two law schools (one in Carlisle, PA, and one at University Park), and a medical school (in Hershey, PA). The University Park campus comprises 14 distinct colleges. Overall, **PSU** has 99,133 students (47,261 at University Park), including 84,686 (41,359 at University Park) undergraduates. The university and the Libraries belong to a variety of consortia, including the Big Ten Academic Alliance (BTAA), the Pennsylvania Academic Library Consortium, Inc. (PALCI), and others.

The **Penn State Libraries** comprises 36 libraries, at least one at each campus. The main library, called Pattee-Paterno, four branch libraries, and a law school library are all on the University Park campus. The two law libraries (the second law library is in Carlisle) and the Health Sciences library at Hershey all have a dotted reporting line to the dean of Libraries and Scholarly Communications, who reports directly to the provost. Librarians have faculty status, and the tenure-track librarians are part of the university's promotion and tenure process. The collection approaches five million items, and the Libraries subscribe to more than 800 databases. The Libraries also support students and faculty in **Penn State's** digital World Campus through the work of a World Campus librarian who coordinates library services in collaboration with librarians throughout the system.

I am an associate dean at **Penn State University Libraries**, and my areas of responsibility include acquisitions, collection development, subject liaisons, the special collections library, and scholarly communications and copyright outreach. Our senior leadership ethos is one of collaboration; I collaborate closely with the other two associate deans on digital scholarship, data management, document supply, and commonwealth campus librarianship, among other things.

Two years ago, the Libraries began implementing a five-year strategic plan that focuses on responding better to users' needs. That includes meeting the specialized needs of high-level researchers, whether they are undergraduates in the last years of their majors, graduate students, postdocs, or faculty at all stages of their careers. To this end, we have envisioned and created specialized librarian positions to help support these research needs. These positions work in concert with traditional librarian jobs such as subject specialists, teaching and learning librarians, and collection development librarians. We are reorganizing around the needs of digital scholarship in all its forms and no matter the academic discipline. I describe some of these specialized positions below.

## New Roles to Support Researchers

The new roles at **Penn State Libraries** have titles such as research data management librarian, scholarly communications librarian, copyright librarian, and GIS and data librarian. Many librarians in these new roles work behind the scenes: data preservation librarians, repository management librarians, information architects and ontology librarians, all of whom create, support, and run the new systems we use to manage research information and data — including both purchased information and that created by researchers. Managing data and the related processes can be time intensive, and our librarians and information scientists are working together to free researchers from this burden so they can focus on their research. For example, in our design and implementation of **Penn State's** institutional repository, called ScholarSphere, the programmers and librarians who manage and update the repository have worked closely with one another and faculty advisors to make sure it meets the needs of the institution.

Larger institutions like **Penn State** can hire librarians to take on these new responsibilities. But smaller institutions can respond to the changing environment by expanding the responsibilities of librarians already on staff. For example, at my previous institution, I added the responsibilities of director of scholarly communications to my position as head of the science and technology libraries.

## Internal and External Challenges

We have faced challenges in imagining these new roles and in attracting capable people to fill them. A big internal challenge has been dealing with a very traditional library culture. Most libraries struggle with change, often because our profession is steeped in traditions of varying kinds, including our tradition of requiring a library degree. Some of these new positions are better filled with people who have other expertise, such as a law degree or expertise and training in geographical information systems, and some librarians and staff have found this hard to accept. It's also been difficult for new hires coming into a sometimes mildly hostile environment. We've had to do one-on-one coaching for the newly hired to help them understand the ethos of libraries, and we've met often with those protesting and worked to help them better understand the changes facing libraries and how we've chosen to move our libraries forward.

## Support at Every Step of the Process

The academic/research library can and often does support researchers throughout their entire research process. The library is where many researchers begin their discovery process. Whether they're planning research strategies, formulating a research question, honing their methods or seeking new ways of doing things, they often turn to the libraries, and in particular to the resources we've purchased or subscribed to. They

*continued on page 14*

**How Research Libraries Support the Research Process ...**
*from page 12*

use the library literature to make sure they're working on something original or novel. We support this work through targeted collection development, which comes from the knowledge and expertise of subject liaisons who buy or lease information, and through aggregated search engines designed and populated by librarians with an IT or a cataloging/metadata background.

Many researchers in multiple fields use, reformat, and create data. Anthropologists use GIS data. High-energy physicists collaborate with large, globally available datasets. Biological and medical scientists use genome mapping, while humanists mine old English texts. All researchers who use data have to learn how to harvest, sort, organize and preserve it. Research data management librarians are trained to teach and support this type of work. Best practices include having a research data management plan at the beginning of the process so that no data is lost, disorganized, unusable, or unsharable at the end of the process. Research data management stems directly from the field of library and information sciences, as librarians have long been harvesting information, organizing it, and making it accessible, adapting and creating new systems as the data creation demands. We have hired a data scientist to be **Penn State Libraries'** first research data management librarian, and we plan to hire a social science research data management librarian in the coming year.

Research has changed with the creation of massive digital indexing, abstracting, and sometimes the deep indexing of databases with information beyond just the citation or full text. As scholarly output and the meta-information created to manage has moved to the digital world, researchers have had to spend much less time doing their background work. Many publishers are experimenting with and creating innovative support tools that are hybrids of classic indexing and abstracting databases. Tools like **SAGE Research Methods** and **REAXYS** not only help researchers find materials, but also help them make connections between different types of information in new and time-saving ways. These new products are indeed wonderful for researchers, but their proliferation produces deep challenges for managing flat, decreasing, or very slow growth in library materials budgets. And instruction librarians must keep abreast of regular updates and interface changes.

At **Penn State**, we conduct annual rolling reviews of journal subscriptions and databases, and we are planning to assess our allocation model in the near future and explore the idea of creating an allocation schema. We hope our schema can account for the huge variations across disciplines in the creation, use and dissemination of scholarly output.

Our subject liaisons review their subscriptions individually and in subject-oriented groups, and they consult with faculty to make cancellation or purchasing decisions. Though we haven't recently conducted a large-scale cancellation, we recognize that we may eventually have to move beyond annual reviews to a comprehensive assessment.

### Guidance on Open Access and Copyright

Once researchers are ready to publish, our librarians can work closely with them to help them evaluate the viability of open access journals, or to help them deposit data or papers into open access repositories. Our goal is to make these processes seamless, so that there is very little or no burden on researchers. Librarians, especially those with expertise in copyright or scholarly communications, help researchers with language to use in contracts so that they can retain some of their copyrights — ensuring that they can share their articles in a repository, on their websites, or with their colleagues and students. These specialized librarians also must teach faculty and researchers that they need to retain some or most of their copyright. Our own copyright librarian, who holds the first position of its kind at **Penn State**, has spent the past three years figuring out the university's needs. She has become a valuable resource for individual faculty and researchers in managing the copyrights for their scholarship, their use of materials in the classroom, and the creation of their open education resources. Based on her needs analysis, we will be adding positions to that department: a scholarly communications outreach librarian and copyright analysis support staff.

### Research Assessment

Once research is published, there are many ways to assess its worth. Citation counts are no longer the only methods of assessment. Altmetrics are nontraditional metrics, such as counting the number of times people tweet about someone's research. This and other types of altmetrics can be mined to assess an article's effect on the profession. We have a group of medical and science librarians at **Penn State** who help researchers learn about and use these new ways of measuring scholar impact.

### Open Education Resource (OER) Support

Our librarians, especially those with subject and instruction responsibilities — along with instructional designers at the university — are working closely with faculty to identify, vet, design, and review appropriate open education resources for use in our World Campus courses, and for other courses where faculty are interested in experimenting. Other institutions, or even state university systems, have mandated OER. Librarians are invaluable partners with faculty conducting research into the viability and use of open materials in the classroom, and librarians play a strong role in increasing the adoption of open education resources by advocating for them with students, faculty, administration, and other librarians.

### Conclusion

As academia changes, so do libraries. As you've read, librarians have taken on new roles to support changes, sometimes drastic, in our institutions. Many people in higher education say that the library is the heart of an institution. At **Penn State**, we take this role seriously. As our institution responds to changes in the world of higher education, we respond to the needs of the faculty, students, and researchers with whom we interact with and support. This is because we change along with those who need us. It's an exciting time to be a librarian, no matter what your title is.

---

# Expert, Guide, Cheerleader, Coach, Fake News Combatant: The Many Hats of Academic Research Librarians in Supporting Students

by **Roz Tedford** (Director for Research and Instruction, Z. Smith Reynolds Library, Wake Forest University) <tedforrl@wfu.edu>

When you tell people outside of academe that you are an academic librarian you often get responses back like "oh, I'd love to be a librarian, I'd love working with books all day!" or "do students really need libraries anymore? Isn't everything online?" But within the walls of academe, research librarians today are more engaged than ever in the teaching and research missions of their institutions and while the hats we wear continue to grow, so too does our impact on student success.

Students come to college with varying degrees of research experience behind them. Some come from high schools where there was extensive attention given to the research process while others have never written a true research paper before. Add to the mix a growing international population of students and you bring issues of cultural differences in writing and attribution expectations and English as a second language issues into the mix. So we never quite know what to expect

*continued on page 16*

## Expert, Guide, Cheerleader ...
*from page 14*

when we start to meet with classes and with individual students about research.

But research librarians at all levels are nothing if not flexible. We should be developing a sense of what level of experience the students have in our classes and what the faculty expect from student research and we adjust our approach accordingly.

To do this, we need tools in our toolkits that we bring out to meet the needs of faculty and their students. From single class meetings to semester-long credit bearing classes, from one-on-one appointments to taking research help directly to students outside of the library building, academic librarians should be eager to meet the students where they are and to become an essential partner for faculty in guiding students through a research paper or project.

### Whole-Class Meetings

Whole-class meetings with students, sometimes referred to as "one-shots" by librarians, can be foundational to the other work we do because we can provide essential information as students are beginning to wrestle with the research project. The content of these sessions are usually negotiated between the faculty and the librarian and range from a quick "here's who I am and what I can do for you — now come meet with me on your own" to full class-length instruction on searching catalogs, databases, web content.

At **Wake Forest**, we have found several things that can help make these sessions successful:

- Use some of the time at the beginning of class to make sure students know their way around your library's website (e.g., how to make an appointment, how to find research guides, where your workshops are listed, etc.). Don't assume they know these things. Making them comfortable with your web presence is as important as making them comfortable with your building.
- Reiterate (multiple times) that you are available for in-person help. Most students are not going to speak up in the class to ask questions about their own topics. But making sure they know that you WANT them to come meet with you (and how they can make those appointments) can ease their minds.
- Don't try to cover everything. Focus on where the students are in the research timeline and focus on what should be the very NEXT thing they need to be doing. Then encourage them to come see you for help in the rest of the process.
- Don't let perfect be the enemy of good. You will not always get the backing you might want from the faculty member. You may only get 10 minutes. You may only feel like five students in a class of 30 are actually paying attention. One-shots are not the ideal instruction environment even in the best of circumstances, but they can be very useful to many students and faculty. Remember that and do what you can.

### In an Era of "Fake News"…

In the past year, librarians have seen an uptick in the number of faculty who want librarians to talk to students about issues surrounding "fake news," and we should feel uniquely qualified to discuss this topic; whether looking at the peer review process in light of how expertise is developed, or at issues such as the "filter bubble" and echo chambers that lead to distrust of sources that don't agree with us, librarians should lead students in these kind of discussions. Helping students be selective and critical consumers of information while steering them away from a skepticism toward any information that doesn't mesh with their personal beliefs is a tricky but important role that academic librarians should embrace.

These conversations are not always easy, but things like **Ted Talks**, provocative news pieces, and discussions of sites like **Snopes** can be wonderful ways to get students to see situations in new ways. The key is to find an "in" that you feel comfortable discussing and going from there. If the session is for a class taught by a faculty in an academic discipline — meet with the faculty to find out what they are interested in the students getting from the session and then use the topic of the class to craft a session. The success of these alternative kinds of sessions depends in large part on the library's role in the campus community.

### Classes for Credit

Some academic libraries also offer credit-bearing classes — either required or elective — for students to take. Sometimes they serve as a general education requirement to cover issues of information literacy and other times they support discipline-specific research. It is in these classes that we can tackle the larger issues of information creation, copyright and intellectual property and perhaps most importantly today, fake news and junk science. They can be add-on classes for research seminars or geared to graduate students. What they have in common is a more in-depth engagement with the content and a longer relationship between librarian and student.

Getting administration to support for-credit classes can be tricky. Using accreditation standards is one way to get buy-in; if your institution is up for reaccreditation or if you have a Quality Enhancement Plan or other strategic plan or goals for the institution, having a class that helps meet those goals can be attractive. Another way is to start small — perhaps with one department with honors research seminars — and offer a small half- or one-credit class for elective credit in that department as an add-on for the research seminar. Or start with a graduate program where students are struggling with research as programs with large numbers of non-traditional or older students can be good targets. Someone who has not done research in 20 years might appreciate the opportunity to take an elective class that would guide them through today's research landscape.

### One-on-Ones

One-on-one meetings between librarian and student where a student asks a specific research question, are perhaps the most important interaction we have but also the most resource-intensive. Whether they need background research to set the stage for their paper or need to find one specific United Nations report on genocide, students get the highest-touch help by meeting with their librarian. Because these interactions are not "one-and-done," often students return to meet with the same librarian, or will meet with various librarians for various needs.

It is in these meetings that we get to steer students to the kind of resources the faculty expects. We help students vet sources of information, find the needle in the haystack of information (a really, really, really big haystack these days), navigate interlibrary loan for materials outside our collections, and cite that tricky UN report once it has been found.

One of the keys to get students in the door for these sessions is to make it clear that this is your job — you are there to help them do research. Often students feel they are "cheating" or "bothering you" and wherever you interact with them, it is critical that you dispel those myths and make it clear that you are doing your job (hopefully a job you love) by helping students. Asking questions during the session about the assignment, the topic, etc. can help to establish a rapport with the students and help them realize you appreciate the interaction. When students are embarrassed that they need help, it is our job to make them feel welcome and comfortable. Following-up after the sessions can also bring the students back for repeat meetings. If you come across new items that are relevant to the students, just dropping them an email with a link can be critical in keeping communication going.

Librarians often find ourselves in the roles of coach AND cheerleader during these sessions. For a student who has never written a research paper before, their first few attempts can be very stressful. A faculty member may not have a chance for in-depth interactions with all their students. A friendly librarian who can help get a student going down the road to good research can boost confidence and set students on a path for success. While we can count the total number of one-on-one sessions, it is far more difficult to measure this qualitative impact on success.

While the traditional one-on-one sessions are fairly standard at most academic institutions, new ways of finding students who need research help are also being tried. Pop-up or roaming research help, such as setting up a table in residence halls or dining halls during heavy research times, is usually well worth the energy expended. At **Wake Forest**, we set up a table with an outreach librarian in the lobbies of first-year residence halls over the fall semester.

*continued on page 20*

# Faculty & Student Perspectives on the Role of the Library


by **Diane Hirshberg** (Professor of Education Policy, Institute of Social and Economic Research, University of Alaska Anchorage) <dbhirshberg@alaska.edu>

and **Iain Miller** (Graduate, University of Alaska Anchorage) <icmiller2@alaska.edu>

Libraries can serve many functions on university campuses for the academic community and the public, as the repositories of physical and virtual academic resources, as good study spots, and as places where students and guests can access computers or hear a public lecture. Libraries are evolving and changing in response to new technologies and campus needs, but one thing remains constant for faculty and students: libraries play a key role in supporting teaching, learning and research activities. In this article, we — a university professor (**Diane**) and a recent university graduate (**Iain**) — share how we use and view the Consortium Library at the **University of Alaska Anchorage** in our teaching, research and studies.

## Diane's Story: A Researcher's Perspective on the Role of the Library

I am faculty at the **University of Alaska Anchorage (UAA)**. **UAA** is a comprehensive open access institution (meaning we are open to anyone, without requiring an application) that offers degrees from occupational endorsements and associate degrees, to baccalaureate, masters and doctoral degrees. The main campus where I teach is located in the largest city in Alaska. We serve over 14,000 students, about 8,400 of whom attend full time. Our university also includes four community campuses serving another 4,000 students (Fast Facts, 2016).[1]

We are primarily a commuter campus, with about 2,000 students living in campus housing. Many of our students are non-traditional and first generation students. Almost half of **UAA** students take at least one eLearning course, and enrollment in online options has increased steadily over the past five years.[2]

The Consortium Library (*consortiumlibrary.org*, named as such because it serves both **UAA** and **Alaska Pacific University**, a small private university next door to **UAA**), serves many functions for faculty, staff, students and the public. It is a gathering space; it has a large meeting room that hosts events ranging from monthly Faculty Senate meetings to small academic conferences to public events such as debates by **UAA's** award winning Seawolf Debate team.

With the growing focus on eLearning, the Consortium Library has also increased its focus on supporting faculty with online resources and services. And this is how I use library resources most often, both in conducting research and in teaching.

My role at **UAA** is primarily as research faculty, and I teach just one to two courses per year. I work at the oldest policy research institute in Alaska, the Institute of Social and Economic Research (ISER), which is located off campus.

### Library Support for Research

As a researcher dependent on grant funding, I need to write literature reviews and methods descriptions that include up-to-date peer-reviewed materials. Our library has numerous subscriptions for full text online resources which facilitate this. I regularly use different databases like **Academic Search Premier** and **ProQuest** to search for articles. I also use **Google Scholar** to identify researchers studying topics of interest, and then look for articles by them in the Consortium Library collection. Our librarians have created topic guides to help students and faculty members find resources for their research. I have used the education guide as a good reminder of resources to consult, and have directed my colleagues to those as well.

One of the online resources I often use is **SAGE Research Methods (SRM)**. I've long been a user of **SAGE's** print texts, but when I discovered the **SRM** online database I advocated for our library to bring it to campus. I use this database when I am writing proposals and find methods that I haven't used before, or more up-to-date citations for some of the methods I use regularly.

In my time at **UAA**, the library has also developed a very rapid-response interlibrary loan system for digital and print resources, which has been helpful.

### Library Resources for Teaching

Because our student population is geographically spread out, digital access is just as important for resources I use in teaching. The courses I teach are generally focused on research and evaluation methods, some in person and some exclusively online.

I use **SRM** and other online library resources extensively in my teaching, and additionally there are the librarians who provide support. When I teach online, I can ask the subject librarian to join my online course and provide guidance to students on accessing library resources, and to make sure students know they can reach out to her or him. My undergraduate students are generally sophomores, and most will have had a tour of the library the semester before my class, so I rarely bring them to the library. However, I always make sure they know who the support people are in the library, and do my own introduction to **SRM** for them.

I generally advise one honors student a year on his/her honors thesis. The library is of course an invaluable tool for these students, and I will often send them back to **SRM** as they develop their methods, and to meet with the subject librarians for support on literature reviews and guidance on other resources. Students seem to have gotten lazy about proper library search methods as opposed to "googling" everything, and are sometimes surprised that there are so many key documents they miss when they don't use library resources. I am grateful for the support provided by my colleagues in the library.

### Growing the Faculty-Library Relationship

Faculty are notoriously bad about reading emails that are not directed to them personally, reaching out to others for help with their research, and changing how we think about research after graduate school. This is something the library faces when trying to serve faculty.

**UAA** librarians are faculty members, and they have engaged in some innovative collaborations with teaching faculty on subjects such as integrating information literacy into courses and providing resources to educate students about academic honesty and integrity. What's hard is getting lots of faculty to be aware of these resources. I have co-taught several professional development sessions on **SRM** in the library, via our Center for Advancing Faculty Excellence, which is located in the library.

I believe that the only way we will get most faculty to realize what we have in the library is for librarians to "take the library to the faculty," whether by presenting in department meetings, and or holding one on one visits with faculty who have active research agendas. I worry, with the budget constraints facing our university, that our library will lose some valuable resources due to faculty not using them, simply because they are unaware they exist. I do realize this is asking a lot of a library faculty that is stretched thin, but I also believe that the valuable resources they have are not as well-known as they should be.

## Iain's Story: A Student Perspective on the Role of the Library

My approach to undergraduate education ballooned from the outset and became a bit unorthodox. Over the course of a five year undergraduate career, I completed distinct bachelor's degrees in the physical sciences (Biological and Natural Sciences) and the humanities (Spanish), associates degrees in Applied Sciences (Fire Science and Health Science) and three minors (History, Justice, and Psychology). My utilization of the library was relatively evenly split between academic courses and

*continued on page 20*

**Faculty & Student Perspectives ...**
*from page 18*

undergraduate research experiences. Both in terms of finding applicable digital journal articles or physical texts and as a physical location to study into consistently late hours, the library served as an invaluable resource for all aspects of my education. When looking for final graduate school options, the library served both as a resource for considering advisors and also as a component that was considered when making a final decision on which school to attend.

During my first semester as a full-time student, I became involved in undergraduate research that necessitated an early introduction to the resources that the library had to offer. My introductory-level courses also required introductory sessions with reference librarians in order to provide students with the groundwork knowledge that would ultimately be an essential component during future courses. These sessions showed me the physical collections available in the facility but also demonstrated effective tips and tricks for utilizing online assets. Perhaps most important, these sessions also highlighted the appropriate ways to use library information, such as citation management tools and identifying potentially undependable journal articles.

When undertaking a project, the library is always my first stop to finding previous literature and formulate research questions. The first individual undergraduate research project that I undertook showed the importance of an effective library catalog and database. The project consisted of a program evaluation of a language immersion program in the local public school district. The program had developed a well-respected reputation but minimal analysis had been conducted on the efficacy of the program and the outcomes of its students specific to language utilization. I was able to demonstrate tangible benefits for the program in addition to providing a snapshot of the foreign language utilization by graduates. While online resources provided an extensive basis for my literature review and the development of my research protocol, the print resources in the library were perhaps most useful as they provided a greater contextual basis for the articles and gave a more elaborate description of research methodologies. I was surprised by the variety of print resources available locally and by the overall value that those sources provided towards my project.

The value of physical print resources seems to vary slightly based on academic disciplines. During my undergraduate studies, I found that print resources seemed to be more relevant to the social sciences and humanities than to the physical sciences. While I often used print resources for groundwork theories in the social sciences or classic texts in the humanities, my peers and I rarely used physical print resources in the physical sciences because that data and research had often been reworked and utilized for today's groundbreaking discoveries.

The physical library facility itself also serves as an integral facet for students and young researchers, such as small group study rooms for working on group projects or studying for final exams. Similarly, small rooms for those involved in webinars or online courses may serve as the only suitable opportunity for some students to effectively participate in distance learning. Appropriate and effective management of these spaces, perhaps extending hours during final exams, is crucial for them to be well-utilized.

As future generations of students increasingly continue to focus on digital assets as the primary means of information, libraries will likely face an increasing burden to demonstrate relevance, particularly for the highly-trained personnel that keep the library running smoothly. The immediate effects of budgetary constrictions are likely to be the most deeply felt as well: reduced hours, fewer online resource subscriptions and limited access to reference librarians. Translating these effects to library users is integral to communicate the importance of the institution for current and future students. The role of faculty in the effective use of the library should also be highlighted. As professional academics, some faculty have demonstrated a strong understanding of the resources a library holds but also how best to utilize those assets. Faculty should strive to share that information with students as a hands-on example of effective outcomes.

***Diane Hirshberg** is Professor of Education Policy at the Institute of Social and Economic Research, **University of Alaska Anchorage (UAA)**, and director of the **UAA** Center for Alaska Education Policy Research. She also serves as Advisor to the **UAA** Chancellor on Arctic Research and Education. Her research interests include education policy analysis, indigenous education, circumpolar education issues, and school change. In a past life, she was a user services coordinator at the **ERIC Clearinghouse for Junior Colleges**.*

***Iain Miller** recently graduated from the **University of Alaska Anchorage** after completing an extensive undergraduate course of study. During his undergraduate studies, Iain was involved with a variety of undergraduate research projects that covered topics from the social and physical sciences. He will be starting a Master's program at the **University of Alberta** in the fall with a focus on rural and indigenous healthcare and ultimately plans to attend medical school.*

**Endnotes**

1. Office of Institutional Research. (2016). *Fact Book 2015-2016.* Anchorage, Alaska: Author, University of Alaska Anchorage. Accessed at *https://www.uaa.alaska.edu/academics/institutional-effectiveness/departments/institutional-research/fact-book.cshtml*.

2. UAA Institutional Effectiveness, Engagement, and Academic Support. (2016). *eLearning & Student Success, AY16.* Anchorage, AH: Author, University of Alaska Anchorage. Accessed at *https://www.uaa.alaska.edu/academics/institutional-effectiveness/_documents/eLearning%20 2016%20Report%20with%20SCH%20Table.pdf*.

---

**Expert, Guide, Cheerleader ...**
*from page 16*

We give out candy and students stop to talk and often even ask reference questions or book a research appointment. This is a low-stakes way to talk to the students where they are and even if all they come away with is a piece of candy and a reminder that librarians are there to help, it's worth our time. Students begin to see the library as more than just the walls of the building and see librarians as people willing to meet them where they are.

### Building Faculty Relationships

As with any relationship, building a rapport with faculty takes time. The more chances you have for interaction, the better. Whether that is in planning your session, providing feedback based on your meetings with students, running into them at a lecture, or simply meeting them for coffee to get their take on how the session went, the more you communicate, the greater the relationship will be.

Communicating back to the faculty as the students come to meet with you will serve several purposes. First, it lets faculty know that their students are taking advantage of the service and makes it more likely they will invite you into their classrooms. Second, it is your chance to provide faculty feedback on assignments. If students are struggling with the assignment, contacting the faculty for clarification can let them know what they need to clarify for everyone and expose some issues they need to fix.

At **Wake Forest**, as we have begun to work with faculty more often, we have seen them bringing us in to help at new phases of the class. We are often asked for input as they craft assignments and in this era of 'fake news' discussions, to develop content around that. The more flexible you are with what you are willing to do, the greater variety of work you will see yourself doing.

Academic librarians are often the touchstones for students throughout the research process, serving roles that range from counselor to detective — from expert to encourager. Throughout it all, our primary goal is to reduce the time students spend on the hunt for good sources in order to maximize the time they can spend on the reading of the sources and the crafting of their arguments. We meet with students in a variety of different environments and assist in a variety of different ways and our hope is that their research projects are the better for it.

# A Librarian's Journey to Becoming a Researcher-Practitioner

by **Frans Albarillo** (Reference and Instruction Librarian and Assistant Professor, Brooklyn College, City University of New York) <falbarillo@brooklyn.cuny.edu> *http://www.brooklyn.cuny.edu*

This article is about my journey as an early career tenure-track academic librarian and how I became a researcher-practitioner. It reflects the contexts, both organizational and personal, that were formative in my professional development and distills lessons that I learned when developing a research area and research project. I speak as a research method enthusiast, and an avid reader of methodology, rather than a methodology expert. In this direction, I am a practitioner of social science methods in questions that arise from my curiosity, work, and profession. It is this "Research," with a capital R, that makes me love my job in the university library. As a librarian, I help patrons navigate knowledge across a number of academic disciplines. There is no other job quite like it in the academy; librarianship is truly interdisciplinary in nature, and one of the few places left where working as a generalist is advantageous.

## Getting Comfortable in My Setting

**Brooklyn College**, where I work as a reference and instruction librarian, is a public, urban, undergraduate liberal arts college, with some graduate programs, and is part of the larger **City University of New York (CUNY)** system. Our reference department has a busy course-integrated instruction program where we share teaching duties for the introduction to research writing courses in addition to teaching for our liaison departments (for me, business, sociology, and linguistics). I also teach most of the library instruction for the English as second language (ESL) research writing courses, and I work with the career center. I typically staff five to seven hours a week at our busy reference desk. The final piece of my work as a tenure-track librarian is research and publishing.

**CUNY** librarians have six years to publish. I found this to be a daunting amount of time to plan a research agenda that would be broad and flexible. When I arrived in 2011, I did not have a bigger picture of how my work fit into the campus-wide or system-wide mission. My work in instruction, as a department liaison, and in building campus- and system-wide library collections provides starting places for research projects, places where I can plug into an active working area where library services are critical to the university's mission. It took until my third and fourth years to have a good sense of how my spheres of work fit into other pieces of curriculum, departments outside the libraries, and libraries outside of my campus. I believe it is important for librarians to understand their place in this organizational culture before engaging in research that impacts the organization. When I look back on how difficult it was in the beginning to formulate a research area related to my work, I now understand that in the first few years I actually spent a lot of time accumulating institutional knowledge and practices.

## Developing an Interest

In those first few years, I focused on familiarizing myself with the literature and exploring journals such as *College and Research Libraries*, *portal: Libraries in the Academy*, and *Evidence Based Library and Information Practice*. Research leave gave me time to explore topics and understand journal audiences. I wanted to identify a topic that built on my academic interests; if a topic couldn't hold my interest, I would not be motivated to continue to develop that area for six years. Finding the balance between my own research interests and practical organizational questions was an intellectual tension, a problem that I wrestled with during my annual reviews and discussions with colleagues. In the carnival of research topics, everything looked so interesting, and my inclination as a generalist was to want to do everything, which of course was not sustainable.

At my library, librarians are not required to publish in library science journals, so for a while I read journals published by the **National Council of Teachers of English**. These journal communities were engaged in a rich conversation around English language learners and teaching in the undergraduate classroom and, as a librarian, I could identify with many of their concerns. I also cultivated informal discussions with colleagues at my university system, and I found that publishing interests were quite diverse. Some colleagues chose to publish articles on how they implemented a program or service. Others leaned toward more humanistic topics and were very interested in publishing essays on scholarly publishing, privacy, critical theory, and social justice. It became clear to me that not only did I need to find a research area, I also needed to find an audience where I could present my work at conferences.

## Honing In

My own interests in language and libraries came from my training as an ESL teacher and as a linguistics graduate student. I queried several journals, proposing essays on particular topics such as language access, sociolinguistic concepts, language technologies, language rights, and multilingualism in libraries. After several rejected queries, I surmised that these topics were too specific and too technical. My topics had to broaden in order to be accessible to an academic library audience, and I needed to make a case to the academic library audience on the importance of these topics, why librarians should be thinking about them, and how they impacted library services.

Eventually, I found that my research interests converged with library research on the topic of international students and library services. The international student library user population has a deep literature and history in library science. Common themes around international students and library work include user studies, English as a second language, diversity, multilingualism, and information literacy. It took a lot of reading to realize I could connect my own interests to librarianship research by studying international student services and libraries.

While reading the literature I was able to identify an issue in how inconsistently the terms "international students," "immigrant students," and "ESL students" were used. I realized I could contribute to the field by making these definitions more explicit, because I knew from experience that not all ESL students are international students. At **Brooklyn College**, we mostly work with immigrant students and the children of immigrants, which are very specific groups, distinct from international students (who are generally planning to return to their country after their course of study). If I used this practitioner-knowledge to form my research questions, I could contribute something to the conversation by creating a study and bringing in concepts from linguistics and English as a second language.

The role of original data in publishing is very important. Initially, I relied on colleagues who kindly shared copies of their project proposals for grants. I had discussions with my unit head, a trained anthropologist, about human subjects research, and through these I realized that I wanted to gather data by actually asking students questions. From my colleagues, I learned about the procedures and offices that I needed to connect with to run a study on foreign-born students, the different sources of funding, and how funding sources

continued on page 24

**A Librarian's Journey ...**
*from page 22*

work at my institution. I applied for funding, encouraged by the proposals my colleagues shared with me. I had done enough reading to know that the population that I needed to study was the broader category of foreign-born students, rather than just international or immigrant students.

### Research Methods Training

In 2014, I was selected as a student for the inaugural Institute for Research Design in Librarianship (IRDL), a nine-day research design boot camp for information professionals that took place at **Loyola Marymount University**.[1] It was a great experience and I was able to develop my project there. At IRDL I found a community excited by evidenced-based library and information practice (EBLIP) and by qualitative, quantitative, and mixed-methods approaches to research. EBLIP came up in many discussions in reference to both the journal of that name and the decision-making model practiced by medical librarians. As a newcomer to library research, I found approaches like EBLIP and applied social sciences (as taught in IRDL) attractive because the community of librarians focused on library research questions posed in an organizational setting and discussed using a shared social science vocabulary.

### EBLIP

According to **Denise Koufogiannakis** and **Alison Brettle's** *Being Evidenced Based in Library and Information Practice*, "EBLIP provides a structured approach to decision making. It begins with an issue or problem that arises in the workplace — an area where librarians are looking to improve practice. The problem may start out somewhat vague, and should be formulated into an answerable, well-built question. Depending on the domain or domains into which the question falls, databases are searched to find research evidence, and other types of evidence."[2] My own research question also started out somewhat vague, but soon I began to translate it into an answerable research project using focus groups and surveys. Building those projects took continuous reading and self-teaching, reviewing books assigned to us at IRDL, including *Collecting Qualitative Data* by **Greg Guest**, **Emily Namey**, and **Marilyn Mitchell**[3]; *How to Conduct Surveys* by **Arlene Fink**[4]; and *Focus Groups: A Practical Guide for Applied Research* by **Richard Krueger** and **Mary Anne Casey**.[5]

### Data Collection

The fun part was actually talking to students, inviting them to sit in the focus groups or take the survey, during the data collection. I found that the process of collecting and analyzing data, revisiting research questions, and thinking about concepts that I was applying to practice was an iterative process, one that required a lot of reflective practice.

Reflective practice is discussed in detail in a forthcoming book called *Enhancing Library and Information Research Skills: A Guide for Academic Librarians* by **Lili Luo**, **Kristine Brancolini**, and **Marie Kennedy** (social science trainer and lead investigators at IRDL). The authors describe the importance of gathering evidence and reflecting on it using the lens of workplace practices: "There is a strong relationship between EBLIP and reflective practice. Reflective practice calls upon practitioners to draw upon what they have learned from their professional experiences in order to inform their work. It is a form of dialogue with oneself. Reflective practice advocates the integration of theory and practice."[6] For me, reflective practice meant constantly thinking, through the project cycle, about multilingualism, mission statements, immigration status, and cultural interpretations of what research is.

My original research questions were quantitative, focused on gathering demographic patterns in library use of foreign-born students with attention to language preferences for information and cultural perceptions of research practice in American academic libraries. The statistical analysis showed that foreign-born populations were multilingual, using multiple languages for both academic and non-academic tasks. A concrete example is that British English (Caribbean students) speakers gravitated toward British English sources. My analysis also showed no statistical differences in library use between immigrant students and international students, which was something I did not expect to find. There remains more to be done.

### The Transition Complete

Being recognized as a practitioner-researcher is essential to success. According to **Luo**, **Kennedy**, and **Brancolini**, recognition should come in the form of real work resources: "When the value of research is recognized by library administration and research efforts are encouraged, research becomes an integral part of librarians' everyday responsibilities. Academic librarians are likely to enjoy a support structure that provides dedicated time and funding for research, and a research-friendly environment where they feel motivated and enthusiastic about research."[7] On the other hand, "insufficient training in research methods, lack of confidence, lack of time, and lack of support" are the key barriers to cultivating a culture of research, publication, assessment, and inquiry.[8]

Being reflective, intentional, and flexible are traits that I developed through this process. I made mistakes, and I did my best to learn from them, or at least record them in the limitations section of my research reports. I consider research with students to be a type fieldwork, and in all fieldwork there are many variables that librarians cannot anticipate; as a result, research designs undergo constant change throughout the process of data collection and analysis. My own philosophy toward research topics and professional development is to share ideas, tools, and methods openly. There remains a lot of work to be done on the study of immigrant students and academic libraries so it's important for me to get people interested, share findings, and keep fresh by reading about new methods and instruments.

I am grateful and feel privileged that I was able to move my projects forward and develop a research area that includes thinking about languages and cultures in academic libraries. I have directly benefited from collaborations with colleagues and with a research partner because we are able to discuss common mistakes inherent in qualitative work and quantitative work. We even presented a panel on the rough spots of our first projects at **ACRL**. The critical moment when I became comfortable with the label "researcher-practitioner" was when I realized that, through IRDL and my colleagues in my department, I had been connected to this growing community of researcher-practitioner conferences, journals, and conversations.

### References

**Fink, Arlene G.** *How to Conduct Surveys: A Step-by-Step Guide*. 6th edition. Los Angeles, SAGE Publications, 2016.

**Guest**, **Greg**, **Emily E. Namey**, and **Marilyn L. Mitchell**. *Collecting Qualitative Data: A Field Manual for Applied Research*. Los Angeles, SAGE Publications, 2013.

**Kennedy, Marie**, and **Kristine Brancolini**. "About IRDL." *Institute for Research Design in Librarianship*, October 5, 2013. *http://irdlonline.org/about*

**Koufogiannakis, Denise**, and **Alison Brettle**. *Being Evidence Based in Library and Information Practice*. London, Facet Publishing, 2016.

**Krueger, Richard A.**, and **Mary Anne Casey**. *Focus Groups: A Practical Guide for Applied Research*. Los Angeles, California, SAGE Publications, 2015.

**Luo, Lili**, **Kristine Brancolini**, and **Marie Kennedy**. *Enhancing Library and Information Research Skills: A Guide for Academic Librarians.* Santa Barbara, California: Libraries Unlimited, 2017.

**Endnotes**

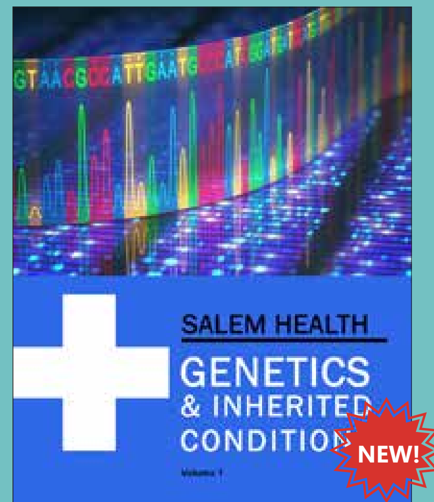
1. **Kennedy** and **Brancolini**, "About IRDL."
2. **Koufogiannakis** and **Brettle**, *Being Evidence Based in Library and Information Practice*, 7.
3. **Guest**, **Namey**, and **Mitchell**, *Collecting Qualitative Data*.
4. **Fink**, *How to Conduct Surveys*.
5. **Krueger** and **Casey**, *Focus Groups*.
6. **Luo**, **Brancolini**, and **Kennedy**, *Enhancing Library and Information Research Skills: A Guide for Academic Librarians*, 12.
7. Ibid., 5.
8. Ibid., 4-6.

# SALEM HEALTH

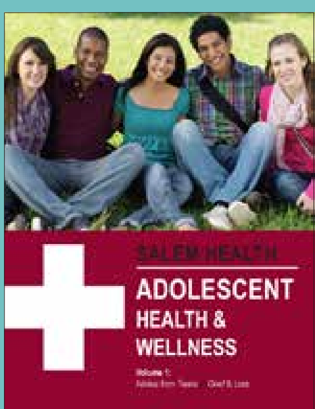
*"It's seldom that I can unreservedly recommend a product for all libraries everywhere. I certainly can for Salem Health. An extraordinary reference resource." —Library Journal eReviews*


January 2018 | 5 Volumes
978-1-68217-631-3 | $495

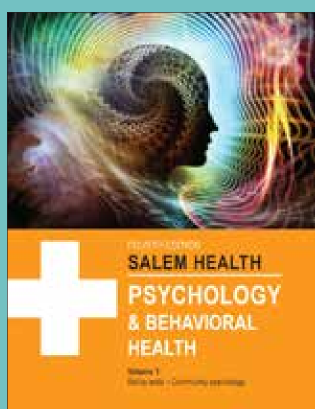

April 2017 | 3 Volumes
978-1-68217-337-4 | $395



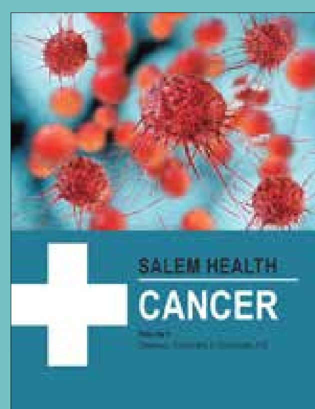

October 2017 | 3 Volumes
978-1-68217-603-0 | $395



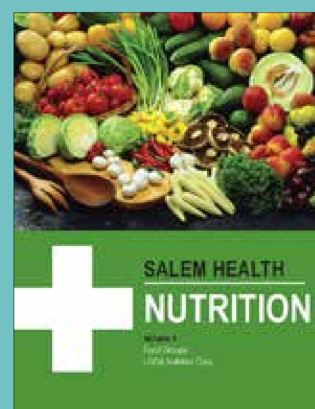

August 2015 | 3 Volumes
978-1-61925-545-6 | $395




June 2015 | 5 Volumes
978-1-61925-543-2 | $495




June 2016 | 4 Volumes
978-1-61925-950-8 | $455




November 2016 | 3 Volumes
978-1-68217-135-6 | $395

## GET FREE ONLINE ACCESS WHEN YOU BUY THE PRINT EDITION!

**Unlimited Number of Users & Remote Access Included!**
**Visit www.salempress.com to view the whole series**

## Put These Outstanding Titles to Work in Your Collection!

**Order Today! Call (800) 221-1592 or visit www.salempress.com**


SALEM PRESS

**Published by Grey House Publishing**
**P.O. Box 56, Amenia, NY 12501 ~ (800) 221-1592 www.salempress.com**

# Primary Sources as a Vital Part of An Academic Library Collection: The University of Denver Experience

by **Michael Levine-Clark** (Dean, University of Denver Libraries) <michael.levine-clark@du.edu>

Primary source collections matter because they allow students (at whatever level) to work with original sources and to come to their own conclusions about how events may have happened in the past. This process forces students to think critically about those events, and gives them a grounding in history that can allow them to confidently question interpretations made in secondary sources. Primary source collections are valuable for the greater understanding they give to students about the particular topic they are studying, but perhaps more importantly, they are valuable because they give students insight into how the research process works and confidence to question interpretations made by other scholars.

At the **University of Denver**, we have invested heavily in digital primary source collections from a range of vendors, and our reference librarians have worked closely with our special collections librarians to integrate print and digital primary sources into a variety of humanities and social science courses. Our investment in these resources has led to high levels of engagement by students and faculty.

Many of the primary source collections we have acquired were produced by **Adam Matthew**, and in talking to them about our experiences with primary sources, we decided that it would be worthwhile to do a study of primary source usage worldwide. I have been analyzing data, and we will soon publish a white paper. As part of this study, we have identified similar successes at other institutions, which we will present as case studies linked to overall usage data. Faculty are making very creative use of primary source collections, engaging students in the research process, and helping them understand the value of going to the original source. It is clear from these case studies that universities get great value from the primary source collections that libraries are providing. A case study from the **University of Denver** is presented below, but first it is worth understanding why the university has made such a strong commitment to these resources.

### Uncovering a Need

Like many undergraduate history majors, I was required to conduct original research using primary sources and write a senior essay, a semester-long research paper, in order to graduate. I came up with a topic — the relationships between two short-lived mid-nineteenth century English utopian communities that were constantly fighting with each other — and identified as an important source the *Working Bee, and Herald of the Hodsonian Community Society*, a newspaper published by one of these communities. Luckily, because I went to school in Connecticut, I was able to easily get to New York City, where **Columbia University** and the **New York Public Library** each held half of the brief run, and which were the only libraries I could identify in the United States that held this title. I could not have done this project without this newspaper, and if I had gone to school somewhere else in the country, I probably would have had to change my topic (though now the newspaper has been digitized and is widely available via **Gale's** *The Making of the Modern World*). Years later, as a reference librarian working with senior history majors at the **University of Denver**, I was reminded of this experience, because students would regularly come up with fascinating topics (much more fascinating than mine!) but because we were often unable to identify primary sources that were accessible without travel they had to revise their topics or abandon them altogether.

Both of these experiences influenced me as a collections librarian, and when publishers began to release digital primary source collections, we committed to buying them in bulk. Though one impetus for this strategy was the wish to get better pricing, a much bigger motivation was the desire to provide the widest range of primary source content possible to our students so that they would have more options available for conducting original research in the humanities and social sciences. We acquire all of the primary sources collections produced by the major vendors, giving our students a wide variety of options when they want to do a research project, and always negotiate a substantial discount. While it may seem somewhat extravagant to purchase $10,000 or $20,000 collections speculatively, we regularly purchase equivalent amounts of books in hopes that they will someday be used. Our philosophy, as we acquire these collections, is that primary source content is just the sort of material we want available for potential use. We are paying for perpetual access, and if significant use does not happen right away, we are not bothered. We recognize that some of these collections will get low use, but we also understand that what appears to be low use, may in fact be intensive use by a single user that forms the basis for a major research project.

### Primary Source Training for Users

As we have acquired more and more digital primary source collections at the **University of Denver**, we have become more successful at working with faculty to develop assignments or entire courses that take advantage of these resources. Our reference librarians team up with our special collections librarians to introduce both print and digital primary sources to the students, who then work with either or both types of material.

One successful course at the **University of Denver** is a seminar on World War I, taught by **Professor Carol Helstosky**, who revised the course in 2015 to place a greater emphasis on primary sources. During this course, Arts and Humanities Librarian **Peggy Keeran** conducts two sessions on searching primary source databases, and **Kate Crowe**, Curator of Special Collections, and **Jeanne Abrams**, Curator of the Beck Archives, which document Rocky Mountain Jewish history, each oversee a visit to Special Collections. Students bring two print or digital sources to every class, where they discuss these sources in depth. At the end of the quarter, they write a paper that analyzes the primary sources they have identified and a final paper that utilizes those primary sources. **Keeran** created a libguide[1] that identifies a range of resources for this course, with the *First World War Portal*,[2] a collection of primary sources, highlighted as the main resource. In the first year that this course was taught, usage of this collection increased by over 600%. It is clear, when comparing usage at Denver to usage of *First World War Portal* worldwide, that embedding a resource in a class like this can be very successful. For example, there were 819 PDF downloads from the *First World War Portal* at Denver in 2016, compared to an average of 28 at other institutions.

### Usage Trends

When a resource is used this heavily the patterns of usage (and not just the volume) differ from what is typical. **Figure 1: Comparative Usage** (see p.28) compares broad patterns of use for all **Adam Matthew** collections worldwide (see top image), with *First World War Portal* worldwide (middle image), and with **University of Denver** usage of *First World War Portal* (bottom image). Several patterns immediately stand out:

- A lower percentage of usage involves visiting the home page, indicating that more activity happens on every visit to the *First World War Portal* — students are spending more time on the site.
- Students are spending less time overall browsing the document list and more time searching.

continued on page 28

## Primary Sources as a Vital Part of An Academic ...
*from page 26*

- Document views (whether online or as a PDF download) account for a lower percentage of overall use, and page views account for a higher percentage, indicating that students are reading more pages per document than the norm. This is truly immersive use.

The data show that students made heavy use of the *First World War Portal*. Feedback from the first time the course was taught in the fall of 2015 shows how much students valued the experience of using primary sources. In summarizing the feedback, **Helstosky** notes that,

> Most students agreed that the emphasis on primary sources gave them a deeper understanding of the war. Several students went out of their way to find soldiers' diaries and trench journals, for a "very real" understanding of what it was like to be involved in the war.... One student said she felt like she was "taking charge" of her education in this class. Quite a few students stated that this approach made them "better scholars," in particular, students noted how they had never questioned secondary sources before this class; once students found primary sources of their own, they began to question some of the assumptions and arguments found in secondary sources. Class discussion determined that historians take different approaches to sources and therefore arguments, history is more of a debate or conversation, not a matter of being right or wrong.[3]

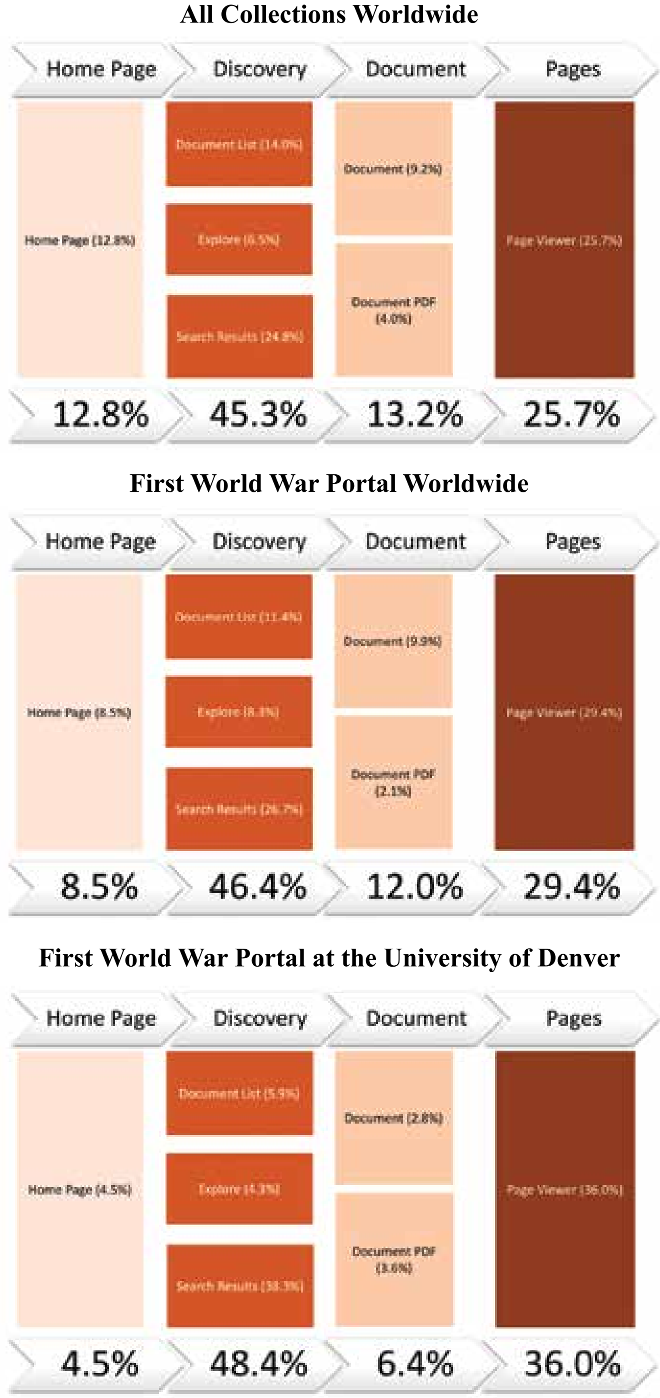
For the students in this class, the experience of using primary sources was truly transformative.

Primary source collections can provide students with a much deeper understanding both of the topic being studied and of the process of doing research. Our experience at the **University of Denver** has shown that building a large collection of digital primary source collections creates unique opportunities for collaboration with faculty in developing courses and that students value these courses tremendously. While this experience of a single institution is instructive, the data we are gathering for the study of worldwide usage of **Adam Matthew** primary source collections will help to place that local usage in context; hopefully providing a more nuanced understanding of how primary source collections are used at a wide range of institutions.

**Endnotes**

1. *Hist 1360: World War I: Home*, *http://libguides.du.edu/firstworldwar* (accessed May 17, 2017).
2. *The First World War*, *http://www.firstworldwar.amdigital.co.uk* (accessed July 5, 2017).
3. Email from **Carol Helstosky** to **Michael Levine-Clark**, December 7, 2015.

**Figure 1: Comparative Usage**




Some types of use are not included so percentages do not add up to 100.

## Rumors
*from page 8*

of the reviews in ***TCA*** and ***Choice***, **ccAdvisor** is a brand new database which will also review open-access resources, public websites and tools and is designed to be a guide for faculty and students to assess the resources and evaluate information databases. "What a wonderful way to mark our 19th year of publication for ***TCA***. We are very pleased to be working with **Choice** to bring our reviews to the new **ccAdvisor** platform," says **Becky Lenzini**, President of **The Charleston Company**. For more information visit *choice360.org/products/ccadvisor.*

More excitement! We at ***ATG*** have decided to launch **ATG Media** and have decided to put our toe in the **open access** waters. We are launching the **Charleston Briefings**, **Trending Topics for Information Professionals**. These are no more than 50-page monographs. For our first launch in Charleston, we will have ***Peer Review: Reform and Renewal in Scientific Publishing*** (**Adam Etkin**, **Thomas Gaston**, **Jason Roberts**); ***Library Marketing: From Passion to Practice*** (**Jill Stover Heinze**); ***Reading in a Digital Age*** (**David M. Durant**); and ***Library as Publisher: New Models of Scholarly Communication For a New Era*** (**Sarah Kalikman Lippincott**). The **ATG**

*continued on page 34*

# Data Management and Preservation of Digital Research Data

by **Sayeed Choudhury** (Associate Dean for Research Data Management, Sheridan Libraries, Johns Hopkins University and Institute for Data Intensive Engineering and Science) <sayeed@jhu.edu>

This article outlines a set of "principles for navigation" for how libraries could evolve data management services to support the changing needs of researchers. While the article provides a brief overview of the historical and current landscape, the recommendations are forward looking. The key principles of navigation:

- *Libraries need to move data management, particularly preservation, closer to the active phase of research.*
- *Linked data graphs offer a pathway to this active phase of research.*

By adopting these principles, libraries can shift the current "deposit and download data" approach to a more dynamic, iterative approach that fosters data use and preservation directly throughout the research and teaching process.

One of the central tenets of this article relates to the current gap between library-based data management services and the evolving nature of data-intensive research and teaching. At the crux of this gap is research libraries' current inability to connect effectively our data management services to the research workflows associated with increasingly large, complex data. Furthermore, libraries' data management services have yet to cohere into broader infrastructure. The principles of navigation concept refers to a recommendation from a report from an **NSF** funded workshop about infrastructure (Edwards et al. 2007). The authors of this report note the following two major points, successful infrastructure develops when smaller-scale community-based systems cohere and the socio-technical dimensions of infrastructure development, are as important as the technological dimensions.

From a socio-technical perspective, in terms of demand, many researchers make the following type of request: "I have 50 terabytes of data…could you help me preserve and provide access to them?" From the supply side, most libraries have focused on the "long tail" of research data which are typically characterized by a small number of researchers working together to use spreadsheets or standard database software. This misalignment of demand and supply has profound implications for the evolution of library-based data management services and the corresponding support for research and teaching.

These observations are based on the **Johns Hopkins University** Data Management Services (JHUDMS)[1] and the Data Conservancy[2] program. This article also reflects insight gained from the author's role as a member of the Executive Committee for the Institute for Data Intensive Engineering and Science (IDIES)[3] based at **JHU**.

JHUDMS was directly launched in response to **NSF's** announcement requiring data management plans as part of proposal submissions. Since the announcement of the White House Office of Science and Technology Policy (OSTP) memoranda on public access to publications and data (Holdren 2013), JHUDMS expanded to provide support for proposal submissions to other funding agencies.

JHUDMS data management consultants provide three types of services: consulting, training and archiving. Consultants offer pre-proposal submission support for creating data management plans. JHUDMS experience has demonstrated that this specific engagement is like a reference interview in that the consultation creates a deeper understanding of data management needs.

**Barbrow** et al. (2017) mentioned the JHUDMS training resources in their review article of research data management services.[4] One of the most encouraging aspects of these training efforts is that even seemingly simple contributions, such as file naming conventions, are appreciated by researchers. The fundamental premise behind these training efforts is that the data management plan is ideally the *beginning* of the process.

JHUDMS now provides additional services such as assigning DOIs. They support the **JHU** Data Archive but also suggest appropriate alternatives (e.g., ICPSR). The **JHU** Data Archive currently consists of a custom-built storage system and Dataverse but it is being migrated to a Fedora and Open Science Framework (OSF) platform.

While there have been successes for JHUDMS, there remains potential for growth. Much of JHUDMS' experiences with data management services have been transactional, rather than inspirational. Most research libraries could point to a collection (particularly special collections) and connect it to a faculty success story related to research or teaching. Most research libraries would find it more challenging to do the same with data under their stewardship. While this disconnect is a function of the relatively modest amounts of data in question, it also relates to a lack of integration between data management services and the research or teaching environments of our researchers.

## Current Landscape

The most recent, relevant analysis to the role of libraries with data management is the **Association of Research Libraries (ARL)** Data Curation Spec Kit (Hudson-Vitale et al. 2017). The associated survey was designed to focus on data curation though the authors note that there remains confusion regarding the difference between data curation and data management. Some high-level findings include that most **ARL** libraries now provide some type of data curation support but there is great variability in the service offerings. Most **ARL** libraries rely on part-time effort from individuals with other responsibilities. The number of datasets under the stewardship of libraries is modest with most libraries counting less than fifty data sets. Much of the service offerings reflect the capabilities of the underlying technology. The respondent libraries indicated that the top three domains in terms of demand are social sciences, life sciences and arts & humanities. This observation resonates with the idea that most libraries have focused on the long-tail of data or spreadsheet-based research.

The author is a member of an EDUCAUSE Center for Analysis and Research (ECAR) working group[5] that is also examining data curation but with a broader viewpoint. The **ARL** SPEC Kit mentions that many libraries are considering which other units within their organizations should be involved in providing data curation services. The ECAR working group is comprised of individuals from different units within the university (e.g., library, central IT) from a range of institutions (e.g., R1 university, community college). Consequently, the ECAR report will describe findings from a broader constituency and offer recommendations for building an institution-wide strategy for data curation services.

A special issue of the *International Federation of Library Associations and Institutions (IFLA) Journal* (Volume 43, No. 1 – March 2017) featured multiple articles on global research data management services. Broadly speaking, institutions in Europe, Australia and New Zealand leverage funder mandates and national strategies and institutions in other regions of the world are conducting needs assessments as initial steps in developing research data services.

Within the U.S., an important driver for the creation of data management services was the OSTP memoranda. While these memoranda were created to foster greater sharing of data, there is a healthy degree of pragmatism within the guidelines. The memoranda acknowledge that there are certain conditions under which data should not be shared (e.g., privacy issues, national security issues). The memoranda further acknowledge that costs should be considered when managing data. While there is some movement by funders to encourage deposit into repositories or attach identifiers to data, such actions are not actually required.

The OSTP memoranda inspired libraries to launch data management services to assist researchers with their data management plans and actions. It has now been four years since

*continued on page 32*

**Data Management and Preservation ...**
*from page 30*

these memoranda were published. While the responses from federal funding agencies is undoubtedly evolving, there are a few current observations worth sharing.

Federal funding agencies continue to respond with a high degree of variability. A recent analysis by **Kriesberg** et al. (2017) affirms that "while some agencies, particularly those with a long history of supporting and conducting science, scored well, other responses indicate that some agencies have only taken a few steps towards implementing policies that comply with the memo." Given this type of environment, many researchers may have reached out for help initially but over time felt more confident in their own ability to manage data. Whether they are correct or not does not change their *perception* that they can manage data without help from the library.

How might libraries advance their data management services to engage our researchers more effectively, particularly as it relates to their research and teaching needs? The data management program at **JHU** might be instructive in this regard given the **JHU Sheridan Libraries'** long-term engagement with the Sloan Digital Sky Survey (SDSS).

## Terminology

As evidenced within the **ARL** Spec Kit, there remains confusion regarding the term data management, which is often used interchangeably with data curation or data preservation. The Digital Curation Centre's (DCC) definition of data curation as "maintaining, preserving and adding value to digital research data throughout its lifecycle" is often cited, particularly since it reflects the research findings from information science researchers. **Hudson-Vitale** et al. (2017) built upon this definition of data curation by adding an emphasis on the "usefulness to scholarly and educational activities." The ECAR data curation working group has defined data curation as "the process by which data is put into a state and managed such that it can be understood and used by interested parties across disciplines and organizations."

**Phillips** et al. (2013) outlines the **National Digital Stewardship Alliance's (NDSA)** levels of digital preservation along the facets of storage and geographic location, file fixity and data integrity, information security, metadata, and file formats. The **NDSA** approach usefully affirms the importance of levels of service. Data management is not binary and it is an ongoing process.

For the launch of JHUDMS, **Choudhury** et al. (2013) developed a data management stack model comprising storage, archiving, preservation and curation. Fundamentally, this model delineates each of these layers of data management. Storage is defined as bits on tape, disk, cloud, etc. with backup and restore services. Archiving focuses on data integrity through fixity, identifiers, etc. Preservation is defined as providing enough metadata, context, representation information, etc. such that someone other than the original data producer can use and interpret the original data. Curation is defined similarly to the DCC. With this stack model as a reference, it reinforces the notion that data management services can span a wide range of capabilities.

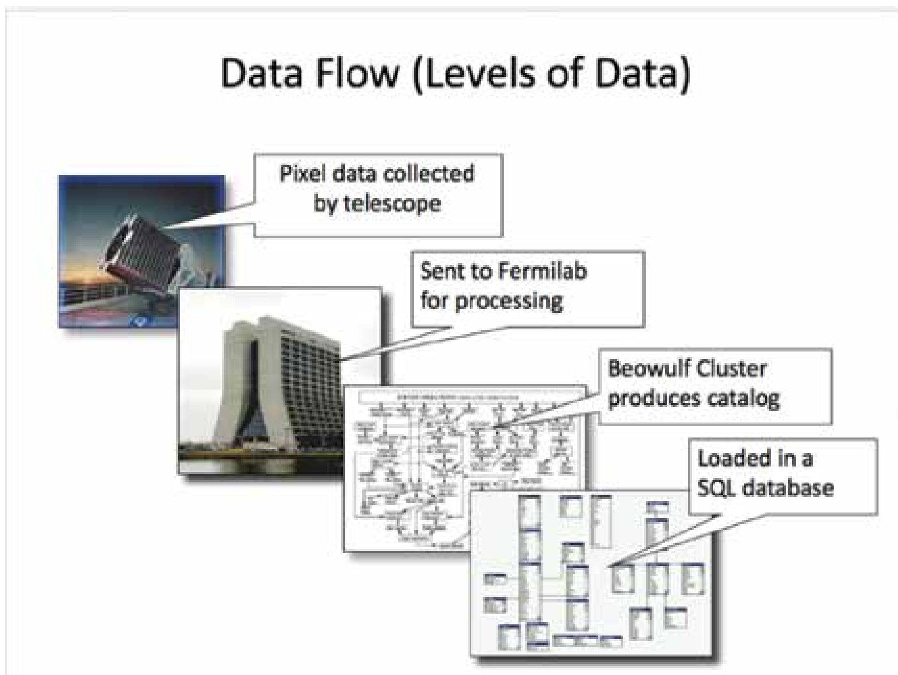
## A Path Forward for Data Management Services

The **Sheridan Libraries'** data management program began in the early 2000s after a series of conversations between the author of this article and **Alexander Szalay**, a Professor of Physics and Astronomy at **JHU** and one of the principals for the SDSS project. **Szalay** was also the Principal Investigator for the **NSF** funded National Virtual Observatory (NVO).[6] While the NVO resulted in a framework and set of services for interoperability of astronomical data, it did not include mechanisms for preservation. One of the most important observations from these initial conversations relates to levels of data. **Szalay** conveyed that SDSS data are produced and processed in levels beginning with level 0 as bits from the telescope itself to level 3 as data releases in the form of SQL databases. Moving from level 0 to level 3 involves processing and calibration from raw, unprocessed data to more refined, accessible data. The figure below depicts these levels of data:

secondary analysis and re-use, they must become more involved in data management of all levels of data. **Choudhury** (2016) outlines a case that the private sector and government sector are currently making better use of data analytics at scale than libraries (and often by using other people's data).

It should be noted that working with all levels of data presents significant challenges. From a size perspective alone, the **Sheridan Libraries** has stored, archived (through fixity checking) and preserved (through a media migration) over 160 TB of SDSS data. In some of the scientific domains, the scale and complexity of data will challenge even universities' abilities to deal with them. **Professor Szalay** believes within ten years, all storage and computing will reside in third party providers such as **Amazon** Web Services.[7]

In this context, it will become critical for libraries to identify pathways to these large pools of data within third-party environments. The Center for Open Science's OSF (*https://osf.io*) provides one opportunity to do so. OSF is not a workflow tool or a repository, but rather a framework that interfaces with various tools, services and workflows. It has the merit of being used currently in the social sciences and life sciences (the domains of greatest adoption for libraries) with tens of thousands of users.




The collaboration with the NVO identified yet another level 4 of data that result from analyses of level 3 data releases. These level 4 data are the ones cited in publications. With few, notable exceptions (e.g., **University of California San Diego's** Chronopolis), most libraries' research data management services target level 4 data.

While all levels of data are important, the issue with focusing on level 4 data is that they represent the end of a story related to data-intensive research. If libraries wish to support

The **Sheridan Libraries** has been working with the Center for Open Science to integrate Data Conservancy capabilities into OSF (Choudhury et al. 2017). Specifically, we are building the capability to package and ingest data in a linked data ready format into a Fedora repository that will be available as one of the default storage options within OSF. OSF does not currently include robust metadata capabilities. Rather than focus on metadata in the traditional sense, we are considering

*continued on page 34*

## Data Management and Preservation ...
*from page 32*

whether it would be more desirable to support linked data within OSF project through the RMap[8] service. Researchers would be able to review linked data graphs and connections generated via RMap. This type of compound object represents a new form of publication that connects articles, data and software. Equally importantly, libraries would be able to connect the level 4 data within their repositories and OSF projects to the earlier levels of data that are used for research and teaching. This concept has already been demonstrated through a linked data representation of **ARL's** SHARE network and a pilot data rescue effort.[9]

This approach may help address the current issue that libraries' data management programs seem disconnected from the evolving nature of data-intensive research and teaching. Arguably, the physical sciences and engineering are developing the capabilities that social scientists and humanists ultimately adopt. If libraries wish to become more involved in the type of analytics, re-use, visualization, etc. that are the hallmarks of data-intensive research, there is an urgent need to develop infrastructure that is embedded within researchers' workflows and processes.

### Acknowledgements

The author wishes to acknowledge **Alex Szlaay** for the figure on levels of data and to recognize the work of his colleagues. The work described in this article has been funded by **NSF**, **IMLS**, the **Sloan Foundation**, and **Johns Hopkins University**.

### References

**Barbrow, Sarah**, **Denise Brush**, and **Julie Goldman**. "Research data management and services: Resources for novice data librarians." *College & Research Libraries News* 78.5 (2017): 274. Web. *https://doi.org/10.5860/crln.78.5.274*

**Choudhury, G. Sayeed**, **Rick Johnson**, **Jeffrey Spies**, and **David Wilcox**. **Choudhury, G. Sayeed**. "Data management at scale." *Information Services & Use* 36.1-2 (2016): 27-33. Print." Proc. of International Digital Curation Conference, Edinburgh. N.p., 2017. Web. 30 July 2017. *http://www.dcc.ac.uk/events/idcc17/research-practice-papers*

**Choudhury, G. Sayeed**. "Data management at scale." *Information Services & Use* 36.1-2 (2016): 27-33. Print.

**Choudhury, G. Sayeed**, **Carole L. Palmer**, **Karen S. Baker**, and **Timothy DiLauro**. "Levels of Services and Curation for High Functioning Data." Proc. of International Digital Curation Conference, Amsterdam. N.p., 2013. Web. 30 July 2017. *http://www.dcc.ac.uk/sites/default/files/documents/idcc13posters/Poster192.pdf*

**Edwards, Paul N.**, **Jackson J. Steven**, **Bowker C. Geoffrey**, and **Knobel P. Cory**. *Final report of the workshop, "History and Theory of Infrastructure: Lessons for New Scientific Cyberinfrastructures*. Rep. National Science Foundation, Jan. 2007. Web. 30 July 2017. *http://hdl.handle.net/2027.42/49353*

**Hudson-Vitale, Cynthia**, **Heidi Imker**, **Lisa R. Johnston**, **Carlson Jake**, **Wendy Kozlowski**, and **Claire Stewart**. *SPEC Kit 354: Data Curation*. Rep. N.p., May 2017. Web. 30 July 2017. *http://publications.arl.org/Data-Curation-SPEC-Kit-354/*

**Kriesberg, Adam**, **Kerry Huller**, **Ricardo Punzalan**, and **Cynthia Parr**. "An Analysis of Federal Policy on Public Access to Scientific Research Data." *Data Science Journal* 16.0 (2017): 27. Web. *http://doi.org/10.5334/dsj-2017-027*

United States. White House. Office of Science and Technology Policy. *Increasing Access to the Results of Federally Funded Scientific Research*. By **John P. Holdren**. N.p., 22 Feb. 2013. Web. 30 July 2017. *https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/ostp_public_access_memo_2013.pdf*

United States. Library of Congress. National Digital Stewardship Alliance. *The NDSA Levels of Digital Preservation: An Explanation and Uses*. By **Megan Phillips**, **Jefferson Bailey**, **Andrea Goethals**, and **Trevor Owens**. N.p., Feb. 2013. Web. 30 July 2017. *http://www.digitalpreservation.gov/documents/NDSA_Levels_Archiving_2013.pdf*

**Endnotes**

1. *http://dmp.data.jhu.edu/*
2. *http://dataconservancy.org/*
3. *http://idies.jhu.edu/*
4. *http://dms.data.jhu.edu/training/*
5. This working group is scheduled to publish its report in October 2017.
6. The NVO is now known as the Virtual Astronomical Observatory.
7. While this author was incorrect about Google Wave specifically, his CLIR thought piece "The Perfect Storm" highlighted this trend in 2009. Even if the specific predictions for timing are incorrect, the key point is the migration of storage and computing to third party providers seems realistic.
8. *http://rmap-project.info/*
9. The Data Conservancy YouTube channel (*https://www.youtube.com/user/dataconservancy*) and a recent blog post (*http://dataconservancy.org/data-conservancy-and-data-rescue-boulder-pilot/*) provide further information.

## Rumors
*from page 28*

**Media Briefings** team is: **Matthew Ismail**, Managing Editor and the brains behind the Briefings, **Leah Hinds**, Executive Director, Charleston Conference, and **Tom Gilson**, liaison to **ATG Media**.

While we are on the subject of **peer review**, **Publons** has announced the winners of the **2017 Publons Peer Review Awards**, honoring the top contributors to peer review across all the world's journals. **Publons Peer Review Awards** were established in 2016 to celebrate the essential role peer reviewers play in bringing trust and efficiency to scholarly communication. It's thanks to their critical eye and devotion to sound science that high quality, impactful research is communicated to the world faster and more often. **Publons Awards** are designed to recognize both the quantity and quality of reviewers' efforts, and timed to coincide with **Peer Review Week** (September 11-17), a global event celebrating the critical role of peer review in science and research. Winners were selected from more than 190,000 researchers on **Publons' global reviewer database**. Following this announcement, **Publons** will reveal recipients of their **Inaugural Sentinel Award** — for outstanding advocacy, innovation or contribution to scholarly peer review. The shortlist was handpicked by a panel of judges from across the publishing industry and includes individual reviewers, career peer review advocates and experts. As we all know, **Publons** is part of **Clarivate Analytics**.
*http://publons.com/awards/*.

**Erin Gallagher** and the **Charleston Conference Directors** have been hard at work on the **Up and Comers** awards. These are 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**. **Up and Comers** are passionate about the future of libraries. They innovate, inspire, collaborate, and take risks. They are future library leaders and change makers. And they all have one thing in common: they deserve to be celebrated. The **2017 Up and Comers** will be recognized in the **December17-January18 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.

Gosh! Just heard from **October Ivins**! She and **Will Wakeling** are moving to Italy in December! They are buying a villa in the Abruzzo with five bedrooms for all the UK

*continued on page 55*

# Q&A with Dr. Arthur Lupia on the State of Openness and Transparency in Science

by **Eric Moran** (Director of Social Science Journals, SAGE Publishing) <eric.moran@sagepub.com>

***Eric Moran, SAGE Publishing's** Director of Social Science Journals, interviews **Dr. Arthur Lupia** about what gave rise to the current call for better sharing of research data and methods, how the research community is responding, how librarians can become more involved, and how the result will be better for all.*

***Dr. Lupia** is the Hal R. Varian Collegiate Professor of Political Science at the **University of Michigan**, Chair of the **National Academy of Science's** Roundtable of the Application of Social and Behavioral Science Research, an original author of the **Data Access & Research Transparency Statement** of the **American Political Science Association**, and Chair of the Board at the **Center for Open Science**.*

***Eric Moran: In your opinion, what issues do researchers face that call for increased openness and transparency?***

**Arthur Lupia:** We live in a remarkable era where changes in technology and society have led to the proliferation of all kinds of new information sources. In many ways that's a great thing. But it's leading to some questions about knowledge-generating institutions.

People look at universities, libraries, and other research institutions. They notice that we spend a lot of money and that we want to be influential. Some ask, "Why do we need you when we have all this information for free on our phones?" and "Why would we defer to you out of all of the others with opinions telling us what to do?"


As researchers, the temptation is to say that "we are careful in design and measurement" and that alone is why people should listen to us. But increasingly that is not an answer to which people are receptive. Many people want to see why and when they should believe us.

It's for this reason that I think an increased emphasis on transparency and openness is critical. It provides a basis for people to believe the conclusions that we produce. One thing science can do is say, "This conclusion is true independent of what your political ideology, religious beliefs, or cultural attachments may be. If you follow this procedure, you would get this answer." Openness and transparency are a way to demonstrate this principle — which is one of the great powers of research in the modern era. The public value of science in this age depends on a bigger and more comprehensive commitment to openness and transparency.

***EM: What are the oppositions to this within the academy, if any?***

**AL:** There's a lot of opposition — from post-modern critics who don't believe in inter-subjective knowledge to milder forms of skepticism.

From within science, here's the easiest critique: greater openness is hard to do and the rewards are limited. Researchers notice that we get rewards for making flashy claims, like the ones you read about in the news. Those are the ones that the journal editors want to publish. These are the claims that correlate with higher impact factors. There are real incentives in play. But the efforts related to introspection, and the extra effort it takes to be transparent, don't have similar rewards and haven't been required of researchers traditionally.

Another set of critiques is that people from different research traditions don't agree on how transparency would apply to them. For example, there are people who do ethnographic research who are concerned about privacy because they work with some pretty vulnerable populations throughout the world. The idea of a universal one-size-fits-all transparency requirement to share all of the data we collect would be a problem.

***EM: Let's dive in a little bit into some of the efforts of the research community to address these concerns. For example, you've worked on, Data Access & Research Transparency (DA-RT). How did it come to be and what is it?***

**AL:** DA-RT started when President of the **American Political Science Association (APSA)** Council asked me to convene a group to think about transparency. This is tricky because political science is a discipline that's unified by a context, not a methodology. We have postmodern philosophers, big data quantitative researchers and everybody in between. So, our goal was to think about transparency for all methods.

At first it was difficult because we didn't speak the same methodological language. Pretty quickly we discovered an intersection: there was a set of common values we held about what we thought our research could do and how it could be valuable to the public. Transparency was critical for all methods. **APSA** encouraged us to see where we could take this idea.

After a few key conversations with different groups, my colleague **Colin Elman** of **Syracuse University** and I went on a five-year listening tour. We went to anybody who wanted to talk about the issue and made a presentation, he from a more qualitative perspective, and me from a quantitative one, with the goal of figuring out whether there was a set of core values that people might want to pursue to achieve transparency.

At the same time, **APSA** asked us to lead a revision of its ethics guide in a way that would support data sharing and procedural transparency. The point of the revision was to change status quo assumptions about sharing data and research materials. In the revision, either data would be shared or researchers would provide a compelling reason why they could not share it — such as needs to protect subject confidentiality.

To our surprise, the ethical standards we presented were approved by **APSA** unanimously and eventually turned into a joint statement (dart-statement.org) that would provide structure and policy for some of political science's top journals.

However, the statement was not met with immediate acceptance by all. Some critics did not like it. At one point there was even a petition to delay its implementation. Eventually, the controversy led to more journals signing on to adopt the standards and great conversations about how to advance transparency in other ways.

***EM: What has been the impact of DA-RT so far and where do you see it going next?***

**AL:** The biggest impact of DA-RT is that it provided a template for the Transparency and Openness Promotion (TOP) Guidelines from the **Center for Open Science (COS)**. In my opinion, the TOP guidelines are more comprehensive and more flexible than what we did with DA-RT and as of right now, 2,900 journals have signed onto them from many disciplines. So just in terms of numbers I think this is the biggest impact of DA-RT.

The other aggregate effect is that studies are showing that more data from more articles are now available. It's nowhere near perfect because most journals don't have the ability to enforce it and journals are not going from zero to 10 on the scale of transparency but zero to one or two. But in the aggregate, the more outlets we have moving in the direction of transparency, the more we're building a culture where transparency is rewarded, measured, and valued. We turn the status quo from "wouldn't it be nice if…" to actually making data available. That's the culture we're trying to move towards and I think every journal that makes a step in that direction gets us closer to greater openness and transparency.

With DA-RT, our endgame was really, could we create moments? Could we create circumstances where people would discuss and move towards greater transparency? We thought originally about building archives or something along those lines, but we realized other people could do that better. So we've been more of a "matchmaker." We direct people to each other and to resources. Now,

*continued on page 38*


Established in 1872, HARRASSOWITZ has been consistently serving academic and research libraries around the world ever since. We offer proven acquisitions solutions developed for and by librarians. Our customers value us for the quality and accuracy of our services and for our industry-leading solutions.

## Subscriptions

We deliver a full range of subscription-based information resources, in all languages, in all media, including electronic and print journals, e-journal and e-book packages, digital archives, back issues, and more.

## Approval plans

For books and music scores, our flexible approval plan services are designed to enrich library collections while saving our customers time and effort.

## Further Information:

**HARRASSOWITZ**
Booksellers & Subscription Agents,
65174 Wiesbaden

E-Mail: service@harrassowitz.de
Tel: +49 (0) 611 530-0
Web: **www.harrassowitz.de**

## Standing orders

We provide a fast, reliable service for monographic series, sets in progress, proceedings, annuals, yearbooks, and irregular series.

## Databases

We are a leading supplier of scholarly and professional content through a broad range of international databases.

## Monographs

Our comprehensive range of services deliver materials in all media, enabling libraries to provide breadth and depth in their collections.

## E-Books

Our innovative e-books services are tailored to our customers' needs and include standing or firm orders, approval plans, and e-packages.

## Music scores

Combining quality service and specialist knowledge, HARRASSOWITZ is the world's leading and most trusted supplier of music scores.

**Q&A with Dr. Arthur Lupia**
*from page 36*

the DA-RT leaders are doing new things individually, so in some ways DA-RT has evolved through the actions of different people. I'm now an official part of COS, serving as its chair and **Colin Elman** and **Diana Kapieszewski** of Georgetown run this amazing summer institution on qualitative research. The things we learned from DA-RT are infused in all of this.

I'm not sure how many more DA-RT-inspired initiatives we're going to see, but DA-RT has changed the conversation in political science. Now it's on everybody's lips and I think that's all you can ask for. And other organizations like **COS** and the Association for Psychological Science are working along the same lines by encouraging preregistration, where researchers register the design of their studies before conducting them in an online repository — another great effort that promotes openness and transparency.

My view with transparency is it's never going to be one-size-fits-all. You're always going to have this trade-off between how much extra work it is and what's the value to your stakeholders. My goal is to make it easier for them and the work I'm doing with a number of organizations tries to create the infrastructure to help people who want to be more transparent.

***EM: In your opinion, what role do librarians play in these issues?***

**AL:** I think that most researchers don't understand the critical role that librarians play in distributing research, making it accessible and so forth. I think far too many researchers think of librarians as an afterthought in this process instead of an essential part. Librarians are on the front line of important conversations about the value of different types of information. Every day, they are faced with shifting pressures about the types of information for which various constituencies want to pay — which affects libraries' abilities to collect, archive and distribute information. A lot of the pressures that the scientific field is facing as a whole in terms of people thinking, "I can get this information on my phone so I don't need to pay you for it," or, "An interest group is telling me what's real so I don't need science," librarians feel in a way that most researchers don't.

Part of the importance of transparency is building a more general narrative about the value of research and scientific information, which librarians can and do play a significant role in. Together, we need to share that the information we provide is reliable and valid because of the scientific method's properties — a critical task in a competitive marketplace for information and as people navigate between real facts and fake news.

Librarians are at the front lines of these conversations. Researchers can support them by sharing with them our efforts to increase sharing and openness and its effects on the reliability of the research that follows.

***EM: Any advice on how librarians can get that message out and ultimately engage more in these efforts?***

**AL:** I'm not sophisticated in the frontiers of library science, nor am I sophisticated in the current best practices in archiving but to me, it seems there's no fine line anymore between data archivists and librarians. Archiving's a huge thing right now and goes beyond quantitative data to include the qualitative documentation of what evidence is. Again, folks who think that transparency is some sort of "quantitative takeover," need to know it's so not that! Librarians can help our cause by learning how to accurately and effectively convey what a data set is and what it isn't — what a piece of evidence is and what it isn't — and the value of quantitative and qualitative approaches.

Ultimately, there are many opportunities for people to better curate, more effectively distribute, and more accurately describe the kinds of research products that we're putting out. If we're not fundamentally committed to doing so, then people really should just go to Google for everything. But if researchers, librarians, universities, and publishers find opportunities to communicate that our commitment to transparency means that we provide information that has a set of qualities that can be relied on — then the result can improve knowledge and quality of life for people all over the world. That's the basis of our service to the world and why a commitment to transparency is so important.

# To Blog or Not To Blog — Blogs & Research

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

Researchers have made a place for scholarly blogs and commentary in the wheel of research. Frequently, blogs are a convenient form for commentary on published research, new developments, and trends in the academic realm. They can be seen as a continuation of a research project after an article has been published and in other cases, the blog itself is original research with the author choosing this form of publication over a journal. Here are a few examples of the role scholarly blogs play in the wheel of research.

**Kevin Outterson** is the **N. Neal Pike Scholar** in Health and Disability Law at **Boston University** and the Editor-in-Chief of the *Journal of Law, Medicine & Ethics*. He is also a blogger and contributes frequently to the blog *Bill of Health* which explores the intersection of law, healthcare, biotech and bioethics. Prior to writing for the *Bill of Health* blog, he was an active contributor to the blog, *The Incidental Economist,* which covered the U.S. healthcare system and its organization. **Professor Outterson's** frequent journal articles address the same issues in more depth and his academic work in the classroom, as a journal editor, scholar, and blogger can be seen as a continuum of scholarly activity.

Linguist **Claire Bowern**, Associate Professor of Linguistics at **Yale University**, studies and teaches about Australian indigenous languages building on her original research on the historical morphology of complex verb constructions in non-Pama-Nyungan languages. In her blog, *Anggarrgoon, Australian Languages on the Web*, she updates her field work and discusses her scholarly activity, updates on her research, and her role as the editor of a book series on historical linguistics to be published by **Routledge**. **Professor Bowern's** blog is an active extension of her specific field of research.

The world of statistics is an interesting place where data underlies concepts as simple as currency conversion or as complex as genomics. *Simply Statistics* is a blog written by **Rafael Irizarry**, **Roger Peng**, and **Jeff Leek**, three biostatistics professors and data scientists. They make the world of statistics interesting and understandable to a broad audience. **Roger Peng**, one of the contributors, is Professor of Biostatistics at **Johns Hopkins Bloomberg School of Public Health**. His research focuses on the health effects of air pollution and climate change and he covers some of these topics through the lens of data science in his blog posts as well in his more formal academic writing. **Peng** is also a co-director of a data science program offered online through Coursera and he produces a data science podcast. The blog *Simply Statistics* is an extension of **Professor Peng's** academic activity.

These three examples show how scholarly blogs are used in the academic endeavors of researchers. They become extensions of their research, continuing commentary on topics, such as climate change, health care developments, and linguistics beyond individual journal articles. These authors' blog posts are accessible to a wider audience and cover a broader range of issues than their journal articles which focus on narrow slices of research. Their scholarly blogs play a communications role in their individual wheels of research.

***Column Editor's Note:** Blogs mentioned in this article can be found in the **ACI Scholarly Blog Index**. — **PS***

# ATG Interviews Ann Michael

## President and Founder, Delta Think

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

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

***ATG: Ann, you founded Delta Think after working in a number of different industries. What was it about the scholarly communications industry that compelled you to strike out on your own?***

**AM:** My first job in scholarly communications was with a commercial publisher. They published their own journals as well as many titles in partnership with professional societies and associations.

I had never interacted with mission-focused organizations and I enjoyed it immensely. I'd been working through major changes in different industries for years and scholarly communications was a new frontier.

Unlike the other industries, scholarly communication had the potential to impact health and the medical profession, to stimulate and promote discovery, and to expand what we know about human behavior. The missions were big, global, and hugely impactful and I quickly knew that I wanted to stay here as long as possible.

Working for a publisher struggling with digital transition made it clear to me that I could have an impact (having a user-focused technology background) and that my impact could be increased if I worked with many organizations and learned more about how they operated and fit together. So, I jumped ship!

***ATG: When was Delta Think started and what funding/support did you draw on? Who are the main members of the Delta Think team?***

**AM: Delta Think** had two beginnings! The first one was in 2005 when I started **Delta Think** as an independent freelance consultant. Like many people that venture out on their own, I vacillated between thinking that I wanted to consult and I wanted a full-time position with a company. In 2008, I accepted a position as President of Information and Media with a content management system provider.

A little over a year later, I realized that I did want to consult but I didn't want to do it alone. August of 2009, I dusted off the **Delta Think** brand and started again, this time with the mission of building a team. The core members of our team include (in order of appearance!): **Mark Jacobson**, **Mike Sherlock**, **Bonnie Gruber**, **Brian Lamont**, **Nicole Sherlock**, **Lori Carlin**, **Deni Auclair**, **Dan Pollock**, and **Emma Green**.

As for funding, the beauty of starting a services company is that you don't require funding. It's more about timing. Get work, get paid, repeat. We added employees as we increased our work, funding ourselves as we grew.

We've also recently self-funded our expansion into products, with the January 2017 launch of the **Delta Think** Open Access Data & Analytics Tool.

***ATG: Expanding into product development must have been an exciting challenge. Can you tell us more about your new open access data and analytics tool? How would you describe your target market? What unique benefits does it provide for interested clients? Is it available to libraries? What will it cost?***

**AM:** Yes, it has been an exciting challenge to build a product!

The idea for the **Delta Think** Open Access Data & Analytics Tool (OA DAT) originated with questions arising during consulting engagements. We found commonality in questions clients asked about OA, with no clear consolidated, reliable data source to address them. We saw an opportunity to serve the industry more effectively by curating such a data set, and supplementing it with analysis, commentary, and visualizations — and putting workflows in place within **Delta Think** to continually update the underlying data and analysis.

The tool has been designed to accommodate any level of data analysis capability or bandwidth. Users can read it i.e., use it as a living report (versus a report only offered annually or bi-annually), interact with it by dicing and slicing data in various ways within the visualizations we provide, or download data for use in conjunction with other internal sources.

Our initial target market was publishers (society, association, and commercial) formulating their OA strategy, benchmarking their current OA portfolio, or staying informed on OA developments more generally. However, as the data and analysis has grown, we've started to add features that also meet the needs of academic institutions. For example, we added a compliance analyzer that allows the user to cross reference funder requirements with publisher practices, compare requirements of different funders, or compare practices of different publishers.

The product is offered via a subscription model and pricing varies based on how the user is interested in accessing the data. We also offer a free monthly Open Access News & Views email. Anyone can register to receive the email.

***ATG: On your website, you say "At Delta Think, we help publishers, membership organizations, and information providers anticipate, create, and manage change." There is no mention of librarians. Why? Or are librarians the "information providers?"***

**AM:** That is a great question! Historically librarians have been our customers' customers. We have engaged with librarians when doing market research, but they have never been our direct customer. I do see that changing.

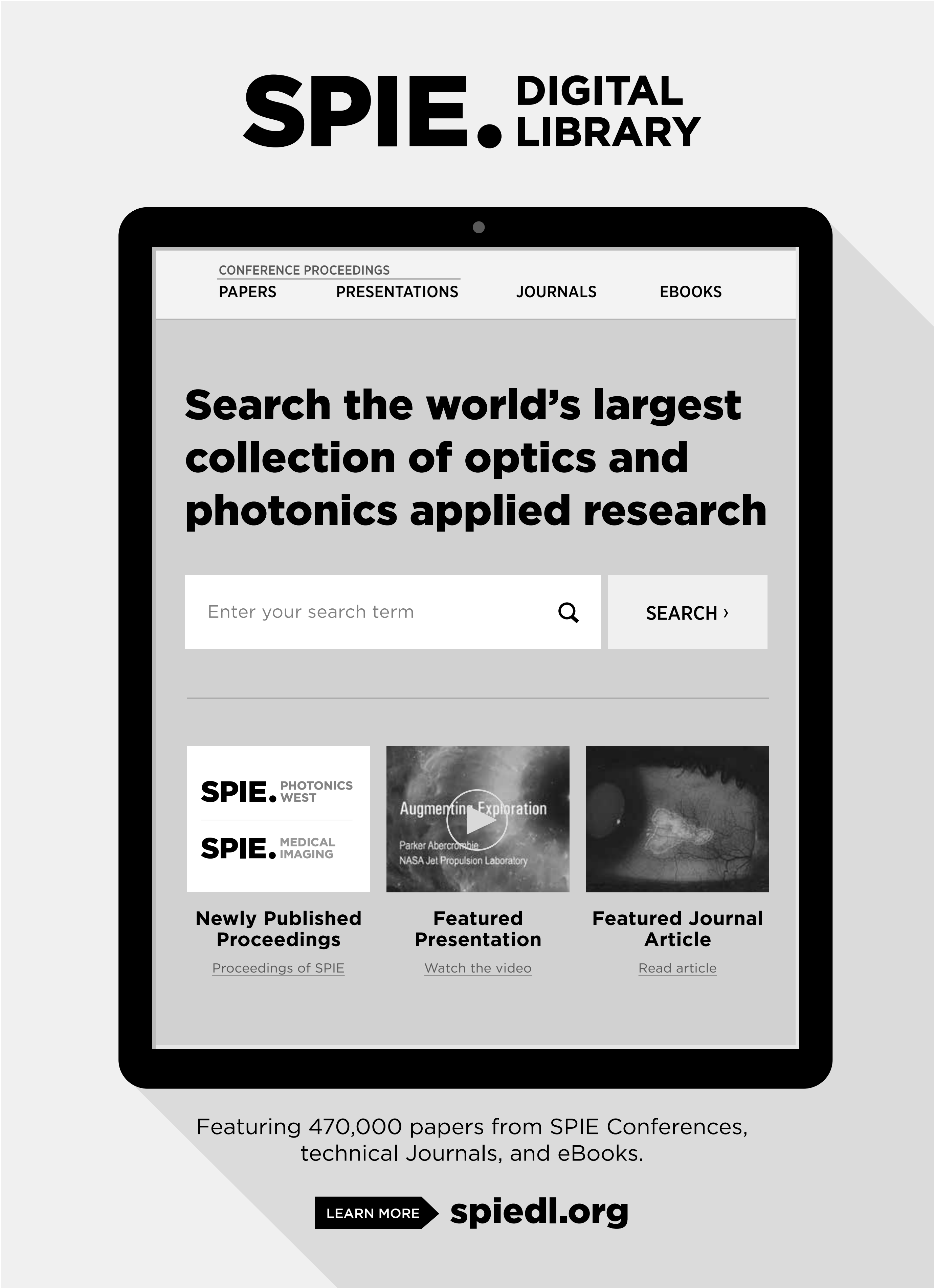
With the launch of the **Delta Think** Open Access Data & Analytics Tool we have begun to explore how information on Open Access can support librarians as they support their constituencies.

I'm also excited by the presence of librarians at some of the publishing-focused meetings I've attended. The **Society for Scholarly Publishing (SSP)** has been making a concerted effort to understand and address the needs of librarians not only in their historical role, but also in their evolving roles with institutional archives, and other functions traditionally considered within the realm of publishers.

***ATG: What companies do you consider your competitors?***

**AM:** Also, a great question and a difficult one to answer. In our space, no two companies line up neatly as competitors. There is no one out there that does exactly what we do and, conversely, we do not do exactly what other firms in our space do. There are also many freelance consultants, but we consider them more of a resource than competition. We will regularly refer work to other consultants and consulting firms and we regularly receive those referrals as well.

*continued on page 42*


SPIE. DIGITAL LIBRARY
CONFERENCE PROCEEDINGS
PAPERS
PRESENTATIONS
JOURNALS
EBOOKS
Search the world's largest collection of optics and photonics applied research
Enter your search term
SEARCH ›
SPIE. PHOTONICS WEST
SPIE. MEDICAL IMAGING
Augmenting Exploration
Parker Abercrombie
NASA Jet Propulsion Laboratory
Newly Published Proceedings
Proceedings of SPIE
Featured Presentation
Watch the video
Featured Journal Article
Read article
Featuring 470,000 papers from SPIE Conferences, technical Journals, and eBooks.
LEARN MORE
spiedl.org

**Interview — Ann Michael**
*from page 40*

***ATG: Since 2005, you've grown the company from a single consultant to a hybrid team of staff and trusted associates. What are the keys to your success? Was there a single event/accomplishment that signaled Delta Think was here to stay?***

**AM:** I feel we're still on the road to that success, but thank you!

What's worked so far is our 51/49 formula. Let me explain. Customers and their satisfaction with our work is the most important thing. However, that satisfaction can't come at the expense of unhappy or overworked consultants, whether they are employees or affiliates. Building and supporting a high-quality team is almost as important as exceeding customer expectations. In that context, **Delta Think** success is 51% client satisfaction and 49% consultant satisfaction.

What makes consultants happy? Fair pay, diverse project opportunities, the ability to both apply their knowledge and to build new skills, the support of a skilled team, a collaborative culture, and an overall respectful working environment.

We are only as good as the professionals that want to work with us!

***ATG: What major challenges did you overcome to grow the company? What have been your biggest rewards? What accomplishments are you most proud of?***

**AM**: Wow — where to start?

Most recently, our biggest challenge has been "eating our own dog food." We have advised clients on product development efforts for years. We've even participated in their implementation and conversion to ongoing operations, but launching a product ourselves over the course of the last 12 months (while continuing to have our "day jobs") has been a tremendous learning experience. It was a constant challenge to follow our own advice. It has made us all a bit more understanding of the demands and challenges that product teams face. Launching this product and continuing its ongoing development post-launch has been incredibly rewarding.

What am I most proud of? As I had mentioned earlier, in 2009 **Delta Think** was focused on building a team. Almost right out of the gate, I enlisted the support of associate consultants. My proudest professional moment was when I hired **Mark Jacobson** as employee #1! **Delta Think** hadn't had employees and yet **Mark** trusted me. He trusted that **Delta Think** would be healthy and grow and that he could rely on it — on me.

***ATG: Why the name Delta Think? What does it signify?***

**AM:** One day in 2005, I was sitting at the computer trying to find a URL that wasn't taken. I wanted to emphasize the concept of change and how everyone should have an active role in changing their own environment. After several iterations, I found **Delta Think** was available and I grabbed it!

Much to my surprise, I was also able to get *ManageToChange.com*. Manage To Change is our tagline and it's something we view as proactive not reactive. In many ways I consider it part of our name and it certainly is at the core of our mission.

***ATG: Your website lists a number of services that Delta Think provides to the scholarly communications community. But how would you describe Delta Think's overall mission and what do you count as your primary services? Why would a scholarly publisher or information provider seek out your help?***

**AM: Delta Think** is fundamentally positioned to support organizational transformation and growth. That is our mission, helping organizations "manage to change." The beauty of our mission is that it means we must also change and grow to support evolving needs.

We work at the intersection of content, technology, the market, and the user.

Our primary consulting services include: 1) Market research and analysis (know your customer and market), 2) Business, product, and digital strategy (know who you are and where you're going), and 3) Assessment, Roadmapping, and Implementation (know where you are and how you will reach your destination). As you pointed out in your question, there are many "sub-services" under each of these areas.

As for our own evolution, we believe that it is critical for our clients to increase their use of data in process, product, and business evaluation and decision-making.

We have spent the last year building data analytics capabilities and are continuing to build those skills. We launched the **Delta Think** Open Access Data & Analytics Tool earlier this year to address the commonality we saw in questions our customers had about open access. Seeing no clear, consolidated, reliable data source to address these questions, we decided to build one.

***ATG: Are your "customers" largely publishers? Who are your primary "customers"?***

**AM:** Our customers are primarily not-for-profit societies and associations (although we do work with aggregators, commercial publishers, and some educators). Our work with them has evolved from being 100% publishing focused several years ago to being more holistic, considering all the many products, services, and interactions they have with their members/customers and helping them bring all their assets and capabilities to bear when addressing customer needs.

***ATG: What is the "niche" that Delta Think wants to fill?***

**AM:** We strive to consistently deliver actionable insights and strategies that enable organizations in scholarly communications to excel and grow. Our niche is being technology savvy and execution focused.

Our fundamental strength is enabling relationship-focused organizations to understand customer needs and successfully assess and apply technology in defining, creating, and managing digital environments that exceed their customers' expectations.

***ATG: Some see libraries as having a diminishing role in the future of the scholarly communications marketplace, or no role at all. As you advise your clients, what do you tell them about libraries? Where do you think libraries currently fit in the market? What about in two to five years?***

**AM:** This is a very tough question, as I am not an expert on libraries or librarianship. From the perspective of the library, aside from an ever-increasing need to help researchers sift the wheat from the chaff (search and discovery), the library seems like the perfect place to manage not only subscriptions, but also APC funding for open access article publication. I can also see the library having a continually closer relationship with research offices, assisting them in finding the best avenues for their research.

Although you didn't specifically ask about librarians, I can tell you that some of our best partners have degrees and experience in library sciences. We often work on information architecture, taxonomies, and content enrichment efforts and no one on the team is better at this than the librarians! With the unrelenting growth of the web and digital assets, I selfishly hope more librarians take this path.

***ATG: When you look at the scholarly communications landscape, where do you see the most opportunity for innovation? What will be required of an organization to take advantage of these opportunities?***

**AM:** It sounds like you've been reading Ask The Chefs on the Scholarly Kitchen! One of our more recent questions was: If You Were A VC Investing In Scholarly Communications, Where Would You Be Placing Your Bets?

My bets would be on any innovations that mobilize, normalize, and democratize data. Data about research, data about researchers, data on funding, data on collaborations, preferably data at an industry level, you name it. I believe that innovation will come from an understanding of the entire scholarly communications ecosystem and that requires data. Organizations must increase their comfort level with managing, sharing, and analyzing data to understand how their customers and constituents interact with them and the ecosystem overall.

***ATG: In another interview, you said that resistance to change was a key obstacle for many organizations. What strategies have you found most effective in overcoming that barrier?***

**AM:** Ah — you've hit on my favorite subject. The most important thing to remember when encountering resistance to change is that not all resistance is bad.

The true "obstacle" is how resistance is perceived, managed, and addressed, not the resistance itself. Let me explain.

Often, it's the change initiative or how it's being managed that's the problem.

It could be that the change itself or its impact is not well-defined. How many of us have worked in environments where an

*continued on page 44*

**Interview — Ann Michael**
*from page 42*

executive has attempted to adopt every new management theory or technology that comes along? Or where someone tries to implement a practice that worked in their previous job without adapting it to their new organization?

If the change is needed, there may be a problem with the implementation or communication plan. Maybe you're planning to bring a new product to market too late or too early or without a full view of the impact it may have on resources. Maybe there are parts of the organization impacted by the change that weren't identified or consulted.

For the most part, most people in an organization are trying to perform their role as best they can. We've found most folks are knowledgeable people that are willing to collaborate and make the effort successful. What is perceived as resistance is often their identification of issues or constraints that must be reworked or removed. In those cases, a blind adherence to a previously constructed implementation plan is the problem. Ironically, sometimes it's the people initiating change that are the most resistant to changing their approach!

That said, there are some folks that just can't get on board with a necessary change in direction, but in our experience, they are the minority.

***ATG: As you survey the current state of the industry, what do you think are the most critical issues we face?***

**AM:** Our most critical issue is our capacity for change. Evolution in technology and user behavior (researcher, author, reader, student, faculty, librarian, publisher, editor, etc.) has made many of our current practices obsolete or unproductive. The system and interactions that have become the norm was appropriate for the state of our tools and evolution when it was built, but times have changed. That said, there is value in many of our practices that, when reimagined, needs to be retained in some form. The problem is that sometimes we have difficulty talking with each other to identify and agree upon the value. Some of our debates are healthy, but some are polarizing and unproductive, where people on both sides of an issue become entrenched or immovable.

From a publisher's perspective, I think that's why we're seeing many innovations come from smaller groups or from outside of what we may have considered our industry.

If we are to succeed and innovate, we're going to have to do it together and we're all going to have to realize that the result of our evolution will not be exactly what any one group wanted, it will hopefully be the right mix of ideas that's best for the industry's progression overall.

On a more concrete note, one area where we could vastly improve to the benefit of everyone in the ecosystem is with our usage and sharing of data. I know I sound like a broken record here, but decision-making is art and science and, as someone on my team likes to say, it's time we added a little more science! Also, as an industry we are unable to truly get to the bottom of volume and revenue trends, and the nuances of how different publication payment models impacts the industry because we are often using something as a proxy (e.g., we only count indexed articles, we look at publisher list prices for APCs but there is no reliable data on discounts and waivers, etc.).

***ATG: What are the most viable responses to the problems these issues pose? From publishers? From librarians?***

**AM:** Well, trust, respect, and tolerance for different approaches to issues and opportunities would begin to address the first part of my last response. Perhaps trust and respect can best be built by trying to establish strong cross-industry relationships (not just with folks like us, but especially with folks that have different perspectives).

When it comes to our ability to share and analyze data all I can say is standards, standards, standards! Part of the reason we have difficulty sharing data is that we lack a full set of standards to compare like to like. We've seen this while building our OA Data & Analytics Tool. We need to support organizations like **CrossRef**, **ORCID**, and **NISO** to continue to build out the crosswalks between our data.

***ATG: Running a company like Delta Think demands a lot of time and energy. But everyone needs some down time to stay sharp. How do you relax and get recharged? Are there specific fun activities that you enjoy?***

**AM:** That's a great question. I wish I could tell you of some amazing and novel hobbies that I have, but the truth is family, animals, beaches, and mindless stories.

I have three kids ranging from their early to late 20s (she'd kill me if she saw the word "late," so let's say upper middle). They're at a great stage in their lives, starting jobs and starting families, and it is tons of fun to help them think through their challenges. My grandson was born in October of 2016 and it has been a joy playing with him and watching him grow. It's also been an indescribable experience to watch my daughter become a mom!

On the pet front, I have a 4-year-old chameleon named Olive. She is a hobby on her own, just making sure her environment is appropriate and she stays healthy. She's also fascinating to watch and a big departure from furry mammals! Although we did just recently get two kittens, Ziggy and Jones. No one can play like a cat — they are quite entertaining!

***ATG: Ann, we really appreciate you making time in your busy day to talk to us. Thank you so much.***

**AM:** Thank you, **Tom** and **Katina**. It's been a pleasure!

# Wryly Noted — Books About Books

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

***Literary Wonderlands: A Journey Through the Greatest Fictional Worlds Ever Created***, **Laura Miller**, General Editor. (ISBN: 978-0-316-31638-5 Black Dog & Leventhal Publishers; New York, 2016.)

What could *The Epic of Gilgamesh*, *The Wizard of Oz*, *The Divine Comedy*, *Fahrenheit 451*, *Beowulf*, and *Infinite Jest* all have in common?

These five titles are part of over one hundred books that make up a new compendium of imagined worlds contained in the publication, ***Literary Wonderlands***, edited by **Laura Miller**, co-founder of *Salon Magazine* and authored by forty literary experts drawn from colleges and universities in all parts of the world. Many of the authors have specialties in medieval and ancient history, science fiction and fantasy, and children's and young adult literature. The book is beautifully illustrated with art work from the first editions or later exemplary versions, such as **Edward Burne-Jones'** tapestry realized by **William Morris & Co.** for *Le Morte D'Arthur* or movie posters and cover art for *1984*, *I, Robot*, and *Planet of the Apes*.


***Literary Wonderlands*** could pass for an entertaining coffee table book, but should instead be considered as a checklist and guide to essential utopian, dystopian and speculative fiction that you have always been meaning to read. If you have read these books already, whether as a child, teenager, or student, you will find that the essays are concise summaries and refreshing new looks at reading you have previously enjoyed and want to re-live.

I found that the attention to detail in the examinations of the story telling was a great way to jog my memory and bring old classics back to life. The chronological listing and grouping by era put them in context with their kindred

*continued on page 46*

**Wryly Noted**
*from page 44*

tales. Among the details I gleaned from this encyclopedic gathering were facts such as: **Lewis Carroll**, author of *Alice in Wonderland*, was actually an erudite pun on his real name of **Charles Lutwidge Dodgson**, meant to puzzle his fellow Oxford Dons.

And it was good to be reminded that the students in **Samuel Butler's** *Erewhon* attend "the Universities of Unreason, where nothing useful is taught, and any form of machinery is proscribed on the grounds that, if allowed to develop, the machines will take over society." I was also glad to have the various levels of society in *Flatland: A Romance of Many Dimensions* by **Edwin Abbot** spelled out as a satire on Victorian social norms where "...many-sided polygons constitute a kind of aristocracy and isosceles triangles form the working class, while regular quadrilaterals, like the narrator, are solidly middle class...while women, who are lines only, are unable to improve their station. In addition, women might be mistaken for 'points' when seen head on and are required to use separate doors and shout aloud when moving around Flatland, in order to avoid accidentally stabbing their countrymen."

Another work of fantasy that actually gave rise to a real world political movement is **Edward Bellamy's** *Looking Backward* (one of the bestselling books of all time in the U.S.). From this utopian novel came the People's Party which espoused that "...wealth be equally distributed and private property be abolished. Everyone would receive a college education and life-long care from a benevolent state where the retirement age is forty-five." On a more dystopian note, we learn that *We* by **Yevgeny Zamyatin** published in 1924 was a direct inspiration for *1984*, *Brave New World*, and **Ursula Le Guin's** *The Dispossessed*. In *We* the "One State" is surrounded by a wall where the dictatorial "Benefactor" watches citizens at all times and they live in transparent apartments the better to be monitored.

I had missed the parallels between Jesus and the Little Prince in **Antoine De Saint-Exupery's** *Little Prince*, where the "boy with golden hair and a scarf" tells the pilot "...the important thing is what can't be seen. And he dies to get back to his rose on asteroid B-612. The last image in the book shows a desert landscape with a star. The narrator asks us to let him know if we ever see this landscape, and under that star, a child. Don't let him go on being so sad: Send word immediately that he's come back."

Another important quality of ***Literary Wonderlands*** is that it introduces us to many foreign examples of the genre. The book gives equal recognition to works such as *Egalia's Daughters: A Satire of the Sexes* by **Gerd Mjoen Brantenberg**, *Obabakoak* by **Bernardo Atxaga**, *The Man with Compound Eyes* by **Wu Ming-Yi**, and *Wizard of the Crow* by **Ngugi Wa Thiong'O**.

You will find ***Literary Wonderlands*** a valuable scholarly look back at familiar books and a fresh look forward to more adventurous reading in the future.

# Booklover — Deciphering and Archiving History

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

**Roger Martin du Gard** graduated in 1906 from the **École des Chartes** in Paris, France with the degree of archivist-paleographer. This training provided **Martin du Gard** with an eye for detail and a passion for accurate documentation. Within seven years of graduation he found success as an author with the publication of *Jean Barois*. He was awarded the **Nobel Prize** in literature in 1937: "for the artistic power and truth with which he has depicted human conflict as well as some fundamental aspects of contemporary life in his novel-cycle *Les Thibault.*"

**Martind du Gard's** literary work gave new meaning to the phrase "The Devil is in the details." Why he chose to execute his training through a literary channel is unclear; however the effects of the World Wars heavily influenced his themes. It is also of interest to note that **André Gide**, another Literature Laureate, was a long-term friend and mentor.

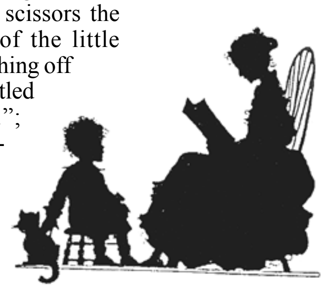
*The Operation* is a chapter from the third volume, *La belle saison,* of the roman-fleuve *Les Thibault.*

Sidebar: I confess I had to google roman-fleuve. The word is French for novel-stream or novel-cycle. *Britannica.com* defines it as a "series of novels, each one complete in itself, that deals with one central character, an era of national life, or successive generations of a family."

The story is a gem for illustrating **Martin du Gard's** fascination with detailing scenes of actions, interplay between characters, description of physical life albeit sometimes brutal and microscopically dissecting his characters. A young girl is hit and run over by a delivery truck in front of her home. The doctor is summoned to attend to her and must perform a life saving operation on sight, under lamp light, in a steamy living room, under the barometric tension of an impending thunderstorm, with the assistance of a young colleague, and the distraction of the inhabitants of the apartment.

The horrific scene is set for the reader in short sentences rich with graphic detail:

> "The first thing Antoine noticed was the lamp which a woman in a pink dressing gown was lifting with both hands…"; "A young man wearing pince-nez, with his hat still on, was bending forward slitting up with a pair of scissors the blood-stained garments of the little girl." "..she was busy brushing off the flies that obstinately settled on her glowing cheeks.."; "'Only an immediate operation,' he said decisively, 'can save her life. Let's try.'" And with that we are led through the story with surgical precision.



When **Martin du Gard** was awarded the **Nobel Prize** in 1937, he described himself "like an owl, suddenly roused from its nest and exposed to the daylight, whose eyes, used to the dark, are blinded by dazzling brightness." He continued in his award speech during the banquet held in December of that year to speak of the influences of other authors upon his literary thought process and his development as an author:

> "I was still very young when I encountered, in a novel by the English writer **Thomas Hardy**, this reflection on one of his characters: 'The true value of life seemed to him to be not so much its beauty, as its tragic quality.' It spoke to an intuition deep within me, closely allied to my literary vocation. Ever since that time I have thought that the prime purpose of the novel is to give voice to the tragic element in life. Today I would add: the tragic element in the life of an individual, the tragedy of a 'destiny in the course of being fulfilled.' At this point I cannot refrain from referring to the immortal example of **Tolstoy**, whose books have had a determining influence on my development. The born novelist recognizes himself by his passion to penetrate ever more deeply into the knowledge of man and to lay bare in each of his characters that individual element of his life which makes each being unique. It seems to me that any chance of survival which a novelist's work may have rests solely on the quantity and the quality of the individual lives that he has been able to create in his books. But that is not all. The novelist must also have a sense of life in general; his work must reveal a personal vision of the universe. Here again **Tolstoy** is the great master. Each of his creatures is more or less secretly haunted by a metaphysical obsession, and each of the human experiences that he has recorded implies, beyond an inquiry into man, an anxious question about the meaning of life. I admit that I take pleasure in the thought that, in crowning my work as a novelist, the members of the **Swedish Academy** wished to pay indirect homage to my devotion to that unapproachable model and to my efforts to profit from the instruction of his genius."

**Martin du Gard** took his instruction well.

# Oregon Trails — Jack Walsdorf: Bookman Nonpareil

Column Editor: **Thomas W. Leonhardt** (Retired, Eugene, OR 97404) <oskibear70@gmail.com>

On Sunday, July 9, 2017, the book world lost a great bookman and I lost a friend when **John "Jack" Joseph Walsdorf** died of a pulmonary embolism in Portland, Oregon, his home for most of his lifetime. Portland is where **Jack's** wonderful museum of a house is but the real world that **Jack** inhabited was the boundless, joyful, beautiful world of books, glorious books.

Readers of ***Against the Grain*** and attendees of the **Charleston Conference** probably know of **Jack** and his **Booklover's Road Show**. **Jack** the serious book collector was also an entertaining showman. The sum of **Jack's** talents and his character are best described in the words of **David S. Zeidberg**, curator of Special Collections at **George Washington University** in 1980, in his Foreword to *A Collector's Choice: The John J. Walsdorf Collection of William Morris in Private Press and Limited Editions*. "**Jack** combines humor, enthusiasm, purpose, knowledge, and generosity."

I first met **Jack** in the late 1970s when I was buying books for a living as the acquisitions librarian at **Boise State University** and **Jack**, working for **Blackwell North America**, was in the business of selling books to libraries. I wish that I had a memorable story of our first encounter but I don't. It is almost certain that we met at either an annual or midwinter meeting of the **American Library Association** and that when we met, our conversation must have drifted from the business of books to books as things to be read and appreciated most fully by collecting them.

I never got to see the displays of **Jack's** collections so I had to imagine them through the three inscribed catalogues that **Jack** presented to me. I have recently re-read them along with *On Collecting William Morris: A Memoir*, **The Printery**, Kirkwood [MO] and am in awe of him and what he accomplished. When friends or colleagues questioned **Jack** about how he found time to collect, write, and catalogue while gainfully employed, he would reply that everyone gets 24 hours a day but how we spend that time is an individual choice. **Jack** made the most of his time.

Happily, I got to stay in **Jack's** house a couple of years ago and was introduced to all of **Jack's** collections, not just his **William Morris** items. Every room in the house was filled with books, even the bathrooms, and squeezed in among the books were other collections including WWII memorabilia and typewriter ribbon boxes, a bit of history that is associated with how book manuscripts were converted to a type form. **Jack** didn't collect the actual ribbons but he used them in his manual typewriter, preferring it for his correspondence and eschewing email except to read it.

**Jack**, as anyone close to him can tell you, was more than a collector. He was a reader, a scholar, and an author of bibliographies of **William Morris** and **Julian Symons**. For more about **Jack** as an author and scholar, I refer the reader to *http://themorrisian.blogspot.com/2013/04/the-morrisian-interview-series-2-john-j.html*.

> "January 30, 2004. Dear **Tom**: Just a quick note thanking you so very much for your very nice article in ***ATG*** covering our joint talk at the **Charleston Conference** and also my **Booklover's Road Show**. You are very kind to give me such a good review and I too, hope that someday a show (in full) can be done in your area. Again, thanks **Tom**. It was nice doing our book talk together. See! There are still a few book people around. All the best, and a very Happy New Year in 2004." [signed] **Jack**

This *tls* [typed letter signed] is but one example of **Jack's** thoughtfulness. It's a letter that I treasure but one that, had it not been written, I would not have expected because **Jack** had already expressed his thanks in person and in the best way possible by inviting me to go book-hunting with him during that same **Charleston Conference**. The bookstore [I can't recall the name] we spent some time in is no longer in business but the memory of our joint venture lives still. And as was his wont, our book hunting excursion was followed by a meal, this one in the evening at Fish, a restaurant that, unlike the bookstore, is still going strong.

In 2006, **Jack** was invited to Austin to perform his **Booklover's Road Show** at the annual dinner for the **Scarborough-Phillips Library Advisory Board**. It was such a big hit that he was invited back in 2010 and was even more enthusiastically received. Sadly, like that nameless Charleston bookstore, the library of that name, the board, and the annual dinner are no more but **Jack** and I were there for that final celebration of books and those who read them. Thanks to **Jack**, they collectively and figuratively left in a blaze of glory. Thank you, **Jack**, for the memory.

During that first visit to Austin and **St. Edward's University**, **Jack** had dinner with me and my wife. He learned that she enjoyed the mysteries written by **Phillip Margolin**, a Portland, Oregon author, and she learned that **Jack** knew **Margolin**. A short time after **Jack's** return to Portland, my wife was pleasantly surprised to receive a package of **Margolin** books, each one signed by the author. Several years later, **Margolin** named one of his characters after **Jack**. Remembering that meal in Austin, perhaps, or perhaps just a thoughtful, generous memory, **Jack** had a copy inscribed for my wife and surprised her with another package.

During our 2006 book hunting, we were in the rare books room of the **N. Lamar Blvd. Half-Price Books** when **Jack** discovered a copy of his **William Morris** bibliography. He suggested to the young woman at the desk that he was the author of the book and that if he signed it, it would double the value of the book. Would she like him to sign it? She shrugged her shoulders and said, "I guess so." **Jack** removed the book from the slip case, took out his pen, and signed the book before replacing it in the slip cover and the book shelf. She never doubted him, never asked for credentials, and probably never mentioned to anyone that the asking price should be increased.

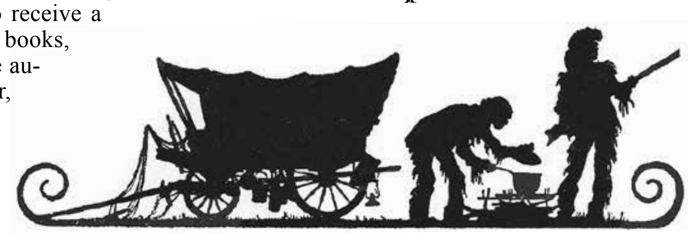
Three book-hunting tips from **Jack**:

- Don't neglect those bottom shelves where hidden treasures might be lurking;
- If you are going to collect an author, invest in a bibliography of the author's works;
- Carry a small flashlight to help uncover sleepers on the top and bottom shelves and dark corners.

I want to end this inadequate tribute to **Jack** with an example of how kind and thoughtful he could be. He and I, thanks to **Jack's** endorsement, are members of a bibliophile society that sponsors book-collecting awards to students at **Reed College** in Portland, Oregon and **Oregon State University**, Corvallis.

On April 26, 2017, at the awards ceremony in Corvallis, **Jack** was the presenter of the three prizes for best essays about what the students collect and why. After his opening remarks, **Jack** introduced each student and read excerpts from the essays and contributed his own encouraging, supportive comments about the collections. The third-place winner was no less extolled than the second-place and the first-place winners. **Jack's** eloquence elicited glowing expressions on the faces of the essayists and moved the audience, too. **Jack's** detailed attention to each essay, each young book lover's subject, made a special occasion especially touching and memorable.

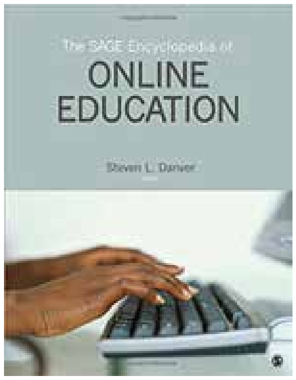
**Jack**, old book-loving friend, thanks for the memories.



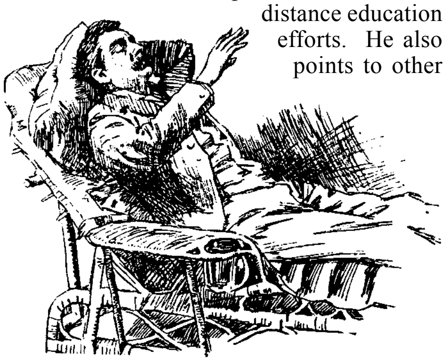
# From the Reference Desk

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

**SAGE Publishing** recently released a new three-volume set that deals with an increasingly popular, and to some, controversial development in the field of education. Edited by **Steven L. Danver** at **Walden University**, ***The SAGE Encyclopedia of Online Education*** (2017, 9781483318356, $495) contains over 350 entries covering both the pitfalls and potentials of this burgeoning field.



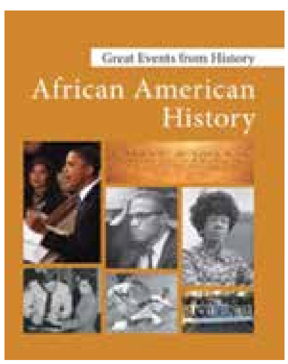

One can get a good sense of the coverage in this set by examining the Reader's Guide which lists all articles in relevant categories. Everything from underlying concepts and theories to legal and accreditation issues to evaluation and testing are covered. In addition, there are entries dealing with student characteristics, different curriculums and instruction practices, various technologies and platforms, as well as concerns related to culture, race, and ethnicity. The articles are informed by recent research and offer treatment of key issues that should be of interest to undergraduates and instructors, as well as college administrators. The approach is scholarly and factual while employing a jargon-free style. Each entry has a list of sources for further exploration appropriate to the topic as well as "see also" references to related articles. There is also a series of appendices offering demographics and select academic leader's opinions on distance education as well as an annotated resource guide, a list of policy standards and a review of current regional and national accrediting agencies. In addition, to the previously discussed Reader's Guide, there is a well-designed and thorough general index for locating specific information. Mention should also be made of **Mr. Danver's** introduction which offers some historical background by discussing online education as a modern extension of earlier correspondence courses and distance education efforts. He also points to other developments like MOOCs and online learning management systems and gives his take on the current state of the art.



While it contains solid background and overview information, ***The SAGE Encyclopedia of Online Education*** also offers a view of online education that includes the advantages and disadvantages as well as the opportunities and challenges. As such, it provides readers a serious and professional discussion of the issues involved and offers valuable insights to anyone concerned with the role of online education and its relationship to more traditional forms of instruction. Academic libraries supporting research on current education programs should think seriously about adding it to their collections. And of course, the set is available online on the **SAGE** Knowledge platform.

---

**Salem Press** has added another new title to their *Great Events* series of reference works. ***Great Events from History: African American History*** (2017, 9781682171523, $295; e-ISBN: 978-1-68217-153-0, $295) is a three-volume set edited by **Kibibi Mack-Shelton** of **Claflin University**. A collection of 35 overview articles introduces the set. This is followed by discussion of key events listed chronologically from the arrival of the first slave ships in 1619 up until the present day. Overall, there are some 400 essays that average 1,600 words each.




The overview essays cover topics ranging from the Black Church to demographics to lynching to segregation. These articles set the stage for the discussion of the actual events. As is typical for the *Great Events* series each entry follows a similar format. The date and a summary paragraph introduces the entry followed by the locale in which the event occurred, the broad subject categories into which it falls and a list of the key figures involved. The body of the essay then follows with a full summary of the event, a section on its significance, a list of "see also" references and links to related articles in other *Great Events* and *Great Lives* collections. The events covered are diverse and include those related to topics ranging from abolition to affirmative action, court cases to the Civil War, the media to mob violence, popular culture to politics, and slavery to sports. The entries are well-written and to the point. The summary section presents the facts describing the event while the significance section places the event in context and offers food for thought as to its relevance. Value added features are also a plus. There is a section including short biographies of notable figures, followed by a chronology and a bibliography arranged by 20 categories. In addition, there is a very helpful index that arranges the events by topic as well as an alphabetical subject index.

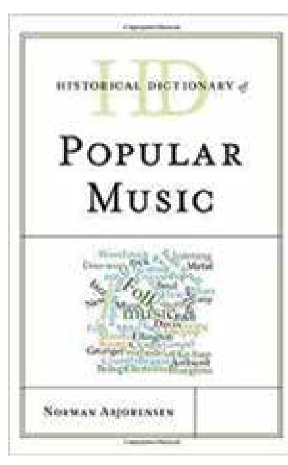
***Great Events from History: African American History*** will be valued by high school students and undergraduates as well as interested lay readers. The articles are well-researched and informed while being unambiguous and readily understood. The organization of the set and the finding aids help highlight the diversity of the events covered and lends to the discovery of related topics. There should be an audience for this reference in public, academic, and high school libraries where there is interest in African American history.

The set is available electronically for a single user price of $295 while print purchase includes free online access.

---

**Rowman and Littlefield** has added another title to their prolific *Historical Dictionaries of Literature and Arts* series. Written by Australian historian and author **Norman Abjorensen**, this new book is entitled the ***Historical Dictionary of Popular Music*** (2017, 978-1538102145, $145; eBook, 9781538102152, $137.50).

**Mr. Abjorensen** and his ***Historical Dictionary of Popular Music*** include more than 1,000 entries that trace popular music back to the 1800s. The book gives readers concise coverage of numerous musicians, composers, songwriters and musical groups as well as definitions of relevant musical genres. The book also discusses the popular music of a number of countries and regions. However, all this being said, the vast majority of entries are allotted to musicians from America and Great Britain who made their mark in the 20th and 21st centuries. Nonetheless, the multiple genres discussed, not to mention the numerous artists profiled, attest to the diversity of the popular music being covered. In each instance, the entries are brief but filled with essential information. They are well-writ-




*continued on page 51*

ten and offer key facts and helpful context. Other useful features of the book include a listing of notable songs from 1920 to 2015, a select list of Grammy winners from 1958-2015, and an impressive bibliography arranged by place, artist and genre. **Mr. Abjorensen** also provides an introduction that helps define popular music and offers some historical analysis as well as a chronology dating from 1827 to early 2017.

Often books like this are labors of love and the ***Historical Dictionary of Popular Music*** is no exception. **Mr. Abjorensen's** personal interest and enthusiasm for popular music is evident throughout. It is one of those reference works that is equally, if not more, suited for circulating collections. Both academic and public libraries will want to consider it. And one suspects that a number of popular music fans may want personal copies. As noted above an eBook version is also available.

### Extra Servings

**SAGE Publishing** will be releasing some new reference handbooks

- The ***SAGE Handbook of Neoliberalism*** (April 2018, ISBN: 9781412961721, $175) "showcases the cutting edge of contemporary scholarship in this field by bringing together a team of global experts. Across seven key sections, the handbook explores the different ways in which neoliberalism has been understood and the key questions about the nature of neoliberalism…"
- The ***SAGE Handbook of Consumer Culture*** (Feb. 2018, ISBN: 9781473929517, $160) "is a one-stop resource for scholars and students of consumption, where the key dimensions of consumer culture are critically discussed and articulated. The editors have organised contributions from a global and interdisciplinary team of scholars into six key sections..."
- The ***SAGE Handbook of Qualitative Business and Management Research Methods*** (Jan. 2018, ISBN: 9781473926622, $325) is a 2-volume set that "provides a state-of-the-art overview of qualitative research methods in the business and management field. The Handbook celebrates the diversity of the field by drawing from a wide range of traditions and by bringing together a number of leading international researchers engaged in studying a variety of topics through multiple qualitative methods. The chapters address the philosophical underpinnings of particular approaches to research, contemporary illustrations, references, and practical guidelines for their use..."

**Salem Press** has a number of new and forthcoming titles in the offing including:

- ***Salem Health: Genetics and Inherited Conditions, Second Edition*** (Oct 2017, ISBN: 978-1-68217-603-0, $395; e-ISBN: 978-1-68217-604-7, $395) is a 3-volume set that alphabetically arranges "459 essays on diseases, biology, techniques, methodologies, genetic engineering, biotechnology, ethics, and social issues. Written for non-specialists by professors and professional medical writers, this comprehensive reference publication will interest health-care consumers, premedical students, public library patrons, and librarians building scientific collections..."
- ***Defining Documents in American History: Political Campaigns, Candidates, and Debates*** *(1787-2017*) (March 2018, ISBN: 978-1-68217-700-6, $295; e-ISBN: 978-1-68217-590-3, $295) is a 2-volume set that "offers documents and commentary that showcase the American political process. Candidates, issues, and campaign styles have changed dramatically over time, from the front porch approach of the presidential campaigns of the 1800s to the social media campaigns of today. Political debates aren't limited simple to presidential campaigns, and this work examines how this American institution has shaped the government and its policies on personal, local, state, and national levels…"

**H.W. Wilson** is publishing a new updated second edition:

- *American Reformers* (Oct. 2017, ISBN: 978-1-68217-196-7, $195) is in its second edition and "brings together informative biographies of 600 men and women who were the principal architects of reform in America from the seventeenth century to modern times. Designed for students and the general reader, coverage includes not only the chief facts of each subject's life, but also offers a thought-provoking assessment of the subject's significance to the general reform movement in this country. Last published in 1985, this new second edition offers over 100 new entries, to extend its coverage into the twenty-first century…"

# Collecting to the Core — Chemical Safety in the Academic Lab

by **Jeremy R. Garritano** (Research Librarian for Sciences/Engineering, Brown Science and Engineering Library, University of Virginia; Chemistry Subject Editor, *Resources for College Libraries*) <jg9jh@virginia.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***

Over the last decade, there has been increased scrutiny focused on improving chemical safety in academic laboratories. A number of incidents, ranging from minor injuries to fatalities, has caused various groups to call for increased investments in safety culture and new methods for chemical safety education. For those unfamiliar with the issue, an editorial in *ACS Central Science* provides useful background on some of the recent incidents and proposed solutions.[1] Academic librarians, especially those serving the sciences, should be aware of the most current publications and reports particularly because of rapid changes across policy, regulations, and philosophical approaches to safety education. Additionally, because of the increasing availability of open data and information on the Internet, many of the reports and publications acknowledge the importance of using appropriate information resources. While it may be assumed that, through coursework, students are provided the necessary safety information to carry out lab experiments, making these resources available through the library broadens their access, enhances a safety culture throughout the institution, and provides individuals (such as independent study students, student entrepreneurs, and novice researchers) with the latest industry reports, best practices, guidance, and data.

*continued on page 54*

# Discover transformative full-text search capabilities with Handwritten Text Recognition (HTR) for manuscript material

Highlighted search result for *'rebellion'*

Adam Matthew Digital is the first primary source publisher to utilise Artificial Intelligence to offer transformative search capabilities with HTR for its manuscript collections. A game-changing development for historians and researchers, HTR enables historic manuscripts to be full-text searchable.

**Visit www.amdigital.co.uk/HTR to read more.**


Join the Charleston Conference Session **'Handwritten Text Recognition: Artificial Intelligence and the Future of Manuscript Search'** to learn more

Charleston Conference™
ISSUES IN BOOK AND SERIAL ACQUISITION

CHARLESTON 2017
VISIT US AT TABLE #94

www.amdigital.co.uk
info@amdigital.co.uk

## Collecting to the Core
*from page 51*

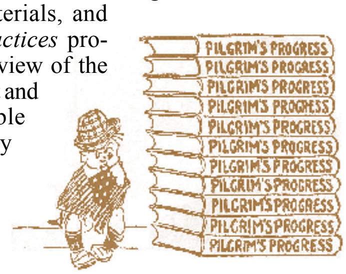
Many of the resources described here are freely available online, but librarians may opt to purchase print copies to keep in labs or for ready reference when access to electronic devices or the Internet is not available. This column includes a selection of resources regarding chemical safety in academic labs, therefore it does not cover industrial or process safety as is more common in engineering professions, nor does it cover related areas such as biohazards and safety related to equipment or instrumentation, such as lasers. Additionally, the resources described below do not provide extensive coverage of environmental or occupational health and safety, including topics related to industrial hygiene, toxicology, and related legal aspects. Other resources are available that cover those areas.

### Reports and Outcomes

In 2010, the **U.S. Chemical Safety Board** (**CSB**) deemed an explosion in a chemistry lab at **Texas Tech University** serious enough to warrant an investigation. While this sounds like a typical event for the **CSB** to investigate, the **CSB** is an independent federal agency tasked with investigating chemical accidents in industry and the **Texas Tech** incident was the first investigation at an academic institution since the **CSB's** formation in 1998. After this inquiry, one recommendation asked the **American Chemical Society** (**ACS**) to "develop good practice guidance that identifies and describes methodologies to assess and control hazards that can be used successfully in a research laboratory."[2] This resulted in two key documents released by the **ACS**. In 2012, the **ACS** released the report *Creating Safety Cultures in Academic Institutions*.[3] This document lays the groundwork for developing strong safety practices in academic environments. A key section outlines suggested lab safety topics that should be taught in undergraduate chemistry programs during the first and second years as well as more advanced topics for the third and fourth years. The report advocates for continuous learning throughout the curriculum and for integrating hazards analysis with the principles of the scientific method. It also provides a table of resources that can be used to develop lessons for the curriculum. Following in 2015, the **ACS** released *Identifying and Evaluating Hazards in Research Laboratories*.[4] This extensive report expands on the hazards analysis integration outlined in the earlier report and details areas of the hazard assessment process including hazard identification, roles and responsibilities, and assessing implementation. The report also presents five specific tools with appropriate templates. A corresponding web site translates these tools into the digital environment.[5] Libraries should ensure both the web site and report are readily available to researchers. Between the publication of these **ACS** reports, the **National Research Council** (**NRC**) convened a panel of experts from various areas and produced *Safe Science: Promoting a Culture of Safety in Academic Chemical Research*.[6] While this report may not be as useful for individual students, it does make recommendations for institutions, research groups, and training and learning. It also discusses various campus roles (such as provosts, department chairs, safety professionals, and individual researchers) and what each can do to promote a safety culture. These recent reports provide key background information and highlight the shift in academia from simply following the rules to building a broader safety culture.

### Best Practices

The **ACS** report discussed above, *Identifying and Evaluating Hazards in Research Laboratories*, is one example of a source for best practices. However, a few other resources are also worth mentioning. A classic in this area is *Prudent Practices in the Laboratory: Handling and Management of Chemical Hazards*.[7] The most recent 2011 edition modernizes and should replace the previous edition, published in 1995. This new edition further emphasizes the culture of safety and takes a more expansive approach to chemicals in the lab, including biohazards, radioactive materials, and nanoparticles. *Prudent Practices* provides a comprehensive overview of the entire laboratory environment and therefore should be available in most libraries even if only via access to the free online version.[8]




More focused resources are also available, such as *Destruction of Hazardous Chemicals in the Laboratory*.[9] While appropriate for more advanced students and researchers, this resource is well-organized and provides detailed procedures for the destruction of specific compounds. Organized by either specific compound or broader class of chemical compound, each entry includes a description of the compound, a narrative description of the destruction procedure, step-by-step instructions for destruction, appropriate analytical procedures to verify destruction, and related compound information. A benefit to this compilation is that the authors have curated the destruction methods from the scientific literature and ongoing research, with each entry containing multiple citations. As the title implies, however, the focus is on hazardous (and sometimes extremely hazardous) substances. Therefore, the title may not prove as useful to first- and second-year students, but when needed can provide extremely specific information about a particular compound. An additional advantage to this title is that it includes select methods related to biological toxins and to compounds of importance for pharmaceutical research. This interdisciplinary nature makes it useful in a wider variety of advanced lab courses and beyond chemistry.

If there is intent to keep up with current trends in chemical safety in terms of news, best practices, and education, it would be useful to provide access to the *Journal of Chemical Health and Safety*.[10] While journals are not the focus of the *Resources for College Libraries* database or this "Collecting to the Core" series, it is notable because even though this journal is an official publication of the **ACS Division of Health and Safety**, **ACS Publications** does not publish it. Those institutions that subscribe to all **ACS** publications may be missing this title, and it is worth acquiring.

### For Undergraduate Students

While the previous resources provide information on best practices for all researchers, some recent publications have been developed solely for undergraduate students. *Laboratory Safety for Chemistry Students* is a textbook (2nd edition, 2016) that the authors intend for use throughout the chemistry curriculum.[11] Each chapter is divided into three areas: introductory (first-year), intermediate, and advanced topics, allowing students to reference different sections of the same chapter depending on their course and level of understanding. Practice questions are provided at the end of each chapter. Most importantly, in the 2010 first edition of this textbook the authors introduced the RAMP concept that has been widely adopted and is referenced heavily in recent reports by the **ACS**. RAMP is a mnemonic that introduces a set of safety principles from which the more commonly encountered safety rules are derived. By focusing safety education on RAMP, it encourages students, especially if they forget a specific rule, to apply the principles to minimize risk and related hazards regardless of the situation. With this new approach to chemical safety education, students are encouraged to: **R**ecognize chemical hazards; **A**ssess the risks of the hazards present; **M**inimize the risks of those hazards; and **P**repare for emergencies.

The **ACS Joint Board-Council Committee on Chemical Safety** released the eighth edition of *Safety in Academic Chemistry Laboratories* this year.[12] It has been published in various forms since 1972 and remains a key publication, especially for academia. The audience for the most recent edition has been further narrowed to first- and second-year students, and at less than 75 pages, it is heavily illustrated and readable. It uses RAMP as a guiding principle and encourages students to take an active role regarding their safety in the lab. Sidebars present questions for reflection or further discussion and "In Your Future" boxes highlight advanced topics student may encounter in later coursework. Of note to information professionals, a two-page appendix includes a list of recommended web sites related to safety information.

### Data (For Everyone)

In terms of communicating chemical safety information, there have been two major developments in recent years. In 2012, the **U.S. Occupational Safety and Health Administration** (**OSHA**) aligned with the **Globally Harmonized System of Classification and Labeling of Chemicals** (**GHS**) and in 2015 moved from the Material Safety Data Sheet (MSDS) to requiring the Safety Data Sheet (SDS) format for communicating the hazards of various chemical products.[13] Both of these

*continued on page 55*

## Collecting to the Core

*from page 54*

changes were meant to bring the United States in line with international efforts towards standardization. A vendor should produce an SDS for every compound it sells and because multiple vendors may sell the same compound this also means that there are multiple SDS for a single chemical compound. Perhaps the best-known site that aggregates SDS from multiple sources is "Where to Find MSDS and SDS on the Internet."[14] This site is a pathway linking to other sites that either aggregate SDS or provide their own SDS. Over 100 sites are listed across industry, government, and academic institutions. The *OSHA Occupational Chemical Database* brings together data from multiple publications and sources into a single entry for a particular chemical compound.[15] Similar to the SDS, it provides information on first aid, personal protection, emergency response, and exposure limits. Besides the hazards of individual chemicals, there is also interest in identifying whether certain compounds are incompatible or highly reactive when in the same environment. Two core resources specifically cover this type of information. The *Wiley Guide to Chemical Incompatibilities*, while having an industrial focus, is still quite useful in the lab.[16] Arranged alphabetically by compound name, it covers almost 9,000 profiles. Each profile is a brief entry providing chemical and physical properties related to chemical safety, information about potential incompatibilities (e.g., forms explosive mixture with air, violently reacts with X, may form explosive sensitive materials when mixed with X, etc.), and specific information about extinguishing fires that involve the particular compound. In some cases it also details more general incompatibility with construction or environmental situations (such as whether a compound corrodes plastics, metals, rubbers, or coatings). A similar resource is *Bretherick's Handbook of Reactive Chemical Hazards*.[17] A key difference is that *Bretherick's* documents the source where the incompatibility was first noted, whether in a trade journal or scientific article, therefore it is focused on actual events, mainly in lab settings. It also is composed of two volumes — the first addresses individual compounds like the *Wiley Guide* — but the second volume contains entries for broad classes of compounds that the *Wiley* source lacks. Providing access to both of these complementary texts is ideal.

While not comprehensive, the works discussed here are key information resources for chemical safety in academic labs. With continued emphasis on chemical information as it relates to chemical safety, librarians can ensure access to both free and licensed resources and, as a result, contribute to advancing a culture of safety at their institutions.

*endnotes on page 56*

## Rumors

*from page 34*

grandkids! It's a lot! **October** studied Italian in College and in her years at the **UNC library** and lived over there in high school for a while so she knows the drill. How exciting!

**Birkbeck's Centre for Technology and Publishing** is pleased to announce the open-source release of its software for academic publishing. "**Janeway**" is a press and journal system designed for open-access publishing that is free to download, use, and modify. Written in **Django/Python** from the ground up and still under active development, the software includes a submission system, a peer-review management workflow, **Crossref DOI** integration, OAI feeds, Open Journal Systems import mechanisms, an extensible plugin architecture, and much more. **Janeway** is **licensed under the AGPL** meaning that anyone is free to use and modify the software, so long as they make their changes similarly open (even if they modify the code in private and publicly host that instance). The software is lightweight and can run on **shared hosting platforms** that support **WSGI**, such as Reclaim Hosting, contribute to the growing ecosystem of open-source platforms for open-access publication and to assist presses in lowering their overheads of running a platform. **Janeway** has

*continued on page 71*

**Collecting to the Core**
*from page 55*


**Endnotes**

1. **Bertozzi**, **Carolyn R**. "Ingredients for a Positive Safety Culture." *ACS Central Science* 2, no. 11 (2016): 764-66.

2. U.S. Chemical Safety Board. "Texas Tech University Chemistry Lab Explosion." Accessed May 15, 2017. *http://www.csb.gov/texas-tech-university-chemistry-lab-explosion/*

3. **American Chemical Society**. Committee on Chemical Safety. *Creating Safety Cultures in Academic Institutions: A Report of the Safety Culture Task Force of the ACS Committee on Chemical Safety*. Washington, D.C.: **American Chemical Society**, ACS Joint Board/Council Committee on Chemical Safety, 2012. *https://www.acs.org/content/dam/acsorg/about/governance/committees/chemicalsafety/academic-safety-culture-report-final-v2.pdf*

4. Hazard Identification and Evaluation Task Force, Committee on Chemical Safety, **American Chemical Society**. *Identifying and Evaluating Hazards in Research Laboratories*. Washington, D.C.: **American Chemical Society**, 2015. *https://www.acs.org/content/dam/acsorg/about/governance/committees/chemicalsafety/publications/identifying-and-evaluating-hazards-in-research-laboratories.pdf**

5. **American Chemical Society**. "Hazard Assessment in Research Laboratories." Accessed May 15, 2017. *https://www.acs.org/content/acs/en/about/governance/committees/chemicalsafety/hazard-assessment.html**

6. National Research Council. Committee on Establishing and Promoting a Culture of Safety in Academic Laboratory Research. *Safe Science: Promoting a Culture of Safety in Academic Chemical Research*. Washington, D.C.: National Academies Press, 2014.*

7. National Research Council. Committee on Prudent Practices in the Laboratory. *Prudent Practices in the Laboratory: Handling and Management of Chemical Hazards*. Updated edition. Washington, D.C.: National Academies Press, 2011.*

8. Ibid. See also *https://sms.asu.edu/sites/default/files/prudent_practices_in_the_lab_2011_national_academies_press.pdf*.

9. **Lunn**, **George**, and **Eric B**. **Sansone**. *Destruction of Hazardous Chemicals in the Laboratory*. 3rd edition. Hoboken, NJ: Wiley, 2012.*

10. **Elsevier**. "Journal of Chemical Health and Safety." Accessed May 15, 2017. *http://www.sciencedirect.com/science/journal/18715532*

11. **Hill**, **Robert H**., and **David C**. **Finster**. *Laboratory Safety for Chemistry Students*. 2nd edition. Hoboken, NJ: Wiley, 2016.*

12. American Chemical Society, Joint Board-Council Committee on Chemical Safety. *Safety in Academic Chemistry Laboratories*. 8th edition. Washington, D.C.: American Chemical Society, 2017.*

13. **Vereinte Nationen**. *Globally Harmonized System of Classification and Labelling of Chemicals (GHS)*. 6th rev. edition. New York: United Nations, 2015. Accessed May 15, 2017. *http://www.unece.org/trans/danger/publi/ghs/ghs_rev06/06files_e.html*

14. Interactive Learning Paradigms, Inc. "Where to Find Material Safety Data Sheets on the Internet." Accessed May 15, 2017. *http://www.ilpi.com/msds/**

15. Occupational Safety and Health Administration, U.S. Department of Labor. "OSHA Occupational Chemical Database." Accessed May 15, 2017. *https://www.osha.gov/chemicaldata/*

16. **Pohanish**, **Richard P**., and **Stanley A**. **Greene**. *Wiley Guide to Chemical Incompatibilities*. 3rd edition. Hoboken, NJ: Wiley, 2009.*

17. **Urben**, **P.G.** (ed.). *Bretherick's Handbook of Reactive Chemical Hazards*. 8th edition. Cambridge, MA: Elsevier, 2017.*

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


# 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:*** *It's that time of year again when librarians, publishers, and vendors converge and make a pilgrimage to Charleston. This is no doubt my favorite library conference for which I had the pleasure of attending five times in the last seven years. I'll be skipping this year for the second straight year though due to conflicting travel schedules yet again. I sure have missed all the fabulous food, restaurant hopping, and meeting friends who I always look forward to getting together in this charming city. I'm sure you all will have a fabulous time learning from the hundreds of concurrent sessions and keynote speakers lined up this year.*

*Enjoy reading the books reviews we have for you in this issue. If you want to be a book reviewer as well, please just contact me at <gongr1@lcc.edu>. Until next time and happy reading! –* ***RG***

**Radford, Marie L.** and **Gary P. Radford**. ***Library Conversations: Reclaiming Interpersonal Communication Theory for Understanding Professional Encounters***. Chicago, IL: ALA, 2017. 9780838914847. xiv + 184 pages. $75


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


In February this year, I had the opportunity to visit the Metropolitan Museum of Art in New York City. I searched their collection online prior to my visit and discovered that in Gallery 537, there was a decorative squirrel that I really wanted to see. When I arrived, I was disappointed to see that Gallery 537, and some close-by galleries of European Decorative Arts, were roped off that day. So I approached a security guard at the museum. This is very close to the exchange (as best as I can remember it):

Me: "Excuse me."

Security Guard (SG): "What." *(spoken as if crestfallen that I was not presenting him with an award, but a question)*

Me: After a modest pause, "I am hoping to view an artifact in Gallery 537, and —"

SG: *Cutting me off* "That doesn't help me at all."

Me: "Uhm...it's Gallery 537 — European Decorative Arts. And it is around the corner. It is closed off now. Do you know if it will be open later?"

SG: "I have no idea. But there is plenty of other art to look at."

And with that answer, I sheepishly moved on. I have no idea if the guard was like that every day, or maybe something really bad happened to him and he was in a terrible mood. The exchange has stuck with me for sure. What he said was factually true, but not very useful. The reason I am starting this review of a book on library communication with this story is because these types of exchanges can unravel all the good work that a library does day in, day out. Even with the best of intentions, the interaction that takes place between co-workers and with the end-users is where the function and reputation of a library are built, and lost. As libraries move into greater service roles, the value of good communication is critical for our overall success.

**Marie L. Radford** (professor at **Rutgers University's** School of Communication and Information) and her husband, **Gary P. Radford** (professor at **Fairleigh Dickinson University** in the Department of Communication Studies) have written a fantastic book that gets to the core of the communication issues we have in libraries. The **Radfords** have created a very accessible and useful work that explores both interpersonal communication within the library and external communication with our patrons. They balance between communication theory and library practice in this well-documented work.

The book is structured in two parts. The first part explores interpersonal communication (focusing on the way that library staff interact with each other).


*continued on page 58*

This has some elements of managerial communication, but much of it stems from communication between peers. The second part explores communication between the library staff and our patrons, with a focus on reference transactions. The authors do a great job of working with chat reference exchanges that can be explored to reveal both problems and successes. With both of these sections, the authors showcase the key writings and thinkers of communication theory including **John Locke** and **Erving Goffman (**among others).

The interpersonal communications skills showcased in the first part provide a great understanding of good communication principles that can be used in all our interactions. Chapter three "Relational View of Interpersonal Communications" does a great job of stressing the need for mutual understanding — a key for any success in how we communicate. They even draw examples from **Raymond Chandler's** Philip Marlowe (the great detective) through the 1949 novel, *The Little Sister*. While we in libraries do not often emulate **Marlowe** in our interactions, the exploration provides an interesting way to dissect our conversations.

The second part focuses on reference interactions and in here, the authors do a great job in discussing what constitutes successful interactions with our users in both face-to-face and virtual conversations. The authors provide good examples of interactions that take place at both circulation (or access services) and reference services. They provide a number of chat interactions and analyze what went well and what went poorly. Of particular use is an exchange that took place where clearly both sides were frustrated. The student did not articulate what he or she was looking for and the librarian did not engage in a way to make a meaningful connection. While many of us have been on those types of transactions, they typically end with the student thinking the service is useless and the librarian wishing the student knew what he or she wanted. The line by line analysis provides the reader with both the traps and where the conversation could have been saved.

I found this to be an outstanding book, especially for library administrators and those who manage any public service operations in a library. In my resource-sharing based rating system, this is a book that I would definitely want on my personal or library bookshelf. It's a great read and will help many people better understand the keys to good communications between library staff and with our public.

---

**Oliver, Gillian** and **Harvey, Ross**. ***Digital Curation***. 2nd ed. Chicago, IL: Neal-Schuman, 2016. 9780838913857. 240 pages. $88

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

---

**Gillian Oliver**, Associate Professor at the School of Information Management at **Victoria University of Wellington**, and **Ross Harvey**, Editor of the *Australian Library Journal* and Adjunct Professor in Information Management in the School of Business IT and Logistics at **RMIT University**, have completely revised the first edition of ***Digital Curation***. In the second edition of this guidebook there are new tools, completed project results, and the coverage of new initiatives that have arisen in digital curation. The work remains consistent with the first edition, but with the updates and revisions there is a lot of new and unique content. **Oliver** and **Harvey** divide the work into three main sections: the scope and initiatives of digital curation, key requirements for digital curation, and the digital curation lifecycle in action.

In the first part of ***Digital Curation***, **Oliver** and **Ross** provide a broad context of digital curation. This section is divided into four chapters and outlines why there is a need for digital curation, what it is, initiatives, and the current and changing landscape of digital curation. In addition to laying this groundwork on the topic, three conceptual models are introduced. The **Digital Curation Centre (DCC)** Curation Lifecycle Model is the main focus and theme throughout the work. The last portion of these first four chapters defines data.

The second part of ***Digital Curation*** covers key requirements for digital curation. This section is also divided into four chapters covering the Full Lifecycle Actions: curate and preserve, description and representation information, preservation planning, and community watch and participation. These chapters go over the key points of each of the Full Lifecycle actions in detail. Topics in this section include the need for descriptive information and preservation metadata, policies related to this, planning for preservation and policies, and keeping all things up to date. Tools and tips are given throughout this section that make the information outlined in these chapters very practical.

The third part of this work follows the **DCC** Curation Lifecycles Model's Sequential Actions. Each chapter in this section focuses on one of the Sequential Actions. Starting with the first action of conceptualization, moving along to the second action of create or receive, then wrapping up with the final five actions of appraise and select, ingest, preservation, store, and access, use and reuse. In this final part of ***Digital Curation***, **Oliver** and **Ross** discuss the importance of each of these seven activities associated with the sequential and occasional actions of the **DCC** Curation Lifecycle Model. Each chapter contains key points and reviews to go along with the description and discussion of the actions.

***Digital Curation*** provides examples and practical applications throughout each section to illustrate and further explain all the key concepts in this work. **Oliver** and **Ross** write in a very clear and easy to follow manner. Even one with little knowledge of digital curation can pick up this work and probably gain a good understanding of topics and issues associated with the topic. Furthermore, this work includes best practices and resources to draw on and provides a very practical guidebook to digital curation in today's library landscape.

---

**Burkhardt, Joanna M**. ***Teaching Information Literacy Reframed: 50+ Framework-based Exercises for Creating Information-Literate Learners***. Chicago: Neal-Schuman, 2016. 9780838913970. 182 pages. $58

Reviewed by **Leslie D. Burke** (Collection Development & Digital Integration Librarian, Kalamazoo College Library) <Leslie.Burke@kzoo.edu>

---

In the last couple of years, I have seen plenty of listserv traffic about the *ACRL Framework for Information Literacy* replacing the *Information Literacy Competency Standards for Higher Education* that librarians had come to rely on and use to guide their instruction sessions. Many expressed frustration that the new Framework "kicked the slats" out from current teaching programs and made it harder for institutional partners to grasp the revised concepts and support library teachers.

Librarians who feel a bit lost about how to create instruction sessions supporting the **ACRL** Framework should find **Ms. Burkhardt's** work very helpful. Her introduction states, "The *Framework* offers a description of the expert in information literacy but does not provide a roadmap to show how that person became an expert," (p.xiii). The author intends for this work to help librarians make the concepts and thresholds of the *Framework* more practical for librarians and provide some suggestions on how to get the learners to the point of achievement.

The first chapter, "Decoding the *Framework for Information Literacy*," provides a clear synopsis of the history of **ACRL's** move away from the competency standards and toward a more theoretical approach and descriptions of what an information literate person would know and do in their search for answers. **Burkhardt** presents the six threshold concepts that information literate individuals attain when they are literate, but as she says, they do not provide instructors with the methods to get students to those goals.

Chapters two through seven address each of the six threshold concepts: Scholarship as Conversation, Research as Inquiry, Authority, Information Creation as a Process, Searching as Strategic Exploration, and Information Has Value. Following each of the chapters, **Burkhardt** has included up to ten different exercises which provide relevant learning experiences to help instructors find practical ways to teach some of the

*continued on page 60*

skills that lead to the accomplishment of that concept. The exercises are typically short and easily implemented, and a teacher may choose the particular lesson goal they wish to impart.

In the chapter "Creating Exercises, Rubrics, Learning Outcomes, and Learning Assessments," it begins by discussing theories of learning and memory and various tools that can help an instructor ensure that the lessons employed are more likely to move from short-term to long-term memory and become part of their students' behavior patterns.

This book concludes with three appendices: the actual *ACRL Framework for Information Literacy for Higher Education*, a Background of the Framework Development, and Sources for Further Reading. A detailed bibliography and index follow the appendices.

I found **Joanna Burkhardt's** work to be very practical and well-organized, and it helped me understand the *ACRL Framework* in a much better light. I now feel like I can help students achieve those literacy goals. One of the best features is the quick list of Exercises on page ix, with the number and title of the activity and the page number. When you need to address a learning need or goal quickly and find a proper exercise to talk about even in a class session, this list will be quite helpful. I plan to keep this volume handy.

---

**Rossman, III, Edmund A**. ***40+ New Revenue Sources for Libraries and Nonprofits***. Chicago, IL: ALA Editions, 2016. 9780838914380. 231 pages. $65

Reviewed by **Christine Fischer** (Head of Technical Services, University Libraries, University of North Carolina at Greensboro) <cmfische@uncg.edu>

---

Seeking external funding may be a new experience for many librarians. Where do you start? What are the options? Who do you approach? This book offers the background and methods of fundraising needed by librarians and staff at nonprofits who lack professional training in seeking revenue beyond the organization's established budget. **Rossman** writes from experience; he has gained expertise as an adult services librarian at the **Shaker Heights (OH) Public Library** as well as by coordinating sponsorship campaigns in broadcasting. The depth and range of strategies he presents attest to his familiarity with approaches to raising money for libraries and nonprofit organizations.

The book is divided into two sections with the first being nine foundational chapters that provide background information covering topics that include understanding the context of library fundraising today and lessons that can be learned from the public broadcasting model. To clarify concepts, **Rossman** provides definitions of advertising and fundraising terminology, and he details how to establish policies and work within existing policies of the institution or local government. The text is interspersed with highlighted tips and exercises that provide suggestions on how to gather data that can help an organization conduct environmental scans of media use in the community or determine potential product categories for advertising locations based upon LC classifications. The author describes contracts and legal issues, and recommends an order for procedures that provides guidance in confidently taking action. Case studies on such topics as crowdfunding provide real world examples of library activities. The frank, practical suggestions offer a structure that will help librarians and other professionals establish a plan for their libraries or nonprofits.

The second part of the book is composed of forty-two methods of generating revenue in order alphabetically from Advertising in Newsletters to Vendor Shows. Naming rights are a typical means of acquiring funding, and **Rossman** provides details on a variety of options such as buildings, areas within the collection, furniture and rooms. While those may be familiar opportunities, the specifics he offers ensure that the agreement on terms serves both the sponsor and the organization. Meeting the needs of the user community is a strong motivation for seeking funding. Charging stations for electronic devices and passport services conveniently available on site, for instance, generate income while serving users. Readers of this title can evaluate options for incorporating creative and unexpected ideas such as cell tower leasing and medical services partnerships. Creating new revenue streams by setting up agreements with individuals, businesses, and foundations gives the library greater flexibility in the services and resources that they offer.

For each method **Rossman** includes ideas on determining value, how the organization's board will need to be involved, steps in the process, and real-world examples of how libraries have implemented and benefited by establishing the selected method. The methods are compiled into a "Money Matrix" (p.221) table in an appendix which provides an overview of all the techniques described along with a range of expected annual revenue for each.

Taking advantage of even a single opportunity among the more than forty suggested fundraising methods could yield positive financial results. Academic, public, and school libraries along with other nonprofits will find this guide a rich compilation of methods to generate revenue. With all the techniques and strategies that **Rossman** describes, librarians will have the confidence to seek out funding.

---

**Purcell, Aaron**. ***Digital Library Programs for Libraries and Archives: Developing Managing, and Sustaining Unique Digital Collections***. Chicago, IL: ALA Neal-Shuman, 2016. 9780838914502. 256 pages. $85

Reviewed by **Emma Olmstead-Rumsey** (Librarian, Dallas West Branch of the Dallas Public Library) <erumstead@gmail.com>

---

***Digital Library Programs for Libraries and Archives: Developing Managing, and Sustaining Unique Digital Collections*** by **Aaron D. Purcell** is likely to be used in graduate courses in library and information science for years to come. **Purcell** is Director of Special Collections at **Virginia Tech University** and has worked in digital collections since 2000. He regularly teaches courses on the topic, and the comprehensiveness and thorough explanations (sometimes too thorough) in this text indicate that students are part of its intended audience.

As one would expect from that description, nothing about ***Digital Library Programs*** is revelatory, but it is nonetheless a valuable resource. The volume is well-organized, with a detailed table of contents that makes it easy to jump to the relevant section without needing to know what index terms to use. Each chapter ends with a "Key Points" section, a roughly page-long summary of the chapter's content. Since many readers will have more background knowledge than **Purcell** assumes or be at a later stage in their digitization projects when they first consult the text, these will be helpful in allowing a reader to determine where in the book she should start. The exercises in the last section are designed to help her apply the lessons from the book to her own project. They are more extensive than similar tools in comparable texts and in many cases provide completed examples which clarify their purpose.

Although sometimes ***Digital Library Programs*** can feel repetitive or too basic to a professional, the other side of the coin is that the book is completely useable by a librarian who has little or no archival or special collections experience. Although **Purcell** wisely emphasizes the importance of making arrangements for at least some expert help, he acknowledges the reality that especially in smaller libraries, the person chosen to lead a digitization project often has a less-than-comprehensive background and skills in both archival work and the technical skills required for successful digitization projects. The text is detailed enough not only to turn the reader into a competent contributor to a project, but also to help him advocate for it to external stakeholders, such as university administration or colleagues in a consortium.

One of the major emphases of this book is transitioning from a project to what **Purcell** terms a digital library "program" as opposed to a "project": a permanent commitment and plan for growing and maintaining digital collections. This emphasis is critical since most digital collections start as one-time initiatives, often paid for with a grant or some other form of funding that will not be available to continue to support the collection years down the road. Unfortunately, **Purcell's** solutions here are not as practical and easy to apply as the remedies he suggests elsewhere. He advocates either working with a consortium to

*continued on page 62*

## Book Reviews
*from page 60*

share the costs of a digital library program over many institutions, or for the reader's own library simply to prioritize ongoing support for digital collections, both of which would be great solutions if only the reader could implement them simply by snapping her fingers.

---

**Dority, G. Kim**. ***Rethinking Information Work: A Career Guide for Librarians and Other Information Professionals***. 2nd ed. Santa Barbara, CA: Libraries Unlimited, 2016. 9781591581802. 236 pages. $55

Reviewed by **Steve Sowards** (Associate Director for Collections, Michigan State University Libraries) <sowards@msu.edu>

---

At least 20 books on job-seeking and career-management for librarians have been published since the Great Recession. Those works cover:

- Advice for new or prospective professionals, in *What They Don't Teach You in Library School* by **Elisabeth Doucett** (ALA, 2010).
- The application and hiring process, in *A Librarian's Guide to an Uncertain Job Market* by **Jeannette Woodward** (ALA, 2011); *How to Stay Afloat in the Academic Library Job Pool* by **Teresa Y. Neely** (ALA, 2011); and *What Do Employers Want? A Guide for Library Science Students* by **Priscilla K. Shontz** and **Richard A. Murray** (Libraries Unlimited, 2012).
- Summaries of traditional and less traditional paths, in *Career Opportunities in Library and Information Science* by **Allan Taylor** and **James Robert Parish** (Infobase, 2009); and *Information Services Today: An Introduction* by **Sandra Hirsh** (Rowman & Littlefield, 2015).
- Career reflections by established librarians, in *Working in the Virtual Stacks: The New Library & Information Science* by **Laura Townsend Kane** (ALA, 2011); and *Making the Most of Your Library Career* by **Lois Stickell** and **Bridgette Sanders** (ALA, 2014).
- Reflections on change and opportunities in the field, in *The Agile Librarian's Guide to Thriving in Any Institution* by **Michelynn McKnight** (Libraries Unlimited, 2010); and *Libraries in the Information Age: An Introduction and Career Exploration* by **Denise K. Fourie** and **David R. Dowell** (Libraries Unlimited, 2009).

**Dority**, a long-time instructor for the **University of Denver** MLIS program, touches on all these issues. The book is based on her class about careers. This updated edition, available in print or as an eBook, takes into account recent trends and issues. **Dority** speaks to prospective and current MLIS students, recent graduates of MLIS programs, mid-career professionals planning their next step, free-lancers and others attracted to non-traditional careers, and late-career librarians thinking about "encore" careers before and during retirement.

**Dority** surveys the landscape of information industry employment — with an emphasis on work in libraries, rather than corporate or publishing settings — and today's array of diverse career paths. Readers can tap exercises in self-awareness; action plans and worksheets; tips for being marketable; and comments about "resilient" careers that are immune to radical change.

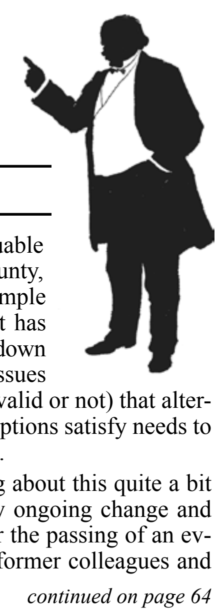
An important feature is **Dority's** selection of resources at the end of each chapter and in three appendices. Amounting to 100 pages, these resource lists make up more than a third of the book, and identify relevant and practical websites, blog posts, books, articles, periodicals, and databases such as job sharing sites. This is an attractive book for browsing: thanks to the layout, the index and the detailed table of contents, readers can quickly find content that matches their current interests. Specific chapters deal with:

- personal competencies to achieve ongoing career success;
- awareness of personal preferences, strengths and aptitudes;
- "traditional" careers in public, school, or academic libraries, and in public services, technical services, administrative, or data management roles;
- characteristics of "non-traditional" jobs, including comments about start-ups;
- techniques to build "independent" careers in research or consulting;
- best practices for social media, resumes, portfolios, job histories, and interview skills;
- lifelong learning as a response to change in the workplace;
- ongoing professional career assets such as networking, reputation and branding;
- career maps, goal-setting, and strategic thinking as tools; and
- sources of resilience in careers, including self-advocacy and confidence-building.

Whether deciding upon a new library career, managing applicant pools in a search process, contemplating a jump to new responsibilities, or planning ahead for decisions prior to retirement, librarians are likely to find useful concepts, tips and resources in **Dority's** book.

---

# Notes from Mosier — Thoughts on the Past, the Present, and the Future...



Column Editor: **Scott Alan Smith** (Librarian at Large, Mosier, Oregon) <scott.alan.smith@comcast.net>

Publishing, bookselling, and librarianship are related fields and professions that have all undergone fundamental changes over the years. During the latter half of the twentieth century, significant growth of federal support of higher education, the advent and ongoing evolution of library automation, and, moving into more current years, the revolutionary emergence of Internet/Web based resources have re-shaped and re-defined much of the core of the library world. The needs and demands of this world have changed in many ways, and the range and nature of job opportunities reflect corresponding and dramatic change.

My career during this recent history has been somewhat unusual — I started as a bookseller, and worked for nearly thirty years in an academic library market that has undergone enormous change in the last several years. For many of the (then) traditional library vendors this has meant extinction. I saw this change coming, and responded by going back and earning my MLIS, and then, after years of dealing with large academic institutions, serving as director of a small public library.

Change continues, as always, and represents both the advent of new products and services, and the erosion and at times complete loss of basic, valuable resources. Douglas County, Oregon is but one example of a library system that has been completely closed down due to today's budget issues — and the perception (valid or not) that alternative, less expensive options satisfy needs to community satisfaction.

I have been thinking about this quite a bit lately, fueled in part by ongoing change and in part by musings over the passing of an ever-growing number of former colleagues and

*continued on page 64*

**Notes from Mosier**
*from page 62*

friends. Memories have sparked my thoughts on where we've been, where we are, and where we seem to be going — and bring me to reflect on these people again.

Arguably one of the most fundamental shifts in this world has been automation — both in the evolution of integrated library systems and the Web. A corresponding transition from primarily print-based library collections and educational programs to a far more diverse range of print and online resources is reflected by massive changes in libraries and the businesses serving their requirements.

So, first a few musings over the recent past. When I joined **Blackwell North America**, large academic libraries were primarily print-based, and approval plans were the foremost mechanism used to select and acquire appropriate books. **Blackwell North America** was created in 1975 to re-create the elaborate, sophisticated acquisitions process developed in the late 1950s and 1960s by the Portland, Oregon-based **Richard Abel Company**.

**Dick Abel** was a **Reed College** alumnus who began selling to regional college and university libraries from the **Reed College** bookstore in the 1950s — his early customers included the **University of Oregon**, the **University of Washington**, the **University of British Columbia**, as well as the (then) **Portland State College**. **Dick** hired a number of people who crafted the development of what became industry standard for approval programs, as well as other early vendor technical services — i.e., MARC records supplied with books, with authority control and related options. **Don Stave** was one of many librarians hired by the **Abel Company**, and **Don** was the principal creator of the **Abel** approval product family. **Abel's** staff also developed a complete package for opening day collections.

One of **Dick's** early partners was a Portland bookstore pioneer, **James Quick**. **Jim** was a key partner in retail bookselling in Portland long before **Powell's**, and went on to become one of **Dick's** principal executives. **Jim** was one of several **Abel** staff who was kept on when the company failed in 1974; he stayed with **Blackwell's** through the 1980s.

The 1960s saw an enormous growth in the academic community in the United States, and in response many book vendors were established to serve this market, including **Academic Book Center**, **Ballen**, **Book House**, **Coutts**, **Scholarly Book Center**, and **Taylor & Francis**. Other already established vendors whose primary customer base was elsewhere also joined the club — **Baker & Taylor**, for one, dating to the early nineteenth century in the U.S., established an approval plan for the academic sector based on the **Abel** model and expanded beyond their (primarily) public library client base during this period.

**Blackwell's** began as a single, Oxford-based academic bookstore in 1879. By the 1960s the company had grown into three divisions: retail (UK only), publishing, and library supply. In the 1960s there were two **Blackwell** employees in North America: **Jamie Galbraith** (from the Isle of Barra in the Outer Hebrides) and **Jack Walsdorf** (from Wisconsin). With the creation of **Blackwell North America**, **Jamie** and **Jack** became part of what would become the largest academic library book vendor — including the aforementioned **Don Stave** and **Jim Quick**, as well as **Donald Benjamin Satisky** (initially a sales rep on the east coast, and eventually international sales manager), **Ted Franz** (**Ted** did much to create what became widely accepted in the serials industry as "standing orders"), and many others. **Blackwell's** was a family owned company in those days, and the library supply division was primarily under the guidance of **Miles Blackwell**.

This brings us up (at least a bit closer) to the present. Alas, all of the aforementioned people have passed away. The publishing division of **Blackwell's** was sold off to **Wiley** earlier this century; what remains of the library supply division has been spun off to other vendors; and retail (now employee owned) remains as a mere shadow of its heyday. Many of the other aforementioned vendors are out of business; of those that remain the actual delivery of print products has been in many instances overtaken by access to and delivery of online products and resources.

There are still a number of alumni with us: I should mention **Becky** and **Julie Babcock**, **Sieglinde Berlage**, **Bob Carlin**, **Cindy Christman**, **Phil Fecteau**, **Tina Feick**, **Eileen Heaslip**, **Bob Langhorst**, **Mike Markwith**, **Peter May**, **Ruth Rich**, and **Sue Trevethan**.

After my first career I shifted gears into librarianship, in a small public library on the southwest Oregon coast. Curry County is among the poorest counties in the state — the two industries, fishing and timber, had largely disappeared by the time I moved there. Public libraries in Oregon depend primarily on property taxes; my district's rate was actually pretty decent — there just weren't enough properties there to provide truly adequate support.

Many of the administrative tasks of the job were exactly that: administrative — work that did not directly address librarianship. Indeed, the more traditional reference, circulation, and patron interaction aspects of the job were among my favorite duties. The **State Library** in Oregon provides a wide range of services and support for public libraries, and their staff was a great help to me in addressing many issues. Dealing with operational concerns demanded a great deal of time and effort — the building had no security or fire systems, the ILS used by all but one of the county's public libraries was among the oldest and weakest (the county has since consolidated with neighboring Coos County in a much better system), and the ongoing need to solicit grants and gifts required constant attention. We were the only public facility in town; we provided ongoing meeting space, movie nights, lectures, music, and other cultural activities. We had a small but dedicated friends group, who did their best to support ongoing book sales, raffles, and other events.

Nonetheless, the challenges remained daunting. Given a very limited budget, acquisitions was an ongoing struggle. One of my loyal patrons was fond of a popular author (author and publisher to remain anonymous out of sheer annoyance); at one point she requested a new title, which upon searching I discovered was (a) only available as an eBook and (b) not sold to libraries.

Given the county's economy, my patron base was predominantly retired people or young students — demand for electronic resources was atypically low. Although it was a constant struggle to meet patron demand, given our limited budget, we managed to do reasonably well.

After accomplishing most of what I sought to do there, I came back to the Columbia River Gorge — Mosier is a small town between Hood River and The Dalles, about an hour and a half east of Portland. (At present the Gorge is suffering from the worst wildfires in recent history, and the libraries are doing their best to serve struggling communities.) Hood River has become a popular tourist town, promoting world-class wind surfing, skiing, and other outdoor activities. The Dalles remains a more old-fashioned place, with a more middle and lower class economy and patron base.

The local public libraries reflect this, and help inform at least some views regarding the world ahead. Hood River County failed to pass their budget in 2010, and the system closed, but was re-instated a couple of years later. The current system is more focused on electronic resources (although I am impressed with what they do purchase in print); their current patrons are closely tied to where things are going. The Dalles serves a larger percentage of patrons who can't afford or make use of e-resources, and so still reflects an older model of libraries. Their ability to satisfy their community's needs will be increasingly challenged as time moves forward.

Libraries still need staff familiar with and capable of managing print resources, but now also require support for an ever-growing range of non-print tools. The vendors who support access and navigation (but not necessarily ownership) of this universe are also undergoing fundamental and substantial organizational and staff change.

One apt illustration of this is the program of a library conference I've been involved with since its inception: the **Acquisitions Institute at Timberline Lodge** (which grew out of the **Feather River Institute**). Compare the program topics from the early 1990s to today, and you'll see dramatic shifts in topics (and the focus of the presenters). Most of the people involved with the founding of this conference have retired — e.g., **Richard Brumley**, of **Cal Poly San Luis Obispo** and later **Oregon State University**, and **Tom Leonhardt**, a veteran of many signature institutions; finally **St. Edward's University of Austin, Texas** — and I will likely join them ere long. Were I to guess what the topics will be in future, it would be just that — a guess.

# The Scholarly Publishing Scene — Book Proposals

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

It should come as no surprise, if you didn't already know, that the first formal step on the road to publishing a scientific and technical reference work is the creation of a written proposal. This sort of formal document is part and parcel of a decades-old crusade to infuse sci-tech publishing with standardization and rigor. There was a widely perceived need to root out hunches, educated guesses, and seat-of-the-pants determinations in deciding whether or not to publish a book that authors had brought to acquisitions editors, or editors had dreamed up on their own. I should know. I was one of the drum majors leading the parade for a modern publishing decision system.

The process leading up to a written proposal can start with a simple email query from a prospective author to an acquisitions editor at a publishing company with this question: would the company be interested in publishing a book on a particular topic? The book could be a monograph or a contributed volume. It could be on a narrow topic or a broad one. It could be for an entirely new book, one that hasn't been previously published, or for a new edition of an existing title.

Recently, for example, a contributor to one of my recent engineering handbooks wrote to me that he had been meaning to share an idea he had been mulling over. He'd searched the various titles I've edited and noticed a void — he named a sub-discipline in earth science and asked whether I'd be interested in co-editing a volume on that topic. I wrote to the editor who's publishing the handbook to ask if he'd be interested in publishing a book on the topic my contributor had suggested. He wrote back immediately with word that the topic didn't fit into his publishing program and with the name of the acquisitions editor into whose program the title would fit. I wrote to her. I introduced myself, then told her about the query I'd received from one of my contributors. She responded that the topic sounded "very interesting and would fit" into a monograph series in her publishing program. "Please fill out the attached proposal form, and I will be more than happy to start my assessment and execute the next steps on the book proposal," she wrote. That was quick. Now the hard part.

The form that proposals take is essentially a series of questions from the publisher to which a prospective author (or editor of a potential contributed volume) provides answers and commentary. So what's in the questions?

One obvious thing that jumps out when you peruse proposal forms (I have three examples on my desk now from three different publishers, two of them for new editions of existing titles and one for an entirely new title.) is that they're geared to academics. Language can be telling: you're asked for your CV, not your resume. Prospective authors of reference works should not be surprised to encounter questions about whether their books are designed for courses they themselves teach or will be suitable for other courses in the subject area that the books address. You can be asked about digital ancillary materials or such pedagogical features as exercises and worked-out examples, discussion questions, or annotated further reading lists.

These issues bear on questions about the market you see for your proposed book: in which disciplines does the book reside, and which does its subject matter relate to? Who would need it — practitioners or students (upper-level or undergraduate) or both? Which groups of professionals — in academia, industry, government, or other areas — would need your book?

Not surprisingly, proposal forms want to delve into your intentions in seeking to get your book published. They will be interested, in one way or another, in the aims and scope you have for your original title or new edition of an existing title. If it's an update or a revision, then what's new and why now? Why are you even bothering? Publishers don't use pointed and direct language, of course, but without explicitly asking, they want to know why you would devote so much time and effort in getting a publishable manuscript to them. And here's what they don't explicitly ask about why you would consider publishing a reference work: is it the money (royalties the book might earn)? Is it professional advancement? Or is it for the other reasons that my handbook contributors spelled out in my last ***ATG*** column? Such questions are best not put down in writing. Certainly not in publishing, which, in days of yore, was called a "gentleman's profession?" So, now, don't let any cats out of any bags; let sleeping dogs lie; pick your own cliche.

Naturally, publishers are very curious about what an author or editor intends to put in a prospective book. For a monograph, a publisher will ask, in addition to a proposed Table of Contents, for one or more sample chapters. For a new edition of a contributed volume, such as an engineering handbook, a publisher wants to know what's going to be added, what's going to be revised and updated, what's going to be dropped. Before I tackle the proposal form for one of my own handbooks, I survey contributors to learn their views about possibly revising and updating their chapters and any topics they think ought to be added to the handbook.

Into the mix, publishers can now throw online usage statistics. For an existing engineering handbook, there are data on which chapters are accessed most frequently, which less frequently, and which have been ignored. There's even information on the frequency with which individual words crop up during online searches. For authors or editors with new editions of their books in mind, such usage statistics will have to be taken into account during the planning and proposal process.

Publishers' need for information about content doesn't stop here. In recent years, proposal forms have been asking for numbers — projected word counts; numbers of line drawings and halftones; numbers of tables; and even numbers of color illustrations that might be requested.

Always, a due date for a publishable manuscript is requested. Increasingly, the due date is a hard due date.

Another major consideration that proposal forms address is competition. Back in the day, acquisition editors who reported to me routinely asked me to bless the projects they brought to me on the grounds that the proposed books would be unique, that there were no other books on precisely the same topics. Now, suspicious minds can seek confirmation of such claims by consulting **Amazon**, which prospective authors and editors should already have done themselves, of course. There's enough information on **Amazon** to enable you to provide page counts, publication dates, and list prices of competing or related books, as well as to discuss their strengths and weaknesses. Publishers want to know your opinion of why anyone interested in the topics your book addresses would want to buy it instead of, or in addition to, others (which a potential reader may already own or have access to) that deal with the same topics

The result of all this work is a complete picture of what a proposed book will look like, inside and out, essentially, and how it will stack up against competing or related books. Finally, a proposal form will ask for names of potential reviewers, for the next step in the process is to send the proposal to reviewers for their comments. (No surprise: that commentary is also in a structured format.) After you respond to reviewers' comments to the satisfaction of your acquiring editor, he or she will feed information about your proposed book, including information you have provided, as well as projected price and sales information that he or she estimates, into a computer program that is used to determine whether the project can go forward. It sometimes takes a bit of numbers juggling. Always, an acquisitions editor must be realistic. There really is a wizard behind the door — a boss or an editorial board with the power to say yes or no.

# Little Red Herrings — Peering into Peer Review

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

For the entirety of my career, academic peer review has been the gold standard. It's easy to see why because the name says it all. Whether we're talking about peer review in the sciences or the humanities, in visual and performing arts, or the social sciences, it always meant the same thing: a process by which something proposed, such as research or publication, underwent a review by those competent in the field to judge its merits. Thus, those in the social sciences passed judgment on those writing or researching in that area. Physicians judged the work of other physicians' research or publications, and humanities scholars on those working in that discipline.

While peer review worked well for many years, inherent in the calculus was, of course, people, other scholars. We like to think that scholars, physicians, ministers and politicians — well, the first three anyway — are above reproach and will do the right thing. However, all of us have lived long enough to know that isn't the case. When people are involved, despite their best intentions, the train of good reason will go off the rails.

We live in a time, now, however, where that trains appear to be derailing more often than not. The irrepressible *Scholarly Kitchen* had daily posts on peer review (especially its transparency, or lack thereof) for Peer Review Week (*http://bit.ly/2gZMDOL*). Particulary well done was a panel discussion on peer review's past, present, and future (*http://bit.ly/2x3T0tM*). Not to be outdone, *College and Research Libraries* began its recent issue with a guest editorial on who reviews the peer reviewers (*http://bit.ly/2y08RIa*). Almost monthly, if not weekly, peer review comes up for discussion and often under a cloud.

While it has always had its pitfalls, it is subject to "…friends review[ing] the work of each other in an unjust manner [and] undermin[ing] scientific integrity… constitut[ing] a perversion of ethics of science" [**Gunsteren**, 2015, *http://bit.ly/2xbARL1*]. But it's more than even this. The process in which one scratches the back of another, and both reap the benefits, whether from promotion, tenure, or advancement in some manner, continues apace and shows little signs of slowing down. "With all its merits," writes **Ashutosh Jogalekar** in a 2013 *Scientific American* piece, "the traditional model of anonymous peer review clearly has flaws; reviewers under the convenient cloak of anonymity can use the system to settle scores, old boys' clubs can conspire to prevent research from seeing the light of day, and established orthodox reviewers and editors can potentially squelch speculative, groundbreaking work. In the world of open science and science blogging, all these flaws can be — and have been — potentially addressed" [*http://bit.ly/2eLjVAH*].

If one is a bit doubtful about these charges, all one needs to do is stroll over to *Retraction Watch* [*http://retractionwatch.com/*] and look on in horror. Every day, the custodians of all things right and true in scientific research are being watched after with carking care. The results are so overwhelming that anyone who subscribes to the feed would be hard-pressed ever to want to write again. And bear in mind that many of these published journals went through some form of peer review. In journals of questionable merit to journals of gold merit, sham, lies, plagiarism, falsified graphs, charts, data and more are brought before the reader in all their inglorious detail.

*continued on page 69*

# Op Ed — Pelikan's Antidisambiguation

## Encoding, Reproduction, and Fidelity

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

A welcome realization came my way recently. I was reading (no surprise there), reading a book, actually (by which I mean ink printed into paper), when the suitability-to-task of the medium asserted itself with a wallop.

"Wow," came the thought, "Books are really good!"

Sheesh! How far have things gone when a realization like that is enough to stop me in my tracks?

It had been a while, you see, since I'd read from a physical book. Such reading occupies a dismayingly tiny proportion of the total reading I do. What, maybe five percent?

And yet I read constantly, all day long, at work or at leisure, just constantly. It's just that it has almost all, I mean, ALL, gone paperless.

The occasion for my return to print was the wish to re-access a title that hasn't made the jump, or rather, has not yet come across the digital Rubicon. The title? *The Negative*, by **Ansel Adams**.

This is **Adams'** masterwork in the area of black and white photography — the second volume of his series in which he explicates the otherwise fathomless depths of photographic image creation, specifically, how to harness previsualization of a to-be-finished image whilst examining a scene in reality. The making of a photograph entails first a very detailed sense of what you wish the final print to look like. Then, you must take objective measurements of the light in different parts of the scene in front of you. Next, you must determine the contrast range of the scene in reality, and compare that range to the potential contrast range attainable in the finished image. At this point, you map a desired part of the gray scale from the scene you've measured onto a chosen part of the gray scale on the image you plan to produce. You can then understand, based upon that placement, where on the target gray scale the other parts of the source gray scale will fall.

Now the fun begins! Now you can slide the entire source contrast range up and down the target gray scale — if I move this source gray tone here on the target, where will this other source gray tone fall as a result? Best of all, you can then, through adjustments to development time, expand or contract, stretch or squeeze, the gray scale mapping to take fullest advantage of the contrast range available in the target medium. It's not enough to plan the exposure, you must also develop the negative to achieve the resulting placement you have planned.

The result of this process, successfully accomplished, is a negative of stunning beauty. **Adams**, trained as a classical pianist, liked to say that if the negative is the score, the print is the performance. His next volume slides us into the next adjacent bottomless pool — making the print.

Have you ever had the chance to spend time looking at an **Ansel Adams** photographic print? I refer here to a real photographic print produced in a darkroom, not a reproduction of that print in a book or on a poster.

That said, the quality of the reproductions in the **Ansel Adams** book I was reading contributed to the fresh appreciation of the printed work. **Adams**, not surprisingly, took an active interest in the book printing process. He worked closely with the book designer to produce photographic reproductions in his printed works that attained as high a state of fidelity to the photographic originals as possible. From choice of paper, its brightness, its surface, its coating, to the selection of ink with its tone and sheen, **Adams** wanted to produce a mass-manufactured image that would be suitable to illustrate the principles he was trying to teach, but also to achieve a fitting aesthetic result.

It comes down to dynamic range — how much shadow detail can you pull out of the ink — typically the reproduction crushes the bottom two or three gray scale segments, known as zones, into a single dark gray-to-black murk. That's why seeing a genuine photographic print of **Adams'** work can be so impressive — the richness of the detail, deep into the shadows, imbues the print with a depth that cannot be found in a reproduction.

Nowadays we're most likely to encounter these images on a computer screen. Interestingly, the very best liquid crystal display (LCD) technology is capable of surprisingly good dynamic range. Viewing an image on paper, or on an eBook reader's electronic paper display, relies on light reflected from the base medium. The electronic paper and E-Ink technology behind the monochrome eBook reader is especially deficient in this regard. And yet even the best display technologies struggle to reproduce the look of a well-lit photographic image. Those photographic images have a metallic component, silver, or sometimes platinum, that lends a glow to the deep tones that is very difficult to produce any other way, or to reproduce at all.

Yet still, the best book printing processes do a decent job, with artful selection of paper and ink combined with attention to detail in all the steps of the printing process. It is for this reason that the printed book remains such a glorious medium to capture **Adams'** works, used throughout his instructional book series to illustrate his principles and techniques.

Staring at the artifact I was holding, a thirty-year-old mass-produced book — the paper still white, the images still stunning, the text so black and crisp — I was struck with a sudden sense of the sheer value of the medium and its irreplaceability.

Nevertheless, without the mass-produced reproductions, many images of world-class importance would struggle to achieve the impact they've had.

Long ago, **Picasso's** Guernica was still in New York. I had seen the image of this painting many, many times, in books, as a wall poster. None of those prepared me for the impact of walking up to the real thing. It's difficult to convey just how immense the painting was in person. I made bold, leaning in for a closer look. It was astonishing — if you took any particular square foot of that painting and examined it closely, there was a complete painting, in its own right, in each portion of the larger work. Zoom in further and examine a square inch, and each square inch revealed a miniature masterpiece. I finally reached the limits of the guards' forbearance and was gently asked to step back. Now in hindsight I feel lucky to have been permitted to be in the painting's presence at all. Now when I see the reproductions, I think of the real thing. Having seen it in person lends quality to the reproductions.

I've run into the same thing with music production and reproduction. Though a classical music listener all my life, I was never much of an opera fan — until I was able, on occasion, to attend the real thing. In recent years I've been very fortunate to be able to travel

continued on page 69

## Op Ed – Pelikan's Antidisambiguation

*from page 68*

to the Metropolitan Opera in New York fairly regularly. As a person who's produced and presented concert and performance recordings over many years, I can truthfully say that the very finest examples of the recorded form only approach, and barely so, the sound of an orchestra in a well-designed space. To achieve reproduced sound results close to the live concert experience requires a listening room environment, carefully placed and tuned equipment, and a production process aligned to the anticipated listening environment (much as **Ansel Adams** employed previsualization of the finished image, right down to the surface on which it would hang and the light that would fall upon it). It is a supremely non-trivial undertaking.

And even then, the resulting finished product does justice to the original only enough, and barely at that, to justify the effort that went into producing it. Its saving grace comes from the fact of its longevity, and that it can be used to reach a vastly wider audience, over a far longer period of time, than the original performance could ever achieve.

The exception to the reproducibility of these observations is staring me in the face. Here, in these faint letters, here on a screen, there on paper, we find evidence for the power of words captured in text to capture and convey ideas. Ideas, encoded as written words, can retain a level of fidelity rarely attainable in the graphic media used for images, or the recorded media used for music. The fidelity is durable; if the text is legible, the encoding is preserved and the idea can be conveyed and reproduced in the mind of the reader with a level of fidelity limited only by the skill of the author and the ability of the reader to permit those words to flow back into their original form, that of thoughts.

Thanks goodness for all these forms! As well, thank goodness for all the care that has gone into the capture and keeping of thought. It isn't much, but it's the best we have.

## Little Red Herrings

*from page 67*

Some of the blame for this state of affairs, beyond the mere fact that flawed human beings are, well, flawed, is the pressure on everyone to produce articles, research, grants, and so on. This does not excuse the misprisions, but it does put them in context. Furthermore, when promotions or dollars are not at stake, there is the tantalizing hook of fame, most of us forgetting how easily fame can become infamous.

But even when none of these things is present, there still exists in peer review the bias of the reviewer. Any reviewer can find fault, and I am surely not the first person to point this out. This is especially true in the case of academics. Isn't it our nature to be, if not distrustful, then at the very least, skeptical? To find fault, even if it's a handful of merely minor problems — should that kill a good idea, a strong case, or a potentially innovative approach?

This point becomes particularly important in the humanities when a given paper may well not have one right answer or approach, at least not in the case of the sciences when a sure outcome can be anticipated mathematically. Nevertheless, even accounting for this poses its own problems as we have seen recently in the case of the social sciences when outrageous papers have appeared, having successfully made their way through what would appear to be a rigorous peer review process. I am thinking here of **Alan Sokal's** exposure of gravity as a construct (*http://bit.ly/1eVRI3m*) some decades ago, and of a more recent, if hilarious misstep, regarding the evolution of a social construct (*http://bit.ly/2weyN0A*).

I wish I could say what the answer is. Peer review appears to be taking a downhill slide, fake news is everywhere, and predatory journals threaten to unravel open access. Trying to untie this Gordian Knot is not an easy task.

Fortunately, librarians are equipped with modern day Fragarachs, that legendary sword that when placed upon the throat of anyone forced the truth out of them.

# LEGAL ISSUES

**Section Editors:** **Bruce Strauch** (The Citadel) <strauchb@citadel.edu>
**Bryan M. Carson, J.D., M.I.L.S.** (Western Kentucky University) <bryan.carson@wku.edu>
**Jack Montgomery** (Western Kentucky University) <jack.montgomery@wku.edu>

## Cases of Note — Copyright

### Guesstimating Lost Sales

Column Editor: **Bruce Strauch** (The Citadel, Emeritus) <bruce.strauch@gmail.com>

***United States Naval Institute v. Charter Communications, Inc. and Berkley Publishing Group. United States Court of Appeals for the Second Circuit, 936 F.2d 692; 1991 U.S. App. Lexis 12802.***

Wouldn't you know it. A university press hits one out of the ballpark, but there has to be litigation. Yes, I'm talking *Hunt for Red October.* Of course. It had to be that or *Confederacy of Dunces.*

It was the 1980s when the publishing world had convinced itself that men didn't read and decided to publishing nothing they would want to read.

**Tom Clancy** wanted Annapolis, but was nearsighted and instead became a frustrated insurance salesman who wrote on weekends. And no one wanted his book.

Enter the **Naval Institute Press** which had never published a novel before. When **Clancy** asked to come make a pitch, they thought he wanted to sell them insurance. And of course he had never been on a submarine, althought the details were so accurate the Secretary of the Navy thought someone had leaked classified info.

They paid him $5,000, *and* they took copyright. And then **Ronald Reagan** told *Time* magazine it's "my kind of yarn."

The book vaulted **Tom Clancy** into the ranks of major writers, got him a $3 million contract with **Putnam**, and the prequel, the 1987 bestseller *Patriot Games.* And the mystery field had a new sub-genre: the techno-thriller.

**Clancy** had 28 books, 17 *New York Times* bestsellers, co-founded **Red Storm Entertainment** (video games), died young at age 66.

*Red October* became the hit movie of 1990 with **Sean Connery**. And curiously, there is a phony **Christopher Columbus** quote at the end. *"And the sea will grant each man new hope, as sleep brings dreams of home."* It was an invention of the screenwriter.

But let's go back to the earliest days.

**Naval Institute Press** (holding copyright) licensed **Berkley** to publish a paperback edition "not sooner than October 1985." This of course was to exhaust hardback sales before paper appeared.

**Berkley** jumped the gun and sent books out for sale in September, 1985. Sales were near the top of paperback best-sellers lists before the end of that month.

**Naval** asserted copyright infringement and asked for the September profits estimated at $724,300.

The district court held that though "the *extent* of the breach was a relatively trivial matter of two weeks of sales, the *term* breached was crucial to the scope of the license, as it governed when the license would take effect." ***Naval I,*** 875 F.2d at 1049-51.

The court looked at the downward trend in hardback sales of the novel from March through August, decided most of the paperback buyers would not have bought a hardback, and awarded $35,380.50 in actual damages.

*Talk about your wild guesstimates.*

#### The Appeal

Which was what **Berkley** claimed on appeal, calling the $35-thou speculative.

The court held it is true that the $724-thou figure does not define **Naval's** loss because many buyers were waiting for the paperback anyway. But although there was a declining trend, **Naval** continued to sell hardbacks through the end of 1985 at around 3,000 a month.

The fact-finder court was within its prerogative to look to **Naval's** August sales. The evidence is of necessity hypothetical, but it is not error to lay the normal uncertainty at the door of the wrongdoer. *See, e.g.,* ***Lamborn v. Dittmer,*** 873 F.2d 522, 532-33 (2d Cir. 1989); ***Lee v. Joseph E. Seagram & Sons, Inc.,*** 522 F.2d 447, 455-56 (2d Cir. 1977).

**Berkley** provided no evidence that sales are evenly spread across a month. It in fact conceded that "to a large degree, book sales depend on public whim and are notoriously unpredictable …" (**Berkley** brief on appeal at 31 n.15).

So it was quite possible that hardback sales might have picked up in the end of September. And it was proper for the court to exercise generosity towards **Naval** rather that the breaching **Berkley**.

*And what does that get you by way of understanding. Well, not much I'd say unless we saw the sales figures and the judge's guesstimate. Which would put everyone to sleep.*

## Questions & Answers — Copyright Column

Column Editor: **Laura N. Gasaway** (Associate Dean for Academic Affairs, University of North Carolina-Chapel Hill School of Law, Chapel Hill, NC 27599; Phone: 919-962-2295; Fax: 919-962-1193) <laura_gasaway@unc.edu>
*www.unc.edu/~unclng/gasaway.htm*

***QUESTION: A professor of music asks about the recent bills that would expand the U.S. copyright law to protect pre-1972 recordings.***

**ANSWER:** Oddly enough, although musical compositions have been protected by copyright in the United States since 1831, sound recordings were not protected until 1972. Earlier sound recordings remain unprotected by federal copyright. Since passage of the ***Copyright Act of 1976***, there has been debate about the lack of protection for pre-1972 music recordings. Many of these recordings are still

*continued on page 71*

**Questions & Answers**
*from page 70*

played on the radio, and new digital streaming services often play these recordings and pay no royalties. H.R. 3301, called the ***Classics Act***, was introduced on July 19, 2017; it addresses streaming rights for these recordings and creates a new source of royalties for the artists that contributed to the making of the recording. The bill creates a compulsory license that permits the performance of these recordings without seeking permission of the copyright owner as long as the service pays the royalties and complies with other requirements set by the Copyright Royalty Board.

Another bill, H.R. 1836, was introduced March 30, 2017. The ***Fair Play Fair Pay Act*** addresses pre-1972 sound recordings. It basically extends performance rights to these recordings by any means of audio transmission. It also requires AM/FM radio stations to pay royalties to recording artists and not just to owners of the copyright in the underlying musical composition.

A third bill, H.R. 3350, the ***Transparency in Music Licensing and Ownership Act*** was introduced on July 20, 2017. It requires the U.S. Copyright Office to create a new database of recorded music that would help small business owners as licensees of ASCAP, BMI and SEASAC to understand what they can play for their customers when they acquire a music license. The bill is a response to small business owners who have complained for decades that the current licensing system does not give them sufficient information to determine whether they need a license.

The bills have been referred to the House Judiciary Committee. There is little speculation on the potential for these bills to become law before a new Register of Copyrights is appointed. *See* this Copyright Q&A in the September 2017 issue of ***ATG*** for a discussion about pending legislation to change how the Register is appointed.

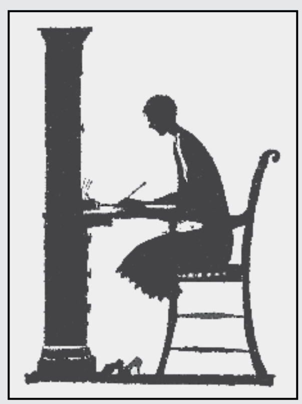
***QUESTION: A corporate librarian asks what is the difference between a table of contents service that copies articles for employees upon request and the employee making his or her own copies. Academic institutions often offer this type of service for faculty members.***

**ANSWER:** First, assume that a university library does not have site licenses for the articles it is copying for faculty members. In that instance, a table of contents service lists new articles. The user reviews the list and from the list requests an article; this is no problem. Under section 108(d) of the ***U.S. Copyright Act***, libraries are permitted to make a copy of an article for a user of no more than one article from a periodical issue. The copy must become the property of the user and the library has no notice that the copy will be used for other than fair use purposes. Further, the library displays prominently where copying orders are placed and on the order form a warning in according with the Register of Copyright's regulation. With a table of contents service, the warning could appear on each issue of the table of contents service. Additionally, academic libraries often have access to digital journal content through license agreements, and these licenses permit the making of copies without the restrictions found in section 108(d). If the faculty member makes his or her own copy from unlicensed journals, it governed by section 107 fair use rather than section 108.

In the corporate setting, fair use is a more difficult concept, and many corporations have opted to take a license from the **Copyright Clearance Center**. If the company has a corporate license, then it makes no difference who makes the copy. However, not everything is covered by the **CCC** license and individual arrangements for licenses or royalties need to be made with individual publishers and copyright owners.

***QUESTION: A Canadian academic librarian asks about the copyright infringement case against York University for royalties associated with both paper and digital course packs.***

**ANSWER:** This case is similar to the ***Georgia State University*** case in the United States that is still ongoing. **Access Copyright**, the RRO (Royalty Rights Organization) for English-speaking Canada, similar to the **Copyright Clearance Center** in the United States, sued **York University** for royalties for both print and digital coursepacks. The Federal Court held in favor of **Access Copyright** (*see* 2017 FC 669). At issue was the enforcement of an Interim Tariff issued by the Copyright Board of Canada in 2010 covering education copying such as course packs. The court held that **York** must comply and pay the tariff.



**York University** claimed fair dealing, and indeed the purpose of the copying was for research, private study, education, parody or satire. The court agreed that **York** satisfied the first fair dealing prong but failed the second prong that embodies the same tests embodied in fair use determinations in the United States. These include character of the dealing, the amount of the dealing, alternatives to the dealing, the nature of the work, and the effect of the dealing (in addition to the purpose of the dealing). The court found that the copying was wide-ranging and large volume which tends toward unfairness. **York** made no case that there were no alternatives to the dealing, and the justification of cheaper access cannot be a determinative factor. Finally, the court held that **York** had done nothing to review, audit or enforce its own Fair Dealing Guidelines. **York** has announced its intention to appeal the ruling.

A class action was recently certified on behalf of authors and publishers in Quebec involving an unlicensed university brought by **Copibec** (the RRO for French-speaking Canada) against **Université Laval**. It will address similar issues.

***QUESTION: A public librarian asks about the consequences for a person found with illegally reproduced music, movies, etc.***

**ANSWER:** Damages for copyright infringement can be quite high. The ***Copyright Act*** provides for two types of damages: actual damages and profits and statutory damages. Copyright owners mostly sue for actual damages and profits (section 504(b) of the ***Act***) against commercial concerns that have sold pirated copies, infringed major works such as motion pictures, etc. The copyright owner must be able to prove actual damages in order to recover them.

Statutory damages, section 504(c), appear to be increasingly popular with copyright owners. Statutory damages range from $750 to $30,000 per act of infringement (how many works were infringed). If the court finds that the defendant acted willfully, damages may be increased to $150,000 per act of infringement.

There have been some high damage awards against individuals primarily in music infringement cases. In those cases, the individuals had downloaded and distributed MP3 and other digital music files. Whether the owner actually is able to collects those damages is another matter.

---

**Rumors**
*from page 55*

been designed, from the ground up, to be easy to understand with a clean codebase in a modern web framework. In turn, this makes it easy to hire technical staff at rates that won't break the bank to maintain scholarly communication infrastructures. **Andy Byers**, who has recently joined **Birkbeck**, **University of London** as **Senior Publishing Technologies Developer** in order to take on the Lead Developer role on **Janeway**, said: "my experience with some of the existing platforms was one of frustration — complex architectures that were difficult to maintain unless you knew them inside out. The goal with **Janeway** was to have a fast, modern web framework do most of the lifting so that we can concentrate on the features that open-access publishers need."

**Janeway** is still under heavy development and requires testers and other users to report bugs. Basic installation instructions are available on the Wiki. Please direct all issues to the GitHub page of the project.

Saw this article recently in ***The Bookseller*** about the "crisis of oversupply" in the

*continued on page 80*

# Being Earnest with Collections — If I Had a Nickel for Every Time I'm Asked for a Bookmark, I'd be Rich

by **Jennifer Albers-Smith** (Sr. Manager, Global Campaigns and Programs, ProQuest) <Jennifer.albers-smith@proquest.com>

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:*** *I began in my role as Head of Resource Acquisition & Discovery at* ***The University of Alabama*** *two years ago. A decision was made in the first few months to explore the idea of marketing library resources out of the newly formed department. Many changes have been made to the program since it began, including more staffing, expanded focus and new ways to promote library resources across a large research institution. The marketing program was featured in this column, and I gave a presentation on its progress and accomplishments during the 2017 Annual Conference of the* ***American Library Association*** *in Chicago. The excitement and popularity of the marketing program has resulted in several new initiatives that are benefited by collaboration with our vendors. Building on that collaboration, I am pleased to feature an article by* ***Jennifer Albers-Smith*** *from* ***ProQuest****. I have known* ***Jennifer*** *for several years and consider her a friend and outstanding professional. Her article provides a good overview of the type of marketing services vendors can provide. Her team is obviously interested in improving return on investment and raising awareness of* ***ProQuest*** *products among their customer base.*

*Marketing is one important example of the value-added services vendors and publishers can provide to libraries. I always encourage my librarian colleagues to develop a strong network of go-to colleagues at publishers and vendors. Their expertise and willingness to help libraries can have a positive impact on library efforts to improve outreach and promote the value of library provided resources. In fact, during my years as an academic librarian, I have been part of numerous initiatives involving library-vendor cooperation and these efforts from the vendor side have helped the library focus on the goal of* ***Being Earnest with Collections****. I want to thank my friend Jennifer for taking the time to provide* ***ATG*** *readers with a brief overview of the services her team provides to customers of* ***ProQuest****. I am sure this will give libraries some ideas of how to reach out to publishers/vendors to seek assistance with marketing library resources. —* ***MA***

---

Since 2006, I've been working in the library community in marketing and sales roles for various vendors. I've had the good fortune to work with many libraries, fielding their requests for tools and collateral that enable them to market to patrons.

What has been requested the most in my dozen years in the library industry? Bookmarks! Can you believe it? We've supplied them in the thousands, millions even. And every time we did, I wished we were doing something more valuable for our customers. Bookmarks are not going to improve your cost per use (CPU) or show you return on investment. Bookmarks are for patrons who are already in your library checking something out.

In 2015, I got my wish: I came to **ProQuest** and built a team that does more than make bookmarks; we provide a professional marketing service which we call Marketing On Demand. Marketing experts on my team meet with librarians, discuss their end users' needs, the library's goals and mission, share marketing best practices, and build customized digital tools. Our hope is that through education about digital marketing, we can help librarians use their (usually limited) marketing resources to reach a wider audience, an audience that doesn't already frequent their library.

So what do we tell our librarian partners?

### Your Library is a Business

Approach marketing your library as you would a business. You are being asked to improve CPU and demonstrate ROI. Your students and faculty are your customers. The more they use your library and are satisfied with its services, the more indispensable you will become. And what comes with indispensability? Budget and resources. So, sit down with your team and document the resources that have the greatest impact on student and faculty success. That requires sifting through your hundreds or thousands of resources — not an easy task. Once you've completed that challenge, document the ways in which you can reach your students and faculty: Facebook, Twitter, Instagram, library website, blog, student newspaper, signs in study halls or in dorms, email to faculty, student newsletter, etc. What are all the ways your students learn about campus activities and news? What connections do you have as employees to those other channels? Marketing is about networking and putting yourself in front of where people already are.

### Focus on Your Users

Librarians have told me they are hesitant to promote certain resources on their website for worry they will seem biased towards a certain resource or publisher or that their recommendation will bias a student towards a specific resource. While this approach is fair and places all resources on equal footing, I ask you instead to see your students and faculty as busy, flawed people. They don't have time to look through resources. Or don't want to take the time. Or they may not know that the library has the resources they need. I'm reminded of a dinner I had with two librarians from a medium-sized institution three years ago at the **Charleston Conference** who were directly opposed to this approach. They were filled with disdain at the idea of helping guide students to the right resources and tools; "they need to learn how to do research the right way; we're not going to help make it easier for them." Sure, we all want ideal customers. But our customers are real people. Researchers are real people. And if you want your library to become indispensable, figure out how these people work and meet them where they are with the tools they need.

### Leverage all of Your Staff's Expertise

Several years ago, at the **Canadian Society for Eighteenth Century Studies** conference, I was speaking to a prominent faculty member from a very large institution, and he said to me: "Write down for me which of your collections my library has. When I go to the website, I see hundreds, and I don't even know where to begin." That off-the-cuff request led to the creation of a customized research guide to the library's collections — hugely successful in building usage among faculty and students. (We're still leveraging that idea: my team built a research guide with **McGill University** this year for marketing to their faculty.)

The librarians staffing your research desks, teaching your classes, and meeting with faculty and students know the questions students are asking, they know faculty research areas and the types of problems they are trying to solve. Use this intelligence to build your library marketing programs. The staff on the library floor hear things that you may not. I value my staff for the on-the-ground experience they have and leverage the expertise each brings to move our team in a cohesive, forward-thinking direction. Spend time with your team, identify and rank the biggest problems your users face, and then, use this intelligence as a starting off point for marketing your library.

### Build your Audience with Social

At **ProQuest** we invest in social marketing because it's where we meet both our customers and our users. And it's where your students and faculty are, too. They may not be in your library or visiting your library website, but they are using social to talk to their friends and family, reading the news, viewing the latest trends, checking sports scores, etc. Building a social audience of faculty and students at your institution can be a critical component in successfully marketing your library.

We've built expertise in social media marketing — a Twitter handle with more than 26,000 followers, a Facebook page with equally impressive stats, and a blog that's projected to secure more than 105,000 views in 2017. Along the way we've learned that an effective social program requires a small budget for social advertising. The great news about social: you can instantly see ROI and improvement in CPU. For example, you

*continued on page 73*

**Being Earnest with Collections**
*from page 72*

can measure database use before and after you run a campaign, compare it to the impressions and click performance of your ad campaign, et voila! A small investment can bring instant results. The keys are timing (reviewing the academic calendar) and content (what matters to your students), supported with the user intelligence I mentioned previously.

My team not only provides our library partners with posts, they provide guidance on how to build audiences, how to target students and faculty at your institution, and how to test ads and modify them as needed. Social advertising is exceptionally flexible: you can quickly evaluate performance and edit to get better engagement. And if you start using "Ads Manager" in Facebook, you'll have access to a lot of tools, including a Facebook Ad rep who can help you improve your ads even further.

### Test, Test, Test

Not every campaign my team and I run is successful. And to expect everything we do to be successful is unrealistic. But what we do is test. We start small. If it's working, we invest more money and resources. Here's a sample test you might run:

- Identify a key problem your students are facing where the library can help.
- Build a small social campaign around it.
  - Identify the best and most engaging writer on your team and ask them to craft a short "how-to" for solving the problem. Keep it approachable and interesting by answering the most frequently asked questions; provide guidance.
  - Post it to your website with links to the best library databases that will solve that problem.
  - Now, post that piece on Twitter and Facebook and put $50-$100 towards an ad campaign targeting the right audience for three days.
- Evaluate performance.
  - If it performed well, and your cost per click is under $1.00, put more money behind it to reach a wider audience and go bigger. Build an integrated (i.e., multifaceted) campaign.
  - Turn that "how to" into an infographic or checklist and post it in the dorms or in study halls, put a link or image on your main website, email it out to your faculty to share with their students, ask them to post it in their LMS. What other channels are available to you? Student newspaper? Retweet from the institution's main handle? Be creative and build relationships outside the library.
- Keep the momentum going. Pick the next most asked-about topic and test again. And again and again. This is what we call content marketing. Instead of outright promotion of resources, you are building a marketing plan that promotes the thought leadership and expertise your library offers.

What if it flops? This could be a result of a few different reasons. Was the writing concise, jargon-free, and easy for your audience to understand? Did you pull out the most important quote or tip from the article and feature it in your social campaign? You need to capture their attention immediately so they will click. Was the timing appropriate? Was your piece about a problem that most people face during exam time, but you ran the campaign at the beginning of the semester? Take a critical eye to the campaign so you can continue to improve and keep going! Encourage your team to take risks. Sometimes it takes a few small failures to build something great.

### Start Small, Get Momentum

Every librarian we talk to wants to market their library effectively, and every one of them is trying to do so with minimal resources. Good news: it can be done. Build a small plan; execute on that plan for a short period of time, say 3-4 months. Show its impact on CPU year over year

*continued on page 74*

# Biz of Acq — Print Journals at a Regional University Library

by **Joe Badics** (Acquisitions Librarian, Bruce T. Halle Library, Eastern Michigan University, Ypsilanti, MI 48197; Phone: 734-487-2402) <jbadics@emich.edu>

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

My institution, **Eastern Michigan University**, is a typical public regional comprehensive that every state has. We are not an **ARL** member. When I started at the library 24 years ago, we were receiving over 2000 print subscriptions: this included a print subscription to every magazine in *Readers' Guide to Periodical Literature.* We had 523 microform subscriptions. My staff included three full-time clericals who did serial check-in and one clerical responsible for commercial and in-house binding. We were sending a minimum of 100 volumes to be bound twice per month. We had an entire large room dedicated to holding our print newspaper collection.

Where are we today? We spend over 90% of our acquisitions budget on electronic resources, most of that for journal content. Like our peer libraries, we subscribe to many of the "big deal" packages: **Elsevier**, **Wiley**, **Springer-Nature**, **Taylor & Francis**, **Sage**, **Oxford**, **Cambridge**, **Duke**, **Project Muse**, **Emerald**, and **JSTOR**. This allowed us to swap our print holdings for electronic access. Additionally we had a stretch of flat budgets that forced major print journal cancellations.

Still we continue to need and purchase some print journals. What is our criteria? This is what I discovered in analyzing our print subscriptions:

1) Journals that are not part of a big deal agreement. Virtually every year a few of our print titles are absorbed into one of the deals. We also have had a number of titles migrate into **Project Muse**. We will cancel the print when we have electronic access.

2) Journals that are not available in reliable aggregator. These titles come and go so it takes some monitoring. Last year a core nutrition journal dropped out of a database after a dispute with the publisher. We had to reinstate our subscription.

3) Journals where the html or pdf "text-only" aggregator versions are not adequate. Illustrations are important for some fields such as art (*Architectural Digest*) and fashion (*Vogue*).

4) Journals where the aggregator embargo periods are not reasonable. For some expensive titles a six-month embargo is not preferred but may be necessary. Almost all of the *Readers' Guide* magazines have been cancelled as they have reasonable embargos.

5) Journals that are available in print only. Print is still the only format for some culinary/art/music/education society memberships. These independent titles support niche programs that **EMU** has that may not be offered widely elsewhere.

6) Journals that include misleading "online." One of our titles has a rolling current plus one-year access. If we didn't keep the print, we would not have anything after the second year. Others have print + "digital" access. The library market is a miniscule part of the publisher's business model: they are set up for individual, not institutional subscribers. They offer a username and a password to log in. This is useless to us as we want IP authentication for easy access for all of our patrons. Some include supplementary electronic newsletters, but the main publication is still the print.

7) Journals that demand a print subscription in order to get online access.

8) Journals where we can't afford a site license. We do subscribe to *JAMA, Nature,* and *Science*. We have tried to negotiate a site-license for some other classics, but the pricing is sometimes based on our FTE as a regional comprehensive university and not the actual number of people in the program that would likely read it.

We tally all bound and unbound print journal usage: the journals must show a pattern of usage to justify their expenditure.

Print may be more relevant for **EMU** than other institutions for another reason: we are very fortunate to have an automatic storage and retrieval system device for on-site storage of our older resources. We do not have the space concerns facing many of our peers. We do need to purchase the backfiles of journals (nor do we generally have funds available to do so), so our old print will remain important.

As of 2017 we are down to 114 print only, 99 print + online (digital), and 84 individual online subscriptions. We are sending 50 volumes to be bound once per month and only have five microform subscriptions. We are down to five of the classic *Readers' Guide* titles. The newspaper room has been repurposed as we are down to four current newspapers.

Our staff now? Our one clerical staff, who did check-in plus bindery, government documents, loose-leaf services, but he just retired in August, so his duties will be absorbed within the other Technical Services staff. We migrated from Voyager to Alma this spring so we are still working on procedures. There has been the mantra by some librarians to "stop check-in, stop claiming, stop binding" print, but our collection has been manageable, even with a reduced staff.

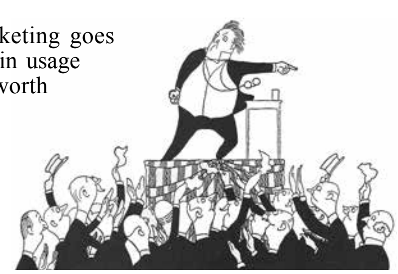
In informal chats with colleagues at the **NASIG Conference** in Indianapolis and **ALA Conference** in Chicago this summer, none of the librarians said that they have stopped receiving print. As with books, print is still here for the foreseeable future but in much smaller quantities than in the past.

---

## Being Earnest with Collections
*from page 73*

for that same time period; compare clicks from your campaign to usage. With every success, ask for a little more money. Keep your asks small, but frequent. Over time, you can build a budget. Every year I've been in marketing I fight for my marketing budget; I encourage you to devote the time to test marketing programs at your library. My experience has shown me that a little marketing goes a long way, and the payoff in usage and outreach will be well worth the effort.

Any marketing questions or need some advice? Please don't hesitate to reach out.



# Optimizing Library Services — Donations to Libraries: An Ancient Problem Prefiguring Today's Access to Electronic Resources?

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

and **Lindsay Wertman** (Managing Director, IGI Global) <lwertman@igi-global.com> *www.igi-global.com*

Arguably the key difference between the library of the past (before the age of **Dewey** and the founding of the **American Library Association**) and the library in the age of modern librarianship (1870s to date) is not any of the exciting issues such as library design, reader access to holdings, assistance to readers, retrieval and metadata, or automation. It is the status of book donations. The author's chapter in an **IGI Global** book "Collaboration in International and Comparative Librarianship" (Chakraborty and Das, 2014) discussed book donations to libraries in developing countries. Maybe, however, the lines of argument offered in that chapter can also offer something helpful to libraries in the electronic information age wherever they are in the world. These arguments need a little historical context.

Most ancient libraries, royal, monastic, academic and public, relied on what was donated to them. Whilst it seems to be true that the library of Alexandria acquired books from passing merchants through a policy of taking compulsory copies of any manuscripts they were transporting, this kind of initiative was not typical. Nor did any but a few libraries have access to the income streams that would allow them to acquire books in a purposeful way. The subscription and circulating libraries of the eighteenth century began to change this. Then came more radical change, through the intervention of government and local government, academic institutions, and the developing library profession itself. Before this, the library was merely an accumulation of what people chose to give to it, but in many of the less wealthy parts of the world this is still true. Today there is further change, with some parts of the world that have had well-founded library systems experiencing shrinking funding and support which brings the idea of donations to the surface again. To this we can add the disturbing way in which the whole problem of access to information unmediated by librarians and other information professionals is returning through ubiquitous electronic access to information. We could even claim that we now have cyber-donors, most notably Wikipedia.

Despite this claim that the problem of donations was, and is once again becoming, a central issue in librarianship, it is not one that has a large presence in the literature. A quick glance at what has been written shows that the texts and articles written in the USA and Europe tend to see donations as mainly an issue for research libraries receiving material that the donors believe has scholarly value. There is also a certain amount written on how to solicit donations from potential benefactors, envisioned as rich collectors and other wealthy supporters of the library. The literature does show some awareness of the pitfalls of dealing with donations even at this comparatively privileged level. **Holden** (2010, p75) stresses that "An acquisitions strategy developed for donations needs to be part of a wider content development program." Other writers make

*continued on page 76*

## Optimizing Library Services
*from page 75*

the key point that collection development policies have to stress the acceptability, or not, of gifts, but they do not place a great deal of emphasis on it. Some practical assistance is available, for instance in the form of a set of sample policies from libraries (Futas, 1995) many of which make it clear to potential donors that only selected items will be kept, while unwanted material will be sold or otherwise disposed of. All of this, however, addresses donations as a problem of abundance rather than poverty.

Rather than look at the problem through the familiar lens of practice in North America and Europe, it is surprisingly helpful to look at developing countries which have grappled with this for a long time. **Ononogbo** (2003) puts the case trenchantly: "Desperation has driven many university library managers far afield in search of solutions and in the process begging for book gifts, donations, endowment, bequests, just to have some stock." In these poorer and less library-savvy regions it is undoubtedly true that some donated collections have proved totally useless to the recipient libraries. The librarian is in fact faced with the need to be both a beggar and a chooser. The word beggar is obviously one that does not sit comfortably with the self respect of the library profession in any part of the world, but there is an unpleasant sense that it describes the reality of a library that depends on donations and access to what the world chooses to put on the Internet. Indeed, information users including those who are library patrons are increasingly prey to "fake news" precisely because they have fewer carefully chosen resources and more and more "information gifts."

A reasonably recent article by **Edem** (2010) is useful because it surveys some of the literature on the question that appeared in the previous decade or so. It naturally deals with more than just books, and does so in the context of Nigerian university libraries. The article points out that obtaining donations is important because funding is inadequate, but reminds us that they are rarely looked at to assess their relevance and value to the institution. When **Edem** wrote, libraries in the developing world had already been seeking solutions through electronic information access for some years. This was, however, beset with a range of new difficulties including inadequate infrastructure, preservation problems, inadequate user skills and lack of local content. Despite this, a natural conclusion is drawn that the future lies with electronic resources, development of consortia, encouraging donors to concentrate on infrastructure development, and the strengthening of library collection development policies. In fact, the question of policies is still pivotal whether we talk about print donations or electronic hardware, software and content. What this view from Nigeria helps us to explore is the extent to which experience and ideas relating to book donations can be useful in library policy relating to "acquisitions" in the post-print world.

The centre of the problems that the library profession experiences with book donations is that librarianship has arguably not given sufficient thought to the question of the role of this form of acquisition in collection development. The most useful thoughts on the topic undoubtedly come from the donor community itself, despite the fact it may often look like the villain of the piece. A vision of an ideal shape for responsible donor activity has been generated by the more concerned sectors of the donor community, and this is set out by **Rosi** (2005). The central point is that a programme should take into account the needs and sensitivities of potential beneficiaries. To **Rosi**, speaking for **UNESCO**, this means integrating the donation programme with the "book chain" of the recipient country in a way that will enhance it rather than cause damage. Thus, he talks about donors purchasing locally-published books to donate to libraries, in preference to supplying books published in the donor's country or region. The donation programme needs to take into account its impact on readers, authors and other creators, printing and publishing industries, and book distribution including bookshops. **Rosi** provides a good deal of useful guidance and information on how to create a responsible programme, which respects each of these groups of contributors to the book chain. In effect, he sets out standards by which programmes can be assessed.

What seldom seems to feature anywhere is the idea of gifts as control: the power of the giver over the grateful recipient. The fact is that in some cultures the giving of gifts resembles an elaborate animal display of power and dominance. Gifts are given to assert superiority on the one side and dependence on the other. From this probably emerges the idea of what the author has heard referred to as "forced donations." No donation is actually forced, though some may seem like it if they come from those who hold financial or administrative power. There is, however, a kind of power play implicit in much gift giving. The lack of comment on this suggests that discussion of the matter of unwanted or inappropriate donations has not happened, in part at least, out of social embarrassment. Yet, we do have to grapple with the problem of donations and power, not so much because of book donations as because of the "free" information brought to us by the Internet. If libraries are to exercise any power, they have to be prepared to reject some resources.

**DeWitt** (1988) is unusual in discussing the rejection of gifts in some detail, and **Bybee** (1999) is also helpful. Indeed they do imply or suggest that it may be psychologically problematic to refuse and that this is at least part of the reason why libraries find themselves with unwanted holdings. The problem of refusing donations is also set against a type of giving that is "strategic," driven by self-aggrandisement and with a power-orientation. In the developing world, this issue is placed starkly at the centre of practical librarianship. Donors have the power of their comparative wealth and recipients have the weakness of their poverty. It is instructive to examine the shelves of libraries that are dominated by donations. These might come from kind individuals clearing their own shelves of unwanted material, from governments wanting to promote their own importance or national philosophy, or from bodies (which include belief groups and churches) with a message to convey. Refusal can be very good librarianship, but ways to refuse that are as tactful as possible are obviously needed. Basically librarians, wherever they are in the world, need to ask themselves why a gift is offered and factor the answer to that question into their response. Then there needs to be a written collection policy, including a gift policy, a copy of which may be given to donors. Precisely what a policy says is up to the library itself. It is the existence of a document setting out well-reasoned choices and procedures and a responsible official to administer it is crucial.

As you read this, you can judge for yourself how far Internet access to information is genuinely prefigured by the book donation problem that has never totally ceased to trouble librarianship. Do the immense, but unmediated, resources available via the Internet truly resemble the donations that have distorted the contents of libraries in the past, and still do so in the developing world today? Are libraries more and more in the centre of a power play by information providers and "donors?" If so, the recommendations of those few contributors to the professional literature who have taken the donations problem seriously have a renewed significance. If nothing else the whole question returns us to two considerations. The first of these is the centrality of strong, well-articulated professional values expressed in library policies, and the second is the promotion of broad and resilient information literacy for every information user. The problems may not change, but neither do the solutions.

### References

**Bybee, H.** (1999) Reducing gift anxiety through carefully worded gift policies. *Acquisitions Librarian*, 11(22) pp15-31.

**Chakraborty, S.** and **Das, A. K.** eds. (2014) *Collaboration in International and Comparative Librarianship*. Hershey PA: IGI Global.

**DeWitt, D.** (1988) Unsolicited marginal gift collections: saying no or coping with the unwanted. *Library Acquisitions: Theory and Practice*, 12, pp.357-362.

**Edem, M**. (2010) Gifts in university library resource development in the information age. *Collection Building*, 29(2), 70-76.

**Futas, E.** (1995) *Collection Development Policies and Procedures*. 3rd ed. Phoenix Arizona: Oryx Press.

**Holden, J.** (2010) *Acquisitions in the New Information Universe: Core Competencies and Ethical Practices*. London: Facet Publishing.

**Ononogbo, R.** (2003) Collection development based on donations: the Imo State experience. *Nigerian Library and Information Science Trends*, 2(1/2) 20-24.

**Rosi, M.** (2005) *Book donations for development*. Document CLT/ACE/CEC-05/1. Paris: UNESCO.

# Future Through the Past — QEP Impact & Conclusion

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

***Column Editor's Note:** In my previous two "future-through-past" **ATG** columns (see v.29#2, April 2017, p.52 and v.29#3, June 2017, p.67) about the structure and outcomes of the QEP at **Belmont Abbey College**, I commented that this final column would summarize the interesting assessment results that flowed from our PILOT project, and its dual-focus structure organized around both Information Literacy and the development of our Learning Commons. — **DB***

The independently-validated test results from SAILS (Standardized Assessment of Information Literacy Skills) contrasted scores from our entering freshmen in 2010 with graduating seniors in 2014. In our initial QEP Project Proposal, we had speculated (hopefully) that our dual-focus on a) IL instructional support, and b) learning space innovations conducive to collaborative learning and constructivist pedagogies, would yield scoring results at least equal to overall SAILS results from peer 4-year liberal arts colleges. Our actual freshmen-to-senior improvements went well beyond that. (As noted in a prior column, the SAILS test structure effectively consolidates six **ACRL** Information Literacy Competency Standards of 2000 into four SAILS Q&A student scoring outcomes.)

For Standard 1 (2010-2014), "Determines nature and extent of information needed," our students showed a 9% scoring improvement, as compared with a 5% improvement for their counterparts across all 4-year colleges using SAILS, and a 2% scoring improvement when all university results were included.

For Standard 2 (2010-2014), "Access needed information effectively and efficiently," our students showed a 10% scoring improvement, as compared with a 3% improvement for their counterparts across all 4-year colleges using SAILS, and a 0% scoring improvement when all university results were included.

For Standards 3/4 (2010-2014), "Evaluates information and its sources critically, and incorporates selected information into his/her knowledge base," our students showed a 5% scoring improvement, as compared with a 1% improvement for their counterparts across all 4-year colleges using SAILS, and a -3% scoring decline when all university results were included.

For Standards 5/6 (2010-2014), "Understands social, legal, and economic issues surrounding use of information, etc." our students showed a 14% scoring improvement, as compared with a 10% improvement for their counterparts across all 4-year colleges using SAILS, and a 4% scoring improvement when all university results were included.

These results for the 2010-2014 testing regime were obviously very encouraging, but would they be reinforced or undermined by subsequent results in the next 4-year cycle? In fact, the next 4-year testing regime strongly reinforced the first set of results. They second cycle again showed freshmen-to-senior IL scoring improvements at **Belmont Abbey College** significantly better than corresponding out-

*continued on page 78*

**Future Through the Past**
*from page 77*

comes across peer 4-year colleges and also better than results across all SAILS-testing institutions.

For Standard 1 (2011-2015), "Determines nature and extent of information needed," our students showed a 14% scoring improvement, as compared with a 1% improvement for their counterparts across all 4-year colleges using SAILS, and a 1% scoring improvement when all university results were included.

For Standard 2 (2011-2015), "Access needed information effectively and efficiently," our students showed a 12% scoring improvement, as compared with a 2% improvement for their counterparts across all 4-year colleges using SAILS, and a 1% scoring improvement when all university results were included.

For Standards 3/4 (2011-2015), "Evaluates information and its sources critically, and incorporates selected information into his/her knowledge base," our students showed a 9% scoring improvement, as compared with a -2% decline for their counterparts across all 4-year colleges using SAILS, and a -3% scoring decline when all university results were included.

For Standards 5/6 (2011-2015), "Understands social, legal, and economic issues surrounding use of information, etc" our students showed a 9% scoring improvement, as compared with a 6% improvement for their counterparts across all 4-year colleges using SAILS, and a 2% scoring improvement when all university results were included.

### Implications & Questions

These independently verifiable results raise one obvious question: can any single factor in our QEP be identified as being primarily responsible for our freshmen-to-senior SAILS test scores showing steeper improvements than corresponding freshmen-to-senior SAILS test scores from peer colleges and from all institutions?

The single factor that most sharply differentiated our Information Literacy QEP from all others we studied in the 2008-2010 proposal formulation period was our dual focus on IL instruction AND the simultaneous implementation of our Learning Commons. It is, therefore, very tempting to say that this dual focus was responsible for our SAILS testing scores showing superior results to colleges and universities whose IL QEP's placed sole focus on IL instructional activities.

There is, however, one serious gap in our knowledge about institutions using SAILS: we have no data about which college and university libraries employing the SAILS test during that time period did or did not have spaces identifiable as Information Commons (IC) or Learning Commons (LC). It is an open question whether a retrospective study of colleges and universities using SAILS from 2009-10 to 2014-15 could uncover data about the presence or absence of IC / LC spaces. It seems especially unlikely that such a study would find enough institutions whose IC / LC implementations corresponded exactly with the start of an IL QEP to make meaningful comparisons.

It therefore seems unlikely that any future research can reliably replicate the outcomes demonstrated by the IL QEP at **Belmont Abbey College** for the simple reason that the **ACRL** IL Competency Standards of 2000 have now, of course, been replaced by the "Framework." But it is clear that IC / LC implementation has continued in numerous college and university libraries since 2015, and new testing protocols designed around the "Framework" (including one from Project SAILS) are now available. It will be a matter of significant interest to see whether future statistical correlations appear between implementation of IC / LC facilities and IL test freshmen-to-senior scoring improvements.

---

# Let's Get Technical — One Library's Collaborative Approach to Simplifying the Ordering Process with Spreadsheets

by **Susan J. Martin** (Head, Acquisitions Services, University of Chicago Library) <smartin28@uchicago.edu>

and **Christie Thomas** (Head, Data Management Services, University of Chicago Library) <clthomas@uchicago.edu>

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 one library's experience with eliminating an ordering backlog.* ***Susan Martin****, Head, Acquisitions Services of the* ***University of Chicago Library*** *and her colleague* ***Christie Thomas****, Head of Data Management Services, describe how they tackled handling a backlog of orders for foreign language titles. —* ***SM & AM***

## The Situation

The **University of Chicago Library** serves a diverse university community of faculty, staff, students, and researchers with over 11.3 million volumes, 62,300 linear feet of archives and manuscripts, and 153 terabytes of digital materials. In August of 2014, the Library implemented an open source library system, OLE. As with any new system implementation, there were many challenges as Technical Services staff adjusted to the system and developed new workflows. Two Technical Services units, Acquisitions Services and Data Management Services, collaborated to address the challenge of ordering backlogs.


## The Problem

The OLE implementation required adapting a high-volume acquisitions workflow to the new acquisitions module. The department was able to cope with the new labor-intensive workflow by developing batch loading processes for many major European and Latin American vendors. In August 2016, the department also had to grapple with the ordering volume that accompanies a new fiscal year with fewer and newer staff due to staff changes and vacancies in Acquisitions. At the time, ordering priority was assigned to materials in Western European languages, the majority of which were directly placed in vendor's web-based ordering systems. For these materials, the order information is received in MARC format with order data embedded in 9xx fields. Data Management batch creates the bibliographic record and order using established workflows. This process is fast and efficient, providing access to the bibliographic and order data in OLE within 24 hours of receipt from the vendor.

*continued on page 79*

## Let's Get Technical
*from page 78*

However, for orders from vendors who cannot provide MARC records with embedded order data, our experience was drastically different. These orders had to be created manually. The ordering assistants searched **OCLC** to locate a bibliographic record, imported the record into OLE, and then created the purchase order. This workflow took considerably longer to accomplish not just due to OLE's multi-step order process, but also because of difficulties working with some of the materials, specifically those from the Middle East and Eastern Europe.

By September 2016, the ordering unit faced a backlog of 1170 individual title requests in Arabic, Persian, and Turkish. These orders needed to be placed immediately to ensure receipt during the current fiscal year, and to allow the selector to view accurate fund balances. However, placing these orders would take significant time — every 100 orders equaled 33 hours of acquisitions staff time. It would take eleven weeks to order just this backlog.

There had to be a better way.

### The Information

With the goals of eliminating the backlog, leveraging economies of scale, and creating a more efficient process for future ordering, the Head of Data Management Services approached the Head of Acquisitions Services and volunteered her unit's services for developing a batch order process for these materials. Prior discussions with a colleague had revealed that it was possible to create MARC records from spreadsheets and we were able to build upon the process outlined by **Mikyung Kang** in the *Handbook for Korean Studies Librarianship Outside of Korea* when developing our workflow for creating MARC records with embedded order data from spreadsheets.[1]

We reviewed the current process and available information. Orders were already emailed to the acquisitions department as Excel spreadsheets from the Middle East selector's student assistants. These orders were stored on a shared computer drive so the ordering assistants could easily access them. These spreadsheets had almost complete bibliographic and order information: title, author, publisher, ISBNs, **OCLC** numbers (if available), prices, fund codes, donor plates, and vendor catalog numbers. Data Management needed some additional information to create a brief MARC bibliographic record and order record, for example: language, vendor ID, building code, room number. The information also need to be provided in a consistent format.

### The Players

- Head, Acquisitions Services
- Head, Data Management Services
- Bibliographer for Middle Eastern Studies
- Middle Eastern Studies student assistants
- Supervisor, Monographic Ordering
- Data Management Assistant

### The Process

We opted to use Google Drive for storage and access to the shared order sheets. Google's Sheets have the flexibility of Excel with the added benefits of tracking document versions and allowing simultaneous access to multiple staff members, features that the Library's shared drive space did not have.

We set up order templates with set fields. When possible, these fields had data validation rules applied in the forms of format criteria and drop-down menus. A few constant data fields (vendor id, building and room codes) were protected from editing. We wrote detailed step-by-step instructions for both selector and acquisitions staff. These instructions contained a field by field glossary outlining the source of the data and how it should be entered. Selector and acquisitions staff received training on the specific data entry requirements and the changes in workflow and procedures.

*continued on page 80*

## Let's Get Technical
*from page 79*

The spreadsheets included:

- Title (Transliterated)
- Author (Transliterated)
- Place of publication (Transliterated)
- Publisher (Transliterated)
- Publication year (Validated to accept only one date. Either the Gregorian or the Hijri date, but not both)
- Volume (This must remain 1)
- Cost
- List price (Cost + estimated shipping costs)
- OCLC number (If available)
- ISBN (Only one and without no hyphens)
- Language (Drop down menu with LC language codes)
- Fund code (Drop down menu with select fund codes)
- Donor plate (Drop down menu with selector donor codes)
- Vendor catalog number
- OLE vendor ID number
- Building code (For delivery address)
- Room number (For delivery address)
- Notes (For special locations, edition information, special processing instructions, etc.)

1. Order selections are entered into the order spreadsheet by the selector's student assistants.
2. When the order is ready to place, the student assistant emails acquisitions with the name of the file to be ordered. Acquisitions acknowledges the receipt of the order and provides an estimated time frame for getting the orders verified and placed typically within five business days.
3. The Monographic Ordering Supervisor verifies the order, removes and forwards any selections requiring manual entry, such as standing orders or serials. The Supervisor also removes any added volume orders and orders written in Western European languages. These are assigned to Acquisitions Assistants for treatment.
4. The Monographic Ordering Supervisor verifies and corrects the remaining order information for any data entry mistakes and then notifies Data Management that the order sheet is ready.
5. Data Management integrates the order load request into their routine batch processing workflows.
6. The Data Management Assistant exports the Google Sheet as an Excel spreadsheet and validates the data.
7. After any corrections are made, the Data Management Assistant uses the MarcEdit Delimited Text Translator to generate a file of MARC records with the bibliographic and order data from the spreadsheet. Many templates have been generated for mapping bibliographic and order data for different situations, for example when bibliographic and order data is available versus when only order data is available.
8. The Data Management Assistant then imports the file of MARC records with order data and informs Acquisitions when the records are available in OLE.
9. The loaded orders go through the department's regular daily duplication check. This is a batch process run by Data Management Services which identifies duplicate orders in a daily report. Acquisitions staff check the report and verify if any of the flagged orders are duplicates. Any duplicate orders are canceled with the vendor and voided. This process eliminates the need for pre-order searching.
10. The remaining orders are extracted via a report app and emailed out to the vendors each Monday.

### The Results

The results were dramatic and immediate. The backlog was eliminated, and the department can keep current with new order requests. Every 100 orders now require 2 hours of work by Acquisitions staff — a staff time savings of approximately 93%. Each spreadsheet of data, regardless of how many orders are included, takes Data Management staff approximately 30 minutes to process. This average does not include the time it takes for OLE to process the files, which is largely unmonitored.

We are also seeing a reduction in the overall time between selection and receipt of the materials. We plan to take a more in-depth look at the selection-order-receipt time frames to analyze and quantify any improvement in that area. We hope to see an improvement in our fill rates for materials from that region of the world due to the faster ordering process, and preliminary analysis indicates a 17% increase in the fill rate of our Arabic language materials over a 10 month period. A parallel process is used for some Slavic materials which has enabled acquisitions to eliminate its order backlog for those items and has cut staff time in that specific workflow by 90%. We would like to more fully investigate the fill rates from all the various vendors and over a longer period of time.

This process has evolved to include non-romanized scripts in 880 fields of the (increasingly less) brief bibliographic records for Arabic, Persian, and Korean language materials. We have also generated templates that allow for the batch processing and ingest of bibliographic and order data for additional vendors and materials.

**Endnotes**

1. **Kang, Mikyung**, "Acquisitions: Firm Orders," in *Handbook for Korean Studies Librarianship Outside of Korea*, ed. Committee on Korean Materials, Council on East Asian Libraries (Seoul: National Library of Korea, 2014), 61-69.

## Rumors
*from page 71*

academic monograph market. – "**Crossick, Jubb and Pinter Debate Monograph 'Oversupply.'**" (Published June 21, 2017 by **Benedicte Page**). It was a debate held to mark publication of the **Academic Book of the Future policy report "Group action needed to safeguard the academic book," warns report**. What do you think?

*https://www.thebookseller.com/news/crossick-jubb-and-pinter-debate-monograph-oversupply-573966*

There is a **preconference** in Charleston Monday afternoon November 6 from 1-4 — ***The Future of the Academic Book: Strengthening the Research Ecosystem***, speakers include **Peter Brantley**, **Charles Watkinson** and many others. *www.charlestonconference.sched.com*

We just finished reviewing the **Fast Pitch essays** this afternoon. We are looking forward to the session on Wednesday afternoon at the **Gaillard Center** at 4:40-5:40. There were some great and interesting ideas. **Melanie Dolchek** (**SSP**) has agreed to coach the **Fast Pitch** contestants for their presentations at the Conference. The judges — **Kent Anderson**, **Jim O'Donnell**, and **Martha Whittaker** will meet and agree on a winner among themselves — and then those of us in the audience will have a chance to vote on our winner. Be sure to come and vote for your favorite at the Conference — remember **Wed 11/8 at 4:40 PM**.

**Steve Goodall** and I agree: we need an "**innovations" editor for** ***ATG***!! We could brainstorm new possible ideas that might turn into **Fast Pitch** presentations! What do y'all think? Send **nominations or suggestions** — <kstrauch@comcast.net>.

*continued on page 83*

# Wandering the Web — YOGA Websites Webliography


Compiled by **Dr. Lacretia T. Dye** (Counseling and Student Affairs, College of Education and Behavioral Sciences, Western Kentucky University) <lacretia.dye@wku.edu>

and **Ms. Roxanne Myers Spencer** (Educational Resources Center, Western Kentucky University Libraries) <roxanne.spencer@wku.edu>

Column Editor: **Jack G. Montgomery** (Professor, Coordinator, Collection Services, Western Kentucky University Libraries) <jack.montgomery@wku.edu>


Yoga has become a program offering at many libraries: Public libraries often program free or low-cost yoga classes for their communities; academic libraries may offer yoga sessions to help ease stress during final exams. Some yoga practices are tailored to mothers and young children who enjoy learning poses called "Downward-Facing Dog," "Eagle," and "Frog."

Yoga is an ancient spiritual discipline intended to bring harmony between mind and body. Modern yoga practice is rooted in ancient Indian practice (*http://www.mea.gov.in/in-focus-article.htm?25096/Yoga+Its+-Origin+History+and+Development*), but recently, other sources have proposed its origins and history to be rooted in Africa (*https://www.yogaskills.com/about-yirser-ra-hotep/*), according to **Yirser Ra Hotep** (*https://www.yogaskills.com/wp-content/uploads/2015/09/KemeticYogaArticle.pdf*), founder of Kemetic Yoga (*http://www.kemeticyoga.com/*).

The word yoga comes from the Sanskrit root word "yuj," meaning to join, to yoke, to unite. The "aim of Yoga is Self-realization, to overcome all kinds of sufferings leading to 'the state of liberation' (Moksha) or 'freedom' (Kaivalya). Living with freedom in all walks of life, health and harmony shall be the main objectives of Yoga practice" (Basavaraddi, 2012).

In American culture, the explosion of yoga studios and practices attests to its widespread acceptance in the West. As a series of poses that provides stretching and flexibility to those who practice it for its strengthening and relaxing effects, yoga is a tremendous boon to a healthy lifestyle. It is accessible to many with disabilities, via modified poses and props.

Recent medical reports have shown that gentle yoga practice may be as effective as physical therapy for low back pain, according to a report on **NPR** (*http://www.npr.org/sections/health-shots/2017/06/20/533505211/study-finds-yoga-can-help-back-pain-but-keep-it-gentle-with-these-poses*) of a study done at **Boston Medical Center**, and published in the *Annals of Internal Medicine* in 2017.

In an opinion piece by **Arundhati Baitmangalkar**, posted on the *Seattle News* website (*http://seattleyoganews.com/yoga-in-india-yoga-in-america/*), yoga is more accessible and commercial in America than in India. Teaching styles and the relationships between students and teachers differ from yoga practices in India, where a reverence for the teacher or "the ancient concept of Guru-shishya parampara (teacher-disciple traditions) is a strong part of the culture, both in and outside of yoga" (Baitmangalkar, 2014). In America, students may have their favorite teacher in a yoga studio, but the relationship is usually less formalized.

In the West, yoga has also become a billion-dollar industry (See the **HuffPost** blog article, "Yoga in America: Where Bowing to God is Not a Religion": *http://www.huff-*

*continued on page 82*

**Wandering the Web**
*from page 81*

*ingtonpost.com/jill-lawson/yoga-and-religion_b_4230240.html*). It is practiced as an elite exercise program in high-end health clubs, complete with hundred-dollar-plus Lycra yoga outfits and designer yoga mats. Completely Westernized yoga practice is a far cry from the spiritual meditation and healthful practice developed thousands of years ago in India.

Librarians need to be aware that some of their religious patrons may have questions about practicing yoga. There are some concerns among more conservative religious traditions that practicing yoga may go against more orthodox Christian, Jewish, or Muslim beliefs (*http://www.bbc.com/news/magazine-25006926*; *http://www.christianspracticingyoga.com/is-yoga-a-religion/*). Yoga has also become politicized: There is strong sentiment between extreme Left and Right positions that yoga in the West is unacceptable cultural appropriation (*http://everydayfeminism.com/2016/05/yoga-cultural-appropriation/*). In *The Atlantic* article "Who Owns Yoga," (*https://www.theatlantic.com/business/archive/2015/01/who-owns-yoga/384350/*) questions arise about yoga's status. Is it a form of Eastern exercise, cultural appropriation, or another spiritual practice that has spread worldwide? *The Atlantic* piece explores the controversy over who yoga "belongs to." India appointed a Minister for Yoga as part of a larger "Make in India" campaign; yoga and its associated products are a multibillion dollar industry in the United States.

Despite the controversies surrounding the evolution and practice of yoga, it remains a healthy practice promoting deeper breathing, increased strength and flexibility, and relaxation. Yoga is here to stay, and libraries are definitely on the bandwagon — or should we say "on the mat" with the practice! Below are some resources for more information about the known history and beneficial practices of yoga, as it evolves in our ever-more-commercialized culture.

## Selected Yoga Informational Websites

**Black Yoga Superstars** — *http://blackyogasuperstars.com/* — A site created to increase awareness in the Black community of the benefits of beginning a yoga practice. Included are a podcast, short excerpts explaining the benefits of yoga and the very first map of Black Yoga Teachers worldwide. Lastly the site offers affordable web design services for those black owned businesses.

**Black Zen** — *http://www.blackzen.co/* — Black Zen describes itself as a social enterprise dedicated to improving the health and well-being of black and brown people through meditation. Free meditation with 'soul' focused on helping listeners with real issues can be downloaded for free. Another feature of this site includes the 90/10 blog, — Black Zen founders describe life as 10% of what happens to you and 90% how you react to it.

**Book Retreats** — *https://bookretreats.com/s/yoga-retreats* — This retreat-booking site offers a chance to book yoga retreats from selection of more than 600 groups and locations. Locations as varied as Bali, Thailand, South Africa, Nepal, and Pennsylvania are listed. Prices for retreats vary greatly as well, with some retreats only advertised for less than $100 and others going for more than $3000. Think of this site as the Airbnb of yoga retreats.

**Do Yoga with Me** — *https://www.doyogawithme.com/* — For those ready to begin yoga practice, this site provides online access to many types of yoga videos: beginner, intermediate, advanced; yoga challenges. Includes a blog, and most of the site's content is free, with a small subscription cost for other videos.

**Exhale to Inhale** — *http://exhaletoinhale.org/* — This site was created to use yoga to support women who have experienced intimate partner violence and sexual assault. Although the resources are currently only available throughout New York City, the Hudson Valley, Connecticut, and Los Angeles; the founders hope to expand to other locations.

**Kathmandu Yogi** — *https://kathmanduyogi.com/* — is more than a yoga site. This social enterprise produces limited edition yoga and meditation accessories ethically made by artisans living in Nepal. Through this site viewers can participate in free yoga challenges as well as purchase accessories to support. Additionally, the yogis at Kathmandu provide blogs and inspiration to support your yoga practice. One example of these blogs is a top 15 yoga website blog created to offer readers quality yoga sites.

**Mind Body Solutions** — *http://www.mindbodysolutions.org/* — is a nonprofit organization founded by **Matthew Sanford** (*http://www.matthewsanford.com/*). **Sanford** was paralyzed from the chest down, yet continues to teach yoga and other healing techniques to those who have suffered trauma or disability. Mind Body Solutions is devoted to promoting healing for those who have experienced trauma, loss, or disability. Based in the Twin Cities area, Mind Body Solutions also provides yoga teacher training throughout the country.

**Urban Family** — *http://www.urbanfamily.org/* — search this foundations site to learn and support initiatives, Heart of Yoga, and partnerships, such as Black Yoga Teachers Alliance, that use yoga to enhance the lives of families and communities. Initiatives include online *sanghas* (community meetings), partnerships with yoga teacher trainings and teacher trainings. A recent initiative creation was the Fiji Spirit Gathering, held in July 2017, an interactive learning celebration that included local tribal leaders and internationally renowned yoga teachers.

**Yoga.com** — *http://www.yoga.com* — and on Facebook (*www.facebook.com/yoga*), with more than 680,000 followers. Membership-based site with articles, apps, details on yoga poses (asanas) and a large social media community.

**Yoga Alliance** — *https://www.yogaalliance.org/* — Yoga Alliance is internationally recognized for its credentialing of yoga instruction. There are three designations from Yoga Alliance: Registered Yoga Teachers, Registered Yoga Schools, and Yoga Alliance Continuing Education Providers. The initial yoga teacher certification is 200 hours of training and teaching experience that meet Yoga Alliance Registry Standards at a Yoga Alliance-registered yoga school. Yoga teachers promote their accredited standing as 200 RYT (registered yoga teacher) or for more advanced yoga teachers, 500 RYT, indicating training and teaching at the 500-hour level.

**Yoga Calm** — *http://www.yogacalm.org/* — is yoga for kids and teens that goes beyond the usual yoga site. This site includes trainings, classes, workshops and blogs for adults who love/work with children and teens. Tips and techniques shared through the blog range from body based therapies for stress and trauma to how political rhetoric affects our kids. The site also includes course and certification options as well as international retreats. Members have access to an online yoga calm lesson plan library with over 800 lesson plans and a video library with over 70 training videos.

**Yoga for Everyone** — *https://www.nytimes.com/guides/well/beginner-yoga* — the *New York Times* has created a website to encourage those unfamiliar with, or perhaps intimidated by recent media yoga hype, to learn more about yoga, its history and varied practices. This site is an excellent introduction and jumping-off point for those who are curious about exploring a personal yoga practice.

**Yoga Journal** — *http://www.yogajournal.com* — the premier Western magazine of yoga practice is available as a print subscription, but the website contains a wealth of free resources, including Yoga 101 (*http://www.yogajournal.com/yoga-101*), a history of yoga (See "A Beginner's Guide to the History of Yoga": *http://www.yogajournal.com/yoga-101/the-roots-of-yoga*) and interviews with luminaries such as **Baron Baptiste**, **Deepak Chopra** and **Cyndi Lee** (see "Is Yoga a Religion?": *http://www.yogajournal.com/yoga-101/yoga-religion*).

**Yoga U Online** — *https://www.yogauonline.com/* — is a resource and subscription-based site that offers articles and practice videos based on their passionate belief about *"making the healing benefits of yoga more widely known."* The site includes a Wellness Blog, Practice Channel, and Online courses.

**YogaFit** — *https://www.yogafit.com/* — is a yoga fitness teacher training company that prepares health club and fitness facility instructors to teach yoga as exercise at the 200, 500, and 1,000 hour accredited Registered Yoga Teaching (RYT) levels. The training eliminates the traditional Sanskrit terms and incorporates other fitness moves in their training. YogaFit offers short workshops in various cities; some public libraries send their staff for training, then include yoga fitness in their programming.

**Yogasteya** — *https://yogasteya.com* — is not only the ideal site for the new yogi or yogini but it is very welcoming for all shapes, sizes and abilities. Viewers can watch varied level tutorials (gentle, energizing, powerful). Yoga-related blogs are provided along with a list of common yoga series.

*continued on page 83*

## Wandering the Web
*from page 82*

### Selected Resources List

**Baptiste, B.** (2016). *Perfectly imperfect: The art and soul of yoga practice*. Carlsbad, CA: Hay House. **Baptiste's** extensive study, from his early years to renowned yoga masters, led to the development of Baptiste Yoga, a yoga methodology for practice and teacher training, which has been presented all over the world.

**David, E.**, and **Hopper, E.** (2011). *Overcoming trauma through yoga: Reclaiming your body*. Berkeley, CA: North Atlantic Books. Those who have suffered trauma or abuse lose confidence in their bodies and minds to protect them from further harm. This book offers the healing power of connection — mind, body, and spirit — through selective yoga practice.

**Desikachar, T. K. V.** (1999). *The heart of yoga: Developing a personal practice* (rev. ed.). Rochester, VT: Inner Traditions. Readers will get a deeper look at the meanings and practices of yoga. Those who are intrigued but perhaps confused by the different schools of yoga will get a clearer picture of the varied ancient and modern practices.

**Gates, R.** (2002). *Meditations from the mat: Daily reflections on the path of yoga*. New York, NY: Anchor Books. In easily read sections for daily practice and understanding, Gates offers wisdom, coaching, and guidance on the deep transformations possible from practicing yoga mindfully.

**Saidman Yee, C.** (2015). *Yoga for life: A journey to inner peace and freedom.* New York, NY: Atria Books. **Saidman Yee** has turned an adventurous and dangerous life around with the help of practicing yoga. From her first yoga class, she felt a change within, which led her to bring yoga to the center of her life practices.

**Satchidananda, Sri Swami**. (2012). *The yoga sutras of Patanjali*. Buckingham, VA: Integral Yoga Publications. Patanjali is credited with developing the classic Sutras (thought-threads), which are at least 4,000 years old. This title is a classic introduction, covering the yogic teachings on ethics, meditation, and physical postures, as well as guidance for dealing with situations in everyday life.

### Selected Yoga DVDs

*Easy yoga: The secret to strength and balance with Peggy Cappy*. (2014). PBS. Renowned yoga teacher **Peggy Cappy** has taught yoga to those with a variety of physical limitations and has brought about a quiet revolution by reaching those who never thought they could practice yoga.

*Rodney Yee's complete yoga for beginners*. (2014). Gaiam. Presented in sections including basics, flexibility, energy, relaxation, with a bonus download for those with limited time to practice.

*Yoga for families: Connect with your kids*. (2009). Bayview Entertainment/Widowmaker. The combination of playful, careful instruction, energetic movement, and time for relaxation make this an ideal family workout.

## Rumors
*from page 80*

From **Roger Schonfeld on Facebook**: "Today, I testified before Congress about the preservation of government publications. In my remarks, I emphasized that the **Federal Depository Library Program** should be better aligned with modern library best practices for preservation in both print and digital formats. The panel on which I testified (which also included **Robin L. Dale**!) begins at 21:30."

*https://m.youtube.com/watch?feature=youtu.be&v=SUM9CQTE9P8*

*continued on page 85*

# Library Analytics: Shaping the Future — The Future of Libraries is Analytics

Column Editors: **John McDonald** (EBSCO Information Services) <johnmcdonald@ebsco.com>

and **Kathleen McEvoy** (EBSCO Information Services) <k.mcevoy@ebsco.com>

Among all the areas of intense research and excitement in libraries right now, library data analytics ranks at or near the top. Research into collections usage, space utilization, information literacy, research indicators, and all manner of return on investment (ROI) measures are being collected and analyzed so librarians and their libraries can quantify their value and contribution to the institution's mission — usually in the form of student learning outcomes or faculty research productivity. Data and analytics are such hot topics that the word "data" ranked fifth in a word cloud of the **2016 Charleston Conference** program, just behind Library, Libraries, Charleston, and Collection(s). "Usage," "analysis," and "assessment" also ranked in the top 50 words for the conference. So not only is the future of libraries, analytics, but it is also the present as well!

It no longer goes without question that libraries are a positive benefit to the university or institution. In general, yes, most reasonable academics and administrators know implicitly that the library and all of its systems, services, and collections contribute positively to the research and teaching of the institution. But in an era of big data and analytics across all industries and across all units of the university, quantifying exactly what that contribution is to the university's success and what exactly a library does that can be enhanced with further resources is a question that we are much closer to answering. The future health of libraries will be determined by analytical assessment in myriad ways — libraries that are able to tell their own stories within the context of the institution will be able to explain how they are contributing to the mission, how resources are being prudently managed, and will be able to advocate for increased resources. Analytics can show how well libraries are doing and what they can do better, or even what they are not doing well and how they can improve. As **Oakleaf**, **Walter**, and **Brown** pointed out in their recent article *The Academic Library and the Promise of NGDLE*, "This burgeoning research stream is building a picture of the role that student engagement in library services and resources plays in helping students learn, persist, and graduate."[1]

While funding and resource allocation remains a primary motivating force for many librarians, being able to indicate how a variety of collaborations or interactions (between students and faculty and the library) provide benefits to the research and learning enterprise is extremely important. The pace of change for libraries has accelerated the price paid by libraries who can't tell their stories with evidence. The stakes have never been higher. And that's what led us to propose an ongoing column for ***Against the Grain*** centered on Data & Analytics.

Multiple library assessment conferences are held in both the United States and worldwide regularly and many other regional library meetings have a partial or total focus on a variety of assessment topics, including content usage, services and performance metrics, and learning outcomes. Major projects focusing on assessment and analytics have happened in recent years or are near completion. To highlight a few from around the globe, there was the Library Impact Data Project from the **University of Huddersfield** in the United Kingdom, the Library Cube project from the **University of Wollongong**, the **University of Minnesota's** Library Data and Student Success project, and the **ACRL** Academic Library Impact on Student Learning and Success project and reports. The Library Impact Data Project sought to examine the correlation between library usage and degree attainment among institutions in the United Kingdom and found that "the project has successfully demonstrated that there is a statistically significant relationship between student attainment and two of the indicators — e-resources use and book borrowing statistics — and that this relationship has been shown to be true across all eight partners in the project that provided data for these indicators."[2] The Library Cube Project was an initiative by the **University of Wollongong** in Australia to build a database with collecting and reporting functionality to analysis library usage and student performance. Authors **Cox** and **Jantti** found that "There is a strong relationship between the average marks for each level of resource usage and student marks, and (with a few notable exceptions), this relationship holds for many views of the data."[3] The Library Data and Student Success project at the **University of Minnesota**, has found quantitative evidence that library service and collections usage contribute positively to student degree complete, student retention, and first year student success.[4] **ACRL's** newest report, Academic Library Impact on Student Learning and Success, highlights over 50 studies during the 3rd and 4th project years of their Assessment in Action program, and concludes that *students benefit from library instruction in their initial coursework, library use increases student success, collaborative academic programs and services involving the library enhance student learning, information literacy instruction strengthens general education outcomes, and library research consultations boost student learning.*[5]


One key theme running through all these projects (and additional individual research projects at various libraries) is the fact that librarians have more granular ways to collect data now, some tools to analyze it, and more analytical skills to understand it. Formerly, processes to count usage were frequently manual and even when information systems like traditional library OPACs and then ILS systems were involved, those systems had less than optimal processes for querying, displaying and extracting data and fewer good processes for analysis and display of data. Even today, the current state of library information systems continues to perpetuate a siloed, fragmented, and scattered approach to reporting data. At a recent meeting one author attended, a group of twenty librarians unanimously confirmed that their current workflows always include extracting data to Microsoft Excel to manage, manipulate, and graph data. Even when librarians have access to and the skills to leverage advanced tools like Tableau, they still must extract data from disparate library systems, sometimes even logged manually, in order to import it into these advanced tools.

Our goal for this column is to introduce a new data-centered analytics topic in each issue and highlight current research on the topic. The following general themes will be explored in forthcoming columns — collections usage and business models, open access and open educational resources usage, eBook usage and anal-

*continued on page 85*

**Library Analytics ...**
*from page 84*

ysis, article level metrics and altmetrics, standards development, and tools and visualization techniques. We believe analytics will have a tremendous impact on the future of libraries and we believe the data is there to support the impact libraries can have on student outcomes and faculty research. By highlighting current issues and focusing on the role analytics can play in resolving and innovating around these issues, we believe libraries are well-positioned to posit solutions to the challenges we face and create a future that is data-driven and expands the role of libraries and librarians.

**Endnotes**

1. **Oakleaf, Megan**, **Scott Walter**, **Malcolm Brown** (2017). "The Academic Library and the Promise of NGDLE," Educause Review, Published online at: *http://er.educause.edu/articles/2017/8/the-academic-library-and-the-promise-of-ngdle*. Accessed August 14, 2017.

2. **Stone Graham** and **Ramsden, Bryony** (2013). "Library Impact Data Project: looking for the link between library usage and student attainment." College and Research Libraries, 74 (6). pp. 546-559. Published online at: *http://eprints.hud.ac.uk/id/eprint/15038/5/546.full.pdf*. Viewed August 17, 2017.

3. **Cox, Brian** and **Margie Jantti**. (2012). "Discovering the Impact of Library Use and Student Success." Educause Review. Available: *http://er.educause.edu/articles/2012/7/discovering-the-impact-of-library-use-and-student-performance*. Accessed August 17, 2017.

4. **Soria, Krista**, **Shane Nakerud**, **Jan Fransen**, et. Al. All papers available: *http://librarydatastudentsuccess.blogspot.com/p/presentations-and-papers.html*. Accessed August 17, 2015.

5. **Association of College and Research Libraries**. "Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects." Prepared by **Karen Brown** with contributions by **Kara J. Malenfant**. Chicago: Association of College and Research Libraries, 2017. Published online at *www.acrl.ala.org/value*. Accessed August 17, 2015.



**Rumors**
*from page 83*

There was a retirement party for **Chuck Hamaker** at **UNC-Charlotte** a few weeks ago. I was so sorry I couldn't attend. But what a great picture of **Chuck** with his **Emeritus Certificate** to memorialize the occasion! Plus we will see him in **Charleston** at the **Charlotte Initiative Symposium**. *www.2017charlestonlibraryconference.sched.org/*

Speaking of missing things, we were sorry not to be at the **Frankfurt Book Fair** where **Springer Nature's Bookmetrix** was launched. Bookmetrix is a platform that brings together citations, downloads and altmetrics for books and chapters, and is extending its scope by providing insights into the reach and impact of **Springer Nature's** various eBook collections. *springernature.com*

**We are about out of gas but we saved the best for last!!! Carol Apollo** is helping with social media for ***ATG*** and with podcasts. **Carol** used to live in Gilbert near where **Leah** is based but she has recently moved back up north. However, **Carol** will be at the **Charleston Conference**! She will also be helping with **the podcast at the conference in the Gaillard Center lobby** as well as recording takeaways and comments from **Charleston Conference** attendees! *http://atgthepodcast.libsyn.com/podcast/atgthepodcast-039-libraries-and-social-media-with-carol-apollo*

## Reports of Meetings — 36th Annual Charleston Conference

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

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

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

*In this issue of* ***ATG*** *you will find the fifth installment of 2016 conference reports. The first four installments can be found in* ***ATG v.29#1, February 2017****,* ***v.29#2, April 2017****,* ***v.29#3, June 2017****, and* ***v.29#4, September 2017****. We will publish the remaining 2016 reports in the next issue and due to an inadvertent error, some remaining Thursday and Friday reports will be included as well. Reports from the* ***2017 Charleston Conference*** *will begin publishing in the* ***February 2018*** *issue of* ***ATG****. —* ***RKK***

### FRIDAY, NOVEMBER 4, 2016
### AFTERNOON CONCURRENT SESSIONS

***Shotgun Session: Management and Out of the Box Thinking/ Entrepreneurship*** — Presented by **Glenda Alvin** (Moderator, Tennessee State University); **Anita Day** (University of Nevada); **Robert Heaton** (Utah State University); **Gail Julian** (Clemson University); **Jacqueline Nash** (University of the West Indies); **Michael Rodriguez** (University of Connecticut)

Presentations:

- Technical Services: Off-Campus and Lovin' It (**Julian**)
- A R(eally) F(un) P(rocess) – Surviving an RFP (**Day**)
- Catching their Attention. Using non-formal information sources to captivate and motivate undergraduates during library sessions (**Nash**)
- Library Workflow Exchange: Because Your Library Already Answered the Question We Have (**Heaton**)
- The Noble Science of Naming Convention (**Rodriguez**)

Reported by: **Glenda Alvin** (Tennessee State University) <galvin@Tnstate.edu>

The session consisted of five individual six minute and forty seconds presentations from librarians who had implemented innovative thinking and techniques to enhance services. **Julian** shared some of the pros and cons of her department's move to an offsite location, which was illustrated by photos of the layout and furnishings. **Day** ran through the important points of putting together an effective RFP and provided lessons learned. **Nash** stressed the relevance of using students' life experiences and "non-formal" sources to energize their interests in research and writing. She was followed by **Heaton**, who provided information on the Library Workflow Exchange, an online source created to store best practices and institutional processes and procedures. **Rodriguez** was the final speaker. He shared ways to have consistent naming conventions or nomenclature for library staff online and print archives, which include minutes, email, correspondence, price quotes and other documentation.

***Boom and Bust: Short-Term Loans Five Years Later*** — Presented by **Lea Currie** (University of Kansas Libraries); **Sherri Brown** (University of Kansas Libraries)

*NOTE:* ***Currie*** *was unable to attend or present at this session. Her contributions were incorporated in the presentation by* ***Sherri Brown****.*

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

**University of Kansas (KU)** librarians argued that short-term loans (STL) are not a cost-saving measure for libraries after a dramatic rise in STL expenditures since 2011. **KU** re-assessed their STL and print demand-driven acquisitions (PDDA), electronic demand-driven acquisitions (eDDA), and eBook spending. Librarians faced the rising cost of and narrowing usage parameters of demand-driven acquisitions (DDA), and a decreasing collections budget. By 2014 STL prices increased from 5-10% of the book cost to as much as 30-35% of book cost. There was a 277% overall increase of cost of eBooks for **KU**. As a result, **KU** reduced the number of STLS from 3 to 2 before autopurchase, and converted their eBook approval plan items to DDA, preferring eDDA over pDDA. This has allowed **KU** to substantially reduce their total expenditures including eDDA STLs. Next steps include changing preferred eBook format for eDDA items; initiating the **APEX** program from **YBP**; turning off all publishers with STL costs higher than 35%; and establishing a shared eDDA program with a neighboring institution.

***Content as a Community Asset: What Happens When It Loses Its Traditional Container?*** — Presented by **Ronda Rowe** (University of Texas at Austin); **Ove Kahler** (Brill); **Tom Beyer** (PubFactory); **Wendy Queen** (Project MUSE, The Johns Hopkins University Press)

Reported by: **Julie Blake** (Franklin University Nationwide Library) <julie.blake@franklin.edu>

We're used to traditional units of information — journals, articles, books, chapters; those containers provide context for the enclosed information. What happens when those become less useful and new units are needed? How are those supported? What are the limitations? This panel addressed these issues.

continued on page 87

**And They Were There**
*from page 86*

**Kahler** noted that **Brill** is redesigning its website to support more content types and containers together due to confusion about the distinctions. **Queen** talked about working at the paragraph level, while juggling various publisher views. She also mentioned complications with synchronizing technology and linked data, though she noted that the vendor/brand may now be considered a container of sorts.

Some panelists mentioned challenging factors.

- Containers are partly for selling/marketing things. What happens when there's no sale involved, as for open access items?
- The developer noted that he could make a platform geared toward any form of content, yet was somewhat constrained by a need to provide page numbers to support various citation styles, or customized links to materials that may include information from multiple sources.
- Ancillary materials, authentication, and indexing are still problematic.
- Librarians are used to buying by the container. It's difficult to market and/or pay for interdisciplinary or multi-format options.



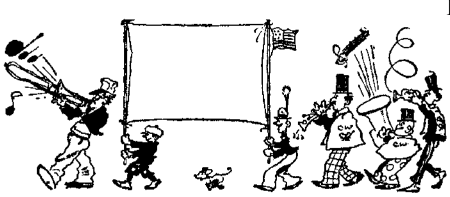
---

***Library Consortia and Article Processing Charges: An International Survey*** — Presented by **Tony Horava** (University of Ottawa); **Monica Ward** (Canadian Research Knowledge Network)

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

---

**Horava** outlined the context and issues surrounding APCs, and recent research. Funders seek transparent, competitive and reasonably priced APCs. Can consortia influence the APC market as they successfully do with traditional publishing? The session gave results of a 2015 survey of the 166 **International Coalition of Library Consortia (ICOLC)** members, regarding the goals, challenges, risks and opportunities for consortia to negotiate APC terms. **Ward** presented findings, full results being in the December 2016 issue of *Serials Review* (42(4): 280-92). From the 34 responses received (20% response rate), 30% had negotiated APC terms under any model. Overall, members had not created much pressure to focus on APCs. The main concerns specific to consortial negotiations included difficulty with communications due to many layers from consortia to authors; and difficulty incorporating APCs into the overall negotiations strategy, including getting a sense of the importance of APCs to members. A concern with skewing the market was also expressed, creating "free" publishing from one publisher and "not free" from another. The opportunity for consortia to obtain more favourable terms than individual libraries was also noted. **Horava** pointed out the absence of precedents, the need for a well thought out strategy, and need for benchmarks of success.



---

***Cerebral Hemispheres of Scholarly Communication*** — Presented by **Jesse Koennecke** (Cornell University Library); **Boaz Nadav-Manes** (Brown University Library); **Emily Farrell** (DeGruyter); **Galadriel Chilton** (Ivy Plus libraries)

*NOTE:* ***Boaz Nadav-Manes*** *served as convener and moderator.* ***Terry Ehling*** *(Project MUSE) joined the panel.*

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

---

**Nadav-Manes** provided opening remarks about framing the topic of a much needed collaboration between press / library / publisher and addressed the many questions that can be asked going forward. **Koennecke** described various scenarios for funding ("getting to $25,000"): crowd sourcing (e.g., **Knowledge Unlatched**), funding from the institution that forgives the debt (e.g., a fully funded university press, seen as part of the university mission, similar to the library), a new press consolidating funds (e.g., **Amherst College Press** that combines endowment funds for collections and money saved from subscription cancellations). Grants can fund experimentation, he pointed out. Per **Chilton**, the cerebral cortex is the source for differentiating conflicting thoughts (executive function) — "the good" (teaching, learning, global discoveries, series works, support of scholars), and "the bad" (determining costs of scholarly book publication, design, marketing, accounting). New knowledge can be created, involving faculty and libraries, by creating for credit apprenticeships, expanding learning, decreasing university press overhead while pulling in more (new) experience and encouraging partnerships. **Ehling** overviewed the reality of the university press world. In 2016, 22% (30) U.S. presses report to libraries. The work of acquisition editors is to cultivate networks, hold on to tenured faculty. University presses compete with small publishers. Using the corpus collosum analogy, **Ehling** indicated that libraries understand the institutional cohort, and university press acquisition editors can cultivate relationships with

*continued on page 88*

subject specialists (in the library). **Farrell** described a university press vs library dichotomy: editors have ties with authors, while sales matters are tied to libraries. There are connection opportunities, for editorial curation (e.g., a pilot project for a front list solution), or for connecting editorial expertise to libraries through sales. Misfirings happen since deep networks may exist in domains and fields. User experience studies may help, as might connections to early career researchers. Audience participation abounded, including comments about how the market fails when it can't support narrow scholarship, and that it can take a university press three years to clear costs. Usage (sales) are seen by editorial boards but are not transparent. In German speaking European countries, narrow fields can get funds for print subsidy.

***The Nuts & Bolts of Supporting Change and Transformation for Research Librarians*** — Presented by **Heidi Tebbe** (North Carolina State University); **Mira Waller** (North Carolina State University Libraries)

Reported by: **Rob Tench** (Old Dominion University) <ftench@odu.edu>

Professional development is important and progressive at **North Carolina State University Libraries** as **Tebbe** and **Waller** capably demonstrated in their well-organized and information packed session. Programs at **NCSU** are expected to not only provide participants with the skills and tools necessary to meet the evolving needs of a 21st century research and scholarly community but also to place staff members in a position to be essential partners with research faculty across campus. To that end, **NCSU Libraries** have developed three excellent programs: a Data and Visualization Institute for Librarians, a Visualization Discussion series, and a Research Data Committee. The presenters skillfully and articulately shared each initiative's early development, how the models evolved, and the challenges staff overcame to make the programs effective and efficient. Some of the biggest concerns of developers and planners were logistics, staff time, and sustainability. Equally important, the presenters speculated about future initiative opportunities and directions. They agreed that strategic networking and continued emphasis on visualization are crucial for future success. Overall, their biggest takeaway was that cooperation, flexibility, and an emphasis on quality rather than on quantity are essential for planning and maintaining staff development programs of this scale and complexity.

***Open Access: Tackling the Issues of Organization within Libraries*** — Presented by **Catherine Morse** (University of Michigan); **Sven Fund** (Knowledge Unlatched)

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

**Morse** and **Fund** led a collaborative presentation on the landscape of OA publishing and its impact on libraries. **Fund** provided historical perspective on OA publishing and discussed the increasing conflict around resources of attention, money, and time between OA and non-OA publications. **Fund** also discussed the **Knowledge Unlatched** initiative and indicated a continued focus on the humanities and social sciences, with a future plan to include journals in the project.

**Morse** spoke on changes to the work of subject liaisons, who are often spending less time doing resource selection, due to approval plans, shelf-ready programs, discovery systems, and more. She asked the question, "How do we value what is free?" and pointed out that many traditional library workflows favor purchased content over free OA content. She suggested subject-based OA collections as one method to improve OA material implementation for subject librarians, making it easier for them to advocate for, market, and add OA materials to their collections.

***Rolling the Dice and Playing with Numbers: Statistical Realities and Responses*** — Presented by **Natasha Cooper** (Syracuse University); **Nancy Turner** (Temple University Libraries); **Michael Poulin** (Colgate University Libraries); **Kimberly Nolan** (State University of New York Upstate Medical University)

Reported by: **Kathleen Spring** (Linfield College, Nicholson Library) <kspring@linfield.edu>

Academic librarians often struggle with gathering collections-related statistics in support of external reporting requirements (e.g., **IPEDS**, **ARL**, **ACRL**). This panel discussed some of the challenges librarians face and offered suggestions for working through these difficulties. Librarians can easily spend an entire day trying to gather the data to answer a single question on a survey. Definitions are often convoluted and don't match up with the ways in which data can be easily retrieved or compared across institutions. Because of this, **Poulin** argued for vastly simplified definitions. **Nolan** stressed the importance of documenting local processes used to extract and massage data. Although **Nolan** advocated for libraries re-using statistics to communicate the value they bring to their communities, **Turner** was not as convinced this type of data actually demonstrates value. Maintaining consistency in definition of a metric over time can be difficult, making it hard to spot trends; beyond this, it can also be a challenge to identify metrics that will stay relevant over time. **Cooper** provided framing remarks for the session and moderated the robust question and answer period with the audience.

***Changing How Monographs Are Acquired in Response to Evolving Needs*** — Presented by **Denise Koufogiannakis** (University of Alberta Libraries); **Trish Chatterley** (University of Alberta Libraries)

*NOTE: **Trish Chatterley** (University of Alberta) did not present.*

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

In 2014, the **University of Alberta Libraries** moved from a distributed, slip-based selection model to an approval-only, e-preferred, PDA-led, centralized acquisitions model led by the Collections Strategies Unit.

The process of centralizing collection and acquisition activities was driven by factors such as staff reduction, budget cuts, and a change in preferred supplier for monographs. All individual selections were eliminated, all publisher front list purchases moved to e-preferred, and fund codes reduced to one approval and one firm order code per library. Approval profiles were adjusted to exclude publishers with front-list package agreements.

Despite the move to e-preferred collecting, it was noted that purchases remain primarily print, due to a commitment to honor requests from faculty for print materials. The average cost per title remains lowest for print, while DDA has the highest cost per title. The library system is attempting to negotiate discount plans for eBooks, to further close the gap in cost per title. Cost per use data has not yet been compiled or reported.

Impacts of the change include reduced or redirected spending, changes in staff and liaison roles, and stabilized library-vendor relationships. The impact on the collections will be determined at a later date.

***DDA Management with Predictive Modeling*** — Presented by **John Vickery** (North Carolina State University)

Reported by: **Susan Martin** (University of Chicago) <smartin28@uchicago.edu>

*continued on page 89*

**And They Were There**
*from page 88*

This session was the very definition of innovation. **Vickery** presented his decision tree model designed to identify which titles in a DDA pool were likely to be purchased within the first 12 months of being added to a discovery layer. The goal of the model was to assist in DDA budget planning, but it also provided a deeper understanding of the collection and patron behavior. **Vickery** provided an informative "how to" session. His tools were simple: a knowledge base created from four years of the **NCSU Libraries'** DDA purchase data and Syndetics summary descriptions, a SAS Enterprise Miner and Base SAS and Python scripts. His results successfully predicted 45 of the 556 purchased titles from a set of 9,769 titles. The greater success was predicting the titles that would not be purchased, correctly identifying the 8,972 non-purchased titles. One audience member question suggested a possible new analysis: running the same test on the same set, but build a new model using **Library of Congress** subject headings instead of the summary descriptions. Would the results be similar? Which type of metadata is more accurate — Syndetics or LC? **Vickery's** presentation slides and programming scripts are available: *go.ncsu.edu/ddamodel* and *github.com/jnvickery/DDAmodel*.



***Libraries and Publishers Working Together to Ensure Access and Limit Misuse*** — Presented by **Julie Zhu** (IEEE); **Laura McNamara** (Thomas Jefferson University); **Aaron Wood** (American Psychological Association); **Paul Butler** (Ball State University)

Reported by: **Michael Rodriguez** (University of Connecticut) <michael.a.rodriguez@uconn.edu>

This concurrent session featured two librarians and two publishers who focused on the need to safeguard library-subscribed electronic resources from so-called bad actors. **Wood** delivered a critique of Sci-Hub, a self-proclaimed "pirate website" that utilizes mostly stolen institutional login credentials to download PDFs from vendor platforms to redistribute those PDFs to Sci-Hub users. **McNamara** related tales of vendors contacting the library about breaches in which hundreds of articles were downloaded remotely via EZproxy. She also described instances of legitimate albeit suspicious-looking usage, such as when faculty members used the automatic download feature in EndNote. **McNamara** advised users to "be human" — not to automate PDF downloading and not to download more articles than they could reasonably read. **Zhu** addressed collaborations between publishers and libraries to improve both access and security. **Butler** stressed leveraging EZproxy and the EZproxy community. For example, librarians are able to share problem IP addresses on the <EZproxy@ls.suny.edu> listserv, creating a blacklist of hackers' IPs that other libraries can preemptively block. One audience member also commented on the need to secure printers and other devices from hackers seeking to exploit vulnerabilities in campus networks. This session linked access and security in new and interesting ways.

***Libraries, Censorship and 'Naked Lunch'*** — Presented by **William M. Hannay** (Schiff, Hardin, LLP); Featuring **Leala Grindstaff** (College of Charleston)

Reported by: **Julie Blake** (Franklin University Nationwide Library) <julie.blake@franklin.edu>

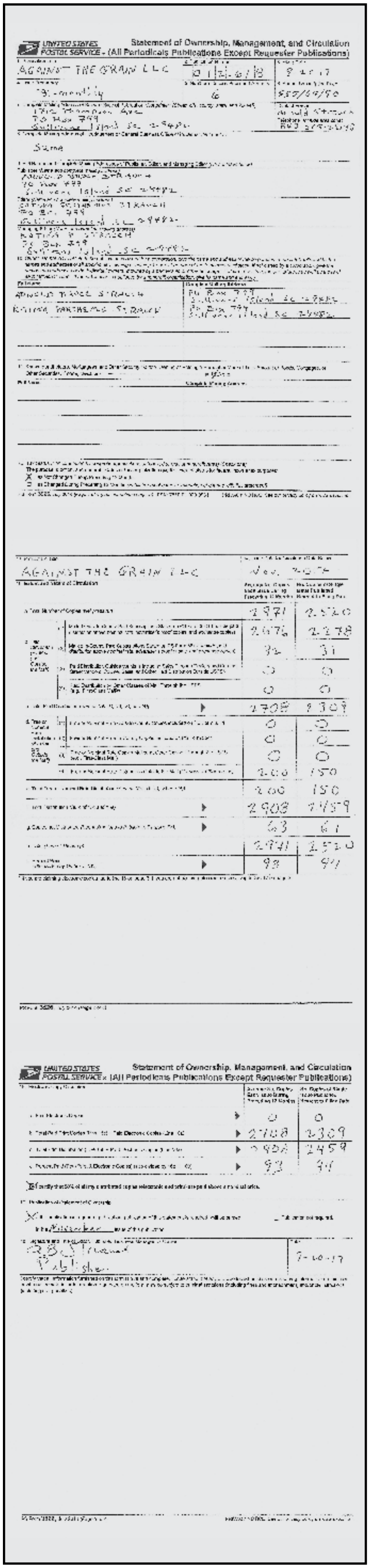
This session was billed as "A presentation by Chicago attorney **Hannay** exploring the role that libraries have played — and continue to play — in resisting and enforcing censorship." The discussion will include video excerpts of songs from the speaker's recently-produced musical comedy, "Naked Lunch: The Musical" about the Burroughs' novel's obscenity trial." **Hannay** presented a few facts and anecdotes, and the majority of the session was a presentation of four video scenes and one live scene (performed with **Grindstaff**) from his play.

***Nobody Knows and Nobody is Responsible: Issues in eBooks Workflow and Access*** — Presented by **Tina Adams** (Western Carolina University); **Paromita Biswas** (Western Carolina University)

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

**Adams** and **Biswas** introduced their session by describing what they, in their roles as electronic resources librarian and metadata librarian, encountered along with the collection development librarian as they joined the staff at **Hunter Library** at about the same time. Workflows for processing eBook packages and firm orders were not clearly established, nor were they documented. The discussion centered on the eBook workflow project they implemented. The librarians developed

*continued on page 90*


UNITED STATES POSTAL SERVICE — Statement of Ownership, Management, and Circulation (All Periodicals Publications Except Requester Publications)

## And They Were There
*from page 89*

a detailed flowchart to look for issues in processing, and they used that information in creating an eBooks checklist. With the tool Nintex Workflow for SharePoint, they created notifications and task assignments to implement the new workflow. In addition, they developed an eBook packages chart and took a retrospective look at licenses to document details about packages such as number of simultaneous users. They standardized language that users see in the catalog, so license terms are apparent. The project has benefits for both technical services and public services staff working with eBooks. A similar workflow is under consideration for databases.

---

***Shotgun Session: Digital Scholarship, Professional Development, and Scholarly Communication*** — Presented by **Rachel Fleming** (Moderator, Appalachian State University); **Tim Bucknell** (University of North Carolina, Greensboro); **Harriet Green** (University of Illinois, Urbana-Champaign); **Crystal Hampson** (University of Saskatchewan); **Hwee Ming Lim** (Singapore Management University); **Suzanne Cohen** (Cornell University)

Presentations:

- Subject Selectors and Web Archiving at Cornell University Library (**Cohen**)
- Evolving the Team, Expanding Skills for the Future: SMU Libraries' Skills Development for the Library Specialist (**Lim**)
- Towards Measuring Cost per Use of OA APCs Using Article Level Metrics (**Hampson** and **Stregger**)
- Humanities Collaborations and Research Practices: Investigating New Modes of Collaborative Humanities Scholarship (**Green**)
- Building Collaborative Library / Faculty Digital Projects (**Bucknall**)

*NOTE: **Elizabeth Stregger** (University of Saskatchewan) co-presented with **Crystal Hampson**; **Angela Courtney** (Indiana University, Bloomington) co-presented with **Harriet Green**.*

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

---

Comprised of five six-minute-and-forty-seconds "petcha kutcha" sessions, the theme of these lightning rounds centered on digital scholarship, scholarly communication, and organizational structure in libraries. Beginning the hour, **Cohen** presented on the collection development implications of web archiving at **Cornell University** in terms of History and memory, subject area content, and special collections archiving. **Lim** followed, detailing the reorganization of the **SMU** campus library and providing insight on the importance of fostering team dynamics, unlearning legacy practices, and breaking down departmental silos. Next, **Hampson** and **Stregger** advocated for the use of article level metrics to measure cost per use to support collection development decision-making and resource assessment. Project collaborators **Green** and **Courtney** followed with a presentation on the preliminary findings of a multi-institution research endeavor, Humanities Collaborations and Research Practices (HCRP), discussing trends in project management, data curation, and research practices in digital scholarship. Tips for successful competitive grant writing closed the session, with **Bucknell** providing insight into the pilot year of the Digital Partners grant program at **UNCG** and the challenges associated with long term hosting of digital projects.

---

***A Tale of Two Campuses: Open Educational Resources in Florida and California Academic Institutions*** — Presented by **Alejandra Nann** (University of San Diego); **Julia Hess** (University of San Diego); **John Raible** (University of Central Florida); **Sarah Norris** (University of Central Florida)

Reported by: **Ibironke Lawal** (Virginia Commonwealth University) <ilawal@vcu.edu>

---

Textbook Affordability (TA) is an issue shared by many institutions across the nation. This session brings to the forefront, the different approaches, employed by institutions to combat the problem. The two institutions are examples of a small (**University of San Diego**) and very large institutions (**University of Central Florida**). The presenters discussed TA and Open Educational Resources (OER) as a component of it. Both states have legislations which are supposed to protect students from skyrocketing prices of college textbooks. Improvement to the California law has Community College Zero-Textbook-Cost-Degree Grant. As an incentive, **University of San Diego** awards a stipend of one thousand dollars to faculty who can find an alternative to a regular textbook for their courses. In another program, faculty gets $250 for a review of an open source textbook.

*continued on page 91*

At the **University of Central Florida**, the library takes on a significant role. They form a working group with faculty and other stakeholders to find OER materials particularly for very large classes such as General Education courses. They also encourage faculty to use OpenStax books as well as library owned subscriptions. Both institutions make an effort to work in collaboration with the University bookstores rather than compete with them.

Evaluation shows significant cost savings for the students.

---

***Charleston Premiers: Five Minute Previews of the New and Noteworthy*** — Presented by **Trey Shelton** (Moderator, University of Florida)

Participating Companies (in alphabetical order):

- AIP Publishing
- Bloomsbury
- Foios
- JSTOR
- McGraw Hill Education
- Project MUSE
- PSI Ltd.
- Overleaf
- Springer Nature
- Yewno

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

---

The session, held on Saturday mornings in the recent past, was no less informative (and fast-paced) in its new Friday afternoon time slot. **Shelly Miller** (**Overleaf**) overviewed the three markets served by the company's products — users, publishers, and societies and the advantages of the cloud for serving institutions (for author programs), graduate schools, even IT Departments that support libraries. **Colleen Hunter** (**Yewno**) quoted the profound "What you know is a drop; what you don't know is an ocean" as a way to describe **Yewno**. It mimics the brain, increases engagement, through nodes and lines, one can see relationships. It can be integrated into search tools. **Justin Spence** (**PSI, Ltd**) describes the endeavor of vetting IP addresses to clean up flawed information. Working with about 170 publishers and hundreds of libraries, and serving as a clearinghouse, **PSI** launched its beta registry site two weeks prior to the conference. **Wendy Queen** (**Project MUSE**) briefly reviewed the twenty year evolution (with **Mellon Foundation** and **NEH** grant support) to the present day, and the newest endeavor — a linked data environment pulling together **Black Press in America** resources. **Michael DiSanto** (**Springer Nature**) described the new product, Nano, an English language platform that pulls together nanoscience and nanotechnology information from many sources. **Adam Chesler** (**AIP Publishing**) described a new product, *eSpectra: Surface Science Spectroscopy* that is a journal of data, set to launch in 2017. It permits users to search, find, store, and upload their own data, and has the capabilities of plotting and comparing data. He invited business model comments. **Kalle Covert** (**McGraw Hill Education**) described DataVis, a new feature of the Access Engineering portfolio that became available in July 2016. It is now possible to see relationships between numbers and material properties (e.g., an airplane's tensile strength), and there's a related content widget. **Valerie Yaw** (**Books at JSTOR**) described the new open access book collection that features cross-searchability between chapters and **JSTOR** journals, and that can be added to libraries' online catalogs. **James Lingle** (**Bloomsbury Fashion Central**) described **Berg Fashion Library** as a sister product to **Fashion Photography Archive**. It brings together eBooks and primary information resources on fashion. There are lesson plans and contextual commentary, and fair use (for images that **Bloomsbury** owns). Even if products weren't relevant to attendees' current professional realms, hearing about a potpourri of new products and features expanded everyone's horizons. Moderator **Shelton** ended the session by giving thanks for the behind the scenes support needed for pulling together this session, everything from selection of vendors to present and the coaching of speakers. See also the conference blog report by **Don Hawkins** for more detail, including screen shots.

---

*That's all the reports we have room for in this issue. Watch for the final batch of reports from the **2016 Charleston Conference** to appear in the next issue 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.charleston-libraryconference.com**. — **KS***

# Don's Conference Notes

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

## Striking A Balance: The 39th SSP Annual Meeting

***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/2017/11/v29-5-dons-conference-notes-SSP**. — **DTH***

A record number of attendees — 970 on-site and 40 virtual — gathered at the Sheraton Waterfront Hotel in the historic city of Boston on May 31-June 2, 2017 for the 39th annual meeting of the **Society for Scholarly Publishing (SSP)**.

**Rick Anderson** *(Photo courtesy of **Society for Scholarly Publishing**)*

The theme of the meeting was "Striking a Balance: Embracing Change While Preserving Tradition in Scholarly Communications." Attendees were treated to a plethora of pre-conference seminars, plenary addresses, panel discussions, concurrent sessions, and an excellent exhibit hall featuring the products and services of nearly 60 exhibitors. One of the highlights of the meeting was the unveiling of **SSP's** new modernized logo by **SSP** President **Rick Anderson**, Associate Dean for Collections and Scholarly Communication, **J. Willard Marriott Library**, **University of Utah**.

### Opening Keynote

The opening keynote by **Paula Stephan**, Professor of Economics, **Georgia State University**, reviewed the changing research landscape and its effect on publishing.

She noted that although PhD production in the U.S. continues to grow, many new PhDs do not have a commitment when they finish their work, so they become postdocs. Most postdoc fellows have a strong preference for research faculty positions, but the competition for those positions is very strong, so the supply of postdocs greatly exceeds the demand for tenure-track positons.

**Paula Stephan**

Publications are a necessary condition for getting out of what **Stephan** called "postdoc jail." Many postdocs are willing to work long hours for low salaries and without fringe benefits because they genuinely like the work, but it is absolutely crucial for them to publish their results and be a first author. Many new PhDs, especially in the physical sciences, work in industrial firms that do more applied research than R&D and hence it is difficult for them to publish. The decline of large industrial research labs like **Bell Labs** has exacerbated this situation.

U.S. universities now operate like high-end shopping malls and are building facilities with ample resources and reputations to attract good students. They lease the facilities to faculty members in the form of indirect costs on grants. Funding is all important for principal investigators; "publish or perish" has become "funding or perish." Investigators' labs are staffed by postdocs and graduate students who play a key role in publishing. The importance of funding raises the importance of publications; the associated bibliometrics play a key role in grant reviews. Formerly limited to physical sciences fields, this model is now spreading to the social sciences and humanities and is also being copied internationally.

Risk aversion is also becoming important because if a project is not virtually certain to be successful, it will not be funded; advances based on transformative research are less likely to occur. Novel research is therefore risky and rare, and highly novel research is very rare. The implications for publishing are that researchers place a heavy reliance on short-term bibliometric measures and are tempted by quick measures such as those in Google Scholar.

### Thursday Keynote: Science and the Trump Administration: What's Next

**Jeffrey Mervis**, a reporter for *Science* magazine, opened the second day of the conference with a discussion of funding, policies, and people affecting research in the federal government. He noted that there is no national science policy and no line in the federal budget for science even though the budget has already been sent to Congress. Nobody in the present cabinet has any scientific credentials or interaction with the scientific community.

**Jeffrey Mervis**

There are three components of government policy:

1. *People*. The two leading agencies supporting research, **NIH** and **NSF**, have had minimal disruptions. The Census Bureau is the agency most urgently in need of a new leader because of the upcoming 2020 census.
2. *Budget*. Money is the first thing people think about when they consider how the President can affect science. The budget proposals submitted to Congress call for deep cuts to civilian research and a shift toward the military. The administration seems to be saying that there is insufficient evidence that research is a good investment.
3. *Ideas*. **Trump** has proposed $1 billion to rebuild the infrastructure, and lobbyists have pushed to rebuild the research infrastructure. There is no mention of a science component in the current budget request. We need fresh ways to define the value of science.

### Changes in Academic Book Publishing Models

Librarians have projected that eBook usage will plateau in 2017, even though budgets are projected to rise 5%. A standing-room-only audience at this session heard four panelists discuss the challenges of exposing the content of book chapters and changing the way books are packaged.

**Katherine Stebbins McCaffrey**, Research Associate at the **Harvard Business School**, likened eBooks to butterflies that have forgotten their caterpillar days (researchers have discovered that butterflies retain a memory of their caterpillar environment). Books have been going through a metamorphosis and do not seem to be at home in their present environment. For example:

1. Shelves matter; books were grouped by topic and genre, so once you knew about a book, it was easy to find others.
2. Books have a uniform flexible shareable format that has not changed over time, so they are easy to read many times.

*continued on page 93*

eBooks do not have these advantages because they are not all in the same format.

3. Citations lead to other things to read, but eBooks either do not have citations to other reading, or the citations were added as an afterthought.

**Vivian Berghan**, Managing Director and Journals Editorial Director at **Berghan Books** (an independent publisher of scholarly books and journals in the humanities and social sciences), said that some things in the current way we are displaying and selling our books are working, but others are not. Print sales are steady; eBook sales are increasing; and user engagement on social media is growing. It is necessary to apply a journals mentality to books and treat chapters like articles. But bounce rates are high, and user retention is not working. Book users are not being retained because systems encourage people to move on with one click to see what else has been published, and on many book pages, there are few places for users to go. Metadata for books needs to be enhanced, and many sites need to be redesigned.

**Brigitte Shull**, Sr. VP, **Cambridge University Press (CUP)**, said that the rise of publisher platforms has improved the outlook for books because:

- Improved search functionality has helped researchers quickly connect with relevant content,
- Combined book and journal platforms have provided value for libraries, and
- The rise of evidence-based acquisition opens discovery of all content types without a paywall.

**CUP** has combined its book and journals platforms into one: Cambridge Core, which operates on an agile model of constant improvement.

**Richard Kobel**, VP, Business Development, **Scope eKnowledge Center** (a provider of knowledge services to specialized information providers), said that metadata and workflow are both important. Metadata has been regarded as core information about a document, but there is really a value chain of bibliographic, descriptive, and semantic metadata that increases the value of the user experience and drives discoverability. Good descriptive metadata is the foundation for enriching content and the core of a successful discovery strategy.

Author abstracts are a challenge because writing them increases an author's workload. Many authors do not know how to generate good metadata, so their abstracts tend to be subjective and unstructured. Scope has developed a service called ConSCIse to provide semi-automated development of abstracts and keywords.

## Walking With Giants: New Agendas for University and Society Presses

The role of publishers is changing from simply providing publication services to a "one-stop shop" for authors, who are increasingly looking for higher levels of services to drive the visibility of their publications. Publishers must consider their sustainability and mission, evolving author and infrastructure needs, new metrics, and a new culture of openness.

**Elaine Lasda**, Associate Librarian at the State **University of New York (SUNY) Albany**, described how metrics are being used in the library's collection process. **SUNY Albany's** budgets have remained flat, so subject librarians decided what metrics they would use. The main factors are cost/use and, to a lesser extent, the impact factor. Usage metrics received from publishers must be converted to the proper format for analysis, which increases library staff workloads. Altmetrics can help solve some of these problems because disciplinary boundaries become less important.

**Amy Brand**, Director of the **MIT Press**, said that university-based publishing has become a suite of services for authors, and the publisher's role is still to maximize the readership of an author's work. "Host it and they will come" is not a viable solution for most academic authors. University presses cannot keep doing what they have always done. Their values are different than commercial publishers; libraries and presses must very much work together.

**MIT Press** has recently taken several innovative steps:

- An Espresso Book Machine has been installed in its bookstore.
- The backlist is being digitized by the Internet Archive.
- Partnerships with the **New York Public Library**, **JSTOR**, and **Yewno** have been established.
- Altmetric data are provided to authors, which they appreciate very much because they can use the data to publicize the impact of their research.

**Charles Watkinson**, Director of the **University of Michigan (UM) Press**, noted that the changing behavior of students is impacting the revenues of the press. Presses must think about their sustainability and potential new revenue sources. Altmetrics can tell the story of the press to its parent institution and can also support small niche journals that otherwise would not be published. **UM Press** is working with **Emory University** to develop a model publishing contract[1] that is intended for use by presses. It is oriented as a partnership, with the author being the winner.

**Patrick Hansard**, Director, Sales and Marketing, **American Psychiatric Publishing**, said that societies have a broad market responsibility as well as a need to provide for their members. Author services are improved using social media and other communications. Altmetrics speak louder than any marketing comments and are useful in validating editorial choices.

## The Future of Content and Its Containers

According to **Tom Beyer**, Director of Platform Services, **Sheridan PubFactory**, containers in the print world include journals, journal issues, and books. Their purpose is packaging, context, and value. Online containers allow multiple versions of content to be produced. The singly authored monograph has persisted, which is one reason why eBooks have not grown online. In the mainstream Internet world, news consumption has evolved, and the value of the containers includes context and additional content. Audio interfaces are appearing; the container in this world is still uncertain.

**Ove Kahler**, Director, Program Management and Global Distribution, **Brill Publishing**, said that containers are useful as long as they do not become silos. They were created in the print age for print containers, but they are still sustained in today's digital age. Containers facilitate transactions by making content saleable and distributable; the digital age allows larger chunks of content and more of them. Journals and books continue to be vital containers; the big question is how to organize their content.

**Will Schweitzer**, Director, Product and Custom Publishing, **AAAS/Science**, said that what matters is how people use a container rather than what it actually is — a unit of expression, evaluation, and how it is sold. Since 1999, the use of supplementary material for important content or context that does not fit within standard article constraints has evolved. People are now starting their searches with Google Image; we must pay attention to the services provided by the containers rather than the containers themselves.

**Tara Cataldo**, Librarian and Collections Coordinator, **University of Florida**, has been studying information choices of students from the 4th grade level through graduate school and their ability to identify containers and determine the credibility of digital resources. Containers chosen by the students included books, conference proceedings, journals, etc. It is important to know the container because it helps determine if the information source is credible.

## Friday Plenary: Product Reviews

Moderated by **David Myers**, Principal, **DMedia Associates**, this popular plenary session featured five-minute previews of new and innovative products from the following vendors:[2]

- Atypon
- BenchSci
- Code Ocean
- Crossref Event Data
- Hypothes.is
- LibLynx
- New England Journal of Medicine (NEJM) Knowledge+

*continued on page 94*

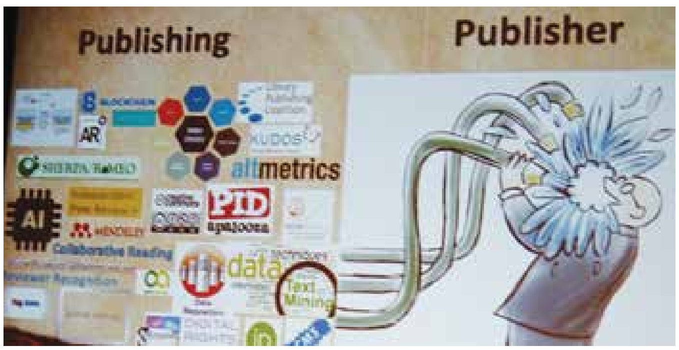
**Don's Conference Notes**
*from page 93*

- Publisher Solutions International (PSI)
- Remarq
- Scope eKnowledge ConSCIse
- Digital Science Dimensions for Publishers
- UC Press Editoria
- Fulcrum
- Zapnito

### You Are Here: An Industry Map to Journal Publishing

**Barry Davis**, Sales Representative at **Sheridan Press**, described a common problem: it is getting more and more difficult to keep up with new developments in the information industry. Twenty years ago, today's information professionals were children; some journal imprints from that period no longer exist; and predictions of the end of print were common. Today, only about 20% of the industry companies provide background to new employees on the publishing industry.

How do we stay up to date? Many people attend conferences like **SSP** and visit the exhibit halls. But there has been a 45% increase in the number of exhibitors since 2009, and 71% of today's exhibitors were not exhibiting then. **Davis** said that it has become truly more difficult to understand the full scope of the publishing industry, as this slide humorously shows.




In response to these problems, **Davis** developed a prototype "road map" to publishing to look at the full context of the industry.[3] The biggest challenge in developing an industry map such as this is keeping it up to date and deciding who can make changes to it. It is not **Sheridan's** desire to do this, so **Davis** plans to give the map to the **SSP** Education Committee; meanwhile, anyone interested in this project can contact <industrymap@sheridan.com>.

### Not all "Open" Content is Fully Discoverable: What Can Publishers and Aggregators Do?

Each type of content has its own discovery issues, and barriers often exist. This session featured discussions of three types of open scholarly content.

***Journals*** — **Lettie Conrad**, an independent consultant, noted that there are opportunities for collaborative solutions in both general web search engines and library discovery services. But stumbling blocks are difficult to avoid; it can take up to 20 clicks (!) to get to an accessible version of an article. Hardly any platform has all the useful content, so researchers will do whatever will get the job done, even to the downloading of pirated articles. A series of well-known articles by *Science* writer John Bohannon is illustrative.[4] OA is not a panacea and OA articles can be hard to find because article-level data is not handled well even by Google.

Publishers should be concerned that researchers have access to "freely available" content. While Gold OA indexing has improved, 10-50% of the articles are still inaccessible. OA must be in the library supply chain. More targeted work around the user experience and SEO is necessary.

***Monographs*** — **Charles Watkinson** said that OA data for monographs is even more fragmented than that for journals. There is still an important role available for companies that have made money on sales of books, which is a challenge for OA. He described a report that the **University of Michigan** made to the **Mellon Foundation**[5] in which readers were asked to say how they found and used an OA eBook. Almost all of the traffic came from Google; the library catalog makes only a small contribution to discovery. Social media like Twitter, LinkedIn, and blogs are also important. The *Directory of OA Books* is becoming important.[6]

***Open Educational Resources (OERs)*** — According to **Gerry Hanley**, Executive Director, **MERLOT**, OERs are extremely fragmented. Students do not know their context or content, and faculty members retain control of what they want to teach. Metadata becomes a challenge; content is often organized like the campus, and people do not know how to differentiate among different types of content. Discovery of OERs is still a cottage industry; many useful tools have been reviewed and listed by **MERLOT**.[7]

### Open Access Mega-Journals and Innovation in Scholarly Communication

OA mega-journals are fully open and have a large scale wide scope. Their approach to quality control is to consider only the technical soundness of the research they publish, not its novelty or importance. The major examples of such journals are *PLOS ONE* and **Nature's** *Scientific Reports*, which are the largest journals in the world. In some respects, these are like conventional journals: doing peer review and publishing papers in a familiar format. But they have been criticized as being repositories for sub-standard content and focusing on "bulk publishing" without regard for the novelty of the results they contain.

**Stephen Pinfeld** and **Simon Wakeling**, from the **University of Sheffield**, are conducting a study of the OA mega-journal phenomenon[8] to determine its significance on the academic research community. They interviewed 22 publishers and 9 editors and found these motivations for launching a mega-journal:

- Provide a "home for everything,"
- Effect change,
- Support open science,
- Improve system efficiency,
- Generate revenue,
- Retain rejections, and
- Address market factors.

Peer review policy is the single defining characteristic of these motives; business benefits are linked to revenue generation.

**Joerg Heber**, Editor-in-Chief, **PLOS**, described *PLOS ONE* as a leading example of a mega-journal. It takes an advocacy role in the open movement. Articles in *PLOS ON*E must be ethical, rigorous, and supported by data (which must be submitted with the article). Everything that deserves to be published will be published, without size limitations. Negative results and replication studies are important parts of the scientific record. *PLOS ONE* is different because it is not for profit, aims to be inclusive for all research, and serves the long-term interests of the academic communities that it represents. Challenges are that others have followed *PLOS ONE*'s lead (which **Heber** said is good because it promotes OA publishing), fewer submissions, content promotion, and quality control and author service. Mega-journals are differentiators in the publishing environment and can be drivers of change in academic publishing.

**Peter Suber**, Director of the **Harvard** Office for Scholarly Communication and the **Harvard** Open Access Project, and a pioneer in the OA movement, reviewed some of the advantages of OA mega-journals. They can publish faster, so they increase the speed of information flowing to readers and reduce costs. Their peer review processes are more efficient than traditional ones because they review for soundness only.

**Suber** concluded his presentation with a series of thoughtful questions surrounding mega-journals.[9]

### Closing Dessert Course: A Discussion with the Scholarly Kitchen Chefs

At the closing plenary session, the "Chefs" of **SSP's** blog, *The Scholarly Kitchen (TSK)*, gathered for a discussion that consisted of four brief presentations drawing on previous *TSK* posts with views and probing

*continued on page 95*

**Don's Conference Notes**
*from page 94*

questions relating to the future of the changing roles of publishers, libraries, research societies, and life in a post-truth world. **David Crotty**, Editor of *TSK*, began with the changing role of publishers[10] and said that content providers have noticed that there may be value in supporting research workflows and university business processes. Publishers are currently shifting from being simply content providers to becoming a full service industry. An article's metadata may be more valuable than its content; if being a content creator is no longer a viable business, what will publishers become? What services can publishers offer to provide value to the research community and can smaller publishers compete in this new market?

**Todd Carpenter**, Executive Director of **NISO**, addressed the changing role of libraries and said that library expenditures and salaries are exceeding inflation.[11] Students are at their limits and unable to borrow any more money, so the only area for growth is endowments, which many institutions do not have. If funding for government research is cut in future years and student debt continues to grow, we can expect that libraries' fiscal positions will be severely limited. Some pressing current issues that must be addressed by libraries include:

- Libraries are misaligned with their institutions. What is their current role? Do they have enough influence to ensure their position within the institution?
- Libraries seem to be one of the few communities that are deeply committed to privacy. Where more and more services are becoming customized, where does that leave the library? Have they gotten privacy considerations all wrong?[12]
- What is a library today and what are libraries' core services? How an institution defines its libraries will have major impacts on their future in the next decade.

**Robert Harrington**, Associate Executive Director, **American Mathematical Society**, examined the roles of scholarly societies[13] as they related to membership, mission and governance, advocacy and outreach, succession planning, and strategy and scale. He said that membership is declining. What does it mean to join? Does being a member sill matter? What is the relationship of the society and publishers and what are key challenges faced by society publishers?

**Kent Anderson**, CEO of **Redlink**, and **David Smith**, Head, Product Solutions, **The Institution of Engineering and Technology (The IET)**, concluded the session by examining life in a post-factual world., i.e., scientific publishing in a time of political assaults.[14] Several issues are of concern: authors seeking anonymity for safety, immigration of scientists, defunding of meetings, detention of scientists and physicians so they are not able to travel to meetings, and the free flow of information.

Publishing has morphed into a suite of services, and the scholarly record is diversifying, so publishers must be attentive to a "wake-up call": misinformation from hackers, Sci-Hub as a security threat, and an attack on the information world.[15] Some problems are caused by Silicon Valley; everything is being done by algorithms. We may have thought this is benign but it is obviously not. Algorithms are built to create and drive markets, not create knowledge; which is causing science to suffer.

---

The **2018 SSP** meeting will be in Chicago on May 30-June 1 at the Sheraton Chicago Hotel.

---

***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://modelpublishingcontract.org*
2. See the full version of this article for details on each of these vendors' offerings.
3. Illustrations of the map appear in the full version of this article.
4. For example, see *http://www.sciencemag.org/news/2016/04/whos-downloading-pirated-papers-everyone*.
5. "Mapping the Free E-book Supply Chain," available shortly at *http://www.publishing.umich.edu/projects/mapping-the-free-ebook/*.
6. *http://www.doabooks.org/*
7. *https://www.merlot.org/merlot/index.htm*
8. *http://oamj.org/*
9. See the full version of this article for a list of Suber's questions.
10. "When is a Publisher Not a Publisher? Cobbling Together the Pieces to Build a Workflow Business," *https://scholarlykitchen.sspnet.org/2017/02/09/cobbling-together-workflow-businesses/*.
11. "Library Expenditures, Salaries Outstrip Inflation," *https://scholarlykitchen.sspnet.org/2016/03/29/library-expenditures-salaries-outstrip-inflation/*.
12. "Libraries May Have Gotten the Privacy Thing All Wrong," *https://scholarlykitchen.sspnet.org/2016/06/23/libraries-may-have-gotten-the-privacy-thing-all-wrong/*.
13. "The Role of Scholarly Societies," *https://scholarlykitchen.sspnet.org/2014/09/24/the-role-of-scholarly-socieites/*.
14. "Scientific Publishing in a Time of Political Assaults," *https://scholarlykitchen.sspnet.org/2017/01/31/scientific-publishing-time-political-assaults/*.
15. "Publishing in a Time of Information Warfare—A Wakeup Call," *https://scholarlykitchen.sspnet.org/2017/04/03/publishing-in-a-time-of-information-warfare-a-wakeup-call/*.

---

**Back Talk**
*from page 102*

an environment of rapid technological development. Read more about the **IFLA** Global Vision project, which is getting energetic input from thousands of librarians and friends worldwide; results will form the basis of **IFLA's** strategy after 2018. See: *https://globalvision.ifla.org/* and join in the discussion! The **Bill and Melinda Gates Foundation** is supporting this work.

Next year, **IFLA's WLIC** will be held in Kuala Lumpur. It's always refreshing to see, as the meetings travel from one continent to another, the opportunities that are made for local professionals to travel at least to the **Congress** when it comes to their neighborhood. This year, Polish librarians had that precious opportunity, as two years ago was the case for librarians from all over sub-Saharan Africa, when **IFLA** met in Cape Town.

The work of **IFLA** is valuable for many reasons, of course. But in the end, the greatest value is the inspiration that comes from experiencing the powerful presence of libraries from many different societies — societies with their own challenges — and the collegiality that this marvelous profession breeds across all the boundaries of language, culture, religion, ethnicity, and politics from every continent but one, in endlessly animated discussion with one another. It's the **Charleston Conference** or the **Fiesole Retreat** on steroids — and without **Katina**!

Takeaways? Really truly, all of us, in our many settings, are global ambassadors one way or another. And while we're at it, we have fun too — whether in Poland or Charleston. It's the best game in the world.

# ATG PROFILES ENCOURAGED

**Frans Albarillo**

Reference and Instruction Librarian and
Assistant Professor
Brooklyn College, City University of New York
2900 Bedford Avenue, Brooklyn, NY 11210
Phone: (718) 951-5340
<falbarillo@brooklyn.cuny.edu>
*http://www.brooklyn.cuny.edu/web/academics/faculty/faculty_profile.jsp?faculty=1070*

**BORN AND LIVED:** I was born in Manila, Philippines. I received my MLISc from the University of Hawai'I at Manoa.

**EARLY LIFE:** I read a lot in my youth.

**PROFESSIONAL CAREER AND ACTIVITIES:** I am a longtime member of Asian Pacific American Librarians Association (APALA) and the Association of College and Research Libraries.

**FAMILY:** My parents are retired professors who read a lot.

**IN MY SPARE TIME:** I enjoy running, reading, bicycling, and traveling.

**FAVORITE BOOKS:** Albert Camus, *The Stranger*.

**PET PEEVES:** I prefer emails to phone calls.

**PHILOSOPHY:** I am a pragmatist, with leanings toward revolution.

**MOST MEMORABLE CAREER ACHIEVEMENT:** Submitting my tenure and promotion file.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** I hope to publish some short stories and an academic monograph.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** My wife also works in publishing as a managing editor, so we think a lot about the publishing industry. Personally, I hope to see more sustainable models of academic publishing that consider the mission of public universities like my institution, who often serve first-time college students, immigrants, and the children of immigrants.

**Sayeed Choudhury**

Associate Dean for Research Data Management
Sheridan Libraries, Johns Hopkins University
and Institute for Data Intensive Engineering and Science
3400 N. Charles Street, Baltimore, MD 21218
*http://dataconservancy.org*

**BORN AND LIVED:** Born in Dhaka, Bangladesh; moved to London when I was 4 years old and Durham, NC when I was 7 years old. Except for a 2-year stint with the United Nations, I have been living in Baltimore since my undergraduate studies.

**EARLY LIFE:** Developed a love of chocolate and soccer while living in England that has persisted. Didn't realize the irony of people from North Carolina making fun of my English accent, which I lost over time.

**PROFESSIONAL CAREER AND ACTIVITIES:** Trained as an engineer and began thinking about data management during graduate school when I worked on simulation models for natural disasters.

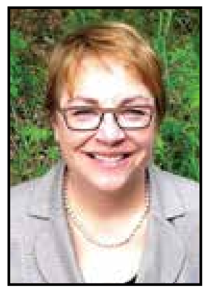
**PET PEEVES:** When people suddenly stop walking without looking behind in crowded spaces like airports.

**PHILOSOPHY:** Find out what makes you kinder, what opens you up and brings out the most generous, and unafraid version of you – and go after those things as if nothing else matters. Because, actually, nothing else does. — George Saunders from "Congratulations, by the way."

**MOST MEMORABLE CAREER ACHIEVEMENT:** Being called "an all around nice guy" by Roy Tennant during the 2012 OCLA/LITA Kilgour Award ceremony.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** Being called "an all around kind guy."

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** I have noted Dale Askey and Lisa Janicke Hinchliffe's recent report about information technology not yet being integrated into the "middle" of research libraries. In five years, this integration will either happen or we will watch the migration of information technology professionals out of the library sector. From a technological perspective, the future of information discovery will rely upon information graphs and, right now, research libraries don't have a horse in that race. Facebook, Google, Amazon and Apple certainly do.



**Diane Hirshberg**

Professor of Education Policy
Institute of Social and Economic Research,
University of Alaska Anchorage
3211 Providence Drive, BoC 301
Anchorage, AK 99508
Phone: (907) 786-5413 • Fax: (907) 786-7739
<dbhirshberg@alaska.edu>
*http://www.iser.uaa.alaska.edu/*
*http://dbhirshberg.com/*

**BORN AND LIVED:** Born in Swampscott MA – in MA until 10, then Encino, CA (yes, the land of Valley Girls), then Berkeley, L.A., NYC, L.A., Berkeley, Eugene, OR (one year at U of O) and Anchorage.

**EARLY LIFE:** I was a horse obsessed young woman until high school, when music took over. I spent a lot of years attending and working at concerts, and did concert production at UC Berkeley while studying Peace & Conflict Studies and Slavic Languages and Literature. I also was a campus activist in the anti-nuclear and anti-apartheid movements. I detoured briefly into television and movies – licensing music in TV shows and movies – and then went to graduate school to study public policy and administration at Columbia University, followed by education policy at UCLA where I got my PhD, and started doing research in Alaska as part of a national study of detracking in racially mixed secondary schools.

**PROFESSIONAL CAREER AND ACTIVITIES:** 14 years at the University of Alaska Anchorage. Before that, one year as a visiting professor of U of Oregon, and six years as professional researcher at UC Berkeley, at UC Data (Data Archives and Technical Assistance) and PACE (Policy Analysis for California Education).

**FAMILY:** Married to Craig Kasemodel. We have 2 cats (Thor and Sonya) and a big black dog named Bear.

**IN MY SPARE TIME:** I like hiking and photography and travel and fishing.

**FAVORITE BOOKS:** Anything by Louise Erdrich or Barbara Kingsolver, *The Mistress of Spices* by Chitra Banerjee Divakaruni, *The Snow Child* by Eowyn Ivey (need to throw in at least one Alaska favorite!).

**PET PEEVES:** Fake news, fake academic journals and conferences, and smokers who drop cigarette butts on the ground.

**PHILOSOPHY:** Live your values.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** My work leading to Education (formal and informal) seen as central to resilience/sustainability in the Arctic.

*continued on page 97*

## ATG Profiles Encouraged
*from page 96*

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** Flexibly meeting the needs of researchers through a combination of online/virtual resources and "still" good old fashioned hard copies, which probably will be retrieved on an as needed basis from some remote location (sadly)…


**Anne Langley**

Associate Dean for Research, Collections, and Scholarly Communications
Penn State University Libraries
510 Paterno Library, University Park, PA 16802
Phone: (814) 865-0401
<anne.langley@psu.edu>
<anne.langley@gmail.com>


**BORN AND LIVED:** Born in Atlanta, GA. Lived in Atlanta Georgia (2 times), Boston Massachusetts, Tennessee (3 times: Oak Ridge, Knoxville, Kingston), Albuquerque New Mexico, Vienna Austria, Santa Monica California, Frankfort Germany, Chapel Hill North Carolina, Princeton New Jersey, State College Pennsylvania.

**EARLY LIFE:** Parents were research scientists (nuclear physics and molecular biology) moved to a variety of places with national labs, including the IAEA at the UN center in Vienna Austria when I was a senior in HS. Bulk of childhood in Albuquerque, NM (10 years). Traveled often, have been to 48 states, and 13 countries. Lots of camping, reading, playing soccer, skiing, hiking, making art, playing music and singing.

**PROFESSIONAL CAREER AND ACTIVITIES:** Started in libraries as a student assistant assistant at Georgia State University Libraries when I was a student. Quickly changed to a support staff position. Went to library school at UT Knoxville, have worked professionally at UT Knoxville (3 yrs), NC State (3 yrs), Duke (11 yrs), Princeton (5 yrs), and now at Penn State University Libraries (2 yrs). Always interested in administration, and have worked steadiy on a path to get here.

**FAMILY:** Husband, daughter and many cats over the years. Used to have fish, but moving can make that a challenge.

**IN MY SPARE TIME:** Paint (acrylics), papier mache, played (and sang) in a band for many years in NC but have yet to find folks to play with in PA, bake bread, canoe, hike, camp, have dinner parties, travel, play video games (just finished Mass Effect, Andromeda), craft beer festivals and cideries, boubon and rum, and fill then empty the wine cellar.

**FAVORITE BOOKS:** *A Suitable Boy* (Vikram Seth) is a perfect book, sweeping space operas and post-apocalyptic science fiction, fantasy, non fiction especially about humans and science.

**PET PEEVES:** People who don't refill the ice trays, complaining and whining.

**PHILOSOPHY:** Have fun every day and be kind.

**MOST MEMORABLE CAREER ACHIEVEMENT:** With a colleague/friend researching, writing and getting the first open data paper in library science published.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** Be a university librarian or library dean.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** I think the academic research publishing landscape will be vastly different in terms of the impacts of open access on the monopoly of STEM publishing and the journal format will be phasing out as an artifact of the past.


**Michael Levine-Clark**

Dean of Libraries
University of Denver
2150 East Evans Avenue
Denver, CO 80208
Phone: (303) 871-3413
<michael.levine-clark@du.edu>


**BORN AND LIVED:** Born in New Haven, Connecticut. I've lived in New Haven, Branford, and Middletown, CT; Iowa City, IA; Champaign, IL; and now Denver. Along the way I spent a four month sabbatical living in Birmingham, England, where my daughter started second grade.

**PROFESSIONAL CAREER AND ACTIVITIES:** I started working in a bookstore in college and did that until graduate school. I only decided to move into librarianship because it seemed like a way to work with books and make a bit more money! I started out as a government documents librarian at the University of Iowa, and have been a reference librarian, collections librarian, associate dean, and dean at the University of Denver.

**FAMILY:** I met my wife, Marjorie, in college. We have one child, Isabel, who's a senior in high school.

**IN MY SPARE TIME:** Since moving away from Connecticut, where pizza matters a great deal, in 1992, I have been trying to make the perfect pizza. I also enjoy cooking other foods, photography, and travel.

pet peeves: Unnecessary (or unnecessarily long) meetings.

**MOST MEMORABLE CAREER ACHIEVEMENT:** I'm proud to have won the Harrasowitz Leadership in Acquisitions Award.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** I hope we will be spending relatively less on collections and content and more on discovery, access, and services around those collections and content. In most cases, we should aim to pay for access to scholarly content, including investing in discovery of open access articles, rather than perpetual access or purchase. We should ensure that our users have greater access to primary sources and raw data. We will invest more in tools and services to help discover and use that rich content.


**Ann Michael**

CEO
Delta Think, Inc.
600 Arlingham Road, Flourtown, PA 19031
Phone: (215) 435-1940
<Ann.Michael@DeltaThink.com>
*https://deltathink.com/*


**BORN AND LIVED:** Born in New York; lived in NY, NJ and PA.

**EARLY LIFE:** Youngest of 4, by several years. As my mom would say "the only child in her second family." Parents bred Great Danes from the time I was 1 until I was 12. My siblings were all at school. I grew up with puppies!

**PROFESSIONAL CAREER AND ACTIVITIES:** Past SSP President, past SSP Board Member, past SIIA Content Board Member, current NFAIS Board Member, current Board Director at Joule (a Canadian Medical Association company), organize and speak at industry events, Scholarly Kitchen Chef (Ask The Chefs).

**FAMILY:** One husband, three kids, one grandson, one chameleon, and two kittens!

**IN MY SPARE TIME:** See above.

**PET PEEVES:** People that don't signal turns when driving; folks that get dressed at airport security instead of grabbing their stuff and moving out of the way.

**PHILOSOPHY:** Ok, quote time "If you don't like change, you're going to like irrelevance even less." — General Eric Shinseki

*continued on page 98*

**MOST MEMORABLE CAREER ACHIEVEMENT:** Going out on my own and building a team.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** 18 months from now I want to be finishing my second MS; 5 years – who knows!!

**Iain Miller**
Graduate Student / Recent graduate
University of Alberta / University of Alaska
Phone: (907) 862-0128
<icmiller2@alaska.edu>

**BORN AND LIVED:** Born and raised Alaskan.

**IN MY SPARE TIME**: In my free time, I enjoy adventuring throughout Alaska whether by hiking, biking, skiing or any other means.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** I hope to be an aspiring medical student with a focus on healthcare in the Arctic with considerations on the detriments associated with climate change.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** Research and knowledge are integral for the future of civilization, perhaps exemplified now more than ever. Libraries and research resources are a fundamental component for any successful project. In the future, I hope to see continued adaptation and the development of continued efficiencies in order to improve resource availability and dispersal. Though digital resources continue to be an efficient mechanism through which to garner information, they serve as only a component of the knowledge and resources that are necessary for fruitful research.

**Karen Phillips**
Senior VP, Global Learning Resources
SAGE Publishing, SAGE London
SAGE Publications Ltd.
1 Oliver's Yard, 55 City Road
London, EC1Y1SP UK
Phone: +44 (0) 207 324 8500
Fax: +44 (0) 207 324 8600
<Karen.phillips@sagepub.co.uk>

**BORN AND LIVED:** I was born in North London, grew up just outside London and have lived in London since graduating from university.

**PROFESSIONAL CAREER AND ACTIVITIES:** I have worked at SAGE Publishing for 32 years, starting in marketing and moving to editorial. I have worked across our textbook, reference and journals programs and over the last 8 years have focused on developing a digital publishing program including new products such as SAGE Research Methods, SAGE Knowledge, SAGE Video, and SAGE Stats.

**FAMILY:** I am married with two children who are now adults at 23 and 25 years old.

**IN MY SPARE TIME:** I follow football or soccer as you call it in the U.S.; the local team that I support is Arsenal. I also love contemporary dance and the local theatre that I love is Sadlers Wells.

**FAVORITE BOOKS:** Mary Wollstonecraft's *A Vindication of the Rights of Women*; much of Anne Tyler's writing but was particularly moved by *The Amateur Marriage*.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** In five years I expect we will see:

- A continued shift from print to digital
- New types of digital materials – more video, audio, data, virtual reality, augmented reality
- More sophisticated search using artificial intelligence
- More open access content
- Publishers offering new types of services to support the library, faculty and students

The role of the library evolving, still a major budget holder within the institution and negotiating access to research and teaching materials for their institution; but increasingly offering teaching and support services for students and researchers and becoming the institutional experts in information literacy, data archiving and management.

**Rosalind Tedford**
Director for Research and Instruction
Z. Smith Reynolds Library
Wake Forest University
PO Box 7777, Winston-Salem, NC 27109
Phone: 336-758-5910 • Fax: 336-758-5605
<tedforrl@wfu.edu>

**BORN AND LIVED:** Winston-Salem, NC.

**EARLY LIFE:** Born and raised in Winston-Salem, I grew up on the Wake Forest University campus as a faculty brat. My father was Director of the University Theatre. We traveled a lot as a family and that gave me a wicked case of wanderlust and a love for London that I have yet to grow out of. I have two degrees from Wake Forest – a BA in Psychology and English and an MA in English (my thesis was on women in Shakespeare's history plays).

**PROFESSIONAL CAREER AND ACTIVITIES:** Started working in the ZSR Library in 1994 while in graduate school and discovered I'd stumbled into a career. Got my MLS in 1998 and have been working in various departments ever since. I started out in technology and computer training, migrating in 2007 to reference and instruction as the Information Literacy Libarian and became the Director for Research and Instruction in 2011. I am active in the Politics, Policy, and International Affairs Section of ACRL, currently serving as past chair.

**FAMILY:** Husband (Patrick Morton) and two crazy kids – Erin (13) and Sean (11).

**IN MY SPARE TIME:** I read, travel, watch WFU basketball, and have a side business (Bookish Birds) making book-themed gifts with my best friend and Wake Forest roommate.

**FAVORITE BOOKS:** SO HARD TO DECIDE, but I'd put *A Prayer for Owen Meaney*, *The Harry Potter series*, all Malcolm Gladwell books, and *The Night Circus* really high on my list.

**PET PEEVES:** Grammar errors, Internet trolls, intolerance, and white chocolate (it's NOT chocolate, people).

**PHILOSOPHY:** Leave things better than you find them – that goes for spaces and the people you encounter.

**MOST MEMORABLE CAREER ACHIEVEMENT:** I won the WFU Excellence in Academic Advising award and that really made me feel great! I love being a lower-division adviser and to be recognized for that was very affirming.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** I think I have a book in me but I'm not sure what form it will take.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** I think libraries are on the path to more, not less, relevance (despite what many might say). We are living in a world where ignorance (or willful disregard) of facts is causing actual harm to people and countires. Libraries exist in the space where we will be leading the fight to counteract this damage. This goes for public, school, special, and academic librarians. We will be at the vanguard of the movement to bring facts, curiousity, research, and knowledge back into the discussions of the common good. We cannot shy away from this. We have to march to the front of the rally and say "Here we are. We can do this. We have been doing this for centuries. And here's what we need to do…."

*continued on page 99*

# COMPANY PROFILES ENCOURAGED

**Delta Think, Inc.**

PO Box 565
Flourtown, PA 19031 USA
Phone: (215) 402-7225
Fax: (215) 827-5922
*deltathink.com* Twitter: @DeltaThink

**OFFICERS:** Ann Michael, President; Bonnie Gruber, Partner.

**ASSOCIATION MEMBERSHIPS, ETC.:** Society for Scholarly Publishing (SSP), Professional & Scholarly Publishing, AAP (PSP), The Association of Learned & Professional Society Publishers (ALPSP), STM Association (STM), National Federation of Advanced Information Services (NFAIS), and United Kingdom Serials Group (UKSG).

**KEY PRODUCTS AND SERVICES:** Delta Think works with mission-driven organizations that call upon us to gain insight into their audiences, analyze customer workflows and define needs, build new strategies and products, create contemporary and flexible content development environments, re-architect business processes, or employ new tools and technologies.

Marketing, Communication, & Customer Insight: Determining and executing appropriate market research techniques; Supporting broad marketing and communication needs as well as strategy and product development.

Digital Strategy & New Product Development: Translating insight into strategy and digital presence; Defining new offerings and testing offerings with customers.

Business, Content, Data, and Technical Analysis: Defining and implementing new processes, structures, and technologies to support strategy; Creating roadmaps and assessments; Providing implementation services.

**CORE MARKETS/CLIENTELE:** Professional membership organizations; Scholarly and academic publishers (not-for-profit and commercial); and Educational content providers.

**NUMBER OF EMPLOYEES:** 7 permanent/full time employees, 8 additional core associates, and an extended network of approximately 2 dozen skill or subject specific subcontractors.

**HISTORY AND BRIEF DESCRIPTION OF YOUR COMPANY/PUBLISHING PROGRAM:** Delta Think was founded in 2005 as Ann Michael's freelance content and technology consultancy supporting scholarly and academic publishers. In 2009, it began expanding into a firm of consultants. In 2012, Delta Think brought in Bonnie Gruber and started a market research and marketing strategy practice. Through the years, our client base expanded to encompass more support for professional membership organizations, beyond our core content focus. We began working on membership, broader portfolio management outside of scholarly content, enterprise digital strategy, and business analytics. Delta Think consultancy supports the full life cycle of customer and market research, digital strategy, product development, and content and technology planning and implementation.

After several years of consulting, Delta Think launched its Open Access Data & Analytics tool in January of 2017.

**IS THERE ANYTHING ELSE THAT YOU THINK WOULD BE OF INTEREST TO OUR READERS?** Delta Think has launched a product, the Delta Think Open Access Data & Analytics Tool, a living compilation of industry data, anonymized private data and analysis, which provides a comprehensive view of the OA market. It is a continually updated web accessible database, providing users with real-time access to both our market and trend analysis and the underlying data that we collect, curate, and normalize as the foundation of our analysis. Available by subscription, the OA Data Analytics Tool lets users leverage our analysis or embark on their own investigation as they slice, dice, and manipulate the parameters of data visualizations (charts, graphs, plots, tables, etc.) to align with their specific interests.

**SAGE Publishing, Inc.**

Headquarters: SAGE Thousand Oaks
2455 Teller Road
Thousand Oaks, CA 91320 USA
Phone: 1-800-818-7243
Fax: 1-800-583-2665
*www.sagepublishing.com*

**AFFILIATED COMPANIES:**

CQ Press: *www.cqpress.com*

Adam Matthew: *http://www.amdigital.co.uk/*

Corwin: *www.corwin.com*

Learning Matters: *http://www.uk.sagepub.com/learningmatters/*

**OFFICERS:** Blaise R. Simqu, President & Chief Executive Officer; Tracey A. Ozmina, Executive Vice President & Chief Operating Officer, US; Chris Hickok, Senior Vice President & Chief Financial Officer; Stephen Barr, President of SAGE International; Michele Sordi, Senior Vice President, US College; Karen Phillips, Senior Vice President, Global Learning Resources; Bob Howard, Senior Vice President, Global Journals; Ziyad Marar, Global Publishing Director; and Katharine Jackson, Chief Operating Officer, UK.

**ASSOCIATION MEMBERSHIPS, ETC.:** SAGE Publishing has forged strong partnerships with societies and associations for more than 50 years, publishing on behalf of more than 400 societies in 2017.

**VITAL INFORMATION:** SAGE has been a privately owned company since its founding in 1965. Our founder and executive chairman, Sara Miller McCune, has put in place an estate plan that guarantees our independence indefinitely. This allows us to uphold our mission of supporting the dissemination of usable knowledge and educating a global community for the long-term.

**KEY PRODUCTS AND SERVICES:** Journals, books, digital resources, and courses for researchers, instructors, students, and librarians.

**CORE MARKETS/CLIENTELE:** Academic, educational, and professional markets.

**NUMBER OF EMPLOYEES:** More than 1,500.

**NUMBER OF BOOKS PUBLISHED ANNUALLY (PRINT, ELECTRONIC, OPEN ACCESS, ETC.):** More than 800.

**TOTAL NUMBER OF JOURNALS CURRENTLY PUBLISHED:** More than 1,000.

**HISTORY AND BRIEF DESCRIPTION OF YOUR COMPANY/PUBLISHING PROGRAM:** Guided by an unwavering dedication to academia and an entrepreneurial spirit, the passionate and determined Sara Miller McCune founded SAGE Publishing in 1965 just a few months shy of her 24th birthday. With the help of her mentor and future husband George McCune, Sara founded a publishing house that would allow scholars to disseminate quality research in their own voices, often breaking ground in new or emerging areas of study. The company's name – SAGE – is derived from the first two letters of their names.

More than 50 years later, SAGE remains an independent company that shares with librarians the belief that flourishing educational programs and engaged scholarship create healthy minds and healthy societies. Our publishing program ranges across the social sciences, humanities, medicine,

*continued on page 100*

## ATG Profiles Encouraged
*from page 99*

and engineering and includes journals, books, and digital products such as case studies, data, and video for academic and professional markets. We value working closely with librarians to achieve shared goals, including partnering on white papers and research projects to ensure that together we meet the changing needs of students, researchers, and instructors.

**IS THERE ANYTHING ELSE THAT YOU THINK WOULD BE OF INTEREST TO OUR READERS?** In response to big changes in the instruction and practice of social science research methodology, SAGE is investing in new ways to support the researcher community. For example, we recently launched SAGE Campus, a series of online data science courses to equip researchers with the skills they need to embrace the data revolution. Also, last year, we redesigned and relaunched SAGE Research Methods (SRM), our comprehensive digital methods resource accessed through the campus library and recently, we launched a collection of 480+ videos that illustrate how research is done as a part of SRM, which will be expanded in January 2018. Furthermore, we recently published a white paper called "Who is doing Computational Social Science" which reveals the findings of a survey of 9,000+ researchers and have launched a new monthly newsletter to keep researchers up to date on what is going on in the world of big data (and welcome all to sign up!).

From our first methods journals in 1972 to the QASS and QRM series published since the 1970s (aka the "Little Green Books" and "Little Blue Books"), to the launch of SRM in 2011, and our expanding support of data-intensive social science research; we've been honored to serve social scientists at the forefront of research methods publishing for more than four decades. And we are dedicated to supporting librarians as they support researchers, students, and instructors through this journey.

# LIBRARY PROFILES ENCOURAGED

### Brooklyn College, Library

The City University of New York
2900 Bedford Avenue
Brooklyn, NY 11210
Phone: (718) 951-5340
*http://www.brooklyn.cuny.edu*

**NUMBER OF STAFF AND RESPONSIBILITIES:** There are 17 librarians in our library department, which resides under the School of Humanities and Social Sciences. *http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/undergraduate/library/faculty.php*

**TYPES OF MATERIALS YOU BUY (EBOOKS, TEXTBOOKS, DVDS, VIDEO STREAMING SERVICES, DATABASES, OTHER):** Monographs.

**HOW MANY DIVISIONS ARE THERE IN THE LIBRARY DEPARTMENT?** There are seven distinct areas: References and Instruction, Academic Information Technologies, Technical Services, Access Services, Special Collections, Government Documents, and Library Administration.

### Penn State University Libraries

Penn State University
107 Pattee Library Road,
State College, PA 16801
Phone: (814) 865-6368
*https://libraries.psu.edu/*

**BACKGROUND/HISTORY:** Penn State's first library collection consisted of approximately 1,500 volumes in agriculture and the sciences and was housed in Old Main, along with most other college facilities. The nineteenth-century library was considered an auxiliary to study and by 1888 was open six hours a day. By the turn of the century the library had grown to nearly 20,000 volumes. The overcrowding finally was relieved by construction of the Carnegie Library, a gift of steel magnate and college trustee Andrew Carnegie.

Today, the University Libraries comprise 36 libraries at 24 locations throughout the Commonwealth of Pennsylvania. Since completion of the new Paterno Library, other new facilities have opened, or begun construction, at the Altoona, Berks, Harrisburg, and York campuses. At University Park, two new subject libraries opened in 2005 – the Physical and Mathematical Sciences Library, combining the collections of the former Physical Sciences and Mathematics Libraries, and the Architecture and Landscape Architecture Library, newly relocated from cramped quarters in the old Engineering Units to the new Stuckemann Family Building, home of the School of Architecture and Landscape Architecture. During the fall and spring semesters, a portion of the Pattee-Paterno Libraries, including the Knowledge Commons, is open 24/5.

The Libraries' cataloged collection now approaches 5 million items. Roughly 100,000 volumes are added to the collection annually. The libraries currently operate two annex facilities where less-frequently-used materials are housed, and plans for a new repository building are in the works.

Taken from *https://libraries.psu.edu/about/general-information/history* on May 19, 2017.

**NUMBER OF STAFF AND RESPONSIBILITIES:** Staff was 591 in 2015 – see *https://libraries.psu.edu/about/organization-glance/penn-state-university-libraries-statistics-and-data/full-time-equivalent*).

As the Associate Dean for Research, Collections and Scholarly Communications, Anne Langley, provides leadership, strategic direction, and support for library acquisitions; collection development and budgeting; the Preservation, Conservation, and Digitization department; and the Eberly Family Special Collections Library and records management. Direct faculty and student liaison and collection development activities for all subject libraries, including Arts and Humanities, Business, Education and Behavioral Sciences, Engineering, Earth and Mineral Sciences, Life Sciences, Physical and Mathematical Sciences, and Social Sciences. Anne leads the libraries work in e-science, GIS, and data curation services. Promotes alternative scholarly communications models and supports librarians working on open access, publishing, and copyright, including collaboration with the Penn State University Press. She takes a lead role in library development activities and works directly with donors. Conducts space planning and oversees endowments related to research, collections, liaison activities, and scholarly communications. She represents the Libraries in university-wide planning for research, collections, and scholarly communications initiatives, and in local, regional, and national arenas. She also oversees professional development, promotion and tenure while providing vision and direction for Libraries' research, teaching, and service missions. There are 14 divisions in her department which staffs over 200 people.

**OVERALL LIBRARY BUDGET:** Budget was $54,168,022 in 2015 – see *https://libraries.psu.edu/about/organization-glance/penn-state-university-libraries-statistics-and-data/expenditures*.

*continued on page 101*

## ATG Profiles Encouraged
*from page 100*

**WHAT IS YOUR MATERIALS BUDGET?** $20,419,886 in 2015 – see *https://libraries.psu.edu/about/organization-glance/penn-state-university-libraries-statistics-and-data/expenditures*.

**TYPES OF MATERIALS YOU BUY (EBOOKS, TEXTBOOKS, DVDS, VIDEO STREAMING SERVICES, DATABASES, OTHER):** We buy every format.

**WHAT TECHNOLOGIES DOES YOUR LIBRARY USE TO SERVE MOBILE USERS?** If users are using it, we try to support it.

**WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS?** More student space, more digital materials, better annexing spaces, more specialized librarians to help with new challenges facing researchers, robust open access program.

JOHNS HOPKINS
SHERIDAN LIBRARIES

**Sheridan Libraries**
Johns Hopkins University
3400 N. Charles Street
Baltimore, MD 21218

**BACKGROUND/HISTORY:** Visit *http://www.library.jhu.edu/about.html* to learn more about Sheridan Libraries at Johns Hopkins University.

**OVERALL LIBRARY BUDGET:** The Sheridan Libraries at Johns Hopkins University has an annual budget of $32 million.

**TYPES OF MATERIALS YOU BUY (EBOOKS, TEXTBOOKS, DVDS, VIDEO STREAMING SERVICES, DATABASES, OTHER):** The Sheridan Libraries purchase, license and create a host of content ranging from print books and journals to electronic databases, journals, newspapers and books. The Sheridan Libraries has a long track record of research data management.

Z. Smith Reynolds Library
Wake Forest University

**Z. Smith Reynolds Library**
Wake Forest University
PO Box 7777
Winston-Salem, NC 27109
*http://zsr.wfu.edu*

**NUMBER OF STAFF AND RESPONSIBILITIES:** The staff is 57 and the Director for Research and Instruction, Rosalind Tedford, is one of six teams in the library with 11 librarians and one support staff who report directly to her. We support all reference and instruction services for the campus. We also serve as subject liaisons to academic department, purchasing materials for them as well as supporting the teaching and research activiites of our departments

**TYPES OF MATERIALS YOU BUY (EBOOKS, TEXTBOOKS, DVDS, VIDEO STREAMING SERVICES, DATABASES, OTHER):** We are an academic research library – so most of what we buy is in support of our curriculum at the university. We have a robust DD eBook program but also still buy print.

**WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS?** We have a capital campaign under way – so we are hoping that in 5 years we may have a big renovation under out belt (or underway) and that our space will be even more useful and used by our students, faculty and staff. But it is hard to imagine it being more busy – it's already pretty crazy!

# Back Talk — Come Flash With Me! (at IFLA 2017)

Column Editor: **Ann Okerson** (Advisor on Electronic Resources Strategy, Center for Research Libraries)
<aokerson@gmail.com>

Picture this: You're in the central market square of Wrocław, Poland, the former Prussian Breslau, all lovely 17th century buildings, most now housing cafes that spill out into the square in the pleasant summer months. You're minding your own business, and perhaps you've just been buying pralines in **E. Wendel**, the best chocolatier in town — but something seems a little odd. Who are these people, wandering around in front of the handsome public library, brandishing books and phones and tablets, muttering to themselves? You look a little closer and you realize they're *reading*, and about the time you realize this, they all suddenly stop in place, while a videographer passes back and forth among them. Say what??

What you've just blundered into is a librarians' flash mob, gathering by prearrangement to capture public attention and to celebrate libraries and reading. The instructions went something like this: "**WLIC**-goers should appear in the Square in the general vicinity of the library at the stated time — and on the time start walking about the square, reading aloud from a book or eBook, in the language of their choice. After about ten minutes, watch for the leaders and freeze in place when they do, books in hands."

OK, yes, as someone said, **Beethoven** flash mobs at least have tympani and French horns, and librarians are, well, *quiet*, but it's nonetheless an energizing idea.

(The **Polish National Library** made a video, of course: *https://www.youtube.com/watch?v=qEU_HuCXmx4*)

This actually happened to you if you were in the Wroclaw city center around midday on Saturday, August 19th, of **IFLA's** annual **World Library and Information Congress**, which was headquartered a couple of miles away at Centennial Hall, built in 1913 to celebrate a century of liberation from **Napoleon**. Knowing international librarianship, you'd have known that the people wandering and muttering looked like Congress delegates — globally and richly diverse, of all ages, reading in all kinds of formats. Though it was **IFLA's** always-zany **New Professionals Special Interest Group** that sponsored and organized the flash mob, all participants were committed to the difference that libraries make. (Another showcase for **IFLA** diversity is always in its Tuesday cultural evening, in which delegates and guests dance till midnight!)

**IFLA** does its work through five divisions, led by over 60 committees and special interest groups that stay in working touch through the year and then sponsor public programs at the Congress, mixing that kind of hard work with socialization, library tours, and a little frank tourism. Wrocław is a handsome mid-sized city, a Polish post-communist success story. The progressive and inspirational mayor, **Rafał Dutkiewicz**, in office since 2002 and regularly re-elected, came to greet delegates, and we learned a bit about the impressive community and business revival he has led. The city sits on the Oder River and offers handsome views, numerous parks, excellent eateries, boat tours, and warm hospitality.

As always, the **WLIC** programs are too numerous to attend. I'll mention a couple of collections-related highlights, which could just as easily have been in place at the **Charleston Conference**:

- Three committees (Metropolitan Libraries, Public Libraries, and Acquisitions/Collection Development) sponsored a program about "Unique Circulating Collections," including loaning "Internet in a box," circulating art in a remote Finnish town, providing petting zoos, lending clothing, and much more. Who knew?

The Acquisition & Collection Development Section's open program, chaired by the talented and multi-lingual **Lidia Uziel** (Head of **Harvard University Library's** Western Languages Division), headlined case studies in the building of large digital libraries and their impact on local library activities. For example, we learned from **Agnieszka Leszynska** (**National Library of Poland**) of Poland's effort to build a centralized Polish digital library, which then devolved into a series of regional digital collections. In a media-rich presentation, **Harry Verwayen** described the **Europeana Project's** strategy, and the audience was particularly taken with the use of young Ambassadors to promote and support public awareness of this major effort. **Jean-Luc Jankowski** described a significant partnership between the **BNF** (**Bibliothèque Nationale de France**) and **Flatirons Jouve** to build a contemporary national digital book library, which then could not be properly realized because of legal and ownership disputes. **Lynn Wiley** (**University of Illinois**) described some key impacts of **HathiTrust** on the work and flows of her library. The Committee hopes to expand on this topic at the 2018 **WLIC**.

**Donna Scheeder**, long a pillar of the **Congressional Research Service** in the **Library of Congress**, was completing at this **Congress** a successful two-year term as **IFLA's** elected president, now succeeded by **Glòria Pérez-Salmerón**, former Director of **Spain's National Library**. (Immediate predecessors have come from Germany, South Africa, Canada, and Finland.) The hallmark of **Scheeder's** term has been, while working closely with **IFLA's** Secretary General **Gerald Leitner**, the patient and broad-based building of a global visioning process designed to concentrate the attention of librarians and supporters and build commitment to shared action for promoting the broadest possible access to knowledge and freedom in its use, in

*continued on page 95*