

2015

# Publisher Profile--OCLC/Sustainable Collection Services

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year colleges, there is a good deal of weeding going on, as space pressures mount or library renovations are planned. But even these projects are better described as “independent action in a collective context.” SCS has worked with 160 libraries to date, and every single one has been extremely careful about identifying and protecting scarcely-held items. That’s usually the very first list that is produced. When withdrawals occur, they are typically done with rich context, and a good deal of care: e.g., this title is held by more than 100 libraries in the U.S., more than ten in my state, and among specific resource-sharing partners.

Shared print projects have become a much bigger phenomenon than we anticipated. Libraries have recognized that sharing both retention commitments and withdrawal opportunities lead to better results — even though shared decision-making can be time-consuming. It’s been interesting to see groups like the **Michigan Shared Print Initiative** and the **Central Iowa Collaborative Collections Initiative** emerge — groups that were formed specifically for the purpose of sharing print monograph collections. We expect to see more of that, and it provides a good balance of shared stewardship, followed by independent action that is based on the group’s retention commitments. That is, withdrawals take place only after retention commitments have been made.

And yes, there is still certainly (and understandably) resistance to reducing print book collections — it’s a difficult topic for most of us, even when it involves little-used surplus copies. That’s why it needs to be approached carefully, with the best information available. As a community, we need to make absolutely certain that we’ve protected sufficient print copies of everything to assure preservation and access. So today we’d amend that statement to “This is the Golden Age of Retention.”

**ATG:** *As print collections shrink and become less accessible there is growing concern about interlibrary loan services. This is especially true given the uncertainty about ILL and eBooks. Is the concern justified? Or is ILL unnecessary in today’s digital world?*

**RL/RF:** Print retains a very powerful appeal, even to undergraduates. In virtually all the projects SCS has worked to date, withdrawal decisions have factored in the proximity of a print copy, especially within a trusted delivery network. That’s what matters — how quickly could I get this in print? So ILL and direct borrowing arrangements will continue to play a central role in the management of

## against the grain publisher profile

### OCLC/Sustainable Collection Services

Corporate Headquarters:  
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<https://www.oclc.org/sustainable-collections.en.html>

**OFFICERS:** Rick Lugg, Executive Director.

**KEY PRODUCTS AND SERVICES:** Data management, decision-support, and consulting for managing print monograph collections: retention, storage, shared print programs, weeding, and preservation. Creator of **GreenGlass** and **GreenGlass for Groups (G3)** software.

**CORE MARKETS/CLIENTELE:** Academic libraries and consortia.

**NUMBER OF EMPLOYEES:** Four, supported by our colleagues at **OCLC!** 🐼

shared print collections. It’s fascinating how quickly a discussion about withdrawal turns into a discussion about discovery and delivery.

**ATG:** *Perhaps there is a more fundamental question we should ask. Are print collections becoming unnecessary? Do they have a future? If so, what is it? Do you see monograph collections being dominated by eBooks in the 21st-century library?*

**RL/RF:** Our view is that print book collections remain a vital component of library services. They may need to be managed differently, but print books are not going to disappear from libraries any time soon. Locally-held print collections may get smaller as libraries wrestle with space issues. But smaller local collections can be supplemented by rapid delivery of books from storage or from the collections of other libraries. The eBook question is interesting. To date, we have not had a single project where a print volume was withdrawn because an eBook was owned. People are still more interested in how close the nearest print holding is. eBooks will certainly play a big role in the 21st-century library, but at least where we’re working, dominance appears a long way off.

**ATG:** *If we were to look into a crystal ball, what would we see as the next “big thing” for library collections?*

**RL/RF:** Collection development evolved into collection management, which is now evolving into collection strategy. We’d suggest that a core component of collections work now involves “curating a discovery layer.” Rather than assembling resources locally just

in case users want them, the library populates its discovery layer with an even wider range of resources that are potentially useful, and then delivers them when and as needed. **Jacob Nadal** of **ReCAP** had an even more evocative phrase for this in a presentation we saw recently: “curated local experiences, drawn from a global supply chain.”

**ATG:** *With such a big change in your professional life, it’s important to maximize your down time. When we last interviewed you in March 2012, spending time with extended family was big for both of you. We assume that it’s still top on your list. Are there other activities that help you relax and recharge your batteries?*

**RL/RF:** A couple of years ago, we started a band with some friends (including **David Swords**, whom many readers will know). The **Luggnuts** play what **Gram Parsons** called “cosmic American music” — a few well-known tunes, covers so obscure they may as well be originals, and some actual original songs by **Rick** and **David**. It’s hard to think about anything else when you’re trying to get a song right, so it’s liberating. Plus we have a great motto: **The Luggnuts**: “We’re better than we sound.”

**ATG:** *Rick and Ruth, we realize how busy you are with this new venture and really appreciate you taking the time from your schedule to talk to us.*

**RL/RF:** Our pleasure. Thank you. 🐼

# From the Reference Desk

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

**CQ Press** has published its tenth edition of the much respected *Political Handbook of the World* (2015, 9781483371573, \$395). This classic reference traces its lineage to 1928 when the very first edition was originally published by Council on Foreign Relations. Continuing that tradition, this current volume covers all nations of the world along with their related territories, as well as providing essays on intergovernmental organizations from the African Union to the World Trade Organization. This new edition updates all entries with “significant events and national elections through 2014.”

Each entry follows a standard format and starts by describing the country’s political status as well as its area, population, official language, major urban areas, current executives, etc. This is followed by a background description of the country, a comprehensive discussion of the government and politics, information about various political parties, and specifics about the legislature and cabinet. The essays are authoritative and comprehensive reviews of both the historical and contemporary political situation. They are laden with relevant facts and attempt to be as objective and straightforward as possible. Each entry includes a current map and is laid out in a visually accessible fashion, especially when one considers the extensive amount of text in each essay.

The *Political Handbook of the World* is the standard reference that serious researchers turn to for this type of information. It is authoritative and exhaustive offering unique in-depth coverage of the topics treated. Both academic libraries supporting political science curricula as well as larger public libraries where there are patrons interested in international affairs will want it in their collections.

The *Political Handbook of the World* is also available online (9781483371597, price available at [www.cqpress.com](http://www.cqpress.com)).

**Salem Press** has published a single-volume work entitled *Ancient Creatures* (2014,

978-1619256873, \$235) that concentrates on “the 100 most studied prehistoric creatures in educational curricula today.” Edited by **Spencer G. Lucas**, this book offers individual articles on each creature covered as well as critical essays that focus on topics like biological classifications, major eras in paleontology, extinctions, fossilization, and dinosaur intelligence.

Of course the bulk of the volume is devoted to articles that discuss the prehistoric creatures themselves from the Allosaurus to the Zephyrosaurus. These essays are grouped together by eras ranging from the Permian to Middle Jurassic to the Late Cretaceous. Each essay starts with an introduction followed by a discussion of the creature’s biological classification, anatomy, intelligence, reproduction and population, diet, behavior, habitat, and current research. The essays are informative and answer key questions about these ancient creatures in a factual and well organized fashion. One of the highlights of the book is the illustrations and sidebars that not only give readers an idea of what the creatures may have looked like, but also provides visuals that offer information on measurement and size, classification, fossil location, time periods and key vocabulary. Each entry also has a solid bibliography of books, journal articles, and Websites that students will find useful in expanding their research.

*Ancient Creatures* will appeal to the upper division high school students and undergraduates for which it was designed. Logically organized and accessible with informed essays reflecting current theories based on the fossil record, this volume discusses the prehistoric creatures that students are most interested in. It is also full of color illustrations, diagrams, and sidebars that not only visually enhance the book but also provide useful information. While some libraries may want to place it in reference, it is equally appropriate for circulating collections. Given the online access provided by Salem to libraries purchasing their print titles, utilizing the eBook as the reference copy while placing the print version in circulation is a good strategy.

**McFarland** has released another of its quirky but fascinating titles. The *Encyclopedia of Asylum Therapeutics, 1750-1950s* (2015, 9780786468973, \$55)

by sociologist **Mary De Young** is a single-volume work that shines a light on treatments afforded the mentally ill from the middle of the 18th century when asylums to treat the insane were first being established until the 1950s when drug therapies began taking center stage. It is a subject that may be distasteful and unpleasant to some, but

nonetheless, it is a history that is important to acknowledge and understand.

The articles are arranged alphabetically by name of treatment and then divided within the entry by subcategory. A brief definition is provided and then a narrative essay drawing heavily from personal accounts and various reports describes the treatment and its effects. The narrative approach often citing contemporary sources also establishes a useful historic context for the treatment being discussed. Useful bibliographies are interspersed throughout, a number of which are fairly substantial. Many of the topics covered sound off-putting to the modern ear. Entries like Etherization, Hydrotherapy, Shock Therapy, and Forced Feeding, not to mention Psychosurgery, Mechanical Devices, and Masks, Gags, and Toggles all sound like methods of torture rather than treatments. However, as **Ms. De Young** documents, they were all considered viable medical options at one time. Related entries are cross-referenced in the text in bold font while a detailed general index provides topic access at the individual page level. Black and white photos and illustrations enhance the text throughout.

The *Encyclopedia of Asylum Therapeutics, 1750-1950s* benefits from **Ms. De Young’s** thorough and comprehensive research. She does her best to provide multiple perspectives. She references not only the reports of the asylum doctors and officials but also the memoirs of actual patients, as well as the findings of investigative reports of oversight committees and newspapers accounts. Both engrossing and informative, this reference work will also find a home in a number of circulating collections. Academic libraries supporting courses in both medical sociology and medical history will do well to consider it.

**ABC-CLIO** has just added a two-volume set to its list entitled *Earth’s Landscape: An Encyclopedia of the World’s Geographic Features* (2015, 9781610694452, \$205; eBook, 9781610694469, call for pricing). Authored by **Joyce A. Quinn** and **Susan L. Woodward**, this set consists of individual entries covering some 460 natural geographic features from around the world along with a glossary, a list of recommended sources, three appendices, and a general index.

Authors **Quinn** and **Woodward** start with a very helpful introduction that lays a solid foundation for what follows. They begin by describing the physical process of landscape development and provide a table that offers an accessible geological time scale in which to place that development. They then discuss specific processes like plate tectonics, weathering, climate (including a table of major

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## From the Reference Desk from page 44

climate types), surface features like continents and oceans, and finally, geographical patterns that distinguish one landscape from another.

Naturally, the bulk of the set is made up of the A-Z entries which are brief and concise following a standard format that lends a useful consistency. Each starts with a geographic overview and location coordinates, a thorough description, the geologic history, the feature's biota and when germane, sections on circulation and major currents, protected areas, and environmental issues. Each entry is filled with scientific facts and details pertinent to description of the feature being discussed. Black and white photos illustrate a number of the articles. Admittedly, some color plates would have enhanced the visual appeal of the set even further, but they would have also boosted what is currently a modest price.

Added value is provided by three fascinating and useful appendices. The first offers a "top ten" list of prominent geographic features like the highest mountains, largest islands, deepest lakes, etc. The second consists of a series of opposing viewpoints on key geographical issues related to natural features, and the third provides suggested activities and discussion questions that will be of value to teachers and faculty. There is also a glossary that is very helpful given the numerous geological and geographical terms interspersed throughout the text. An alphabetical list of entries and a list of entries by geographical location along with a general index provide an element of organization as well as access to the articles. However, at least one omission was noticed in the list of entries by geographical location. Although there is a full entry for Zion National Park in volume two, surprisingly, it is not listed in the list by geographical location under United States — Utah where it should appear.

***Earth's Landscape: An Encyclopedia of the World's Geographic Features*** is not intended for the casual tourist. It is an academic work that contains factual descriptions and explanations that will be valued by the serious student. The surface formations that are covered are prominent, international in scope, and representative of the earth's rich diversity. As such, they provide vivid testament to results of the earth's dynamic evolution over the millennia. Undergraduate and high school libraries supporting courses in geology, geography, and earth science will find that this set is well worth the purchase price.

### Extra Servings

**SAGE Reference** will be publishing two new second editions in July:

- The ***SAGE Encyclopedia of Stem Cell Research***, (3 volumes) Second Edition (July 2015, 9781483347684, \$475 prepub.) edited by **Eric E. Bouhassira** is "filled with new procedures and

exciting medical breakthroughs, including executive orders from the **Obama** administration reversing barriers to research imposed under the **Bush** administration, court rulings impacting **NIH** funding of research based on human embryonic stem cells, edicts by the Papacy and other religious leaders, and the first success in cloning human stem cells..."

- The ***SAGE Encyclopedia of World Poverty***, (5 volumes) Second Edition, (July 2015, 9781483345703, \$675 prepub.) edited by **Mehmet Odekon** "addresses the persistence of poverty across the globe while updating and expanding the landmark work, *Encyclopedia of World Poverty*, originally published in 2006 prior to the economic calamities of 2008. For instance, while continued high rates of income inequality might be unsurprising in developing countries such as Mexico, the Organization of Economic Co-operation and Development (OECD) reported in May 2013 even countries with historically low levels of income inequality have experienced significant increases over the past decade, including Denmark, Sweden, and Germany. The U.N. and the World Bank also emphasize the persistent nature of the problem..."

**CQ Press** will be releasing two new titles in August:

- ***Vital Statistics on American Politics 2015-2016*** (Aug. 2015, 9781483380315, \$135) edited by **Richard G. Niemi** and **Harold W. Stanley** "is updated with the most recent information available. The editors consult hundreds of sources to calculate and locate the data, facts, and figures that offer a vivid and multifaceted portrait of the broad spectrum of United States politics and policies. In over more than tables and figures, students, professional researchers, and interested citizens will find chapters devoted to key subject areas such as elections and political parties, public opinion and voting, the media, the three branches of U.S. government, foreign, military, social and economic policy, and much more..."
- ***Politics In America 2016*** (Aug. 2015, 9781483388038, price available upon request) is an online edition that "contains the profiles of the 535 members of the 113th Congress plus the six delegates, and offers concise and candid analysis of personalities, political styles, legislative agendas, political ambitions, and reputations of members at home and on Capitol Hill. Detailed

state and district information plus a wealth of information on partisan caucuses, standing committees, and other member facts round out the book..."

In February 2015 **Salem Press** published another in the *Defining Documents* series and in April 2015 released the first of a nine-volume collection:

- ***Defining Documents in American History: World War II (1936-1947)*** (Feb. 2015, 9781619257375, \$295) is a two-volume set that "provides readers with a new, interesting way to study the impact of World War II on American history. Through in-depth analysis of important primary documents from 1936 to 1947, readers will gain new insight into the causes, issues, and lasting effects of this pivotal time in American history. This title offers a broad range of historical documents on important authors and subjects in World War II research..."
- ***Countries, Peoples & Cultures*** (2015, 978-1-61925-800-6, \$895) is a nine-volume series that "provides valuable insight into the social, cultural, economic, historical, and religious practices and beliefs of nearly every nation around the globe. With nine comprehensive, up-to-date volumes spanning every major world region, this in-depth reference source is one of the most thorough compilations of its kind on the market today. The ***Countries, Peoples & Cultures*** series is complete with specific information on over 200 countries and self-governing territories, as well as separate appendices profiling 21 types of governments currently in power and ten major world religions..."

**Rowman & Littlefield** released a new title in February:

- The ***Complete Book of 1940s Broadway Musicals*** (February 2105, 9781442245273, \$95; eBook, 9781442245280 \$94.99) by **Dan Dietz** focuses on "the shows produced on Broadway during this decade include *Annie Get Your Gun*, *Brigadoon*, *Carousel*, *Finian's Rainbow*, *Pal Joey*, *On the Town*, and *South Pacific*. Among the major performers of the decade were **Alfred Drake**, **Gene Kelly**, **Mary Martin** and **Ethel Merman**, while other talents who contributed to shows include **Irving Berlin**, **Gower Champion**, **Betty Comden**, **Adolph Green**, **Agnes de Mille**, **Lorenz Hart**, **Alan Jay...**" 🌿

# Collecting to the Core — American Crime Fiction

by **Dr. Michael Adams** (Librarian, Mina Rees Library, City University of New York Graduate Center; American Literature Editor, *Resources for College Libraries*) <madams@gc.cuny.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

It is not news to students of American literature that crime fiction, like science fiction, has slowly risen from the popular fiction ghetto to be recognized as worthy of serious study. Numerous colleges and universities offer regular courses in crime fiction. Many others offer such courses as special topics and within the umbrella of popular culture. For example, the **University of California at Los Angeles** has courses in American popular literature and detective fiction, and the **Ohio State University** has a minor in popular culture studies. Some crime writers have even made their way into the canon. The **University of South Carolina** offered a course last spring in modern American literature that, in addition to **James Baldwin**, **Vladimir Nabokov**, and **Sylvia Plath**, included **Raymond Chandler** and **Patricia Highsmith**.

There is a growing number of critical works to support this interest, especially since much of American crime fiction emphasizes urban culture and differences of class, race, and gender. American crime fiction can be appreciated for its social and political context, as well as for its aesthetics, as more novels and short stories are written by women, African Americans, Latino Americans, Native Americans, Asian Americans, and gay and lesbian writers. The protagonists of crime fiction, whether police or criminals, often see themselves as outsiders, and when they are not white men, this outsider status is only intensified.

Critical studies of American crime fiction were slow to develop, but a few early books remain valuable. **Howard Haycraft's** *Murder for Pleasure: The Life and Times of the Detective Story* traces the history and development of detective fiction in the United States, England, and the Continent.<sup>1</sup> **Haycraft** shows how nineteenth-century mysteries grew out of similar literature in the marketplace and how **Edgar Allan Poe's** mystery stories established the pattern for much of the crime fiction that followed. He makes a strong case for why American crime fiction began to surpass that created by British writers beginning in the 1920s. There is also a bibliographic essay concerning the earliest critical writings about crime fiction, many of which might have been

difficult to track down without **Haycraft's** trailblazing research.

Despite its title, *Tough Guy Writers of the Thirties*, a collection of original essays edited by novelist **David Madden**, goes beyond **Dashiell Hammett**, **Raymond Chandler**, and **Horace McCoy** to their heirs, such as **John D. MacDonald** and **Jim Thompson**.<sup>2</sup> The impressive, then and now, contributors include **Joyce Carol Oates** on **James M. Cain**, **R. V. Cassill** on **Thompson's** *The Killer inside Me*, and **Irving Malin** on the metaphysical in **Hammett's** *The Maltese Falcon*. In addition to tracing the development of hard-boiled fiction, these lively essays, especially **Oates's**, look at how these writers evaluate American values and how some, **Chandler** particularly, are better stylists than many more obviously literary figures.

**John G. Cawelti's** *Adventure, Mystery, and Romance: Formula Stories as Art and Popular Culture* is considered groundbreaking for its serious treatment of popular fiction.<sup>3</sup> **Cawelti** includes chapters on the formula of the classical detective story, with particular attention to **Poe**, and the hard-boiled detective story, with emphasis on **Hammett**, **Chandler**, and **Mickey Spillane**. He sees hard-boiled fiction as a departure from the classical detective story, in that protagonists behave as both investigators and judges. Such characters come to believe that their moral visions, however cloudy, are superior to those of society. While many scholars dismiss the notoriously ham-fisted **Spillane**, **Cawelti** sees similarities between the moral certainty of the writer's **Mike Hammer** character and the didactic temperance novels of the nineteenth century. He argues that **Spillane's** popularity derives not just from his use of sex and violence but also from a mythical simplicity akin to folktale. **Cawelti** elaborates upon many of these points in his later essay collection *Mystery, Violence, and Popular Culture*.<sup>4</sup>

More recently, there have been a growing number of critical studies of American crime fiction by and about women and minorities. In *The Woman Detective: Gender and Genre*, **Kathleen Gregory Klein** offers a chronological treatment of her subject from 1864 to 1987.<sup>5</sup> She places the development of crime fiction by and about women in context with considerable statistics and commentary about the changing roles of women in society in both the United States and Great Britain. **Klein** departs from many such studies by including female detectives created by male writers, who often emphasized their sexual allure at the expense of their detecting skills. Female detective protagonists did not, for the most part, begin to be well written until the 1970s. **Klein** details how the formulas of crime fiction initially made it resistant to feminism. She argues that the characters created by such

writers as **Marcia Muller** must compromise between their ideologies and their careers. **Sara Paretsky** tries to escape this trap by using crimes and villains associated with institutions or systems excluding or oppressing women.

*The Blues Detective: A Study of African American Detective Fiction*, by **Stephen Soitos**, is not a comprehensive look at this topic but a consideration of how certain motifs developed from the early twentieth century through the 1970s, concentrating on works by six writers.<sup>6</sup> **Soitos** makes a convincing case that **Pauline Hopkins**, **J. E. Bruce**, **Rudolph Fisher**, **Chester Himes**, **Ishmael Reed**, and **Clarence Major** combined classical and hard-boiled detective traditions with African American folk culture and vernaculars to examine race, class, and gender within established conventions. **Soitos** sees crime fiction as a dynamic device for implementing cultural worldviews. He considers the importance of the **Harlem Renaissance** to the creation of these works and demonstrates what the writers learned from **Arthur Conan Doyle** and **Agatha Christie**. **Soitos's** study is useful for showing how crime fiction is created out of various cultural strands and how it can be used for social criticism.

Themes explored by **Klein** and **Soitos** have also been examined in several studies aimed at looking at women, minorities, and crime fiction within a larger context. One of the most comprehensive studies is **Stephen Knight's** *Crime Fiction, 1800-2000: Detection, Death, Diversity*.<sup>7</sup> **Knight** disputes the general assumption that **Hammett** and **Chandler** invented a new form of crime fiction, since violence is prominent in the dime novels of the nineteenth century, tough dialogue is notable in **Jack Boyle's** Boston Blackie stories (first collected in 1919), and a tone of world-weariness appears earlier in the works of **Mary Roberts Rinehart** and **S. S. Van Dine**. **Knight's** acute observations include how fictional detectives rarely actually detect, solving crimes by instincts instead, concerned more about fulfilling their personal ethics than righting wrongs. For him the rise of the police procedural in the 1960s and 1970s made it easier for writers to address matters of class, race, and gender. **Knight** praises the contributions of critically neglected early women crime writers, such as **Leigh Brackett** and **Dorothy B. Hughes**. He sees the development of tough female characters by the likes of **Muller**, **Paretsky**, and **Sue Grafton** as the major renovation of the genre in the last decades of the twentieth century. In analyzing the works of African American writers, **Knight** finds interesting parallels in the ways society's corruption is treated by both **Walter Mosley** and **James Ellroy**. **Knight** often finds thematic and stylistic connections others have ignored.

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Another in-depth study is *Contemporary American Crime Fiction*, by **Johannes Bertens**, who teaches at **Utrecht University**, and **Theo d'Haen** of **Leiden University**.<sup>8</sup> Their uniquely European perspective on American crime fiction of the 1990s, most of whose practitioners continue to flourish, concentrates on how writers reimagined established conventions and further evaluates the quality of fiction. In praising the power, innovation, and irreverence of female crime writers, **Bertens** and **d'Haen** find that their protagonists are more concerned with the personal than the political while still signifying the evolving status of women in the crime world. **Robert B. Parker's** Spenser and **Lawrence Sanders's** Matt Scudder are compared, with the latter found more interesting because the character is more flawed and fluid. Likewise, they find **Nevada Barr's** Anna Pigeon appealing for her insecurity and vulnerability balanced with independence. **Bertens** and **d'Haen** are particularly perceptive in explaining how **Ellroy** finds that crime writing is the only way to describe contemporary America. They praise writers such as **Ken Tanaka**, **Michael Nava**, and **John Morgan Wilson** for their treatment of characters marginalized by society. One of the best sections is their analysis of **Robert Skinner's** *Skin Deep*, *Blood Red*, which looks at the novelist's use of the hard-boiled tradition to examine racial issues.

*Contemporary American Crime Fiction* stands out in its openness to all approaches to crime fiction and its refusal to try to squeeze writers into preconceived categories.

Criticism of American crime fiction has attracted some excellent writing that eschews the jargon of much academic discourse. One work especially accessible for undergraduates, in addition to being insightful and comprehensive, is **Lee Horsley's** *The Noir Thriller*.<sup>9</sup> **Horsley**, an American who has spent her entire career in England, deals with films and British writers but concentrates on American crime fiction. **Horsley's** analysis constantly situates the fiction under discussion within a larger social and cultural framework. She links the dark underbelly of American life exposed in noir thrillers with the modernist pessimism associated with such works as **T. S. Eliot's** *The Waste Land*. Crime fiction is distinctive for depicting alienated characters and their struggles to deal with an often hostile environment. **Horsley's** comprehensiveness is displayed by her attention to early minor writers such as **Benjamin Appel**, **Paul Cain**, and **Carroll John Daly**, who usually appear only as names in lists in other critical works. She is also good at explaining why **Cain**, **McCoy**, and many others were first more appreciated by European readers. **Horsley** argues that the small-town milieu in much crime fiction from the 1940s and 1950s makes it easy for writers to explore social, racial, and gender prejudices

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## Endnotes

1. **Haycraft, Howard.** *Murder for Pleasure: The Life and Times of the Detective Story*. New York: D. Appleton-Century, 1941.\*
2. **Madden, David**, ed. *Tough Guy Writers of the Thirties*. Carbondale, IL: Southern Illinois University Press, 1968.\*
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10. **Rzepka, Charles**, and **Lee Horsley.** *A Companion to Crime Fiction*. New York: John Wiley and Sons, 2010.\*

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

# Book Reviews — Monographic Musings

Column Editor: **Debbie Vaughn** (Adjunct Instructor, Clemson University) <vaughn.deborah@gmail.com>

**Column Editor's Note:** To quote Peter Parker's Uncle Ben from Spiderman fame, "with great power comes great responsibility." The same philosophy can be extended to the library world: with great information comes great responsibility. E-Resources Specialist and new MM reviewer **Michelle Polchow** examines an ALA publication that covers numerous topics pertaining to legal and licensing issues. Iflicensing is of interest to you, you also might consider attending the following sessions at the **ALA Annual Conference** in San Francisco:

**Challenges with Managing Streaming Media and other Digital Content for Academic Libraries Preconference Institute** (Friday, June 26, 8:30 – 4:00)

**To the MOOC and Beyond! Adventures in Online Learning, Copyright and Massive Open Online Courses** (Sunday, June 28, 3:00 – 4:00)

**OITP-Copyright Litigation: The Year in Review (and What's Coming Next)** (Monday, June 29, 10:30 – 11:30)

**Media Streaming Showcase: Can We Talk?** (Monday, June 29, 1:00 – 2:30)

These sessions are sure to provide valuable information to inform and enhance your professional library practice.

In other news, I am sad to be writing my last MM column introduction but excited to be handing the MM reigns to **Regina Gong**, Manager of Technical Services and Systems at **Lansing Community College Library**. I cherish my affiliation with **ATG**; through **ATG** and the **Charleston Conference**, I have expanded my sphere of awareness of issues in not only acquisitions, publishing, and vendor relations, but also public services, professional development, and more. I hope to continue to contribute, but my latest family addition makes time on the computer more and more sparse! **Regina** has outstanding plans for this book review column; beginning with the September issue, it will be bigger and better than ever before.

Many thanks to reviewer **Michelle Polchow**, new column editor **Regina Gong**, and all of the past MM reviewers who have contributed their time, effort, and opinions to the library and information conversation through their submissions. Happy conferencing and happy reading, everyone! — **DV**

**Lipinski, Thomas A. *The Librarian's Legal Companion for Licensing Information Resources and Services*. Chicago: ALA, 2013.**  
978-1-55570-610-4. 760 pages. \$134.00.

Reviewed by **Michelle Polchow** (Collection Development E-Resource Specialist, George Mason University) <mpolchow@gmu.edu>

***The Librarian's Legal Companion for Licensing Information Resources and Services*** is part of the Neal-Shuman series ***The Legal Advisor for Librarians, Educators, and Information Professionals***. This deep dive into a highly specialized field of practice will prove invaluable to a wide spectrum of readers, ranging from students of Library and Information Science to the most seasoned of negotiators. Although author **Tomas A. Lipinski** warns this book is "not for the faint of heart," the excellent organization of this complex topic reflects his aptitude for teaching, along with

his credentials as Professor at the School of Library and Information Science, **Indiana University-Purdue University**, Indianapolis, JD, LL.M., PhD. The illuminating tome tackles not only the legal context of acquisitions, but situates associated entangling issues such as archiving licensed resources, termination rights, interlibrary loan, fair use, risk management, and the important role of library advocate within the negotiation process.

Whether the book is used as a course textbook, foundational material for a

seminar or reading for professional improvement; the table of contents subdivides the topic into manageable units of learning. The hefty glossary is suggested as an alternative starting point for the novice. Beginning with an environmental scan of modern librarianship to set the stage, relevant copyright law and concepts of contract law follow, and the grand finale admirably tackles the range and nature of resources and services now licensed by libraries. At the intersection of copyright and contract law, **Lipinski** provides a thorough discussion which encompasses the most perplexing issues of music, media, open source, creative commons, on down to the nuances between shrink-wrap, click-wrap and browse-wrap licenses. Although the book as a whole could prove overwhelming, the exhaustive detail, both in the table of contents and the comprehensive subject index, offer discovery aids which transform this into an easy-to-use handbook permitting bite-size learning opportunities. At the end of every chapter are concise summary points and extensive end notes. Case studies, check-lists and key-clause evaluation tools round out a full licensing toolkit.

Although the book does not advocate for a model license, nor does it offer consortial negotiation strategies to leverage strength in numbers, the author develops the discussion beyond mere issues of acquisition. The reader is assured that any effort to deepen understanding of copyright and contract law will provide a payoff in the form of greater ease with these multifaceted matters. A key point made is negotiation is an interactive opportunity for librarians to develop licenses that reach beyond basic access, and can forge increased impact when all issues are fully grasped. Greater understanding of key license clauses, both their inclusion and omission, can lead to a more law-compliant information resources and services environment. And towards

that goal, the library is posed for the unique role in risk management for its associated institution. Overall, this well constructed and thorough book fills a critical hole in the library and information science literature. 🐼



## Collecting to the Core from page 47

and the smug morality of midcentury America, as **Highsmith** and **Thompson** turn murder into a form of social criticism. **Horsley** is perceptive in demonstrating how femmes fatales of this period are stronger characters than their film noir counterparts, especially in the fiction of **Cornell Woolrich** and **David Goodis**, who also offers a white liberal perspective on racial issues. **Horsley** shows how the noir thriller

adapts to social change, adding consumerism as a target by the 1980s, and how in feminist crime fiction protagonists create their identities by solving crimes. **The Noir Thriller** is remarkable in crime fiction criticism for the breadth and depth of **Horsley's** analyses. She seems to have read more and thought more deeply about her subject than any other scholar.

**Horsley** also co-edited, with **Charles J. Rzepka**, an excellent collection of essays about American and British crime fiction and films. **A Companion to Crime Fiction** includes scholarly essays on such topics as literary theory

and crime fiction, feminist crime fiction, and postmodern and metaphysical detection, as well as essays on individual figures from **Poe** to **Mosley**.<sup>10</sup> Two of the most interesting contributions are "Crime Fiction and the Literary Canon," by **Joel Black**, and "Historical Crime and Detection," by **Ray B. Browne**. Such essays supplement and update the material in the earlier studies above. Alongside the fiction itself, the works of criticism discussed here should be considered essential to all collections at academic institutions where crime fiction or popular American literature is taught. 🐼

# Booklover — Beckett

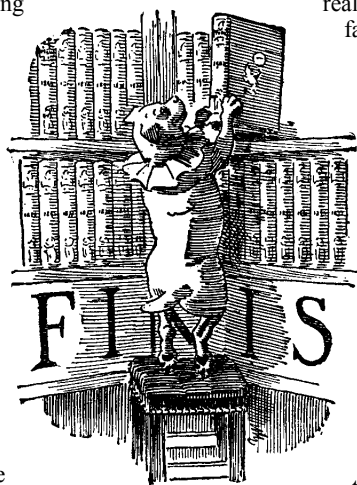
Column Editor: **Donna Jacobs** (Retired, Medical University of South Carolina, Charleston, SC 29425) <donna.jacobs55@gmail.com>

I was married in March. Every year around our anniversary, my husband and I take a trip. It is a relaxing trip of hiking, fishing, reading, writing, food, wine and possibly some sightseeing. This year was no different. I chose a few books to carry with me. One book comprised the three novels by **Samuel Beckett**: “*Molloy*,” “*Malone Dies*” and “*The Unnamable*.” It has been in my **Nobel Literature** collection for a while. I discovered it during one of my random visits to a used bookstore. This is one of my favorite things to do. I chose this book after hearing a story from a musician friend of mine that he had met a woman at a local music venue who was staying in Charleston while editing the **Beckett** letters. Seems she likes jazz and visits the venue on occasion. Locals believe that Charleston is just as much the birthplace of jazz as New Orleans. I will leave that debate to the locals. I enjoy listening no matter where it was born.

**Samuel Beckett** was awarded the **Nobel Prize in Literature** in 1969 for “for his writing, which — in new forms for the novel and drama — in the destitution of modern man acquires its elevation.” He is regarded as one of the most influential 20th-century authors. One description of his work details “a bleak, tragicomic outlook on human culture, often coupled with black comedy and gallows humour.” I had made quite a choice for light vacation reading.

**Beckett** was born in Ireland in April of 1906, but a falling out with his mother resulted in a permanent residency in Paris at the outbreak of World War II in 1939. He preferred “France at war to Ireland at peace,” a quote that I find reflected in the tone of his writing. Interestingly, “*Molloy*,” “*Malone Dies*” and “*The Unnamable*” were all written in French and then translated back to English by **Beckett**. “*Molloy*” was translated with the help of **Patrick Bowles**. **James Knowlson**, Emeritus Professor of French Studies at the **University of Reading** in London and the Founder of the **Beckett International Foundation**, penned the “sole” authorized biography of **Samuel Beckett**, “*Damned to Fame: The Life of Samuel Beckett*.” **Knowlson** states he wrote in French rather than his native English because he could easily write “without style.” What a curious comment for a **Nobel Laureate**.

“*Molloy*” opens with the simple sentence: “I am in my mother’s room.” Followed by the declaration, “It’s I who live there now.” Piecing together the influence of his mother, who was described as domineering, **James**



**Joyce**, who he met while attending **Trinity College** (1923-1927); and the revelation in his mother’s room during a brief stay in 1945 that he should move from **Joyce’s** shadow — these two opening lines speak volumes. **Knowlson’s** argument that “**Beckett** was rejecting the Joycean principle that knowing more was a way of creatively understanding the world and controlling it... In the future, his work would focus on poverty, failure, exile, and loss — as he put it, on man as a ‘non-knower’ and as a ‘non-can-er.’” The direction change, the acknowledgement of his own stupidity, and the awareness of his growing interest in ignorance and impotence are summed up: “I realized that **Joyce** had gone as far as one could in the direction of knowing more, [being] in control of one’s material. He was always adding to it; you only have to look at his proofs to see that. I realized that my own way was in impoverishment, in lack of knowledge and in taking away, in subtracting rather than in adding.”

Pretty much sums up “*Molloy*.”

There are two main characters **Molloy** and **Moran**. We are introduced to **Molloy** first and then to **Moran** who is employed to find **Molloy**. I leave you first with **Molloy’s** thoughts and then **Moran’s**.

**Molloy**: “Yes, these imperatives were quite explicit and even detailed until, having set me in motion at last, they began to falter, then went silent, leaving me there like a fool who neither knows where he is going nor why he is going there. And they nearly all bore, as I may have said already, on the same painful and thorny question. ...Charming things, hypothetical imperatives. But if I had never succeeded in liquidating this matter of my mother, the fault must not be imputed solely to that voice which deserted me, prematurely.”

**Moran**: “It is midnight. The rain is beating on the windows. I am calm. All is sleeping. Nevertheless I get up and go to my desk. I can’t sleep. My lamp sheds soft and steady light. I have trimmed it. It will last till morning. I hear the eagle-owl. What a terrible battle cry! Once I listened to it unmoved. My son is sleeping. Let him sleep. The night will come when he too, unable to sleep, will get up and go to his desk. I shall be forgotten. My report will be long. Perhaps I shall not finish it. My name is **Moran, Jacques**.”

 **McFarland**

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# Media-Centered — “I want my... uhm TV?!”

Column Editor: **Winifred Fordham Metz** (Media Librarian & Head, Media Resources Center, House Undergraduate Library, University of North Carolina at Chapel Hill; Phone: 919-962-4099) <freddie@email.unc.edu> <http://www.lib.unc.edu/house/mrc>

**Column Editor's Note:** *The use of film in the classroom is ubiquitous. Visual theses are on the rise. Interest in documentary studies is growing at an exponential rate. Resultantly, the importance of a rich and varied media resources collection is essential to academic institutions, public libraries, and K-12 media centers. It takes a lot of work, development, and research to maintain and grow a collection like this. Resources that aid in this process are invaluable...*

In writing this column, I've touched on many elements of collection development for Media from pedagogy to copyright to nuts and bolts information on streaming media, distribution, the festival circuit, and professional development organizations. Most recently, as the content itself is undoubtedly one of the reasons I most enjoy working with a Media collection, I used a few columns to outline a multi-part list of recent documentary films of note. Amidst Tribeca, Cannes, and a host of other spring film festivals announcing their new feature film line-ups, I toyed with the idea of delving into some kind of approach to fictional narrative. But, a few things seemed to be pointing me in a rather different direction — TV and not so much content as delivery. First, I had the opportunity to attend a recent colloquium held by the Center for Media Law and Policy at UNC, where **David L. Cohen**, executive vice president of **Comcast**, spoke on “The Democratization of Media.” **Cohen** spent a bit of time talking about changes in the landscape of U.S. media and content distribution. But, there were many questions left on the table, and I walked away engaged in a lively debate with a couple of graduate students on the implications of potential mergers like the **Comcast / Time Warner** cable deal — which, if it succeeds, would secure an estimated 60% control of broadband provider and 30% of the pay-TV markets (not surprising since **Comcast** already owns **NBC Universal** and a portion of **Hulu**). We all agreed that such a merger would smooth the path for others like it, and a quick online search later that night yielded multiple articles mentioning the possible merging of: **Charter Communications** and **Bright House Networks**; **AT&T** and **DirectTV**; and even perhaps **CBS** and **Via-com**. Then, a few weeks later, I attended the **Full Frame Documentary Film** festival, where many conversations arose on content distribution, licensing issues, and the recent spate of emerging direct-to-viewer products. So, TV it is; primarily, what does the current landscape look like? Who is watching what and why? And, how will this [continue to] affect the way we purchase media and curate collections at our academic institutions, public libraries, and cultural centers?

\*At the time this article was due, the Federal Communications Commission had not formally denied the proposed **Comcast** merger in light of concerns regarding high consolidation of video and broadband Internet, and **Comcast** had yet to abandon its attempt to buy **Time Warner Cable** for an estimated \$45.2 billion. Now, only a few weeks later, **Charter** has confirmed a \$55 billion deal to buy **Time Warner Cable** (along with **Bright House**). Like **AT&T's** proposed \$48 billion merger with **DirectTV**, this deal, if approved by the FCC, would make **Charter** a strong contender to **Comcast**. It could also pose harm to the online video market and create escalating consumer prices. The deal may have changed players, but still ultimately bears the same concerns. — **WM**

## Video Killed the Radio Star

When **MTV** chose to broadcast the **Buggles'** 1979 hit song “Video Killed the Radio Star” as their first music video when the station went live in 1981, they seemed to be sending themselves up and giving a bit of credence to the concern of many at the time over the installation of a strictly music TV station. Interestingly, the same fuss had been made some 30 years prior, when television truly co-opted the radio star for

its own — moving **Molly Goldberg** and her popular situational comedy cast from their radio broadcast to a visual version shown on **CBS**. This spawned numerous shows in its likeness — and continues today with what we know to be a sitcom. As with those first sitcoms, **MTV** became an overnight hit and paved the way for a number of similar TV stations and a host of new original programming centered on the **MTV** generation. Fast-forward another 30-some years and the **Buggles'** tune remains fairly apt — this time the lyrics might go “Netflix killed the television star” inciting similar concerns about a particular media's impending demise. Where Radio undoubtedly survived the advent of TV and **MTV**, today's media delivery landscape is changing way more drastically and rapidly than ever before, and cable companies and content producers are engaged in an active battle over this new terrain. And now where does that leave TV?

## Beyond the Box; Cord Cutters, Untethered Masses, and the like...

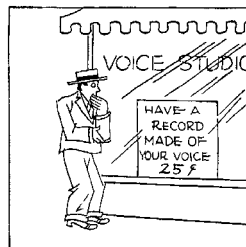
Bundling and selling content to subscribers (typically households) has been around in some fashion since the first cable companies sprang up in the early 1950s. And either via cable or satellite, American households have been moderately steady monthly subscribers (sustaining an average of 50% or more of reporting U.S. households) through the years with only a marked decline noted within the last decade. Bundling commonly entailed companies like **Comcast**, **Cox Communications**, or **Time Warner** approaching content producers (studios) and gathering a variety of their original programming, which they then packaged into multiple-channel selections and offer with a host of other programs for a monthly fee. Now, streaming technology has significantly changed this landscape. For almost a century, families could be counted on to gather around their radios and televisions at home to enjoy evening programming, be it radio and then cable, satellite, or local TV broadcast — but today's technology (DVRs, video-on-demand, etc.) has increasingly enabled them to control their consumption, catch up on a show when they have time, or binge-watch an entire series in one go. Further still, streaming media enables viewers to untether themselves altogether from traditional cable, cut the cord on box TV, and co-opt visual real estate on their computers, tablets, phones, and other personal media devices. Services like **Netflix**, **Hulu**, **Vimeo**, and **Youtube** have made it entirely possible for consumers to

constantly curate their own content — anytime, anywhere. In a bid to retain current viewers, lure new subscribers, and ensure some purchase in the market, producers and cable companies alike have invested heavily in creating highly produced original programming. Many attribute to this the bringing back of the golden age of television with shows like **HBO's** *Girls*, *True Detective*, *The Veep*, and *Game of Thrones*, or **Netflix's** *Unbreakable Kimmy Schmidt*, *Orange Is the New Black*, and *House of Cards*. And, as many of these are served up online, the notion of home entertainment has become a moving target, as consumers have progressed well beyond curating their own content to being able to choose where and when to consume it as well. (According to **Leichtman Research Group**, cable providers reported more broadband subscribers than cable TV subscribers at the end of 2014.) This level of consumer control has engendered an expectation that is out of step with the traditional cable model. Consumer complaints and a collective call for unbundling have peppered social media, blogs, and columns for a few years now, and it seems content producers have been listening.

## I don't want my MTV... or ESPN or FOX, but let me have HGTV, HBO, AMC, and the Food Network...

Producers and studios are entering the bundle/unbundle debate and leveraging the immediacy of the medium to their advantage as they have begun rolling out direct-to-viewer subscription programming.

*continued on page 51*



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## Media-Centered from page 50

Borrowing from **Netflix's** model, **HBO** began testing the water by offering their **GO** service to affiliated cable subscribers, allowing them to access **HBO** programming (read — *Game of Thrones*) via streaming boxes or on their portable media. But, this did not address the non-cable subscriber's demand, so **HBO** cut the cord / broke the box and rolled out their **NOW** service. A monthly fee of \$14.99 provides consumers without cable subscriptions ample **HBO** premium programming. Add this to **Netflix's** already hugely popular streaming service, **Nickelodeon's** digital subscription package, **Sundance Now** and their new **Sundance Doc Club**, **CBS/Showtime's** soon-to-be-released direct digital service, **NBC's** plan to offer a subscription Web-based comedy service, **Verizon Communications' FiOS** custom TV's slim package service, and **Dish Network's** digital Sling TV package, and consumers now have a plethora of a la carte programming options from which to choose sans traditional cable. But what does that really mean? Instead of paying for both cable subscriptions packages and broadband access, will folks now just pay higher rates for more and faster broadband alongside these direct-to-viewer subscriptions? Is that really so different? Will there be a noticeable price reduction? Time may tell. But for now, it seems like more of a shift than a true change. And that brings me back to what impact this might have on media collections at our academic institutions, public libraries, and cultural centers.

### Maybe Netflix has [actually] Revived the TV Star...

I have mentioned in previous articles that free streaming sites and subscription services like **Netflix**, **Amazon Prime**, **Hulu**, **Snag**, **Vudu**, **Crackle**, and now **HBOGO**, **HBO Now**, **Showtime Anytime**, **Starz Play**, **Verizon's FiOS**, and **Dish's Sling TV** can prove helpful resources. But they do not offer everything. Students and faculty are letting

us know that they are not finding all the materials they need for their classes on these sites. They experience best success when they use them *in tandem* with the Library's media collection. As assigned viewing continues to increase, so does the importance of our locally curated collection of media materials. This absolutely includes TV. Maybe not TV as we have understood it to be, but certainly the programs lending themselves to the renaissance golden age of TV we are experiencing today through the original programming being produced by **Netflix**, **HBO**, **Showtime**, **AMC**, **FX**, and **IFC** alongside traditional networks like **ABC**, **NBC**, and **CBS**. Our media collections currently include classic and essential TV shows from most every decade since Molly Goldberg shouted "Yoohoo" from her kitchen window. Undoubtedly, these collections reflect an ever-increasing roster of shows produced by cable networks like **HBO** and **Showtime** or online video outlets like **Netflix**. TV continues to resonate in the curriculum. Classes once dedicated to analyzing and deconstructing episodes of *M\*A\*S\*H*, *All in the Family*, *Seinfeld*, and *The Simpsons* moved on to *The Wire*, *Sex and the City*, *The Sopranos*, and *Breaking Bad* and have now arrived at *Girls*, *Game of Thrones*, *Empire*, and *Mad Men*. Now more than ever, careful curation of our TV show collections must continue as the landscape continues to grow and change. As Don Draper from *Mad Men* recently asserted in the final season — "This is the beginning of something, not the end."

### Some Shows to Consider (besides the obvious ones like *Game of Thrones*, *Orange is the New Black*, and *Girls*)...

*Veep*, *Penny Dreadful*, *Better Call Saul*, *Unbreakable Kimmy Schmidt*, *Bloodline*, *Broad City*, *Wayward Pines*, *Outlander*, *Louie*, *Orphan Black*, *Happyish*, *Fortitude*, *Empire*, *Shameless*, *Togetherness*, *The Americans*, *Daredevil*, *iZombie*, *Man Seeking Woman*, *12 Monkeys*, and *Wolf Hall*. 🐾

# Biz of Acq — How Closing a Media Service Point Led to Opening the DVD Collection and Increased DVD Circulation

by **Kim Wallis** (Electronic Resources and Technical Services Coordinator, Sonoma State University Library, 1801 East Cotati Avenue, Rohnert Park, CA 94928; Phone: 707-664-2316; Fax: 707-664-2876) <wallis@sonoma.edu>

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**S**onoma State University's Library is located in **The Jean and Charles Schulz Information Center**. The Information Center opened in August 2000 and houses the University Library, Information Technology, the Center for Distributed Learning, the Writing Center, the Faculty Center, the Center for Community Engagement, and Charlie Brown's Café. The University Library is 215,000 feet in size, consists of three floors with two wings on each floor, and has multiple entrances for easy access. The University Library also has five acres of floor space and 50,000 linear feet of shelving.

An expansive library with multiple entrances is a great benefit to patrons as **Sonoma State's** former library was outdated and approximately 100,000 square feet smaller. But, with a bigger building came more service points and the need to stretch the same number of staff to cover more areas. After much debate and thought it was decided the media desk would be closed as a service point. The media desk serviced a closed stack and employees retrieved all requests for DVDs, VHS tapes, LPs, audiocassettes, Laser Discs, and CDs. Near the media desk are several viewing rooms, audio stations, and the library's collection of microfiche and microfilm. The media desk assisted patrons who had questions about media and who needed assistance with the various forms of equipment.

Once it was decided the desk would be closed, a decision had to be made about the closed stacks: all of the media could be moved to the automated retrieval storage (ARS) system; part of the media collection could be moved to elsewhere in the library and part stored in the ARS; or all of the collection could be moved to a different area. Since the main circulation desk was not large enough to accommodate the media collection it was not feasible to move the collection to a closed-stack behind the circulation desk. The library's DVD collection includes both educational and popular DVDs, and every year DVD circulation numbers increase. The idea was presented to have DVDs become an open collection and to display them in an easily accessible area of the library.

Where would we set up a browsing collection of DVDs without adding an extra service point? Across from the circulation desk there was an alcove which was home to the Writing Center. The Writing Center moved to a larger area in the library which freed up this space.

The space was directly across from a service desk, was the right size to house the current DVD collection, and still had room for future growth. In early summer of 2012 the new DVD location "DVD Central" was re-configured; a partial wall was built to meet the fire code, and shelves were built and installed.

In addition to a location, a decision had to be made about securing the DVDs and what kind of security system would be cost effective and easy to maintain. Displaying the DVD cases in DVD Central and housing the discs behind the circulation desk was not an option due to space issues. It was therefore decided to house the entire DVD in DVD Central. It was also decided to use cases that could accommodate cover art and were lockable. The cases cost approximately \$115 for a box of 100 single tray cases. Cases that would accommodate two or more DVDs also had to be ordered. Three decouplers, to lock and unlock the cases, were purchased at approximately \$200 each. It was decided that tattle tape would be inserted into each of the cases and whenever possible the original packaging with the title and credit information would be preserved. Often times the original packaging would not fit into the locked cases as the packaging was made of cardboard and too thick to allow proper closure. Whenever this was an issue, paper sleeves were printed and inserted into the case.

The DVD collection had previously been shelved by accession number, which would not be practical in an open-stack environment. A DVD does not have a lot of room on the spine for extended call numbers, so it was determined a truncated version would have to work. General guidelines initially developed included:

- 1) non-fiction films would be classed in their traditional subject areas using broad class numbers, up to the first decimal place;
- 2) all feature films would be classed together in PN 1997 and not further subdivided by time period (PN 1997.2 for example);
- 3) all television broadcasts (fictional) would be classed together in PN 1992;

- 4) the cutter would be determined by the first word in the title, ignoring initial articles or non-filing characters (HV 636 FEMA for example);
- 5) when needed, the year of the piece would be added to help create a unique call number (for example PN 1997 Twelfth 2005); and
- 6) when determining a cutter by title the language of the DVD would be used.

Did problems arise? Heck yeah. But, we learned to adapt and be flexible with our guidelines. Several times patrons were not able to find a movie in a foreign language when they associated the title of the film with the English translation. Remakes of feature films were often confusing, and exactly what is a feature film versus a non-feature film? What about plays that are feature films? What about films that were later shown on television? Since we had

to set up our guidelines in a short period of time we learned to be flexible with our "rules." For example, if a film was a dramatic feature film or "based on real life," this did not qualify as a documentary. For a DVD to be classified as such it had to be promoted as a documentary. More specifically, we turned to Wikipedia for a basic definition of a documentary: "a nonfictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a historical record."

At the end of June 2012 the library owned a total of 4,788 DVDs which were checked out a total of 6,670 times from July 1, 2011 to June 30, 2012. During the time period of July 1, 2013 to June 30, 2014 the number of DVDs owned by the library increased by 9%, and the number of checkouts soared by 76%. Granted, the library added more popular DVDs and feature films over the two-year period, but an increase in circulation of 76% on only a 9% increase in the number of items owned is impressive. An informal study of students unanimously showed students like to wander through DVD Central, pull out the DVDs, read the information on the covers, and peruse the titles on the shelves.

*continued on page 53*



# Little Red Herrings — Shifting Sands

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

*My name is Ozymandias, king of kings:  
Look on my works, ye Mighty, and despair!  
Nothing beside remains: round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away.*

Are we witnessing the shifting sands of a “colossal wreck,” or is it just the settling of a foundation that will correct itself in due course? This year, 2015, is one of the banner years for baby boomers reaching the age of 65. Over the next five years, scores of librarians will reach or exceed that threshold. We’ve known this for some time now. We also know that not as many young librarians are replacing the hoary-headed as rapidly as those hoary heads are leaving.

In other words, library staffs are getting ...more and more mature, let us say, because no one is going anywhere. With the exception of deans, directors, and a few department heads, everyone is digging in for the short haul — short, because they are, after all, 65 or thereabouts. This means there is good news and bad news for libraries. How librarianship deals with this maturing will mean the difference between well-functioning libraries and Ozymandias-like disasters.

First, the good news about aging librarians. The good news is that there remains a long institutional memory and/or history at many libraries. Unlike other professions, the temptation to throw the baby out with the bathwater in libraries is minimized because those who remain actually knew the baby as a baby, or even delivered it. The more good news is that there is a rich and broad wellspring of experience. In a more mature staff there will be those who saw the first hint of automation, and perhaps even some who hand-typed card catalog cards. While neither provides much inherent value to be sure, this does provide a sound historical basis on which to build a future. Finally, these gray-haired (or bald-headed, as the case may be) librarians have seen everything. Quite a few of them have probably survived a few deans, several directors, not to mention more than a handful of presidents and/or CEOs. They know how things work in a given place, and how to get things done easily. They can direct any whippersnapper to the right people, places, or procedures, helping said whippersnapper to avoid institutional landmines, roadblocks, curmudgeons, or all of the above.

Now the bad news. There remains that same long, long, long and longer still institutional memory. It cannot be done that way, we have never done it that way, we don’t want to do it that way. We love the baby and its bathwater, and we’re not about to change it, throw it out or allow it to grow up, not on our watch, buster. Long-termers mean that there will likely not be any money for hiring new staff, so any new

ideas will have to be internally-generated. This isn’t impossible, of course, but it is hard for any aging organization to reinvent itself when the will to do so isn’t there, no prods exist to make it want to do so, and the light at the end of the proverbial tunnel of their careers is now very clearly in focus. Any new initiatives will have to be undertaken by aging librarians who may not want a new role, may disagree with the new approach, or may dig in against new duties altogether. Again, this is not always the case. But it is sometimes very difficult to initiate easily and well new ideas and new roles in a well-seasoned staff. Telling any 60-something year olds in any profession that he or she must now change what he or she has been doing for the last three decades in order to do something entirely new is not always greeted with, “Thank you for making my job interesting again.”

None of us, young or old, are really used to the idea that libraries must fight for every dollar, though we have been doing it all of our careers. We know we must, yet we still find it exhausting. Now we find we must also fight to make the case that libraries are still needed at all. While we have always fought for every dime, we have almost always lived in a halcyon age in which the *principle* that libraries are the cynosure of intellectual activity was taken for granted. Not anymore. If anything, we have to make the case that we aren’t obsolete and should not be made the handmaid of some IT department. Instilling that energy with the needed sense of urgency in an aging staff isn’t always easy to do.

The next five years will be a most important time for libraries. Can we make the necessary changes that must be made to remain relevant, and can we make those changes with the aging staffs we now have? Frankly, this isn’t so much a library issue as it is an issue that every organization must face. We baby-boomers are everywhere, and that means we are retiring in every profession. Because changes in librarianship have been hurling toward us at warp speed, however, the need to make the new with the old becomes more challenging as time goes on. It’s that new wine in old wineskins dilemma all over again.

Those libraries that make these changes wisely and well will flourish. Having the will to make them even with retirement in the rearview mirror is one more opportunity for librarians to prove their value once again. Creating the conditions for this to take place is the challenge not just for deans and department heads, but for everyone who works in a library. In academic libraries we serve a clientele that ranges in age from 18 to 70, some young people who have come from highly sophisticated high school libraries, some from very rudimentary ones. We serve veterans, adult learners, and some just taking a few courses every now and again. They all need their library to be the best and brightest it can be.

This means we must be the best and brightest we can be regardless of how old we are. 🐾



## Biz of Acq from page 52

How has this move from a closed-stack to an open-stack environment changed the workload? Per the library’s stacks manager: the DVDs are easy to re-shelve, the call number system is working well, and there has not been a big increase in his overall workload. There has been an increase in the workload of the Main Circulation Desk now that the Media Desk has closed. The circulation desk is responsible for all media check out, unlocking the DVDs, and checking the DVDs back into the collection. Also, more DVD circulation

means more time spent answering questions. Non-DVD media items were moved to the ARS, which has also changed the Circulation Desk’s workflow.

Even though the media desk has been closed, the area still houses various forms of equipment such as turntables and microfiche and microfilm readers. The library is currently in the process of evaluating the media area as well as the overall library to see how space is currently being used today. When the library was built almost 15 years ago it was anticipated space would be used one way, but over time how the library is being used continues to change. Although there was some initial

skepticism about closing a service point in the library; the current staff is not spread as thin and are better able to assist patrons. The library has also instituted a team of “roving student assistants” who are able to assist patrons with questions they may have about equipment housed in the media area.

The library’s decision to close a service point was not an easy one, but one that was necessary without an increase in staffing numbers. The decision to move the DVD collection from behind a desk to an open area turned out to be a benefit to patrons; as evidenced by a 76% increase in usage on an increase in numbers of 9%. 🐾

# Wandering the Web — Making Things of Makerspaces

by **Anthony Paganelli** (Part-time Librarian, Elizabethtown/Ft. Knox Campus, Western Kentucky University)

Column Editor: **Jack G. Montgomery** (Professor, Coordinator, Collection Services, Western Kentucky University Libraries)  
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**Column Editor's Note:** *My first exposure to the idea of Makerspaces came several years ago when I received a call from our Educational Resources Librarian asking me to attend a meeting with some members of the education faculty. It was at that meeting that I learned about the new, yet old idea of collaborative learning environments where people come together to share materials and learn new skills while creating new products and services. Makerspace clearly has many facets and manifestations, so I sought out **Tony Paganelli** who was actually conducting Makerspace sessions at our satellite campus in Elizabethtown, Kentucky. Here is **Tony's** report. — **JM***

## Makerspace

According to **Caitlin A. Bagley** of ALA Tech Source, "a makerspace is a place where people come together to create with technology." — From **Caitlin A. Bagley's** ALA Tech Source Blog, December 20, 2012. <http://www.alatechsource.org/blog/2012/12/what-is-a-makerspace-creativity-in-the-library.html>.

**Makerspace** — <http://makerspace.com/> — The Makerspace Website has information regarding the inception, designs, and concepts of makerspaces. As a supplement to the makerspace site, a blog has been created to help interested persons review makerspace ideas, discuss issues regarding makerspaces, and read posts about other makerspaces. Also, a directory has links to makerspace sites in the United States, as well as internationally. To fully grasp the makerspace idea, the creators include a Makerspace: Playbook that users may download for free. The playbook has terrific ideas about how to create a makerspace. The Website also has information about how to purchase makerspace items, which includes a makerspace workbench. The site is an excellent source for persons needing introductory ideas about creating a makerspace.

**Hackerspace.org** — <http://hackerspaces.org/wiki/> — The wiki page is designed and maintained by computer enthusiasts that share ideas and technology. The organization is an international association of computer technicians that provide information and events. According to the Website, "Hackerspaces are community-operated physical places, where people can meet and work on their projects." The Website also allows interested persons to post questions regarding technology and tell stories of innovative concepts. A unique regular event the organization provides is the Synchronous Hackathon, which people are given a challenge to perform regarding Internet usage or some other type of test. Once a month the community will collaborate about the challenge. The organizers have included numerous resources, which includes links to the theory of hackerspaces, list of people globally, and educational information.

**FabLab@School** — <https://tltl.stanford.edu/project/fablab-school> — The FabLab@School program is a global educational program that is attempting to provide middle and high school students with the technology to learn and create. The organization is a

partnership with **Stanford University's Graduate School of Education** and the **Transformative Learning Technologies Lab**, the **Experimentarium** in Moscow, the **DSIL** in Bangkok, and **Bourn Idea Lab** in the **Castilleja School** located in Palo Alto, CA. The group is establishing a system to educate students in the STEM initiative concept. According to the Webpage, the program is a "low-cost digital spaces where you can 'make almost anything,' aimed at supporting project-based student-centered learning." The Webpage includes resources to principal publications, a video summary, and video examples.

**K-12 Fab Labs and Makerspaces** — <https://groups.google.com/forum/#!forum/k-12-fablabs> — The creators of the **Google Group** provide people with a forum to assist K-12 teachers and administrators locate makerspaces or fab labs near their location. Interestingly, the Webpage is vendor free, which also eliminates advertising in the community of makerspace participants and organizers. Primarily, the Webpage is used to share unique makerspace ideas and locate makerspace organizations near the respective educational institution. Throughout the threads of the discussion forum, links to Curriculum, Resources, and Shop Talk allow the users to reference specific topics. Resources are another significant factor of the **Google Group** forum. The Resources link to important information for gathering materials for a makerspace, project ideas, professional development, competitions, and grant opportunities.

**Make it @ Your Library** — <http://makeitatyourlibrary.org/> — The **Make It @ Your Library** organization was developed and funded in coordination with **Illinois Libraries Explore, Apply and Discover (ILEAD USA)** in collaboration with ALA and powered by Instructables. Through securing federal funding by the IMLS, the organization has created a Website that has

numerous makerspace ideas, a blog for further discussions, and other information for using creativity in libraries and schools. The resource page is extremely beneficial for libraries or institutions interested in creating a makerspace idea. The resource page has startup ideas for small to expensive budgets, as well as links to similar makerspace businesses.

**Make Magazine** — <http://makezine.com/> — The Make Magazine has several categories for persons interested in learning and starting a makerspace program. A significant project of the organization is the annual Maker Faire, which unites do-it-yourself enthusiasts from across the world to demonstrate the newest trends in makerspace concepts. The site has ideas for makerspace projects, blogs, and variety of genres, list of information for makerspace in education, and a database of archived issues of the magazine. The source is an excellent beginning for studying and researching makerspaces.

**MakerBridge** — <http://makerbridge.si.umich.edu/> — Created by **Sharona Ginsberg** who is a member of the Instructional Support Service at the **University of Michigan's School of Information**, she and several interested people designed a site to help connect makerspace communities. The mission of the organization is to provide resources to the different genres and skill levels of makers. According to a statement on the site, "Everyone is welcome, regardless of affiliation, geographic location, or level of knowledge."

An excellent aspect of the site is the "Review Tools" section, which provides information for makerspace tools that range from arts and crafts tools to video and audio software programs. Another feature is the "Blog" and "Forum" sections that help bridge the distance between makerspace communities through discussion and online assistance. The site encourages people to register or follow through Twitter to participate and receive makerspace information.

**Adafruit Industries** — <http://www.adafruit.com/> — The New York City based maker supplier founded by MIT graduate **Limor "Ladyada" Fried** provides a large variety of DIY kits and tools. Along with the founder's insight to technology, the company has a support staff with engineers and technical experts to help customers with any issue. On the Website, people can also participate in the blog and chat sections, which would greatly help those starting a technology makerspace. Another fantastic feature of the company's Website is the tutorial section. The tutorials have several video tutorials that cover a wide range of DIY tech projects, which includes neo pixel basketball hoop, solar charging purse, and

*continued on page 55*

a GPS dog collar. The company also holds a weekly video show called “Ask an Engineer,” which allows the founder to discuss current technology. Another weekly show is the “Show & Tell” that gives viewers and users an opportunity to showcase their DIY projects. Furthermore, the Website offers a “Product Demo” section for new products.

**Sparkfun** — <https://www.sparkfun.com/> — The electronic retailer has supplies for all types of makerspace projects that include a robotic kit and GPS components. The company is most noted for DIY solar panel charging kits. However, the company has numerous other makerspace projects for people and educators. The Website also includes tutorials and videos to help interested persons begin new and innovated makerspaces. Furthermore, people located near a **Sparkfun** store will have the opportunity to participate in the store’s various classes. A few of the classes include robotics, microcontrollers for educators, and soldering courses. The organization has several more features within the Website that are significant in obtaining materials or getting some helpful tips on establishing a makerspace.

**Brown Dog Gadgets** — <http://www.browndoggadgets.com/> — This organization supplies the typical electronic DIY person and those planning a lesson for students. The company is most noted for DIY solar panel charging kits. However, the company has numerous other kits and materials for a terrific DIY project. Some great education kits include the mini wind turbine kit, solar bug kit, and world’s smallest solar car. While the company primarily focuses on solar and wind technology, the company has a variety of other products that will be an excellent choice for a class or electronic enthusiast to enjoy.

**Made With Code** — <https://www.madewithcode.com/> — The **Google Company** invested \$50 million to encourage girls to enter the field of engineer and computer science. The initiative was implemented because the company had 17% female computer tech employees, which the company anticipates a demand for computer engineers will increase drastically by 2020. To provide basic information and coding practices, the company designed the Made with Code Website, which provides users the opportunity to learn the basic principles of coding. Furthermore, the site has significant coding resources for participants to utilize various coding techniques that range from simple avatar manipulations to composing music. In addition, users can participate in local coding events and join numerous organizations that promote coding. Another feature the site offers is resources for parents and teachers that may need online assistances.

**Edutopia.org** — <http://www.edutopia.org/> — The **George Lucas** sponsored organization promotes the concept of open-ended questions, creative thinking, and several concepts to help educators provide an innovative tool for

teaching their students. The organization’s Website has numerous resources for various teaching tools and projects. The Maker Education section also provides users with resources and ideas for teaching. The Maker Education has a discussion forum, videos, and a browsing section that has several creative ideas for establishing a makerspace project. The organization also provides numerous resources for various educational topics, including a student engagement, game-based learning, common core, curriculum planning, and a classroom management section.

**Tinker Studio** — <http://tinkering.exploratorium.edu/> — The **Art of Tinkering Exploratorium** is located in San Francisco. The organization based the studio “on a constructionist theory of learning which asserts that knowledge is not simply transmitted from teacher to learner, but actively constructed by the mind of the learner.” The **Tinker Studio** has been in operation since 2000 and has introduced numerous creations and innovations to aid the community. The Website has a terrific blog that displays the organization’s work. Also, a section called, “Tinkers,” which describes the various project presenters during the **Tinker Studios’** ongoing projects.

**Artisan’s Asylum** — <http://artisansasylum.com/> — Located in Somerville, Massachusetts, the non-profit organization provides tools, space, and materials for the community to create and be innovative. The organization’s Website has great resources for its members that include a mailing list, RSS Feed, and a community wiki page. A nice feature for members is the calendar of events that has a list of daily events categorized by the time of the event. Under the “Facilities and Equipment” section, the organization has an extensive intentions of equipment for the various programs offered such as jewelry and lamp working shop, electronics, machine shop, and screen printing shop.

**Bergen Makerspace** — <http://bergenmakerspace.bergen.org/index.php/about-us> — The New Jersey organization has a partnership with **Bergen County Technical Schools** and **Bergen Community College**. The mission of the organization is to become a model of what can be achieved when education institutions come together to provide access to tools, equipment, and instruction for the betterment of the community. The Bergern’s Website has sections for News, Technology, Projects, and Resources under the resources section, a list of equipment and materials that also includes links to the items and the retail store’s Website. The Website also has project ideas, which vary from robotics to airplane designs.

**Open Education Database** — <http://oedb.org/open/> — The Open Education Database has a page that lists important resources for makerspaces. The page was written by **Ellyssa Kroski** who compiled articles and blog posts called “A Librarian’s Guide to Makerspaces,” that have information regarding makerspaces for academic, public, and K-12 libraries. The sources are significant in giving background information on makerspaces and the impact

makerspaces have on education and the communities.

**Los Angeles Makerspace** — <http://www.lamakerspace.com/> — “The **Los Angeles Makerspace** is a non-profit organization committed to exploring new ideas in a creative, collaborative environment, always exploring the age-old idea of the community coming together to explore, create, invent, and learn.” While the Website is primarily an announcement site, it does have events to other associations based on topic concepts. The organization has events that include Science, Technology, Engineering, and Mathematics (STEM) initiative programs, tinker expositions, an introduction to 3D printing, and a workshop for citizen science. The main mission of the organization is to provide events for all people to create, no matter age, race, or gender. The makerspace Website also provides concepts for organizing a formal financial association, which can be an asset in aiding future makerspace events.

**New Jersey Makerspace Association** — <http://njmakerspace.org/> — The association was created to connect all makerspace organizations in the state of New Jersey. “We hope to gather together the bright minds of the Garden State in order to help creators create and makers to make.” The Website includes a blog and a discussion forum, as well as numerous resources for makerspaces. Furthermore, the association has sections devoted to education, public, and corporate makerspace organizations. In addition, the Website has an excellent resource for those interested in starting a makerspace, which provides information to obtain materials for the startup. In partnership with **Rutgers University**, the association offers further opportunities to experience and participate in the makerspace program.

**Makerkids** — <http://www.maker-kid.com/> — A New York based organization, which provides STEM initiative opportunities for schools in creative and innovative programs. The Website provides videos, photos, and information regarding the organization’s projects that will be beneficial for educational institutions to supplement the STEM initiative. Interesting projects include hydroponic gardens, robotics, and propeller cars. The resource section of the Websites categorizes the projects by make, exploration, and description. A significant resource is a paradigm for establishing and creating apps for electronic devices. Numerous projects are also conveyed using tutorial videos. Through Makerfares and other events, the organization has assisted several schools in the Bronx and Queens to promote makerspaces, as well as the STEM initiative.

**Atlanta Makerspaces** — <http://decaturmakers.org/> and <https://wiki.freeseideatlanta.org/fs/Info> — The Atlanta area has two major makerspaces, the **Decatur Makers**, and the **Freeseide Atlanta**. The **Decatur Maker** organization provides space for creative learning and designing. The Website provides opportunities to join and

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# Let's Get Technical — What To Do With All Those Damaged Books?

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's Note:** In our previous article, "*Let's Get Technical: Working Together to Move Titles to Off-Site Storage*" *ATG* v.27#2, April 2015, *Alayne* and I detailed how we worked together in moving titles to our consortia storage. In this article, we describe how Acquisitions and Cataloging worked on a project to eliminate the backlog of damaged books. — **SM**

## The Situation

For years, **American University Library** had shelves and shelves of damaged books that sat and languished. In 2011, I (the Acquisitions Librarian) decided that these books needed to be cleared out and a more vigorous system devised to assess damaged books in a timely manner for preservation, replacement, or withdrawal. In order to complete this project, more money from within the materials budget would need to be allocated for damaged books. In FY 2010/2011, \$5,000 was spent to replace damaged books. During the FY 2011-2013, \$20,500 and \$16,500 were spent respectively in eliminating the backlog of damaged books. Since then, we have gone back to spending about \$5,000 each year on replacing damaged books.

## The Problem

The backlog of damaged books existed because the system in place to evaluate those titles was cumbersome and slow. Credit card purchasing had also been discouraged, which made it practically impossible to order out-of-print books. Originally, the Collection Management Librarian was the sole person who reviewed all the damaged books. There was a form in place he would fill out with information to better inform his decision, but he was just too overwhelmed with the number of books to review and the time it took to research each book. I decided to enlist the help of all the other collection managers and to make the decision process easier by having the Acquisitions Staff do some of the research ahead of time. I started by presenting the problem to the collection managers at their biweekly meeting in order to get buy-in from them to help with the project. With the idea of revising the existing form, I asked them what kind of information they needed in order to make a decision about the damaged book. Their input was taken, and the Preservation Slip was revised to reflect their suggestions. The Acquisitions staff and specifically, student workers within Processing, would now fill in most of the information on the form.

## The Information

The Preservation Slip was a two-sided form that contained the following information:

- Date
  - Date the form was filled out
- Problem with the book
  - Mold, water damage, brittle, etc.
- Can the title be rebound?
  - Is there enough margin for the book to be rebound? Is the paper sturdy enough?
- Call #
- Author/Editor
- Title
- Publisher
- Date of Publication
- Is it part of a Multi-volume set?
  - A vol in a multi-vol set would most likely be replaced.
- # of circulations
  - How many times had it been circulated since 1997 (when our ILS was installed)?



- Date the title last circulated
- Are there other exact copies at AU? Are there other exact copies at our Consortium schools? Are there other exact copies at our WRLC off-site storage?
- Other editions or years at our Consortium schools, or at off-site storage
- What is the Amazon price for a replacement (New, Used), Year/Edition and Publisher

After filling out one form per book, the processing student would separate the books based on call # and put them on different shelves for each collection manager to review. Once the books were reviewed, the collection manager would indicate on the form:

- Preserve? (Bind, Box, Repair).
  - Once preserved, send back to stacks or send to off-site storage
- Replace?
  - Once replaced, send back to stacks or send to off-site storage
- Discard?

There is also a section for notes so the collection manager may write in instructions such as order a new edition.

## The Process

Once the books were reviewed and a decision made, the Processing student would move the books to other shelves. Those that were going to be preserved went to one section, those that were to be replaced were put in another section, and those that were going to be discarded were set on shelves for the Cataloging unit.

The bulk of the books landed on the replacement shelves. For the first two years of this project, the Acquisitions Staff devoted a considerable amount of time each week working with these books. The books were taken off the shelf and researched for the best replacement. Sometimes the book was still in print and easily available on **Coutts Oasis** or **Amazon**, or the collection manager would have indicated they wanted the book replaced with the most recent edition. Those were the easy ones to order. More often than not, the book would be out-of-print which took more time to locate. The sites most often used for out-of-print books were **Amazon** (U.S., UK, DE, FR), **ABE Books**, and **Alibris**. As a default, only replacement copies that were New, Like New, or Very Good condition were ordered. If a replacement copy could not be found or was in poor condition, the book would be set aside for a period of time and then searched again. If an excellent replacement copy could not be found after multiple searches, the collection manager was consulted on what to do. Usually, the book was then designated for withdrawal, but sometimes we were asked to keep searching or to preserve it in a custom sized box.

If the book was available and in stock on **Oasis**, then the Acquisitions Staff person would follow the workflow for placing orders for non-shelf ready books. If the book was not in stock on **Oasis**, the Acquisitions Staff would prepare a Purchase Order for a credit card purchase and give the order to the Acquisitions Librarian or the Acquisitions Coordinator. The Acquisitions Librarian would place the order, file the paperwork, and place the damaged book on special shelving, sorted by Call #. When the replacement copy came into the library, it was matched with the paperwork and put together with the damaged book and routed to Circulation.

Circulation removed any fines attached to the lost or damaged book. The books are then routed back to Cataloging for any related cataloging work.

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### Let's Get Technical *from page 56*

In Cataloging, if the book being replaced is an exact copy, Cataloging staff evaluates the existing bibliographic record and makes updates or enhancements to the existing record, or overlays an updated **OCLC** record as necessary, and then replaces the barcode in the item record with the barcode attached to the new book. This ensures that circulation history is retained. If we have been unable to replace a lost or damaged book with an exact copy, Cataloging staff catalogs the new book using our existing standards, but also moves the item record from the book being replaced onto the new book's holdings record in order to retain circulation history.

For books that are going to be discarded, we delete or suppress bibliographic records, and remove our holdings in **OCLC**.

Cataloging's procedures are slightly different based on whether the book being replaced is still checked out to a patron. In order for Circulation to retain necessary information for lost books that are still checked out to a patron account, there are some instances where existing record information is suppressed rather than replaced, in order to be evaluated at a later date.

### The Results

For two years, we slowly and steadily eliminated the backlog. One problem encountered was that some collection managers did not review their books in a timely manner. We ended up setting a monthly deadline. Twice monthly notices were sent to the collection managers reminding them of the deadline. Some were very good at meeting the deadlines, some were not. In order to keep the process moving along, if monthly deadlines were not met, then the Acquisitions Librarian reviewed the books and made the decision.

After the backlog was eliminated, it was easy to incorporate the

process for replacement into the daily workflow of the staff. There was still the problem of the collection managers not reviewing the books, even though the amount they needed to review each month was only a handful. I presented another option to them in order to speed up the wait time and make the workflow more efficient. Since the Processing Student was already doing the research on how many times the book had circulated, the collection managers agreed to a criteria that would automatically be applied to each book.

- If a book has at least ten circulations or is five years old or newer, then we automatically rebind, repair, or replace. Ditto for anything of any age that is part of a multi-volume set.
- If it's a textbook, it automatically goes for CMT review regardless of age or circs.

This project was deemed a great success, and the workflow for handling damaged books is very seamless. As of the date this article was submitted, there are only 40 damaged books awaiting replacement. 🐼

### Wandering the Web *from page 55*

donate. As a member, users will receive information regarding events and makerspace resources. The site also has a resource section that includes links to other makerspace organizations. The **Freeseide Atlanta** is a non-profit organization that is operated by volunteers. According to the Website the organization is "a community of makers, tinkers, engineers, programmers, artist, teachers, and lunatics." The wiki Webpage has links to events, resources, classes, calendars, blogs, and projects. Both organizations offer resources for creating, organizing, and establishing makerspaces and makerspace projects. 🐼

# Being Earnest with Collections — Finding Solutions for Streaming Video at Cornell University Library

by **Jesse Koennecke** (Director of Acquisitions & E-Resource Licensing Services, Cornell University Library)  
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**Column Editor's Note:** *In the inaugural column of **Being Earnest with Collections**, the focus was on the **Charleston Seminar** that was held at the **Charleston Conference** in 2014. Two major topics of that session focused on eBooks and e-journals. The speakers focused on new purchasing models, sustainability of models and, in the case of journals, a move away from purchasing content in the traditional subscription model. This edition moves to yet another hot button issue, providing access to streaming video content.*

*At the **University of Central Florida** we spent a lot of time in the past several years migrating from VHS to DVD as the demand for video in the classroom continued to increase. When I arrived in 2006, the library was still purchasing VHS, and we quickly moved to a DVD-only policy. We had steady demand for DVD, and that continues today while at the same time we now face a myriad of issues that impact the selection and purchase of streaming video. We are reviewing purchasing models, availability, and licensing for various providers. There are so many factors that can influence the decisions about which platforms to support and whether to purchase subject collections, or title-by-title. We are also looking at leasing vs. subscription, and purchase with perpetual rights. So, when trying to be earnest with collections, what should libraries do? To answer that question I sought the opinions and advice from a colleague I met last year. We had a discussion about some of the exciting things his library was doing in the e-resources realm. I was happy to learn that he considered streaming video to be under the purview of e-resources. I later attended a presentation where he outlined some of the factors he is balancing while trying to navigate a very fluid environment related to the acquisition and delivery of streaming video and its future. We are fortunate to have his outstanding summary of the issues and his take on the future of streaming video. — MA*

**L**ike many libraries, **Cornell University Library (CUL)** has relatively recently begun exploring and licensing streaming video. Since **YouTube** and **Netflix** revolutionized how individuals interact with video content, users have come to expect streaming as the primary delivery method for video content. Many new vendors have emerged, and existing ones have adapted their services in just the last several years to offer streaming video content to libraries and other institutions. Delving deeper

into this market at **CUL**, we have encountered many new licensing models, developed new workflows to address some of the differences between handling traditional physical media and streaming video, and have begun to consider how to address streaming video in our long-term collection development vision.

Streaming video is available to libraries through a wide range of licensing models. Many of these models are familiar to the library acquisitions and collection development world, though there are some aspects that seem unique to streaming video. Furthermore, the market is evolving, with new vendors and models emerging frequently. Among the more familiar patterns are database subscriptions, collection licensing, and title-by-title firm ordering. Features of streaming video that are less common to other types of library resource acquisitions include: local hosting of content and limited term licensing where previously libraries could purchase the content outright. The following three categories help to illustrate how **CUL** has engaged with licensing streaming video: subscription database, third-party hosted, and locally encoded and hosted.

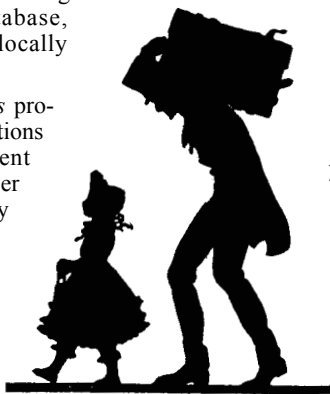
Subscription databases provide access to large collections of streaming video content at a relatively low cost per title. These are generally straightforward for libraries to implement, with sources for title-level MARC records, IP authentication, remote access, and many other features that libraries have been accustomed to dealing with in database, journal, and eBook collections for years. **CUL** has been exploring streaming video subscription database collections since 2007 with *Theatre in Video* from **Alexander Street Press**, *Naxos Video Library*, *Medici.tv*, and the *BBC Shakespeare Plays* from **Ambrose Digital**, among others. These databases gave us an opportunity to experiment with streaming video collection building that may have broader appeal beyond the theater and music user communities they ostensibly serve.

Third-party hosted streaming video typically consists of term licenses (typically one or three years) with the streaming files and access managed by a vendor. This model offers a wide range of titles and acquisition options with vendors such as **Kanopy**, **Alex-**

**ander Street Press's Academic Video Store**, and **docuseek2**. Several of these vendors are offering flexible access and purchasing options including single title and collection licensing, demand- and evidence-driven acquisition models, and volume discounts. Additionally, new vendors and licensing options are emerging frequently, making this third-party hosting model seem somewhat like the wild west of library acquisitions. In most cases, the workflow for licensing these is much like purchasing a single eBook title or collection.

Due to the range of content available from these vendors, libraries can build very specific, targeted collections using third-party hosted content, although this will likely come at a higher cost-per-title than with subscription databases. Thus far, **CUL** has primarily been utilizing third-party hosted streaming video to fulfill faculty course content requests with costs ranging from \$70 to \$350 per title depending on the length of term and whether or not we can offer campus-wide access. We have worked with **Kanopy** and **Alexander Street Press** for some of these, and with **Swank Motion Pictures** for feature film and television titles. We are considering one or more demand- or evidence-driven programs this year as a way to try to keep overall costs down while we identify the more important content areas for collection building.

The third category, *locally encoded and hosted*, is sometimes the only option for delivering certain titles in a streaming format. This involves licensing directly with a producer or distributor whose content is not available from a hosting vendor or for which the library might be seeking special terms. Typical workflow includes obtaining permission to encode a digital file for streaming (typically ripped from a DVD or supplied as a digital file), uploading and storing it on a locally managed or hosted secure streaming server to the authorized users. This process requires a higher degree of technical skill and infrastructure than working through database or third-party models and is typically both expensive (\$100-\$300, often in addition to the cost of the DVD) and time consuming per title to manage. **Kanopy**, and perhaps other third-party vendors, have begun to offer streaming hosting services to alleviate much of the technical challenge in delivering locally encoded streaming video.



*continued on page 59*

# Decoder Ring — Fireside Fiction Keeps the Stories Coming via Crowdfunding and Subscription

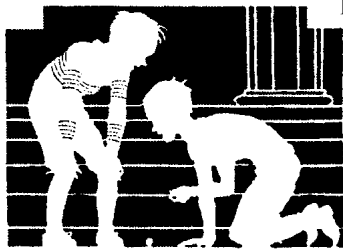
Column Editor: **Jerry Spiller** (Art Institute of Charleston) <yeri.spiller@gmail.com>

**B**oston newspaper editor **Brian White** started *Fireside Magazine* in 2013 to offer a venue for good storytelling. *Fireside* used **Kickstarter** to fund the print run of each of the first three issues in that first year.

Despite the considerable success in just getting off the ground, **White** quickly realized he needed to change his approach. *Fireside Magazine* changed to *Fireside Fiction*. Print changed to online and eBook, with a **Kickstarter** to fund all of *Fireside's* Year Two at once instead of per issue.<sup>1</sup> Year Three also saw help from **Kickstarter** (disclosure: I'm a **Kickstarter** supporter myself). In 2015, the small publisher is trying to move from its **Kickstarter** roots to a more fluid subscription system.

**White** repeats often that "**Fireside Fiction Company** has two goals: publishing great storytelling and fair pay for writers and artists."<sup>2</sup> To the second end, *Fireside* pays writers 12.5 cents per word, equating to \$500 for a 4,000-word story or \$125 for 1,000-word flash fiction. Each issue contains a mix of story lengths and genres.

The *Fireside* Website is a delightful reading experience.<sup>3</sup> Each issue features wonderful illustrations by **Galen Dara**, who won the 2013 **Hugo for Best Fan Artist** and was nominated for the 2014 **Hugo for Best Professional Artist**.<sup>4</sup> Story and art content are elegantly woven together by Web designer **Pablo Defendini**, with a responsive, Word-



Press-driven site (using Pressbooks) that lets the content breathe and flow nicely in layouts aimed at different device screens. **White** noted *Fireside's* desire to "return to first principles" with this design,<sup>5</sup> following exemplars such as *The Magazine*, *Medium*, and the responsive design gurus at **A List Apart** in what designer **Craig Mod** called "sub-compact publishing."<sup>6</sup> The approach has really paid off, putting the story content front and center.

The site is not just easy to read, but free. "By making the site free, we are hoping to draw in a lot of new readers who hadn't thought about giving us a try before. And we're offering multiple ways for people to support us if they are enjoying it, including subscriptions, Patreon, and recurring payments through Paypal, and Amazon."<sup>7</sup>

*Fireside* offers eBook downloads in .epub and Kindle .mobi format by email to the previous **Kickstarter** supporters, or for a Patreon pledge of \$2 monthly<sup>8</sup> (for the uninitiated, Patreon is a crowdfunding platform that differs from **Kickstarter** in that support is not necessarily tied to a specific project or time period). *Fireside* promises an eBook store is coming soon, presumably extending purchases to users beyond Patreon and **Kickstarter**.

The current installment,<sup>9</sup> Issue 23, features **Andrea Phillips'** short "Children of Rouwen," with more great art from **Galen Dara**. It also offers the seventh chapter of **Lilith Saintcrow's** "She

Wolf and Cub" as well as flash fiction from **Renee Elizabeths**.

Stay tuned to *Fireside Fiction* not just for great short form storytelling, but to see what smart indie publishers are doing to get fiction to readers. 🐾

## Endnotes

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## Being Earnest with Collections from page 58

Despite the challenges, **CUL** has licensed a number of titles in this way from vendors like **California Newsreel**, **Women Make Movies**, and several independent filmmakers. We have developed a workflow for obtaining and processing the files. Our campus IT division manages a streaming server using the **Kaltura Video Platform** where we are able to upload streaming files to be accessed by either the entire **Cornell** community or limited to specific courses, depending on the license terms.

As interest in streaming video continues to grow at **CUL**, we have begun to more clearly define our selection and acquisitions workflow to both streamline our efforts and to develop a clearer set of policies for how we want to grow these collections. For course use videos, we

now have a relatively clear path to determine if a video is already included in a database collection, which hosting vendor might supply the content, or how we can obtain rights to digitize and host the streaming file ourselves if the previous options are not possible. This allows us to respond to faculty requests as quickly as possible while finding the least expensive or labor-intensive path to providing access to the end user.

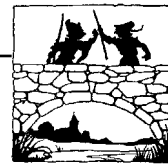
We are still in an experimental phase in developing long-term collection development policies around streaming video content. The biggest hurdle we are facing in this regard is that there are few options for perpetual access or ownership of streaming video content. Subscription databases and term licenses remain the norm. Some individual producers and distributors come close to perpetual ownership with licenses that cover "the life of the file" or something similar. **CUL** has licensed several

streaming titles under these terms, all of which have required us to host the files ourselves. We hope to see more true perpetual ownership models emerge in the marketplace soon.

Are we being earnest? For the most part, **CUL** has approached streaming video cautiously. We are trying a wide range of options to see which ones fit best for our collections and community. If recent history is an indicator, **CUL** will continue to explore new options as they arise with an eye towards learning what our users really expect compared to what we can provide as a library. In such a quickly evolving marketplace, this seems like the most earnest approach for the time being. 🐾

# Both Sides Now: Vendors and Librarians — Can You Give Me a “Ballpark” Price of What This Will Cost?

Column Editor: **Michael Gruenberg** (President, Gruenberg Consulting, LLC)  
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**A**t most weekly company sales meetings that are religiously held throughout the world, the sales manager speaks to all the salespeople to find out how they are faring in selling the company's latest and greatest. Each salesperson is called upon to relate their wins, losses, and expectations. Upon hearing good news about a sale made, congratulatory words of praise are given by the assembled group to the successful salesperson. When the inevitable tales of woe are also mentioned, the sales manager and the group will collectively offer their recommendations on how to finalize the pending deals in the ever popular pursuit of achieving the teams' sales goals for the month.

The conversation usually begins with the sales manager, who will probably say something like this:

“This month, we are a little behind in making our sales numbers, but the good news is that we still have a week to go before the 31st. So, to begin, Bob what's happening with the Amalgamated Dust deal? If we had that sale that you've forecasted to close already in-house, we would be over our goal this month. What's holding up their commitment to buy our latest database?”

“They are reluctant to spend the money,” Bob says.

Bob's answer is not one that any intelligent sales manager wants to hear. If the sales rep was doing their job, then the question of price should not be the sole reason for holding up the finalization of the sale. Price should not be the issue!

People buy goods and services based on value, need, and comfort. The reality is that if everyone bought just based on price, we all would be driving the least expensive cars, only wearing clothes that come from the bargain bin, and eating at the cheapest fast-food restaurants. Look around and you see people driving BMW's, Cadillac's, Benz's, etc. Stores all across America in locations like Michigan Avenue in Chicago and Madison Avenue in New York are filled with shoppers. And finally, have you recently tried to get a restaurant reservation at a popular eatery on a Saturday for that evening? No more reservations for tonight will be accepted; we are totally booked tonight!

One of the least expensive new cars to buy is a 2015 Nissan Versa, yet people buy automobiles that are 3X, 4X, and 5X more expensive than that one. If you drive your Versa and your neighbor drives his Porsche to get to the Starbucks at the local shopping center, you both will most likely arrive at the same time. It's value, comfort, and individual taste that determine which car you will drive. Price, while important, is only one of many determining factors in the buying decision.

In the consultative sales method, the salesperson is required to ask a series of questions to determine the needs of the customer AND ascertain what is in the budget associated with selling the product. Buying and selling information is not like going to the grocery store. There is a rhyme and a reason to the process. It's a unique process and vastly different from buying a new car from a car dealership or choosing the most ripe tomatoes at the supermarket.

Information professionals know that they must orchestrate the purchase of many products and services for the library. Inevitably, an army of vendors will show up at the library to sell their wares. To be well prepared for those vendors, the role of the person charged with buying goods and services is expected to research competing products, be in contact with the salespeople who represent those products, and based on a number of factors, decide what gets bought. But before any aspect of the aforementioned begins, the librarian needs to know what's in the budget. In other words, are funds available to buy the desired product, and if so, how much of that budget can be spent? Once the budget is known, then a serious discussion can take place. It's up to the salesperson to find out what funds, in fact are available for this purchase, and it's up to the librarian not to divulge the monies available until the process of buying is in its final stages.

One of my favorite phrases describing the negotiation for both sides is the statement of caution which says: “don't spill your candy in the lobby of the theater. You need to save that candy for watching the movie.” What this means is that until the information professional is fully satisfied with the bells and whistles of the product as described by the sales rep, then and only then should the topic of “what's in the budget?” even be contemplated and at that, not a specific number should be mentioned. This also applies to salespeople who offer discounts just to make the sale and by doing so, leave money on the table.

No sadder words have ever been spoken than when the librarian asks the salesperson too early in the process to give a ballpark estimate of what the contemplated product could possibly cost. The salesperson, sensing a possible quick order, blurts a price without knowing the budget and that is the quickest way to lose the deal. Unless both parties are clear as to the capabilities of the product and the buyer feels extremely confident that the product can do everything that is needed, then and only then can a discussion of price begin. It's not outside of the realm of possibility at this point in the negotiations to ask the salesperson to provide the library with a general price sheet prior to the next scheduled meeting.

“Bob, we're looking forward to seeing you next week so that we can see first-

hand that new database product that you've been touting,” the librarian says.

“Yes, we're very excited about this offering. I know it will fit in seamlessly into your sociological research collection,” Bob replies.

“Good, in advance of the meeting can you send me the price sheet associated with that database?” replies the librarian.

So what does Bob do? He has three choices as to a response:

1. He can say that there is no price sheet as yet associated with this new database.
2. He can say that he will bring one to the next meeting and will go over the price after both parties have determined that the product is appropriate for the library and there is a budget in place.
3. He can throw out a number and hope he hasn't blown the sale.

The incorrect answer is for Bob to throw out a price (#3). How can he offer even an idea of a price without knowing the budget? The first answer (#1) is also incorrect and probably not the truth because there always is a price sheet. Answer (#2) is the most appropriate.

Bob knows that his company has the right informational product for the library. The librarian agrees with Bob and knows that the budget is seemingly there, as well. What could possibly go wrong to prevent this sale?

## The Salesperson

A good salesperson is trained in the fine art of listening. There are some sales reps that are not well trained to listen and think that a sales meeting is designed for them to talk incessantly. In actuality, a sales meeting is primarily designed for them to ask questions, let the prospect do the majority of talking, and most of all, listen. Those “sales rep non-listeners” are the same people who will immediately offer a discounted price if the prospect shows any inkling of an intent to buy.

When the sales rep offers a discount too early in the process, he is actually negotiating against himself. If the prospect does not mention a discount, why even bring it up? That's why it's important for the rep to find out an approximation of how much is in the budget that would be allocated to buy the product before offering a suggested price or possible discount.

By offering a discount too early in the process (spilling the candy in lobby), the rep immediately loses credibility in the eyes of the prospect. More importantly, if the sale is made with a significant discount, then less money is brought into

*continued on page 61*

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### Both Sides Now ... from page 60

the company than what was predicted, which will undoubtedly upset the sales manager and, additionally place a further burden on the other salespeople to make up the dollar difference in achieving the monthly sales goal. Furthermore, the commission paid to the rep will be reduced, as well. And finally, if the product is one to be renewed the following year, the renewal price will have to be manipulated to standardize the cost so as to be in line with whatever everyone else is paying for the same service. That price adjustment will probably make the renewal cost significantly more than the price paid in the previous year.

Bob would have been much better served to pause and think before he offered up a discount without any prompting from the prospect. Perhaps asking more questions as opposed to immediately discounting the price would have been a better tactic to close the sale.

### The Information Professional

More than once I have been to a meeting where it's been early in the conversation and the info pro casually asks for a “ballpark” price. The rep, feeling the obligation to accommodate the customer, gives a price without knowing budget, timing, etc. Upon hearing the “approximate price,” the initial response from the librarian indicates that the amount given by the sales rep is way over the allotted funds and quickly closes the meeting. Say good-bye to that sale.

The fact is that once the info pro knows the product fits into the current holdings of the library and that there is a budget attached to the purchase of that resource, the momentum of the meeting shifts to the side of the library. It's at this point that the info pro can inquire as to obtaining a multi-year contract with capped renewal costs of the next few years. Or perhaps if it is a new product, asking to be a beta test site in exchange for a significantly discounted price or even offering to write a critique of the offering.

### Knowledge Points

#### Salespeople

- It is inadvisable to offer a discount early in the conversation.
- Listen more; talk less
- Try to find out the allocated budget
- Ask questions to find out what the customer wants so that you can offer a product that the customer needs.

#### Information Professional

- Don't divulge your exact budget too early in the conversation
- Require seeing a price sheet and if you are uncomfortable with the price given, ask the rep why the company is charging that amount and ask, “Can you defend the price?”
- Once you know the product fits and you have a budget to buy, understand how to use the leverage you have.

The answer to the question *Can You Give Me A “Ballpark” Price of What This Will Cost?* for the sales rep would be “Can you share with me what's in your budget allocated to buy the product I just described?”

The answer to the question *Can You Give Me A “Ballpark” Price of What the Budget Is?* for the information professional is “I really cannot give you that information until I know what you're offering as incentives to buy.”

The Yonder Mountain String Band in their song “Things Your Selling” sings:

“...you never looked me in the eye,  
but lookin' isn't seein' when you just  
can't spare the time,  
besides you're selling things I just  
don't feel like buying”

That song is not about buying databases or library services, but it sure is about understanding what the other person is selling. 🐼

*Mike is currently the President of Gruenberg Consulting, LLC, a firm he founded in January 2012 devoted to provide clients with sales staff analysis, market research, executive coaching, trade show preparedness, product placement, and best practices advice for improving negotiation skills for librarians and salespeople. His book, “Buying and Selling Information: A Guide for Information Professionals and Salespeople to Build Mutual Success” is available on Amazon and Information Today. [www.gruenbergconsulting.com](http://www.gruenbergconsulting.com)*

# The Scholarly Publishing Scene — Glimpses of the Editing Life, Then and Now

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

**Y**ears ago, well back in the last century and before, publishing was one of those professions called “accidental.” I’m pretty sure that the term is out of fashion now as applied to professional and scholarly publishing. (If you google “accidental profession” now, the hits tell you that the term has been applied more recently to project management.) But when I joined **Wiley** in the mid-seventies as an acquisitions editor for professional-level engineering books, I found that, like me, several of my fellow editors had advanced science or engineering degrees. There was one salient difference in our educational and professional backgrounds. I’d been a **Wiley** author in the previous decade and had reviewed proposals now and then for my editor, who recommended me when management decided to expand into disciplines where the company’s presence was limited.

We found ourselves in the professional and reference (P & R) division of a major publisher because of our subject-area knowledge, not because we knew anything about publishing. None of us, I’m quite sure, had ever taken a single college course in academic publishing (or any other branch of publishing, for that matter), probably because we hadn’t seen publishing as a career. In any case, I doubt that there would have been any such courses available to us if we’d had the foresight to take them. It was different on the other side of the house, in the college textbook division, where the editors were former travelers, who’d learned from years of campus visits what would convince professors to select a particular textbook from among its competitors. (Not only the subject coverage and the quality of the pedagogy, but also all the ancillary teaching materials were important.)

You learned as much about the mechanics, if not the lore, of publishing as you wanted to. There were, as I recall, no publishing knowledge requirements. Your job was to acquire manuscripts whose contents filled a need of practitioners and of upper-level students about to become practitioners. I had the good fortune of having a boss, **Bob Polhemus**, with five or six editors reporting to him, who was a P & R publishing raconteur. I didn’t have to, but I made it my business to soak up as much of his knowledge as I could.

In those days, the era of *Mad Men* and 20 or so years after, when **Wiley** occupied several floors of a conventional modern Manhattan skyscraper, editors had offices on the periphery of the main floor. The offices all had windows, floor to ceiling walls, and doors that could be locked. Cubicles were not the order of the day. Serendipity? You took care of that by having lunch with your fellow editors on the company’s dime. As long as you claimed that you’d discussed business, lunch, including cocktails and wine, could be written off legally as a business expense.

Just like in *Mad Men*, your secretary sat outside your office door. She typed your corre-

spondence and reports, screened your incoming phone calls and put through your outgoing calls. I required that my secretaries take shorthand. In those days, even though several of my fellow editors were women, nearly all secretaries were female and were called “girls” by the senior secretaries.

If you considered just the office and secretarial arrangements, you were safe in concluding that editors were fairly high up in the company hierarchy. There was more to their perceived status than that, however. In those days, only two levels separated editors from the company’s president. My boss, **Bob Polhemus**, reported to **Mike Harris**, the VP in charge of all P & R publishing, who reported to **Andy Neilly**, **Wiley’s** president. **Neilly**, as I recall, had risen though the ranks of the college textbook department to become part of the cadre of professionals who took over management of the company from the **Wiley** family. (Ownership remained in the family, however. The legendary **W. Bradford Wiley** remained chairman. More importantly, publicly traded shares in the company were issued in two classes, voting and non-voting, and the family controlled the voting shares.)

It was **Mike Harris**, brought to **Wiley** because of his general management expertise, who conducted my job interview. A barrel-chested chain smoker, likeable despite a gruff demeanor, he put aside the fact that I’d spent the past year as a freelancer writing magazine articles and half-a-dozen paperback originals. His big question was whether I’d maintained a membership in the **American Society of Mechanical Engineers**. When I answered in the affirmative, I got the job.

I didn’t have to deal with a human resources department. Things might be a wee bit different now for job applicants from outside professional and scholarly publishing. **Jack Farrell**, one of the top recruiters in the industry has described (in an article in the *PSP Bulletin*, which I edit) the interview process in these terms: “we have started to see increased use of video interviews as a means to screen candidates. This is not interactive video conferencing such as **Skype**. Rather, a candidate is presented with a set of questions and can answer each in 90-120 seconds. Answers are video recorded from the candidate’s computer, and used by the hiring manager to determine who advances to the in-person interview. The video interview software is sophisticated but easy-to-use. Candidates can practice sample recordings, but the “live” responses are done in one take — no do-overs. This requires substantial preparation on a candidate’s part. The efficiency of online interviews is highly appealing to hiring managers, so we expect its use to grow quickly.”

Back in the day, editors were so close to the top of the company’s power structure that when **Andy Neilly** looked for two staff

members to head up what he called “a strategic leadership team,” he picked two editors. I was one of them. Eventually, I became interested in electronic publishing and became part of the publishing vanguard that would participate in the early days — this was in the first half of the eighties — of the migration from print to digital, which, as has been noted countless times, has been a major disruptive force in publishing. Most of my fellow editors didn’t want to pay too much attention to it. They still had goals to meet in terms of numbers of book contracts signed, manuscripts transmitted to production, and books published. As was often said of even senior managers, you hunkered down, did the job you knew how to do, and hoped that retirement would arrive before a tidal wave hit that would wash you out to sea. My putting online the full text of one of **Wiley’s** flagship products, the *Kirk-Othmer Encyclopedia of Chemical Technology*, was



nothing more than a sideshow for a long time. I have to admit that I treated the project that way myself in the mid-1980s, when I became VP and general manager of the Sci-tech publishing division and all technical encyclopedias were part of my portfolio.

Twenty-five years ago, getting acquisitions editors involved in, even less tangentially interested in, electronic publishing was a fruitless task in most cases. But now, as **Jack Farrell** notes, “[p]roducts are created, developed and distributed differently. Expertise in the digital terrain is at a premium. Editors (now called Content Strategists in some circles) are asked to develop born digital projects, and must now possess technology smarts as well as domain expertise.” It’s heartening to read **Farrell** on how publishing companies are coping with the digital world: “The move to digital demands a mash-up of skills that vary dramatically from traditional roles. For the most part, this talent is being grown within the publishing industry. Only on rare occasions are we asked to “look outside” for candidates. We used to hear this request often, but much less recently. This is a testament to publishers’ ability to effectively train talent in this important area. Our advice to candidates is to expand their digital remit as much as possible as the trend toward digital will only increase.”

The bottom line in P & R publishing is, go to where the market is moving (don’t get there too far ahead of the market) and you will prosper. At the same time, cost factors are pushing publishers toward consolidating positions, so editors have more on their plates than ever before. They cannot expect to have the cushy life their professional ancestors had. That’s only for viewing on television period dramas. 🐼

## At the Only Edge that Means Anything / How We Understand What We Do

by **Dennis Brunning** (Director, The Design School Library, Arizona State University) <dennis.brunning@gmail.com>

### Where the Wild Things Are — Who's Going Rogue?

I don't about you, but I'm looking around my collections for any intellectual property that's mine. I've got my spine; I've got my orange crush. And I got a few cheap scanners, flash drives, and open software. I'm scanning. Aren't you?

Let's be real, the Supreme Court isn't going to take any copyright cases soon or ever. The eBook distributors and publishers have their game down. Academic eBooks are what they are.

Of course, I'm not scanning books coming into the library. There are so few of them, and when they do slip through, we've no place to put them until we round up a few more useless books and haul them directly to storage.

I should just scan them like Google did.

Recently I hung out among top archivists in Arizona, and the interest is keen and enthusiasms great for corporate archives. Those whose business is storing stuff in boxes are doing a booming business. Companies are waking up to a need for archiving materials as they realize much corporate memory and intellectual property are digital. And there is always the risk management angle where the paper trail is encrypted in digital darkness. Good for defense lawyers, bad for prosecutors. For librarians it may be a career move.

The rogue librarian would digitize all primary material. Do what's on your real or virtual desk, and then go wild on others. Add to your linked-in profile your skills and expertise at digital archives. Seduce big shots with a self-published book based upon a machine parse of memos, contracts, and brochures. Every book a reader, and now every company the digital vault.

### Annals of Search: Google's Shift to the Right

PageRank is no more. This may be news to most of us, but astute SEO experts knew early that it stood for a formula the search giant uses to limit outsiders' gaming results. Google still talks about a 10-point system the value of which propels your site up or down in search results. At debut, Google boasted a fifty criteria-defined PageRank. Today the hive estimates a million variables are measured by Google. Google isn't saying; they do what they do.

A constant in press releases and blog posts was the idea that links from high PageRank sites pointing to another site lifted all sites in the thread. This crowd-sourced popularity was a grassroots-type poll and a key to Google's high-precision retrieval.

Unfortunately, PageRank was easily gamed. Google's search engineers figure out one filter for spammers only for them to use a workaround. Since fake ad clicks risked data integrity, Google had problems. To encourage buying keywords for its advertising program, AdWords, some of behind-the-curtains PageRank programming was revealed. Plus, as we know, information wants to be free. The data exhaust that Google can't control is a gossip system and a network of vast revelation to all who were motivated to know it.

Google's use of filters was essential to its ability to sell advertising, which in turn gave Google value. Google learned much in the walk-up to 2004, the IPO, and Web hegemony. For example, Gmail taught Google how its users behaved online. More than the billions of searches rolling in, Gmail coupled keywords with a known person even if Google simply recorded that person's IP address.

It was Gmail more than PageRank that defined an online world Google could monetize. It was Gmail that taught Google how to keep it as clean and free of pedophiles and spammers. As ever, email was gold to Google, no matter how much the social media companies claim a better understanding of you.

Recently, Google fixed its algorithms once more. Where site popularity was once measured by inbound links, Google now feels "rightness" is the answer. Recently Google introduced the Knowledge Graph. Search for a person, place, or thing. Google has crawled and indexed Websites filtering out information considered low-quality, error-prone, or wrong.

Search on **John Coltrane**, and you will retrieve links to Wikipedia, association, government sites — any source recognized by Google as credible. This credibility follows Google's link voting method as used in PageRank. But now Google wants credibility rather than popularity to surface useful information.

Google feels they now answer questions rather than return pointers to answers. And in a world that uses tiny smartphone screens to search, Google conveniently adapts its user display in a packaged box, with images, bullet points, and other visual cues.

The Knowledge Graph promises to become a genuine reference source. And if Websites generally are judged by the facts or scholarly credentials, Google steps ever further across that lunar surface that now is the wild west of information. How **Amazon** can be ranked higher than **Barnes and Noble** or **TrueCar** from **Carfax** — that's a good question, certainly one that Google should answer. In the old days, Google ranked itself mainly at a 10. Can they humbly grade themselves in Rightrank so grandly?

*continued on page 64*



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A bigger question: does the crowd as evaluated by Google have it right? So far the graph seems to consolidate Wikipedia information and those sites in the image of the Wiki masters.

Too much knowledge will not be good for ad placement, but we can be sure the search engineers have an acceptable design. Some trade-off.

### Browser Wars 2015 Catch-Up:

Web metrics are everything and nothing. Facebook counts over one billion users, one-seventh of the known world population. This means a NASDAQ valuation of 80.00 a share. Twitter is as pervasive as Facebook but with only 300 million registered users can't get the same love from investors.

Of course, it is more complex and subtle than this, but numbers count when they do and don't when they don't. The honest investment brokers admit no one knows potential of users; there is just use and these numbers are closely held.

ZDNET's **Ed Bott** argues persuasively that government numbers are solid and tell us much about browser use. Governments measure ev-

everything; the bigger the government, the more bureaucratic and automatic numbers collecting becomes. No bureaucrat is concerned with number spin — enough to go on CNBC and talk expertly.

The federal government collects incoming use and gathers all the usual data suspects — IP, time of day, other stuff. Part of the other stuff is browser version. **Bott** writes about browser versioning of the Web and comes up with some nontrivial findings.

We find out that Internet Explorer and Chrome for Windows dominate the browsers accessing government sites.

IE translates to Windows desktops and laptops.

Chrome's use is anyone's guess; I'm betting it's all the Firefox users who fought the good fight with Google's support only to have its user base gutted by Chrome's debut in 2007. Until then, Google subsidized Firefox in exchange for Firefox's default use of Google Search in its toolbar.

So it's a Windows 7 (or Wintel) world as far as browsers accessing federal government sites. Chrome and Safari dominate mobile browsers — Android and IOS the likely reasons.

It's good and necessary to know this and balance it against the real and hyped takeover of computing by hand computers.

I'd like to think it means that government data is sensitive and valuable enough to require appropriate tools. These are still the traditional operating systems. It may explain the slow take-up of mobile devices by students and faculty. In an odd and ironic way, desktops are the equivalent or evolutionary extension of pencil, paper, and textbook. Where's the teacher? Checking travel bookings on an iPhone probably.

So it's just government data and services. And yes, it's difficult to identify the real browser.

And it may be moot, fatuous, and lame to conclude any-

thing from this. But no more than the numbers game (or war?) of the big guys.

Take away: the desktop we've known and used is still the tool we use and expect to use. It may be a significant disservice to library users to assume and act otherwise. 🐼



## Oregon Trails — Anatomy of a Collection

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

Once you have three of something, you have a collection, and the compulsion begins. By failing to re-cycle (re-sell not destroy) the reading copies of a couple of **C. S. Forester's** Hornblower books, my collection of seafaring books had begun; I just didn't know it at the time.

When I was in high school, the few books that I bought I found on the book racks in the Post Exchange or occasionally in Kiosks outside the Frankfurt/Main main train station. Until I started college, I had no idea that there were stores that sold only books, so I relied on Post and school libraries for most of my reading. I owned *The Portable Steinbeck*, *The Portable Poe*, and a few **Signet Classics** from the PX, a small assortment at best. My family moved so often that books usually got left behind at an Army post thrift shop. But the idea of collecting books had occurred to me. When interviewed for the high school newspaper during my senior year, I was quoted as saying that I wanted a library of my own and at the only high school reunion I have ever attended or want to attend, several former classmates, when told that I was a librarian, commented that I finally got a library of my own. Little did they know what I had really meant or what I ended up with.

For the longest time, my collecting was haphazard but gradually and slowly, as finances improved, several collections began to take

shape — **Wright Morris** and **Christopher Morley** in particular. It wasn't until fairly recently that I felt the urge (an itch must be scratched) to fill in the missing titles from the ten Hornblower novels. In browsing for those books I discovered **Forester's** *The Hornblower Companion: An Atlas and Personal Commentary on the Writing of the Hornblower Saga, with Illustrations and Maps* by **Samuel Bryant** and **C. Northcote Parkinson's** *The Life and Times of Horatio Hornblower*, a biography that some people point to as proof that the Hornblower of fiction was an actual person and member of the Royal Navy.

An unintended consequence of my utilitarian gathering of Hornblower books was a growing curiosity about what the ships looked like during the era of **Admiral Nelson** and the Napoleonic wars of the late 18th and early 19th centuries. Was I beginning a new collection or merely expanding my Hornblower collection? The answer is a bit of both as the following titles suggest: *Hornblower's Ships: Their History & Their Models*, by **Martin Saville**; *Men-of-War: Life in Nelson's Navy*, by **Patrick O'Brian**; *The Frigates*, by **James Henderson**; *The History of Ships*, by **Peter Kemp**; *The 50-Gun Ship*;

*A Complete History*, by **Rif Winfield**; *Ships: Visual Encyclopedia*, by **David Ross**; and *The Visual Dictionary of Ships and Sailing*, a **Doring Kindersley** book.

Sailors have their own language, too, and I was delighted to find a dictionary, *A Sea of Words: A Lexicon and Companion to the Complete Seafaring Tales of Patrick O'Brian*, by **Dean King** that works equally well with the Hornblower novels and others of that ilk, for example the Ramage novels of **Dudley**

**Pope** (I have a dozen paperbacks waiting to be read), and the **Richard Delancey** seafaring tales by **C. Northcote Parkinson**.

It is instructive to compare **King's** definitions with those found in the volume next to it on one of my bookshelves: *The Sailor's Lexicon: the Classic Source for More Than 15,000 Nautical Terms* by **Admiral W. H. Smyth**. A side bar for this book states that it is "Acknowledged Lexicon for Patrick O'Brian's Aubrey-Maturin Sea Stories." Still, it is good to have **King's** version with its charts and maps that come in handy when reading *Master and Commander*, *Treason's Harbour*, or any of the other 18 **O'Brian** titles on my



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## Oregon Trails from page 64

shelves, again, waiting to be read. I tend not to keep the **Parkinson, Pope, or O'Brian** books but pass them on to a grandson.

A supplement to *A Sea of Words*, also by **Dean King** (with **John B. Hattendorf**), is *Harbors and High Seas: An Atlas and Geographical Guide to the Complete Aubrey-Maturin Novels of Patrick O'Brian*.

To round out my collection of books related to the days when ships were actually sailed, I have **Richard Henry Dana, Jr.'s** *The Seaman's Friend: A Treatise on Practical Seamanship* and a reprint of the 1637 manual by **Richard Norwood** titled *The Sea-man's Practice*.

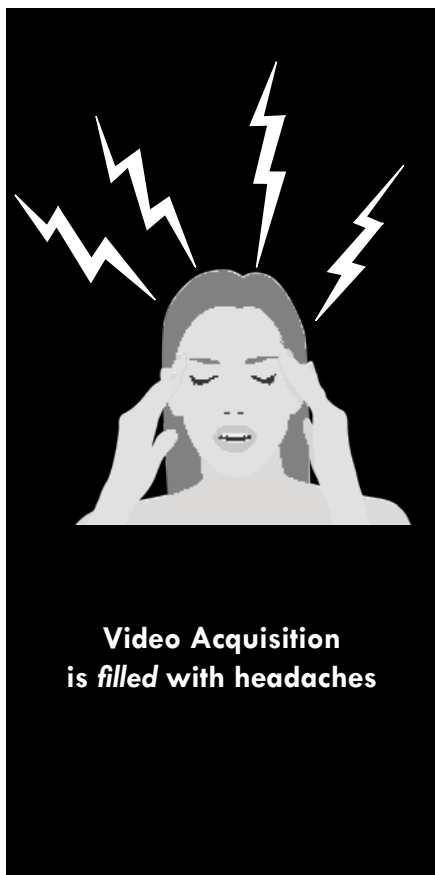
No seafaring library would be complete without a copy of *Two Years Before the Mast*, also by **Richard Henry Dana, Jr.** I have two copies; one is a paperback first edition, a **Signet Classic**, with an introduction by **Wright Morris** and, thus, it resides in the **Wright Morris** collection. But the edition I have in my seafaring section is from the **Reader's Digest** *The World's Best Reading* series. It is a faux quarter leather-bound book with illustrations by **E. Boyd Smith** and an Afterword by **Thomas Fleming**. The end papers show the route that **Dana's** ships took around Cape Horn. There is a glossary appended along with "A Ship's Sails" and "The Spars and Rigging of a Ship." So laugh if you will about a book associated with **Reader's Digest**, but it truly belongs with the world's best reading and I wouldn't part with it.

By the time we get to the late Victorian and early Edwardian days of sailing, steamships had supplanted sailing ships, but my fondness for seafaring reading stayed and can be traced to the **Howard Pease** books I read in junior high about tramp steamers. But the appeal of the next two seafaring collections has more to do with the particular authors and their association with ships and sailors even when the sailors are ashore.

If you know the name **W. W. Jacobs** (1863-1943), it is probably because of his eerie tale, "The Monkey's Paw," a story that has been dramatized for radio and television, neither medium of which can capture the horror of the written story, especially when it is read aloud.

But **W. W. Jacobs** mainly wrote short stories (and a few novels) about sailors' lives on shore and not out to sea. There is an **O. Henry** flavor to many of them, but I enjoy reading them. I favor the **Nelson** reprints but am not averse to other editions. If you had to own just a single book by **Jacobs**, I recommend *The Lady of the Barge*, for with it you will get some of his classic short stories and "The Monkey's Paw."

**William McFee** (1881-1966) was a ship's engineer who liked to read and write, and he wrote very well. I never intended to collect **McFee**, but one of my all-time favorite books is his *Casuals of the Sea*. I had acquired a Modern Library edition many years ago and was not really aware of anything else by **McFee**. One day, browsing in the rare books room of the **North Lamar Half-Price Books** in Austin, Texas, I spotted a three-quarter leather on original blue cloth first edition of *Casuals of the Sea* for \$150. I was sorely tempted but couldn't justify paying that much for a book that I already owned, albeit another, cheaper edition. I wanted



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that book and would check on it each time I visited that Half-Price store, wondering when I would succumb to its lure and shell out the cash. But even when it was reduced to \$120, I resisted. Finally, it was reduced to \$60, and I had a coupon for 50% off of any one item. So now that handsome volume, with marbled endpapers, sits among 29 other books by **McFee**. There are five variant editions of *Casuals of the Sea* (it started the whole thing, after all) including the Armed Services edition. I now have 29 **McFee** books, many of them signed by him, and all because of what became almost an obsession about *Casuals of the Sea*.

As much as I enjoy **Joseph Conrad's** sea stories, I don't collect him. I do own, however, *A Conrad Argosy* because the introduction was written by **William McFee**, and it is a handsome book that fits nicely among other books of the sea.

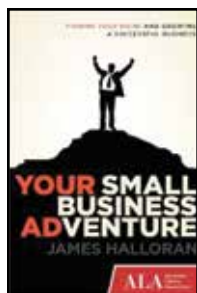
Rounding out my nautical collection are a few books that just seemed necessary and right to own given the broad appeal of seafaring literature. There is *The Caine Mutiny* and *The Bounty Trilogy* (another mutiny), the *Trader Horn* books and *The Riddle of the Sands*, an espionage story involving a ship and the Frisian islands. And *Anchors Aweigh!* by **Oliver G. Swan** (I have the **Grosset & Dunlap** reprint or the originally titled *Deep Water Days*) in its green, stamped binding and interior woodcuts looks so good, and good reading, too.

Shoulder to shoulder on the shelf are two books by the esteemed naval historian **Samuel Eliot Morison**: *John Paul Jones: A Sailor's Biography* and *The Two-Ocean War*.

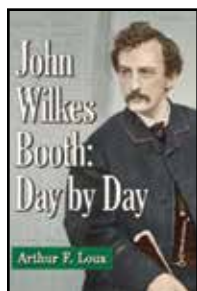
If you want to learn about how the United States won the Pacific in World War II, there is no finer work. None of the WWII movies that I grew up watching really did justice to the U.S. Navy and especially the sailors who were trained to do almost every job on a ship if called upon. Curious about that training and thanks to serendipity, **Morison's** account is enriched by my copies of *The Bluejackets' Manual 1943* (official U.S. Navy manual for enlisted men) and *Your Navy*: "This book is written for all enlisted men of the U.S. Navy. As part of the Navy training courses program it is intended to give men an understanding of the history and development of the Navy and an appreciation of the Navy's role in our national history."

And finally, in order to better understand much of what I read in the other nautical works, fact and fiction, I bought a second-hand copy of *Know Your Own Ship* by **Thomas Walton** and **L.M. Charlton**. The subtitle states, "The construction, stability, loading, trim, tonnage and freeboard of ships, simply explained for deck officers, superintendents, engineers and designers: with a fully worked-out set of the usual ship calculations from drawings." The authors might have added that their explanations are for the merely curious.

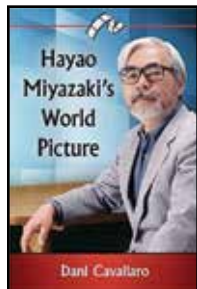
As you can see, there is no end of nautical material to collect, and there is no end to my desires to buy as many as exist, but I have limited space and capital. A line must be drawn somewhere, and I have drawn that line but with the understanding and freedom to cross it when and if it becomes necessary. 'A sailing we will go... 🌊



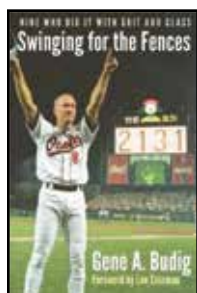
**YOUR SMALL BUSINESS ADVENTURE** — by **James W. Halloran** (*Huron Street Press, 2014*) — It has been a long-standing dream here in America for someone to own a successful business, but the situation often feel overwhelming, and that's where this book comes in. The author breaks down the goal of an entrepreneur into easy-to-understand parts and offers a guiding light throughout the entire process. From making sure the business person really knows what he is after, to ways of making the extra startup funds, to hiring the appropriate level of staff, Halloran makes the end result feel not just possible but probable.



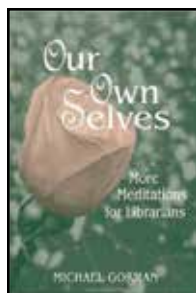
**JOHN WILKES BOOTH: DAY BY DAY** — by **Arthur F. Loux** (*McFarland, 2014*) — While most everyone knows exactly who Booth was, this book takes a different sort of look at who he was as a person. This is an intriguing account of a man who had everything to lose when he decided to kill the president, yet still went through with the deed. This is an interesting take that mixes historical explanation with actual pieces of Booth's diary. While there is no attempt to defend or explain his actions, this book is an in-depth chart of the first presidential murderer's descent from fame and his fall from grace.



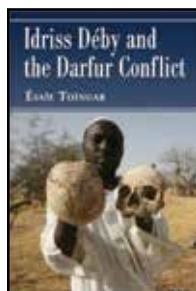
**HAYAO MIYAZAKI'S WORLD PICTURE** — by **Dani Cavallaro** (*McFarland, 2015*) — Hayao Miyazaki is an incredibly thought-provoking filmmaker. Though his name might not have the universal recognition of Disney or Avery, the turn of the millennium brought widespread success and spread of his name. In this book, the author has taken time to see about explaining to those unfamiliar with what is so special about Miyazaki. While in-depth in its discussion of his vision, Cavallaro still manages to make the subject not seem daunting. Miyazaki has been working in the industry for decades, but one isn't expected to have seen his films to be enlightened by this book.



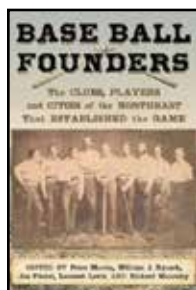
**SWINGING FOR THE FENCES** — by **Gene A. Budig** (*Univ. of Nebraska Press, 2010*) — Gene Budig was the president of the MLB American League from 1994 to 2000, and this is a book written to honor some of those he worked with. This book is a very interesting look into the behind-the-scenes experiences of some of the biggest names in 1990s baseball. There is an added layer of intrigue due to Budig's first-hand experiences; thus it goes without saying that a baseball fan would love to read this book. Even outside the baseball crowd, there is something interesting to be seen in this personal collection of stories. One feels as though Budig cared for his workers very much.



**OUR OWN SELVES: MORE MEDITATIONS FOR LIBRARIANS** — by **Michael Gorman** (*ALA Editions, 2005*) — It is clear that Gorman, now former president of the ALA, had two purposes for this book. The foremost one is that of a positive outlook. This book is for librarians, and the author wants you to know things can work out. Mixed with this message are tips and pointers to help librarians manage the changes of the technological age. It hits all the major issues of the day, while Gorman looks you, the reader, in the eye and, in a steady tone, tells you it's going to be alright.



**IDRISS DÉBY AND THE DARFUR CONFLICT** — by **Ésaïe Toïngar** (*McFarland, 2014*) — The name in the title of this book isn't well known, but it should be, because Déby is the chief person responsible for why there has been so much bloodshed in and around Darfur. There is a tragedy of ignorance at hand in Africa, and the author is seeking to cure that. There is far too much blood of the natives on this tyrant's hand, and it is breathtaking to read how matter-of-factly Toïngar is able to talk of it. It is plain to see that, though thankfully Déby may no longer hold power, his shadow still looms large for many who survived him.



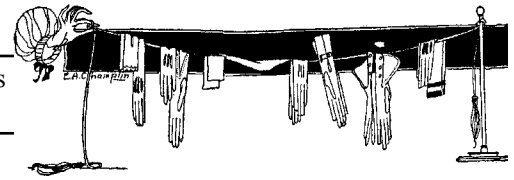
**BASE BALL FOUNDERS: THE CLUBS, PLAYERS AND CITIES OF THE NORTHEAST THAT ESTABLISHED THE GAME** — by **Peter Morris, William J. Ryczek, Jan Finkel, Leonard Levin and Richard Malatzky** (*McFarland, 2013*) — The early history of baseball has witnessed a tremendous growth in research into its origins, teams, and players in recent years. *Base Ball Founders* makes a major contribution to this expanding knowledge base as it continues the history of baseball with a second volume covering players involved with teams as early as the 1830s and 1840s through 1870. *Base Ball Pioneers, 1850-1870*, published in 2012 by McFarland, was the predecessor in the two volume set. *Base Ball Founders* covers early clubs and players in the Northeast including New York, Brooklyn, Philadelphia, New Jersey, and Massachusetts. A team of contributors (mostly members of the Society for American Research) provides the reader with club histories of baseball clubs rarely referenced in nineteenth century baseball history. In addition, biographies of the earliest known players are profiled with brief playing histories and subsequent life careers. Considerable genealogical research has been conducted by the authors in piecing together the bios. *Base Ball Founders* carries the reader through early versions of the game which were far from uniform, with the "Massachusetts Game" and the "Philadelphia Game" and the New York version. Ultimately, all migrated to the New York version. The vast information that is added to the pioneers' era of baseball by this volume and the previous volume of *Base Ball Pioneers* makes them essential to a library of nineteenth-century baseball. 🏆

# Curating Collective Collections — Collaborating to Build: Using Consortial Collection Analysis to Inform Collection Development

by **Genya O’Gara** (Director of Collections, James Madison University Libraries & Educational Technologies) <ogaragx@jmu.edu>

and **Anne Osterman** (Deputy Director, VIVA) <aelguind@gmu.edu>

Column Editor: **Bob Kieft** (College Librarian, Occidental College, Los Angeles, CA 90041) <kieft@oxy.edu>



**Column Editor’s Note:** Readers of this column and participants in CRL’s Print Archive Network Forum (PAN) at *ALA Midwinter and Annual* will be familiar with the many collection analysis projects undertaken by *Sustainable Collections Services* from Maine to California, sea to shining sea, and the many lakes and rivers in between. As **Genya O’Gara** and **Anne Osterman** point out in this case study from the Virtual Library of Virginia, those analyses have focused on individual library and consortial efforts to identify copies of older, less used monographs as candidates for potential deaccessioning or retention in shared print agreements. VIVA’s case is different in that they undertook their analysis in order to identify opportunities for collaboration on collection building with both electronic and print monographs in English. Like the Orbis Cascade Alliance, they also looked at the collective composition and use of their monograph collection in order to establish a guideline number for new copies adequate to meeting reader demand and preventing unnecessary duplication among VIVA’s 72 members. Here-tofore, such proactive collection management strategies have been launched successfully among such small groups of proximate libraries as the TriCollege Consortium of *Bryn Mawr, Haverford, and Swarthmore Colleges* and the CBB Consortium of *Colby, Bates, and Bowdoin Colleges*, or in such larger groups as the Colorado Alliance of Research Libraries or Orbis Cascade with an emphasis on eBooks. VIVA’s experience over the next several years will be instructive for the shared collections community in terms of how the collections grow and the effects of the copy threshold guideline on resource-sharing services and on the number of copies jointly held. In the latter case, one of the hotter topics in the shared collections community is gauging the right size of the collective inventory for meeting reader demand over time as more text is available in electronic form and more readers choose to work with electronic text, not to mention how that inventory is distributed, housed, and delivered. VIVA will contribute important BTUs to the discussion. — **BK**

In the current competitive and dynamic higher education environment, academic libraries know they must develop new, collaborative approaches to building collections. Budgets are flat or deflating, and users’ needs

for flexible and collaborative spaces are growing. Simultaneously, academic libraries face a networked environment in which the proliferation of new formats and evolving modes of scholarly communication are shifting how collections are developed. In order to remain integral intellectual hubs on campus, academic libraries must innovate and work together more closely than ever before.

At a consortial level, the collaboration conversation around monographs often focuses on shared print repositories and weeding projects, aimed at freeing up space in overcrowded libraries. In 2013, the Virtual Library of Virginia (VIVA) consortium embarked on a collection analysis project that allowed us to take a different approach: VIVA focused on development rather than deaccessioning, illuminating new paths for building collaborative monographic collections.

VIVA is a consortium of seventy-two non-profit, academic libraries in Virginia. VIVA members are geographically distributed across Virginia and represent public and private colleges and universities both large and small, as well as community colleges. Traditionally, VIVA has focused on coordinated collection development of electronic resources and resource sharing. Until this project, VIVA had no history of collaboration with print monographs outside of resource sharing and had explored only limited approaches to purchasing and licensing eBooks.

In 2012, the VIVA Steering Committee expressed a desire to better understand the bigger picture of the collective collection of the member libraries. Lacking a consortial union catalog, there was no clear sense of gaps, overlaps, uniqueness, or strengths among the libraries, and the overall makeup of the large circulating monographic collections was unknown. In response, a small working group formed to investigate and recommend an approach forward for VIVA that would provide a holistic view of the monographic holdings of the member libraries.

The working group recommended *Sustainable Collections Services (SCS)*<sup>1</sup> for an initial cross-institutional title-level analysis of the holdings of a representative group of libraries. VIVA member libraries were polled for their interest in participating in the collection analysis and willingness to contribute a local project manager to a task force who would work on the SCS analysis. Twelve libraries<sup>2</sup> were then selected for a pilot group representing the broad

spectrum of VIVA institutions, including public, private, and community colleges.

SCS, now part of OCLC, offers a suite of services and tools that support libraries in de-accessioning and storage projects, including providing detailed reports that place libraries’ print monograph holdings in the larger context of other libraries and the national collection. SCS worked with each pilot library to ingest item, holding, and bibliographic records from various ILS systems and returned reports to the project task force that combined local circulation and item data with *WorldCat* holdings and other comparison data points.

The task force established four primary goals in its first year:

- pilot a coordinated, consortial approach to collection assessment;
- use the data and analysis to inform future collaborative collection development;
- identify scarcely-held titles in need of protection; and
- begin a conversation about reducing unnecessary duplication in the state.

Although other groups of libraries had raised the issue of collaborative collection development, SCS’s analyses had typically emphasized collaborative weeding, preservation, or shifting materials to shared repositories. For VIVA, however, the initial, central goal was to determine how to use the analysis to inform future collection development. In order to support truly effective cooperative purchasing, VIVA’s team believed that the data itself should drive the mapping of future projects.

The task force therefore specified data parameters that would enable better understanding of the circulating monographic collections of the participating libraries by focusing on the kinds of books they were most likely to hold. With this goal in mind, excluded from the analysis were special collections, medical and law collections, government documents, foreign language materials, serials, and anything not within the *Library of Congress* classification system. Included were all circulating English language print monographs from the institutions’ main libraries — approximately six million records analyzed across the twelve pilot institutions. The libraries’ holdings were compared with one another, the consortium, the state, and the United States, as well as with *HathiTrust*, the *Internet Archive*, and selected peer library groups.

*continued on page 68*

SCS provided the task force with a wealth of initial data based on the parameters outlined above. The task force then had to determine the questions to ask of the data. As VIVA wanted to use the data to inform decisions about the purchase of eBooks that might bring the most value across the consortium, the group looked for any obvious patterns in widely held and highly and recently circulated titles as well as relative shelf life by subject and publisher. The group also attempted to identify local disciplinary strengths based on distributed holdings by subject.

“Widely held and highly and recently used,” for the purpose of this analysis, meant titles that were owned by ten or more VIVA libraries, had more than ten recorded uses at the owning library, and had a last charge date of 2007 or later. Although it was acknowledged that this level of circulation would bias the titles selected toward the larger institutions and that an average circulation level across similar title holdings might be a more accurate marker of general usefulness, this approach was determined to be satisfactory and had the appeal of being clear and easy to explain and implement. In addition, although the initial selection had been based on at least ten recorded uses at the owning library, the average total recorded uses for these books across the pilot libraries was seventy-eight, demonstrating substantial usage at multiple libraries.

With this list of widely held and highly and recently used titles, the task force was able to identify titles and products that might be broadly useful to the consortium in e-format using ProQuest’s Title Matching Fast Service. Using an in-house ISBN-to-publisher match, we were able to identify the top publishers at the intersection of the three parameters of holdings and usage. As shown in Chart 1, although many publishers were represented, there were only a few publishers with significant presence in this listing.

This examination of key publishers extended to analyses by publisher of the historical number and usage of copies held within VIVA. Graphing this data allowed for quick visualization of the historical holding and usage trends relative to the total number of titles held by publisher throughout the consortium (shown by example in Chart 2). This data was then used to inform future e-purchasing options and cost negotiations.

The analysis also examined the shelf life of the identified titles, or how long after publication a title would be considered useful to patrons. In order to estimate this, the task force looked at the average number of years between publication date and the last charge date for selected call number ranges. The working group thought that taking this approach might inform future decisions about leasing versus purchasing eBooks, both by publisher and subject, or aid the management of a shared demand-driven acquisition program.

Finally, the task force wanted to understand local subject strengths among the pilot libraries. Using the data provided by SCS, the task

Chart 1

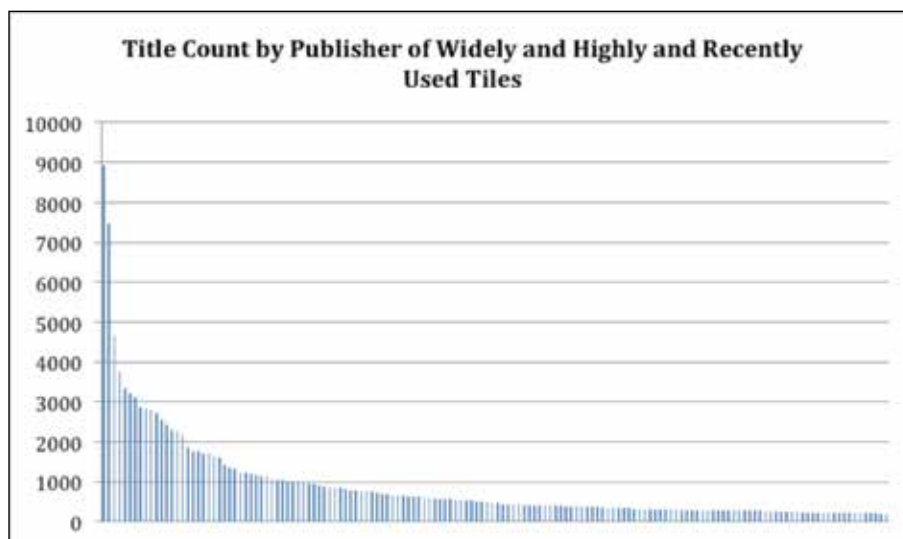


Chart 2

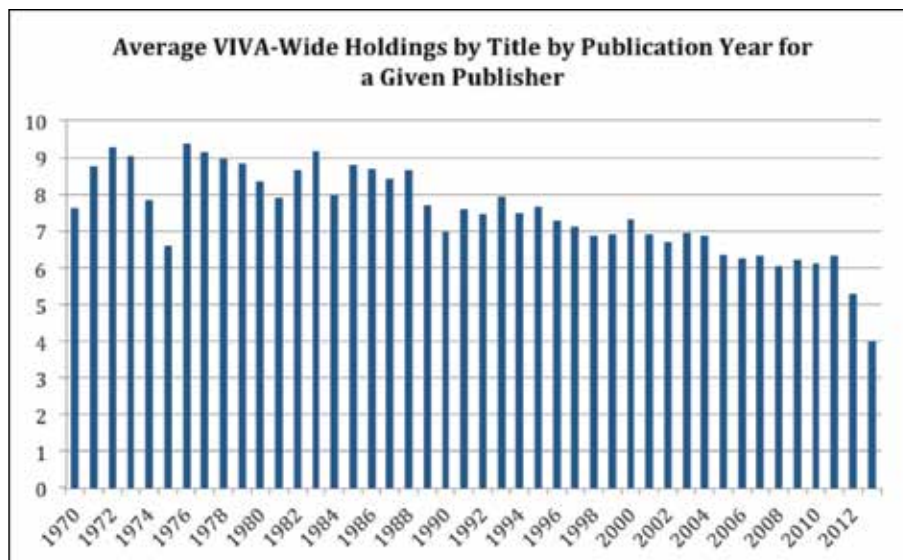
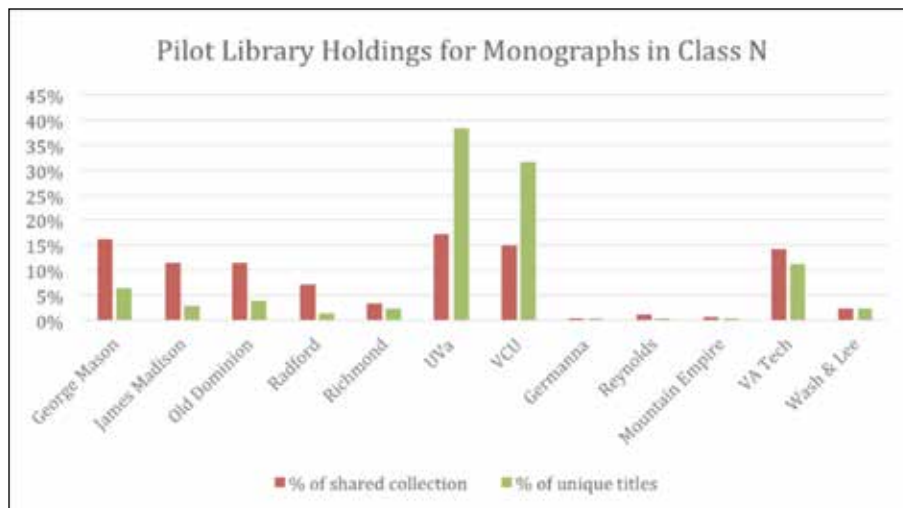


Chart 3



continued on page 69



# The Charleston ADVISOR

Critical Reviews of Web Products for Information Professionals

*"The Charleston Advisor serves up timely editorials and columns, standalone and comparative reviews, and press releases, among other features. Produced by folks with impeccable library and publishing credentials ...[t]his is a title you should consider..."*

— *Magazines for Libraries*, eleventh edition, edited by  
Cheryl LaGuardia with consulting editors Bill Katz and  
Linda Sternberg Katz (Bowker, 2002).

- Over 750 reviews now available
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Email \_\_\_\_\_ Signature \_\_\_\_\_

## Curating Collective Collections from page 68

force compared the distribution of both subject collection size, presumed to demonstrate broad holdings, and titles unique to Virginia, presumed to demonstrate deep holdings. An example of this approach applied to a specific LC class, Class N, can be seen in Chart 3. This analysis revealed some clear local subject strengths, some anticipated and some more unexpected, and it provided a starting place for discussions about how a subject-based, distributed monographic repository might look within the consortium. It also allows VIVA to begin to imagine how the consortium might move forward in integrating as "one" collection with distributed strengths.

These analyses, among others done by the task force, resulted in four implementable initiatives. Two deal with prospective collection development: VIVA shared eBook acquisitions for publishers of widely distributed, highly circulated, and recently used print titles (one shared eBook purchase based on this data has already been made, and others are currently being explored), and the establishment of a voluntary recommended threshold of four copies within the consortium (not just the pilot libraries) for new print monograph purchases, with the potential to organically distribute the holdings by identified areas of subject strength. This threshold was set based on a review of the average holdings across VIVA for titles in the project, an examination of thresholds set by other consortia, in particular the Orbis Cascade

Alliance, and robust discussions with the consortium's Resource Sharing Committee.

The other two initiatives are more along the traditional lines of an SCS project: a Memorandum of Understanding to protect the unique and rare titles identified by the collection analysis (defined as held by one institution in Virginia and by fewer than ten libraries nationwide), and a Memorandum of Understanding for the cooperative retention of widely-held monographs, allowing for safe de-duplication within the consortium. The MOU for unique and rare materials is currently in operation, with institutions at varying stages of analyzing their titles or marking records with a retention note. The MOU for widely-held monographs has been agreed to, and the next step will be a title-level allocation by SCS.

There are still some large challenges that cannot be discounted. Most significant is the time pressure to move forward using this data, since its lifespan is limited. The impact of adopting new purchasing practices across the pilot libraries will also present its own challenges — down the road, VIVA members will need to determine the feasibility of a shared discovery layer if the consortium wants to shift to a truly shared, findable collection. VIVA will also need to do outreach and training to ensure consistency in implementation across the consortium, and the long-term impacts on ILL and campus delivery services will be an area to watch in the upcoming years.

This project has also highlighted some major strengths within the consortium, in particular the

culture of trust that has allowed the creation of flexible agreements and understandings with low barriers to entry. This trust has allowed the data to drive collection development in new areas and has given VIVA the opportunity to visualize current collections and future directions with an open mind. It has also resulted in clearly defined, actionable initiatives, which have been key to building support for the longer-term projects.

Most importantly, this project has initiated a cultural shift, encouraging participants to think of VIVA as one collection with individual and local personalities. Within this shift, the task force has been able to delineate data-driven areas for future consortial collection development. Challenges remain, but VIVA can point to a clear strategy directing how and where we would like to build collaboratively in the coming years. 🐘

### Endnotes

1. <http://www.sustainablecollections.com/>
2. The pilot libraries included: **George Mason University, Old Dominion University, University of Virginia, Virginia Commonwealth University, Virginia Tech, James Madison University, Radford University, Germanna Community College, J. Sargeant Reynolds Community College, Mountain Empire Community College, University of Richmond, and Washington & Lee University.** The College of William & Mary also joined the project in late 2014.

# Digital Conversations — The Library is Dead. Long Live the Library!

Column Editors: **Paul Chilsen** (Associate Professor Communication & Digital Media, and Director of the Rosebud Institute) <paul@rosebudinstitute.org>

and **Todd Kelley** (Vice President for Library and Information Services, Carthage College) <tkelley@carthage.edu>

**Column Editors' Note:** *Greetings. As we stated at the outset of the Digital Conversations series, this will be an actual conversation — and we want you to join in! To that end, we have started recording our conversations and making them available for your perusal. You can go to our link <http://www.carthage.edu/media/chilsen-kelley-conversation-3.html>, or scan our QR code and watch the full conversation. Once there, we encourage you to join in the conversation as well. — PC & TK*



**Todd Kelley:** Paul, you are a great collaborator because you are a hedgehog specialist who approaches teaching in a fox-like way! You remember the essay by **Isaiah Berlin**?

**Paul Chilsen:** Yes...The hedgehog knows one thing but the fox knows many things.

**Todd:** Right — I use it as a representation of a liberal arts education. Our graduates know their discipline majors, but they also know how to connect their specialties to many things because of the breadth of their education and the way that we structure the curriculum. The fox-like connection that we are helping them to make is with information and technology for communication and expression.

**Paul:** Well I would say that we want them to be able to make those multi-lens connections. If we've done our jobs well, they should have that critical ability. That is a vital component of a liberal arts education. The literacy skills involve finding and evaluating information and the fluency skills involve communicating their knowledge.

**Todd:** In the print era, students would communicate what they knew with their instructor, and very often it was via a "paper." Today there are many more options. You are a specialist in film and media, but you are really interested in how all our students can communicate broadly with the varied forms of communication and the tools that are available today on the Web. Students can reach a global audience with many of the communication tools and venues that are easily within their reach.

**Paul:** True. I think I know where you're going with this and as always, I'm curious to explore it further. But first, I wonder if we ought to explain our title a bit, this time around? It's fairly provocative.

**Todd:** Well, that's what we are going to do in this piece — explore that notion.

**Paul:** Right. We don't think libraries are dead. Quite the opposite. They are very much alive. They are just alive in new ways.

**Todd:** Exactly! That's what we are here to explore — those new ways. During the print era, the Library took on its importance as a destination based on what it contained. Information was much more precious than it is in the digital age. Much of the information that is needed today resides in the information

cloud and can only be reached via the Internet. The digital library is outside the walls of the Library. Today libraries are more for people than for the storage of material. Libraries are connective spaces and organizations made up of people whose expertise is information and its new medium, computer technology. The digital library depends upon our unlimited broadband connection, computing devices, and wireless access.

**Paul:** Ok, so let's set about doing that. Back to the fox and the hedgehog — I get the reference but can you give an example of what you're thinking? A student example...?

**Todd:** Yes one of our students named **Scott** just updated the Wikipedia entry on the role of Pittsburgh compound B (PiB) [[http://en.wikipedia.org/wiki/Pittsburgh\\_compound\\_B](http://en.wikipedia.org/wiki/Pittsburgh_compound_B)] in investigational studies of Alzheimer's disease. He did some fantastic work as part of an experimental course that we are teaching in Library and Information Services to help students develop their communication skills for a global audience.

As this example demonstrates, there is an increased openness of platforms for communication. My personal perception is that some online journalism is starting to look more educational and scholarship is looking a little more accessible. That might be a good thing if it is true.

**Paul:** I agree. I think it is a good thing. And I love this point. I'm reminded of an anecdote from when I taught Public Speaking: I remember for a process speech, a student from the sciences went up and just read his paper. His head was down most of the time, reading. I talked to him alone afterwards to discuss his presentation. I explained that in Public Speaking, you need to always be thinking about audience. He insisted that he was — that at scientific conferences where he would present such a paper, his plain (he may

even have said "boring") presentation of his paper was completely acceptable. I opined that the world is really no longer limited to his presentations at scientific conferences, and that even if it were, the expectations of every audience are becoming more sophisticated, more able-minded, more connected. As a public speaker, I explained, it is incumbent upon him to present his information to the audience. I offered that the audience already knows how to read — it is up to him to use the media at his disposal to more effectively communicate his ideas.

He ultimately stuck to his guns, so I don't think I converted him. It does provide an example however of how scholarly work is changing. It is becoming more accessible, and in a liberal arts setting, we must imbue our students with the notion that they have to engage the multiple lenses of the fox in order to be effective communicators in this media-saturated, digitally native world.

**Todd:** That's a great story. And highly illustrative of how things are changing — for the better, I agree.

**Paul:** We of course are not talking about the specifics of any one discipline or any one academic pursuit — or even any singular pursuit at all. We're talking about all of it. But in our *Digital Conversation*, we want to talk about how libraries are changing. Perhaps Todd, just a bit of history, for context...

**Todd:** Of course!



Historically libraries have been mostly local resources, except perhaps for the libraries at the great research universities like **Columbia University**. For example, you have probably seen iconic **Low Memorial Library** [[http://en.wikipedia.org/wiki/Low\\_Memorial\\_Li-](http://en.wikipedia.org/wiki/Low_Memorial_Library)

*continued on page 71*

brary] in many feature films. It is the library where my grandfather met my grandmother in 1915 when he was an undergraduate. What is ironic though is that **Low Library**, arguably the most iconic academic library of the 20th Century stopped being a library in 1935 because **Columbia University** ran out of space 40 years after it was completed. It has been used for University offices ever since.

For much of the 20th century a number of universities looked beyond the needs of their own campuses and tried their best to curate the world's scholarly information, but it was difficult — at best — to do. They “threw in the towel” by the early 1980s and started to do what college libraries had been doing for some time, curating the collection to the research and teaching needs of the programs, departments, and faculty.

I believe that developments in 1967 may have already set the stage for those who were looking ahead at the future of information services. 1967 was the year that **Henriette Avram** [[http://en.wikipedia.org/wiki/Henriette\\_Avram](http://en.wikipedia.org/wiki/Henriette_Avram)] developed the MARC at the **Library of Congress** and **Fred Kilgour** [[http://en.wikipedia.org/wiki/Fred\\_Kilgour](http://en.wikipedia.org/wiki/Fred_Kilgour)] started the **Ohio Computer Library Center** [<http://www.oclc.org/>]. **Henriette** was a computer scientist who became a librarian and **Fred** was a librarian who became a technologist. I guess that today they would be described as blended librarians!



Henriette Avram



Fred Kilgour

The historical function of libraries to store material for possible use by local readers is starting to look somewhat archaic now. Over the past five years the **Hedberg Library** at **Carthage** has changed dramatically. In 2009 our library provided almost 200,000 distinct resources. About 75% of these resources were on site in the stacks, while about 25% were in the cloud. In 2014, just five years later, we have tripled the number of resources to 600,000. We still have about the same number of resources on site, but now 75% of our resources are in the cloud, and those are just the ones that we pay for. If we added in the open access and freely available resources that are in our catalog, the percent in the cloud would be even higher.

The idea of using valuable space in the center of campus to store print material that *might* be used doesn't seem wise. As I said earlier, libraries today are more for people than for storage. As my chart demonstrates, our library is now even more dependent upon solid broadband connections, a great interface, and personal computing devices more than shelf space in the **Hedberg Library**.

When we celebrated the 10th anniversary of the **Hedberg Library** in 2012, **Mr. Hedberg**, the

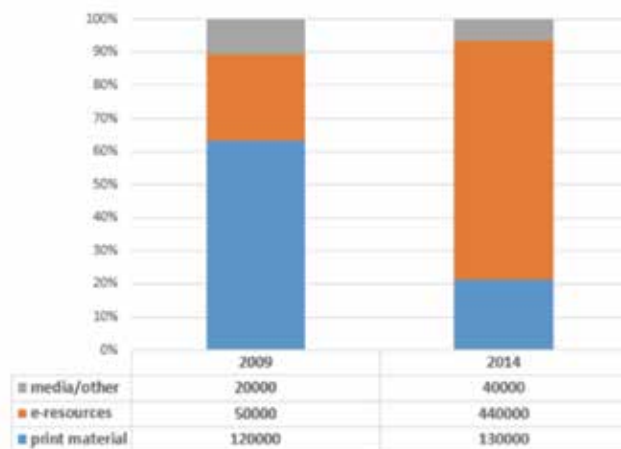
lead donor for the construction of the Library, asked me about the centrality of the library when the library becomes digital. We are getting close to that point now. Our reference sources are almost entirely online, and our bound journals have been largely supplanted by **JSTOR**, **Project Muse**, and other online sources. Now we are starting to look at the overlap between the books in our general collection and eBook collections like the **Hathi Trust**.

All of this work over the past five years added to our current efforts to examine the general collection allows us to consider a question from **Mr. Hedberg**.

How will we use the space to keep the **Hedberg Library** at the center of campus? It seems as though the answer hinges on the right combination of people, resources, ambiance, collaborative services, and activity zones. Historically, library organizations are very experienced with people, resources, and inspirational space, but less so with collaborative services and activity zones, although librarians have great experience with collaboration.

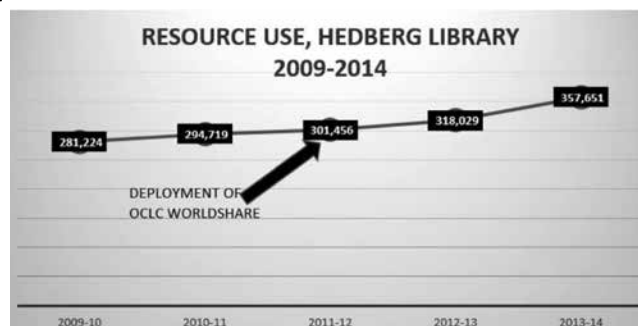
**Paul:** Some naysayers might raise a whole litany of objections to this of course. “But I love books! I need to touch and feel my research. I can't curl up with a Nook all that well.” Or my favorite cartoon where someone is reading the newspaper on a computer at a diner, and another person leans over asking,

Comparison of Hedberg Library Resources by Format  
2009 and 2014



“Can you hand me the sports section?” What do we do about the tactile nature of books? Or more broadly, what happens if someone pulls the plug?

**Todd:** It is not print vs. eBooks. We need them both. As you say Paul, there are times that we read print books for pleasure that may not be as tactile or personal on a device. For the most part however, libraries are seeing increases in the use of e-resources. Last year the use of e-resources provided by the **Hedberg Library** jumped almost 13% from the year before. Increases in previous years were in the single digits.



Growth in the USE of e-resources provided by the  
Hedberg Library Carthage College, 2009-2014

We believe that this significant increase is due to three factors:

- 1) The noteworthy increases we made over the last few years in the number of e-resources that **Hedberg Library** provides.
- 2) The discovery tool that **Carthage** uses is the “Google of scholarly information.” It is easy to use and includes almost all of our e-resources in one search interface.
- 3) Lastly, but perhaps most importantly, many of our students are coming to **Carthage** from great high schools and many use e-resources almost exclusively for their work. They are attuned to the e-scene, both socially and culturally.

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**Paul:** That makes sense. Beautifully and articulately laid out — on par with your usual depth and insight! Thank you for the context.

Now, I'd like to steer us back to a course we were on earlier. You mentioned that even though I'm a specialist in film and media — a hedgehog in that respect — I'm really very interested in how all our students can more effectively communicate with the varied forms of digital media that are available today. How do we make them foxes in that way? If we are to imbue our students with the notion that they can and even *must* reach a global audience with the communication tools within their reach, then as educators, we must of course, ensure their easy access to do so. But we also must *train* and *teach* them how to effectively use those tools. It's not enough to just hand out \$1000 pencils, as it were; we must show them how to more effectively use these tools.

**Todd:** I think the new library is the lynchpin — the key. Because — if the new library is imagined and executed correctly — there, freed from the constraints of disciplinary rigor and focus, students can truly explore and create.

**Paul:** The library truly becomes a place where they can work together to better articulate their points, more deeply and confidently support their research and findings, and more resolutely affirm the ground they are staking.

This leads back to what you were saying about the library being for people, not books. We've talked in the past about what that might look like, but can we dream a bit more? Can we talk about some of the current trends out in the world that we might cherry-pick to begin to connect these lofty ideas to students in a more your-backyard kind of way? What's already being done that we may embrace and even exploit to people's ultimate benefit?

**Todd:** I did a little research, and I know you have too, on the idea of makerspace. It seems this term has been now associated with public libraries and co-op places for people to make things in a very general way — sort of a blend of inventing, tinkering, and crafting — that doesn't quite encapsulate what we are talking about. There's nothing wrong with the current makerspace idea of course, it's just that I think we need something more explicitly related to digital knowledge creation and digital fluency

for global communication at our institution. Perhaps we need our own branding.

**Paul:** I know hacking is a trending term, but it too has downfalls — the word "hack" has obvious negative connotations and again, it has become a term that's more organic: my son mentioned the other day that he hacked someone's longboard move into his own thing. So, we should come up with a new way to refer to this new kind of makerspace. I came up with this: iCAN — which stands for "i Create, Access, Network."

**Todd:** I like that name quite a bit Paul. It seems to build off your Rosebud Institute vision statement of "Creating those who can." That's what these spaces could do — carve out places for students of all types to use the resources — together.

**Paul:** Exactly. In these iCAN spaces — in libraries specifically — people could go in and work together. They'd be specifically set up for collaborating on academic and scholarly work. Easy, super-fast cloud access, all apps at your fingertips, high-resolution displays, excellent sound quality, cameras, conferencing capabilities, full text, image and motion editing capability — the whole nine yards. What else? What am I leaving out?

**Todd:** Food. You're leaving out food Paul. Everyone knows that students work best when they're eating pizza! Food is a big part of inspiration. But seriously, the inclusion of iCAN space for knowledge creation is clearly a direction we want to go. I am wondering whether library and information organizations like ours can use it as leverage to create a nexus of collaboration that includes other units and programs that have specific goals for student success. The programs and initiatives that I am focusing on are recognized as high impact practices, such as the first year experience, the senior seminar courses and capstone projects, faculty and student learning communities, undergraduate research, and global and experiential learning. What do you think?

**Paul:** It seems an excellent vision and those seem appropriately impactful targets. Is there a place Todd that is doing this in any way so far? I'm curious if you know of anywhere that this is happening or where at least parts of it are happening.

**Todd:** I too am curious about that and wonder if our readers might let us know. It would be helpful to build a list of college libraries that are engaged in integrating support for

high impact practices into the library building and the library and information services organization. My friend and colleague **Joan Lippincott** from the **Coalition for Networked Information** [<http://www.cni.org/>] has talked about initiatives at the **University of Pennsylvania's** Weigle Information Commons [<http://commons.library.upenn.edu/study-spaces/collaborative-workspace/>] that appear to reflect our vision here, and there is the work of librarian colleagues at **UW-Madison**, but I am also interested in hearing from other college librarians.

**Paul:** Again, we turn to you — our readers and viewers...and listeners — and ask you to join in this *Digital Conversation*. Let us know where you see this happening. Please share with us, either on email or follow the link or QR.

**Todd:** We started out this conversation with the hedgehog and the fox, or the productive tension between the specialist and multiple perspectives. We have come back to this idea as we think about the development and future role of the library and the information services organization. Of course, the library is not dead — not by a long shot. It's very much alive, but it's alive in many new and vital ways.

**Paul:** I don't often play the nostalgist, but I have a brief anecdote. I'm reminded of the time when I was a young boy and my mother would take us to the library. It was always a hotly anticipated event. We were a family of eight kids. A large portion of the brood would pile into the station wagon and make our way down to the beautiful, neoclassical building with huge, important-looking stone steps and stalwart columns. We would enter with awe, knowing we had the next couple hours to do nothing but explore.

It was a special time. There were all those books — rows and rows of books — and so many little nooks and crannies where we could curl up with wonder.

While the emotion may be similar for people today, the specifics of the experience are necessarily changing. In this case, change is inevitable. Change is good. Change is alive.

**Todd:** Indeed it is. A great note to end our conversation. I hope that we continue to hear from more readers Paul. It has been fun talking with you as always.

**Paul:** The Library is dead. Long live the Library! 🦊

## Rumors from page 28

Advocacy - electronic, \$5,000,000 - \$15,000,000. Five judges were very impressed with the depth and breadth of all of the work submitted. There were 374 entries (120 were electronic) and the competition was extremely tight. Congratulation to the entire hard-working team!!!

Was sorry to see that a signed copy of *To Kill A Mockingbird* has disappeared from **Blue**

**Bicycle Books** in Charleston. **BBB** is right across the street from the Francis Marion Hotel. Have you visited it? You will remember that **Jonathan Sanchez**, the owner of **Blue Bicycle Books** was the roommate of **Leah Hinds'** husband **Patrick** once upon a time!

Exciting to have an article in the **ATG NewsChannel** on the recent purchase of **SIPX** by **ProQuest** by **Nancy Herther**. And in print an interview with **Rick Lugg** and **Ruth Fischer** about the recent purchase of **Sustained Collection Services** by **OCLC** in this print issue, p.42.

Speaking of interviews, hope that you are reading the interviews by **Richard Poynder** on the **ATG NewsChannel**. We have arranged to co-publish the next four Q&A interviews of **Richard Poynder** and his **Open & Shut** blog. As many of you know, **Richard** is an independent journalist and blogger specializing in information technology, scholarly communication, open access and open science. Thanks to the bam-zowie **Matthew Ismail** whose idea this was! <http://www.against-the-grain.com/2015/04/the-life-and-death-of-an-open-access-journal-qa-with-librarian-marcus-banks-by-richard-poynder/>

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## Anticipating Demand: The User Experience as Driver — The 2015 NFAIS Annual Conference

**Column Editor's Note:** *Because of space limitations, this is an abridged version of my report on this conference. You can read the full article which includes descriptions of additional sessions at <http://www.against-the-grain.com/2015/07/2015-nfais-annual-conference/>. — DTH*

The 57th Annual Meeting of the **National Federation of Advanced Information Services (NFAIS)** was held in Arlington, VA on February 22-24, 2015. It attracted an audience of approximately 175 attendees and featured a mix of plenary and panel sessions and, of course, the **Miles Conrad Memorial Lecture**, presented this year by **Tim Collins**, President and CEO of **EBSCO Industries, Inc.** (see sidebar).

### Keynote Address: The User of the Future



**Kalev Leetaru**, Founder of the **GDELT** Project, presented an information-packed keynote address on reimagining how we think about information that we can access from anywhere. Despite the huge growth in the amount of data now available, the basic search experience has not changed much in the last 50 years.

The **GDELT** Project compares events, quotes, people identified, images, etc. in global news articles and creates metadata from them. From its database, one can create a knowledge graph of events and how people are reacting to them. Studies such as this will help us understand what information will look like in the future, how users will interact with it, and how it can be delivered effectively and in a frictionless manner.

### User Experience Demands on Libraries

**David Shumaker**, Professor of Library and Information Science at the **Catholic University of America** said that we are each in the center of our own information universe, and we all have our own personal information management systems (PIMs) that require maintenance, which consumes time that could be better used for scholarship, teaching, or research.

**Peter Fox**, Professor at **Rensselaer Polytechnic Institute**, agreed with **Shumaker** and said that the goal of an information system must be to get something back to the user as quickly as possible. He advocated use cases to expose system requirements and said that we must get away from building "systems" and focus on frameworks instead. (Systems have well-defined entry and exit points, but frameworks can have many.)

### New Workflow Tools

Five new startup companies presented their products:

- **Kudos** helps researchers maximize the visibility and impact of their published articles, and provides tools to explain, enrich, share, and measure the impact of their publications.
- **Sparrho** is a personalized recommendation engine that uses personalized newsfeeds to help researchers make connections to others having similar interests and discover content outside normal sources.
- **Sciencescape** organizes and maps published papers and presents them to researchers as a knowledge graph, which helps them discover and share new key papers in their field.
- **ZappyLab** has built a repository of science protocols and is trying to overcome the problem of a researcher rediscovering knowledge previously discovered by others.
- **Hypothes.is** provides a method of annotating web pages (like marginal notes made in books) and permits private discussions, collaborative discussions, and public annotations.

### Information Wants Someone Else to Pay for It

**Micah Altman**, Director of **MIT Libraries' Program on Information Science**, described several current trends in authorship:

- Data is being created at an ever increasing rate, and publication is no longer the end stage of information dissemination.
- Collaborations have become more multidisciplinary.
- Many new challenges to curating and evaluating the output of the research process have arisen.
- We are tracking more types of information, and more processes are generating data than ever before.
- No single organization can preserve and maintain all the information upon which it relies.

### Flash Builds: Rapid Prototyping

A new **JSTOR** team, **JSTOR Labs**, is using "Flash Builds" to create prototypes of new products:

- **JSTOR Snap** allows a user to take a photo of a page with a smartphone and receive a list of relevant articles on the same topic from the **JSTOR** database.
- In a partnership with the **Folger Shakespeare Library**, a **JSTOR Labs** team used Flash Builds to create an app linking the lines in plays with research articles that quoted them.

A special environment is necessary for projects like this to succeed:

- Teams must be small but have both technical design and business skills.
- It is important to have a place to innovate with both technical and cultural support so there is a safe place to fail, a comfort level with uncertainty, and dedicated time to work without distractions of meetings, email, etc.
- Prototypes must be shown to users early and often, and in the presence of the whole team.

### New Content for Researchers

Researchers typically have these specific desires in choosing a search system:

- Better search and discoverability,
- Better user experience (navigation needs to make sense),
- More choices (PDF, HTML, EBPUB, etc.)
- More visual and interactive content,
- Better subject collections (taxonomies and semantic technologies),
- No multiple logins, and
- Better catering to shorter attention spans.

Here are some examples of products that fulfill those needs:

- **MIT's Press Batches:** bundles of 9 to 12 articles on topics identified by altmetric studies.
- **APS's APSelect:** groups of 8 to 10 articles selected monthly by **APS** editors.
- **eLife Lens:** an HTML-based viewer that improves the readability of journals by presenting parts of articles (citations, references, tables, etc.) on a side panel so that the reader can view them along with the text and without the need to scroll through the article.

### The Changing Landscape of Scholarly Communication



In his very challenging Members-only Luncheon Address: "Quo Vadis? The Changing Landscape of Scholarly Communication," **Keith Webster**, Dean of Libraries at **Carnegie-Mellon University**, gave a sobering view of the changing world of libraries and how they must adapt to survive. Phenomena that have occurred in today's

*continued on page 74*

## The Miles Conrad Memorial Lecture



The Miles Conrad Memorial Lecture is traditionally a highlight of NFAIS annual meetings. This year's lecture was presented by **Tim Collins**, President and CEO of **EBSCO Industries, Inc.**

**Collins'** address focused on industry trends in the academic library market and traced the evolution of library searching. From 1982 to about 1995, OPACs worked, then searching became fragmented as full-text platforms, secondary databases, repositories, eBooks, and e-journals appeared. **Google** use proliferated, but in the library world, users were forced to learn several interfaces running on slow (but viable) platforms, and access was dysfunctional. Now, with the appearance of discovery service platforms having all online data sources and the OPAC in one place, search works again.

There are four types of academic library users:

- **General researchers** (undergraduates) who are meeting expectations that Google set by using discovery services that include images, video, etc. and provide improved relevancy ranking,
- **Sophisticated users** (graduate students and researchers) who continue to use subject-specific databases (although discovery services play a role for them),
- **Browsers** who use features within discovery services that integrate with their workflows, and
- **Known-item searchers**, who can acquire desired content through discovery.

The future will see better relevancy ranking and a critical role for abstracting and indexing services that provide high-quality metadata for discovery systems. **EBSCO** is now working on normalizing multiple thesauri for use on different services.

**EBSCO** has followed these industry principles in taking advantage of and influencing trends:

- Identifying and eliminating compromises that users have been accepting, such as poor linking between secondary and full-text databases,
- Long-term partnerships are better than short-term gains, and all parties must have an economic incentive to participate,
- Improving rather than changing user behavior by eliminating steps in existing processes and combining separate processes into one, and
- Increasing revenue growth potential by expanding product lines and adding products that enable access to budgets where the original buyer has an influence.

Usage is a key success driver in future purchasing decisions. It is critical for publishers to get their content into discovery systems. **EBSCO** works to support librarians' information life-cycles: selection, ordering, resource management, discovery, access, and analysis.

The information market has consolidated over the past 30 years, which will continue. It is driven by merging of technologies in the value chain, economies of scale, venture capital, and private equity. **EBSCO** strives to maintain an entrepreneurial spirit while growing. These are the principles it has followed over the years; they are all obvious, but living up to them can be a challenge.

1. Commit to sustained profit growth,
2. Have a defined vision and operate with a bias for action,
3. Be customer focused and sales driven,
4. Understand that change is necessary,
5. Recognize that you can't manage what you can't measure,
6. Foster creativity and continuous improvement,
7. Insist on quality,
8. Do what you say you will do,
9. Cultivate passion,
10. Realize that business is a long-run game,
11. Improve the foundation, and
12. Be humble.

## Don's Conference Notes from page 73

world of academic libraries include:

- Students crowd libraries without using them (in the traditional way).
- The world of open science is beginning to transform scholarly communication.
- The success of e-journals has driven the researcher from the library.
- Web-based knowledge and research tools are growing, often outside the institution.
- Open access has shaped policy agendas.
- Library budgets are under pressure.
- Shareholders and venture capitalists expect returns on their investments, leading to pressure between customers and investors.

Contact between researchers and information professionals is rare. Our library ecosystem is clearly under threat. Libraries have missed the mark in connecting with researchers to ensure their long-term viability and have not shared in government investments in science. Instead of focusing on the size of their collections, libraries must think about their impact on teaching and research. One career path for librarians is to become embedded in their users' environments and become specialists in evaluation of technology.

### Business Models and New Policy Impacts: Two Panel Discussions

#### *Business Models: Partner, Build, or Acquire*

- Help users to discover what is happening, especially on the fringes of a field.
- Make connections through content to people.
- It is expensive to market directly to researchers.
- Most startups do not realize how difficult it is to gain users.
- Bringing an idea to life as a new product or service is exciting, something like parenting.
- Normalizing content is a critical and difficult step.
- The best way to make people aware of your existence is by personal networking.

#### *Impacts of Policy*

- It is important to try and understand what users do.
- Sometimes traditional policies get in the way of what we want to do, so we must work on change management.
- Societies must be sure they are meeting the needs of their authors.
- We have not yet figured out the model to move from subscriptions to open access.
- Metadata is really an advertisement for your content.
- Policies must be reviewed regularly and validated.
- Privacy and customized services will always be at odds with each other.

### Closing Address: Where Do We Go From Here?

**Michael Nelson**, consultant with **CloudFlare, Inc.** and Adjunct Professor, **Georgetown University**, said that in the next ten years we will see as much change as we saw in the last 20. Big data is a hot topic now because:

- 1) The supply is huge and growing.
- 2) Tools for data manipulation have become widely available. The Internet of Things, open source data analytics tools, and massive data sources from the government have all led to what Nelson calls "Cloud+."
- 3) Demand for data is growing.

These trends are reshaping our economies. The Cloud+ gives people almost free cycles of processing and storage, which makes it easier for them to get the information and tools they need, improves collaboration, and enables them to contribute to new projects.

*continued on page 75*

Today's vision of the digital economy revolves around innovative ecosystems: the ability to share information while protecting private information, more open companies, erring on the side of transparency, and learning to share. We need smart policies, smart technologies, a smart culture, and smart intellectual property rights. The key to all of this is trust.

Next year, the **NFAIS** annual meeting will return to Philadelphia on February 21-23. 🐼

## Creating Sustainable Community: The 2015 ACRL Conference

**Column Editor's Note:** *Because of space limitations, this is an abridged version of my report on this conference. You can read the full article which includes descriptions of additional sessions at <http://www.against-the-grain.com/2015/07/2015-acrl/>. — DTH*

The 2015 conference of the **Association of College and Research Libraries (ACRL)** on March 25-28 drew 3,400 attendees — a record number that included 1,250 first-time attendees — to the beautiful city of Portland, Oregon. It was the largest **ACRL** conference ever, and it also marked the 75th anniversary of the founding of **ACRL**. The program featured nearly 500 sessions, a busy exhibit hall with about 200 exhibitors, about 200 poster sessions, three keynote addresses, a special 75th anniversary panel discussion, and many roundtable discussions on a wide variety of subjects.

### Keynote Addresses — Wilson, Abramrad, Lessig

The opening keynote was by **G. Willow Wilson**, a comic book writer whose “Ms.Marvel” series about a young female superhero has been widely acclaimed and has been reprinted six times. **Wilson** is also a journalist and graphic novelist; as a part-time resident of Egypt, she has written about issues relating to the Middle East for several prestigious publications.

In her keynote address, **Wilson** described the present as an era of tumultuous change in which young Millennials, the most diverse audience in American history, are reinvestigating history and are becoming skeptical about many formerly widely accepted narratives.

**Jad Abramrad** is the creator and host of **Radiolab** (<http://www.radiolab.com>), a public radio program that is broadcast on over 500 radio stations. **Abramrad** noted that radio gives us the ability to connect with people across space and time; you can be with people even though you are by yourself in the studio.

Every **Radiolab** story starts with a seed of an idea that expands as it is developed. There is usually about a 25% probability of a story being satisfactory for the show; many ideas must be considered (usually about 15) to get enough for a complete show.

**Lawrence Lessig**, Professor of Law and Leadership and Director of the Safra Center of Ethics at **Harvard Law School** and founder of **Rootstrikers**, a network of activists leading the fight against government corruption (<http://www.rootstrikers.org>), concluded the conference with a thought-provoking address in which he examined three principles having a significant effect on academic libraries.

**1) Corruption in government funding.** Primary U.S. election campaigns are mainly influenced by money; because of large donations from a small number of donors, elections inevitably become biased. The consequence is a democracy dominated by the funders, and the preferences of the average American have a near zero impact on public policy.

**2) Net neutrality.** The Internet was designed with a simple architecture enabling it to foster innovation. Much that we take for granted today was developed by individuals working in the proverbial garage, who were able to produce their innovations because the initial architecture of the Internet was one of freedom. The current fight for network neutrality is one to preserve equality and an equal right to innovate.

**3) Open Access.** Some copyright laws do not serve their original purpose, which was to create incentives for authors and creators to publish their works. They were not enacted to serve the interests of publishers. For example, when **JSTOR** was launched, it was hailed because of the access that it provided to scholarly journals. But recently **JSTOR** has been criticized because of its charging practices that limit or prevent access to people not affiliated with universities that subscribe to it. Academics built the world of the Internet, but they did not make sure that everything was available to everyone. Access restrictions serve no copyright purposes of the authors, make no sense, and hinder people around the world from being creative.

In **Lessig's** opinion, equality does not mean the end of big companies or a lack of quality, but it does mean equal access to a platform of equality. He said that we must remember and relearn what role equality plays and how it relates directly to us and suggested reading *Our Declaration* (Norton, 2014) by **Danielle Allen**. As scholars and librarians, we have a moral obligation to preserve knowledge the way it was promised — as universally accessible as possible.

### 75th Anniversary Panel: New Roles for the Road Ahead

A panel of three experts: **Steven Bell** from **Temple University**, **Lorcan Dempsey** from **OCLC Research**, and **Barbara Fister** from **Gustavus Adolphus College**, discussed *New Roles for the Road Ahead*, a report containing essays they wrote to mark **ACRL's** 75th anniversary ([http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/new\\_roles\\_75th.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/new_roles_75th.pdf)). Each panelist began by describing what they like to write about:

**Bell:** The intersection of higher education and libraries and how we integrate our work into the community around us.

**Dempsey:** Technology and citation management, which has moved from a paper-based to a networked environment, resulting in the development of specific programs such as **Zotero** and **Mendeley**.

**Fister:** Information literacy, including students and our relationship with them, and how we can collaborate with other units on campus and contribute to public knowledge.

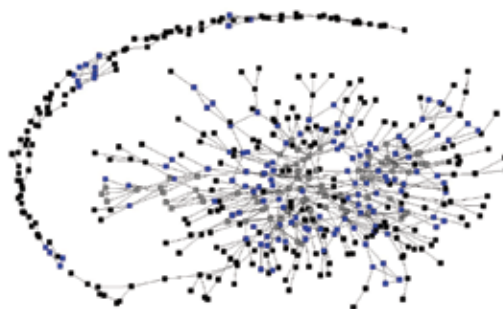
The panelists identified collaboration, the perception of the library as a supporter of research, visibility, privacy, and change in higher education as issues that need to be addressed.

### Libraries and Food Trucks

Twitter has become a cultural movement; libraries and food trucks both use it heavily to market to their clienteles. Some of the conclusions of a recent study are:

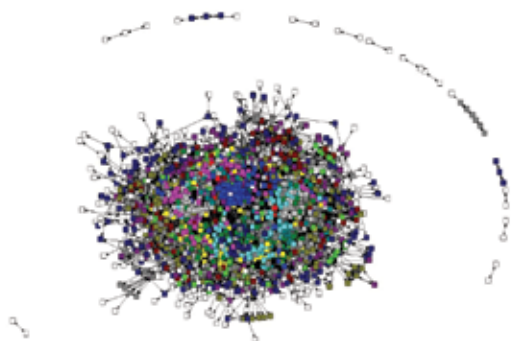
- Twitter has become part of the business model for food trucks.
- The majority of libraries do little reciprocal tweeting, but food trucks do — see the figures below.
- Academic libraries have been on Twitter longer than food trucks have, but trucks tweet much more than libraries.
- Trucks engage with their users more than libraries do; libraries' Twitter usage is more like a newsletter.

## Reciprocal Mentions between Libraries



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## Reciprocal Mentions between Trucks



### Reference Services

**Crowdsourcing** — Crowdsourcing is not merely another engagement opportunity; it is also a way to solve requesters' problems. The **Purdue University** library has developed CrowdAsk, an FAQ system where any user can ask and respond to questions (<https://sites.lib.purdue.edu/crowdask/>). The system does not replace librarians, but it helps them by eliminating repetition of lower-level questions.

**Bypassing ILL** — #icanhazpdf allows users to use Twitter to ask others to send copies of articles directly to them, thus bypassing an interlibrary loan (ILL) process (the Web version is at <https://twitter.com/hashtag/icanhazpdf>). Some people use this site because they do not approve of current copyright laws and usage restrictions; others think it is a violation of copyright.

**Relevancy and Search Failures in Discovery Services** — A study of users of Summon, Google Scholar, and Google found that 76% of the results retrieved from Summon were considered relevant by requesters, compared with 79% from Google Scholar and 91% from Google. Most of the searches were for titles. Users tended not to use quotes in their queries and simply typed in fragments of titles. Librarians can help students improve their searching by explaining why searches fail or return unexpected results by teaching them to be more strategic searchers, explaining the "why" of searching, not just the "how."

**E-browsing** — Search and discovery have recently become prominent, resulting in a tendency to reject browsing as an effective retrieval technique. But browsing is an important research behavior, especially now that large image databases have become widespread.

### Self-publishing and Academic Libraries

Over 50% of the titles currently published in the U.S. are self-published, and libraries are not well equipped to deal with such materials because of quality issues, lack of metadata, and fewer reviews. Self-publishing is still in its infancy, but it is experiencing strong growth. Academic libraries will need to address its implications in the future.

### The Digital Public Library of America (DPLA) and Academic Libraries

The **DPLA** has become a portal that aggregates content, a platform for users to use content in new ways, and a public advocate for expanding our cultural commons. It provokes discussions about rights and access to knowledge and could play a role in the dissemination of scholarship by cutting through institutional repository silos and helping academics reconnect with the public.

**DPLA's** 13 service hubs (aggregators that bring content in to **DPLA**) and 9 content hubs (large institutions with large databases that they share with **DPLA**) are located across the nation comprise its 1,350 partners; these numbers are growing. Major contributors are university libraries, public libraries, museums, and historical societies. (See **DPLA's** strategic plan for 2015-2017 at <http://bit.ly/dpla-2015-plan>).

## Open Access (OA) and Open Educational Resources (OERs)

Massive Open Online Courses (MOOCs) continue to draw attention, and not only in the education field, but they are not the disrupter that they were originally forecast to be. Many MOOCs require payment for their course materials. For librarians the low adoption of OA and OER content means that they must continue their efforts to educate faculty, be OA advocates on their campuses, support open publishing, and optimize the discovery of OA content and OERs. Here are some faculty perceptions of OERs:

- It is difficult to obtain contemporary or modern open textbooks; some faculty said that they had few OERs to review.
- There is an ingrained process for selection of textbooks which is difficult to overcome.
- Some faculty members using OERs have had to change their expectations of students and redesign class processes because they expect students to have their materials with them in class.

Students love alternative textbooks because they do not have to spend money on them, and faculty like them because they can use very current information in their classes. OERs are a good way for the library to promote collaboration and position itself as an education center on the campus.

### eBooks

Many librarians and faculty members are concerned about spending funds on hard-to-use and inaccessible eBooks. Results of a study showed a wide variation in features of eBook reading platforms. More students are using more eBooks, but almost all of them read academic eBooks on a laptop because that is where they are doing their work. The main reason students choose an eBook is to get the interactivity not found in printed books.

### Makerspaces in Academic Libraries

Following the Innovation, Inspiration, and Creativity Conference, (<http://www.informationliteracy.org.uk/2014/01/i2c2-the-innovation-inspiration-and-creativity-conference-full-programme-now-confirmed/>) in March 2014, where a Lego Serious Play workshop (see <http://www.lego.com/en-us/seriousplay/>) was held, a fascinating playing station was installed at the **Rutgers University Art Library** using Lego blocks. Some of the students who used it had never been in the library before, and some played for two hours. Faculty and staff began to use the Lego station for team building, hands-on exercises, and to stimulate thinking about better ways to use library resources and spaces.

The Lego activities were important because:

- People are more likely to learn if they are happy and having fun.
- Making and engagement with others helps to build critical thinking skills that are applicable in library research.
- Making models with others can be inspiring and create community.
- Lego blocks use hands-on, active learning, and build critical thinking skills.

The next **ACRL** conference will be held March 22-25, 2017 in Baltimore, MD with the theme "At the Helm: Leading Transformation." 🌳

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**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**, (Information Today, 2013). He holds a Ph.D. degree from the **University of California, Berkeley** and has worked in the online information industry for over 40 years.

# And They Were There

## Reports of Meetings — ACRL and 34th Annual Charleston Conference

**ACRL 2015 – Association of College & Research Libraries Biennial Conference** — March 25-28, 2015, Portland, OR

Reported by: **Lynda M. Kellam** (Data Services & Government Information Librarian, Adjunct Lecturer in Political Science, University of NC at Greensboro) <lmkellam@uncg.edu>

I had the chance to attend the *Association of College & Research Libraries Biennial Conference* in Portland, Oregon this year. The conference had a large number of sessions on a variety of topics. This year I was most interested in the data-related sessions, and below are two highlights.

**Amanda Whitmire, Heather Coates, and Jenny Muilenburg** held an excellent session on creating data management curricula at their universities. All three have developed courses or workshops on the best practices of research data management (RDM). **Amanda Whitmire** from **Oregon State University** described her two-credit, ten-week course for graduate students that incorporates Data Information Literacy (DIL) pedagogy (<http://wiki.lib.purdue.edu/display/ste/Home>). Her course was open to students from all disciplines, and provided graduate students a forum to apply data management best practices to their discipline-specific projects. She used a variety of resources to build the class, including the DataOne Modules (<https://www.dataone.org/education-modules>) and the New England Collaborative Data Management Curriculum (NECDMC) lesson plans (<http://library.umassmed.edu/necdmc/index>). You can view her class guide for more information at <http://guides.library.oregonstate.edu/grad521>.

**Jenny Muilenburg** from the **University of Washington** talked about her pilot NECDMC-sponsored workshop on the fundamentals of research data management. She developed a seven-week drop-in

workshop series that met for one hour each week. As with **Whitmire's** course, the information was not discipline specific, so that anyone could drop in, and a few librarians attended to learn more about RDM. You can find her course schedule, lesson plans, and exercises on the guide at <https://canvas.uw.edu/courses/889213>.

Finally, **Heather Coates** from **Indiana University-Purdue University Indianapolis** described her workshop series for health sciences graduate students. She primarily discussed an activity she created in which participants mapped data outcomes to connect their research questions with desired products. You can find **Coates'** mapping worksheet and much more at <https://scholarworks.iupui.edu/handle/1805/6043>.

In "Promoting Data Literacy at the Grassroots: Teaching & Learning with Data in the Undergraduate Classroom," **Adam Beauchamp** from **Tulane University** and **Christine Murray** from **Bates College** discussed the intersection of data reference and data management. The challenge is that data reference librarians tend to assume that students know what to do once they have data, while data management best practices presume that students have had experience with primary research data collection. In other words, it can be difficult to help a student find data if they are not certain how their question would be measured. Their session suggested three possible approaches that could help: 1) discovering data through literature; 2) teaching the evaluation of data sets; and 3) teaching students how to operationalize their research questions. During their session, they discussed how they implemented these plans in their classes. You can see their abstract and PowerPoint on the **ACRL Website** at [http://s4.goeshow.com/acrl/national/2015/conference\\_schedule.cfm](http://s4.goeshow.com/acrl/national/2015/conference_schedule.cfm).

If you missed **ACRL**, the proceedings are available at <http://www.ala.org/acrl/acrl/conferences/acrl2015/papers> as well as many of the posters and PowerPoints for the panels at [http://s4.goeshow.com/acrl/national/2015/conference\\_schedule.cfm](http://s4.goeshow.com/acrl/national/2015/conference_schedule.cfm).

## Issues in Book and Serial Acquisition, "The Importance of Being Earnest" — Francis Marion Hotel, Embassy Suites Historic Downtown, Courtyard Marriott Historic District, Addlestone Library, College of Charleston, and School of Science and Mathematics Building, Charleston, SC — November 5-8, 2014

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 2014 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, <http://www.katina.info/conference>, for the online conference schedule from which there are links to many presentations' PowerPoint slides and handouts, plenary session videos, and conference reports by the 2014 Charleston Conference blogger, Donald T. Hawkins. Visit the conference blog at: <http://www.katina.info/conference/charleston-conference-blog/>. The 2014 Charleston Conference Proceedings will be published in partnership with Purdue University Press in 2015.*

In this issue of *ATG* you will find the third installment of 2014 conference reports. The first two installments can be found in *ATG* v.27#1, February 2015 and v.27#2, April 2015. We will continue to publish all of the reports received in upcoming print issues throughout the year. — **RKK**

### THURSDAY, NOVEMBER 6, 2014 CONCURRENT SESSIONS 2

**Don't Leave Faculty at the Station: Introducing Faculty to Collection Development grants** — Presented by **Don Welsh** (College of William and Mary Library); **Martha Higgins** (College of William and Mary Library); **Stephen Clark** (College of William and Mary Library)

**NOTE:** *Stephen Clark did not present in this session.*

Reported by: **Susannah Gal** (Binghamton University Libraries) <libdean@binghamton.edu>

Librarians **Welsh** (Head, Research Department) and **Higgins** (Research Librarian) from **William and Mary** reported on an internal grant program started for faculty to request materials for purchase by the library. The request was limited to \$3000 for a one-time purchase and was supposed to be submitted through the subject liaisons in the library. In addition to listing the item(s) needed, the requests were

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to explain why the purchase of the material(s) would strengthen the overall collection and assist in course or research development. In the first year, they were able to honor all the requests by using money from other sources. The librarians felt these grants strengthened ties between faculty and the library liaisons as well as justified support of the libraries, the collection, and the budget to the administration. They found this program was especially useful for new faculty.

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### *Evolution of Mobile Device Use in Clinical Settings* —

Presented by **Ramune K. Kubilius**, Moderator (Northwestern University); **Jeannine Creazzo** (Saint Peter's University Hospital); **Hob Brooks** (Wolters Kluwer Health)

Reported by: **Erin Wentz** (MCPHS University)  
<erin.wentz@mcphs.edu>

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**Kubilius** (Collection Development / Special Projects Librarian, Galter Health Science Library), session moderator, introduced the speakers and the topic.

**Brooks** (Senior Director of Business Development) shared a sampling of results from **Wolters Kluwer Health's** soon-to-be-published second survey of **Ovid** users about mobile device usage. The company plans to repeat the survey annually. Since the first survey, the company has seen a growth in content demands and screen time from clinical users at all levels and across all devices. Users increasingly rely on a combination of smart phones, tablets, and desktop/laptop computers in their personal and work lives. **Wolters Kluwer Health** intends to leverage technology's capabilities to enhance the entire content experience. Audience members were surprised to learn that **Ovid** is releasing its first mobile app, **OvidToday**.

**Creazzo** (Manager, Library Services) provided an overview of the hospital library setting, including the wide variety of patrons served, the pressures to justify resource expenditures, and the influence of Electronic Medical Record integration on library services. Limitations with staffing, infrastructure, and hospital security measures pose challenges for mobile resource usage.

The speakers showed the intersection of users' demands and barriers to adoption. Content reflected the advertised (conference program) description, but minor organizational adjustments and stronger connections between the speakers' pieces could have enhanced the presentation.

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### *How Can Libraries, Publishers, and Vendors Work Together to Prevent Abuse?* —

Presented by **Linda Treffinger**, Moderator (HighWire Press); **Claire Sinks** (The Journal of Immunology); **Sara McClung** (University of California, San Francisco); **Margaret Hogarth** (Claremont Colleges); **Paul Moss** (OCLC)

Reported by: **Chris Vidas** (Ball State University)  
<cdvidas@bsu.edu>

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Piracy is an issue that increasingly affects the publishers and vendors that provide information and the libraries that purchase their products. Unfortunately, researchers are often unwittingly caught in the turmoil that results from attacks by those attempting to illegally obtain and distribute information. This session discussed the measures being taken by publishers, vendors, libraries, and investigators to limit the impact that thieves can have on the information industry. Furthermore, tips were provided to attendees to enable more stringent security measures to be instituted to prevent ongoing abuse of library resources. Although aspects of the discussion were somewhat technical, the majority of the information was practical and accessible so that listeners of all levels could remain engaged and retain recommendations that could be easily and immediately implemented. Ultimately, libraries need to work closely with those providing information resources to help prevent abuse, because little can be done to directly control inappropriate user behavior.

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*How Does Ebook Adoption Vary By Discipline? What Humanist, Social Scientists and Scientists Say They Want (A LibValue Study)* — Presented by **Jean-Louise Zancanella** (College of Western Idaho Library); **Lynn Wiley** (University of Illinois at Urbana-Champaign); **Tina Chrzastowski** (Santa Clara University Library)

Reported by: **Matthew Whitney Haney** (Student, University of South Carolina-Columbia) <mhaney@email.sc.edu>

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Using multiple studies on the use of eBooks, these three ladies hosted a session discussing their findings, which will be published in a book in 2015. They found that the cost of eBooks has greatly reduced in the past five years, and while it was not initially cost effective, that has changed. Their studies found that people in the sciences and the social sciences are fully embracing the new technology, while humanists are only now at a tipping point. However, their findings have the problem of only coming from those who are professors, doctoral students, or are on the graduate level. They also found that copyright is a major problem and eBooks are still in an early stage. Another problem, which was only discussed because of questions, was the issue of platforms and individuals who have difficulties using those currently available. While the stated focus of the session was on the adoption of the eBook by scholars, the presenters tended to use very generalized language.

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### *Preservation of Audio-Visual Collections and Modern Storage Media* —

Presented by **Corrie Marsh**, Moderator (Stephen F. Austin State University); **Fenella G. France** (Library of Congress)

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

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The afternoon session's small audience received a fast-paced, sometimes technical, overview of research projects in audio-visual and media preservation at the **Library of Congress**. In the first part of the presentation, **France** described studies of CD aging. Results indicate that professionally produced CDs generally age better than writable discs, and CDs (having larger data bits) present less risk of data loss than DVDs. Newer non-invasive techniques aid in assessing risk to materials and offer new avenues for preservation. For example, infrared spectroscopy can be used to evaluate magnetic tapes for sticky shed syndrome before there is visible evidence of a problem or tapes are damaged in playback. **IRENE** (Image Reconstruct Erase Noise Etcetera) and the Berkeley Optical Sound Reconstruction Project utilize 2D and 3D scanning technology for sound recording reconstruction of damaged or otherwise unplayable wax cylinders and other formats. Brief mention was also made of preservation concerns with fugitive media, 20th-century materials generally considered relatively stable. Overall, the presentation served to remind listeners that, while environment and handling are important, manufacturing processes play a significant role in the lifespan of storage media and need to be considered when evaluating risk.

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### *Streamlining and Advancing Collection Development with GOBI: Bringing Your Collection Into the 21st Century* —

Presented by **Christa Poparad** (College of Charleston); **Lindsay Barnett** (College of Charleston); **Sarah Hoke** (YBP Library Services)

Reported by: **Katie O'Connor** (College of Charleston)  
<oconnorkm@cofc.edu>

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The three presenters focused on how GOBI, a Web-based application from YBP, can aid in collection development. **Poparad** and **Barnett** discussed the new liaison structure at the **College of Charleston** and

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their approval plan. Sorting slips in GOBI and looking at what peer institutions have in their collections can help librarians order more effectively and efficiently. **Hoke** explained how GOBI order statuses and expenditures are updated to ensure that libraries are on-track with their spending and ordering for the year. The presenters closed the session by sharing future collection development possibilities at the **College of Charleston**, including firm order eBooks and expanding DDA into other areas.

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**Success Strategies for Content Discovery: A Cross-Industry White Paper** — Presented by **Suzanne Kemperman**, Moderator (OCLC); **Alexandra de Lange** (Elsevier Science); **Carlen Ruschoff** (University of Maryland, College Park); **Ted Fons** (OCLC)

Reported by: **Anne K. Abate** (Library Discount Network)  
<anne@librarydiscountnetwork.com>

This panel presentation provided an overview of a white paper released by a working group of publishers, librarians, and vendors trying to improve discovery in libraries and find practical ways to accomplish this aim along the entire supply chain. Moderated by **Kemperman** (Director of Business Development and Publisher Relations, OCLC), the panel included **Fons** (Executive Director, Data Services & WorldCat Quality, OCLC), **de Lange** (Head of Third-Party Platform Relations, Elsevier Science), and **Ruschoff** (Director of Technical Services & Strategic Initiatives, University of Maryland, College Park). Speakers outlined the basic issues and described the elements of the bib records that impact discovery from the library perspective, the view of the service providers, and the publisher perspective. Several recommendations were made in the white paper including the importance of improving and synchronizing bibliographic metadata and holdings data and the need to use consistent data formats throughout the supply chain. Accuracy and timely flow of data are important since they drive usage. The session description failed to note the level of detail that each panelist provided in their perspectives. The session itself proved that there is much yet to be done to improve content discovery.

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### THURSDAY, NOVEMBER 6, 2014 AFTERNOON NEAPOLITAN SESSIONS

**Budgets, Services, and Technology Driving Change: How Librarians, Publishers and Vendors are Moving Forward.** — Presented by **Meg White**, Moderator (Rittenhouse Book Distributors, Inc.); **Kitty Henderson** (EBSCO Information Services)

Reported by: **Todd Enoch** (University of North Texas)  
<Todd.Enoch@unt.edu>

**White** served as moderator, introducing **Henderson** who provided a look at a survey conducted by **EBSCO** of over 200 North American academic libraries and top 100 publishers with whom they do business, and compared it to previous years' surveys to show some general trends. There was a large amount of information shared in this presentation, much of which confirmed the continuation of historical trends such as libraries moving away from print subscriptions. The survey indicated that while the economic conditions for many libraries are still tough, there is a general improvement, with more libraries reporting increased budgets than in the previous four years of surveys. The survey also revealed that the average expected publisher price increase for 2015 would be between 5-7%. Other trends of note were an increase in the number of libraries using or pursuing Discovery Systems; a decrease in the number of publishers willing to consider short-term loans as a viable DDA model; and a decrease in the number of publishers who would consider adding new Open Access titles in the coming year.



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Finally, over half of the libraries surveyed said they were planning on increasing expenditures on individual eBooks in 2015.

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**Online Learning, MOOCs, and More** — Presented by **Ann Okerson** (Center for Research Libraries); **Franny Lee** (SIPX); **Deanna Marcum** (Ithaka S+R)

Reported by: **Rachel Walden** (Student, University of South Carolina-Columbia) <rachellanewalden@gmail.com>

This session covered the place MOOCs have in contemporary education. Studies were presented to address key measures that play into MOOCs in online learning. To see how administration and faculty feel about MOOCs, interviews were done in ten public flagship universities that focused on strategy and perception. The administration hopes for online learning to broaden access to higher education. Faculty had varying opinions, from those who think that personal interaction that can only be gained in classroom is ideal to those who have seen online learning being used before and have more confidence in its benefits. Many faculty members also didn't want to be using materials created by others and were not onboard with MOOCs. A test was done to compare MOOCs side by side with traditional classes and also case studies for those without traditional classes. It was discovered that learning outcomes were similar in hybrid courses and traditional. All subgroups of students did about the same in both class types. Overall the students like the hybrid classes less because they were harder and they felt they learned less. Some benefits for faculty who used MOOCs were professional development, flexibility to try new teaching approaches in classes, and relief from time pressures during semester. Some challenges were hard to find content that matched the level that their students were at, not enough assessment opportunities, how it

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worked with other technology such as Blackboard system, and student engagement. Also discussed was SIPX, which is a cloud-based Web service for managing and sharing digital course materials.

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**What's the Big Idea? Mellon, ARL, AAU, University Presses, and the Future of Scholarly Communication** — Presented by **Leila Salisbury**, Moderator (University Press of Mississippi); **Charles Watkinson** (University of Michigan); **Helen Cullyer** (The Andrew W Mellon Foundation); **Raym Crow** (SPARC); **Barbara Kline Pope** (The National Academies)

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

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Unfortunately, the layout of the venue was less than optimal for hearing and seeing the speakers at the front of the ballroom (not on a stage) who were responding to moderator **Salisbury's** questions in round robin fashion. Still, some food for thought was shared on questions about 1) needs not yet met, 2) discoverability, 3) what should stop being done. Opinions on the first included: leverage data repository infrastructures for supplemental digital objects (**Watkinson**); leverage digital communications (**Crow**); devise clearer guidelines for peer review (**Cullyer**). **Salisbury** posed a question about whether discoverability or money is the true problem, and **Pope** commented that one can't expect people to find things just because they're online. University finances are complicated: funding differs, and there is a "class" system of institutions (**Cullyer**). **Watkinson** mentioned "first book" models and disenfranchised scholars — foreign, independent, or based at smaller institutions. Advice on what to stop doing? **Watkinson**: university presses should stop creating a "Rolls Royce" when people want "Toyotas." **Crow**: stop looking for others to solve problems. **Pope**: the challenge is to break even while producing scholarship (and bookstores should probably stop stocking books). **Cullyer**: stop funding "cool, one off, digital" and push on experimentation with new genres that might be reproducible. Discussion ranged from more comments on "first book" (problem or not), on "predatory" publishers, and on discoverability (of the whole book).

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### THURSDAY, NOVEMBER 7, 2014 MORNING PLENARY SESSIONS

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**Hyde Park Debate - Resolved: Wherever Possible, Library Collections Should be Shaped by Patrons, Instead of by Librarians** — Presented by **Rick Anderson** (University of Utah); **David Magier** (Princeton University)

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

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Over the years, the traditional **Charleston Conference Hyde Park** debate (conducted by Oxford Union rules) has been in various conference calendar spots. In 2014, many seemed to enjoy a "first thing on Friday morning" debate between **Anderson** (in favor), no stranger to conference goers, and **Magier** (opposed), who might not be as familiar to some attendees. The premise and opening poll: Whenever possible, library collections should be shaped by patrons instead of librarians. **Anderson's** opening statement emphasized that this premise was not always possible politically or structurally, that there are means and ends. He argued that the end is not collection size or coherence, but rather scholarship. Collections focus on relevance over time, but who is the judge of relevance? He argued that PDA (patron-driven acquisition) eliminates guesswork by librarians. He downplayed the fear that this method of collection building moves a library's work to the periphery and has allowed user behavior to drive collections.

**Magier**, on the other hand, argued that he is not against PDA. It can be logical and democratic, a useful tool, but patron selection alone won't achieve the desired ends either. Libraries shape collections and take the best actions to achieve balance. His opening remark concluded that patron-driven librarians can best shape collections. During Q&A, the debaters' lively rejoinders sometimes caused audience laughter, e.g., "Bad things happen when patrons go wild" (**Anderson**). The audience got involved, bringing out points about usage (statistics) not being pure, and the fact that PDA can create more unique collections. Nimble-fingered audience members who participated in the online poll prior to the debate voted 57 (yes, I agree) and 42 (no, I disagree), while in the closing poll, 94 (I agree) and 95 (I disagree). With that, another **Hyde Park** debate ended.

For a thorough journalist's view of the **Hyde Park** debate, read the report of conference blogger, **Donald Hawkins**: <http://www.against-the-grain.com/2014/11/hyde-park-debate-the-friday-opening-session/>. The debaters' statements and opening/closing poll results can be found in the conference site: <http://2014charlestonconference.sched.org/event/a7e1353171736c0dad1b96444b07e6ab#.VO9AZvNF-ZB>.

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**What Faculty Want Librarians to Know** — Presented by **James J. O'Donnell**, Moderator (Georgetown University); **Phil Richerme** (Joint Quantum Institute); **Christine Fair** (Georgetown University); **Timothy Johnson** (College of Charleston)

Reported by: **Katie O'Connor** (College of Charleston)  
<oconnorkm@cofc.edu>

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This panel of academic professionals spoke about how they use their library, what services they wish were offered, and their overall feelings about libraries.

Physicist **Richerme** kicked off the session by describing a typical day. He began by checking the preprint site arXiv to catch up on new papers and abstracts. Books are not really an up-to-date source of information, and even journals are no longer as current as they once were. **Richerme** addressed the issue of data archiving in physics, stating that there really isn't a need for this service.

Classics professor **Johnson** opened by reflecting on his early memories of libraries. Like many of his peers, he enjoys the familiarity of holding books and journals in their physical form. For him, research is still very much a hands-on experience. In his professional life, **Johnson** has found that a problem exists with access to materials. He spoke about the need for a link among public, private, and school libraries because, ultimately, libraries are the "life source of our culture."

**Fair** echoed **Johnson's** call for better access. She does have a need for physical books, and frequently these books are located in libraries to which she doesn't have access. She expressed a desire for her university to improve their relationships with other libraries that do have materials she needs. **Fair** also mentioned the need for better customer service. Libraries need to ensure that helping students is a top priority.

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### FRIDAY, NOVEMBER 7, 2014 CHARLESTON NEAPOLITAN SESSIONS

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**Let's Talk: Bringing Many Threads Together to Weave the Scholarly Information Eco-system** — Presented by **T. Scott Plutchak** (University of Alabama at Birmingham); **Greg Tananbaum** (ScholarNext Consulting); **John Vaughn** (Association of American Universities); **Howard Ratner** (CHORUS)

*NOTE: Laurie Goodman, Editor-in-chief of Gigascience joined the panel.*

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

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As moderator **Plutchak** would describe, this session was a “facilitated conversation,” with no presentations, some informal agreement among the participants, and his role was to pose an occasional question and keep the discussion moving. The discussion brought out various threads of the scholarly ecosystem tapestry, including the increasing number of federal mandates (e.g., OTSP), the increasing emphasis in higher education to manage workflows as well as measure research outputs, and the importance of making it all discoverable and accessible. Competing communities have differing needs. **Vaughn** alluded to warring factions (but later mentioned that no one group can work alone). He described that the scholarly communication system is working well and scholars think they have access to more than ever. Provosts feel that research libraries are funding professional societies. The explosion of costs experienced by libraries have to be figured out and managed. **Tananbaum** described SHARE and CHORUS, the working groups, the network of federated repositories. Discovery is important as are efficient paths; it is necessary to get a handle on who’s writing what, and stakeholders want to know on whose dime. **Ratner** mentioned the importance of inter-operation (DOI, ORCID, FundRef, etc.) and the role of CHORUS in aiming for transparency and efficient workflows (**Plutchak** opined that academia is known for efficient workflows). The data space needs context, and what researchers submit needs to be leveraged. **Goodman** mentioned the role of librarians as curators of information who have a driving force. The session ended, the ecosystem was described, and probably each audience member left, pondering where he or she fits in.

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**To Boldly Go Beyond Downloads** — Presented **Carol Tenopir** (University of Tennessee, Knoxville); **Gabriel Hughes** (Elsevier)

Reported by: **Julia Blake** (Franklin University Nationwide University) <julia.blake@franklin.edu>

**Hughes** from **Elsevier** talked about defining usage, noting that we have traditionally used downloads as a proxy for reading. However, this is likely diverging with downloads becoming only a small part of use as sharing technologies become so prevalent — everything from citation managers with collaboration tools to email and Facebook. Sharing is not done to get around entitlements or licenses, but for convenience and scholarship. There are different kinds of sharing, from individual-to-individual to the author sharing his/her own work with the public. Sharing is a bit different from the original download, as sharing implies a recommendation of sorts. But how to measure this use?

**Elsevier** is funding a study by **Tenopir** and her team to look at this. They are looking at ways to measure or extrapolate secondary use after download or even use with no download at all (ex: sending right out of a database). They want to look at both formal (ex: citation manager) and informal (ex: Facebook/email) sharing, and look at differences across disciplines, education levels, age groups, etc. So far they have been doing interviews and focus groups, with a wide survey out now. Expect more results in the future.

This was one of the best sessions I attended.

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### FRIDAY, NOVEMBER 7, 2014 MORNING CONCURRENT SESSIONS

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**Filling the Physical or the Virtual Stacks? Assessing the Value of Electronic Course Adopted Books in Comparison with their Print Counterparts** — Presented by **Maria Savova** (Claremont Colleges Library)

Reported by: **Elizabeth Siler** (University of North Carolina Charlotte Atkins Library) <esiler3@unc.edu>

**Claremont Colleges Library**, the main library of the eight **Claremont Consortium** of colleges, did a study to compare the student

preferences for print books versus eBooks. To find their sample of books to compare, they used the colleges Course Adopted Books list. They purchased both the print and the electronic format each book. The print books could be checked out for seven days and the eBooks were hosted on several different platforms, and varied from single user to multiple user. The study ran from Spring 2013 through Spring 2014.

When comparing the two types of monographs they reviewed different data. For eBooks they looked at data including the number of downloads, unique users, length on online sessions, and length of download days. For the print books they looked data such as the number of renewals, circulations, and the length of the loan period. Results calculated as a whole for the three semesters showed that although there was significant eBooks usage, there was still a slight favorability of the print books. The final conclusion thus far is that there is not a clear preference and having both is an asset to the students.

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**Gift-Gaining: Ideas for Effective Gift Processing** — Presented by **Mark Henley** (University of North Texas Libraries)

Reported by: **Matthew Whitney Haney** (Student, University of South Carolina-Columbia) <mhaney@email.sc.edu>

While this session was led by the new gifts coordinator, it did not provide the listener with much new information. Going through his presentation, there were many times he conveyed the fact that this position was handed to him, not because he wanted it, but because he was the only one qualified. He did give information on the problems, which he faced, the solutions that were devised. However, most of these problems were issues libraries face on a regular basis and his solutions were far from original. That being said, there were a few things that one could find helpful in the session. One was what was to be done with the books the library did not want that it had been given. The presenter suggested either selling them in a library store, or going to Websites like **U.S. Book Exchange** and **Better World Books**. To prevent unwanted gifts, he suggested creating a list of areas of interest and publishing the list widely. Overall, the session, while not the most stimulating, had a few good ideas to provide.

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**How Users’ Perception of E-Books Have Changed or Not: Comparing Parallel Survey Responses** — Presented by **Steve Carrico** (University of Florida); **Tara Cataldo** (University of Florida); **Trey Shelton** (University of Florida)

Reported by: **Robin Sabo** (Central Michigan University) <sabo1r@cmich.edu>

Presenters compared the results of eBook usage surveys of Florida colleges and universities from 2009 and 2014. In 2009, there were 536 completed surveys representing 28 institutions; and in 2014, there were 571 completed surveys representing 30 institutions. Survey results in response to the question, “Have you used an eBook provided by your college or university library?” declined from 44% in 2009 to 34% in 2014 while vendor statistics showed a doubling or tripling of eBooks usage dependent on subject area. This finding was attributed to students not differentiating eBooks from other electronic resources such as journals and being unaware that the eBooks used were provided by the library. eBooks were preferred for their accessibility, timeliness and space-saving attributes while print books were preferred for ease of reading. In 2014, 32% of undergraduates reported not using eBooks.

The presenters concluded that “academic publishers are still creating obstacles for library users of academic content” and “library users (many from the digital native generation) don’t really like eBooks, but they use them because eBooks often are the only format made available and are more convenient than print books.”

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# Changing Library Operations — The 2014 Credo Survey

Column Editors: **Allen McKiel** (Dean of Library Services, Western Oregon University) <mckiel@wou.edu>

and **Jim Dooley** (Head of Collection Services, University of California, Merced) <jdooley@ucmerced.edu>

The Credo Survey addressed student research skills. Two parallel surveys over the same questions were addressed separately to students and faculty, which had respectively 2,606 and 472 respondents. Just less than 90% of the students were undergraduates split nearly evenly in progress to completion with 87% of respondents attending full time and a fairly representative spread of majors. Just less than 50% of the faculty had taught over ten years with nearly even proportions spread across the first ten years and with a representative sampling of disciplines. Seventy-seven percent were full time. The majority of responses came from about a dozen institutions — half universities and half colleges or community colleges. This article reviews and compares the student and faculty responses. It also compares the student responses with similar questions from the 2012 Credo Reference Survey.

## Summary

**Finding Information** — The open Web was reportedly just marginally the primary source for student research with the library resources valued nearly equally. The 2012 survey reported a higher use of the Web over library resources. The students seemed in the 2014 survey to be more aware of the value of the online library resources. The faculty perceptions of student awareness of library resources were skewed more toward the open Web than the students reported. Students and faculty both described finding appropriate and relevant resources and the process of writing the paper as most intimidating for research. Faculty were more aware of student difficulties citing resources correctly.

**Student Research Workload** — Students quite naturally tend to exaggerate their workload a bit compared to the view of faculty. And faculty quite naturally have a more holistic understanding of how the assignments fit together.

With respect to students' assessment of the importance of doing research in their field, all but 5% viewed it as important.

**Guidance and Instruction on Research Skills** — Students report less research skills guidance or instruction from their professors than professors report giving. A higher percentage of faculty report providing instruction in research skills in their courses than students report receiving. Students may not recognize the difference between instruction about how to do their assignments and instruction in research skills that their professors provide, viewing it all as instruction in doing the assignment.

Students report asking professors for help with their research assignments more often than anyone else and faculty report thinking that students most often turned to classmates or friends. Just over a quarter of students have taken a course in research skills.

In the 2012 survey students reported asking their instructors for assistance slightly more than classmates, family, friends, or library staff (in descending order).

## Method of Teaching Research Skills

When students were asked to select the best way to learn research skills, they reported in descending order: their class instructors, a research skills course, on-demand tutorials, scheduled consultation with a librarian, a class visit by a librarian.

Faculty preferences in descending order were very similar: faculty in their disciplines, a research skills course, class visits by a librarian, scheduled consultation with a librarian, and on-line tutorials. The notable difference was higher student preference for on-demand tutorials.

## Importance of Teaching Research Skills

When faculty were asked why they taught research skills in their content courses, the primary reason was the lack of student research skills and secondarily because it is necessary in their discipline. When asked about the impact of their efforts almost half selected moderate and only a fifth reported a major impact.

In an open ended question about the impact of a lack of student research skills, faculty reported losing time doing research skills instruction that should be used to cover course content. When asked what was most important for students to know with respect to research skills, faculty reported: finding, evaluating, using, and citing relevant resources (in descending order of frequency).

When students were asked an open ended question about the most useful thing they have learned about doing research, finding and using were the most common verbs and the most frequently used nouns were: sources, library, and database.

**Research Skills** — The faculty expressed much less confidence in student research skills than students reported having. Only about 20% of faculty were confident of student information literacy skills compared to nearly 50% of students. About 20% of students were very confident. None of the faculty were very confident.

## Survey Review

**Finding Information — Question 5** asked both faculty and students about how often students use the library to do research or ask for help (not including studying, typing papers, printing, etc.) once a semester, month, or week? Students viewed their use of the library for research as more extensive than faculty's perceptions. Students answered once a semester (39%), monthly (29%), and weekly (32%). Faculty answered 53, 31, and 15 percent respectively.

In **question 12**, where faculty were asked where they think students start their research, 82% selected the Web compared to 50% of the

students. The faculty assumed students started in the library in 9% of the responses compared to 31 % of the students' responses. Class material was selected by 9% of the faculty and 17% of students.

The 2012 Credo survey also asked students about their starting point. Nearly 40% reported using a search engine and 30% indicated they started with "electronic resources," which does not specify open Web or library and therefore could be either. However, the 2012 survey asked students which resources they valued the most and open Web and library databases were almost equally valued. "...students were asked to rank the value they placed on particular resources. On a scale of 1 to 5, "open Web sources" received the highest rating at 3.90 and "library databases" ranked right behind with 3.81 in student preferences as valued resources.

Though students in both surveys value library resources nearly as much as they value open Web resources in the 2012 Credo survey they reported using the open Web more than the current survey suggests. When asked a question seeking students' perceptions of how often they used different types of information resources, "Over two thirds (70%) reported regularly or almost always using the open Web. Less than half (46%) of the students reported using library resources regularly or almost always."

**Question 10** was open ended for students and asked, "What do you feel most comfortable with regarding research?" The most common verbs referred to the process of searching. Some variation of find or search was used in 1,114 of the 2,092 comments. There were only 95 appearances of the word write and 30 of the word everything.

The most common nouns associated with what they liked were Internet (170 mentions), online (167), library (158), articles (134), books (126), and databases (115). All of these refer to online resources except libraries, articles, and books, which include both physical and online resources. Since library usage of print articles is a very small percentage of article usage and book versus eBook usage varies based on their percentage of availability, the term library refers mostly to online resources. There were a noticeable number of references to the wealth of resources available through the library and the ease of using them, more than recollections from other surveys indicate. There were only 9 references to **Ebsco** and 49 of **Google**, which both figured less prominently than expected. Both changes may be associated to some degree with the increasing number of library systems that have discovery systems like Encore and Primo.

The faculty in **question 10** were asked, "What do you think students are most comfortable with regarding their research skills?"

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The nouns the faculty used, in descending order, were Internet (25), Google (15), library (7), database (7), and online (3). There was no mention of books or articles in the 339 responses. Faculty comment on student use of the open Web over library resources.

In **question 11**, students were asked, “What intimidates you most about research assignments?” “Finding” was the primary verb with 320 uses. Sources and information is what they were having difficulty finding. The most popular adjectives used to describe the difficulty were relevant, credible, and reliable. “Writing” was the second most used verb with 107 instances. The term “paper” was used 142 times in relation to comments like sorting it all out, putting it all together, and starting it. Citing sources was mentioned 108 times.

In **question 11**, faculty were asked, “What do you think intimidates students most about research assignments?” Faculty referred to the same problems the students reported. However, they mentioned them with different frequency. A greater percentage of faculty than students mentioned the problems students have with citations, which was mentioned 61 times in the 354 responses. Finding appropriate sources was reported 50 times with 11 of the responses referring to student difficulty evaluating information resources. Other prominent comments concerned students’ difficulties with knowing how to begin, selecting the topic, organizing the research, and writing the paper.

**Student Research Workload** — The survey provides a picture of the research workload for students. Students report more assignments in their workload compared to the view of faculty. And faculty have a more holistic understanding of how the assignments fit together. In **question 6**, students and faculty were asked about the number of research assignments or projects over five pages that faculty assign. Just over 86% of faculty and just over 75% of students indicated 0 to 3 assignments. Almost 12% of faculty and just over 20% of students chose 4 to 6.

The same difference in faculty and student characterization of workload shows up in **question 7** when asked, “How many small research assignments (discussion threads, short answer) were assigned in your courses last semester?” Faculty 48% of the time and students only 27% of the time reported 0 to 3 assignments. Faculty 31% of the time and students 50% reported 4 to 10 assignments. Faculty reported over 10 assignments only 11% of the time and students reported having over 10 assignments 23% of the time.

**Question 8** asked, “Do your professors break up large research assignments into smaller pieces?” The student and faculty responses followed the same pattern of responses among the options: never, sometimes, frequently, and always. However, students selected sometimes 69% of the time

and faculty 43% of the time with nearly 20% of faculty and only 3% of students selecting always. This difference may contribute to the discrepancy between faculty and student perceptions of the number of assignments. Student may see multiple parts of an assignment as separate assignments.

**Guidance and Instruction on Research Skills** — **Question 15** asked students, “Have you taken a course on Information or Research Skills?” Twenty-six percent reported that they had.

In **question 9**, students and faculty appear to have different understandings of guidance and instruction concerning research skills, which show up in their responses to questions about who does instruction. The instructors reported providing instruction much more often than the students reported receiving it. Students and faculty have a reverse order set of responses to the question, “How often do your instructors give you guidance on sources to use for research?” Faculty selected “always” 42% of the time to students’ 12%. They selected “frequently” 32% of the time to students’ 32%. And faculty selected “sometimes” 24% of the time to students’ 46%.

However, students reported asking instructors for help more often than faculty reported providing it compared to others to whom students might turn. **Question 13** asked students, “Who do you ask for help when you have a research assignment?” Just over half (51%) of students selected their instructor. Classmates or a friend took second place at 27% with librarians following with 11% and family 6%. Faculty thought students asked a classmate or friend 52% of the time, their instructor 34% of the time, librarians 14% of the time, and family 1%.

**Question 16** asked students, “Have you received other types of instruction in research skills [other than an information literacy course] from a professor or librarian? Please select all that apply.” One hundred percent of the students (73% from a professor and 27% from a librarian) reported receiving library instruction in an English class. Students reported having other in-class presentations from both librarians (35%) and the class professor (35%). They reported one-on-one help from both a professor (25%) and librarian (13%). The other categories of instruction selected were freshman orientation (24%) and workshops in the library (13%).

Faculty reported in **question 17** providing research instruction in their classes (34% by themselves, 18% by a librarian, and 30% by both). Only 18% of faculty reported not providing instruction in research skills in their classes. This does not match the 35% of students who reported receiving research instruction from a class professor in any of their classes. If 34% of the faculty provide instruction in research skills, the experience would be ubiquitous for students. The probability that the students would receive research instruction in one of their courses is effectively 100%. It is likely that students do not differentiate research instruction from assignment instruction.

The understanding of what constitutes instruction in research skills may account for the discrepancy. Students have their English class experience, which generally more specifically addresses how to do research for a paper and generally takes up a significant amount of class time and is referred to as instruction in how to do research. Content professors may provide specific guidance related to the research for a given assignment, but it may seem by the students to be instruction in how to do the assignment, not instruction in research skills.

The 2012 survey used a different question type when asking about whom students went to for help. “In thinking about a typical quarter or semester, approximately how often do you ask the following individuals for help with a research paper?” The responses when asked in this manner level out among the choices, faculty, classmates, friends, librarians, and family. The April 2013 *ATG* article reporting the survey states, “Instructors at 68% garnered the most responses (tally of sometimes, regularly, or almost always). Family members and classmates were second and third respectively with 62% and 61%. Friend was fourth at 57% and library staff was last with 42%.”

Nearly all of the students in **question 17** reported that instruction in research skills was useful (97%). The breakdown was 30% useful, 47% pretty useful and 21% very useful. So, regardless of what particular instruction the students are referring to, they overwhelmingly reported valuing it.

In **question 19**, faculty reported using a variety of methods for providing instruction in research skills including instructions on a research assignment (72%), lecture (68%), in-class practice (53%), the syllabus (49%), homework practice (45%), supplemental multimedia or tutorials (41%), and a learning management system (34%).

**Question 18** asked students how important doing research is in their field of study. Most, 62%, viewed it as very important, 33% somewhat important, and 5% not important.

**Method of Teaching Research Skills** — In questions 19 and 22, students and faculty respectively were asked, “What would be the best way for you [students] to learn research skills?” Having faculty teach research skills in their classes was favored by the most students (32%) and faculty (31%). Taking a research skills course was second in order of preference for both students (25%) and faculty (25%). On-demand tutorials/videos were in third place for students (20%) and fifth place for faculty (9%). A scheduled research consultation with a librarian was in fourth place for students (10%) and for faculty (10%). Visits by librarians to the class were fifth for students (9%) and third for faculty (17%).

**Importance of Teaching Research Skills** — When faculty were asked in **question 21**, “If you provide research skills instruction — why do you teach it? Please select all that apply.” The top three selections were because students

*continued on page 84*

## Changing Library Operations from page 83

lack research skills (72%), it is necessary in their discipline (47%), and student requests (29%).

In **question 20**, faculty were asked, “How big of an impact did the research skills instruction have on the quality of your students’ work?” The responses were moderate (50%), small (27%), major (19%), and none (5%).

**Question 15** asked faculty the open ended question, “How does a lack of student skills in this area impact your work as an instructor?” “Time” (112) was the most common word used. The word “more” was used 66 times. Faculty reported using “more time” (26) covering basic “research” (67). One faculty reported, “I have to spend a lot of time helping students and teaching them basic concepts about using research, even when I think they should know the information.”

The word “content” was used 14 times in sentences like, “It takes away from the time that could be spent teaching other topics.”

**Question 23** asked faculty the open ended question, “What do you think is the most important thing students should know about doing research?” “Find” (28), “evaluate” (13), and “use” (11) were the most used verbs. “Sources” (45) and “information” (39) were the most common nouns. “Time” (9) was used mostly referring to the time it takes to do research. There were 10 references to citing sources properly.

**Question 20** asked students the open ended question, “Since you have started college, what is the most useful thing you have learned about how to do research?” The two most frequently used verbs were “find” (268) and “use” (307). The most frequently used nouns were “sources” (495), “library” (260), and “database” (254). “Research” was used 206 times as a noun and a verb. “Time” was used 69 times generally associated with managing it. “Wikipedia” was used 43 times. Of those 19 were about not using it and 24 about how to use it.

**Research Skills — Question 14** asked faculty their level of confidence in students’ information literacy skills as one of four levels: not very confident, somewhat confident, confident, and very confident and students

were asked to rank their own confidence level. The skills were:

- Narrowing a broad topic
- Writing a thesis statement
- Using scholarly information
- Searching library databases
- Incorporating sources into a paper
- Evaluating the authority of a source
- Properly citing sources
- Understanding the ethics of using information

The responses for faculty and students across all of the skills followed skewed patterns in their average confidence levels. The students’ confidence level overall was considerably higher on average than the faculty’s. The

students selected “very confident” on average across the skills 22% of the time to the faculty 4%. Students selected “confident” 41% to the faculty average of 19%. They selected “somewhat confident” on average 29% of the time to the faculty 46%. And finally, students selected “not very confident” 8% to the faculty 31%.

Faculty had the most confidence (“confident” + “very confident”) in students’ ability to select a topic (41%) and the least confidence in their ability to evaluate the authority of a source (16%). Students had the least confidence in “evaluating the authority of a source” (53%) and the most confidence in “understanding the ethics of using information” (71%). See the *Confidence Rankings Table* for a comparison of the student and faculty rankings on all nine skills.

**Confidence Percentage Rankings Table – “Confident” + “Very Confident”**

Students	Students	Faculty
Understanding the ethics of using information	71	24
Choosing a topic	70	41
Incorporating sources into your paper	67	24
Using scholarly information	67	18
Searching library databases	60	26
Narrowing a broad topic	59	20
Writing a thesis statement	57	17
Properly citing your sources	57	22
Evaluating the authority of a source	53	16

In the 2012 survey, students were asked, “When writing a typical research paper in a college or university class, do you generally feel prepared to conduct the required research?” Their responses roughly align with student responses in the 2014/15 survey.

**Average % of Student and Faculty Confidence Rankings 2014 and 2012**

2014 Survey	Not very confident	Somewhat confident	Confident	Very Confident
Faculty	31%	46%	19%	4%
Students	8%	29%	40%	22%
2012 Survey	Not prepared	Somewhat prepared	Adequately prepared	Very prepared
Students	3%	34%	46%	16%

The 2012 Credo Student Survey article can be found in *Against the Grain*, April 2013. (McKiel, A. (2013) Information Literacy and E-resources: The Credo Student Survey. *Against the Grain*, v.25#2, p. 83.) 🌸

## Rumors from page 72

This particular post brought to mind the April print issue of *ATG* about the **disappearing stacks**. **Slide away: Manchester School of Art archive under threat?** It asks: “Is a physical archive of images, occupying an entire room, an asset or an irritation for an art school? Are slides — some with plastic frames and typed labels, others in cardboard cases with handwritten descriptions — outdated technology and a waste of space, or historical objects in need of preservation, curation and exploration?”

<https://www.a-n.co.uk/news/slide-away-manchester-school-of-art-archive-under-threat>

Hey y’all reading many posts about the library is dead, I say, let’s quit dissing libraries! **We need to keep instead of change our brand!** We are known as quiet, contemplative places not as coffee shops or computer stores. Are we losing our way?

Along those lines, it was great to learn that **Rita Ricketts’** book *Scholars, Poets, and Radicals: Discovering Forgotten Lives in the Blackwell Collection* published by the Bodleian Library, University of Oxford (July 15, 2015) will be out shortly. Congrats to **Rita!**

Hey! Anyone interested in **guest editing an issue of ATG on liaison duties and how they are evolving?** Let me or **Tom Gilson** know please! Thanks!

<kstrauch@comcast.net>  
<GilsonT@cofc.edu>

Can’t help myself I am excited and proud to report that I have been elected to the **UNC-Chapel Hill Board of Visitors** beginning July 1, 2015 for a four-year term. Thanks to **UNC-CH** for nominating me and especially to **Fred Roper**, faculty member at **USC SILS** and retired faculty member at **UNC-CH** and my long-time mentor. 🌸

## Back Talk from page 86

copyright legislation, embodying fair use for readers and respect for the rights of authors and the contributions of the value-adders in the publication chain? Could there be copyright law that would provide what we need by way of user rights? Will we always have General Counsel review multi-page documents of painfully explicit clauses about data mining, DRM, and numerous other emerging technical issues?

Perhaps in the U.S. we've just become a little cynical about the possibility of legislative remedy for any problems, especially where financial interests are involved. Maybe it's time for us at least to begin to imagine the alternative. Our colleague **Winston** has led a heroic effort in **IFLA** to make a case to **WIPO** to get library concerns represented as far as possible in statutes around the world. We should support those efforts — and is it time to think how we would ramp them up? Maybe nothing can be done quickly; but if we don't make a start, then nothing is likely to change at all. 🍷

### Endnotes

1. [http://en.wikipedia.org/wiki/The\\_Concert\\_for\\_Bangladesh](http://en.wikipedia.org/wiki/The_Concert_for_Bangladesh)
2. See their journal at: <http://www.banglajol.info/index.php/JBAS>
3. <http://www.inasp.info/en/>
4. <http://www.research4life.org/>
5. <http://www.ejfl.net/>
6. <http://www.niso.org/workrooms/seru>
7. <http://www.ifla.org/node/5775>

## And They Were There from page 81

**Privacy in the Digital Age: Publishers, Libraries and Higher Education** — Presented by **Joe Esposito**, Moderator (Consultant); **Todd Carpenter** (NISO); **Helen Cullyer** (The Andrew W. Mellon Foundation); **Tracy Mitrano** (Cornell University)

Reported by: **Cheryl Aine Morrison** (University of Washington) <erhodin@u.washington.edu>

**Mitrano** opened the session with a discussion on vulnerabilities created by outsourced software and electronic services. Data mining is particularly troublesome especially when there is a lack of transparency by vendors and little oversight by an outside agency. Although not quite on the topic of higher education, she illustrated the troubling nature of data mining by highlighting a case where elementary school children were used, without permission, to promote market share, while completing school work in their school library. Using three examples, **Cullyer** spoke on both possible benefits, like social change, from careful data mining as well as important issues needing consideration, such as, HIPPA. **Carpenter** spoke on a variety of approaches to privacy and areas of vulnerability. He focused on the interconnectivity of data and difficulties deleting it. As an example, if an institution scrubs a server, the data may continue to reside in other accessible places such as link resolvers or an ILS. The presentation wrapped up with a more general discussion on ways we might be able to affect the acquisition and storage of user data as well as food for thought on implications of lack of privacy, especially of underage users

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**Online Video: Use, PDA, and ROI** — Presented by **Scott Stangroom** (University of Massachusetts-Amherst); **Jennifer Ferguson** (Simmons College)

Reported by: **Alice Eng** (University of North Florida)  
<[alice.eng@unf.edu](mailto:alice.eng@unf.edu)>

**UM** and **Simmons** piloted a streaming video PDA project with **Kanopy** streaming videos. Both schools needed to find resources to support the growing distance learning student population. The presenters chose streaming video for reasons including eliminating the need for DVD players and the cost of loss and damage to DVDs. ROI for physical materials is negatively impacted when resources such as DVDs need to be replaced or fixed. One reason **Kanopy** was selected was because of its viewing policy; videos could be viewed five times before a purchase was initiated from their deposit account. Neither school spent their entire deposit accounts. Both libraries chose broad collections from **Kanopy**. The streaming videos which were purchased surprisingly did not reflect the usage of the DVD collection in terms of subjects. Marketing was increased to students and faculty because users were unaware their library had streaming videos. The presenters believed faculty is the primary factor for driving usage for any resource. 🍷

*That's all the reports we have room for in this issue. Watch for more reports from the 2014 Charleston Conference in upcoming issues of **Against the Grain**. Presentation material (PowerPoint slides, handouts) and taped session links from many of the 2014 sessions are available online. Visit the **Conference Website** at [www.katina.info/conference](http://www.katina.info/conference). — KS*

# Back Talk — Hello to Bangladesh & Farewell to Licensing?

Column Editor: **Ann Okerson** (Advisor on Electronic Resources Strategy, Center for Research Libraries)  
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**B**angladesh? When we heard **George Harrison** and **Joan Baez** sing about that country in 1971,<sup>1</sup> who of us ever imagined we would have the opportunity to visit? But there I was a few weeks ago, landing in Dhaka on Emirates. I've been fortunate enough to surprise myself more than once in being "bounced" by life (see Tigger in *Winnie the Pooh*), mostly because of the good fortune of being a librarian. Digression: I aimed to be a serials librarian, but one thing leads to another, journals to e-journals, to licensing, and to consortia. And, as an immigrant to this country, I've had a lifelong interest in our bringing information to the world, particularly to developing countries — and have responded to opportunities to do workshops and short courses for librarians and other information professionals in a number of places that were once upon a time for me vaguely somewhere "out there" on the map.

Dhaka is not so much a tourist mecca, and we were working during our short visit, so there's little photographic evidence to show for the trip, other than views of rickshaws and traffic jams. But it proved a particularly welcoming place to engage with librarians. Our workshop was jointly sponsored by the **Bangladesh Academy of Sciences**<sup>2</sup> and **INASP**,<sup>3</sup> the UK-based international charity whose goals are to "improve access, production and use of research information and knowledge, so that countries are equipped to solve their development challenges." That mission includes license negotiation for partner developing countries and also training in copyright and licensing self-sufficiency. **INASP** is not alone in this space. For example, the UN-based "Research for Life - R4L"<sup>4</sup> initiative, and also **eIFL**<sup>5</sup> focus on information

for the developing world, and these three groups at times may work together, often with librarians taking the lead.

**INASP** had organized the course to include librarians from Bangladesh, Vietnam, and Sri Lanka. Pakistani librarians were to attend, but visa issues thwarted their plans at the last moment. The participants, selected by their home country consortia, were of high caliber, generally with very good English, seasoned library skills, and deep commitment to learn about "Negotiating Skills for Librarians." Co-facilitator **Anne Powell** (**INASP's** Programme Manager) and I were honored that the country's senior scientists (high energy physicists, including the President, Secretary, and Past-President) from the Academy fully participated. They kept us on our toes with questions and insightful comments, signaling the Academy's commitment to library information resources.

On the way back and since, I've been thinking about just how challenging our mysterious Western world of licenses can be for people without roots in the European/American systems of copyright and licensing. These disconnects recur over and over in **INASP** (and other) training sessions. For example, simultaneously to the Dhaka workshop, **INASP** was also running a copyright/licensing training Moodle for librarians in Ghana, again with terrific and smart participants. On my

return, as moderator of the *liblicense-l* discussion list, I passed on a question from the Moodle: "Is there anything that can be done," the librarian asked, "to simplify the terms and concepts of licensing to make it possible for people without the deep acculturation of first world librarians to grasp the issues quickly and act smartly?"



It proved to be a good question for the list, with lively and helpful suggestions and insights, for example, from such experts as **John Cox** (who had some years ago created accessible Model Licenses); **Owen Stephens** (about how ONIX-PL might be used for markup to "human readable" licenses); **Mark Seeley** (**Elsevier's** chief counsel, who noted that **Elsevier** had already translated licenses into French and Mandarin); **Amy Schuler** (**Cary Institute**, who suggested that **IFLA** might take a lead here in helping developing countries); **Hillary Miller** (**UNC** — along similar lines, that is, librarians to find additional ways to help fellow librarians around the world). **Selden Lamoreux** reminded us about the invaluable **SERU**, a **NISO**-supported standard short and simple "non-license."<sup>6</sup>

After the conversation had run a little while, one of our most visionary and internationally focused U.S. library directors, **Winston Tabb** of **Johns Hopkins**, chimed in and took the discussion in a brand new and thought-provoking direction. He wrote, "The single most useful thing we could do is insist that license language include a provision that the license terms do not supersede provisions of the U.S. copyright act."

"Can't be done," folks responded, for

1. U.S. copyright law is the law of the U.S. and not other countries, so what about that? And
2. the point of licensing is to adjust copyright rights, by clarifying, enhancing, or perhaps even overriding at least some of them.

To this, **Winston** countered by reminding us of the Draft Treaty for Libraries and Archives (**TLIB**)<sup>7</sup> that he, leading the **IFLA** delegation to the **World Intellectual Property Organization**, has tirelessly advanced. **TLIB** is not just about fair use, but about building into the copyright laws of nations a number of important exceptions and provisions for libraries and their readers (**ILL**, preservation, and much more).

Thus, in my own head I found myself inquiring yet again (as I do in workshops): Will we always have to bother with a zillion licenses to express what libraries and their users can do with e-resources? Might there be a better way in future? That's a startling question for me to ask of myself — and of all the expert licensing colleagues who do this work. There's real intellectual and personal satisfaction in crafting a deal that gets our users what they need at an affordable price.

That said, is it forever and permanently the case that we have to exempt a large part of the content that libraries bring to their users from the statutory provisions over which legislators have done their best for centuries? Is it possible to imagine some future instantiation of

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