

2016

Dr. Eric Archambault Profile

Follow this and additional works at: <https://docs.lib.purdue.edu/atg>



Part of the [Library and Information Science Commons](#)

Recommended Citation

(2016) "Dr. Eric Archambault Profile," *Against the Grain*: Vol. 28: Iss. 4, Article 32.

DOI: <https://doi.org/10.7771/2380-176X.7476>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.

allergy trigger situations for the librarians, staff members, and student workers involved in the project.

Weeding is a skill that requires practice for maintenance. Without the practice of regularly scheduled weeding, many librarians and staff members experienced anxiety about their decisions to withdraw items, and in some cases, entire collections. Second guessing the withdrawal of items occurred early in the weeding projects. For example, librarians initially selected two book carts full of materials to retain from a non-unique collection of older books. A few weeks later, that decision was reversed, and the entire collection — approximately 400 linear feet of materials — was to be retained and moved into compact shelving. As the project progressed, librarians and staff members became more comfortable with weeding tasks and felt more confident in their decision to deselect low-use or no-use titles that once supported long-shuttered academic programs.

Other challenges included equipment and human resource shortages. During the summer months when the project was in full swing, the student worker staff was reduced and librarians took vacations and attended conferences. The dumpsters that were used to dispose of books were frequently overloaded and could not be taken away to the landfill by the hauling trucks. A partial solution to this problem was to fill the dumpsters half way; the real issue was the disposal of the massive amount of items being withdrawn. There were no adequate physical means to dispose of the items efficiently. When dumpsters reached their capacity, withdrawn books could not be offloaded from book carts, leading to shortage of available carts, which slowed down the project. Some carts were damaged because they were overloaded with heavy books, which only made the shortage worse.

Partial serial runs also presented challenges: instead of pulling an entire serial title run and removing it from the ILS, each volume in the run had to be withdrawn individually. A number of historical collections had also been dispersed in the stacks over the years, including a rather important collection of economics books. Without records to show the scope and extent of these collections, librarians were instructed to check for book plates denoting a book's inclusion in one of these collections, adding another layer of complexity to these weeding projects.

Change and Resistance

The weeding projects at LSU Libraries can serve as textbook case studies for change management practices. Resistance to large-scale weeding and repurposing projects largely originates in the lack of control that many feel when faced with sudden change. Change often requires staff to participate in projects that they may fundamentally oppose or do not understand.⁸ As has been noted in a recent article published in *American Libraries*, library employees at all levels, from staff to administration, may not understand the rationale for

against the grain people profile

President and CEO, 1science and Science-Metrix
3863, Boulevard Saint-Laurent, Suite 206, Montréal, QC, H2W 1Y1, Canada
Phone: (514) 284-9986 • <eric.archambault@science-metrix.com>
1science.com

Dr. Eric Archambault

BORN AND LIVED: Montreal QC

PROFESSIONAL CAREER AND ACTIVITIES: PHD in Science and Technology Policy Studies from the Science Policy Research Unit of the U of Sussex, 25 years in research and development, worked as a university researcher and taught courses on scientometrics and the impacts of technology. Founder of **Science-Metrix** and **1science**.

FAMILY: Wife and 1 son, 11 years old.

IN MY SPARE TIME: Relax in the woods at my lake house and read.

FAVORITE BOOKS: *The World According to Garp* by John Irving and *Life of Pi* by Yann Martel.

PET PEEVES: Slow walkers.

PHILOSOPHY: Knowledge is power.

MOST MEMORABLE CAREER ACHIEVEMENT: That my first company, **Science-Metrix**, is still thriving after almost 15 years in the business.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: That **1science** is still a leader in the open access domain.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: Thanks to the OA2020 initiative (and our work), the majority of scholarly publications will be open access and journal subscriptions will be a thing of the past! 🌱

weeding, even when it is a regularly scheduled activity.⁹ It is also undeniable that weeding physical books is not just a library business practice but an emotional exercise for library employees and users alike: staff feel attached to the materials as part of their professional roles, and users feel that disposing of books, however old, outdated, and in disrepair, is the equivalent of a “modern-day book burning.”¹⁰

Despite these challenges, there were unexpected benefits of the project. Librarians

became more certain of their weeding skills. Their confidence was validated by the low number of complaints from users even though more than 100,000 items were removed from the collection. The project required units that normally had little interaction to work together closely, resulting in improved communication and relations between library departments and staff and an increased understanding and appreciation for each other's expertise and work. 🌱

Endnotes

1. **Fine Brothers Entertainment.** “Teens React to Encyclopedias,” Jul 12, 2015. <https://www.youtube.com/watch?v=X7aJ3xaDMuM>
2. **John C. Hitt Library.** “Coming attractions: 21st century library project,” <http://library.ucf.edu/about/libraries/john-c-hitt-library/>.
3. **George A. Smathers Libraries University of Florida.** “Florida Academic Repository,” <http://cms.uflib.ufl.edu/flare/Index.aspx>.
4. **NCSU Libraries.** “Hunt Library: bookBot” <https://www.lib.ncsu.edu/huntlibrary/bookBot>
5. **Wolff, C., Rod, A., and Schonfiled, R.** (2016). “Ithaka S+R US Faculty Survey 2015.” ITHAKA S+R http://www.sr.ithaka.org/wp-content/uploads/2016/03/SR_Report_US_Faculty_Survey_2015040416.pdf
6. **Kenney, A.** (2014) “Leveraging the liaison model: From defining 21st century research libraries to implementing 21st century research universities.” ITHAKA S+R http://www.sr.ithaka.org/wp-content/uploads/2014/03/SR_BriefingPaper_Kenney_20140322.pdf
7. **Association of College & Research Libraries.** (2015). “Framework for Information Literacy for Higher Education.” <http://www.ala.org/acrl/standards/ilframework>
8. **John K. Kotter and Leonard A Schlesinger,** “Choosing Strategies for Change,” *Harvard Business Review* (1979): 107; **Rosabeth Moss Kanter,** “Ten Reasons People Resist Change,” *Harvard Business Review*, September 25, 2012, accessed May 3, 2016, <https://hbr.org/2012/09/ten-reasons-people-resist-change>.
9. **Rebecca Vnuk,** “Weeding without Worry: Transparency and Communication Help Ease Weeding Woes,” *American Libraries*, May 2016, 51.
10. *Ibid.*

Making the Most of Library Collections, While Multitasking: A Review of Best Practices for Marketing and Promoting Library Collections

by **Jennifer Jackson** (Undergraduate Experience Librarian, University of Illinois at Chicago, Chicago, IL 60607) <jmjacksn@uic.edu>

As library users' demand for information continues to evolve, libraries must not only keep up with the demand, but stay relevant and interesting in the process. Some libraries may point a finger at **Google** and the Internet, but library professionals have to be realistic. Often what libraries fail to acknowledge is that in the 21st century they are not only competing for users attention, but they are often competing with multi-million dollar businesses. Businesses that most likely spend money, time and resources marketing and promoting their information to potential library users. Why shouldn't libraries expect to do the same? Or better yet, why would libraries believe that users would feel compelled to read or review a poorly marketed book or other library resource?



In 2013 article, *Marketing Libraries is like Marketing Mayonnaise* author **Ned Potter** made an excellent observation when it comes to marketing and libraries:

People will often run a small marketing campaign — perhaps some posters, some leaflets, some emails — and are disappointed when the return on investment isn't what they hoped. We told people all about our new service, so why didn't more of them show up? But think about how much it takes to make you, as a consumer, take any actual *action*. Think about last time marketing “worked” on you — was it a one-off promotion? Did you see an advert for a car, then get your coat on and go out and buy a car? Almost certainly not — most marketing works over a long period of time. (**Potter** 2013)

Now to be fair, academic libraries are not known to have endless funding and resources to market and promote library materials, in fact in a number of instances, the opposite is occurring and resources are dwindling. Even more unfortunate library professionals are having to do more more tasks with less people. However that does not mean libraries cannot take advantage of the resources and the people they still have available to them and make the most of their collections.

The aim of this article will answer two questions: What are the current trends for marketing library collections? How should libraries begin to market library collections? Though the idea of marketing may cause some librarians to have a mild panic attack or freeze in fear, no worries — it can be done!

Based on a review of literature published in the last five years, regarding the current trends or practices of marketing library collections, the literature typically falls into two categories marketing popular collections, such as leisure

reading collections (graphic novels, fictional series, contemporary non-fiction), gaming collections, and popular cinematic collections, or the marketing and promotion of curriculum or subject based materials.

Trends for Popular Collections

With more and more academic libraries there is interest to acquire resources that not only support evolving and cutting-edge course curriculums, but also support the emotional and personal needs of library users.

Displays — Displays are often a simple and inexpensive way to highlight current collections. Library collection displays can take two forms, a physical display, with the use of a display case or specific library space or a digital display using either the library's website or digital display unit. Most libraries are familiar with traditional library displays, but if the library is hesitant to build a display, start with book jackets like the cover art of a graphic novel collection. If the library isn't into saving book jackets be sure to get high quality scans of the covers prior to disposing of them. By doing so, there is a visual catalog book jacket art while saving space at the same time. When the library is ready to create a display the covers can be resized and printed to fit the particular display case or area. Placement is key when creating a physical display include book jackets with interesting imagery, pops of color or is visually striking layouts. The same principles can be used when creating digital displays. If the library is lucky enough to have a digital display. Rather than using it to just promote campus and library events for activities, use it to highlight new books or library collections. On the display be sure to highlight cover art, the call number of the book and the location the book can be found. Display each title for at least ten seconds so that library users have time to see what is available.

Pop-Up Libraries — Pop-up libraries are fairly new trend and are based off of the concept of a pop-up. “A pop-up is established when businesses, governments, universities, community groups, individuals or brands temporarily activate places and spaces for promotion, trials or the sharing of resources. The key element for pop-ups is discovery. Ultimately, they help communities discover new ways to engage, interact and progress” (**Davis** et al. 2015). Though the 2015 article, *Exploring pop-up libraries in practice* primarily focuses on pop-up libraries in public spaces and public libraries, the best practices discussed in this article can easily be applied to academic libraries. The benefits of pop-up

libraries are varied and can be high impact at minimum or no cost to the library. These benefits include: increase awareness of library services and exposure to non-users, potential for increased literacy, potential for establishing and strengthening campus partnerships, promotion of a positive image and challenging stereotypes of the library and extending the life of older library collections (**Davis** et al. 2015).

For an academic institution, a pop-up library can be accomplished by gathering relevant subject materials such as new textbooks or subject based materials, and having a subject librarian go to the department creating a mobile display. If the librarian happens to come across users interested in checking out the materials, they can potentially complete checkouts on a mobile device or do manual checkouts and have the items entered into the system upon returning to the library. Keep in mind, some planning is necessary in order to make sure that the pop-up library is successful. Librarians should reach out to their departments in advance of completing the event, in order to identify specific dates and times that work best for the department but also allow for the greatest visibility.

The other benefit of pop-up libraries, is that it “is a simple and cost-effective way to lift the profile and enhance promotion of the library in the community. When pop-up libraries appear in unexpected spaces, it lets people see libraries in a different light. The unexpected nature plus the wow factor that can be achieved with creative design means the pop-up library is an effective way to reach non-traditional library users” (**Davis** et al. 2015).

Social Media — Social media is a cost-effective way to promoting library collections. It can be relatively easy to create a social media account to highlight specific library materials. The down side and often downfall for many academic libraries who pursue social media is that it can be time intensive and someone must be tech savvy enough to understand the ins-and-outs of the various social media platforms. However the following are examples where social media was effective at promoting a library collection. At the **University of Southern Indiana**, library staff use social media to promote reading the library's collection. Every Tuesday [they] post #booksyou didnt know we had, which features new books that may be interesting to students, faculty, and staff on [their] campus (**Clark, Hostetler, and Loehrlein** 2014).

Trends Curriculum Based Materials

Collection Development Policies — When it comes to marketing library collections, revamping or revising collection

continued on page 40

ANNUAL REVIEWS ✨ CONNECT WITH OUR EXPERTS

SPARK A CONNECTION

Scientific progress crosses borders and boundaries. Annual Reviews journals promote the sharing of relevant ideas and research through intelligently synthesized literature review articles. Our invited authors cut out the noise and save scholars valuable research time.

NOW AVAILABLE FOR PURCHASE

- ***Annual Review of Linguistics***
- ***Annual Review of Organizational Psychology and Organizational Behavior***
- ***Annual Review of Statistics and Its Application***
- ***Annual Review of Virology***
- ***Annual Review of Vision Science***

SECURE ACCESS FOR YOUR PATRONS TODAY

Visit www.annualreviews.org or email sales@annualreviews.org.



ANNUAL REVIEWS | Connect With Our Experts
T: 650.493.4400/800.523.8635 (us/can)



development policies may not be what most librarians think of when they think of promotion, but actually this is a great way to foster and strengthen relationships with faculty. By including a collection development policy, in marketing efforts “not only does it raise the visibility of the library, promotes use of the library collection, and better serves library patrons, but it also sends a clear message to campus administrators and other relevant stakeholders regarding the enduring value and worth of the library. Libraries cannot assume this value is understood and accepted anymore; they must prove it” (Fought, Gahn, and Mills 2014). For instance, when reviewing collection development policies or reviewing collections as a whole, data is often an essential factor in decision-making. When speaking with administrators or potential stakeholders it is important that data is shared with them and more importantly that data presented in a narrative would be of interest or compelling to the potential stakeholder. Collection development policies should align themselves not just with the needs of the department but with the vision, mission and goals of their institution (Fought, Gahn, and Mills 2014). After realigning collection development policies be sure not to just keep these changes in house, make efforts to share the revised policies with campus administration as well as department stakeholders. As it was discussed, “it is critical for libraries to engage in marketing to justify the financial support they receive and defend budget requests alongside other academic units. When cuts in funding or positions are considered, the library that is understood, visible, and used by students and faculty stands in much better stead than one that is not. Libraries cannot assume that their worth is understood and accepted and therefore must demonstrate their value whenever the opportunity arises” (Fought, Gahn, and Mills 2014).

eBooks — With eBooks now becoming the norm, with increased use of e-readers and mobile devices many academic libraries are opting to purchase eBooks rather than print books. “E-books have a key role in the future of academic libraries, and approaches to the marketing and promotion of eBooks, and the associated services that academic libraries provide may offer insights into the approach being adopted by academic libraries to establish and promote their role in a digital age” (Vasileiou and Rowley 2011).

When promoting eBooks focus on using electronic methods to promote the use of the collection such as email blasts, posts on social media accounts, or announcements on the library website. Library users who utilize eBooks are typically going to be more tech-savvy users and more apt to use online methods to get information. Another less common way to promote eBooks is contact the library’s eBook vendor. Determine if it would be possible to set up a Webinar or live session on

how to use a particular eBook platform. Often vendors can cater a presentation to interested groups such as graduate students or faculty.

Implementing the Tools for Success: How to Market Library Collections

Given these various approaches for marketing and promoting library collections what should library professionals be expected to do? And how can they do it most efficiently? The formula for effective and efficient marketing is simple: strategic planning + campus engagement + consistency.

Strategic Planning — Since most professionals function in a world where time is limited make sure that you make the most of your time when it comes to planning. Effective planning can make the physical labor of putting together the particular event, display or promotion, less daunting. Enlist the help of others, create a committee or small group to help. It can be other librarians or other staff members. If it is a team of one, enlist the help of student workers. Make sure you take the time to have a meeting. When meeting, make sure the meeting is purposeful, by the end of the meeting the following questions should be answered:

- 1) What is collection to be marketed?
- 2) What primary marketing event or trend will be used?
- 3) What steps will be taken to accomplish the particular marketing event or trend?
- 4) Who will be completing each step?

After answering these questions, the process of marketing the collection should be all the more easier. To handle the continued planning of the marketing event or trend, the committee or group should come up with deadlines and check-in points to stay on tasks. To cut back on face-to-face meeting some tasks can be completed or followed up via email.

Campus Engagement — So now that your library has taken the time to essentially create a marketing plan, what is the next step? Become engaged with the campus and department faculty and staff. Take some time to get out of the library. This can be as simple as stopping by a department, attending a departmental meeting or campus-wide event, or grabbing a cup of coffee with department faculty or staff. However the library professional interacts with them, communicate upcoming plans that may be tied to a collection, this could discussing a collection development policy, or the purchase of new library materials for collection, or determining if there would be a possibility of creating a partnership in marketing a collection.

When library professionals engage with department faculty and staff don’t think that just attending a campus-wide meeting will be enough, or that a cup of coffee is a time for gossip or small talk. With campus engagement it’s not just about visibility, the moments that you meet with departments should be strategic and focus on highlighting library collections. If the library professional is not used to engaging with others on that level be sure to have talking points prepared.

Try, Try Again: The Power of Consistency — Besides time being a challenging factor for why marketing library collections is unsuccessful the other challenge to marketing library collections is being consistent. As was mentioned earlier in the article many libraries assume because a few emails and posters are circulated library users will notice their collection. Unfortunately it will not be that easy. It will take time for marketing efforts to pay off. When assessing the effectiveness of the marketing approach of a library collection the library should give itself anywhere from one to six months to determine if an approach was successful, unlike a library workshop the library will have to review circulation statistics to determine the successfulness.

Bibliography

Clark, Ashley, Marna Hostetler, and Katie Loehrlein. 2014. “A New Team, A New Vision: One Library’s Adventures in Outreach.” *Indiana Libraries* 33 (2): 19–23.

Davis, Asha, Celia Rice, Deanne Spagnolo, Josephine Struck, and Suzie Bull. 2015. “Exploring Pop-up Libraries in Practice.” *Australian Library Journal* 64 (2): 94–104. doi:10.1080/00049670.2015.1011383.

Fought, Rick L., Paul Gahn, and Yvonne Mills. 2014. “Promoting the Library Through the Collection Development Policy: A Case Study.” *Journal of Electronic Resources in Medical Libraries* 11 (4): 169–178 10p. doi:10.1080/15424065.2014.969031.

Kaur, Kiran. 2009. “Marketing the Academic Library on the Web.” *Library Management* 30 (6/7): 454–68. doi:10.1108/01435120910982140.

“Library Promotion Practices and Marketing of Library Services: A Role of Library Professionals.pdf.” 2016. Accessed May 6. https://www.researchgate.net/profile/Suresh_Patil7/publication/262642118_Library_Promotion_Practices_and_Marketing_of_Library_Services_A_Role_of_Library_Professionals/links/53f3b8360c72364ccc08f29b.pdf

“Marketing the Academic Library with Online Social Network Advertising – Viewcontent.cgi.” 2016. Accessed May 20. <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1111&context=iatul>.

Potter, Ned. 2013. “Marketing Libraries Is like Marketing Mayonnaise.” *Library Journal*. April 18. <http://lj.libraryjournal.com/2013/04/opinion/advocates-corner/marketing-libraries-is-like-marketing-mayonnaise/>.

Rieger, Oya Y., Angela K. Horne, and Ira Revels. 2004. “Linking Course Web Sites to Library Collections and Services.” *Journal of Academic Librarianship* 30 (3): 205–11.

Torabi, Nazi. 2011. “Academic Libraries Should Consider a Strategic Approach to Promotion and Marketing of E-Books.” *Evidence Based Library and Information Practice* 6 (4): 130–33.

Vasileiou, Magdalini, and Jennifer Rowley. 2011. “Marketing and Promotion of E-Books in Academic Libraries.” *Journal of Documentation* 67 (4): 624–43. doi:10.1108/00220411111145025. 

Post-Secondary Acquisitions Budget Challenges: a Canadian Perspective



by **Michael Shires** (Collection Development and Liaison Librarian, University of Regina, 3737 Wascana Parkway, Regina, SK S4S 0A2 Canada; Phone: 306-585-5418) <Michael.Shires@uregina.ca> <http://www.uregina.ca/library>

Introduction

The **University of Regina Library** has been experiencing acquisitions budget challenges for years. The analogy of an acquisitions budget ticking time bomb describes the transition over the past several years from the University Library acquiring mainly print resources to primarily electronic resources. By 2014-2015 a majority of the Library's budget (79%) was allocated to online resources. (**Murphy and Nelke**, February 25 and 29, 2016) Acquisitions budget challenges have been compounded by increases in expenditures due largely to annual inflationary increases of electronic subscriptions. Additionally, purchasing power was significantly reduced in 2015 by a weakened Canadian dollar (CAD). Approximately 82% of **University of Regina Library** resources are priced in U.S. dollars (USD). (**Murphy and Nelke**, February 25 and 29, 2016) The article will discuss the challenges the University Library faced with experiencing a rapid weakening of the CAD, a subsequent large budget shortfall, developing a strategy to review subscription renewals, and communicating cancellations and the new fiscal reality to faculty.

Background

Located in the capital city of Regina in the Western Canadian province of Saskatchewan, the **University of Regina** is a mid-sized comprehensive institution. It was established as **Regina College** in 1911 by the Methodist Church. The college later became a satellite campus of the **University of Saskatchewan**, Saskatoon. The **University of Regina** was established as an autonomous university in 1974. The main campus and historic College Avenue campus utilize more than 75 hectares in Wascana Park which is one of the largest urban parks in North America. (**University of Regina**, 2014/15 Annual Report, 4) The University works closely with its three federated colleges: **Campion College**, **First Nations University of Canada**, and **Luther College**. All degrees are issued by the **University of Regina**. The University has 10 faculties, 25 academic departments, and 18 research centres and institutes with programs leading to bachelor's, master's, and doctoral degrees. (**University of Regina**, Campus Facts, 2015/16) More than 120 undergraduate programs and 78 graduate programs are offered. (**University of Regina** Profile, 2015) Full-time equivalent student enrollment in Fall 2015 was 12,177. (**University of Regina**, Campus Facts, 2015/16)

Exchange Rate Challenges

Many U.S. based organizations conduct foreign business transactions using the USD. This has been the scenario with post-secondary libraries in Canada that have signed license agreements with U.S. based companies in the library and information management industry. **Canadian Research Knowledge Network (CRKN)** recently investigated measures to mitigate risk in post-secondary libraries associated with the fluctuating CAD/USD exchange rate. **CRKN** is a partnership of 75 Canadian universities and it undertakes many licensing initiatives on behalf of those institutions. In *University Library Acquisitions Budgets: Foreign Exchange Risk and CRKN*, a report by **CRKN** and available only to its members, stated:

According to Statistics Canada and the **Canadian Association of University Business Officers (CAUBO)**, Canadian university libraries expend some \$358M annually on library acquisitions... **CRKN** manages roughly \$100M through negotiating licenses for electronic research content. Approximately 95% of **CRKN's** licences...are negotiated and settled in USD...in aggregate, 60% of Canadian university library acquisition budgets are exposed to USD foreign exchange risk. (**CRKN**, 3)

The recent decline of the CAD has compounded an already difficult funding environment and has added a layer of complexity with setting acquisitions budgets. The CAD has appreciated and deappreciated

relative to its U.S. counterpart for a variety of reasons — from a low of 61.98 cents U.S. (1.6134 CAD/USD) in 2002 to a high of 108 cents U.S. (0.9259 CAD/USD) in 2007. (**CRKN**, 6) Then the CAD rose to average around parity against the USD between 2010 and 2013. (**Patterson**, 2016) However, the CAD drastically fell from 83.82 cents U.S. (1.19 CAD/USD) in January 2015 to 69.97 cents U.S. (1.42 CAD/USD) in January 2016. (**Bank of Canada** 2015-16) Like many institutions in Canada, the **University of Regina** had not experienced a currency crisis of this magnitude since the CAD reached an all-time low against the USD in 2002.

Large Budget Shortfalls

CRKN's report provided sobering statistics about declining Canadian university expenditures spent on library acquisitions:

Between 2000 and 2014 nominal (i.e., unadjusted for inflation) funding for acquisitions increased by an average of 4.04%. During this same time, total university revenues have increased at an average of 6.83% annually (with component provincial grants increasing by 5.73%, and tuition and fees increasing by 8.3% annually). As a result, the proportion of university expenditures spent on library acquisitions has decreased nearly every year — from 2.6% in 2000 to 1.65% in 2014. (4)

The **University of Regina** has experienced a similar situation by its acquisitions budget decreasing 7% between 2008-09 and 2015-16. (**University of Regina Library**, 2015) In fact the Library's acquisitions budget in 2000-01 (\$2,998,682 CAD) was higher than in 2015-16. (**Murphy and Nelke**, 2016) During that time the Library managed shortfalls by using voluntary staff retirements from its operating budget and capitalizing on a healthier USD exchange rate. In 2014-15 there was a smaller University Library shortfall of approximately \$230,000 CAD. This was covered by six library staff (one professional and five support staff) out of 15 who participated in the **University's Voluntary Incentive Plan for Retirement (VIPR)** plan.

The analogy of the **University of Regina Library's** acquisitions budget being a ticking time bomb is indicative of three trends: transition from acquiring mainly print resources to primarily electronic resources; annual inflationary cost of leased big deal packages; increased licensing costs of big deal packages based upon the rising full-time equivalent (FTE) student enrollment. As per board policy the **University of Regina's** Board of Governors approved a balanced operating budget for 2015-16 [21st consecutive year]... and reductions of 2.15 million CAD were required from academic and administrative units. (**University of Regina**, 2015, 1) The University's cuts also resulted from receiving a smaller than anticipated funding increase from the provincial government. The Library calculated that an increase in acquisitions expenditures due to a projected inflation rate of 3% and an estimated CAD/USD exchange rate of 1.25 CAD would result in a shortfall of \$475,767 CAD for 2015-16. (**Murphy and Nelke**, September 30, 2015) Tables 1 and 2 illustrate recent Library acquisitions budget changes.

Category	2008-09	2015-16
Acquisitions	\$3,310,415	\$2,939,598
Electronic Resources	\$2,000,000	\$2,493,795
Monographs	\$626,915	\$186,573
Periodicals (paper)	\$295,000	\$46,400
Standing Orders (paper)	\$200,000	\$172,900

Source: *Murphy and Nelke*, 2016.

continued on page 42

Table 2
University of Regina Library Acquisitions Budget Comparison by Percentage

Collection Format	2008-09	2014-15
Electronic Resources	63%	79%
Monographs (print)	20%	13%
Periodicals (print)	10%	2%
Standing Orders (print)	6%	5%
Audio Visual	1%	1%

Source: Murphy and Nelke, 2016.

Immediate Steps Taken to Address the Budget Shortfall

The Library's first action in tackling the \$475,767 CAD shortfall was reducing the monograph budget and other one-time purchases by approximately 50% or \$150,000 CAD. (Murphy and Nelke, 2015 and 2016) A signed multi-year monograph approval plan with a preferred vendor was not affected by this decision. Professional staff were instructed to only submit recommended materials to acquisitions that were requested by instructors who had an immediate need (e.g., supplementary course readings, research for a course, etc.). The strategy was successful and in late winter 2016 professional staff were permitted to resume submitting hardcopy or online requests priced under \$200 CAD. The University Library's Collections and Assessment Team (CAT) would need to be consulted for items priced more than that amount. The University redirected \$96,000 in savings from the Library by not renewing the institutional license to **Access Copyright**. **Access Copyright** is a Canadian non-profit organization that licenses reproduction of Canadian works. Many post-secondary institutions have been reviewing their license to the organization. These two actions resulted in a reduced acquisitions shortfall to \$336,446 CAD. (Murphy and Nelke, 2015 and 2016)

Developing a Strategy to Review Subscription Renewals

Since the offering of the first big deal package in 1996 (Murphy and Nelke, 2016), staff and students at the **University of Regina** and many other Canadian universities have enjoyed unprecedented increases in access to research content online. Patrons became accustomed to having immediate access to a growing number of owned and licensed full-text material. However, repercussions of signing large big deal packages encumbered a tremendous amount of money coincided with a decline in hard copy material checkouts and document delivery requests. In fall 2015 CAT was tasked to devise a cost reduction strategy to review all upcoming individual and consortial renewals and develop cancellation criteria to help eliminate the budget shortfall. One challenge was that many packages were due for renewal at the end of the 2015 calendar year. Time sensitive decisions were needed so CAT, comprised of professional staff and chaired by the Head of Technical Services and Collections, scrutinized COUNTER and non-COUNTER usage statistics from eJournal and eBook resources.

Criteria for Evaluating E-resources

The consensus of CAT was to scrutinize high cost/low use resources multidisciplinary big deal packages that did not impact one discipline. Three formats of e-resources that were investigated were full-text databases with journal articles, indexed databases, and full-text eBook databases. Suggested evaluation criteria for those resources were accreditation, comments from faculty, cost of acquiring material via other means (e.g., cost per view and document delivery), impact factor, overlap in content/comparable resources, and usage statistics.

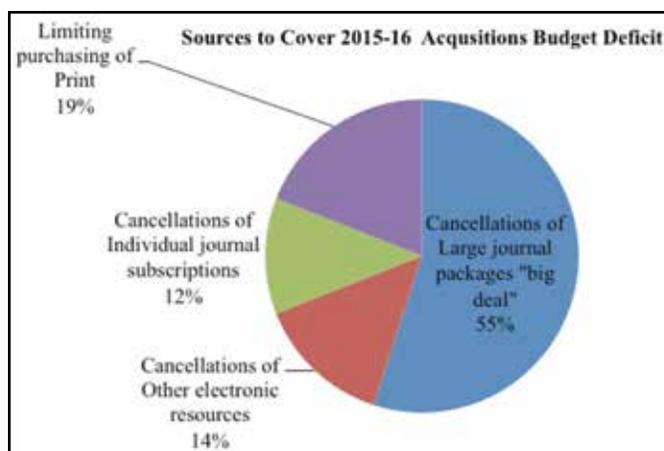
CAT created a simple cost per use formula for full-text downloads, page views, and searches. Available statistics for the previous calendar year were divided by the cost of the resource for the same year. A cost per use threshold of \$25.00 (CAD) was used to make non renewal license decisions. The figure was based upon the average cost it takes for a library staff member to obtain a requested item via document delivery. **CRKN** has been using a journal value metrics methodology (JVM), based upon the **California Digital Library**, to provide its member

libraries usage journal title statistics that measure their quality and value. **Cambridge University Press** and **Springer** e-journal packages were analyzed using JVM and figures assisted the University Library in making renewal decisions. By December 2015 53 individual eJournal titles and nine e-resource packages were identified by CAT for non renewal:

- Access UN
- Books 24x7
- Books In Print
- Cambridge University Press
- Canadian Literary Centre
- Compustat
- CRSP
- New York Times
- Wall Street Journal

The primary cancellation rationale was high cost per use. Resources like **Access UN**, **Books In Print**, and **Canadian Literary Centre** also had content overlap in other licensed resources or was freely available online. Some titles in **Books 24x7** that had moderate to high use were purchased individually. Sources like **Amazon** and preferred library vendor databases were deemed reliable substitutes for **Books In Print**. **Compustat** and **CRSP** were very esoteric sources and used by only a few instructors from the Faculty of Business Administration. The faculty decided to fund the resources but shifting costs from the Library to another unit was not ideal. The cancellation of e-journal packages amounted to 2,137 titles.

Chart 1



Source: Murphy and Nelke, 2016.

Communicating Cancellations

The Library began calculating a shortfall soon after the University announced the 2015-16 budget in summer 2015. The Acting University Librarian and Head of Technical Services and Collections made an acquisitions budget presentation to the Deans' Council on September 30, 2015. Despite the sobering theme of the presentation, most in attendance understood the financial situation. The Acting University Librarian also sent an announcement to the Deans and Directors listserv and had the presentation posted on the Library's home page. CAT began drafting an acquisitions budget site to provide details the reductions process and sources that were not renewed. This new site is regularly updated. (University of Regina Library, 2016)

The Acting University Librarian and Head of Technical Services and Collections subsequently conducted two detailed open forum presentations in the Library on February 25 and 29, 2016. Announcements to attend either session were sent to University listservs and the forums were also promoted by liaison librarians in department and faculty meetings. Most professional staff came and despite low numbers of faculty attending both presentations, feedback from professors was constructive. Critical comments were mainly directed at using a cost per use formula. It was deemed to be an inaccurate form of making decisions and also difficult to qualify the impact of usage statistics on research. Faculty concerns were noted and it was emphasized that cost per use was the best criteria to make time sensitive decisions and meet legal obligations of whether or not to renew e-resources.

It was also explained that the Library's membership in three national and regional consortia (**Council of Prairie and Pacific University**

continued on page 43



Journals • eBooks • Conference Proceedings

The ASME Digital Collection

is ASME's authoritative, subscription-based online reference spanning the entire knowledge-base of interest to the mechanical engineering and related research communities.

The ASME Digital Collection, hosted on Silverchair's SCM6 online platform, delivers rich and relevant content supported by intuitive search capabilities and a wide range of enhancements, from improved usability to mobile optimization.

For more information, please visit
ASMEDIGITALCOLLECTION.ASME.ORG

Users of The ASME Digital Collection will benefit from:

- Powerful search capability.
- Multimedia functionality that now features video, podcasts, and animation.
- New taxonomy that delivers highly accurate and related content of greater relevance drawn from ASME's collection of proceedings, journal articles and e-books.
- Topical collections to browse and easily discover content in specific subject areas.
- Tools for sharing, citation and more.
- Improved usability, information discovery and ease of reading facilitated by an intuitive user interface employing the best practices in web interface design.
- Personalization capabilities that enable customized page display, saved figures and tables, email alert management, subscription summaries, and desktop as well as mobile access.
- Optimized viewing for all web-enabled smart phones and tablets.

To order **ASME Subscription Packages** contact **Warren Adams**
 phone: 1.973.244.2223 • email: asmedigitalcollection@asme.org

Libraries, CRKN, and Saskatchewan's Multitype Database Licensing Program) provided large discounts and constituted 60% of all e-resources in the Library's collections. Cancellations of big deal packages did not mean the complete loss of all content. Favorable post cancellation terms allowed full-text content to be accessible up to 2015. Tables of content and abstracts would be available in most current journal issues. There were also favorable Interlibrary Loan license terms. Some publishers had a grace period of up to 60 days from the cancellation date of subscribed packages for the University Library to transition to purchase individual title subscriptions.

In early 2016 lists of cancelled titles with their cost per use were emailed to faculty. The University President was also emailed a list of all cancelled ejournal titles that had no usage. Instructors could request that titles be reinstated with no justification. A majority of faculty requests to the Head of Technical Services and Collections came from the departments of Geography, History, and the Faculty of Education. The Head of Technical Services and Collections discussed all requests with CAT. As of April 2016, 19 of 47 reinstated journal requests totaling \$40,046 CAD had been accepted and were subsequently forwarded to the Acting University Librarian for final approval. Then the Head of Technical Services and Collections notified faculty members and appropriate liaison librarians with the final decisions.

Conclusion

Canadian consortia are exploring solutions to the foreign exchange and acquisitions budget crisis. Invoicing projects may show promise with Canadian institutions. In September 2015 CRKN offered a foreign exchange management program for two big deal packages. For a modest administrative fee members could lock in their foreign exchange needs for a better USD rate. More than 25% of members opted in and net savings were substantial. Some institutions are investigating establishing individual foreign exchange plans and the University of Regina may do the same. Another option is exploring the efficacy of piloting an on demand journal article service from sources such as the Copyright Clearance Office's Get it Now, Deep Dyve or from publishers. At present University Library e-journal packages constitute approximately 45% of electronic resources. Out of that percentage about 73% are from four big deal packages that are worth approximately one million CAD. The University of Regina Library will scrutinize all forthcoming e-resource renewals because budget shortfalls are anticipated annually. Perhaps there needs to be a paradigm shift about what is more important to researchers. Is it access to journals or articles and is their ownership or discoverability more critical? (Murphy and Nelke, 2016) These are difficult questions to answer and economics plays a large role. The University community is more keenly aware of the Library's new fiscal situation and higher levels of faculty participation is expected.

against the grain people profile

Collection Development and Liaison Librarian, University of Regina
3737 Wascana Parkway, Regina, SK S4S 0A2 Canada
Phone: (306) 585-5418 • <Michael.Shires@uregina.ca>
<http://www.uregina.ca/library>

J. Michael Shires

BORN AND LIVED: Born and raised in Edmonton, Alberta, Canada.

EARLY LIFE: Happy memories of summer vacations in Spokane, WA and Cannon Beach, OR. They were exotic places compared to life on the Canadian Prairies. Earned MLIS degree from the University of Alberta.

PROFESSIONAL CAREER AND ACTIVITIES: Can't believe I've reached my mid-career mark with great library experiences at Gonzaga University, Broward County (FL), Nova Southeastern University, and the Petroleum Institute (Abu Dhabi, UAE).

FAMILY: Wonderful wife Darcy, whom I met in library school, and a beautiful 6 year old daughter, Sophia.

IN MY SPARE TIME: Practicing Iyengar style yoga and lifting weights at home, tent camping in the summer with my family, and watching Friday night movies at home with them.

FAVORITE BOOKS: I seldom finish books so I can't mention many. But *These are the Voyages TOS Seasons 1-3* by Mark Cushman is the most encyclopedic work about the original Star Trek series (1966-69) that I've ever read.

PET PEEVES: Windy days.

PHILOSOPHY: Living in faraway places is wonderfully enriching.

MOST MEMORABLE CAREER ACHIEVEMENT: I'm cheating and have two — being granted tenure at the University of Regina and being elected President of the Saskatchewan Library Association.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I think all libraries will continue tailoring their resources and services to meet their local needs while resource sharing within all library sectors and forming partnerships in untapped marketplaces will continue to expand. 🍷



References

Bank of Canada. "Monthly Average Exchange Rates." <http://www.bankofcanada.ca/rates/exchange/exchange-rates-in-pdf>.

CRKN. *University Library Acquisitions Budgets: Foreign Exchange Risk and CRKN*. 2016. <http://www.crkn-rcdr.ca>.

Murphy, Colleen and Barbara Nelke. "University of Regina Library Acquisitions Budget Challenges Open Forum" (presentation, Regina, SK, February 26 and February 29, 2016). <http://www.uregina.ca/library/services/collections/acquisitions-budget/acquisitions-budget.html>.

Murphy, Colleen and Barbara Nelke. "Library Acquisitions: Exchange Rate Challenges" (presentation, Regina, SK, September 30, 2015). <http://www.uregina.ca/library/services/collections/acquisitions-budget/deans-council-collections-presentation.pdf>.

Patterson, Lynne. "Adjusting to the Fall in Commodity Prices: One Step at a Time." Bank of Canada presentation at the Edmonton Chamber of Commerce, Edmonton, AB, March 30, 2016. <http://www.bankofcanada.ca/2016/03/adjusting-fall-commodity-prices>.

University of Regina. *Annual Report 2014/15*. 2014. <http://www.uregina.ca/fs/>

[assets/docs/pdf/annual-reports/Annual_Report_2014-15.pdf](http://www.uregina.ca/assets/docs/pdf/annual-reports/Annual_Report_2014-15.pdf).

---. *Campus Facts 2015/16*. Last modified September 2015. <http://www.uregina.ca/orp/assets/statistics/fact-brochures/fact-brochure-2015-16.pdf>.

---. *University of Regina Profile*. 2015. <http://www.uregina.ca/profile>.

---. "2015-16 Budget Letter." May 7, 2015. <http://www.uregina.ca/orp/assets/budget/letter/2015-16-ltr.pdf>.

University of Regina Library. *Acquisitions Budget*. 2016. <http://www.uregina.ca/library/services/collections/acquisitions-budget/index.html>.

---. *Library Acquisitions Fund Allocations including Carry forward and Transfer Totals 2008-2015 Fiscal Years*. August 25, 2015. <http://www.uregina.ca/library/services/collections/acquisitions-budget/library-acquisitions-budget-2008-2015.pdf>. 🍷

Note: The author wishes to thank Barbara Nelke for her assistance with providing budget figures.

Vice President, Gale Product, Gale | Cengage Learning

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

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

ATG: *Liz, you're a fairly recent arrival at Gale but you've had extensive experience in the industry. Can you tell us about your prior background? How long have you been at Gale? What is your remit?*

LM: I joined Gale in May 2015, so I have just celebrated my one-year anniversary. At Gale I currently oversee the U.S. product organization, including our content strategy, development and production teams. Within Cengage, Gale is run as a stand-alone business, so I work closely with others on the Gale management team including marketing, sales and operations leaders as well as our international colleagues.

Prior to coming to work at Gale, I held multiple leadership positions at LexisNexis, focused on segment leadership and product management. I've also worked at two start-ups, most recently at a weather data start-up that applied Big Data techniques to historical weather data.

ATG: *About a year and a half ago, Gale also brought on board a new Senior Vice President and General Manager overseeing the entire business. It looks like Gale may be undergoing some significant changes. Can you give us the inside scoop on what's been happening? How does this position interact with yours?*

LM: Yes, Gale has brought several new leaders on board as our business evolves, and as our customer needs evolve. Paul Gazzolo joined as Senior Vice President and General Manager in November 2014 and is charged with overseeing all operations and strategy for Gale across the globe. Paul asked me to join his team of direct reports last year.

Growing our global business is a key focus for Gale and Paul also recently brought on Terry Robinson, Senior Vice President and Managing Director, overseeing all of the Gale International business. Terry is based in Dubai, where we recently opened an office. Terry has been instrumental in helping the company establish a presence in key regions such as the Middle East and Asia.

ATG: *As someone who plays a key role in bringing new information products to market what can you tell us about the process? How does it work? Is there anything unique about the way Gale does it?*

LM: The process starts with the customer and deep knowledge of our customers' strategic goals, workflows, and pain points. Recently, I made some substantial changes to Gale's product leadership structure to be aligned by our three core markets — K12, public and academic. This is how our marketing and sales organization is already set up, creating an effective triangle or loop of information where product strategy is informed by the day-to-day



insights from our sales and marketing teams.

Once we have a solid product concept, driven by customer need, we will do market testing to validate the concept, through a combination of focus groups, surveys, and ethnographic studies. Depending on the amount and type of new content needed, we may form an advisory board, recruit faculty to write and peer-review, and work with licensing partners. Content metadata and curriculum alignment decisions are integral parts of the development process, as they drive significant value. As we move into development, we follow an agile development cycle. The product manager sits with the developers, content engineers and designers and they move the project forward in sprints. After a sprint, the new iteration will be shown to customers for feedback and any course correction. As we near release, content is indexed and final QA (quality assurance) is completed.

It looks very orderly when I lay it out that like — in practice, there are many twists and turns, and many steps happening in parallel! Speed is important, but we don't want to miss important insights from the team along the way, so there is a constant balancing act.

I do think we have a great way of borrowing from best practices in product development across a number of industries, and I think one of our strengths is the use of shared space. Not just in the team rooms, but also in that we have a substantial majority of the team all in our office in Farmington Hills, which allows for spontaneous collaboration. We just held an all-day Hackathon this week that has resulted in some excellent new concepts.

ATG: *Can you share some of those new concepts at this time, at least those relevant to the academic market?*

LM: The concepts need more development, but I can share that there are very interesting ideas around Virtual Reality experiences for customers and AI tools for subject indexing.

ATG: *One comment that has been mentioned about Gale is that the products are frequently not scholarly/academic enough. Comments?*

LM: We really value feedback like this, and also value having an open dialogue with our customers. Gale has evolved from the print reference publisher that many customers know us as. Today, we're focused on being an education partner for libraries, including academic libraries.

Many of our products are created specifically for academic customers. Gale's digital archive program is put together under the guidance of one or more scholars prominent in the relevant field of study. For multi-part archives, we work with a board of advisors to shape the program broadly, and then with subject-specific scholars on inclusion criteria for individual archives within the program. In many cases we are working from an established bibliography, as was the case for ECCO and *American Fiction*. The monographs, manuscripts, ephemera and newspapers/magazines contained within an archive are useful for undergraduate researchers as well as seasoned scholars. We partner with renowned institutions such as the British Library, National Archives (Kew), Cambridge University Library, Canadian Lesbian and Gay Archives, American Antiquarian Society, New York Public Library, Harvard Law School Library, and Yale Law School Library (just to name a few) to bring essential documents to scholars, creating new and unique opportunities for research.

Similarly, for our imprints Macmillan and Scribner's, we have an academic board that recruits other academics to write college and graduate level original scholarship that is then reviewed.

Our recently released product, *Gale Researcher*, is created by academics. *Gale Researcher* features scholarly content aligned with the scope and sequence of introductory college-level courses. Organized by discipline, each content set is further segmented into relevant series and topics covering foundational and fundamental concepts within a survey course. Each series of topics is overseen by a series editor who is a scholar in the area of study. All of our contributors, including editors, have been vetted by an editor in chief (George Esenwein, PhD), who is overseeing development of the entire content set.

ATG: *We notice that Gale has expanded its digital archives program. Can you tell us about a few of the key additions? What is the underlying strategy behind this expansion? Why now?*

continued on page 46

LM: Our archive programming has been expanding and changing over the last few years in terms of the type of content we're digitizing — we're focused on more multicultural content — and the amount of content. We recently addressed these significant changes with a rebranding of the program as *Gale Primary Sources*.

The *Gale Primary Sources* program has published 35 new products this past year, covering more than 500 years of history. Through its nearly 100 content partners, **Gale** is opening up 15 million pages of rare content from different parts of the world to researchers and digital humanists. New archive programs that launched this spring represent the new face of the program, such as:

Archives of Sexuality and Gender, a milestone digital program that brings together primary source content on gender, sexuality and identity. The first part of this multi-part series — *LGBTQ History and Culture Since 1940*, represents the largest searchable digital archive of LGBTQ history;

Early Arabic Printed Books, the first major text-searchable online archive of pre-20th century Arabic printed books, required **Gale** to develop new technological advances such as optical character recognition software for early Arabic printed script; and

American Fiction, 1774-1920, which explores the development of American literature from the political beginnings of the United States through World War I, and includes thousands of works never before available online. It enables students and researchers to answer key questions about history, society, identity, psychology, race, gender and culture.

ATG: *There are a number of players in the primary source/digital archive space. What separates Gale's offerings from the competition? Are you focusing on particular subjects? Does your interface differ? Does it offer any unique functionality?*

LM: In addition to the academic-driven approach to our archive content, which we discussed earlier, we deliver this unique and multicultural content on an advanced platform. The platform provides data-visualization tools, essentially introductory digital humanities tools, which help researchers look at content in a different way, and draw new insights from the content. This platform includes term cluster and term frequency tools, and it works across all of our archives. So a researcher can look for connections across everything we have digitized.

Gale has also gone one step further. Many of our archives are fully indexed and the metadata and data are available for text and data mining and other forms of large-scale digital humanities analysis. We're also developing and testing a new service, "a sandbox" so-to-speak, to allow digital humanists to run different analyses and apply different tools to our data sets (as well as other data sets they may have access to). You'll be hearing more about

against the grain people profile

Liz Mason

Vice President, Gale Product
Gale | Cengage Learning

27500 Drake Road, Farmington Hills, MI 48331
Phone: (248) 699-8861 • Fax: (248) 699-8057
<liz.mason@cengage.com> • www.gale.com

BORN AND LIVED: Born and raised in Kansas. After graduate school, lived in Atlanta, Georgia; Cincinnati, Ohio; and Charlottesville, Virginia. Currently residing in Birmingham, MI.

EARLY LIFE: High school in Overland Park, KS; B.A. Business Administration & Spanish, **Michigan State University**; Master of International Business Studies, **University of South Carolina** (all in the 80s).

PROFESSIONAL CAREER AND ACTIVITIES: 1989-1994: Product manager at a banking start-up; 1994-2013: 20 different jobs (and 24 different bosses!) at **LexisNexis**, starting as a Marketing Manager, then as a Director/Sr. Director of product management, then as Vice President & General Manager of several different market segments; 2014-2015 Chief Operating Officer at Weather Analytics, a weather data start-up. 2015: started at **Gale**.

FAMILY: Three children, two in college and one in high school; two dogs (beagle mix rescues) and one husband.

IN MY SPARE TIME: Reading, cooking, hiking. I keep a list of books I want to get at the library on my phone.

FAVORITE BOOKS: Scandinavian police procedurals, psychological fiction, family sagas, books where a relationship is told from both perspectives, coming of age stories, non-fiction on health topics, biographies of strong women.

PHILOSOPHY: Leave it better than you found it.

MOST MEMORABLE CAREER ACHIEVEMENT: Stepping in for the Chief Technology Officer to get a key product completed for our most important customer.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: I am in endless pursuit of a better work-life balance.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I am very intrigued by the impact of technology on learning. I believe we have barely begun to see how it can transform access to education. 🐼

this from **Gale** in the future — we're currently collecting customer feedback on our prototype.

ATG: *Gale continues to add new reference works to the Gale Virtual Reference Library eBook collection. What do you see as the future of that collection? In fact, what is the Reference Collection these days? Generally, it appears to be largely digital, not print, correct?*

LM: While **Gale's** revenue overall is more than 80% digital, we deliver our new frontlist titles in both print and eBook format, and GVRL represents eBooks from **Gale** as well as non-fiction eBooks from our network of more than 100 publisher partners. With more than 12,000 eBooks available, GVRL really offers something for all reading levels and content across popular subject areas such as STEM, DIY, and more.

Customers give us great feedback on our GVRL platform, as **Gale** has focused on making our eBooks as accessible and usable as possible. We offer ReadSpeaker technology (text-to-speech functionality), article translation in several languages, online book browse, and the ability to download articles as PDFs for offline access. **Gale** eBooks are Interlinked which allows customers to link directly from

their InfoTrac periodicals to contextually relevant articles within GVRL. GVRL allows unlimited concurrent users and downloads. As with many of our other resources, GVRL is integrated with Google & Microsoft tools.

Going forward, you can expect us to continue enhancing our platform, in response to customer requests, with more multi-media capabilities and additional customization features.

ATG: *As of now, it seems that print editions still play a part in your plans. Do you see a viable market for new print reference works? From your customer research can you say who is using print reference works in libraries?*

LM: Our goal is really to be wherever our end users are. If they still want print we will deliver print, and international customers continue to demand print.

ATG: *We understand that Gale Researcher, your newest product, is a bit of a departure for Gale. How so?*

LM: *Gale Researcher* is a new research platform that is designed to help students who may not be comfortable doing college-level re-

continued on page 47

search by connecting them to citable scholarly content that is aligned to introductory college courses across a range of disciplines.

Gale Researcher is a research platform and curriculum tool that provides peer-reviewed articles, images and video content. Working with our colleagues within **Cengage Learning**, we've been able to align content to the scope and sequence of key foundational classes across disciplines. *Gale Researcher* gives students a simple path to materials that are both topically relevant to an area of study and citable for research projects.

The built-in customization capabilities enable librarians to add links to other content — including a professor's content — and helps demonstrate direct, customizable support for key foundational courses. *Gale Researcher* can help drive closer collaboration between the library and classroom — an area we know librarians need support. Virtually all content within *Gale Researcher* can be shared via a persistent URL, allowing direct access from a Learning Management System (LMS) or syllabus.

ATG: *Aside from providing content, it sounds like Gale Researcher is equally helpful as a teaching tool for novice researchers. What role did librarians play in its development? Is there a Website where our readers can preview how this works?*

LM: We surveyed over 600 professors and 400 librarians when testing the initial concept, and over 150 librarians and faculty members were involved in focus groups and user interface testing.

We also tapped into research from our end users — students. We leveraged research from **Cengage Learning's** 21 Voices project, a multi-year, hands-on research program that gathers real-life insights from students about how they learn and what they need to be most successful. Our team also went out on campuses and asked students about how they approach research to understand their first steps when starting a research project.

We also know from surveys such as one we did last year with *Library Journal* — “Bridging the Librarian-Faculty Gap in the Academic Library” — that librarians and faculty need closer collaboration.

This qualitative and quantitative student, faculty and librarian feedback aided in the development of *Gale Researcher*, along with the academics involved in the product's development. Each series of topics is overseen by a series editor, who is a scholar in the area of study. All of our contributors, including editors, have been vetted by an editor in chief (**George Esenwein**, PhD), who is overseeing development of the entire content set.

There is a great video on the *Gale Researcher* Website here (www.gale.com/researcher) that explains clearly the pain points *Gale Researcher* is trying to solve for students, librarians and faculty.

continued on page 49

against the grain company profile

Gale, a part of Cengage Learning

27500 Drake Road, Farmington Hills, MI 48331

Phone: (800) 877-4253 • Fax: (877) 363-4253 • www.gale.com

AFFILIATED COMPANIES: Cengage Learning

OFFICERS: **Paul Gazzolo**, Senior Vice President and General Manager; **Liz Mason**, Vice President of U.S. Product; **Jason Swafford**, Vice President of Software Development; **Jon Peach**, Vice President of Finance; **Terry Robinson**, Senior Vice President and Managing Director for International; **Brian McDonough**, Senior Vice President, North American Sales; **Harmony Faust**, Vice President of Marketing, North America; **Doug Blume**, Executive Director, Human Resources.

ASSOCIATION MEMBERSHIPS, ETC.: The **American Library Association**. **Gale** is a member of **Portico**, and nearly all digital archives are preserved as part of **Portico's D-Collection Service**. **Portico** will make this content available to **Gale's** customers under specifically defined circumstances called “trigger events.”

KEY PRODUCTS AND SERVICES: **Gale** offers resources for library users at all ages — whether a pre-K learner, an adult looking to go back to high school to earn an accredited diploma, or a retired learner.

Focusing specifically on the academic market, **Gale** offers a robust array of resources — from the recently announced *Gale Researcher*, a new platform that connects students who may not be comfortable doing college-level research with citable scholarly content that is aligned to introductory college courses, to the millions of pages of digital archives available through the *Gale Primary Sources* program. Some of our most well-known archives include *Eighteenth Century Collections Online (ECCO)* and *Nineteenth Century Collections Online (NCCO)*. Through partnerships with leading institutions around the world, such as the **Smithsonian** and the **National Geographic Society**, we offer digitized primary sources of some of the world's most treasured content. The newly launched *Archives of Sexuality and Gender* and **Gale's Early Arabic Printed Books** resources also demonstrate the diversity in content **Gale** offers.

Readers can learn more at www.gale.com/academic.

CORE MARKETS/CLIENTELE: **Gale** serves users at all types of libraries — school, public and academic, in the U.S. and globally.

NUMBER OF EMPLOYEES: Approximately 500 globally

NUMBER OF BOOKS PUBLISHED ANNUALLY (PRINT, ELECTRONIC, OPEN ACCESS, ETC.): We publish approximately 300 titles annually (all of which are available as eBooks). Our **Thordike Press Large Print** imprint publishes about 1500 titles annually.

HISTORY AND BRIEF DESCRIPTION OF YOUR COMPANY/PUBLISHING PROGRAM: **Gale** is a global knowledge provider to libraries that serve school, universities, colleges and communities. **Gale** provides curriculum-aligned content in databases, eBooks, primary source archives and makes it accessible through technology to deliver better learning outcomes.

Gale was founded in Michigan in 1954 by **Frederick Gale Ruffner, Jr.** While working as a market researcher and running into difficulty finding a directory of trade associations, **Mr. Ruffner** saw a need for curated reference content — and an opportunity. **Gale Research Company** was born. The company's first publication, the *Encyclopedia of Associations*, is still published today in digital format.

Now a part of **Cengage Learning**, **Gale** continues to enrich the library environment. We're committed to partnering with libraries to help them change lives in their communities and to showcase their undeniable value, helping solve real problems for real people.

ADDITIONAL ITEMS OF INTEREST TO ATG READERS: On the academic side, supporting digital humanities is a key focus for **Gale**. **Gale** was one of the first publishers to provide customers with access to the data and metadata behind our digital archive collections for text and data mining purposes. The *Gale Primary Sources* platform also offers search visualization (term graphing and term cluster) tools for researchers beginning digital humanities work. **Gale** is also exploring additional services through a sandbox -type offering for researchers.

In addition, through our *Gale Primary Sources* program, we're focused on digitizing more global and diverse content through our network of partner institutions across the world. The recent launches of *Early Arabic Printed Books* and the *Archives of Sexuality and Gender* are examples of this effort. 

ATG Interviews Dr. Eric Archambault

CEO, 1science

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

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

ATG: *Eric, how did you get involved in open access scholarly publishing? Where did the idea for 1science come from? Is there any significance to the name 1science?*

EA: Our interest in OA dates back to about 2009, when we first thought of harvesting papers in repositories around the world. But it wasn't until 2012 that we seriously got involved in OA. That year, we started working on a contract for the European Commission with the aim of measuring the percentage of papers published in peer-reviewed journals available in OA. We got our first large-scale results in 2013 and saw that OA was moving fast. That same year, for a variety of reasons, we came to the conclusion that insuring a bright future for **Science-Metrix** (**1science's** mother company) involved investing in OA — that's when the decision was made to start the large-scale project that eventually saw the birth of **1science**.

As for the name, we saw **1science** as a unifying concept — one company serving all fields of academia, in all languages, from all over the world, all coherently appearing in one system. The founders of **1science** are French speakers and in French there isn't that huge divide we see in English where the humanities are not viewed as sciences: in French they are called *sciences humaines*. **1science** meant one platform for everything OA.

ATG: *1science claims to be comprehensive but it appears that your coverage is limited to peer-reviewed OA journals available via subscriptions. Is that correct?*

EA: You are right. We concentrate on papers published in peer-reviewed journals, but that said, we cover all green, hybrid and gold OA. We encompass green OA for papers published in subscription journals, but we also include papers published in freely available gold OA journals as well as so-called hybrid journals.

ATG: *Your initial product was the open access discovery platform oaFindr. But you now have two other products that complement oaFindr. Can you tell us about them?*

EA: Yes, you are right. Our initial product is a system centered on sophisticated software that facilitates the discovery of OA papers. While we were still heavily immersed in the development of that platform, we were told time and again by librarians that they were experiencing endless difficulties populating their institutional repositories (IR). After a while, we thought the index we were building to serve **oaFindr** could also help librarians rapidly populate their IR. Our vision was to transform the IR from a glorified local hard drive into a knowledge hub. The IR would not only contain physical versions of the pa-



pers archived by librarians and researchers, it would also point to papers written by a university's authors, wherever these papers could be found on the Internet.

We also heard very frequently that universities and other types of institutions needed high-quality analytics. That's how we ended up creating **oaFigr Subscription**, which examines how much journal subscriptions are used and shows that in some cases infrequently used journal and package subscriptions could be replaced at least in part by the gratis OA papers that are consolidated in **oaFindr**. **oaFigr Institution** examines the knowledge production of an institution, how impactful it is generally, whether OA increases that scientific impact or not, and the current shape of the institutional repository. This helps guide OA strategies in universities.

ATG: *Can you explain the process used in selecting OA journals to be included in 1science? Who is responsible for that selection? Do publishers submit titles or are they actively selected by your professional staff?*

EA: The process is multifaceted and is mostly bottom up. We identify peer-reviewed papers and determine whether they can be downloaded in an unencumbered manner. Those that satisfy the criteria are then included in the **1science oaIdx**. We do not select material at the journal level, our unit is the article — but that said, gold journals are meant to be entirely included.

ATG: *What criteria do you apply when you select a journal to be included? Are both full and hybrid OA materials part of the mix?*

EA: For journals, we tend to privilege white lists; the DOAJ provides such a won-

derful instrument. Again though, our basic unit is the paper, so we do include papers published in hybrid journals and also green papers, which are gratis OA versions of papers frequently published in subscription-only journals. Note that green OA only means that the version of the paper we are talking about was archived by someone other than the publisher. So you can also have a green version of a gold paper.

ATG: *The best we can tell OA books are not included in 1science. Are there plans to cover them in future?*

EA: What we have undertaken to do is huge in itself. We prefer to be leaders in OA journal articles than being "me-too" in several areas. That said, we are closely examining development in OA books and if we feel we can add value to that area in a unique manner and that we can muster the resources in a way that provides unique value to our clients, we will certainly consider including books. The same can be said of conference proceedings. In any case, we are not in a numbers game competition. We feel our clients deserve value and quality — they can already find the mish-mash on the Internet using **Bing** or **Google**.

ATG: *Can you tell us about the recent study you did regarding assessing the free availability of scholarly publications? How were you defining a scholarly publication?*

EA: This is the study I mentioned earlier that we conducted for the European Commission. In that study, we examined only articles published in scholarly journals. We used Scopus to draw a huge sample of more than one million papers and then we attempted to find them for free on the Internet. This is how we developed a sizeable portion of the knowledge base we are now refining at **1science**.

ATG: *According to the study what disciplines dominate the OA space? Which were lagging? Does 1science coverage reflect this breakdown?*

EA: The OA space is dominated by the natural sciences, with the physics, mathematics, biology and biomedical research fields populated ahead of the rest. Chemistry drags a tad and so do the applied sciences. The social sciences are lagging behind these, whereas the arts and humanities are further lagging still. We hope to see a positive change in the arts and humanities in the next few years with the growth of gold OA journals around the world. Essentially, the **1science oaIdx** should converge with what is available out there as our aim is to be comprehensive.

ATG: *Pricing is a concern. Article processing charges (APCs) are currently the*

continued on page 49

WE'RE SPECIALIZED.



AND SO ARE YOU.

Discover a specialized platform for health science information to enhance content for your users.

eBooks are easily integrated into any collection.

As you add resources to your R2 Digital Library collection, the power of your database grows exponentially.

Our web-based platform returns the most relevant search results at the section and chapter level.

We provide easy-to-navigate eBook access on any web-enabled device.

**EXPAND
your DATABASE with
PATRON DRIVEN
ACQUISITION!**

Call 800.345.6425 x600 or
visit R2Library.com to learn more.

Rittenhouse
BOOK DISTRIBUTORS

www.rittenhouse.com

**Interview — Dr. Eric Archambault
from page 48**

primary method of paying for OA. Is that sustainable? From your vantage point what is that the most viable pricing model for the OA publications?

EA: My training is in science and technology policy, and questions of system-wide efficiency are always close to my heart. I am worried that flipping to OA is not going to be painless. The publishing industry has undergone a huge concentration in the last 35 years or so and I fear the transition to OA may accentuate this. The large publishers are offering innovative big deals that bundle APCs with subscriptions to paywalled journals, and these packages are highly seductive. The danger is that smaller publishers do not have the assets to make that kind of seductive offering. This could make the smaller publishers increasingly uncompetitive. Many smaller publishers who do not innovate will disappear together with their journals, or they will simply be absorbed by the larger publishers, thus furthering market concentration.

Coming back to the core of your question, the question is therefore not only one of being sustainable on the demand side but also on the supply side. There are a large number of publishers who offer APC-less gold publication

continued on page 50

**Interview — Liz Mason
from page 47**

There is also an on-demand Webex via Gale's robust training Website (as well as Webinars and other training support) here <http://solutions.cengage.com/gale-training/>.

ATG: *What can academic librarians expect from Gale products within the next two years? Within the next five years? What new services can we look forward to?*

LM: A key focus for Gale is to continue to identify ways we can take our content and technology from behind library walls and put it directly into student and instructor workflow.

Our customers can also certainly expect more digital archives with unique and rare content with global applicability. We're hoping to leverage our existing partnership with institutions in the Middle East and China to make that happen.

As we grow our archives program, look for more from Gale in the area of Digital Humanities. As I mentioned previously, we're exploring a sandbox type service to support this, in addition to our unique content and data.

Open Educational Resources (OER) continues to be hot trend in the academic space. Working with our Cengage colleagues, we're identifying ways institutions can leverage the

Gale content they've already paid for in the library to support these initiatives, and lower the cost of materials for students.

Lots of exciting things in the works!

ATG: *Obviously your responsibilities at Gale take up a tremendous amount of time but we were wondering what you do when you're not focused on the job? What personal interests do you have? What do you do for fun?*

LM: My husband and I have three children, two in college and one in high school, who serve as my real-life sounding board on how students learn today. I am a dog person, and we recently added a puppy to the family, bringing our dog count to two. I love to read, and I am really enjoying our wonderful public library, the **Baldwin Public Library** in Birmingham, MI.

ATG: *Liz, thank you so much for taking the time to chat with us.*

LM: Thank you for the opportunity to share pieces of the Gale world with your readers. Our team looks forward to connecting more at Charleston and other industry events. As always, any feedback can be directed to me at liz.mason@cengage.com. 🐾

and the question is, how can we support and help that model grow in a sustainable manner? At the top end of the market, I don't know how much competition there will be there in ten years considering the consolidation we are likely to see. Let's hope we continue to see regional players who can deliver high-quality value at a good price point as an alternative to the dominant firms who are likely to continue to increase their price.

I must admit that my main concern at the moment is the growing cleavage we might see between those who can publish in the best journals and get all the credit, and those who can't. There are big deals being negotiated that have an influence on author order and who becomes the corresponding author. We can progressively see the wealthiest countries extending their advantage by virtue of wealth rather than scholarly merit. This certainly warrants attention.

ATG: *Do you think that an OA model will be successful in displacing paid subscriptions? If so, where does that leave libraries? Where does it leave Iscience?*

EA: I certainly think so. Paid subscriptions to scholarly journals have become an aberration, as most of the research they publish is funded by public monies. This knowledge is meant to be public, there is no justification for locking it in. This has nothing to do with profits. I don't mind publishers earning a profit provided access to knowledge is not curtailed. Knowledge should be publicly owned, but it's only fair that value-added services receive commensurate income for the original value being created.

Iscience was created with a view to an open publishing world. We live in messy times, and our objective is to create order out of this chaos. That said, it is an uncomfortable position to be in. We see our role as bringing knowledge to users in an unencumbered manner, not as policeman. However, a lot of material on the web should not be presented in the way it is. Authors — and mea culpa, myself included — often post the final version of record of papers with the publishers' page layout. This creates a situation whereby a lot of papers on the web are infringing copyright because we want to post the version with the nice page layout. All progressive publishers accept that the post-print version — that is, the final accepted version without the page layout (and sometimes copy proofing work) — can be posted online: the most progressive do so without an embargo, the most conservative after an embargo period. The situation is therefore quite absurd, as in the end the infringement is essentially on page layout. I look forward to the day that **Iscience** doesn't have to contend with such a shallow problem, especially considering how huge the mission of creating an open access world is.

ATG: *Impact factor has been a standard tool used in evaluating journals. How does impact factor apply to the OA publishing? Or*

against the grain company profile

1science

1335, Avenue du Mont-Royal E., Montreal, QC, H2J 1Y6, Canada
Phone: 1-800-860-6023 • 1science.com

AFFILIATED COMPANIES: Science-Metrix

KEY PRODUCTS AND SERVICES: oaFindr, oaFoldr and oaFigr.

CORE MARKETS/CLIENTELE: Academic libraries and universities.

NUMBER OF EMPLOYEES: 10

HISTORY AND BRIEF DESCRIPTION OF YOUR COMPANY PROGRAM: **1science** is the leading provider of software tools and analytics to accelerate the transition to open access. The company's solution currently comprises three products. With **oaFindr**, library patrons can easily discover green, gold and hybrid open access scholarly articles published in peer-reviewed journals. **oaFoldr** continuously updates institutional repositories with open access papers produced by the institutions' authors, and published anywhere in the world. **oaFigr** presents bibliometric and open access indicators to support subscription management and strategic planning. **1science**, headquartered in Montreal, Canada, is affiliated with **Science-Metrix**, a leader in the bibliometrics and research evaluation community. 🌱

do you think altmetrics is sufficient alternative? If so, why?

EA: Impact factors have been grossly misunderstood. These are the instruments that have been the most widely dissected and criticized in bibliometrics and as a result have developed a bad reputation. Many people who criticize the impact factor then use the h-index, which is an appallingly deficient indicator that should strictly be used to compare two perfectly identical individuals. Altmetrics promised much and delivered little: there are no properly calibrated, reproducible, transparent altmetric indicators widely in use today.

It is possible to correct for the main flaw of the impact factor relatively easily and this is what professional bibliometricians have been doing for decades. There are also alternative indicators of journal impact, which are also based on the use of citations, and I much prefer those with all their limits compared to using the h-index of a journal or black-boxed altmetrics. We just need to enlarge the citation network to include the 60% of journals currently excluded from the mainstream bibliographic databases — this will also bring to the fore the scholarly contribution of the South and the increasingly important production of Far Eastern countries.

ATG: *From where you sit, what do you see as the key opportunities and challenges facing open access scholarly publishing?*

EA: I think access and diversity are the key challenges. We are shifting the problem of access from the capacity to read articles to the capacity to publish — this is the consequence of the APC model, which may further lock out less wealthy researchers from publishing in the best journals, even if they have very

good research. The problem of diversity is not linked with open access per se but is rather a continuation of the current industry consolidation trend. I sincerely hope we can find some ways to maintain diversity — ideas created in universities are not meant to be controlled by large firms.

ATG: *Leading a new, innovative company like Iscience is a challenge that demands a lot of time. But everyone needs a chance to recharge. What fun things do you like to do? What outside interests or activities do you enjoy?*

EA: I know it can be difficult to comprehend, but I truly love to work. This is why I can be so passionate about what I do. Otherwise, I'm a simple man. I like spending time with my family, going to the cinema with my wife, canoeing in the summer, snowshoeing in the winter, and just taking long walks in the spring and autumn when nature reveals its subtler details, when things are busy changing. I love spring, it is so full of hope, change and growth, and the light is particularly nice to take pictures. When I need a break, I go and work on our wooded lot, where I love to tend the forest. I love to work intellectually, but I replenish with manual work.

ATG: *Eric, thanks so much for taking the time to talk to us. We really appreciate it.*

EA: Thank you, it was truly a pleasure discussing these important issues with you. 🌱

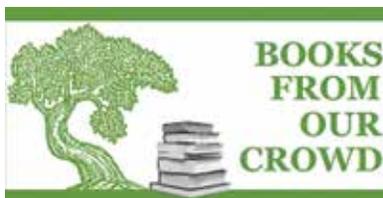
Charleston Comings and Goings: News and Announcements for the Charleston Library Conference

by **Leah Hinds** (Assistant Conference Director) <leah@charlestonlibraryconference.com>

The new **Fast Pitch Competition** at the **2016 Charleston Conference** is inviting proposals that pitch a winning idea to improve service at an academic or research library. The proposal should describe a project or venture that is innovative, useful, and better or different than what has been done in the past or is being done currently. Selected proposers will have five minutes to pitch their idea before a **Charleston Conference** audience and a panel of judges who will determine the finalists. The **Goodall Family Charitable Foundation** will sponsor two \$2,500 awards for the finalists. The **Goodall Foundation** is an independent family foundation that focuses on making grants to support educational endeavors. When asked why the **Goodall Family Foundation** is sponsoring the Fast Pitch Competition, **Steve Goodall**, Founder and President responded, “Academic libraries are at a dramatically new frontier based on all of the advances in information technology. Given this, we want to hear from proactive librarians who are creating change and shaping the future. The award being sponsored is to encourage librarians to develop innovative ways of meeting user information needs in better ways than in the past. By holding the Fast Pitch Competition, we intend to showcase the best and brightest new ideas in library information management.” The application and more information are available at the Conference Website at www.charlestonlibraryconference.com/fastpitch.



Also new on the books is “**Books from Our Crowd**,” a new feature on the **ATG NewsChannel** Website that will make it easier to discover books and authors associated with the **Charleston Library Conference** and **Against the Grain**. New books often get lost in the volume of materials that are released and promoted each month. The **ATG NewsChannel** selects a Book of the Week to highlight important works in the library and information industry, but there are many more that we aren’t able to recognize that have valuable ideas and contributions to the field. “Our idea was to create a listing of works, searchable by author, title, and keyword, that are written by conference presenters or attendees, **ATG** contributors and subscribers, or people associated with either entity,” said **Katina Strauch**, Editor of *Against the Grain*, and Founder/Convener of the **Charleston Conference**. “We hope this project helps draw attention to the broad spectrum of published works by authors who are near and dear to our hearts.” The listing can be viewed at www.against-the-grain.com/bfoc, and we encourage submissions of your own books at the link at the top of the page.



Don Hawkins, Charleston Conference Blogger

And speaking of the **ATG NewsChannel** Website, conference reporter extraordinaire **Don Hawkins** will be continuing the **Charleston Conference Blog** by posting all the happenings online at <http://www.against-the-grain.com/category/chsconfblog/>. You can catch up

on last year if you missed any of his write-ups from 2015. **Don’s** wife **Pat** will also be working at the Information Desk at the Francis Marion Hotel, as she has for the past two years, so you can look for her there. We’re very glad to have both of them coming back!

Winners have been announced for the **SAGE 2016 Charleston Photo Contest!** See the winning entries online at <http://connection.sagepub.com/blog/industry-news/2016/07/01/6-ways-libraries-are-taking-innovative-to-the-next-level/>. The **SAGE** Connection blog asked first place winner **Jennifer Culley**, the Collection Management and Acquisitions Librarian at the **University of Southern Mississippi**, about what this award meant to her. Here’s what she had to say: “*I am honored for my photo to be chosen as the grand prize winner in the SAGE Photo Contest for the 2016 Charleston Conference. It is exciting to be able to share the out-of-the box thinking and innovative presentations going on in my library at The University of Southern Mississippi. I am thankful for the SAGE Photo Contest for choosing my photo, and for this opportunity to attend the 2016 Charleston Conference.*” **Culley** will receive a travel grant for the **Charleston Conference** and the five second-place winners each received a \$50 Amazon gift card. All six winners will have their photographs featured in the 2016 Charleston Conference Desk Calendar, which will be provided to all conference attendees. Look for the calendars in your tote bags when you check in!



The daVinci

By **Jennifer Culley**, University of Southern Mississippi

This photo is from a library Science Café event featuring the daVinci surgical robot. This photo shows the surgeon’s console, the robot, and the vision cart. The event included a demo that allowed hands-on research for our patrons.



Los Angeles | London | New Delhi | Singapore | Washington DC



We will be sending email invitations soon for the **Juried Product Development Forums**. These sessions are designed to be focus groups for publishers and vendors to gather market input from librarians on the development of a particular product or service. For librarians, this is your opportunity to preview and influence the development of products that you purchase! All of the sessions will be held on Wednesday, November 2, from 5:00-6:15 pm in one of three Conference headquarter hotels, and refreshments will be served. Be sure to save space in your schedule for this important event.

Have you seen the conference schedule online at <https://2016charlestonconference.sched.org/>? If so, are you confused about what a “Neapolitan” is, or a little nervous about attending a “Shotgun Session”? At Charleston, we like to shake things up a bit by having several different session formats. Here is a quick run-down of what to expect:

Plenary Sessions — General sessions of a broad interest for the entire group of conference attendees.

Neapolitan Sessions — Designed to be of interest to a broad audience, but drilling down a bit more into specifics than the plenary sessions, these are “mini plenaries” that are run simultaneously in the three large ballrooms. Since there are three sessions/flavors at a time, we went with a classic ice cream theme!

Lively Lunchtime Discussions — These talks are scheduled during the lunchtime hours, and are intended to include a *brief* presentation or statement of the speakers’ point of view followed by vigorous

continued on page 53

Op Ed — Future Through the Past

Is the Future of Libraries “The Library of the Future?”

Column Editor: **Donald Beagle** (Director of Library Services, Belmont Abbey College, Belmont, NC)
<DonaldBeagle@bac.edu>

Greetings. In submitting my first column, I recognize that my words will be reaching informed and sophisticated readers who, in the best tradition of the **Charleston Conference**, often have a special interest in pragmatic solutions to functional problems, perhaps more than in blue-sky brainstorming. But since I’ve just now received a new emailed announcement regarding yet another conference about the proverbial “library of the future,” I’d like to share some musings about that broader topic in my kickoff column today.

In a recent symposium on the future of libraries co-sponsored by **ALA**, futurist **Thomas Frey** proposed that the future role for libraries may be to formulate and nurture “a liquid network for ideas.” I won’t attempt to describe **Frey’s** interesting vision in detail because readers can find his own description at: <http://www.futuristspeaker.com/2014/08/the-future-library-a-liquid-network-for-ideas/#more/4315>.

Reading **Frey’s** blog about the future, my first reaction was to think of the past: specifically, of a 1978 symposium of librarians held in North Carolina’s Research Triangle, when a futurist far more famous than **Thomas Frey**, by the name of **Isaac Asimov**, gave a talk about his own vision on this same topic. **Asimov’s** remarkable speech (titled “Of Past and Future Libraries”) is today almost totally forgotten. Even the archived audiocassette tape once held by the **State Library of North Carolina** was reportedly damaged beyond recovery. But at the time of **Asimov’s** visit in 1978, I was then just out of graduate school in my first library job, and was so keenly intrigued by **Asimov’s** topic that I smuggled in a small cassette recorder. I have since converted my own audiocassette to a digital sound file, which is apparently now the only existing copy of **Asimov’s** 1978 speech. I am now making that soundfile available to readers of this column from my cloud repository at this link: <http://belmontabbeycollege.demo.libguides.com/c.php?g=518286&p=3544185&preview=ff14c33b4d64b69e622e2d54b4fdd906>.

I also discussed **Asimov’s** speech in my 2007 presentation, “Visions Going Forward,” for the **TRLN Information Commons Symposium**. That complete forum site, with active links to all presentations, can be found via the **Internet Archive** here: <https://web.archive.org/web/20080724061912/http://www.unc.edu/~pmpittma/InfoCommons/InfoCommons.htm>.

I want to revisit **Asimov’s** vision today because it seems to have been an early example of a long parade of such “library of the future” presentations that continues to this day. Yet, it also seems to have established the peculiar precedent where such presentations seem then to quickly fade into a sort of collective limbo of neglect, amnesia, or irrelevance. Some of this, of course, is due to the pace of technological innovation. As I will describe in a moment, **Asimov’s** 1978 speech was shaped by the technologies of that time, and while **Asimov** was justly famous for casting his vision to the far future in science fiction novels about interstellar and galactic exploration, the future of library technologies seems, ironically, to have been somewhat harder to visualize.

Some of **Asimov’s** predictions were very acute; lasers were very new in the late 1970s.

Asimov clearly saw potential for storing and transmitting vast amounts of information with modulated lasers. Some were more routine; **Asimov** predicted a vast library computer network that would put all knowledge at everyone’s fingertips. Notions like that had become fairly routine by the 1970s. **Asimov’s** network model, however, was very clearly constrained by the mainframe cpu / dumb terminal paradigm of his day. His worldwide library network posited a central mainframe, presumably in Washington D.C. at the **Library of Congress**. **Asimov** posited some august committee to determine what would be stored in that mainframe as “knowledge.” Average users would only download — not individually contribute.

So we can easily understand how the mainframe computing model of 1978 shaped what **Asimov** envisioned for the library of the future: a mainframe computer model of knowledge dispensed to the masses via dumb terminals, essentially setting up a system of passive retrieval from a centralized storehouse. We can now, with benefit of hindsight, contrast this with what really developed: the **Internet / WWW** peer network model of knowledge, where we see active and interactive shaping of knowledge growth through active user involvement.

Today, in this column, I would like to share some thoughts about how **Thomas Frey’s** 2014 vision of the “liquid

network for ideas” could relate to the evolutionary development of current systems for knowledge creation, digital curation, and Web-scale learning being deployed by academic libraries and the colleges and universities that act as their hosting institutions. In point of fact, I have been thinking and writing about this evolutionary process for some twenty years. 2015 was the 20th anniversary of the **Apple Library of Tomorrow Grant** I received in 1995, a grant I used to create what one reviewer called “a pioneering digital humanities project,” titled the **Charleston Multimedia Project (CMP)**. Although hampered by the

primitive development tools available in 1995, the **CMP** attracted international attention: for instance, it was featured in the book *Great American Websites* published by **Osborne McGraw-Hill**; it was profiled in the “Libraries of the Future” column in *Computers in Libraries*. But that was only the beginning.

Last year, **ACRL’s** digital humanities group (dh+lib) invited me to post a three-part blog describing how my mid-1990s work on **CMP** propelled me to the **University of North Carolina–Charlotte** and there, to develop **UNCC’s** Information Commons. For anyone interested, that blog (introduced by **Sarah Potvin** of **Texas A&M**) can be found at: <http://acrl.ala.org/dh/2014/01/30/digital-humanities-in-the-research-commons-precedents-prospects-3/>.

My key point is that the **CMP** and **UNCC’s** **IC** were related projects, even if the evolutionary interconnections may not seem overtly clear. And the nature of those “hidden” interconnections foreshadows the developmental processes that would be necessary to move **Frey’s** “liquid network for ideas” from yet another limbo-bound prediction doomed to follow **Asimov’s** 1978 speech, to a tangible reality that could also play a key part in redefining the role of academic libraries in student learning. I will briefly note three source publications where I have explored this in greater detail.

In 2001, the **Indian Association of Library & Information Science** (then based in Kerala) invited me to do an article for their journal on “the future of the online catalog.” In my article (“Digital Libraries & Dialogic

continued on page 53



8 Library Services That Will... Make You Smile.

- 1) **Publishing Sources** - Almost 200,000 at our disposal
- 2) **New Title Selection Plan** - Immediate notification
- 3) **Electronic Ordering** - Simple online ordering system
- 4) **Early Release Program** - Immediate availability guarantee
- 5) **Cataloging** - We do the busy-work for you
- 6) **Comprehensive Reporting** - Up-to-the-minute order status
- 7) **Duplicate Order Alert** - We're on guard, you avoid hassles
- 8) **Paperback Reinforcement & Binding** - Avoid expensive wear & obsolescence

For more details, visit:
emery-pratt.com



“Things always go smoothly with Emery-Pratt. Their people are knowledgeable, and always provide friendly, rapid service.”

*Cameron University
Lawton, OK*

Emery-Pratt

Dependability. Reliability. Smileability.

1966 W M 21, Owosso, MI 48867-9317
Phone: 800 248-3887 • Fax: 800 523-6379

emery-pratt.com



Op Ed from page 52

Classrooms”) I proposed extending and enhancing the online catalog into what I called a “discovery system.” I am not sure whether my 2001 article was the first to use that term, but “discovery systems” are today common in libraries. But none are yet as sophisticated as what my article proposed, because it was (and is) my view that a library discovery system can and should be meshed with what today are often called “adaptive or personalized learning systems.” The details of that meshing are too complex to describe here; for more, IJLIS has kindly given me permission to scan my 2001 article to a cloud archive, linked at: <http://belmontabbeycollege.demo.libguides.com/c.php?g=518286&p=3544185&preview=ff14c33b4d64b69e622e2d54b4fd906>.

The last piece of the puzzle I will mention today relates to software for visualizing the dynamic structure of knowledge. This is again its own exciting and fast-developing subfield, but only some strands of knowledge visualization relate at this time to Frey’s notion of a “liquid network for ideas.” I would simply again point to yet another interconnected project I spearheaded in 2002-03, the “Scholastica Project,” when my library at **Belmont Abbey College** became the first library to successfully field test and do focus group assessments of what was then called VisualNet software. For details, the interested reader can find my D-LIB article at: <http://dlib.org/dlib/june03/beagle/06beagle.html>.

To summarize, if **Thomas Frey’s** “liquid network for ideas” is to ever become a tangible reality, the concept must be translated from Frey’s abstract “top-down” perspective as a futurist, to a real-world “bottom-up” perspective that builds upon the evolutionary potential of the existing sociotechnical systems and processes in today’s libraries, and in the colleges, universities, and other institutions that host them. If that never happens, I suspect that **Thomas Frey’s** “liquid network” will follow **Isaac Asimov’s** “mainframe computer storehouse” into the ever-mounting stack of libraries of the future that never make it out of the past. 🍌

Against the Grain / September 2016

Charleston Comings and Goings ... from page 51

and lively discussion and Q&A from the audience. Food is not provided (unless specified in a sponsored event), but attendees are welcome to bring a bag lunch.

Concurrent Sessions — The workhorse of the conference is a standard 30-45 minute session from a single speaker or group of speakers in a traditional presentation style.

Shotgun Sessions — Moderated by a time keeper and presented in only 6 minutes and 40 seconds each, these succinct, “Pecha Kucha-like” sessions are scheduled during a 45 minute concurrent session timeslot with 5 presentations back to back. Time is provided at the end of the session for Q&A with all the presenters.

Innovation Sessions — These 30 minute sessions focus on innovative or entrepreneurial thinking in libraries — new ways to solve problems, new technology or existing tech utilized in new ways, etc. Innovation sessions are held on Saturday during the conference.

Poster Sessions — Presenters will be available to answer questions and narrate their posters on display at the Courtyard by Marriott. Running concurrently with the poster sessions is a “Happy Hour Networking” event with appetizers and a cash bar. You can mix, mingle, get a bite to eat, and visit the posters all at one time.

Can you believe the next issue of *ATG* will be in your conference tote bags? Eek! In the meantime, check the “News” section of the Conference Website (<http://www.charlestonlibraryconference.com/news/>) to stay current or email me with questions. See you soon in Charleston! 🍌

<http://www.against-the-grain.com> 53

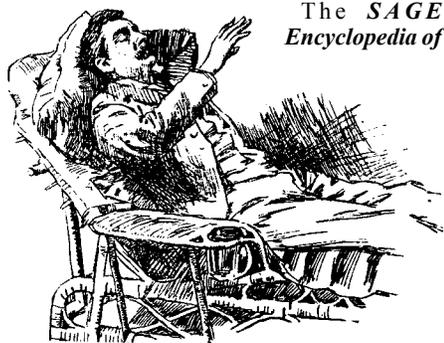
From the Reference Desk

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

The *SAGE Encyclopedia of Pharmacology and Society* (2016, 9781483350004, \$650) is another set in the publisher's collection of cross-disciplinary reference works. The focus in these four volumes is on the pharmaceutical industry and where it intersects with socioeconomic, legal, and ethical concerns. Needless to say, these are important issues that can benefit from the type of broad based, serious discussion that a scholarly subject encyclopedia can afford.

There are nearly 800 signed articles in this set dealing with topics ranging from drug companies to the various branches of pharmacology and from coverage of specific drugs to pharmacological issues as diverse as fluoridation, blood doping, vaccination, and drug labeling. There are also a number of entries that look at business factors inherent in the industry, relevant laws and regulations, specific public health issues, not to mention ethical issues from the abuse of prescription drugs to lethal injection to the Tuskegee experiment. Naturally, there are articles that deal with pharmacology and its social history including those on smallpox eradication, traditional and herbal medicines, patient rights, and the history of nutritional supplements. A number of entries also look at the research end of the industry, as well as its infrastructure, noting various university programs and data sources in addition to numerous institutes, societies and government agencies.

The coverage offered in these four volumes is comprehensive and thorough and the information provided in the articles is factual, straightforward and written in a style suitable for both undergraduates and the informed lay reader. Topic treatment is objective and includes both positive and critical observations as merited. Value added features are what one would expect from a high quality work of reference. A chronology introduces volume one while a glossary and appendix of primary sources and useful statistics rounds out the final volume. Each entry has a bibliography and finding aids include an alphabetical list of entries and a very helpful Reader's Guide to entries by subject category that is contained in all four volumes. In addition, there is an easy to use general index to specific topics and subtopics.



The *SAGE Encyclopedia of*

Pharmacology and Society is also available electronically via the SAGE Knowledge database. As such, it can be searched individually or as part of the overall database to included information from other SAGE sources that your library may own.



The full text of SAGE Knowledge can be searched in either basic or advanced mode and both modes allow for Boolean logic, the "*" truncation, and the "?" wildcard symbol. Basic searches can be broadly limited by content type, works and sections, availability, subject, publication date, suggested keyword and academic level. Advanced searching employs a more detailed template that allows for adding more search boxes, as well as the capability to do more than full text searching. Searches by title, abstract, keyword, DOI, ISBN are enabled. There is also a more sophisticated ability to narrow and focus by person, publisher, subject, product, and document type. Both modes allow for searching SAGE Video collections and SAGE Business Cases as well.

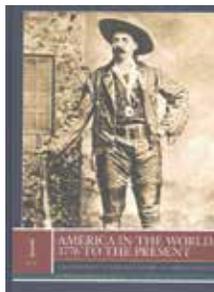
Searching within the actual encyclopedia is more limited. The initial screen defaults to the A-Z list of entries and there is a basic search box immediately available as well as the ability to click and go directly to entries alphabetically. There is no advanced search capability but both the Readers Guide and the subject index from the print version are available with links the relevant text. In addition, both the front and back matter that appear in the print set are available.

The *SAGE Encyclopedia of Pharmacology and Society*, both print and online, is another high quality resource from SAGE Reference. It is a unique contribution that deals with a very complex topic of increasing importance and does so in a serious, informed and comprehensive fashion. Academic libraries as well as those supporting medical and nursing programs would do well to give it serious consideration.

America in the World, 1776 to the Present: A Supplement to the Dictionary of American History (2016, 9780684325057, \$458) is a new release from **Charles Scribner's Sons**, part of **Macmillan Reference USA**. This two volume set updates and complements the 3rd edition of the classic *Dictionary of American History* (2003, 9780684314150, \$1904). Edited by **Edward J. Blum**, et al. this new reference attempts to add a transnational perspective to a work that numerous libraries already have on their shelves. This new work looks at Amer-

ica's global influence, while simultaneously examining how America has been influenced by its interaction on the world stage.

In the nearly 500 entries in this work, obvious efforts are made to keep the emphasis on the global and international perspective of the topics covered. As you would expect, there are articles covering key topics in major areas of study like economics and business, law and legislation, politics, religion, the military and defense, and arts, culture, and literature. In addition, there are entries that focus on unique aspects of sensitive issues like immigration, globalization, human and civil rights, race, imperialism, and slavery and the slave trade. Specific essays discuss the importance of noteworthy figures while others delve into the ways individual countries, continents, and regions have influenced, and been influenced by the U.S. The essays are written for an undergraduate audience providing useful facts and historical background in an academic, but accessible fashion. As noted above, the treatment of each topic is grounded within a larger transnational context showing the U.S. and the world as integral to each other. This approach is interwoven in the text of the article and gives the reader an obvious sense of America's role and its varied impacts. Each entry had a valuable bibliography and helpful "see also" references linking related entries. Black and white photos and illustration are interspersed throughout the text. A comprehensive general index is provided that makes finding specific information straightforward and relatively easy.



With America in the World, 1776 to the Present... Mr. Blum, along with his fellow editors and contributors, offers students a clear sense of America and the double-edged impact of its ever increasing role in world affairs. The entries in this set show how the United States and the other nations of the world are inextricably linked by our global interaction.

In offering this perspective, they have added a realistic reappraisal as well as an update and supplement to a set that has proven to be standard since originally being published in 1940. The new set should stand side by side with the *Dictionary of American History* in academic library reference collections supporting American studies.

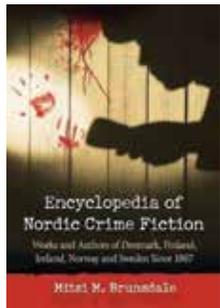
McFarland has just published a title that could find multiple audiences. The *Encyclopedia of Nordic Crime Fiction* (2016, 978-0786475360, \$65) by **Mitzi M. Brunsdale** has the potential to become part of both reference and circulating collections. And given the explosion in popularity of authors like **Stieg Larson**, **Jo Nesbo**, **Karin Fossum**, and

continued on page 55

From the Reference Desk
from page 54

Henning Mankell, it may also find its way on to the personal shelves of numerous crime fiction fans.

However, make no mistake, **Ms. Brunsdale's** book is a serious work of scholarship. She started this project with a growing sense that Nordic crime fiction was steeped in societal tensions caused by factors like an aging population, soaring immigration and a failure to assimilate, increasing crime rates, and bloated bureaucracies. A look at her encyclopedia bears those suspicions out.



The *Encyclopedia of Nordic Crime Fiction* focuses on contemporary authors writing since 1967 and employs a basic organizational scheme. Each of the five Nordic countries Denmark, Finland, Iceland, Norway and Sweden has their own section starting with an introduction. **Ms. Brunsdale** uses the introduction to provide a “historical-cultural context” as well as to showcase the main issues that have confronted each society and how crime fiction has reflected them. This introduction is followed by annual lists of award winning fiction and a parallel chronology of developments in the literature and corresponding world events. Each section is then divided into author entries arranged alphabetically consisting of an essay describing the author’s contribution to the genre followed by a list of his/her novels. Both famous and obscure authors are discussed with many, but not all, having been translated into English.

Obviously, the essays discussing each author are key components of this reference. They provide basic biographical information as well as a discussion of the author’s more influential works. Entries end with a list of the author’s novels, awards, and an author Website address if available. Unfortunately, the entries are not followed by bibliographies. However, there is a work cited section at the end of the book divided by country that helps compensate and which will be of value to those seeking to do further research. Providing additional scholarly value are the introductions beginning each section. They are comprehensive essays that fulfill **Ms. Brunsdale's** intent of providing historical-cultural context with thorough discussions of how the genre interacts with and mirrors that context.

As noted earlier, the *Encyclopedia of Nordic Crime Fiction* will appeal to both libraries and to individual fans of the genre. Admittedly, this is a scholarly treatment of the topic that will primarily be of interest to academic libraries. However, given the popularity of Nordic crime fiction, a number of public libraries will also be interested. It is appropriate for either reference or circulation collections and given the reasonable price may find its way into both.

Against the Grain / September 2016

Extra Servings

SAGE Reference has a few new titles planned:

- The *SAGE Encyclopedia of Marriage, Family, and Couples Counseling* (Oct., 2016, 9781483369556, \$650) is a four-volume reference. It is edited by **Jon Carlson** and **Shannon B. Dermer** and is intended for “researchers seeking to broaden their knowledge of this vast and diffuse field... this Encyclopedia provides readers with a fully comprehensive and accessible reference to aid in understanding the full scope and diversity of theories, approaches and techniques and how they address various life events within the unique dynamics of families, couples and related interpersonal relationships...”
- The *SAGE Encyclopedia of War: Social Science Perspectives* (Oct., 2016, 9781483359892, \$650) also comes in at four volumes. Edited by **Paul Joseph** this work looks at war “through the lens of history and military science, focusing on big events, big battles, and big generals. By contrast, *The SAGE Encyclopedia of War: Social Science Perspective* views war through the lens of the social sciences, looking at the causes, processes and effects of war and drawing from a vast group of fields such as communication and mass media, economics, political science and law, psychology and sociology...”
- The *SAGE International Encyclopedia of Travel and Tourism* (June, 2017, 9781483368948, \$650) is another four-volume set. It is edited by **Linda L. Lowry** and “in over 600 entries ...examines the business of tourism around the world paying particular attention to the social, economic, environmental, and policy issues at play. The book examines global, regional, national, and local issues including transportation, infrastructure, the environment, and business promotion...”

CQ Press has some upcoming and recently released titles:

- Edited by **Heather L. Kerrigan** *Historic Documents of 2015* (July, 2016, 9781506333519, \$215), like the other annuals in this series, covers “60 to 70 events with well over 100 documents from the previous year, from official reports and surveys to speeches from leaders and opinion makers, to court cases, legislation, testimony, ...”
- *CQ Almanac 2015* (Sept., 2016, 9781506333175, \$575) is the latest version of the well-respected annual “that chronicles and analyzes the major bills brought before Congress

in the previous year. Published each summer, this non-partisan reference work offers exclusive insight into the forces that drove action on legislation...”

Salem Press has added a couple of new titles:

- The *Critical Survey of Young Adult Literature* (April, 2016, 978-1-61925-971-3, \$185; eBook: 9781619259720, \$185) discusses “representative young adult works that form today’s canon for academic coursework and library collection development, with over 300 essays of ... analysis. This collection includes classic young adult titles like *The Outsiders*, popular series like *Divergent*, plus a variety of significant themes, film adaptations, and other sections important to the popular young adult category...”
- *Great Lives from History: American Women* (May 2016, 978-1-61925-944-7, \$395; eBook, 9781619259454, \$395) is a three-volume set that is a “new addition to the Great Lives from History series that features over 700 essays on women from the seventeenth through the early twenty-first centuries. Many individuals included in this multi-volume set have never been covered in this series before, notable for their work in such fields as politics, civil rights, literature, education, journalism, science, business, and sports...”

ABC-CLIO Greenwood also has a couple of new titles:

- The *Spanish Empire: A Historical Encyclopedia* (July, 2016, 978-1-61069-421-6, \$198; eBook, 978-1-61069-422-3, for pricing email <custserv@abc-clio.com>) is a two-volume set edited by **H. Micheal Tarver** and **Emily Slape**. It “includes some 180 entries that cover such topics as the caste system, dynastic rivalries, economics, major political events and players, and wars of independence. The entries provide students with essential information about the people, things, institutions, places, and events central to the history of the empire...”
- The *Encyclopedia of Stateless Nations: Ethnic and National Groups around the World* (Aug., 2016, 978-1-61069-953-2, \$100; eBook, 978-1-61069-954-9, for pricing email <custserv@abc-clio.com>) is in its 2nd Edition. Authored by **James B. Minahan**, this book “provides an extensive update to **Greenwood's Encyclopedia of the Stateless Nations: Ethnic and National Groups around the World** that was published more than a decade earlier. Each ethnic group receives

continued on page 56

Booklover — White Garden

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

Delectable summer vegetables hang from stems and vines in the local community and backyard gardens. Thoughts of tomato sandwiches, fresh salsa, cool gazpacho, vegetable lasagnas, tomato pies, and fresh fruit compotes make the mouth water and the stomach growl. Memories of farmer's markets, roadside stands, and u-pick 'em farms are part of my summer nostalgia. With the revival of the local farmer's markets, interest in locally grown produce and community gardens, these fresh summer vegetables experiences are coming full circle.

Ducking into the main branch of the **Charleston County Library** on a hot summer afternoon takes me back to another summer activity, completing a reading list. How many of those books could I tackle in the summer? But on this summer afternoon, I'm only after one book, one authored by a **Nobel Laureate** and one I can add to my "Read" list. Perusing the stacks I come across **Patrick White's** books and the title *The Hanging Garden* leaps out at me. I pick this one. On the back cover — "Praise for **Patrick White**" includes a comment from **Peter Cameron**, author of *Coral Glynn*. "**Patrick White** re-creates the world by depicting the life we think we know in an entirely original and luminous way. Everything about *The Hanging Garden*, his final novel, is thrilling, consummate, and revelatory.... A rare and wonderful gift to **White** devotees and a perfect introduction for new readers." Seems like a good pairing with a vine-ripened tomato sandwich.

I am soon aware of how *The Hanging Garden* is a real unique choice. From the short synopsis on the front book flap, I learn that this "novel" was published posthumously. It was among some of his last written works. It was revised. It was only a third complete. It was never supposed to be published according to **White's** instructions to his executors. It has a simple plot. It is set in Australia during World War II. It is about a boy, Gilbert, and a girl, Eirene, who are become "reffos" — Aussie slang for unwelcomed war refugees. It is written from a shifting point of view. It has no chapters, only spaces to indicate a pause. It is full of magical prose telling a tough story. It is a delicious verbal garden for a hot summer read.

Patrick White won the **1973 Nobel Prize in Literature** "for an epic and psychological narrative art which has introduced a new continent into literature," amazingly accurate description for this unfinished, unpublished manuscript. Born in Knightsbridge, London in the year 1912, **White** was only six months old when his Australian parents returned to that continent. **White** developed asthma at an early age, which limited normal childhood activities but allowed his creative spark to grow. He spent most of his academic time in England. However, prior to his time at **Cambridge** he returned

to Australia. His family being people of the land, he needed to find out if this was something he could embrace. He continued to work on his word craft during this time. Ultimately he returned to London studying French and German literature at **King's College Cambridge**. A love of the theater, a few early publications, world travel, time in military service during the war, discovering his sexual orientation and life partner — all created the situation for **White** to return to Australia. Initially, his works were considered "unreadable," later **Nobel Prize** worthy.

Now a little taste of Eirene's introduction into her new world:

"The house has become stationary now. Will the boy appear round a corner or through a wall to challenge my ownership? Because it is already mine. It smells of mushrooms and dust, it is alive with the thoughts I am putting into it. Doorknobs are plasticine to my hand. I could climb into this cupboard and mingle with a dead man's clothes if they didn't smell so nasty-dead.

The house is large enough to run through. Everything shakes, like the earthquake that year on the island, only the drawers do not slither out, lolling like wooden tongues. But a sudden stillness. I am standing in this great room protruding as far as the edge of a cliff. It has been waiting for me: not so still, it is tremulous. I paddle in pools of pale light in the gritty carpet. Are they traps? Is the room a trap? And outside, the suckers of each tree reaching out from the Royal Gardens which Great Aunt Cleone Tipaldou still refers to as the *National Park*.....

Soon there will be the garden alone. If only you could take the form of this red thread of a centipede or beetle that might have crawled out of the dregs of an inkwell to claw and scratch and burrow and hide amongst what is not just rottenness but change to change. To become part of this thick infested garden so swallowed up where Mamma suffers. You could no longer want either house or garden for your own. Only to burrow. Only this other enemy would come, and crush the beetle out of you. Crush you as a girl too, if you did not resist.

As you get up on your uncomfortable heels, the garden which is yours, in your nostrils and under your nails, glooms and shimmers with whatever is to happen. The gate squeals — it is Gilbert Horsfall, socks around his ankles, the battered case with very little joggling round inside it, returning to dispute your ownership?

Ready yourself to kick him in the shins when the pins and needles have died like so many insects in what are still your legs." 🌿



From the Reference Desk from page 55

an alphabetically organized entry containing information such as alternate names, population figures, flag or flags, geography, history, culture, and languages..."

MacMillan Reference is publishing a new series of handbooks:

- **Religion: Macmillan Interdisciplinary Handbooks** (Dec., 2016, 9780028663494, \$1700; eBook, 9780028663562, pricing available to registered website users) "is com-

posed of ten volumes (available individually) that serve undergraduate college students who have had little or no exposure to the study of religion, as well as the curious lay reader. Beginning with a primer volume, which introduces both the discipline and the topics of the remaining nine volumes, each handbook will usher the reader into a subfield of the study of religion, and explore fifteen to thirty topics in that subfield..."

Gale has published an update of a popular title:

- **The Gale Encyclopedia of Children's Health: Infancy Through**

Adolescence, (March, 2016, 9781410332752, \$950; eBook, 9781410332745, pricing available to registered website users) is now in its 3rd Edition. This latest version "is a completely updated edition that contains over 65 new entries with a total of 840 entries. The four-volume set provides in-depth coverage of pediatric diseases and disorders, along with issues related to physical and cognitive/behavioral development. It is an appropriate resource for parents, teachers, and allied health students..." 🌿

Book Reviews — Monographic Musings

Column Editor: **Regina Gong** (Head of Technical Services and Systems, Lansing Community College Library) <gongr1@lcc.edu>

Column Editor's Note: *By this time, you all must be busy gearing back to the start of the fall semester and the beginning of another academic year. I cannot believe that I've been with ATG Editorial Board and editor of this column for a year now. So far, we have reviewed forty-five books in all the seven issues I've had the chance to edit. It's been a very rewarding experience working with my ATG editor Katina Strauch, co-editor Tom Gilson, and our ever-patient Toni Nix who always keeps me in check. Of course, thanks to our amazing book reviewers whom I've worked with this past year. I hope you all stay so we can read and review more books in the future. Lastly, thanks to all the publishers that send out new books my way. Keep them coming.*



We have a stellar line up of new books for you in this issue so I hope you like it. If you want a free book and if you enjoy writing reviews, let me know by contacting me at <gongr1@lcc.edu>. Happy reading! — RG

O'Connor, Steve. *Library Management in Disruptive Times: Skills and Knowledge for an Uncertain Future.* London: Facet Publishing, 2015. 9781783300211. 158 pages. \$110.00.

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

In the very first paragraph of the first chapter, the tone for this excellent work was set. In his chapter on leading change, **Ian Smith** referenced the apocryphal expression: “may you live in interesting times.” Well, if you are working in academic libraries, these are most certainly “interesting times.” And there might be few better guides to help directors and managers navigate through the future of libraries like this great work edited by **Steve O'Connor**.

The challenge of managing a library operation today is twofold. First, the information needs from the communities we serve are expanding in directions that we are not all situated to support. Our long-standing philosophy of collection for today and tomorrow is being called into question by more immediate needs demonstrated by the faculty and students. Second, the challenges that we face are not created in a vacuum. Instead, it is the actions of academic administrators reflecting on the institutional priorities that have a greater impact on our work. These forces create disruptive times that require a new way of thinking through problems. Libraries then, need to be nimble and responsive to the forces working against them.

In this wonderful book of essays, **Steve O'Connor** has brought together library leaders from all over the world to share their vision of how libraries will not only survive through these disruptive times, but also thrive. **O'Connor** is a prolific author who served as library director at both the **University of Technology, Sydney** and **Hong Kong Polytechnic University**. He has assembled a tremendous group of authors including **Bill Fisher**, **Michael Robinson**, **Colin Storey**, among others. These chapters focus on change management, business fads, engagement, managerial agility, professional associations and other topics. One of the nice features incorporated by all authors is the extensive use of management literature in exploring these subjects. This provides a more well-rounded approach to the solutions offered by these authors. A few chapters worth highlighting:

Choy Fatt Cheong, University Librarian at **Nanyang Technological University** in Singapore, adapted **Ranganathan's** Laws as the five rules of librarian engagement. This great essay focuses on what librarians should do to better serve our community. These rules of engagement place the focus on providing excellent service for those that use our libraries. While many in the profession are seeking out librarian-centric futures, often based on assuming an educator role, **Cheong** shows the path forward as being a critical team-member for faculty and student research.

Daniel Forsman, Library Director for the **Chalmers University of Technology** in Sweden, wrote about agile principles and how they apply to management of a library. The focus of the article was on the reorganization that took place at the library in 2013 as well as the adoption of Scrum a few years earlier. Scrum methodology comes from the rugby term of players huddling together. **Forsman** does a nice job of relaying how this approach has brought different groups of the library together to ensure that they are meeting the needs of the users. And he references an episode of *The Simpsons*, so you know it has to be good.

Bill Fisher, professor at **San Jose State University School of Information**, wrote a great piece about management fads and the impact on the librarian community. And while this might be applicable to library management, it is also a concern as libraries follow each other into areas such as makerspaces, data support services, and scholarly communication that may, or may not, be an issue on their particular campus.

This wonderful book is a must read for library administrators and managers who are tasked with leading their library into a new world order. These truly are interesting times.

Roemer, Robin Chin and Rachel Borchardt. *Meaningful Metrics: A 21st Century Librarian's Guide to Bibliometrics, Altmetrics, and Research Impact.* Chicago, Illinois: ACRL, 2015. 978083898755. 251 pages. \$76.00.

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

Meaningful Metrics: A 21st Century Librarian's Guide to Bibliometrics, Altmetrics, and Research Impact, addresses the significance of bibliometrics and altmetrics to research and publication. With the influx of online content, open access publications and online analysis, moving beyond bibliometrics is more important than ever. Rather than speak to discipline specific faculty and researchers, the authors address librarians and library students. Librarians provide the crucial connections between faculty and research, assisting faculty to navigate publication metrics for the purpose of promotion and tenure.

Beginning with an overview of metrics, **Roemer and Borchardt** identify resources that may be used to capture metrics in the online world, so alternative Web-based metrics can be incorporated into researchers' scholarly portfolios and practices. Even the seasoned librarian will appreciate the in-depth overview, discussion of the various forms, as well as, information about how and where to capture metrics. A discussion of bibliometrics and altmetrics are important for researchers in all disciplines. As librarians know, the measure and availability does, however, vary by discipline. While the sciences or STEM vendors will consistently maintain, compile and analyze metrics; metrics for arts and humanities are not as readily available. The authors detail how altmetrics serve to help reign-in the new, non-traditional sources, balance citations based metrics, and capture more of the disciplinary specific metrics.

Meaningful Metrics is divided into four major sections: impact, bibliometrics, altmetrics and special topics. For further granularity, four levels of metrics are also identified: individual scholarly communications, venues that produce scholarly contributions, individual authors publishing output, and institutional or group output. Using these four levels, the more traditional bibliometrics and altmetrics, associated with each category, are discussed. Evaluation and screen shots of metrics resource tools are provided. This is quite helpful to librarians who do not have access to the tools, as well as, those tasked with evaluating these resources for the purpose of potential library acquisition. While many librarians are familiar with the commercial vendor tools, such as **Journal Citation Reports (JCR)**, and **Scopus (SJR)**, some may not be

continued on page 58

aware that other tools are available. **Roemer** and **Borchardt** point out, for example, that **Google Scholar** citations are considered authoritative and comprehensive for citation-based connections in scholarly articles, especially in those subject areas not extensively covered in JCR and SJR.

For those versed in scholarly metrics, *Meaningful Metrics* is a concise refresher. It provides an overview of metrics, offering some insight and suggestions for obtaining altmetrics, plus how to provide researchers with tools of quantitative and qualitative measures that could be useful for promotion and tenure. Additional information that is provided in separate boxes may be overlooked, but should not be, as these contain nice explanations or reminders. At first glance, some of the content in these boxes appear rather elementary; however, even seasoned librarians may find these quick examples useful. An extensive glossary at the end of the text is a helpful addition.

Meaningful Metrics is a wonderful resource for librarians and researchers with varying levels of professional expertise. It provides the more seasoned librarian with an overview, updates, as well as, potential “new” ways to obtain valuable measures, especially in subject areas where traditional measures are not as prevalent, and the less seasoned librarian with a primer on metrics. **Roemer** and **Borchardt** offer insightful food-for-thought about how to meet the metrics information needs of faculty in this new digital environment; helping faculty identify, and gather metric data to document their professional progress and attain tenure. While a print book would be a great addition to any collection, the ebook is now available as an open access publication from the ACRL. *Meaningful Metrics* is recommended reading for all librarians.

Ackermann, Eric, editor. *Putting Assessment into Action: Selected Projects from the First Cohort of the ASSESSMENT in Action Grant*. Chicago, IL: Association of College and Research Libraries, 2015. 9780838988138. 216 pages. \$52.00

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

Putting Assessment into Action is one book I’m very eager to read about mainly because our reference librarians at **Kalamazoo College** were members of the second cohort of **ACRL Assessment in Action** program. This book provides a detailed report of the twenty-seven projects done by the Assessment in Action first cohort.

The first part of the book is on Assessing Information Literacy/Library Instruction which comprises more than half of the book. The majority of the projects in this section relate to first year experience programs, indicating that assessment of these programs is a high priority for most academic programs. Assessing Services is the major focus of the second part, with one project each discussing Outreach and Spaces. The third part largely focuses on institutional data already available with three projects mentioned in the Longitudinal Assessment. The research plans come from a wide variety of libraries, both in size and in focus, so there will be something applicable to any librarian wishing to pursue their own project.

Each of the chapters is a discreet project from the cohort and provides an introduction to the project, how they framed their research question, how methodologies were chosen, partnerships on campus, limitations to the study method, results and learning, and suggestions for what they could have done differently. Recommendations for future research are also helpful.

This book will be of wide value to those who may be considering their own assessment project at their institution, regardless of whether they have had the training provided from the **Assessment in Action** grant. Each of the chapters contains relevant list of resources that were consulted in the execution of the project. This will enable or help another researcher find the background documents or rubrics used in the assessments.

Those who are hoping to examine their first year experience library interactions will benefit the most from this book, since the bulk of the research endeavors described here relate to first year student experiences. Each of the projects is different enough to account for a wide variety of situations and I was easily able to collect bits and pieces of information that could be used in a local situation or in my institution.

I not only find it particularly helpful that the book was arranged by topic, but also how the graphics at the top of each chapter reinforce the type of project it was addressing. For instance, chapter 10 shows a graphic that clearly indicates “2nd to 4th Year.” This helpful guidance will allow readers to quickly skip to the sections where they have the most interest. While each chapter had its own references in the Notes section at the end of the chapter, I wish that the editor provided a “de-duped” and complete list of references at the end of the book so that all works consulted could be examined. This book will be a welcome addition of case studies to the small, but growing, literature on assessment in libraries. It may help your library’s staff get their creative juices going, as it did mine.

Porter, Sarah. *To MOOC or not to MOOC: How Can Online Learning Help to Build the Future of Higher Education*.

Boston: Chandos Publishing. ISBN: 978-0-08-100048-9.
137 pages. \$78.95

Reviewed by **Anne Driscoll** (Education Librarian, George Mason University) <adrisc02@gmu.edu>

Are MOOCs a passing fad or a viable option to attract and deliver content to learners? Through a series of 20 interviews with experts around the world, **Porter** explores this question. **Porter** provides a wealth of information on the development, evolution, attracting students and planning for the future.

The book begins with a thorough overview of the development of and types of MOOCs. While in existence for several years it has only been within the last three to four years that MOOCs have really skyrocketed. **Porter** discusses the “big three” providers: **Coursera**, **Udacity**, and **EdX**. All of which were developed at elite higher education institutions and have differing philosophies and market share.

The development of MOOCs and their increasing popularity can be tied to the increased demand for online education and the expansion of MOOCs outside the United States to Europe in 2014. The inception of European consortiums such as **OpenEdu EADTU**, and **Inversity** caused a huge increase of MOOCs in 2014.

The MOOCs format is not one size fits all. They differ from the commonly thought of model of video lectures, assessment and online social spaces to non-traditional ones such as Digital Storytelling from the **University of Mary Washington** whose focus is those wishing to become professional photographers and which relies heavily on social media to deliver and drive content. MOOCs vary from the nontraditional model where students learn through shared resources, discussion and debate to those which do not have a fixed start up and end date to those which MOOCs which are meant to be used by professionals and/or those with a casual interest in a topic.

Through a series of case studies, readers become familiar with course design, delivery methods, possible business models, quality assurance and the marketing of MOOCs. Types of institution vary widely from traditional university to those already heavily involved in online education, to those who see an opportunity to draw attention to a specific program in the hope of attracting more students.

A key feature of the book is that it draws upon on best practices of universities with existing MOOCs. A MOOC is very time and labor intensive and can be quite costly to develop. **Porter** does an excellent job stressing the importance of exploration of current and possible future competitors, choice of a business model which drives what one hopes to achieve, course governance and management, development of course materials, copyright issues, choice of platform, accreditation of courses versus certificate for course completion, and engaging and assessment of learners — all of which will drive the courses’ future. Lastly the book focuses on the future of MOOCs. **Porter** believes MOOCs future are driven

continued on page 59

by understanding potential students, use of data analytics to spur student retention and course completion as well as to improve MOOC content.

To MOOC or not to MOOC is an excellent book which provides a wealth of information on the history and development of MOOCs. It also provides a solid framework for those exploring the possibility of diving into MOOCs. The reader is left with a solid understanding of what is a constantly changing area of higher education. MOOCs are as diverse as the institutions which create them. Correctly deployed, they could serve a vast untapped market of learners.

Kelley, Keith J. *The Myth and Magic of Library Systems*.
Waltham, MA: Chandos Publishing, 2015. 9780081000762.
187 pages. \$86.95.

Reviewed by **Ashley Fast Bailey** (Senior Collection Development Manager, YBP Library Services) <abailey@ybp.com>

The world of library information technology (IT) and library systems can be an overwhelming topic. **Keith J. Kelley**, former the Director of Systems at **Western Michigan University**, wrote *The Myth and Magic of Library Systems* to address the misunderstandings of IT within the library, how to run a library systems department, and explaining library systems. Picking up the book, I was under the assumption that it would cover the roles of ILS and other “library systems” related topics within the library. Though a couple of chapters were dedicated to this topic, he focuses on the bigger picture of IT within the library, customer service and the library user, and looking towards the future of Library IT and Library Systems. Before his work at **WMU**, **Kelley** spent many years working as an IT consultant for national corporations. He holds a Master of Science in Computer Science and is currently working on his PhD in Computer Science from **Western Michigan**.

Kelley begins by laying an outline for Library IT. Coming into libraries from the IT sector, he defines how libraries view IT versus how IT professionals view IT. By setting this groundwork, a foundation is laid for his thoughts on structuring a library systems department. Many times a librarian takes on the role of systems librarian, but **Kelley** advocates that someone who was moved into this role might know just enough to be dangerous, and instead the library should rely on the expertise and experience of an IT professional to take on this role. With changes happening so fast in the IT realm, it is imperative that a professional be proficient in the current standards and continue to take courses, classes, or webinars to stay up to date on trends and forecasting what is next.

Another major part of IT in libraries is customer service; both in regards to the library users and the internal library staff/librarians. **Keith J. Kelley** dedicates a few chapters to explaining how to address and structure the customer service experience in regards to the IT department and help desk. Advice and examples are given on how to approach the best service to the library users, improving operations, and education for the library customer base.

In addition to the public facing aspects of IT, **Kelley** discusses the makeup and structure of the library systems department. He draws on his experience and talks about the roles within IT, what types of positions are needed to support and maintain an effective department, posting and recruiting for IT jobs, and ongoing education needed to keep an IT department relevant. After creating a well-rounded IT department, *The Myth and Magic of Library Systems* goes into detail on analyzing and problem solving issues many libraries face.

A big part of Library IT is staying current on trends and working to predict the future. **Kelley** writes that the library industry tends to adopt things after industry does. So, looking at what has happened in information technology within the last five years is a good way to predict what’s coming. By following blogs and reading current journals, one can see what’s next. In addition, drawing on past trends and historical documentation can help predict the trends in our industry and allow a library to draw on its own past data to see where it is headed. He dedicates a couple of chapters on how to do this.

Kelley writes that the IT department touches all aspects of an organization, so a library must look to the future. He goes into some of the trends that are coming to libraries, such as LSPs (Library Service Platforms) replacing traditional Integrated Library Systems (ILS), how the cataloging record is not as important as it was when created over 50 years ago, and how modern discovery tools have overtaken traditional OPACs (online public access catalogs). Keeping up with these trends by attending vendor webinars and conference sessions, in addition to resources such as webinars and online tools, can help with the direction of library workflow and create efficiencies.

The Myth and Magic of Library Systems concludes with budgeting when implementing new technologies, helpful strategies to deal with one time funds, and tips, strategies and solutions. The author does a good job of giving an overview of the library systems department and how to serve the library users in the most efficient way possible. By providing a baseline understanding of a library systems department and the IT librarian, this books delivers a complex look at this multifaceted area of libraries from a unique perspective that brings a unique IT view into the library.

Dow Schull, Diantha. *Archives Alive: Expanding Engagement with Public Library Archives and Special Collections*. Chicago, IL: ALA Editions, 2015. 9780838913352. 352 pages. \$85.00

Reviewed by **Emma Olmstead-Rumsey** (Adult Services Librarian, Cromaine Library) <eolmstead@cromaine.org>

Archives Alive is an ambitious book. Although at first glance it resembles a catalog of best practices and program suggestions, it is certainly not a program cookbook. Instead, the purpose of *Archives Alive* is to assist libraries in systematically transforming their archival or special collections from neglected repositories into collections that are vital, relevant, and used as the basis of programs that foster community engagement with the library and with local history.

The author, **Diantha Dow Schull** (library consultant at **DDSchull Associates** and past president of **Libraries for the Future**) approaches this goal on two levels. By providing examples of successful transformative efforts in specific institutions, she offers individual libraries some models to follow. In addition, the way that **Dow Schull** has selected, arranged, and contextualized these examples addresses her equally important objective of surveying the field of public engagement with archives and special collections in order to start a conversation within the library profession about the importance of this engagement.

Although the author addresses herself to public libraries, most of the book’s content is equally relevant to colleges with small- or medium-sized archival collections. The way that these materials have the potential to be used in college libraries — as a way to introduce students to the concept of primary source research and to local or institutional history, rather than a repository of source material to be consulted by professional researchers, much more closely resembles the role of archives in public libraries than in large research universities. The same trends that **Dow Schull** identifies in her introduction as shaping the use of public library archival collections (an increasing emphasis on active engagement with materials, the transformative effect of digital technologies, and a focus on access and visibility) are and should be affecting how archival collections in smaller college libraries are being managed.

The wide scope of this work and some unfortunate editing and formatting choices can make *Archives Alive* somewhat difficult to use, and at least some background in archival and special collections is assumed. This volume is designed for use in libraries with at least one trained archivist and where there is a will to implement change. If you are a public services librarian managing a special collection on your own, or if your “archive” is a room of uncatalogued banker’s boxes filled with old college newspapers, *Archives Alive* is not likely to be much help to you. However, for certain readers, the investment required to get the full benefit of this work will be a good one. If your institution is receiving a substantial new collection, going through the strategic planning process, or making the revitalization of its archival or special collections a priority, I highly recommend that whoever is leading the process take the time necessary to get the most out of this work. 🍂

Collecting to the Core — U.S. Presidential Campaigns

by **Jeremy Darrington** (Politics Librarian, Princeton University Library; Political Science Editor, *Resources for College Libraries*) <jdarrington@princeton.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

In the early 1940s, **Paul Lazarsfeld** and several colleagues at **Columbia University** embarked on a series of landmark studies to investigate how people decide whom to vote for in U.S. presidential elections. In contrast to the popular focus emphasizing political strategy and pivotal events, decisions, or gaffes along the campaign trail, **Lazarsfeld** concluded in *The People's Choice* that while people hesitate and meditate and imagine that they decide rationally on the better road to take, it would have often been possible to predict at the outset what they would decide to do in the end. Knowing a few of their personal characteristics, we can tell with fair certainty how they will finally vote: they join the fold to which they belong...a person thinks, politically, as he is, socially. Social characteristics determine political preference.¹

In the decades following, numerous other research studies confirmed **Lazarsfeld's** conclusion that voters' sociodemographic predispositions, especially partisan identification, strongly condition their vote choice.

However, **Lazarsfeld's** view that voters merely "imagine that they decide rationally" was too strong. As **V. O. Key** countered in *The Responsible Electorate*, "voters are not fools... the electorate behaves about as rationally and responsibly as we should expect, given the clarity of the alternatives presented to it and the character of the information available to it."² This insight — that voters are rational but operate in an environment of limited information — led **Key** to an important intuition: voters treat elections as referenda on the incumbent party's policies and performance. "As voters mark their ballots they may have in their minds impressions of the last TV political spectacular of the campaign, but, more important, they have in their minds recollections of their experiences of the past four years."³ Later work made it clear that voters give particular weight to the performance of the national economy in these retrospective evaluations.⁴

But why should voters care about what happened in the past rather than evaluating candidates on the merits of their proposed policies and plans? The answer, **Samuel Popkin**

argued in *The Reasoning Voter*, is that voters engage in "low-information rationality" when voting. Because voters have little detailed knowledge about politics and policies "and a limited understanding of how governmental actions are connected to consequences of immediate concern to them," they rely on information shortcuts to help them make voting decisions.⁵ Since voters have difficulty anticipating the effects of proposed policies or how leaders will actually govern once elected, they use shortcuts like party identification and evaluations of the incumbent party's management of the economy to provide relevant information to fill in the gaps.

The reliance of voters on these cues to guide vote choices led to a recognition among political scientists that presidential elections could be predicted on the basis of these "fundamentals," as they came to be known. Indeed, by the early 1990s, scholars had developed forecasting models that, relying on a handful of indicators like partisan identification, recent GDP growth, and presidential approval, were able to predict the outcomes of presidential elections within a percentage point or two.⁶⁻⁷ The natural conclusion these strands of research pointed to was the "minimal effects" thesis of U.S. presidential campaigns: if elections are so predictable, then campaigns must not matter all that much.

But that conclusion didn't sit well with many researchers. After all, if campaigns don't really matter, how do we explain the inordinate amount of time, attention, effort, and money poured into them (more than \$2.3 billion on the 2012 presidential race alone)?⁸ One answer is that campaigns are not ineffective, just equally effective. In our high-stakes, two-party system, the effects of two well-matched, well-funded campaigns largely cancel each other out. Like a game of tug-of-war, if one side lets go, the other side easily wins. "But of course the candidates do not let go and that makes it hard to see that their efforts are making a difference."⁹

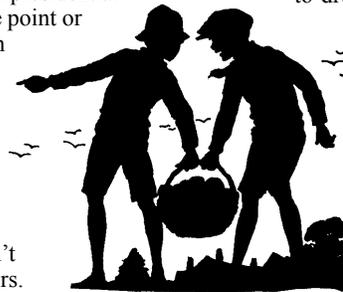
Another answer, it turns out, is to reframe the question. Instead of asking, "Do campaigns matter?" researchers decided to ask, "When and in what ways do campaigns matter?" This question has generated a large body of research, establishing that campaigns do indeed matter. Several key ideas have emerged from this recent work.

First, scholars agree that the "fundamentals," those "national conditions that set the stage for the campaign" — such as the state of the economy, the balance of partisan leanings, and presidential approval — are major, but not absolute, determinants of voter choice.¹⁰ Draw-

ing on a rolling survey of over 57,000 voters (most nationally representative surveys have fewer than 3,000 respondents), **Kate Kenski** and her colleagues were able to test a host of different potential influences on voters' choices for president in 2008. In *The Obama Victory: How Media, Money, and Message Shaped the 2008 Election*, their analysis shows that fundamentals account for about 80 percent of the variance in voter's choice of candidate.¹¹ That's quite significant, but it leaves room for influence, and in close elections a little bit of influence can make all the difference. And anyway, to state the obvious, candidates still have to compete to win. Even though "the outcome can typically be foreseen from the fundamentals of the campaign...surprises are possible....Just as in baseball, the season must be played out to determine who wins."¹²

Second, recent work has made clear that campaigns fulfill an important role in enabling voter learning. Since most voters have limited political knowledge and interest, campaign events and messaging serve to drum up interest in politics and enlighten voters about the character, competence, and policy positions of candidates. As **Popkin** notes, "campaign" is a military term and an apt metaphor, because candidates "must engage their political opponents in a series of battles conducted in full view of their countrymen, who will judge each contest. To arouse public opinion and generate support for their cause, they must defend old policies, sell new policies, and justify their rule."¹³ And like other spectator sports, these public battles activate latent loyalties and mobilize support, effectively sorting voters into competing teams rooting for their champion.

This metaphor is also useful for highlighting two related points that run against commonly held beliefs about campaigns. First, many people deplore the mudslinging and negative attacks so ubiquitous to campaigning. However, as **John Geer** argues in his *In Defense of Negativity: Attack Ads in Presidential Campaigns*, negativity in campaigns is a vital part of the democratic process.¹⁴ Candidates have an incentive to expose shortcomings in their opponents' character, competence, and policies and to respond to attacks against them in turn. This competitive dynamic increases the availability and quality of information available to voters (for example, most candidates rarely release tax returns without being challenged to do so). To extend the battle metaphor, you can't win a boxing match without throwing a



continued on page 61

Collecting to the Core from page 60

punch. Furthermore, how you fight can be just as informative — if you throw a lot of punches below the belt, you may get away with it, but you risk turning the crowd against you.

Another common belief is to proclaim this or that event (say, **Romney's** 47 percent comment or **Obama's** performance in the first presidential debate in 2012) to be a “game-changer.” In *The Timeline of Presidential Elections: How Campaigns Do (and Do Not) Matter*, **Robert Erikson** and **Christopher Wlezien** analyze all the national presidential election polls from 1952 to 2008 (more than 2000 of them) to determine how voter preferences evolve over the timeline of the presidential campaign. They find that vote choice slowly coalesces throughout the election year. While political ads and other campaign events may affect voters' candidate preferences, most of the effects disappear quickly without leaving a trace, like ripples from a pebble tossed into a river. There are two exceptions, though. The first involves the national nominating conventions, which are major spectacles that engage and inform large numbers of voters, help activate and cement latent party loyalties, and mobilize supporters. The other exception is short-term movements of opinion in the final two weeks of the campaign that affect the vote before their effect wears off. But the scope for such last-minute movements is limited, “as remarkably few voters change their minds over the course of the campaign.”¹⁵ Again the battle metaphor is instructive — most events of the campaign are glancing blows, not knockout punches, but sometimes landing a few glancing blows at the end of a match can be enough to have it called in your favor.

The third major lesson from the recent campaign literature is that the messages campaigns choose to focus on make a difference. In *The Message Matters: The Economy and Presidential Campaigns*, **Lynn Vavreck** applies the lessons of “low-information rationality” to campaign strategy.¹⁶ In choosing a candidate to match their preferred positions on issues, voters face uncertainty about the relative importance of different policies, about where a candidate stands on an issue, and about how certain they are that the candidate actually holds the position he or she professes. Candidates thus engage in three distinct behaviors that inform voters. By talking repeatedly about certain issues (a process called priming), candidates attempt to focus the agenda of elections onto issues favorable to them. They also attempt to persuade voters that they hold specific positions — or that their opponents do — and to clarify their positions on important issues, primarily the economy (which is the best issue because it's always clear which side to be on — “everyone prefers prosperity to decline”).¹⁷ Ultimately, this leads to two dominant strategies for candidates, depending on whether the fundamentals favor them or not—either they run a clarifying campaign to emphasize “their role in fostering the good economic times or their lack of a role in bringing about

bad times” or they run an insurgent campaign, which attempts to refocus the election off the economy and onto a popular issue that “directly exploit[s] the weaknesses or constraints of their opponents.” In other words, if you can't use “it's the economy stupid,” then you'd better change the subject. Testing her theory against the fifteen presidential elections from 1952 to 2008, **Vavreck** concludes that the “impressive relationship between citizens and national economic context can be intensified if candidates choose to talk about the economy in their campaigns,” but “candidates' rhetoric about other issues can drive out the importance of the economy if they choose the right issue. The structural conditions matter, but they can be overcome.”¹⁸

Many questions remain about precisely in what ways and for whom campaigns matter. For example, while there's general agreement that a small segment of the population in any given election can be swayed from one side to the other (perhaps as much as 20 percent, but likely less than 10 percent), there's much disagreement about which voters are most persuadable. Most of the literature has argued, following **Lazarsfeld**, that voters with the least political knowledge and interest are the most persuadable, since they can benefit the most from the informational effects of campaigns. However, others have argued that campaigns frequently use “wedge” issues to try to target and win over knowledgeable partisans who have strong preferences on an issue that diverges from their party's candidate (for example, in 2004 Democrats tried to use the issue of stem cell research to attract the votes of Republicans who disagreed with Bush's stance against it).¹⁹ Another question of increasing relevance to campaign researchers concerns the issue of “microtargeting” — the ability of campaigns to leverage technology and vast databases of information on voters to send messages and appeals finely tuned to various constituencies, say 45 to 55-year-old white, female, college-educated Democrats making more than \$120,000 a year in Princeton, New Jersey. There is much we don't know about how these groups are selected, what kinds of messages are targeted to them, and how effective the appeals are.

But with all that we know (or don't know) about campaigns, perhaps one lesson is most worth remembering in this election season: “the people's verdict can be no more than a selective reflection from among the alternatives and outlooks presented to them... If the people can choose only from among rascals, they are certain to choose a rascal.”²⁰ 🍌

Rumors from page 24

digital skills as well as provide comfortable reading and working spaces. A couple of points that specifically interested me. **Americans are divided on a fundamental**

Endnotes

1. **Lazarsfeld, Paul F., Bernard Berelson, and Hazel Gaudet.** *The People's Choice: How the Voter Makes Up His Mind in a Presidential Campaign.* 3rd ed. New York: Columbia University Press, 1968: 73, 27.*
2. **Key, V.O.** *The Responsible Electorate: Rationality in Presidential Voting, 1936-1960.* Cambridge, MA: Harvard University Press, 1966: 7, 2.*
3. *Ibid.*, 8-9.
4. **Fiorina, Morris P.** *Retrospective Voting in American National Elections.* New Haven: Yale University Press, 1981.
5. **Popkin, Samuel L.** *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns.* Chicago: University of Chicago Press, 1991: 8.*
6. **Lewis-Beck, Michael S., and Tom W. Rice.** *Forecasting Elections.* Washington D.C.: CQ Press, 1992.
7. **Rosenstone, Steven J.** *Forecasting Presidential Elections.* New Haven: Yale University Press, 1983.
8. **Magleby, David B.** *Financing the 2012 Election.* Washington D.C.: Brookings Institution Press, 2014: 1.*
9. **Sides, John, and Lynn Vavreck.** *The Gamble: Choice and Chance in the 2012 Presidential Election.* Princeton, Princeton University Press, 2013: 9.*
10. *Ibid.*, 2.
11. **Kenski, Kate, Bruce Hardy, and Kathleen Hall Jamieson.** *The Obama Victory: How Media, Money, and Message Shaped the 2008 Election.* Oxford: Oxford University Press, 2010.*
12. **Erickson, Robert S., and Christopher Wlezien.** *The Timeline of Presidential Elections: How Campaigns Do (and Do Not) Matter.* Chicago: University of Chicago Press, 2012: 3.
13. **Popkin, Reasoning Voter**, 8.
14. **Geer, John G.** *In Defense of Negativity: Attack Ads in Presidential Campaigns.* Chicago: University of Chicago Press, 2006.*
15. **Erickson and Wlezien,** *Timeline of Presidential Elections*, 16.
16. **Vavreck, Lynn.** *The Message Matters: The Economy and Presidential Campaigns.* Princeton, Princeton University Press, 2009.*
17. *Ibid.*, 30.
18. *Ibid.*, 159-60.
19. **Hillygus, D. Sunshine, and Todd G. Shields.** *The Persuadable Voter: Wedge Issues in Presidential Campaigns.* Princeton, Princeton University Press, 2008: 2-4.*
20. **Key, Responsible Electorate**, 2-3.

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

question about how books should be treated at libraries: 24% support the idea of moving books and stacks in order to make way for more community- and tech-oriented spaces, while 31% say libraries should not move the books to create such spaces. About four-in-ten think libraries should maybe consider doing so.

continued on page 74

eBooks and McLuhan: The Medium is Still the Message

by **Tony Horava** (Associate University Librarian (Collections), University of Ottawa, Canada) <thorava@uottawa.ca>

I hope many of you will know the name **Marshall McLuhan** (1911-1980), the eccentric and famed Canadian media theorist who rose to prominence in the 1960s with his iconic dictum, “The Medium is the Message.” It has been used and overused for many decades. As with many famous phrases, endless repetition has beaten it into a meaningless pulp. Sometimes it is taken to mean that the form overrides the content, or that the content no longer has prominence; sometimes it has been reversed to mean that the message is no longer the medium. In libraries we work with a wide range of content and forms, and their interaction in a rapidly changing information technology landscape. We have been experiencing the transformational impact of eBooks for our patrons, namely their use of books for learning and growth, and their shifting expectations of how the library should deliver monographic literature to them. The shift from print to online is also a massive shift in how we provide value to our institutions, and what patrons expect from us. And certainly the advent of eBooks has provoked a reevaluation of our collections strategies, budgets, workflows, and vendor relationships.

In this context I would like to explore the eBook against a backdrop of **McLuhan’s** ideas. **McLuhan** is notoriously difficult to understand due to his nonlinear style and complex thinking, but he’s well worth the effort. He died of course before the digital era took hold, but I’d like to deconstruct his most famous phrase through the lens of the eBook, and see what happens. This can give us a better and perhaps more holistic understanding of how the eBook has led to profound changes in the ways that patrons engage with long-form knowledge. In so doing, we can gain a better understanding of societal and personal impacts of the book experience, as it affects the act of reading, the nature of cognition, and the unanticipated cultural transformations caused by digital technology. These changes have led to a rapid and visceral change in our relationship to books and the ways we relate to knowledge and information in general. We rarely think of these issues because they don’t impact our daily working lives, and because they are too intangible or seemingly invisible to engage. However, they impact our actions and practices in a remarkably powerful way.

Media Effects

Let us start with **McLuhan’s** words. He asserts that “it is only too typical that the ‘content’ of any medium blinds us to the character of the medium.”¹ This is the case because it is all too easy to focus on the content or output of a given medium (e.g., television, radio, film, smartphones, tablets) than to perceive the attributes of the medium and how it affects us personally and socially. If we think about the light bulb, for example, the message of this medium is not light — electricity is not content. Rather it is the ability of artificial light to extend our daytime activities and thus transform

our opportunities for reading. It is hard for us to imaginatively reconstruct the pre-artificial light era and the constraints that human society lived under, before the ubiquity of artificial light. We take it for granted that reading, for example, can be carried out anytime and anywhere. What was it like before this was possible? Electrification changed our culture by allowing new possibilities for reading and acquiring knowledge. **McLuhan** notes that “it is the medium that shapes and controls the scale and form of human association and action.”² It is on the symbiotic effects of the new medium where we need to focus our attention, as we can learn much about our changed reality and social relations. As **Mark Federman** writes, “‘The medium is the message’ tells us that noticing change in our societal or cultural *ground* conditions indicates the presence of a new message, that is, the *effects* of a new medium.”³ Thus the light bulb led to a sea-change in our ability to read, learn, and absorb information, regardless of the external environment. No longer restricted to natural light, we could multiply our opportunities for self-growth, new ideas and knowledge.

For **McLuhan**, the changes brought about by technology were existential and utterly life changing. However these changes were effected gradually and implicitly, rather than overtly and suddenly, therefore escaping our common awareness: “The effects of technology do not occur at the level of opinions or concepts, but alter sense ratios or patterns of perception steadily and without resistance.”⁴ They fly under our conscious radar but their cumulative impact alters our consciousness: “Any extension, whether of skin, hand, or foot, affects the whole psychic and social complex.”⁵

Any new technology is an extension of ourselves, not simply in the ability to carry out a new task (e.g., hammering a nail, speaking into a phone, writing words with a pen or tapping them on a keyboard) but in leading to new ways of knowing, communicating and using information. As **David Bobbit** says, “Thus, the wheel extends our feet, the phone extends our voice, television extends our eyes and ears, the computer extends our brain, and electronic media, in general, extend our central nervous system.”⁶ And what about eBooks? They would affect us as profoundly as any other new media form, and probably more so, since digital media brings about a wholesale change to our central nervous system. This means a major shift in how we engage with books, at a visceral level. Engaging with digital media and information on an ongoing basis does make me feel sometimes that my nervous system is being affected in some important and irreversible way. Mind and matter are conjoined at a new and more intricate level.

Materiality in Reading

There is a materiality, or physical support dimension, to any interaction with books and information in general. As **Barry Cull** has

written, “We are only beginning to appreciate what neuroscientists call the haptics, or the tactile dimension of our technologies, especially as they apply to reading.”⁷ Learning is affected by the nature of the tools or objects we choose to use. Therefore learning is not device-neutral — it is greatly influenced by the technologies that we choose to employ. Whether the container is a tablet, eBook reader, laptop, desktop computer, Google glasses, a print book, or a manuscript scroll, this container carries the content that we wish to read and gain ideas and understanding. This determines the process for acquiring and assimilating knowledge. We need to negotiate with its form, structure, and constraints to be able to read and absorb anything at all. **Rebecca Lyons** and **Samantha Rayner** concisely describe the enormous power contained within books: “Books *are* matter: they are containers, crucibles, confrontations.”⁸

The eBook creates a very new relationship with books — one that had not changed in substantive ways since the **Gutenberg** era. With a print book, the tactile aspect was a reality that determined how we interacted with the work. The hands acted as a cradle, remaining more or less stationary as we read the left and right-hand pages of an open book, and then enabling us to turn the page and position our eyes and our bodies for the next set of two pages. Whether we sat upright at a desk or sprawled in a comfortable chair, or lay on a beach or in a bathtub, the hands usually played an integral support role to guide our progress across the words and ideas. The container and the content were fused in a single artifact (unlike eBooks where the word stream of a text can be easily detached from its container). Whether the hands involuntarily wandered up and down the edge of the pages, or kept to a fixed position, they acted in specific ways that were adapted to the physical attributes of the artefact — tactile, fixed, and personalized through our contact. The hands were the cradle that enabled the eyes and the brain to do their work.

With reading an eBook, however, the hand-eye relationship is profoundly changed. The hands are constantly engaged in a whirlwind of activity, whether in clicking and pointing, or tapping, swiping, scrolling, and zooming. The eBook, especially as read via a mobile device, is a very different sensorimotor reality for reading and absorbing words. Interaction with an eBook can allow a wide range of control of inputs. The hand-eye relationship is thus transformed as the hands become much more critical to the display, sequence, flow, and speed of the words received and processed by the brain. Think of how rapidly and unconsciously the hands behave in reading from a mobile device — this is an unconscious interplay that governs how we absorb words and make cognitive sense out of them. We are rarely aware of it. In a few short years we have

continued on page 63

adapted our bodily coordination to align with the reality of the medium. The plasticity of our brains enables our neural circuits involved in processing words and creating meaning from symbolic representations to be re-wired to suit the new practices. Searchable, accessible, linkable, parsable, and portable — eBooks have fundamentally different characteristics from print books, and they exist within an infinite ocean of media and information that attracts us and pushes 24/7 into our eyes. The effect of the medium is very clear.

There is no doubt that our brains have been rewired to a significant degree in the past decade or two (much quicker than **McLuhan** believed that technology changes us). The neural circuits that control hand-eye coordination have been transformed in ways that would have been unimaginable in previous generations. Much depends on the multiple containers used for reading. We choose these containers but in various ways they frame our expectations for reading, particularly for speed, accessibility, portability, and control. They extend our senses and structure our reactions as did the earlier transformations brought about by radio, film, and television.

The printed page as a physical and visual unit has been integral for many centuries to our relationship with books. It guides our understanding of the architecture and the navigational possibilities for engaging with the world inside the book. As such it is wired into our brains and we don't notice it until the model is overturned, as is occurring with eBooks. The PDF eBook retains the page layout that replicates the print medium. When it comes to HTML and other formats, however, the primacy (or some would say tyranny) of the page as intellectual unit has been overturned, in favour of continuous reading or floating display. This is disruption at the cerebral level, where the brain and the eyes are presented with a much more expansive, flexible and scrolling view of the book. Being able to visually scan an entire chapter or section, the eyes have to discipline themselves to focus on a single line as it being read. The temptation to scroll without fully absorbing what is there can be irresistible. The patterns of perception and experience can be significantly altered, as the eyes can scan much faster than the brain can read, thus leading to perennial distraction. The patterns of perception, as **McLuhan** would say, are irrevocably changed.

Another indication of this sea-change is the way in which we check our progress in reading a book. With an eBook, depending on platform and device, we may have a progress bar that tells us how much of a book we have read (or a percentage). This is a different form of observation than visually seeing one's progress by looking at the text block on the edge of the physical book. The use of a digital counter is an example of software mediating our experience of reading. As with the abolition of the page as the unit of navigation, it creates a new awareness that shapes our consciousness in the reading experience.

Memory

One of the benefits of reading is the mental space for memories triggered by the narrative or the ideas in a book. Reading can also trigger an incredible wealth of thoughts and feelings that are then stored in the brain for future recall. The child development expert **Maryanne Wolf** notes that "The mysterious, invisible gift of time to think beyond is the reading brain's greatest achievement; these built-in milliseconds form the basis of our ability to propel knowledge, to ponder virtue, and to articulate what was once inexpressible — which, when expressed, builds the next platform from which we dive below or soar above."⁹ The ability of consciousness to "think beyond" is the fertile ground for memory formation. The shift from print to eBooks has meant that our use of mnemonic markers to form memories has been completely changed. Remembering a key event or a character's memorable lines that happened on page 251 of a print book is much easier to locate than with an eBook; there is a wide consensus on this. The print copy is an artifact with unique attributes of size, colour, texture, smell, and feel. **Ferris Jabr** describes the brain navigating a print text as if it were analogous to a physical landscape:

When we read, we construct a mental representation of the text in which meaning is anchored to structure. The exact nature of such representations remains unclear, but they are likely similar to the mental maps we create of terrain — such as mountains and trails — and of man-made physical spaces, such as apartments and offices. Both anecdotally and in published studies, people report that when trying to locate a particular piece of written information they often remember where in the text it appeared.¹⁰

This mental topography has a subtle but powerful impact on how humans navigate and locate textual information — the brain associates the features of the reading surface with physical markers that help define meaning and create understanding. It is not an exaggeration to say that our facility for retrieving memories is being transformed by the reading of eBooks. The eBook is akin to a database rather than to a finite artifact with unique haptic properties. As such, the eBook is becoming a form of prosthetic memory, an outsourcing of our experience in engaging with words and ideas. Search engines will find what we want. Highlighting, annotating, and other markings in eBook files, will be a key way of recording our engagement with books, assuming that the current software/hardware combination will retrieve these pieces of ourselves when we wish to do so. Of course no one denies that there are great strengths of the eBook, such as convenience, searchability, portability, scale of access, and integration within a digital ecosystem. Ironically, the searchability of eBooks is countered by the loss of the mental topography that allowed print books to serve our memories in better ways. I like to think that if **McLuhan** were here, he would be observing these issues as major effects of the medium, and that these phenomena illustrate how the medium is certainly the message, in relation to eBooks.

continued on page 64



PHARMACY LIBRARY

The Best of Pharmacy In One Collection



30 References
Over 450 Case Studies
Preceptor Central
NAPLEX

For more information
contact us at
pharmacylibrary@aphanet.org
or
visit us online at
pharmacylibrary.com

There is no doubt that cultural expectations and assumptions regarding information have shifted radically. The tipping of the scales from information scarcity to infinite abundance has changed our attitude to books and other cultural objects. As **Viktor Mayer-Schonberger** puts it, “Remembering was hard and costly, and humans had to choose deliberately what to remember. The default was to forget. In the digital age, in what is perhaps the most fundamental change for humans since our humble beginnings, that balance of remembering and forgetting has become inverted. Committing information to digital memory has become the default, and forgetting the exception.”¹¹ As the print book has long been one of the integral vehicles of knowledge, the shift from scarcity to abundance has had a major impact on our relationship with books, which are more available than ever before in history. Sources of memory have shifted to external devices, usually in the cloud. As well, many fewer books are ‘out of print’ today than in the analog world.

And this brings us back again to **McLuhan**. If I can take the liberty to channel him, I think he would in turns be fascinated, intrigued, and troubled



as the eBook has profoundly changed the culture of books and altered our minds, perceptions, and mental habits (for better and for worse). His ideas are a reminder to us to remain aware of the wider implications of the information world we inhabit and work in. I’ll end with a quote that encapsulates how far his thinking went: “Rapidly, we approach the final phase of the extension of man — the technological simulation of consciousness, when the creative process of knowing will be collectively and corporately extended to the whole of human society, much as we have already extended our senses and nerves by the various media.”¹²

Think of the collective intelligence, the hive mind, the intelligent network, the singularity, and the universal database of knowledge that many have described and dreamed about — **McLuhan** was there first. Capturing our collective knowledge, propelled by powerful new information technologies and tools, leading to a transformation in our culture and ourselves — this makes me think about AI, virtual reality, immersive technologies, visualization tools, wearable smart devices, and a brave new digital world where books are only one small node in a vast data ecology. Information superabundance is the air that we breathe, and the pervasive effects are mostly unnoticed. Hmmmm.....sounds like the medium is still the message. 🐞

Endnotes

1. **McLuhan, M.** *The Extensions of Man*. (1964). McGraw-Hill: New York. p. 9.
2. **McLuhan**, p. 9.
3. **Federman, M.** “What is the Meaning of The Medium is the Message?” (July 23, 2004) http://individual.utoronto.ca/markfederman/article_mediumisthemessage.htm (Accessed xxx 2016).
4. **McLuhan**, p. 18.
5. **McLuhan**, p. 18.
6. **Bobbit, D.** “Teaching McLuhan: Understanding Understanding Media.” *Enculturation: A Journal of Rhetoric, Writing and Culture* (30 December 2011). <http://enculturation.net/teaching-mcluhan> (Accessed 30 January 2016).
7. **Cull, B. W.** (2015). Time for Reflection?: Digital Text and the Emerging Paper Divide. *Against the Grain*, v.27#1, p. 32-34. <http://www.against-the-grain.com/2015/03/v27-1-time-for-reflection/>
8. **Lyons, R.** and **Rayner, S.** eds. (2016). *The Academic Book of the Future*. Basingstoke: Palgrave Macmillan. doi: 10.1057/9781137595775.0004 (Accessed xxx 2016), p. 2.
9. **Wolf, M.** “*Proust and the Squid: The Story and Science of Reading*.” (2007). New York: Harper Collins, 2007. p. 229.
10. **Jabr, F.** “The Reading Brain in the Digital Age: The Science of Paper versus Screens” *Scientific American* (11 April, 2013). <http://www.scientificamerican.com/article/reading-paper-screens/> (Accessed xx 2016)
11. **Mayer-Schonberger, V.** *Delete: The Virtue of Forgetting in the Digital Age* (2009). Princeton: Princeton University Press. p. 196.
12. **McLuhan, M.** p. 3-4.

ATG Special Report Part 2 — Industry Consolidation in the Information Services and Library Environment: Perspectives from Thought Leaders

by **David Parker** (Senior Vice President, Editorial, Licensing, Alexander Street Press NYC; Phone: 201-673-8784) <dparker@astreetpress.com> Follow me on Twitter @theblurringline



In June we published our first 10 responses to the following “consolidation question.”

Large companies grow larger through acquisition. Of course each acquisition is justified in terms of strategic fit, the need to offer “full service” to customers and complimentary services; but it is the need to grow that is the ultimate driver. Small companies either operate in unique niches and sustain their place or go head to head with large companies and generally lose. Of course the small companies operating in unique and profitable niches are the acquisition targets of the large companies seeking to grow larger. Perhaps it is a virtuous and useful process/cycle with small companies innovating in important niches and then going to scale through acquisition by the large company. Or, perhaps, innovation and customer choice suffer when the small companies are acquired. What if we were to remove our partisan hat for just a moment and speculate on the future state of the library content and services environment assuming the pace of consolidation continues and possibly quickens?

This then is the question: Think forward to 2026. Assume what you will about the changing needs of libraries. Consider the pace of consolidation and the nature of consolidation we have seen over the past 10 years. Factor in everything from demand-driven models to open access. In 500 words or less, please give us your take on

the future impact of consolidation on the industry. Concerns like competition, pricing, the growth of startups, etc. are all grist for the mill. Please keep in mind that we are looking for your candid opinions on this crucial issue and naturally we’d be delighted if you could tell us something we hadn’t considered or don’t already know.

The response from our readership was swift and we received another 13 responses from industry leaders whose opinions we sought. In the first 10 responses published in June, various themes emerged that I summarized as: information consumers will rule and win. Cost per access/use will keep going down. The boundaries of the library and the companies that serve libraries will keep moving out. And the cloud and open source, services, content will become more and more central.

These themes continued in the second wave of 13 responses but there were new themes and new poles of perspective. For example, in this second batch of responses the definition of consolidation extended beyond the expected habit of for profit entities to acquire other for profit entities. In this group of responses consolidation took on three forms: commercial business consolidation, the merging of university presses and libraries, and the need for libraries themselves to coordinate and consolidate a range of activities from buying to cataloging to collection development strategies.

continued on page 65

Another striking element in the 13 second round responses was what I would describe as two opposite poles of thought on the impact of consolidation. On one pole were the optimists who pointed to the constructive tendency of periods of consolidation to produce a reaction of entrepreneurial activity (and I certainly saw this in the textbook publishing space 10 years ago ...). On the other pole were the much less sanguine folks who raise their very serious concerns that competition could be reduced, leading to risks of less choice, higher prices and/or innovators being locked out of access to library budgets.

And then there was the response from **Jon Cawthorne** from the **University of West Virginia**. **Jon's** submission was less a response and more a proposal for how we might take this exercise forward. **Jon's** piece introduces the practice of scenario planning as a tool we can employ to bring all of the thought and experience represented in these submissions to arrive at a consensus "most plausible" 10 years hence scenario. In my June introduction to the 10 first responses I promised a summary and integration piece for the September issue. I am now going to backtrack on that promise and, instead, work with **Jon** and the other participants in this process to see if we can employ a scenario planning process to arrive at our collective "summary view." So look for a further piece on consolidation to follow later in the year or early 2017. 🌿

Response From — **Glenda Alvin** (Associate Professor, Assistant Director for Collection Management and Administration, Head, Acquisitions and Serials, Brown-Daniel Library, Tennessee State University) <galvin@Tnstate.edu>

I began my library career in the 1970s and I have watched the consolidation of vendors of all types of formats over the past thirty years. Throughout the transition, I have evolved through stages of amusement, trepidation, alarm and now resignation.

The consolidation of vendors has meant less competitive pricing and services, especially revolving door customer service and tech support personnel. More importantly, it has brought about redundant and/or duplicate access to the same resources. Among eBook vendors there is so much duplication and overlapping of titles, that a library can end up with three copies of the same book from different vendor packages. Periodical publishers offer journal packages directly to libraries, but provide the access to those same titles via databases licensed by a large aggregator. Database vendors provide the same journal titles, often with the same embargo periods and coverage dates. Consolidation has meant that libraries end up with multiple offerings of the same titles from one source. The merger/alliance of print and online book vendors with database and media providers makes further progress toward ordering all resources, regardless of format, from one vendor.

It appears as though the startups and innovators like **Serials Solutions**, **NetLibrary**, and **Alexander Street**, can only be on the leading edge for so long, before they get gobbled up by large aggregators. This may be due to the large aggregator adapting the entrepreneur's product and marketing it at a cheaper price, therefore shrinking the profit margin of the new company. It may also happen that the small company reaches a ceiling and can no longer improve the product, as it appears to happen with some ILS vendors, and this slows acquisition of new customers. Other reasons could be the cost of conducting business and staying competitive in the library market place becomes excessive or the owner's energy and enthusiasm dims and other priorities surface. It is probable that small privately owned library businesses have a limited life span for all of the aforementioned factors.

In the future, I see only one or two library resources providers. They will offer a full array of products and services to the library through packages on a contractual basis. Selection of materials, comparative performance measurements, and competitive pricing will be a thing of the past. The need to have librarians charged with acquiring materials and developing the collection will gradually diminish and fade into the sunset, because the responsibility will have been surrendered to the vendors. 🌿

Response From — **Rick Anderson** (Assoc. Dean for Collections & Scholarly Communication, Marriott Library, University of Utah) <rick.anderson@utah.edu>

Because the ecosystem of scholarly communication is so complex and involves so many different contributors with such a diversity of goals, values, and priorities, I'm hesitant to talk in terms of "the" impact of vendor and publisher consolidation — the impacts are, and will continue to be, various and will affect different parts of the system in different ways.

What I think is really interesting about this question is that when we worry about consolidation, what we're usually really worrying about is competition: what happens when there's only one or maybe two vendors offering a product to the marketplace? Will their incentive to do a good job be reduced? Will they be able to charge any price they want because there's no one else in the marketplace to undercut them? These are questions that often don't have obvious answers when it comes to scholarly communication, because the dynamics of competition in our ecosystem are so weird. **EBSCO** and **ProQuest** compete with each other to sell the same or similar products and services to libraries, whereas two journal publishers in the same discipline have monopoly control over the content they sell. Those journal publishers, however, compete pretty fiercely for authors, to whom multiple journals may offer a very similar set of services and a roughly comparable value proposition.

This reality contributes significantly to the pricing dynamic that we see in scholarly publishing: publishers that control very high-demand journals can often raise prices with relative impunity, because that high-demand content isn't available from anyone else. If publishers continue to consolidate, I don't anticipate much impact on pricing because they're monopolists already. (Will the prices of either **Springer** journals or **Nature** journals rise because they are now both published by the same company? Probably not. They'll continue to rise, but for the same reasons they always have.)

When it comes to third-party vendors such as book jobbers and journal aggregators, though, the dynamic is different. It would be reasonable to expect a steep decline in the number of book vendors (such as we've seen recently) to have an impact on service terms and fees due to reduced competition. Except, of course, for the fact that jobbers like **YBP** and **Ingram** are no longer only (or even primarily) competing with each other for library business: today, they're competing with **Amazon**. And their traditional service models — approval plans in particular — are under severe pressure from the rise of demand-driven acquisition models. I suspect that both of these factors, among others, will be more than sufficient to counteract the impact of vendor consolidation on pricing. This is good news for libraries, at least in the short term, and bad news for book jobbers.

The bottom line, I think, is that the scholarly communication ecosystem is too complex and strange for a single dynamic, such as consolidation, to have the same results across the system. It will hurt some and help some, just like every other change we've experienced over the past two decades. 🌿

Response From — **Jeff Bailey** (Library Director, Dean B. Ellis Library, Arkansas State University) <jbailey@astate.edu> <http://www.astate.edu/>

Iam viewing the impact of consolidation within the library industry in the larger context of changes in the higher education environment, including the increasing financial limitations that many colleges and universities face. The following scenario is one that I believe is becoming increasingly possible. I would be quite surprised if something along these lines isn't already in the internal planning documents of at least one company.

Large companies being formed through consolidation are building a resource and service base that is almost comprehensive enough to enable them to offer an impressive array of academic library resources and services (minus locally-created unique collections and an onsite print collection) more cost-effectively and more consistently than can

continued on page 66

be provided by many institutions facing serious and ongoing financial issues. By 2026 I expect at least one large consolidated company will be offering a full-service online library, plus shelf-ready print resources, to colleges and universities that choose to outsource the majority of their library resources and services.

This “library” will include librarians who have expert-level knowledge of searching and using that company’s “college library,” and are skilled at delivering and assessing instruction to students and faculty. These librarians will also direct users to the remaining on-campus library personnel for use of onsite collections and services.

These large companies will license additional content for their online libraries from the many remaining independent publishers. By 2026 many of these publishers will be thriving financially, although I anticipate that competition from the mega-companies will be an additional driving force that will accelerate changing the form of published content to something that is much less static than is the case today. Not only will the resources be updated on an ongoing basis (with archival copies of earlier versions being available as they are in **Wikipedia**), they will include much more multimedia content and opportunities for the user to interact with resources.

Most research libraries will continue to maintain comprehensive collections of print and digital resources, but by 2026 these types of collections will become rarities on many less well-funded university campuses.

Comprehensive library resource and service providers will develop increasingly effective methods of organizing scholarly content at the article level, which will result in scholarly publishers of all types moving away from the journal model of article publishing and toward article-by-article publication that, in the case of society and commercial publishers, will be sustainably funded by libraries and/or researchers on a per use basis.

By 2026, open access publishing, independent publishers, and the mega-companies that provide these outsourced academic libraries will be coexisting and succeeding at a sustainable level. It will be uncomfortable for many of us, myself included, but we will see very diverging definitions of what constitutes an academic library, with dramatic differences occurring between and among **ARL** and other research libraries, residential private colleges that may choose to retain most of their onsite library and services, and public colleges and universities, some of whom will be approaching a near-100% outsourced library environment. 🌱

Response From — **Stephen Barr** (President, SAGE International) <stephen.barr@sagepub.co.uk>

I would make three points about this question. First, yes, there is consolidation in the industry with some of the big players buying or merging with other big players. This isn’t new – major players in the industry growing by purchasing other companies has been going on for many years, for example **Elsevier’s** purchase of **Pergamon Press** in 1991. But alongside that consolidation at the top, there remains a very lively environment in terms of development of new businesses and new models. Recent years have seen the growth of new publishers occupying new kinds of publishing spaces, such as **BioMedCentral**, **PLOS**, **Hindawi**, **PeerJ** (and many others) in open access publishing, or **Alexander Street Press**, **Kanopy** and **Adam Matthew** in video and database publishing. Alongside these there has been a growth of businesses operating in the scholarly communications space even if not exactly in a publishing model, from **Publons** through **Kudos** and **Digital Science** to **Mendeley**, **SSRN** and **Repec**. Obviously some of these players get acquired too, but the proliferation of new models and new businesses seems to me to have increased, not decreased, in the current environment.

Second, the future shape of the market depends in part on the extent to which technology solutions remain subsidiary to content, versus technology becoming the key deliverable. In a content-based environment there tends to be space for continual emergence of new players who meet the needs of providers of content more successfully than existing companies, and who can carve out a space in the market based on the content they are publishing. If technology becomes the dominant offer, that can lead to one or two parties emerging as the industry standard for the technology in

question. Our bet at this point is on technology continuing to be important but that in the academic space, differentiation of the quality of content remains a key consideration and the role of technology is enabling rather than dominant, at least in the period under discussion here.

Third, there are some inbuilt safeguards against consolidation in the scholarly publishing space becoming monopolization of that space. There are a number of significant players in the scholarly publishing industry who are not subject to being consolidated because of their ownership. The obvious examples would be the university presses and society publishers: **Oxford**, **Cambridge** and the major U.S. university presses, as well as society publishers such as the **American Psychological Association**, play an important role in the scholarly communications ecosystem by offering an alternative outlet to the commercial giants and a guarantee of long term independence. **SAGE** is in a similar position: our founder and majority owner, **Sara Miller McCune**, has put in place an estate plan that guarantees our independence indefinitely. After her lifetime, **SAGE** will be owned by a charitable trust that will secure the company’s continued independence, with the company remaining permanently committed to serving the dissemination of knowledge. Though there are challenges arising from each significant piece of consolidation in the system, the existence of alternative models and alternative businesses limits the extent to which the commercial giants’ role becomes a hegemonic one. 🌱

Response From — **Rick Burke** (Executive Director, SCELCL) <rburke@sclcl.org>

I n twenty-plus years working with **SCELCL**, a library consortium, I have witnessed massive consolidation among the vendors upon whom our libraries depend for much of their electronic resources, be they aggregated databases, e-journals, eBooks, library services, etc. Some examples: **OCCL** swallowed up **RLG** and **WLN**; **ProQuest** acquired **Chadwyck Healey**, **Serials Solutions**, **Ex Libris** and **Alexander Street Press**; **EBSCO** acquired **H.W. Wilson**, **CINAHL**, and **Plum Analytics**; **Elsevier** acquired **Academic Press**, **SSRN** and **Mendeley**; **Ovid** acquired **Silverplatter**; **Wiley** acquired **Blackwell**. The list of library vendor “oldies” — greatest hits of past years — is extensive.

As a library consortium (and a nonprofit with a mission) **SCELCL** has always tried to ameliorate the worst aspects of the library-vendor-publisher relationship through the building of effective business relationships with our libraries and our vendors. Consolidation is an accepted part of this equation, even though our first inclination is to assume that any consolidation is bad for libraries, leading to less choice, greater monopolistic practices, and higher pricing. The reality is more of a mixed bag. Some mergers lead to positive results, where costs don’t rise precipitously and research and development funds for newer and better products are now available to the acquired company. In other instances a good product is swallowed up and the formerly good pricing and interface that was once provided is no more.

We will likely continue to see both forms of consolidation going forward. As **Dennis Brunning** noted in his response to this question, my crystal ball is also cloudy. I think librarians are a creative and adaptive bunch and their response to the rapid changes and consolidation in the library marketplace has already led to new services and approaches that only improve the user experience. Libraries themselves are actually recognizing where the consolidation of library services might be a good thing for libraries. In this evolving economic environment of stagnating or shrinking library budgets, libraries and consortia can lead the way towards new levels of collaboration in shared technical services, shared staff opportunities and shared collection development, thereby freeing up libraries so they can better focus their energies on enhancing and advancing what is unique and best about their libraries and institutions.

As for industry consolidation, unfortunately libraries do not have a strong voice in steering that ship. Capitalism runs its own course and consolidation is inevitable. Where there is a silver lining is the aforementioned creativity of librarians, and small start-up vendors which are often supported by the very same librarians, whether commercial or open access/open source, whose agility and ability to move more quickly than the mega-vendors will ensure that new products, services and opportunities will continue to percolate through the library marketplace — until they too are acquired!

continued on page 67

Industry Consolidation Part 2 ...
from page 66

In the 1970s in the world of beer we saw all the big regional players (Schlitz, Pabst, etc.) get swallowed up by bigger companies. Beer drinkers might have despaired, but instead we saw a flowering of thousands of microbreweries that persists to this day, even with continued consolidation. I'm confident the library marketplace will be like the microbreweries and will keep innovating and providing the best possible products and services that continue to enrich libraries everywhere. Let's raise a cold one to that prospect! 🍷

Response From — **Jon E. Cawthorne, Ph.D.** (Dean of Libraries, West Virginia University) <jecawthorne@mail.wvu.edu>

Like most of you, I am concerned about our collective (information/knowledge industry's) future. At this moment, do we all have a similar sense that our current collective industry is marching toward unsustainability? I believe we are currently in a liminal period, one in which long-standing practice clouds our collective ability to see, to struggle, and to test concepts, ideas, and solutions across each of our established professions (in libraries and for publishers and vendors). This current, subtle, and silent transition is barely registering as a shared problem because of its sheer size and complexity as well as the intrinsic values and deep interrelatedness of our professions. We can each view our own kaleidoscopic pieces for sure, yet how can we envision alternative or emerging models when we face immediate fiscal realities and incentives to preserve promotion and tenure, navigate changes in publishing, and define the very value of higher education in the 21st century?

After reading the other entries here, I was struck by the wide variety of ideas in each submission. Similar perspectives and thoughts about our collective future were expressed in the recent Publishers Reporting to Libraries (P2L) Summit and Open Scholarship Initiative meetings. Part of our inability to see, to struggle, and to test concepts, ideas, and solutions is rooted in our strong professional cultures, in the ways we plan for uncertainty, and how we tend to develop and create silo visions versus the more difficult path of thinking broadly across our common environment. As these discussions and many others evolve, we all know it is virtually impossible to both envision a future broad enough to encompass our various enterprises and also establish the leadership necessary to arrive at another place down the road. But what if we used different planning tools?

To answer this question, I propose we use a broader planning process that takes into account *all* the uncertainty across our collective professions (for libraries, publishers, and vendors). Through such a process we can create future scenarios that will help us understand and test the ramifications of not only vendor but also institutional, library, and publisher consolidations. Scenario planning creates and sets plausible forecasts (think short stories) 10-15 years into the future.* The scenario-planning process can be quite involved, but there may be enough here to put each shared concept into a quadrant and begin writing some credible future scenarios. Using this process with the theme of industry consolidation, might this community be able to agree on one of them? If we ask the right questions, we just might begin to understand how the decisions we make today impact the direction of our collective future.

*See **Thomas J. Chermack**, *Scenario Planning in Organizations: How to create, use and assess scenarios* (Berrett/Koehler, 2011). 🍷

Response From — **Mitchell Davis** (Founder and Chief Business Officer, BiblioBoard) <Mitchell@bibliolabs.com>

After twenty years as a publishing and technology entrepreneur and four years working directly in the library software industry, it is hard to discern any evidence that consolidation will not continue to occur at a faster pace.

The academic library industry exists within a capitalist system that is bigger than us. Private Equity (PE) controls most our industry and the role of PE is to provide steady (and increasing) margin returns to investors, not to disrupt and innovate on behalf of patrons and students. K-12 and public libraries have a similar dynamic — steady status quo funding mission with little disruption or innovation. Disruption and innovation are anathema to the historically defined mission of PE, as they create market changes too quickly and are more expensive in the short term, requiring a much heavier research and development investment. Both affect investor returns in a negative way.

At the **Charleston Conference** last year I spoke on a keynote panel about “library start ups.” I noted at the start of my talk the irony of it running in parallel to a session on industry consolidation. I said the attendees at our session were the optimists.

Theoretically, “big deals” with big vendors drive library costs down. In practice, however, they vacuum up a library's budget into the PE machine with the effect of keeping old products profitable without much innovation or real market pressure to improve them. Consolidation happens because the more you can bundle, the more you can sell, and the more you can keep dollars out of innovators' hands. These deals are not like the menu at a sushi restaurant, but rather like a Golden Corral buffet. You may eat a couple of things, but you pay for it all. Imagine **Amazon** trying to sell us things that way.

continued on page 68

Video Acquisition making
you feel like



?

Try



Your single-source solution
for media acquisitions

firm orders
approval plans
shelf-ready
small distributors
foreign imports
out of print titles
streaming video

and get



www.ActionLibraryMedia.com
800-886-4408

Meanwhile, the rest of the digital world (think: **Google, Apple, Amazon**) has moved at a completely different speed and gains more momentum as it goes forward. They have moved forward within a completely different cost structure than our industry has been able to adopt. Think: *cloud computing at 1/10th the cost vs. maintaining data centers* as one of *many, many* examples of this impact. In the process they have also raised the bar significantly on what people expect from a digital media and information experience.

I am a hopeful cynic, but I do not believe the industry has the time for a renaissance to come from the outside. 2026 will be here before we know it and the world is not going to stop to wait on us. The most practical and effective hope for our industry remaining competitive in the digital world rests in the leadership of the current large vendors (I am including **OCLC**), the large libraries (including state libraries) and buying consortia. The renaissance needs to occur within (and among) these organizations.

They need to convince PE that investing in software and business culture is good for business. That creating open architecture systems that spawn new business models is a good thing, not a scary thing. That creating cheaper, more competitive products and giving libraries an optimistic vision to how libraries fit into the overall future digital landscape is imperative.

The only currency of persuasion that will work with PE is, well, currency. If PE fears library dollars will be diverted to innovation, they will react by innovating. This does not mean libraries accepting lip service in lieu of innovation (as has been done for years), or another study on how to deliver digital products or services. **Google, Amazon, and Apple** have provided and continue to provide the roadmap for digital delivery. Libraries ignore that roadmap at their peril.

One need only look to the UK public library market to see how quickly a political system can turn on a library system it perceives as offering little value. Public and political support is the lifeblood of our industry (and the PE investor's returns). Consolidation does not have to be bad. It just feels scary right now because none of the choices being offered to libraries seem like they will ultimately leave libraries in a position of cultural influence in the digital world.

I am encouraged by Open Library Service Platform (LSP) efforts like FOLIO, which conceive of a library business and user experience world that works differently (and by that I mean similarly to the consumer digital experience that is pervasive in the rest of the software and media world). It remains to be seen if that vision can be achieved. The ultimate success of initiatives like FOLIO will rely less on strategy and cunning and more on a commitment by libraries and large vendors to the ethos of open source development and sustaining an entrepreneurial spirit. It is the least cynical thing I have seen develop in this industry so far and that is encouraging. 🌱

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

In 2026, the same economic forces that have spurred consolidation and spin-offs in most industries and sectors will continue to influence corporate decision-making. What has changed in the last few years is that library vendors have become part of this world of acquisitions, mergers and spin-offs. Recently we have witnessed the acquisition of Ex Libris and Alexander Street Press by ProQuest and the spin-off of Web of Science by Thomson Reuters. YBP and Coutts both have changed owners twice in the last decade. Elsevier has acquired SSRN. What is certain is that the corporate landscape will continue to change in unpredictable ways and that libraries will have limited ability to influence these events. Two uncomfortable truths are that the library services industry is a very small, even tiny, part of the overall economy and that corporations act, first and foremost, to maximize profits for their owners.

If this is true, then what can libraries do? Some of the potentially negative impacts of consolidation are well-known: decreasing price competition, decreasing innovation in product and service development, deteriorating customer service. There can also be a tendency to consider the remaining mega-vendors as constituting the universe of

library suppliers. In response, libraries can expand the use of consortia to increase negotiating power in order to achieve sustainable pricing. Libraries can aggressively demand that commercial vendors develop the products and services that libraries actually need. Libraries can also demand an acceptable level of customer service.

As the library information and services industry becomes more concentrated, space will open for start-ups to develop new and innovative products and services. Traditionally libraries have acquired developed products from established vendors. If in 2026 the remaining vendors fail to provide quality products and services at sustainable prices with acceptable levels of customer service, then libraries will need to seek out and even partner with emerging companies that will do these things. This will require the development of a new mind-set on the part of many librarians and procurement officers. At the same time, the exhibit floor at ALA Annual in Orlando was proof that there are a large number of people with ideas wanting to provide services to libraries. Obviously, a relatively small number of these start-ups will be successful, but libraries can respond to industry consolidation by encouraging new entrants into the library marketplace.

Library services and collections continue to evolve towards greater user involvement and empowerment. Obvious examples are Demand Driven Acquisitions, the Open Access movement and point-of-need tutorials. More and more, technology is in the hands of the user rather than provided by the library. By 2026 user empowerment in all areas of library services will be even greater than it is today. At the same time, libraries will still need to contract with commercial vendors and so will need to determine how they will best interact in a capitalist economy. 🌱

Response From — **Barbara Fister** (Professor in Library, Gustavus Adolphus College) <fister@gustavus.edu>

I'm a journalist's brat who grew up with newspapers all over the breakfast table and smudges of ink on the milk carton. A lot of things I have challenged the news industry since then, including shifts in technology that have also affected libraries, but media consolidation has only made things worse. Being beholden to shareholders or private equity firms, those carrion birds of business, harms a profession that strives to "seek truth and report it" in the words of the Code of Ethics of the Society of Professional Journalists.

Something similar is happening in the scholarly realm. There is a great deal of money to be made when the consumer brakes are off and productivity demands are raised. This leaves librarians making short-term decisions that ultimately are against both their patrons' interests and the public good while companies invest excess cash in extending their reach and acquiring the competition rather than in making their products better and cheaper.

Like journalists, scholars ideally seek the truth for the public good. Forcing their public findings through a commercial system that extracts wealth from work largely funded by and conducted for the public is good for business but bad for knowledge. Open access publishing has turned the corner of inevitability and corporations will spend the next decade building a massive infrastructure for it, absorbing information from scholars and their networks, collecting data about who is reading what, extracting wealth and largely replacing the role of libraries without adopting their commitment to the public good.

We aren't doing our jobs if our work consists of stretching budgets to provide temporarily licensed information to a strictly-limited local audience, leaving the open future to the corporate sector. If we don't act together, quickly, within ten years the five corporations that own half or more of the current scholarly record (the five that may become three or two) and the vendors whose inadequate data-sucking infrastructures we've depended on for too long will define what the future looks like. After all, these corporations aren't seeking truth. They're seeking profits.

There is only one kind of industry consolidation that makes sense: a radical recommitment of all of us in academic librarianship to the common good. We must pool our resources and collaborate on efforts to make as much scholarship as possible accessible to all in a manner that honors our values: intellectual freedom, privacy, social responsibility, and the public good. We have to use our financial and social capital to support efforts

continued on page 69

Industry Consolidation Part 2 ... from page 68

like arXiv, SocArxiv, the Open Library of Humanities, and Lever Press, projects that embody our values while providing sustainable alternatives to corporate control of the scholarly conversation. The problem with local solutions like institutional repositories is that knowledge isn't local. It's a network, and we need to think of our libraries as nodes in that network, working together to build a new and open commons. We have the skills. We have the right values. We just need the commitment. 🌱

Response From — **Peter C. Froehlich** (Director, Purdue University Press, and Head, Scholarly Publishing Services, Purdue University) <pfroehli@purdue.edu>

Please note: The **Froehlich essay which appeared in the June print issue of **ATG** was not the correct essay. The correct essay follows and also appears currently on the **ATG NewsChannel**.**

Trends to watch include: non-linear moves, machine-driven obviation, and the macro-market corrections that might ensue from both — to which even megafauna resulting from traditional M&A will be subject. Players to watch are the omni-models: **Amazon, Facebook, Google, LinkedIn**, and their ilk.

I'll throw out a few crystal-ball thoughts of "future events past" that might illustrate these trends via extrapolation (because guesses are fun). Apologies in advance if examples are hackneyed or if, in service of brevity, they skip review of scholarly work or reference to otherwise grounded prognostications.

In the future:

- **Amazon 2026 gobbles libraries services like Amazon 2006 gobbled bookstores**
- **Acquisitions (in libraries) continues its 'merger' with Acquisitions (in presses)**
- **Public Media expand in Publishing/Education** — lest a merger with Public Media prevents

Amazon 2026 gobbles libraries services "market share" like Amazon 2006 gobbled bookstore space: **Amazon** enters new countries selling books; i.e., its core strength, it then learns the lay of the land to see what services it can best offer next. **Amazon** has a lot to offer. **Amazon 2026** could be: building and buying content providers; offering big data management services; leveraging Echo/Alexa to build high-impact teaching/research assistants; and more. It might have *seemed* prognosticative-fancy to imagine **Amazon** entering higher education, ten years back, but now, with new **Amazon Campus** and **Amazon's OER discovery tool pilot**, the entry should be clear.

Acquisitions (in libraries) continues its "merger" with Acquisitions (in presses, especially university presses): Driven more by moves in commercial houses like **Elsevier** and others, by 2026 we should be seeing a deeper partnership between libraries and presses to explore recommendation algorithms for not only research and discovery but also publishing decisions.

Public Media expands in Publishing/Education — lest a libraries/press-born partnership with Public Media prevents: Public (or Open Access) Radio and Television have moved online relatively more easily than text-based OA content production. Where will Public Media go from here? The multimedia move to add text to audio and video etc. seems one worth exploring. We may see more publishing ventures from Public Media, unless any appetite for and interest in such exploration is preemptively met with publisher and publishing-led offers to collaborate, partner/merge.

Last, in considering future moves and counters, it might be helpful to consider past paths not taken and the alternate worlds of opportunities that might have resulted, e.g., proto-Internet Libraries moved to handle all copyright clearance at scale, soaking up the market and business model ahead of **Copyright Clearance Center (CCC)**, being heroes to scholars, freeing grad students from countless follow-up emails, consolidating spending at institutions, and leading collaborative innovation to advance automated permissions clearance

in promotion of maximal fair use and accelerated publication. Or similarly, proto-Internet Libraries moved to manage all educational materials; i.e., all textbooks and course packs. Might ownership here have altered **Amazon 2026's** approach? Not sure; all before my time. Nonetheless, how things might have been handled and decided can be interesting to consider, when estimating the pace and impact of in-industry change, moves, and counters ahead. 🌱

Response From — **Bob Kieft**, with thanks to **Rick Burke, John McDonald, Jake Nadal, Jason Price**, and **Emily Stambaugh** <rhkrdgzin@gmail.com>

The premise of this assignment is that the consolidation taking place among the businesses and organizations from which libraries buy things to fill their shelves and link resolvers necessarily has consequences for libraries. I'd like to turn the tables on this premise and argue that academic libraries should consolidate their general collections as a means for giving more and better service than an institutionally independent model for libraries allows.

Consolidation vertically and horizontally, big fish eating ever bigger fish and each other in the search for market segment and eventually dominance, is the way of corporate capital. Resistance to such consolidation proceeds in parallel through regulation, the development of new businesses, or decisions by buyers that they don't need the corporate entity to accomplish their purposes. That ever-larger corporate entities absorb or otherwise adapt to these resistances is also a familiar pattern. Nothing new here since competition relies on a desire to dominate.

Academic libraries should consolidate services around common functions less as resistance to consolidation among sellers than as an expression of the value they place on meeting reader needs as efficiently as possible and spreading the materials and means for education as widely as possible. Libraries have a history of consolidation, if not of administrations on the big-fish model (the local university library does not seek, for example, to take over the libraries of local colleges) then of their interests and activities around collections. Resource sharing, group catalogs and union lists, cooperative cataloging, research and advocacy organizations, and consortia for negotiating resource purchases, housing materials, and building and maintaining information systems, suggest that libraries have everything to gain through funding programs and entities that supersede individual library activities by consolidating them.

Given the intimate relationship between the use cases for print and electronic materials and the potential of different formats for making teaching, learning, and research materials widely available, a system funded by colleges and universities should consolidate general collections consortially/regionally or nationally through agreements that:

- align and preserve print collections,
- house and serve print materials from centers outside campus library buildings,
- reconfigure models for delivery of print to readers,
- create financing plans that support shared collections operating costs and the capital investments needed to house them,
- organize the ongoing digitization of general print collections,
- make shared collections materials as generously available as possible (forget those foolish short loan periods for print resource sharing),
- seek changes to copyright regimes that favor greater access to and reuse of scholarship,
- collaboratively purchase and serve new materials in print and electronic formats, and
- support open publication of scholarship and the data it relies on.

As libraries build toward the day when systems for discovery and access, together with these agreements, make it easy for readers to identify and obtain anything they want, numerous regional consortia, **SHARE, CRL, HathiTrust**, open access publishing models that do not rely on APCs, **OCLC's WorldCat** and related services, etc. point the way to this desirable consolidation. 🌱

continued on page 70

Response From — **Allen McKiel, Ph.D.** (Dean of Library Services, Western Oregon University) <mckiela@wou.edu>

Consolidation is not the primary change agent for libraries and higher education. The **LinkedIn** acquisition of **Lynda.com** (mentioned in **Donald Beagle's** article) is further evidence of the evolution of learning toward independence from physical media and also from the imprimatur of the university. Another such example is the burgeoning utility and authority of **Wikipedia**. The procurement of **Lynda.com** reflects the shifting of the processes of certification of learning to standard assessment and the utility of **Wikipedia** suggests freeing of the dialog of learning to common ubiquitous and content sensitive access of information. The utilization of **Google** and **Wikipedia** in the common processes of individual curiosity, when extended by the imagination toward the further evolution of artificial intelligence, gives rise to a vision of peer review processes delivered to ongoing social processes of expanding human knowledge in an ongoing dialog with the machine. The next ten years in my view is not likely to resolve the ongoing profit versus service motivational dichotomy in the evolving institutions of education and publication. There is not likely to be a clear line established in any particular institutions that evolve. The dichotomy will always reside in individual motivation and its collective expression.

The evolution of the technologies of the information sphere that will most dramatically impact libraries and higher education over the next ten years probably do not yet exist or at least are below the horizon of all but the few privy to the early stages of those innovations. Those that are current, and likely to evolve and significantly impact higher ed, are computer-human interaction software and hardware (particularly for verbal communication and artificial intelligence associated with expert systems) and text interactive interfaces particularly for large volumes including eBooks, and personal information assistants. The implications of these technologies for libraries and higher education more generally can begin to be glimpsed when imagining their application in the context of what are currently referred to as MOOCs. Imagine them informed by the simultaneous evolution of online identity authentication, systemic artificial intelligence, and the interfaces for the production and refinement of online interactive pedagogy. The funding models for the institutions of higher education will shift into global contexts with lower costs per student accommodated by increased participation. The increased volume of students will also accommodate the increased cost of the production of online learning environments, their administration, and support for research. There will likely still be librarians administering access to information resources and services, which will still entail finding, evaluating, funding, and integrating into the particulars of their institution's information sphere. Far beyond the next ten years a sizable portion of students will likely still gather with others in physical environments provided by universities and they will need learning environments, which libraries will provide. The particular timeframe for the realization of this vision is very difficult to project. Myriad unseen technical, social, and economic obstacles will surface, the most formidable likely to emerge from the perceived personal gain or loss of individuals, institutions, or interest groups along the way. How long, for instance, will it be before the orphaned works become available? 🐼

Response From — **Joyce L. Ogburn** (Appalachian State University) <ogburnjl@appstate.edu>

It's easy to enumerate downsides to consolidation, including fewer choices and reduced competition. Consolidation can impede negotiating power and increase prices. Consolidation can lead to less diversity and more "inbreeding" of ideas. For years, risk-averse librarians have had issues about putting one's eggs-in-one-basket. Is this perspective contributing to concerns regarding consolidation?

Looking at the question from another viewpoint, we can acknowledge that one way a company makes money and achieves sustainability is to be purchased by a larger entity — and not necessarily in the same part of the industry. Over time, it may be resold or spun off. The cycle of emergence and merger continues and infuses freshness and energy in the industry.

Reframing the issue raises different questions. What if libraries focused on fueling new initiatives, experimentation, innovation, and competition? Rather than consolidation perhaps we should worry that we don't recognize and embrace innovation and are blind to possibilities and opportunities. Being a startup is hard if no one else can see where you are going. Research and development is expensive but necessary. Are libraries willing to create a larger funding base both for startups and R&D to provide strength and resilience to new companies and initiatives?

Further, we can ask what influence and power libraries wield as a market, and through informal and formal collective efforts and collaborations. The contrarian can ask whether the merger of libraries and university presses are consolidations. Similarly, moving to the network demands some level of consolidation to realize efficiencies and leverage the power of scale. Are these examples immune from scrutiny because they involve nonprofit organizations?

Over the course of my career I have marveled at the number of service and content providers — and types of services — that have emerged to offer different kinds of collections and new business models. These providers successfully challenged the status quo. Some have been bought and sold several times while others have managed to thrive independently. Looking to 2026, I suggest there will continue to be unexpected developments and innovations in services, many by players that don't yet exist or are outside of our traditional complement of service providers. Also, the trend of companies marketing services and content to non-library segments of higher education and research will likely continue. What will happen if libraries become a secondary market?

I also foresee a vast increase on the number of open access tools, content, platforms, and services. How can libraries support and build on these open resources? Rather than monetizing assets by selling them to a company (which is less common than it used to be), libraries can offer them openly to compete in, or at least challenge, the commercial market. What else can and should we do?

Consolidation is one part of the business cycle, but not the only one. Refresh, renew, revive, and reimagine — that's what libraries and the industry need to do concertedly and continuously. 🐼

Response From — **Michael P. Pelikan** (Penn State Identity Services) <mpp10@psu.edu>

Consolidation, Monoculture, and "Stayin Alive." As with a shark, the alternative to forward motion is suffocation. My guess is that the natural roles played by giants and start-ups will continue to provide paths for innovation, at least if forward motion is permitted to continue.

Were there to be a stasis, or even a narrowing, in what libraries define as content types suitable for acquisition and collection, it could starve innovators trying to produce new content types, and lessen the appetite on the part of the giants to gobble those innovators up.

How could libraries do something so silly as to adopt an ever-narrower definition of what they're willing to acquire and collect? Perhaps it would follow from a misreading of patron appetites and expectations.

If libraries don't collect a particular content type or medium, patrons won't turn to libraries to find it, and a big content company is unlikely to offer it. Certainly, a monolithic content mega-content-conglomerate isn't likely to gobble up a company producing content with a proven record of customer disinterest! It'd be like the observation, "How do you make a small fortune in the restaurant business? Start with a large fortune!"

The small content innovator may well have started up specifically to address an otherwise un-met content niche, or a new distribution approach, or a previously untired mashup of content niche and delivery approach. If the innovator finds a receptive audience, that innovator becomes a target for acquisition.

And though libraries had to thin their VHS collections to make room for DVDs, the question of the distribution medium should not be conflated with that of the medium in general. My guess is that we'd want to make Citizen Kane available to our patrons, apart from the matter of whether it's on 16mm sound film, VHS, DVD, or available through a subscription-based streaming service.

If there's a stubborn, dogged, long-term trend on the part of libraries to narrow their offerings, perhaps out of a misreading of the impact of trends, or a misapplied, incorrectly defined sense of conservatism, or

continued on page 71



LEGAL ISSUES



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

Cases of Note — Copyright in Open Source Code



Column Editor: **Bruce Strauch** (The Citadel) <strauchb@citadel.edu>

ROBERT JACOBSON V. MATTHEW KATZER AND KAMIND ASSOCIATES, INC. (DBA KAM INDUSTRIES). UNITED STATES COURT OF APPEALS FOR THE FEDERAL CIRCUIT, 535 F.3d 1373; 2008 U.S. App. LEXIS 17161.

Robert Jacobson owns copyright to model railroading computer programming code which he makes available for public download free of charge via the Artistic License, an “open source” or public license.

Kamind Associates do software for the model train industry and its fanatic hobbyists. **Jacobson** says **Kamind** copied part of his software and tacked it into a **Kamind** package contrary to the terms of the Artistic License. **Jacobson** sued.

The District Court held against **Jacobson**, denying his motion for a preliminary injunction. It said the nonexclusive open source Artistic License did not create liability for copyright infringement due to it being “intentionally broad.”

“The license provides that a user may copy the files verbatim or may otherwise modify the material in any way, including as part of a larger, possibly commercial software distribution.” **Jacobson v. Katzer**, 2007 U.S. dist. LEXIS 63568.

Well, that seems pretty straightforward. But it got vacated and remanded. What are we missing?

The Appeal

As it turns out, **Jacobson** doesn’t really own the software. He manages an open source group which is the collective work of many railroad enthusiasts. You can download it from a Website if you agree to the terms of the Artistic License.

I guess they own it as a group.

Kamind did violate the license by not including the authors’ names and **Java Model Railroad Interface (JMRI)** as the original source. Likewise, **Kamind** did not describe how it changed the original source code.

Kamind says they’ve stopped violating the terms, but **Jacobson** said they could always start up again. So he wanted a preliminary injunction.

The District Court held **Jacobson** only had a cause of action for breach of contract and since there is no irreparable harm in a breach, he couldn’t have an injunction.

You know about that requirement. If it can’t be repaired because it’s irreparable, I have to stop you from doing it right now.

So What is This Open Source Thing?

Open source licenses are used when artists, authors, educators, software developers want to collaborate and thus dedicate their work to the public. It is quite widely and successfully used.

Creative Commons provides free copyright licenses if you want to give your work to the masses or license for some uses and retain for others. There are over 100,000,000 Creative Commons licenses out there. The **Massachusetts Institute of Technology** uses Creative Commons to license all 1,800 MIT courses.

And then there’s **Wikimedia Foundation** with 75,000 active contributor gnomes who have churned out 9,000,000 articles in 250 languages.

By inviting computer programmers around the globe to make improvements, you can write and debug far faster than if the copyright holder did it all. By requiring a restatement of the license and other information, that holder ensures that any user knows his identity and

the scope of the license. And the downstream user can see what has been added or altered.

Even without the immediate changing of hands of money, there are potential big economic benefits. Free of charge will certainly get you immediate market share. The product is improved by contributions of many, and it helps you build your international reputation.

Kamind admitted it copied, modified and distributed parts of **Jacobson’s** code. Thus a prima facie case of copyright infringement.

Kamind says, but we had a license which gave us the right to copy, modify and distribute.

A “copyright owner who grants a nonexclusive license to use his copyrighted material waives his right to sue the licensee for copyright infringement” and must sue for breach of contract. **Sun Microsystems, Inc. v. Microsoft Corp.**, 188 F.3d 1115, 1121 (9th Cir. 1999).

That’s a general rule though. And you can see what they’re saying. Yes, I let you do it, so I can’t sue you for copyright violation because you did it.

But if the license is limited in scope and a **Kamind** acts outside, you get a copyright infringement. See **S.O.S., Inc. v. Payday, Inc.** 886 F.2d 1081, 1087 (9th Cir. 1989); **Nimmer on Copyright**, § 1015[A](1999).

[U]nauthorized editing is an infringement of copyright like any other use outside a license. **Gilliam v. ABC**, 538 F.2d 14, 21 (2d Cir. 1976).

The Artistic License required that any distribution contain copyright notices and tracking of modifications. Driving traffic to the open source incubation page and informing other users of the project is an economic goal of the copyright owner that is enforceable by law. 🐻

Industry Consolidation Part 2 ... from page 70

simple bloody-mindedness, there’ll be fewer content innovators who include libraries in their thinking and dreaming.

And then the mega-content-conglomerates, who think and dream only in green, will turn their acquisitive appetites elsewhere — perhaps toward each other. This is the path that leads to monoculture, and stasis, and Disco.

Alright, I made up that part about Disco — but let it serve to strike a cautionary note about the dangers of a static, corporate-driven monoculture! 🐻

Questions & Answers — Copyright Column

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

QUESTION: (1) A public library staff regularly copies and pastes images for use in library-produced materials. The images are found on the Internet. Is this infringement?

(2) The library has also downloaded fliers and pamphlets produced by other libraries for use of their patrons. Does this infringe copyright?

continued on page 72

Questions & Answers from page 71

ANSWER: (1) Images found on the Internet are copyrighted but may be accompanied by a license. There certainly are some public domain images, images under a Creative Commons license or others in which the creator of the image offers under a free license to use. Many other images are copyrighted and generally require permission to use. It is unclear from the question how the library-produced materials are used, and this makes a difference. If the materials are generally made available to the public, then permission to use copyrighted images is required. If the library-produced materials are for in-house use, such as for an in-service training program, then their use may be fair use. To determine if an image is protected by copyright, various sites (such as Flickr) include that information.

(2) Materials produced by other libraries are copyrighted, but receiving permission to reproduce, download and use them should be easy. Most libraries are delighted to share materials, and a simple email request will surely result in permission to use.

QUESTION: Does fair use apply outside of the United States?

ANSWER: Fair use is a U.S. construct, although British commonwealth countries have “fair dealing” which is very similar. There is some movement on the international scene to include fair use in the revisions of some countries’ copyright laws. It is too early to predict the outcome of these copyright reform proposals around the world, however.

If the question is directed at infringement of foreign works that occurs in this country, fair use does apply. Because of international treaties, someone in the United States who copies a portion of a work copyrighted in a foreign country applies U.S. law to determine whether the reproduction is infringement or not. The law of the U.S. would consider fair use to determine whether the reproduction of the foreign work is infringement that is excused as a fair use.

QUESTION: Now that Elsevier has purchased SSRN, there is considerable concern in the academic community that the posting of social science papers on SSRN will change. (1) Is there any indication what Elsevier will do? (2) Will there be nonprofit alternatives to SSRN?

ANSWER: (1) Elsevier says that there will not be substantial change to SSRN and that it will remain open source. Press releases from Elsevier state that this purchase along with Mendeley, which it also owns, will actually strengthen SSRN. SSRN is a scholarly repository for social science research and has been an extremely valuable platform for publicly available open access scholarship. Mendeley is a free reference manager and scholarly collaborative network. Elsevier claims that together they will provide greater access to a



growing user-generated content base. Further, the combination will permit the development of new informational and analytic tools to increase engagement with researchers. Elsevier says that will improve the SSRN interface that it will continue to have free submission and downloads, and will remain unchanged in the short term. Elsevier also pledges to reach out to community members for ideas on how the platform can be improved.

(2) When the announcement was made, users expressed concern about what would happen to the papers already on SSRN and whether Elsevier would begin to charge very high fees for access and downloading. There have been calls from the academic community for an alternative similar to ArXiv but for the social sciences. Others pointed out that the papers on SSRN have no economic value. SSRN has been very important in academia for measuring the impact of research, however, and that is highly valuable, and now a for-profit company will own this data. Among other groups, the Authors Alliance is concerned about the effects of this purchase because Elsevier has traditionally created obstacles to open scholarship.

An alternative has already been proposed by a group of sociologists and librarians in partnership with the Center for Open Science. They will develop an open access archive for social science research to be called SocArXiv. (See <https://osf.io/ny5qf/> for the announcement). The papers posted will be an open access platform for the social sciences. The mission is to serve researchers and readers and not to make money; further, the intention is to provide data and code along with the papers. The first part of the project will be a preprint service to allow fast uploading and open access for readers with links to the latest version of a paper. The Website for the archive has already been created at <http://SocArXiv.org>.

QUESTION: A visiting Chinese professor arrived on campus with a DVD which she asked the library to duplicate so she could use it in class. She does not want her original to be damaged. Is this permitted?

ANSWER: Under section 108(c) of the Copyright Act, the section that permits library reproduction of lost, damaged, stolen, obsolete or deteriorating material, the work must be in the library collection. Not only is this a personal copy of a teacher, but the exceptions contained in section 108 are not available for audiovisual works (see, section 108(i)). So, reproduction by the library is not allowed under section 108. But is it a fair use to reproduce the DVD?

It is not a traditional fair use. The purpose and character of the use is to play the DVD in a classroom (which is permitted under section 110(1)), but the original can perform that function. The purpose of the reproduction here is to prevent damage to the teacher’s originally acquired DVD, not a traditional fair use. The nature of the copyrighted work is a video, which does not weigh strongly in either direction. The amount and substantiality of the portion copied favors the copyright owner since the entire work is reproduced as opposed to a portion of a work. The market effect is

loss of a sale of the DVD. Thus, traditional fair use likely would not permit reproduction of the DVD either.

QUESTION: (1) How does copyright law apply to duplicating something for archival purposes? (2) Does a dark archive differ from an archival collection where materials are viewed?

ANSWER: (1) The phrase “for archival purposes” is somewhat unclear in this question relating to copyright. However, one section of the Copyright Act permits libraries to reproduce materials for in order to preserve them, section 108(b), but it is limited to unpublished works. Libraries and archives are permitted to reproduce unpublished works for preservation or to deposit for research in another library or archive. One can argue that section 108(c) allows preservation even though it does not contain the work “preservation” but it does covers published works and allows libraries to reproduce deteriorating works in their collections. Much of the material in archival collections is fragile and deteriorating. So, copying materials to preserve them is permitted.

(2) Under both of these subsections, the intention is for the materials to be available to the public. On the other hand, a dark archive is one in which access is either very limited or non-existent. According to the California Digital Library Glossary, a dark archive is “An archive that is inaccessible to the public. It is typically used for the preservation of content that is accessible elsewhere.” A dim archive is defined as “An archive that is inaccessible to the public, but that can easily be made accessible if required. It’s typically used for the preservation of content that is accessible anywhere.” See <http://www.cdlib.org/inside/diglib/glossary/?field=institution&query=C-DL&action=search>.

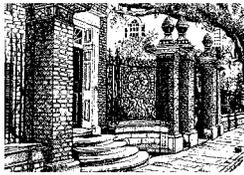
Certainly, a dark archive of published works is of less concern to copyright owners than is one made available to the public. Copyright law does not differentiate, however. The Section 108 Study Group did make recommendations concerning a preservation only exception for which there would be no public access but which would carry the ability to make copies to fulfill subsections 108(b) and (c) purposes. See Section 108 Report, <http://www.section108.gov/docs/Sec108StudyGroupReport.pdf>, at page 70.

QUESTION: When patrons donate genealogical research materials to a public library for the vertical file how does copyright apply?

ANSWER: Donated published materials may be added to library collections just as if they were purchased. The fact that the materials are donated for the vertical file is immaterial, but it may help to define the format of the materials. Although the question does not make it clear, it is assumed that the donated genealogical research materials are photocopied or printed from the Internet. It is possible that they were printed from licensed sources, and the license likely covered only the individual doing the research. The recipient library should do additional verification of the source of the materials and their copyright status before adding them to the collection, even the in the vertical file. 🌿

Subscribe to *The Charleston ADVISOR* Today!

6180 East Warren Avenue • Denver, CO 80222
Phone: 303-282-9706 • Fax: 303-282-9743



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
- Web edition and database provided with all subscriptions
- Unlimited IP filtered or name/password access
- Full backfile included
- Comparative reviews of aggregators featured
- Leading opinions in every issue

\$295.00 for libraries
\$495.00 for all others

Yes! Enter My Subscription For One Year. Yes, I am Interested in being a Reviewer.

Name _____ Title _____

Organization _____

Address _____

City/State/Zip _____

Phone _____ Fax _____

Email _____ Signature _____

Optimizing Library Services — Expanding Skills for Librarians Serving Children and Young Adults: A Transition into an Emerging Digital Culture

by **Sylvia Vincent Stavridi** (Bibliotheca Alexandrina, El Fourat Building, 4th Floor, Alexandria, Egypt) <Sylvia.stavridi@bibalex.org>

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

and **Ann Lupold** (Promotions Coordinator, IGI Global) <alupold@igi-global.com>

In a high-tech environment where knowledge and information are delivered immediately, technology has added several new dimensions to the current role of librarians focused on serving children and teens and encouraging them to become engaged in their knowledge community. The role of the librarian is being re-directed from being solely responsible for information and knowledge transfer to teaching and research. This changing landscape adds different perspectives to the range of librarians' responsibilities to accommodate future changes (Partridge et al., 2010; Palfrey & Gasser, 2008). They share their content knowledge to improve the quality of digital books and develop the digital creation of data, provide electronic records for different materials, and guide patrons to what information and technologies they should be able to access (Sun, 2011; Ferrari, 2012; Craig & McDowel, 2013).

New era librarians are expected to be multi-tasking professionals and information curators who prepare children for digital learning, bring together information from different sources, manage digital information systems, and adjust and develop innovative services and programs in order to meet the unique needs and interests of today's digital generation.

At the **Bibliotheca Alexandrina**, the children and young people's libraries work hard to remain up-to-date on the latest technological trends, maximizing innovative technologies to provide more advanced services and activities to our community. Digital content has become a popular format of convenience to today's young children and teens that are increasingly exposed to various types of media. The current generations of librarians serving children and teens have rapidly become instructional coaches and dynamic mediators of information. Given the digital nature of reading today,

general entry-level knowledge of the need for evaluating sources of information is no longer enough. Reinforcing a set of digital skills to communicate through technology requires today's librarians to think differently to better understand the changing nature of collections and become more informed about the application of new technologies, as well as their complex terms and functionalities. Witnessing the growing demand for technology-related services forces librarians to investigate the development of library-acquired devices and services, evaluate resources related to digital literacy, replace old technologies and implement new ones, and promote overall digital inclusion.

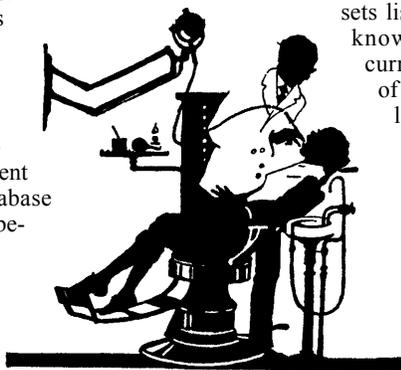
Do our children and youth librarians currently lack the knowledge and skills necessary to support the dynamic digital environment? And what skills should librarians focus on to

continued on page 74

serve children and young adult populations successfully?

Future trends in children and young people libraries require the librarian to be a digital literacy educator and technological adventurer with the ability to use information and communicate digital content in a wide variety of formats. This transition into an emerging digital culture explores and re-envision special skills and/or knowledge, and qualifications sought for librarians engaged in digital library practice to remain responsive to technological changes while staying connected to their local community. Required skills include varying levels of progressive technological knowledge, computer and productivity tool competencies, and associated skills and knowledge to cope with the changing information world. In this speedy development, the library ensures that both children and youth service librarians are able to utilize new platforms and resources that can genuinely exploit the integration of digital media into children and youth services.

Training librarians to be computer literate can be required at three levels: baseline, desired, and target levels. Base-line information includes basic operations such as using the printer, opening browsers and using menu bars, sending and receiving emails, and using search engines. The desired level includes skills that are a little more advanced than the basic level, but are not as developed as those in the target level which include knowledge of downloading files, cookies and general security issues (Hamada & Stavridi, 2014). With growing technical awareness and expertise, it is necessary to develop target training levels specific to each library, based on existing competencies in training and technology. While scripting languages, digital content management systems, metadata, and XML skills are often perceived as core competencies, other sub technical/digital areas such as web design and web standards (e.g., Web navigation, information visualization, and user centered design), and database design and management (e.g., SQL and Web database applications) are likely to become more relevant than ever to digital library development. In terms of advanced professionals, Heinrichs and Lim (2009) highlight the abilities that refer to multimedia skills, database development, and Web design. In addition to this, Dhanavandan and Tamizhchelvan (2013) maintain that, current practicing librarians need to seek out additional and new competencies such as communication with a computer, digital information retrieval and processing, Web-publishing, database theory, networking, human computer interaction, evaluation of information systems, and technical troubleshooting skills.



In technology-rich learning environments, it is also expected that the scope of advent basic digital skills will change to identify specific digital skill sets in two elements of digital literacy: ICT literacy and media literacy, that are to be represented by both children and young adult librarians. The impact of technology changes in format and in services requires much more in-depth technical/digital skills than ever to be more relevant to the digital library development. A list of digital competencies and technology-related skills are developed to enable full participation in a digital society and to offer greater understanding of the current and anticipated skills and knowledge of librarians engaged in digital library practice. The job market does not have formal standards for the integration of Information & Communication Technology (ICT) that apply to the new role of teacher-librarians in public libraries. So, to effectively and efficiently serve children and youth, the demand to upgrade and develop the computer-technology and digital literacy skills listed in discipline-specific knowledge areas is crucial to support the integration of digital proficiencies. Some specific examples of digital skills were articulated by the staff of each library based on their necessities in use of Information Society Technology for the field of children librarianship. The list of skills and qualifications were grouped into three common/broad categories: Digital Media Literacy, Digital Rights Management and Accessibility, and Advanced Web Technology. Each category encompasses skills such as Website development, Web page design, database management, ICT applications, hardware, networking and security, public access technology, digital knowledge management and digital content performance's evaluation. This list of skills, focusing upon the digital literacy, aspires the appropriate mix of digital competencies and information communication technology skills in conjunction with those digital literacy skill sets listed in discipline-specific knowledge to accommodate current changes in the roles of children and young adult librarians that best support technology-based service environment.

In a fast-paced digital age, librarians and individual library practitioners who are keen to be working with children and teens have been searching for ways to put up with the advances in children's and teen's access and use of information technology, along with the ability to quickly adopt and appropriately use a combination of traditional analog skills and advanced technological competencies that encompass not just technical skills, but also a variety of information and communication technologies and media and digital literacies. Adopting a new role, children's and young adults' librarians are expected to balance the use of digital technology with personal interac-

tion and combine their broad competencies and responsibilities to team up with IT librarians to evaluate and invest in the library's hardware, software and telecommunications capacity to establish a technical infrastructure designed to meet end user requirements.

Further study of the overlap for practical management, programming, and digital skills for librarians in children and young adult library areas will be useful to serve a wide variety of patrons' needs and expectations. For more details on our developing sets of technology competencies and techno-digital skills required of librarians in order to successfully serve children and young adults in the digital age, read the IGI Global article "Children and Youth Librarians: Competencies Required in Technology-Based Environment."

References

- Dhanavandan, S., and Tamizhchelvan, M. (2013). Role of Librarians skills, Efficiency and Competency in Digital Library Era. *International Journal of Library Science*, 8(2), 1–12.
- Ferrari, A. (2012). *Digital Competence in Practice: An Analysis of Frameworks*. Seville: JRC-IPTS. Retrieved September 30, 2014, from <http://ftp.jrc.es/EURdoc/JRC68116.pdf>.
- Hamada, D., and Stavridi, S. (2014). Required skills for children and youth librarians in the digital age. *IFLA Journal*, 40(2): 102–109. doi:10.1177/0340035214529733.
- Heinrichs, J., and Lim, J. (2009). Emerging requirements of computer related competencies for librarians. *Library & Information Science Research*, 31(2), 101–106. doi:10.1016/j.lisr.2008.11.001
- Partridge, H., Menzies, V., Lee, J., and Munro, C. (2010). The contemporary librarian: Skills, knowledge and attributes required in a world of emerging technologies. *Library & Information Science Research*, 32(4), 265–271. doi:10.1016/j.lisr.2010.07.001
- Palfrey, J., and Gasser, U. (2008). *Born Digital: Understanding the First Generation of Digital Natives*. New York: Basic Books.
- Sun, H., Chen, K., and Tsai, W. (2011). Role Changing for Librarians in the New Information Technology Era. *New Library World*, 112(7/8), 321–333. doi:10.1108/03074801111150459

Rumors from page 61

There is also a growing sense that libraries can help people decide what information they can trust: 37% of Americans feel that public libraries contribute "a lot" in this regard, a 13-point increase from a survey conducted at a similar point in 2015.

<http://www.pewinternet.org/2016/09/09/libraries-2016/>

I guess that's about it for now! Happy fall! 🍂

Why Peer Review is the Worst Form of Quality Control and Credentialing Except All Those Other Forms that Have Been Tried From Time to Time.

by **Mick Gusinde-Duffy** (Editor-in-Chief, The University of Georgia Press, Main Library, Third Floor, 320 South Jackson Street, Athens, GA 30602; Phone: 706-542-9907) <mickgd@uga.edu> www.ugapress.org

Column Editor: **Leila W. Salisbury** (Director, University Press of Kentucky, Lexington, KY 40508) <lsalisbury@uky.edu> <salisburyleila@gmail.com>



Author's Note: *The Association of American University Presses (AAUP) recently published a Best Practices for Peer Review Handbook. The result of a two-year consensus-building (and peer reviewed) effort by the organization and a subcommittee of seasoned acquiring editors, the 26-page booklet articulates a set of practices that constitute a rigorous peer review process for academic book publishers. Sections of the book include: Why Peer Review is important; The Acquiring Editor's Choices about Why, When, and How to Conduct Peer Review; Selecting Peer reviewers; Sharing Peer Reviews With Authors; and Peer Reviews as Documents of Record. You can download a Creative Commons licensed edition of the Handbook at: <http://www.aaupnet.org/resources-for-members/handbooks-and-toolkits/peer-review-best-practices>. — MGD*

I frequently make a Big Deal about our capacity and competence with the peer review process for the books that we publish. And I recently had the opportunity to put my mouth where my money is when I helped craft a *Best Practices for Peer Review Handbook* (see <http://bit.ly/1TXsDaz>) for the **Association of American University Presses (AAUP)**. I'd like to share some thoughts on the motivation behind that handbook (my thoughts, which are not necessarily the AAUP Board's thoughts nor those of the AAUP Acquisitions Committee that drafted the Handbook).

What follows, then, is one editor's reflection on Peer Review's past,¹ present, and future, as revealed through the decision to publish a *Best Practice Handbook*. My thoughts reflect my world of *book*² publishing in the humanities and social sciences, though some of the "macro" phenomena in play here certainly apply across the academy.

So why *did* AAUP, after 70-plus years decide that they needed to research and publish these fundamental guidelines for peer review best practice? I suspect it comes down to the simultaneous expansion and adaptation of our scholarly publishing landscape. This ongoing transition is an oft-told tale. As institutional support for scholarship (especially scholarship's publication) dwindles, and as "conventional" markets for cost recovery (book sales) also wither on the vine, scholarly presses are exploring new models for dissemination and cost recovery. On a related track, academic institutions and their funders (public and private) are seeking ways to have research they feel they have already funded more broadly accessible without fees or other barriers to all readers/con-

sumers (Open Access). Publishers, therefore, are experimenting with "flipped" publishing models, where the costs of publication are paid upfront by producers rather than consumers of the works (costs that include overhead for the entire publishing project, the print and bind cost for a book version of a project is a pretty small percentage of the whole).

Interestingly, at the same time as these economic and technological changes are taking place, university presses are publishing more books than ever³. And membership in the AAUP is expanding. There are new university presses emerging⁴ as top-flight universities revisit the "value add" of a focused, reputable university press that can expand their capacity for research, teaching, service, and, yes, their "brand."

All of this churning has presented challenges, to be sure, but it has also produced opportunities. I mentioned above that there are some new university presses emerging. Add to that the growth of library publishing initiatives, as well as government and professional organizations lifting their information dissemination game.

Which brings me back to the AAUP. I think it's safe to say that the AAUP regards itself as a "big tent" organization, encouraging and recruiting fellow travelers (or fellow campers, perhaps) — sometimes as full-fledged members, sometimes associate members, and sometimes just peers working on a shared set of activities, such as getting work that edifies in front of readers who wish to be edified.

So as the organization works on exploring new partnerships, it also needed to define what the "core competencies" of a good university press might be. The AAUP's current guidelines for full membership say a press, "must have a committee or board of the faculty (or equivalent, if the press is not affiliated with a university) that certifies the scholarly quality of the books published through peer review consistent with commonly understood notions of peer review."

Which begs the question, "what *are* our commonly understood notions of peer review?" That is what our acquisitions editor committee tried to find out. I won't go into the details of where we landed regarding commonly understood notions, but those who visit the handbook will see that we were aware of a pretty diverse set of practices. As the report explains, "the peer review process is highly complex, involves many individuals, and must be responsive to the norms of the appropriate fields."⁵

But, again, this was a broad brush look at best practice. There is a lot of the "art" of acquisitions as it pertains to peer review that we did not have the pages to explore fully. As an example, in the

section on choosing appropriate peer reviewers, we foregrounded a reader's potential to judge the scholarship/argument/presentation of a work. But we could have supplemented that section with more discussion of diversity, identity, and balance. Gender, race, class, disability, sexuality, and other categories and identities are a significant part of the more nuanced decisions and considerations that editors and their advisers think through as they manage peer review — more so in some disciplines than others.

The AAUP handbook joins an ongoing, vigorous discussion about the importance, proper execution, and assorted flaws of peer review. I would hate to think that some readers may see the *Best Practice Handbook* as a "rear-guard" action, defending the academic press world from hordes of charlatan invaders. In addition to striving for a "best practice" that secures membership and reassures the scholarly ecosystem, university presses are also eager to experiment with alternate models for evaluating and strengthening good scholarship.⁶ What these discussions hold for the future is hard to say. We have been discussing new measures for credentialing scholarship and for disseminating scholarship for all of the 27 years I have worked in publishing. I will note here that the conversation has become more global (another source of the AAUP's growth), and the cohort of publishers working with (or within) academic institutions is becoming ever more connected. All positive signs for innovation and improved practices, I'd say. So, the conversation continues and it is my hope that the AAUP *Handbook* serves as a helpful catalyst for that conversation as well as a "baseline" for scholars, administrators, and institutions that support scholarly presses.

One of my favorite "inspirational" quotes that I think describes quite well the university press world comes from **John Gardner** (Secretary of Health, Education, and Welfare under **President Lyndon Johnson**): "The society which scorns excellence in plumbing as a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy: neither its pipes nor its theories will hold water." This simple truth reminds me that we must cultivate the very best ideas, test and re-test those ideas (peer review), and maintain the very best "pipes" to disseminate those same ideas as broadly and cost effectively as possible (books, eBooks, Websites, blogs, apps) to a readership that remains eager to learn.

It is my view that the ideas, the pipes, and the learning all require financial support. We are plumbers and philosophers all.

endnotes on page 76

The Scholarly Publishing Scene — Nightmare

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



A large room in an apartment on a high floor in a new building somewhere in Eastern Europe: it is after midnight, the night sky is clear. Moonlight illuminates gentle waves that slide back and forth on the beach that is across the road from the apartment building. There are no streetlights on the deserted road. The windows of the tall building are dark, except for a faint glow behind one broad window, high up.

The room, lit only by a laptop's screen, is sleekly furnished, with tan leather and steel chairs at one end and a matching sofa that faces toward the water. In front of the sofa, there is a low glass and metal table with only an empty blue ceramic bowl on the surface. In the dim light, it is not evident what are behind the glass protecting the large framed objects that hang on the walls.

At the end of the room opposite the chairs, a young woman sits on a high-backed leather chair in front of a laptop set on an otherwise bare small, elegant table of polished blond wood. The young woman faces the room. In the daytime, when she turns slightly to her left, she can see in the far distance the horizon where the water meets the sky and where large ships move slowly from right to left. Always in that direction. At least once a day, she will roll her chair close to the floor-to-ceiling window and with a pair of high-powered binoculars watch the ships, looking for a flash of sunlight that might indicate that someone might be watching her building or even her apartment. After a few moments, she will laugh softly and shake her head.

She leaves the apartment only in the evening, after dark, in a new Mercedes SUV that she parks in the garage under the apartment building. She will drive on unlit roads with the windows open, letting the breeze hit her face. It does not ruffle her hair, which is under a well-fitted dark wig. She wears dark glasses, which have special lenses; even though it is night and wherever she goes, she can see perfectly well. The point is, no one can know who she is. The Mercedes dealer didn't know; she has created papers that can pass any inspection.

Some nights, she will stop at a restaurant that is isolated or at the outer edge of a town or small city. She might have a meal before she finds an empty place at the bar. She will talk with the bartender, which she has learned is a signal that she is open to talking with other drinkers. She has learned to recognize people like herself — usually men, but occasionally women — who don't want anyone to know who they are and where they might be. They don't ask her questions about herself, so, she knows, she won't be encouraged to ask questions about them. She can quickly tell whether someone she's just met has

spent a working life behind a desk, undoubtedly in front of a computer screen, or at a teller's or cashier's window. Those, she has determined, are the least threatening among the people she encounters on what she realizes are hunting expeditions. When she decides that the risk of a physical attack is minimal, there will be an invitation for a quick bout of frantic sex in the back of her SUV. On the way home, the itch no longer needing to be scratched, she will stop for groceries at one of the few small stores that stays open unusually late in this part of the world.

Other nights, when there is no moon, she will don the wig and dark glasses and go for a jog on the beach. The beach will be dark, and drivers on the unlit road that runs along the length of the beach will not notice her. With each breath she takes on those carefree jogs she will think about how satisfying the important aspects of her life feel to her, despite her need to be cautious about revealing her identity and her whereabouts.

Tonight, she is staying at home. At two o'clock her laptop will receive an encrypted face-to-face call from two academics in the United States. She does not know their real names. On these calls, even with the encryption, they use the names Ben and Jerry. They wear masks and employ a device that alters their voices. They have told the young woman emphatically whenever she has asked for some clue to their identities that they do not trust the encryption app that she uses. Their unwillingness to let her know anything about them troubles her. But they have provided so many details of their activities on behalf of her project that she cannot conjure up any good reason not to trust them.

Ben and Jerry call the young woman Natalie, because, as the one who calls himself Ben has put it, if Hollywood were making a movie about her, studios execs would find someone who resembles **Natalie Wood** to play her — someone of Eastern Europe parentage who looks like a Hollywood princess, Jerry added. A week ago they told her that they will indeed be discussing a movie about her — a docudrama, they call it — that they will be pitching (a sexy word to her) to public television stations in the U.S. The working title, for now, is *Robin Hood of Scholarly Publishing* — until they can think of something better.

For the past week, the young woman has fretted over questions that they may have to find answers for. After all, not everyone has been in favor of, let alone sympathetic to her project. She worries about suspicions that she and others who have worked on the project have phished for passwords to university library systems that enabled downloading of journal papers residing behind walls meant to restrict such access to only university affiliated students and faculty members. Are all the passwords, purloined or not, safe? Will her defying the American judge's order to shut down the site with the downloaded papers eventually make legal trouble for the students and faculty members who have donated their passwords? What will people think of her when they learn of her apartment, her Mercedes, her clothes, the money she has for dinners and drinks? What names will they call her when the press announces how she plans to dispose of the project? These last two questions trouble the young woman the most. Wondering who Ben and Jerry might be is a minor issue by comparison.

At this moment the young woman is calm. She has always relied on United Nations Charter language about the rights of all mankind to have access to the wealth of the world's knowledge. It cannot be sequestered behind pay walls and be available only to those fortunate to be living in rich countries. That is the mantra that answers any demanding question anyone can dream up, and no matter how adamant the questioner.

The young woman swivels her desk chair so that she is looking at the blackness of the huge window. She closes her eyes. Ben and Jerry will be on her laptop screen in just a minute or two. Suddenly the room is filled with bright light. A pair of powerful hands takes hold of her shoulders and spins her around. She sees several men, large men, dressed in black, watch caps pulled down to the tops of masks covering their faces.

A large, rough hand takes hold of the young woman's chin. She cries out: "What do you want?"

The hand turns the young woman's face to the laptop screen. Ben and Jerry are there. They remove their masks. They have painted clown faces. When they speak, their voices sound like she imagined their real voices might sound.

"What do we want, little Natalie? The passwords, of course. What would you think? All them lovely passwords," they sing out in unison, their lips curved in half-moon leers.

The young woman screams. 

From A University Press from page 75

Endnotes

1. For some background on peer review, **Trevor Lipscombe** wrote a marvelous essay on the sectarian origins of peer review and how that has trickled down to the present day ("Burn this Article" — see <http://muse.jhu.edu/article/613577>). And I describe elsewhere (see <https://ugapress.wordpress.com/2016/06/16/peering-into-the-dark-underbelly-of-peer-review-or-practice-makes-best/>) our committee's own peer review and drafting process that produced the handbook.
2. I've had some experience with online publishing of digital scholarship, but that remains more experimental to-date and our *Best Practice Handbook* focused on more established book conventions.
3. Based on reported numbers from **AAUP Annual Directory of Presses**, 2000 through 2015. See also **Crossick, Geoffrey**. "Monographs and Open Access: A report to HEFCE." Higher Education Funding Council for England (HEFCE), January 2015, p. 21, which reports title output of monographs among the four biggest academic presses as doubling between 2004 and 2013.
4. The number of new presses is small, in North America at least. I know of at least two new Presses in the past couple of years, with at least two more in the start-up phase (some have not announced publicly).
5. **AAUP**. *Best Practices for Peer Review*. 2016, p. 6.
6. For example, **Claire Potter** at the New School is in the midst of an experiment with **UNC Press**, writing her next book in a shared environment (see <http://digitalulab.org/2016/06/05/why-blog-a-book/>) that allows ongoing comments as she writes and rewrites about the future of digital scholarship.

Don's Conference Notes

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

Crossing Boundaries: The 2016 Society for Scholarly Publishing (SSP) 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/2016/09/v28-4-dons-conference-notes/>. — DTH

"Crossing Boundaries: New Horizons in Scholarly Communication"

was an appropriate title for **SSP's 38th Annual Conference** because it was the first time the conference was held outside the U.S. Meeting in the beautiful city of Vancouver, BC on June 1-3, 2016, it drew approximately 700 attendees and nearly 50 exhibitors. Besides 4 plenary sessions, there were 27 concurrent ones that were grouped in these broad subject areas: marketing insight, product



*The Westin Bayshore Hotel
Venue for the 2016 SSP Conference*



*Melanie Dolechek,
SSP Executive
Director, Opens the
2016 Conference*

Mentoring

One of the emphases of the meeting was career development for professionals entering the scholarly publishing field. A special plenary presentation on mentoring took place on the day before the regular programming began. Here are some of the points made.

- SSP launched a fellowship program in 2016 that offered training and career development opportunities. The program drew significant interest; about 100 applications for the 12 positions in the program were received.
- There are many opportunities for mentorship in the field; everyone is a mentor and mentee at some stage of their life.
- Professional societies are important because they offer many programs to help people at an early stage of their careers.
- Many organizations pair new managers with experienced ones, which is very beneficial. Mentorship is bi-directional; we learn from each other and share knowledge.
- Consultants make good mentors because of their diverse experiences with many clients. They can also provide mentorship services to small organizations that do not have many mentors available.

strategy/business models, global challenges/collaborative solutions, careers/industry, and standards/best practices. Two innovative features marked the meeting: Sprint Beyond the Book (<http://sprintbeyondthebook.com>), in which a team of authors (including volunteers from the attendees) collaborated to publish an anthology of publishing topics in 72 hours (watch for a full report in a forthcoming issue of *Against The Grain*), and posters illustrating major concepts of the meeting that were created on the fly by a graphic artist (see sample below).



Photo by Donald T. Hawkins. Reproduced with permission.

Opening Keynote: *The Startup Playbook*

In his keynote address, **David Kidder**, author of *The Startup Playbook* (Chronicle Books, 2013), said that large companies can grow like start-ups. He presented 5 "lenses" that must be true for success in an entrepreneurial environment:



*Ann Michael,
SSP President,
Introduces the
Keynote Speaker*

1. *Proprietary gifts.* Do you have any? We must be smart, seek advantages, and leverage them.
2. *A single big idea.* Have an extreme focus and the courage to fail fast, say "no", accept imperfect answers, and embrace patience. Most startups do not die; they fail because they run out of money.
3. *Create painkillers, not vitamins.* Vitamins are elective, painkillers are indispensable. Kill biased pet and entitlement projects.
4. *Be 10 times better.* Incrementalism is a path to nowhere. Don't chase your competitors' press releases or features; create radical differentiation.
5. *Be a monopolist.* Create permanence with a customer. New growth is hard; accept that fact. Create value where permanence is a long-term outcome.

Kidder noted that the greatest companies are led by their founders and are always focused on the customer. What matters is the problem being solved, not the technology. Being right and on time is a massive art. It is important to lower the cost of failure; be 90% right before you bet on something.

CEOs must be super-administrators and super-creators. Watch customers' actions, not their words. The CEO who learns the fastest wins. Playing not to lose is a terrible strategy; play to win. The best environment is where people can fail and keep on trying.



David Kidder

Listen, Engage, Repeat: Lessons from the Front Line of Engagement

How are publishers actively engaging with their communities to support and grow a dialog with them? **Sara Rouhi**, Director of Business Development, North America, **Altmetric**, said that **Altmetric** uses several avenues to communicate with its users, including peer pressure (who else is using your content), webinars (an easy sharable means of educating), an "ambassador" program in which users (not sales people!) explain how to use services, an advisory board of key stakeholders to represent many sectors of the market, and a social media presence that is compelling when it is not exclusively promotional.

Grace Constantino, Outreach and Communications Manager, **Biodiversity Heritage Library (BHL)**, said that **BHL's** goals are to understand who is using their collections and how they are using them. Two new tools, **Altmetric** and **Disqus** (<https://disqus.com>), have recently been added to help transform **BHL** into a social digital library.

Tara Robenalt, Director of Product at the **Public Library of Science (PLOS)**, described how the **PLOS** blog network (<http://blogs.plos.org>) covers not only specific journals but also subject areas and established research communities. Special collections are created for significant events; for example, a landing page

continued on page 78

to a collection of articles on the Zika virus was quickly created and promoted after the current outbreak emerged. Article-level metrics are promoted as the author's story of the impact of their research (see <http://plos.org/article-level-metrics>). **Robenalt** gave the following advice for attracting visitors to a website:

- “Build it and they will come” is not a viable strategy.
- If nobody knows about a site, no community will be built, and the site will be an island.
- Make sure that Google can discover the site.
- Promote the site to make sure that colleagues know the community is available.
- Have social tools available for sharing.
- Serve the researcher (which is most important).

Tracey DePellegri Connelley, Executive Editor at the **Genetics Society of America (GSA)**, said that some of **GSA's** current challenges are to reach multiple disparate audiences on a limited budget, cultivate loyalty, and reposition its 100 year old journal. **GSA's** culture is to treat authors, readers, and reviewers well; help authors promote their work; pay attention and listen to what people say; and focus on being a resource and a partner so that authors can attain maximum impact.

Small Data/Big Benefits: Mining for End User Relationships

Budget pressures in the library marketplace are continuing, and the publishing environment is becoming more complex. Publishers have therefore begun to promote their products to end users as well as libraries because the end user is the person who needs the information. **Christine Orr**, Sales Director at **Ringgold**, said that a publisher's data is potentially its most valuable asset, but it must be of high quality. End users and institutions can play multiple roles, and when individuals and affiliations are joined together, publishers gain valuable knowledge and capabilities, such as:

- Market intelligence,
- Knowledge about research funding,
- Reduction in the time necessary to calculate open access charges, and
- Ability to avoid or resolve conflicts of interest (such as authors and reviewers from the same institution).

Jenni Rankin, Marketing Manager, **Annual Reviews**, said that her organization aims to communicate with end users through the creation and sharing of quality content. It used to be easy to provide content marketing by simply getting a book to users; now success is based on being in the right place at the right time, and we must continuously work to understand our users. Social platforms can be very powerful marketing devices.

Laura Kane, COO at **BioOne**, said that marketing to end users is a recognition that libraries have many priorities, and promoting a single product is probably not high on their list. The best approach is a collaborative one that respects the essential role of the librarian but also emphasizes the necessity of strong relationships with end users. Because of the need to have its brand recognized in the market, **BioOne** began to market to end users; in today's environment, a publisher that does not have a relationship with end users does so at its own peril. However, it is important not to let gains with users come at the expense of a loyal long-term relationship with the library.

Flip the Script: Moving Subscription Journals to Open Access

This session presented some considerations on collective funding models for OA. **John Willinsky**, Director of the Public Knowledge Project at **Simon Fraser University** (PKP, <https://pkp.sfu.ca/>), noted that libraries are already cooperating in the scholarly publishing area.

The PKP project has developed the concept of a subscription-equivalent-transition (SET), in which libraries would commit to pay a fee

equivalent to 3 years of journal subscription costs into the cooperative, which becomes revenue for the publishers while the journal is being converted to OA. The SET is revenue-neutral to both parties; the journal loses no money, and the library spends no more than previously. This model relies on trust and commitment, allows for membership in the cooperative to grow, and will result in improving the quality of scholarly publishing. Several journal publishers are interested in the concept, and in Ghana, libraries and journals have committed to explore the possibilities of having a national basis for forming a cooperative. At the end of the 3-year development period, the libraries have the option of reverting to the subscription model.

SET seems to be a promising strategy because it begins with libraries that already subscribe to the journals and gives time to develop the new model. It involves minimal financial impact and demonstrates a commitment to OA. The challenges are that it does not offer any relief to already strained library budgets and does not provide publishers with a way to meet increasing costs, which may result in significant resistance from them. These factors are working against the SET model:

- *Free Riders*: Some universities may opt to wait until the journals become OA, when they will be able to access them without having to contribute to the cooperative.
- *Inertia*: Promotion and tenure requirements are based on traditional publishing models and have not caught up with OA.
- *Lack of incentive*: Unless libraries and funders are willing to abandon subscriptions, there is no reason for publishers to participate.
- *Sustainability*: What happens when the 3 years are up?
- *Governance*: Libraries might need to participate in multiple cooperatives, which would be an administrative nightmare.

Despite these challenges, a feasibility study has begun. In an audience poll, over half of the respondents recommended exploring a SET strategy for converting journals to OA.

Second Day Keynote: Encouraging Diversity in Scientific Communication

In her second-day keynote address **Margaret-Ann Armour**, former Professor of Chemistry and now Associate Dean of Science, Diversity at the **University of Alberta**, emphasized the importance of diverse leadership in scholarly publishing. She said that when a society becomes sensitive to diversity, it spreads to many leadership roles and brings an increase in creativity and innovation. When women reach their full potential in the workplace, the workplace becomes respectful and inclusive towards all employees, there is an increase of innovation, and the financial performance of the company is increased. Reasons for lower numbers of women in leadership roles include persistent underlying attitudes and stereotypes, subconscious biases, and differences in male and female styles such as:



Margaret-Ann Armour

- Women are less assertive in communication. They must be encouraged to talk about their ideas.
- Men are expected to lead and make decisions; women are generally expected to support and nurture. We need to give men more opportunity to develop nurturing skills.
- Women are less willing to take risks.
- Women tend to have lower self-confidence. We need to learn to believe in ourselves and not be afraid to fail.

Armour described Project Catalyst, an initiative to help women with their careers. Some of its activities include holding career discussions with female graduate students; examining policies for parental leave, flexible work hours, and day care; and facilitating mentorship. She chairs the **Canadian Centre for Women in Science, Engineering, Trades and Technology** (WinSETT, <http://www.winsett.ca>), a non-profit organization that recruits, trains, and advances women in the SETT fields, and helps them overcome challenges in their workplaces.

continued on page 79

eBook Wars: The Libraries Awaken

October Ivins, Principal of **Ivins eContent Solutions**, noted that eBook purchases are governed by 3 licensing terms (called the Charlotte Principles because they were developed at the **University of North Carolina at Charlotte (UNCC)** — see <http://guides.library.uncc.edu/charlotteinitiative>):

1. Irrevocable perpetual access and archival rights,
2. Unlimited simultaneous users, and
3. Freedom from any digital rights management (DRM) restrictions.

The **UNCC** library has formed a working group of representatives from 20 “like-minded” institutions (13 libraries, 4 consortia, 3 university presses, and 1 non-profit vendor) to study how faculty use eBooks, the user experience, licensing principles, platforms, and preservation. According to the **UNCC** library’s website, a conference on the results of the study will occur in early 2017, with the final report to be published shortly thereafter.

Rachel Frick, Business Development Director at the **Digital Public Library of America (DPLA)**, said that lessons learned from **DPLA’s** Cultural Heritage Metadata aggregation service are that libraries have an opportunity to expand their curation skills beyond their immediate community; we need to take advantage of strategic points of collaboration between academic and public libraries; and while there is a golden opportunity now to restore some balance to the eBooks ecology, it will be necessary to work across our communities to do so.

Here are some of the eBook projects in which **DPLA** is involved:

- The “Readers First” movement was launched to improve access to eBooks for public library users and to advocate standards so that eBooks can be downloaded to any type of reader.
- Library Simplified (SimplyE), a mobile reader for content from any source, has been developed and will be launched shortly. It will allow readers to access eBooks in no more than 3 clicks or taps, make them available to visually impaired readers, and use open source standards.
- The Library E-content Access Project (LEAP) is a coalition of access partners led by the **New York Public Library** to provide a national exchange for open and licensed content. One of its efforts is to create eBook collections for children with special needs, and those in overseas military families.

The common goals of these projects are to serve researchers and readers, increase the universe of readers, and support curious inquiry and knowledge creation.

Transformative Publishing Platforms for Digital Scholarship in the Humanities

A panel of 4 speakers discussed how humanities scholars are applying digital technologies in their research and how publishers are using new tools and technologies to meet their demands. All of the speakers presented lists of problems in the scholarly publishing area; here is a consolidated list of them:

- Technology is rapidly evolving, but many publishers are burdened with a legacy infrastructure.
- Scholarship has become increasingly digital, and scholars want their books to reflect that trend.
- Business models for monograph publishing are shifting, and no single format prevails.
- Monographs cost anywhere from \$15,000 to \$40,000 to publish and do not sell enough to cover those costs.
- PDF and most e-publishing formations are replications of print which extend but do not transform scholarly publishing.
- Authors want media in their works, and university presses are constrained because they do not have developers on their staff or funding for R&D.

Solutions to these problems include finding workflow efficiencies and shrinking the costs of publication, creating efficient and scalable

procedures for effective electronic publishing on the web, and hosting books on a network that is open source and standards-based. Interesting projects in these areas are underway at the **California Digital Library (CDL)**, **University of Minnesota Press** (the Manifold project, <http://manifold.umn.edu>), **University of Michigan** (Fulcrum, <http://www.fulcrum.org>), and **New York University (NYU)** Press and Libraries (development of a new reading interface using the Radium reader (<http://readium.org>)).

Riding the Technology Wave: How to Avoid a Wipeout

Mark Johnson, Director of Marketing at the **Public Library of Science (PLoS)**, discussed the “build or buy” decision. He said that the reason for technology is to fill a need, but many people find a technology and then try to figure out how to use it, which leads to disaster, heartbreak, and frustration. Before doing anything, ask, “How does this help the researcher?” **PLoS’s** approach to technology is:

- Is there an open source solution available that can be cost-effectively leveraged to meet the need? If so, use it.
- Would an “off the shelf” solution meet the needs? If so, choose cheap or free solutions.
- Do we have unique needs that require a custom solution? If yes, then build it.

PLoS built Aperta, a manuscript and peer review submission system to streamline the publishing experience for authors, editors, and reviewers (see <http://youtu.be/yKDTqOryWhk>). Here are the lessons learned from the experience:

- Manuscript submission and peer review are core to the **PLoS** mission: the goal is for an author to be able to upload a manuscript in 10 minutes or less.
- User focus is important: authors are first, followed by editors, reviewers, and then **PLoS** staff.
- Agile works. Steady communication is effective.
- Be flexible on cost and timeline.

Alison Belan, Assistant Director for Digital Strategy at **Duke University Press**, noted that books are just containers, but they are still valued by people. There are significant differences in how they are produced, bought, sold, and consumed. Decision factors in a purchase decision include:

- Organizational character. Which aspects of the culture are healthy and which are harmful?
- Existing systems and partners. Know about your systems and question if they are the right ones.
- Maintainability. A system must be customizable while remaining maintainable.
- Compliance with local security procedures. Open source systems can be a security risk.

Belan said that build vs. buy is a lie! Almost everything today is built except standard systems like MS Office. It is complex and hard to build a system; development costs are massive and do not change.

Closing Plenary: Change is Already Here: Revolutionary Examples

The closing plenary session was a panel discussion moderated by **Kent Anderson**, CEO of **Redlink, Inc.** and former president of **SSP**. Panelists were:

- **Faye Chadwell**, Oregon State University Librarian and Press Director;
- **John Maxwell**, Associate Professor and Director of the Publishing Program at Simon Fraser University;
- **Stephanie Dawson**, CEO of ScienceOpen, Inc.; and
- **Alison Muddit**, Director of the University of California Press.

Here is an edited transcript of the conversation (questions posed by **Anderson** are in italics):

What did you see of interest at this year’s meeting and what are the biggest trends in the industry?

Panelists identified several trends such as persistent identifiers, standards, and ways to make content more interoperable. It is important

continued on page 80

to find and attract an audience and engage users, so trust and collaboration are vital. Publisher-librarian partnerships bring value to different approaches in publishing.

The focus seems to be shifting away from journals and toward articles; it is questionable whether journals will have a future as the container of articles.

What are some futile trends you see currently?

The value is not just the content but the connections between it, and the connections between people. The danger is in trying to wall off information. Science and scholarship deserve to be wide open. Researchers want to get their information out on an article level, and open access is the way to do that.

Publishers have outsourced services like manuscript submission and camera-ready manuscripts to authors, which may be leading to the growth of pre-print servers and self-publishing outlets in response to these pressures and developed capabilities. These function differently in the book and journal spaces. Where do university presses fit into this?

Authors express a strong preference for a formal publication process and want the imprint of the press on their books because it is valuable to their career progression. Presses and libraries are beginning to think about how they can collaborate.

Researchers have called for data publication to become part of the university infrastructure, like email or faculty webpages. Is this a new role for libraries? Would it require new forms of cooperation?

Yes, and this is an area where libraries may need to hire people without an MLS degree. It is imperative for libraries and researchers to be collaborative.

We have moved from "digitalization" and "globalization" to "platforms, networked systems, and next-gen tools." Are we reaching a plateau of digital content distribution? What might the post-digital marketplace look like? What is the next level?

Technically we have solved the distribution mechanism, but the social and cultural problems still remain. The problem is how to gather an audience for whom the material is relevant. It is easy to make things public (we do it all the time on systems like Facebook); reaching an audience is more subtle. There are many linguistic barriers. Google and Google Scholar are where you find the content in western cultures, but in Asian cultures, publisher websites are where researchers find the content. There are specific differences, and we need to understand them to help people find the content.

What are you trying to improve on or fix in traditional publishing models? Why do they need fixing?

We are trying to improve search and discovery. We are not listening to scientific voices outside of our northern sphere. We may never have heard of journals from some other areas of the world, but we must proactively push their content out after publication. Starting to move content after publication can solve many problems in the industry.

Can you manage to wear both the "publisher" and "librarian" hat at the same time? How do you resolve conflicting demands of these communities?

Publishing is an ecosystem, not a functional model. We need to respect and value what each entity brings to the table. Presses and libraries are separate at many institutions, but when they are in the same ecosystem, what happens at the press will affect the library. It is very important to recognize the values of each and take a collaborative approach.

Given the correlation between "scarcity" and "prestige," do we risk destabilizing the monograph system if we move to the OA approach? If these approach the "mainstream" level, will the value propositions that hold monograph publishing together be threatened?

It is easy to feel threatened by anyone and everyone. University presses tend to face more toward the universe of scholars; libraries are more focused on services to the campus community. It is hard work to be a publisher. Some libraries think they can publish their own journals, but there are not many success stories.



Closing Plenary Panel (L-R): Stephanie Dawson, Alison Mudditt, Kent Anderson (Moderator), John Maxwell, Faye Chadwell

If a change to all or even much more OA is inevitable, who is left after the revolution? What kind or level of collateral damage would be acceptable?

Traditional value propositions are holding monographs together. There is no reason why an OA monograph cannot be reviewed, win prizes, etc. When we understand how OA monographs are used, we will be getting more data that creates higher prestige. Value comes from quality, editorial, and peer review processes.

If OA ramps up, we will have much more scholarship at the monograph level and much more work in circulation. In the journal world, different review processes lead to downward pressure on content published. But publishing more does not have to mean this. In some small fields, it is hard for researchers to get their work published because the market is so small.

What research questions related to changes in scholarly publishing would you like to see the community pursue?

We need more focus on the needs of readers, authors, and scholars. Scholarly publishing is about a community: where are students as knowledge contributors and creators? How are libraries and presses contributing to student successes? We have come from an ivory tower paradigm. The interesting research to be done is who cares about scholarly research. How do we mine social media to find how people are using scholarly content, including the public who have an interest in science, health, etc? How do we know what students are finding?

We need tools to help us with deep mining and to help us read papers before they are published. People are not going to be able to read all the research being published in their field. We are still far away from the machine as reader; more research in that area would be useful.

The SSP meeting was enjoyable and provided an insightful look at a wide variety of topics related to the scholarly publishing industry. Organizing the meeting around several broad subject areas made it easy for attendees to focus on their specific interests if they wished. The exhibit hall was well attended and provided a good look at innovative products and services, for example, translation and editorial services from **Crimson Interactive** and **Editage**, **Squid Solutions' Inqwell** analytic and visualization of product usage metrics, and **Inera's eXtyle** editorial tools to help automate document production. And of course, the beautiful venue greatly added to the enjoyment of the meeting.

The 39th Annual SSP conference will be held May 31-June 2, 2017 in Boston, MA. 🌍

Donald T. Hawkins is an information industry freelance writer based in Pennsylvania. In addition to blogging and writing about conferences for **Against the Grain**, he blogs the **Computers in Libraries** and **Internet Librarian** conferences for **Information Today, Inc. (ITI)** and maintains the **Conference Calendar** on the ITI Website (<http://www.infotoday.com/calendar.asp>). He is the Editor of **Personal Archiving: Preserving Our Digital Heritage**, (*Information Today*, 2013) and Co-Editor of **Public Knowledge: Access and Benefits** (*Information Today*, 2016). He holds a Ph.D. degree from the **University of California, Berkeley** and has worked in the online information industry for over 40 years.

And They Were There

Reports of Meetings — NASIG 31st Annual Conference and the 35th Annual Charleston Conference

NASIG Report Edited by: **Donald T. Hawkins** (Freelance Conference Blogger and Editor, “Don’s Conference Notes”) <dt Hawkins@verizon.net>

NASIG Annual Conference — “Embracing New Horizons” —
Hotel Albuquerque, Albuquerque, NM — June 9-12, 2016

Reported by: **Steve Oberg** (Assistant Professor, Library Science, Wheaton College, Wheaton, IL and current Vice President / President-elect, NASIG) <steve.oberg@wheaton.edu>

NASIG (<http://www.nasig.org>, formerly the **North American Serials Interest Group, Inc.**) held its 31st annual conference in beautiful, sunny Albuquerque, NM from June 9-12, 2016. Several hundred attendees converged on the Hotel Albuquerque for three days packed with interesting conference presentations along with plenty of informal networking — one of **NASIG**’s biggest strengths — and an engaging vendor expo. The conference theme, “Embracing New Horizons,” set the tone for the event. Here are a few highlights from the conference program.

“Show Me the Value!,” presented by **Matt Harrington** of **North Carolina State University** (NCSU, <https://www.ncsu.edu/>), described an interesting project to assess the ROI of consortial serial packages within the **Triangle Research Library Network** (TRLN, <http://www.trln.org/>). Commissioned by **TRLN**’s Electronic Resource Committee, the project collated several assessment metrics including title-level analyses, collection-level graphs, and institutional-level comparisons as well as overall summaries of various metrics, all contained within a **Microsoft Access** database. **Matt** highlighted the following general points:

- Determining what is good or bad is about defining limits,
- The importance of mapping values along a spectrum to determine better vs. worse,
- The importance of using the right title-level identifiers to collate data in a useful way, and
- Cost and usage, the key pieces of data to assess ROI.

Matt selected year, institution, and ISSN-L for collating data, and emphasized that multiple pricing models among **TRLN** institutions made it a challenge to use cost in a comparative way. The only serial package that was common among **TRLN** institutions involved in this assessment project was a consortial **Springer** journal package. **Wiley** is problematic for cost comparison, since each **TRLN** institution has its own subscription/package deals from that publisher. Key takeaways from **Matt**’s talk: thoroughly understand the data with which you are working; calculating ROI is a worthwhile but complex endeavor; and comparing serial packages across a consortium over time will lead to more effective collection decisions.

NASIG is frequently thought of as only about serials even though it covers a much broader range of topics, and this was borne out by another presentation that described one library’s experience with streaming video. **Jennifer Leffler**, Technical Services Manager at the **University of Northern Colorado**, provided her audience with useful insights in her talk, “Juggling a New Format with Existing Tools: Incorporating Streaming Video into Technical Services Workflows.” She pointed out that there isn’t one type of streaming video; there are several, which include databases that are mostly subscription-based (think, for example, **Kanopy Streaming**, <https://www.kanopystreaming.com/>), locally hosted services (her institution uses an Ensemble Streaming Server), and externally hosted services. Streaming videos might be perpetual access, subscription-based, or expire after a certain term. **Jennifer** also talked about coping with teaching faculty’s assumptions about streaming video, e.g., that everything is available in streaming video, ripping DVDs is OK, and library staff members don’t need much time to make new streaming videos available (a week’s notice is common). She next walked through several workflows they developed and discussed some of the common questions they encounter in those workflows. For example, are multi-year leases best treated as monographs or serials (answer: monographs)?

Tracking the usage of streaming video is very important but there is not yet as much standardization as with other formats. Also, how do we define “good usage” for this format? Finally, **Jennifer** talked at some length about providing access to streaming video and the challenges her institution’s users face in finding streaming videos by using a local catalog vs. a discovery interface (her library uses Summon). Attendees left this session with some practical ideas for how to cope with this important new format.

An inspiring presentation was given by **Heather Joseph**, Executive Director of the **Scholarly Publishing and Academic Resources Coalition** (**SPARC**, <http://sparcopen.org/>) on “The Power of ‘Open.’” **Heather** traced the history of the open access (OA) movement and how **SPARC** has progressed since its inception in 2002. In the process of doing that, she emphasized that OA is a technology driven movement, and quoted from a statement of the Budapest Open Access Initiative: “An old tradition and a new technology have converged to make possible an unprecedented public good.” She pointed out that “open” access means immediate access to content AND full reuse of that content. “Open” can provide a solution to problems, and be used as a lever to create new opportunities. While diversity is a core strength of the OA movement, it also is a key weakness, since there are many problems to solve and many opportunities to pursue. Different user communities have their own expectations for OA:

- The library community might say that because of ever more limited budgets, it needs OA to alleviate cost pressures, especially for journals.
- The research community might say that it wants to find all the resources it needs without any restrictions or paywalls.
- Government bodies might say that the key driver for OA is business development.
- Funding agencies might want better ROI for societal impact.

Heather illustrated how government agencies view OA as a way to generate economic benefits by using the example of the human genome project. She noted that originally there were parallel models, one funded by federal dollars and the other funded by for profit entities. It turns out that the open version funded by the federal government generated over \$700 billion in ROI, whereas the for profit version had a much more limited impact.

SPARC recently invited an independent consultant who knew nothing about OA to review how it is doing. The results of that review focused on four areas:

- The need to look at the whole board (“the open agenda”),
- Clearly defining the end goal of **SPARC**’s efforts,
- The answer to the question, Why Open?, and
- The need to reward “open” in meaningful ways.

Defining the end goal, as one can imagine, proved quite challenging. **Heather** put it this way: We need to set the default to “open” in research and education, flipping our current default “closed” model on its head and making it the exception rather than the rule. We also need to not push for “open” for its own sake, but “open in order to” do or accomplish something else that’s concrete and desirable.” She illustrated this by mentioning the “cancer moonshot” initiative led by **U.S. Vice President Biden**. That project has fully embraced this idea of “open” in order to” accomplish strategic gains in cancer research in a short amount of time.

At the end of **Heather**’s talk, she fielded several questions:

- *How are you reaching out to institutions regarding promotion and tenure (P&T) guidelines (to promote the value of “open”)?* At **Indiana University — Purdue University at Indianapolis** (IUPUI), they are working on crowdsourcing

continued on page 82

And They Were There from page 81

P&T guidelines. The broader research and education community can see what's out there, and IUPUI has set an example of how to incorporate the benefit of OA publishing into such guidelines.

- *Have we solved the problem of publishers' involvement in this P&T process?* In reality, the OA publishing industry is still pretty new. Article processing charges (APCs) are an initial model; is that the right system, one that is sustainable? **Heather** said that significant money still supports the old subscription model, and believes that this money needs to shift to a different model for there to be significant change.

- *Does SPARC have a position on SciHub?* **SPARC** does not support or condone illegal efforts. However, **Heather** believes that SciHub serves to illuminate the scale of the problem that OA is trying to solve.

Jim O'Donnell, University Librarian at **Arizona State University**, closed this year's conference with a provocative speech on how to re-imagine the services libraries provide, and the number of actual libraries we really need to have. He argues that we should think more collectively about our shared resources. In **Jim's** view, one of the things we must focus on is our core strength of being information consultants. He left us with a lot of possibilities to mull over.

The excellent program put on by **NASIG**, combined with an outstanding site in Albuquerque, left participants stimulated with thoughts of the future — ready to shape and embrace the new horizons awaiting us. The **NASIG** plenary speakers' talks are available on YouTube at https://www.youtube.com/channel/UCVvnh_CzXS8YgftuvIypTiQ. 🐼

Issues in Book and Serial Acquisition, “Where Do We Go From Here?” — Charleston Gaillard Center, Francis Marion Hotel, Embassy Suites Historic Downtown, and Courtyard Marriott Historic District — Charleston, SC, November 4-7, 2015

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 2015 Charleston Conference. All attempts were made to provide a broad coverage of sessions, and notes are included in the reports to reflect known changes in the session titles or presenters, highlighting those that were not printed in the conference's final program (though some may have been reflected in the online program). Please visit the Conference Website at www.charlestonlibraryconference.com, and <https://2015charlestonconference.sched.org/>, 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 2015 Charleston Conference blogger, **Don Hawkins**. The conference blog is available at <http://www.against-the-grain.com/category/chsconfblog/>. The 2015 Charleston Conference Proceedings will be published in partnership with Purdue University Press in 2016.*

In this issue of ATG you will find the fourth installment of 2015 conference reports. The first three installments can be found in ATG v.28#1, February 2016, v.28#2, April 2016 and v.28#3, June 2016. We will continue to publish all of the reports received in upcoming print issues throughout the year. — RKK

FRIDAY, NOVEMBER 6, 2015 LIVELY LUNCHES

Elsevier's Heirs, or, Yes, Copyright IS Confusing — Presented by **William Cross** (NCSU Libraries); **Molly Keener** (Wake Forest University Libraries); **Heather Morrison** (University of Ottawa – School of Information Studies)

Reported by: **Lisa Hopkins** (Texas A&M University-Central Texas) <l.hopkins@tamuct.edu>

The panel of three speakers presented a brief talk. **Morrison**, Assistant Professor at **University of Ottawa School of Information Studies**, presented a PowerPoint slide show about “Sustaining the Knowledge Commons” — the slides zipped by very quickly with little or no explanation. Her talk centered on issues surrounding Open Access, copyright and licensing. **Keener**, Scholarly Communication Librarian at **Wake Forest University Libraries**, spoke about the “Copyright Conundrum.” She spoke about copyright as a bundle of rights, and faculty authors giving away part — or all — of their rights by signing

contracts without reading them. Finally, **Cross**, Director, Copyright and Digital Scholarship, **NCSU Libraries**, went over many legal terms involved in copyright, as well as issues in negotiating contracts as authors. The three panelists led a discussion closely tied to the description of the “lively lunch,” very centered on faculty and graduate students and their publications, negotiating contracts and issues surrounding IRs and Creative Commons. There was very little conversation about how this impacts the library and the role of the librarian — unless students or faculty members come to ask about his/her contract OR the library is involved in building an IR. The discussion was very centered on the publishing industry. The biggest takeaway from the discussion was that libraries must urge faculty (and grad students) to keep a copy of their publishing contracts AND print out terms from the Website (as a PDF with a date stamp) on the day they signed the contract.

If Students Were Cats: Understanding the Different Breeds at Your Institution — Presented by **Carrie Moran** (University of Central Florida); **Kyle Stewart** (Cengage Learning); **Jakarri Godbolt** (College of Charleston)

Reported by: **Neil Foulger** (Levi Watkins Learning Center, Alabama State University) <nfoulger@alasu.edu>

The title's name created the expectation that the session would classify users according to different breeds of cats. Being a cat-guardian, this session intrigued me. The description explained something different: creation of patron personas and Agile story-mapping techniques. These techniques are to develop a sample user persona that is a composite of users. The session matched the description as **Stewart's** descriptions of Agile's concepts and strategies alternated with **Moran's** discussions of how these concepts were applied in the re-design of the **University of Central Florida Library Website**. The first stage discussed interviews. Useful suggestions regarding interviews were supplied including a role play between **Stewart** and **Godbolt**. Once a set of interviews is obtained, categorization of responses is next. These results are then compared with website usage data. To provide a human face to the results and better empathize with the users, patron personas are created from like groups of users. The personas are created by story-mapping techniques. The personas are a way to test how successful the library meets the need of that persona. So how did cats fit in this presentation? They were in icons describing sample personas during this practical and active presentation.

continued on page 83

The Future of the Subscription Agent — Presented by **Robert Boissy** (Springer); **Tina Feick** (Harrassowitz); **Dan Tonkery** (Content Strategy); **Jill Emery** (Portland State University)

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

During his introduction, moderator **Tonkery** described the history of the subscription agent, the impact of technology on the business, and facets of the changing environment that agents initially missed, such as how to work with consortia most effectively. **Boissy** talked about **Springer's** policy for working with subscription agents; he discussed the changes libraries have seen as fixed print pricing transitioned to custom pricing for electronic subscriptions. While urging agents to find ways to stay viable, he explained that his company does its own due diligence in monitoring agents. **Feick** shared some results of a survey on the role of the subscription agent she was involved with that yielded responses from more than 400 libraries, and she indicated that an article will be forthcoming. She talked about the complexities electronic journal packages bring to **Harrassowitz** and other agents at the same time that they offer the opportunity for agents to provide much needed services for libraries. Providing the librarian perspective, **Emery** talked about the role of subscription agents versus consortia and her interest in working within a contract so there is more accountability. The concluding remark was that agents will continue to be around to bring order out of chaos.

Then and Now: Re-visioning a Liaison Program in the Context of Library Restructuring — Presented by **Harriet Lightman** (Northwestern University); **Marianne Ryan** (Northwestern University)

Reported by: **Alison M. Armstrong** (Radford University) <amarmstro@radford.edu>

This Lively Lunch was led by **Lightman** and **Ryan**. At **Northwestern University**, they have found that hearing what others do can be helpful.

The audience was a mix of vendor representatives and librarians. Roles, terms, and structures vary from library to library. We went around the room and said our names, our institution, and a frustration in terms of liaison programs. Some topics were discussed further and others were more rhetorical. The session was interesting and a nice arena to toss ideas and concerns out in a lively discussion.

There were about 30 attendees in the session. **Harriet** and **Marianne** pointed out that all of us were worried about liaison programs. At **Northwestern**, they found that you can't do it all and you can't force people to do things they aren't good at. Now, they hold training sessions and have guest lecturers. They developed an expertise database which helps with referrals.

In the end, it is something we all struggle with at some point but, communication is important. This session may not have had all of the answers but, it was great to hear that we are all struggling with some of the same issues.



When You Come to a Fork in the Road, Take It (15th Annual Health Sciences Lively Lunch) — Presented by **Jean Gudenas**, Moderator (Loyola University Chicago Health Sciences Library); **Ramune K. Kubilius** (Northwestern University, Galter Health Sciences Library); **Cunera M. Buys** (Northwestern University Library); **Elizabeth Lorbeer** (Western Michigan University, Homer Stryker School of Medicine)

NOTE: This was an off-site session open to all that required pre-registration.

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

In this year's sponsored, but no holds barred lunch session, over 40 participants played off of **Lawrence Peter "Yogi" Berra's** quote: "When You Come to a Fork in the Road, Take It," highlighting new roles and avenues for libraries and librarians. After greetings from **Wendy Bahnsen** on behalf of the lunch host, **Rittenhouse**, **Kubilius** presented the traditional brief "year in review" recap (since the 2014 conference), highlights that included independent publisher anniversaries, industry mergers and acquisitions, data sets and open access news.

Panelist **Lorbeer** presented "Textbooks: Trends, Alternatives & Experimentation," how her library at a relatively new medical school is selecting and acquiring course materials as well as running the bookstore. Experiments and initiatives? Use of Inkling and Apple iBooks, institution as publisher, and the use of Wikis for course materials. Points to consider? Copyright, student adoption and other issues.

Buys highlighted work she and **Pamela Shaw** (Biosciences & Bioinformatics Librarian, Northwestern University's Galter Health Sciences Library) did as part of **Northwestern University's** E-Science Working Group. Survey results were presented in a poster at **Medical Library Association 2015** annual meeting, entitled "Disciplinary Perceptions of Data and Data Management Practices." Libraries help researchers understand funders' data sharing requirements and know their constituents' disciplinary repository options when there are no institutional repositories that can accommodate data sets. Knowledge of institutions' data management policies is key. Additional assistance can be offered. Opportunities to learn more in this arena abound and data sets can and are becoming part of libraries' collections.

Before the floor was opened for questions and discussion, moderator **Gudenas** shared highlights of **Gail Hendler's** and her 2015 conference poster, "Expanding Limits with Get It Now." Can access to material be sufficient and provide cost-savings over ownership to a title? She shared the steps her library took to supplement document delivery solutions, identifying a group of 100 high demand, non-subscribed journals, to make available through Get it Now (**Copyright Clearance Center**), opting to make it an unmediated service. This solution was not set up lightly and incorporated considerable analysis.

FRIDAY, NOVEMBER 6, 2015 AFTERNOON CONCURRENT SESSIONS 1

50 Shades of eBooks — Presented by **Victoria Koger** (Eastern Kentucky University); **Laura Edwards** (Eastern Kentucky University)

Reported by: **Jennifer Culley** (University of Southern Mississippi University Libraries) <Jennifer.Culley@usm.edu>

Although held in a small room, there was a good crowd for the **50 Shades of eBooks** presentation by **Koger** and **Edwards**, both from **Eastern Kentucky University**. The presentation was just as described. They touched on their library's issues with eBook use, an apparent common issue with those in the audience. They discussed patron issues with different formats and platforms, as well as various vendor restrictions.

continued on page 84

And They Were There from page 83

To help address some of these issues they have created coping strategies in their library. One of these strategies was to create a guide for helping patrons use the eBook collections. This guide can be found at the following Website: <http://libguides.eku.edu/OnlineResources/eBookGuide>. The guide is easy to use and follow. This session was very informative and it helps to know many other libraries have the same struggles and obstacles with eBooks.

Data That Counts — Presented by **Jo Lambert** (JUSP Service Manager); **Lorraine Estelle** (COUNTER)

Reported by: **Connie Stovall** (University of South Alabama) <cstovall@southalabama.edu>

Estelle initiated Friday afternoon's session with appreciated levity. Specifically, she pointed out the sessions' "magenta theme," as evidenced by her outfit and her cohort's current hair color. **Estelle** then began in earnest by providing a **COUNTER** overview, highlighting its history of setting standards in developing credible, consistent journal usage statistics, and summed up by emphasizing **COUNTER's** international, community-driven approach.

Lambert discussed how the standards operate in practice as tools. With **JUSP**, members utilize a single interface as opposed to visiting multiple publisher Websites to retrieve statistics. Additionally, the tool depicts data visually and assists institutions with understanding their place in scholarly communication.

Likewise, the newer IRUS-UK makes available standardized statistics for IRs and enables researchers to view their impact and compile annual reviews data. **Lambert** added that keyword searching allows vanity searching, too, a comment that sent a ripple of chuckles through the room despite the typical post-lunch lull.

Lastly, the presenters reiterated benefits of connecting libraries, shared usage statistics management, and avoiding effort duplication. Challenges center on eBook usage data. While they intend to provide such services, it was pointed out, with understated humor, that standards are lacking at the publisher level. A thoughtful discussion ensued, with one person, perhaps relatively new to the subject, asking what anyone in the United States new to usages statistics wants to know: does an U.S. equivalent exist? Like the rest of us, she was disappointed with the answer...

The Unknown Path – Evaluating Electronic Resources for Access-Based Collection Development — Presented by **Laurel Crawford** (University of North Texas); **Erin Miller** (University of North Texas)

Reported by: **Neil Foulger** (Levi Watkins Learning Center, Alabama State University) <nfoulger@alasu.edu>

After introductions and acknowledgement of **Henley** (former Contracts Assessment Librarian), **Crawford** provided an overview of the traditional structure of collection development and the factors that led to its review. As a result, the librarians at **University of North Texas** revised their decision process to include the following four features: team approach, holistic collection sculpting, areas of emphasis, and evaluation over decision. These required evaluation, negotiation, transparency, and thorough documentation of the process. The evaluation covers ten areas: feedback, trials, access, content and scope, special concerns, license/contract, usability, and vendor communication. All areas (except for license/contract and usability) are reviewed via a three-part rubric (Excellent, Medium, and Poor). One section of the session I really appreciated were the guidelines for setting up a trial and how to promote it. Concerning license/contract, the library has a Contracts Assistant. **Crawford** discussed the checklist used in evaluating the license. Concerning usability, students test the resources using a checklist. Three items for better student evaluations included definition of library terms,

provision of sample questions/ sample terms, and installation of Chrome Mobile Emulator. **Miller** started as Electronic Resources Librarian as this process was underway and appreciated the opportunity to manage this rubric. Audience members included librarians and representatives from publishers. There was constructive discussion and both presenters were able to respond to all comments. While this rubric was developed for materials prior to purchase, they will revise the rubric to evaluate materials currently subscribed.

Where do we go from here?: Navigating through the Deluge of Research Information — Presented by **Robin Champieux** (Oregon Health & Science University); **Jason A. Clark** (Montana State University Libraries); **Kamran Naim** (Annual Reviews)

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

Three speakers provided three perspectives. Current day researchers are challenged by the impossibility of being experts, articles are doubling each decade, **PubMed** is adding two new articles (references) per minute, etc. **Naim** maintained that part of the informational ecosystem is harvesting the wisdom of scholars — it's an honor for them to be invited, provides recognition, and for the audience — provides a guide into the primary literature. **Clark** pointed out that finding machine processes is another technique — applying the open data project to research services. This includes making a recommendation engine of screen scrapes resulting in related articles, linked pages and resources. Understand the sharing economy seen inside social networks. Examples of betas, APIs were given. **Champieux** talked about graphing the literature. Institutions like hers pose questions-what are we publishing, what are linkages between people and their research, what is the impact of the work? Leveraging the power of the graph can pull together disconnected data, the relationships (e.g., mentors and mentees) over time. Build and use: database APIs, integrated semantic frameworks of VIVO, attributions, taxonomies, faceted searching technologies.

FRIDAY, NOVEMBER 6, 2015 AFTERNOON CONCURRENT SESSIONS 2

Avoiding Pitfalls of Special Collection Digitization — Presented by **William Bennett** (Smithsonian Archives); **Ray Bankoski** (Gale, Cengage Learning); **Joan Stahl** (The Catholic University of American); **Natraj Kumar** (HTC Global Services, Inc.)

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

This session, hidden in the schedule on Friday afternoon, proved to be a worthwhile "mini-seminar," informative for those responsible for collection management of rare items in Special Collections or at institutions early in the trajectory of digitizing items in those collections. Speakers offered standards, tips, and best practices. **Stahl** aptly observed that special collections are gaining prominence. Digitization projects at many libraries are probably done in-house, often for exhibits, and plans for systematic digitization may be less frequent (though the desire may be there). Acquisition of a donated collection of former ambassador **Olivier Lima's** papers pushed the matter to the forefront at **Catholic University**. **Stahl** outlined reminders about the digitization plan — the why (preservation or access), the issues of space, attention, marketing, audience, labor (appreciate the staff-intense nature), the scope (entire or in phases)... "It takes a village," she reminded. **Bennett** addressed challenges that can be overcome, since there is never enough time, money, or people. This area is important to cultural heritage and a clear vision of priorities is important, as is communication with stakeholders. Batch process whenever possible, he advised, and make sure that scanner operators are trained to handle special collections materials. **Bankoski** continued this thread by advising that conservators train

continued on page 85

Media-Centered — Have Fun Storming the Castle!

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 media in the classroom is ubiquitous. Visual theses are on the rise. Academic interest in and classroom use of film and global cinema 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... — WFM*

Over the last couple of years, I have utilized this column to discuss several essential components of Media Librarianship ranging from content (documentaries, feature films, collecting resources and the festival circuit), pedagogy and copyright to nuts and bolts information on streaming media and distribution to keeping attuned to the current media delivery landscape. If I were asked to identify a foundation or common thread running through each of these discussions, it would have to be collection development. Why? Because it always comes back to the stuff. Streaming and distribution are about providing access to and (in part) preserving the stuff, copyright is about protecting the stuff, and pedagogy is about teaching, researching and ultimately producing more stuff. That will, in turn, need to be collected.

Now, do not get me wrong — I am in no way suggesting that Media Librarianship can be distilled simply and solely down to collection development, but I do believe it to be central scaffolding for core components comprising the work. I use media in almost every class I speak to and almost every instruction session or presentation I give. It is extremely rare for me to complete a consult without illustrating some point with a scene from a film or documentary or referring to a media clip online. No matter if I am in the classroom, media production lab, curating a screening or advising a project, the work ultimately always ties back to the collection.

So, collection development and careful curation remain key.

This is certainly something that has been underscored for me time and again and most recently in a myriad of interesting consults with grad students conducting summer research and with faculty prepping their syllabi for new classes. In one particular series of consults, where I was walking a couple of graduate students through the process of crafting a visual thesis for their media project and outlining how to storyboard or rough out their initial ideas, we kept returning to the collection — not only for research content but as a means for me to illustrate examples of clear theses, effective interviewing techniques, and to begin introducing ideas about good camera placement, sound quality and editing choices. A week later, when a faculty member came to me for help providing samples of media to contextualize a number of themes he will be presenting in a new class in the fall semester, we successfully mined the collection to meet a few of the themes, found some relevant docs available freely online to address a couple more, and uncovered a subject area gap needing to be explored. While each of these consults required me to actively engage a rich range of skills — their success depended on my utilizing both the collection and my collection development expertise. Happily, these consults also yielded an almost simultaneous organic review of the collection — reflecting areas of content wealth and highlighting areas needing development — allowing me to not only apply but sharpen that expertise.

It's a Prestigious Line of Work, with a Long and Glorious Tradition.

When I heard that one of the central themes for this issue of *Against the Grain* surrounded **Adversity in Collection Development**, things like budget, access and delivery, and copyright sprang to mind — but they were each soon eclipsed by the notion of complacency.

Let's sit with that for a minute.

By complacency, I am talking more of the sense-of-security/repose/equanimity use of the term, not so much the self-satisfaction/smugness

continued on page 86

And They Were There from page 84

scanner operators, and he discussed common types of scanners. He argued the merits of JPEG vs TIFF, resolution issues, consideration of the end purpose, and the recommendation for a “master file” and one for presentation. Put files in logical folder structure, he advised, and don't randomly number. **Kumar** discussed the purpose of metadata, and advised that decisions should be made based on a sampling, that some decisions may need to be made on the fly, but that there should be a team for identifying variations, and that “90% clear vision is best.” (**Marty Tannenbaum** from **Innovation Document Imaging**, was involved in original plans for this session, but did not attend). Questions ranged: about duplicating (or not) what has already been digitized, about item notes, about human eye and DPI, and about reduction ratios.

FRIDAY, NOVEMBER 6, 2015 AFTERNOON PLENARY SESSION

Hyde Park Debate. Resolved: Altmetrics are Overrated —
Presented by **Rick Anderson**, Moderator (University of Utah); **Maria Bonn** (University of Illinois); **Derek Law** (University of Strathclyde)

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

As moderator, **Anderson** stayed out of the fray. The opening poll of this entertaining debate about altmetrics was close: I agree (20) vs I disagree (15). **Law**, the eloquent scholar from Scotland, argued that with altmetrics, what's measurable becomes more than what is important. Altmetrics eliminate judgement in favor of what can be measured. Comparing altmetrics to metrics is akin to comparing medicine to alternative medicine. Other arguments: crowd sourcing is populist, a third of tweeting papers are not academic, and pseudoscience can be raised to the level of science, bad science can get high scores, manipulation is possible.... **Bonn** argued that all metrics are overrated, yet, in order to hear the stories, narratives are rich, and, yes, she desired all tales and numbers. In the next round, **Law** mentioned the spider web in the old house of **James Thurber's** 1937 “Tales of Our Time.” There is no safety in numbers or anywhere else, he argued. Altmetrics focus on what is measurable more than what is important. Don't blame the bricks for the shoddy house, and remember the Trojan horse. Audience comments included — what does it mean to have impact, it can be said that metrics are power, and yes, altmetrics are over-rated because there is a presumption that there is one dominant tool. “Political agendas will drive altmetrics,” argued the ultimate winner, **Law** (more attendees joined the ending poll and the gap between “yes” and “no” was larger). 🌲

*That's all the reports we have room for in this issue. Watch for more reports from the 2015 Charleston Conference in upcoming issues of **Against the Grain**. Presentation material (PowerPoint slides, handouts) and taped session links from many of the 2015 sessions are available online. Visit the **Conference Website** at www.charlestonlibraryconference.com. — KS*

bit. And, it is a notion I cannot help but consider when reviewing hurdles to collection development. Budget issues are really hard to ignore in that they permeate pretty much everything: collection building, staffing, access, licensing — the list seems endless. But complacency is harder to identify and it can show up in spite of some really great things like expertise, quality engagement, and substantial use stats.

Working in close proximity to the **School of Information and Library Science (SILS)** at UNC, I have the opportunity to guest lecture in one of the collection development classes offered each semester, something I readily do. I am also regularly approached by **SILS** students asking that I share my Center's collection development policy and plan with them, something I rarely do — because Collection Development plans for media can be a bit of a moving target considering the nature of the medium and the speed at which delivery options continue to morph and change. Instead of sharing a static plan, I prefer to talk about a few of the things I see as basics for effectively nurturing and curating a media collection. Turning an eye to the process remains a good exercise for me too, to hold onto and often rediscover what's important and crucial to collection development in the moment and hopefully avoiding complacency in the mix. Here are the five things I offer up to them:

Hello, My Name Is Inigo Montoya...

Clearly, one of the first steps in a successful collection development plan is to identify whom your collection serves and which of these groups are the primary stakeholders according to your institution's mission. Often times this is easier said than done in that in a University environment, much of this is constantly in flux as whole groups of library users are continually matriculating each year, either from undergraduate or graduate programs, or progressing through their careers and moving to other institutions.

So, I underscore the importance of moving beyond identifying a static list to engagement. Knowing staff, faculty, undergraduate and graduate students and what their areas of research and instruction interests are is crucial. Just as important is their knowing who you are and what your Media Center has to offer.

You also need to extend the stakeholder list to include colleagues beyond your campus who play an essential role in helping you deliver your Center's collections and services — area consortia, vendors, distributors, filmmakers, and media colleagues at other academic institutions.

Anybody Want a Peanut?

After introductions have been made, you have to cultivate relationships with your on-campus and off-campus stakeholders. At this moment, I feel the need to give a shout out to **Dr. Barbara Moran** and my fellow students in the two Management classes I took at **SILS** years ago; **Dr. Moran's** instruction and feedback from my fellow students highlighted all of this for me so very well. Those classes underscored the importance of engagement and partnership. Knowing your community, its strengths, needs and interests better prepares you to function effectively as a partner in the field. All of the following are essential:

- Providing consults to faculty, students and staff regularly
- Asking for syllabi, crafting filmographies, creating focused resource guides
- Teaching or speaking in classes, assisting with assignment design, providing feedback
- Working sporadically at the public service desk, volunteering at new student and faculty orientations
- Participating in faculty searches, giving tours to prospective grad students, speaking at Library Friends events
- Co-curating campus programming with campus partners
- Attending departmental and student-run campus events
- Serving on Departmental Advisory Boards, Faculty Council and other campus groups
- Participating as an active member in professional Media groups, at conferences, writing or editing for journals, and serving on professional advisory boards

I Mean, If We Only Had a Wheelbarrow, That Would Be Something.

Now that you have begun to more closely define your current key stakeholders and have identified some of their immediate research and instruction needs, it is time to take careful stock of your collection. Taking both a proactive planned approach and being open to organic discoveries are equally important. Either way, you can uncover collection gaps, dispel misunderstandings surrounding media pedagogy with your patrons, and better educate yourself and patrons to the pretty endless potential / academic application of the collection. These are some useful examples:

Planned

- Conduct comprehensive annual inventories
- Conduct quarterly inventories based on pre-assigned content areas
- Match catalog to curricula for existing classes served through reserves and/or semester bookings
- Review subject holdings and any existing collecting agreements across local consortium (for us, that is the Triangle Research Library Network) noting areas of strength and need
- Conduct reviews of collections and resources available freely online

Organic

- Match catalog to curricula based on consults (this can yield unexpected gaps and forecast emerging areas of interest and identify areas needing more publicity)
- Match catalog to curricular and general need based on engagement at the service desk
- Co-create and/or test-drive assignments that utilize the collection
- Curate campus programming for events across the curriculum

You Rush a Miracle Man, You Get Rotten Miracles

When you feel like you have made good progress getting a handle on what is in the collection and have uncovered areas of potential growth, it is time to survey the media landscape and begin to keep current with new and emerging resources. This is comprised almost entirely by reading and trials:

- Read the professional literature internal to librarianship, media centers, communication, digital collections, film & cinema studies, documentary studies, etc.
- Participate, negotiate or craft trials of emerging media and platforms
 - Some of these will lead to successful additions to the collection, while others might grandly fail or find no purchase with the curricula
- Actively engage with the content by programming, presenting, writing and research

All of this can be somewhat overwhelming at the best of times, which leads to the final suggestion I usually pose to the **SILS** students.

You Keep Using That Word... I Do Not Think it Means What You Think it Means.

Ask for help when you need it and do not be afraid of failure. Knowing your current limits, learning from them and how to overcome them is integral to establishing expertise. And really, everything I have suggested thus far ultimately dovetails here. In asking for help when needed; you are typically addressing a research or instruction need, you are utilizing and often strengthening the relationship building process, you may be acting on things uncovered from taking stock of your collection, or you may be responding to questions that have resulted from trials or your review of the media landscape. Either way, if you are not sure about something ask. Look to listservs, local or external colleagues, professional literature, etc.

You Told Me to Go Back to the Beginning...So I Have

After I have outlined my five suggestions to the **SILS** students, I take care to emphasize that this is an iterative process that must be observed

continued on page 87

Curating Collective Collections — Open Sesame: Collection Development at the Network Level



Column Editor: **Bob Kieft** (688 Holly Avenue, Unit 4, St. Paul, MN 55104) <rhkrdzin@gmail.com>

A few years ago, the editors of *Rethinking Collection Development and Management* gave me¹ and more recently the editor of *Shared Collections: Collaborative Stewardship* gave **John McDonald** and me² a chance to sound off on the future of shared U.S. library collections. In both essays, the future looks beyond the hierarchical, tribal, and territorial bases (yes, easy as pie) on which library general collections, dominated by the workflows and access practices of printed objects, have been designed and managed up until the last 20 years. These two pieces and many essays and presentations by others foresee a communal future in which libraries, by agreeing to play certain roles and work in regional and national partnerships, would manage collectively the aggregation and preservation of and access to the body of published or otherwise extant material, print or electronic, held in general, circulating collections.

In my 2014 essay, I rehearse the assumptions and practices that underlie the pre-“rethought,” pre-collective understanding of the library print collection and proceed to review in particular the roster of projects that point the way to a collective, rethought future. In the 2016 essay, **John** and I synthesize the results of a number of projects, many of them discussed in the volume in which our essay appears, and go on to prescribe the means by which libraries will move to a shared collections future. In our recommendations, we make passing reference to the role that support for open access publishing might play in the local and collective concept of the collection:

“Continued future support for open access (OA) publishing must be paired with parallel archiving efforts through **CLOCKSS**, **Portico**, and **HathiTrust**, and accomplished by shifting increasing percentages of the acquisitions budget to these efforts over several years. Whether through **Knowledge Unlatched**, **Open Humanities Library**, **OAPEN**, or **Open Access Network**, increasing OA (re)publishing will render many aspects of sharing collections moot and will shift libraries’ roles to creating better discovery and use tools, preserving digital objects, and publishing enterprises as opposed to paying publishers for specific items.”³

It is this theme I want to pursue here in the form of a question: what do the practices of collection development and management look like if a substantial majority of academic libraries’ materials budgets for general, circulating collections has been allocated to support open access publishing, that is, forms of publishing which offer legal, barrier-free access to publications? If most published materials were available to anyone with

an Internet connection, in other words, how would the roles, practices, and purposes of collection development shift? A variety of imperatives for open access to scholarly materials are cited by its proponents, not the least of which is the egalitarian or moral argument about maximizing the opportunities for education to the largest number of people, so it makes sense to think about library roles when the collection, that is, the body of published material, is open to everyone.

Items in local collections have always been open in limited ways — walk-in visitors, interlending and other means of resource sharing, and “black markets” with their person-to-person password transfers, photocopying and pdf-ing, or more recently Sci-Hub’s sharing practices (don’t you wish your IR received even a fraction of that much “participation?”). I am talking here, though, about an environment in which services developed for legally sharing electronically published material render the idea of sharing moot because everything is available to anyone with an Internet connection.

We see glimpses of this future adumbrated by such organizations as the **Open Access Network**⁴ and the **Public Knowledge Project’s MacArthur Foundation-funded “Open Access Publishing Cooperative Study”** as well as the establishment of mega- and single open-access journals and institutional repositories using various business models. We see this open future also in grant-funded projects that have sought to make open publishing feasible or to open the closed doors of retail purchase and subscription pricing on specific items or groups of items like **Knowledge Unlatched** or the **Mellon/NEH Humanities Open Book** program for out-of-print books, not to mention such projects as **University of California Press’s Luminos**, a group of liberal arts colleges’ **Lever Press**, or **Open Library of the Humanities**. Even the latest twist on the serials Big Deal by the **Association of Dutch Universities (VSNU)** and **Wiley** in May 2016, whereby those universities’ scholars’ publications in **Wiley** journals are open without payment of individual APCs, is a step toward this future.⁵

But, again, what does support for publishing instead of purchasing things from publishers look like to a campus library? Taking cues from **Peggy Johnson’s** standard textbook *Fundamentals of Collection Development and Management*⁶ and reworking text from my 2014 essay,⁷ the “classic” collecting paradigm looks like this:

- the gathering, organization, and preservation of library materials is specific to the mission, curriculum, students, and teaching/learning practices and goals of a library’s parent institution and the degrees it offers;
- this institutional situation informs a collection development policy or set of practices that determines the kinds, provenance, and formats of materials the library owns and places on a shelf or server, subscribes to, or otherwise gives access to;
- this same specific institutional situation determines the depth and breadth of collecting and access efforts, how the library makes replace/retain/store decisions, and the position it occupies in systems or other partnerships for materials provision;
- in turn, the body of material the library purchases or otherwise gives access to grounds staffing configurations, the many elements of user infrastructure (signage, circulation rules, communication lines, advisory and instruction services, space allocation), and services and systems for the discovery and use of materials as well as their interpretation and promotion;
- looking beyond the local campus, the publications and other materials the library purchases or otherwise gives access to are subject to and influence practices of knowledge creation and dissemination and the legal and commercial relationships involved in publishing or using published material;
- all of which close a circle back to the home institution as the library is funded and evaluated along all of these dimensions in terms of the ways in which it helps to fulfill the local mission.

continued on page 88

Media-Centered from page 86

continually to find any real success. Reflecting on this now, it is apparent to me that this process really needs to be on loop to successfully avoid complacency too.

In Summary:

- Know your stakeholders — and areas of research or instruction interests
- Relationship building all around
- Take Stock / know your collection
- Survey the landscape; trials, trials and more trials
- Ask for help, do not be afraid of failure, learn from error

After the student or class has time to mull over everything I have presented, I ask if anyone still wants a copy of the collection development plan/policy. Most times, I get a resounding “no” in answer. I also receive a barrage of other questions like: specific resources to use, how to negotiate a trial, and best ways of building relationships or forming partnerships with faculty. But that is the stuff of future column entries. 🌸

Looking toward a predominantly open access future and for the sake of argument, then, let's say that your library is supporting open access publishing ventures with 70%-75% of your materials budget (which is about the percentage you now spend on serials) whether through memberships in publishing and preservation cooperatives, maintaining an IR, digitizing special collections and printed materials, etc. Let's also say you have largely discontinued paying APCs to for-profit publishers (who consume the lion's share of the 70-75%) because, for all the value, including prestige, that such publishers might add to your faculty's work, your faculty and you have come to the point at which you dislike the idea of the profit-"overhead" those publishers have in their business model. The other 25%-30% is going to developing special collections and paying for those journal subscriptions and materials that have not flipped to open access.

What changes in your general collection development program? Here are some suggestions:

1. Since the local library is now "all that's accessible" online, selection does not take place except to the extent that your library chooses to support one open access publishing program or another. Enough libraries make different choices that your campus readers can get almost everything they might want without a password. As is the case in those consortia with eBook purchasing programs, your library may be paying for material that is less appropriate to your readers than it might be to other readers if it spends the majority of its materials budget on supporting publishing and related preservation and access platforms, but you will also be getting all that you want for your readers and working with other libraries and organizations to make scholarly materials available to all.
2. As the library collection becomes the aggregation of almost everything that exists, the networking of the library changes your "collection" from a bunch of "things" to a bunch of metadata and access pathways.
3. The library's focus thus changes from things to be collected to the services or purposes that make them available to and usable by readers. The majority of your collecting effort goes into "collecting on the fly" as you enhance discovery mechanisms you now have or create new ones that help individual readers find and use what they need. You also further develop reader advisory and materials repurposing services geared to helping them make their way through the ocean of freeness and incorporate materials in their own work, which you have been at great pains to do all these years anyway since **Google** became the search and discovery engine of choice.
4. Your library pays a lot more attention, that is, money, to collective efforts to preserve digital publications.
5. Your library and others establish concerted efforts to secure materials printed internationally and to digitize them for more general access when possible.
6. Your library may still buy print materials, but your physical collection doesn't grow by much, if at all, and you enter partnerships for the collective housing, distribution, and digitization of a majority of the print materials you now house on campus or in your own storage facility. You largely replace the local infrastructure needed for maintaining and accessing print by enabling user-initiated requests for physical or digitized copy from large fulfillment service centers operated by these partnerships.
7. Your library joins with others to press efforts for finding foster homes for orphan works, stepping up initiatives to investigate the copyright status of out-of-print publications in order to free the orphans for greater use and to establish copyright regimes favorable to opening more scholarship.
8. Since your readers are better served by having unimpeded access to everything than they are by your paying for a selection from that body of material, your mission becomes more centered on the overall and global enterprises of education and knowledge creation and dissemination.

About a decade ago **Lorcan Dempsey** popularized the concept of "collective collection"⁸ and more recently described what he calls the

"facilitated collection,"⁹ which derives from it. It's not far from the many ways in which library materials can be collectively assembled and managed, not far from the means for facilitating access to them in any format, to a world in which publication is open to begin with and (almost?) everything published is collectively made available and cooperatively preserved. As the facilitated concept of collection suggests, the word "collection" is less useful these days as a description of something on campus, except in the case when it is modified by "special," then it is as the body of material any given library can provide its readers by any means possible. Open access publications pose their special issues of bibliographic control, discovery, and preservation, but in many ways they are the ultimate in access facilitation, as long as people are willing and able to use digital formats and have an Internet connection. They lend themselves to several models of publishing and review, to experimentation with new formats, and to collective preservation efforts, as **HathiTrust** has amply demonstrated. Open access publications thus facilitate libraries' access to a new vision of collective enterprise in support of publishing efforts that make scholarship available to everyone rather than to local constituents through payment for individual items. Achieving this global, inclusive, and egalitarian goal will mean working away from and eventually overcoming the funding regimes, traditional relationships, and entrenched local interests that shaped print collections and the libraries that housed them, but the gains for all levels of education are great enough to make the effort worth our while. 🌱

Endnotes

1. "Beyond My People and Thy People, or The Shared Print Collections Imperative," **Becky Albitz**, **Christine Avery**, and **Diane Zabel**, eds; *Libraries Unlimited*, 2014.
2. "Risk, Value, Responsibility, and the Collective Collection," with **John McDonald**; **Dawn Haley**, ed; *ALA Editions*, 2016.
3. **McDonald** and **Kieft**, "Risk, Value, Responsibility, and the Collective Collection," 195.
4. Disclosure: I am Chair of the Board of KJN Consultants/Open Access Network (<http://openaccessnetwork.org/>), and some of the thinking in this article has emerged from developing the OAN.
5. <http://www.wiley.com/WileyCDA/PressRelease/pressReleaseId-123242.html>
6. 3rd ed., *ALA Editions*, 2014.
7. **Kieft**, "Beyond My People and Thy People, or The Shared Print Collections Imperative," 299.
8. See this compilation of documents <http://www.oclc.org/research/publications/library/2013/2013-09r.html> and **Dempsey's** blog <http://orweblog.oclc.org/> posts from 2006.
9. <http://orweblog.oclc.org/towards-the-facilitated-collection>

Let's Get Technical from page 89

meaning we have to make a good faith effort in replacing them, whether they are old, or have circulated, or not. We also have titles that are marked as cultural heritage, meaning we also have to make every effort to replace the title with an exact copy, since we are committing to retain that title indefinitely. Often the subject specialists decide to replace a lost book with a new edition, but with our books marked for retention or cultural heritage, we have to try to replace the exact copy. These new examples of lost books have made the process a bit more complicated, with more spreadsheets, but luckily not many titles that are falling into these categories so far.

One other way that we replace books that fall outside this process is when a patron pays the fine for the lost book. A special yellow form with title information is routed directly from circulation to an acquisitions staff member for automatic replacement. This is a separate workflow from what is described above because the patron has acknowledged the loss of the book and has paid for it. Therefore, we will replace the title.

It's been a satisfying experience to clean up the backlog of lost books over the years. Dealing with the lost books in a timely manner has both cleaned up our catalog as well as focusing the budget money on replacing those items that are truly used. 🌱

Let's Get Technical — Nancy Drew and the Case of the Lost 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>

In our previous article, “**Let’s Get Technical — What to Do With All Those Damaged Books**” *ATG* v.27#3, June 2015, we described how we dealt with a backlog of damaged books. In this article, we explain how we addressed the issue of thousands of lost books in our catalog.

The Situation

For years, the circulation department at **American University Library** would change the location of a book to lost for a number of reasons. If a book was never returned, it would be marked overdue and then eventually changed to lost. If a book could not be found, it would be marked missing and then after a set period of time and multiple subsequent searches, eventually marked as lost. In 2009, the Circulation Services Manager embarked on an ambitious project to inventory the entire main stacks collection. Over the course of the next several years, thousands more lost books were identified as a result of this inventory project. There had never been a systematic method to replace the lost books, so the Acquisitions Librarian decided this was a worthwhile project. In order to replace the thousands of books, more money from within the materials budget needed to be allocated for lost books. From 2009 to 2015, over \$57,000 was spent to replace lost books. The Acquisitions librarian expects the amount to stabilize around \$5,000 each year going forward now that the backlog of lost books has been cleaned up.

The Problem

The backlog of lost books existed because there was no system in place to decide whether the books should be replaced or not. Books that were marked as lost were never removed from the catalog, nor reviewed by collection managers for replacement. The replacement project initially started by having the subject specialist librarians look at each lost book title and make the decision about whether it should be replaced or not. The title list was generated by the Circulation Services Manager and given to the Acquisitions Librarian. The Acquisitions Librarian would then sort the title list by call number and create separate spread sheets for each subject specialist. The spreadsheets would be sent to each librarian with a deadline for decisions to be made. The default decision would be to not replace the title if the Acquisitions Librarian did not receive a decision by the deadline.

It was quickly apparent that there were too many titles for the subject specialists to analyze on their own. Some of the subject specialists wanted more information such as circulation statistics on the title to better inform their decision. Some of the librarians were overwhelmed with the number of titles to evaluate. It was decided that it would be best if some criteria could be applied ahead of time to decide on whether a title should be replaced. Then the number that the subject specialists would actually have to look at would be much lower.

We have a Collection Management Team that makes joint collection related decisions, so options for initial criteria were presented to this team by the Acquisitions Librarian.

The Criteria for Automatic Replacement and/or Review

Only books that have been lost for over 1 year are considered for replacement.

Of these items, replacement is based upon these criteria:

1. Automatically repurchase: <5 years old (by publication date) and <\$100
2. Subject Specialist consideration: circulation within the last 15 years or is <15 years old (excluding items identified in step #1)
3. Automatically delete: no circulation over the last 15 years and is 15 years old or more

After #2 of the criteria is determined, the list is split by Circulation into two reports (items not charged and items still charged to patrons), each file with two worksheets (replace and not replace)

1. Not charged*
 - a. Replace (of the criteria, #1 and; the items on #2 determined to repurchase)
 - i. Bib/MFHD/Item should be reused with a new barcode to retain circulation history
 - b. Not replace (#3 and; #2 determined to not be replaced)
 - i. Deletion should occur at the highest level possible (Bib/MFHD), but suppression may be used as necessary (e.g., with purchase orders attached, other active MFHD records attached)
2. Charged**
 - a. Replace (of the criteria, #1 and; the items on #2 determined to repurchase)
 - i. To be treated as firm added copy orders, placed on added copy shelf
 - ii. New MFHD and Item records created***
 - iii. MFHD above lost Item record is suppressed***
 - b. Not replace (#3 and; #2 determined to not be replaced)
 - i. Suppression occurs at the highest level possible (Bib/MFHD)

*For not charged items, Circulation will clear all outstanding fines attached to the item records

**For charged items, Circulation will relocate them to the lost location on the MFHD and Temporary Item levels; item discharge notes will be added (e.g., Bib and MFHD are suppressed – un-suppress if returned. Change back to auc on MFHD and item locations 9/10/14 mts)

***If it is determined that a new Bib should be utilized, the old Bib should also be suppressed

Note: Suppression is completed by Acquisitions and confirmed by Circulation

The Process

Once a year in the Spring, the Manager of Circulation Services generates an Excel report for the Acquisitions Librarian. The report contains several tabs that correspond to the various criteria used for evaluation. One tab contains books that are automatically replaced. One tab contains books that will automatically have their records deleted. One tab contains the list of titles that the subject specialists will need to analyze. The Acquisitions Librarian creates unique lists for each subject specialist broken down by their area of responsibility and sends out to them at the beginning of the Summer with a deadline for decision being two months from receiving the lists. In the meantime, the acquisitions staff can start to work on the lists of titles that can be automatically replaced or those titles that will be deleted. The workflow for replacing titles is the same as for replacing damaged books, outlined in our June 2015 column, “**What to Do With All Those Damaged Books?**”

The Results

For several years, we slowly and steadily eliminated the backlog. We are now at the point where each year, there are only a few hundred titles on the lost book list and each subject specialist has fewer than 100 titles to evaluate.

One wrinkle that has occurred in this process concerns our shared retention project (as described in our columns of November 2015 and February 2016). We now have books that are marked for retention,

continued on page 88

Being Earnest with Collections — Voting with our Dollars: Making a New Home for the Collections Budget in the MIT Libraries



by **Ellen Finnie** (Head, Scholarly Communications and Collections Strategy, MIT Libraries) <efinnie@mit.edu>

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

Column Editor's Note: *I am very happy to have Ellen Finnie, MIT Libraries, as a guest author this month. In this article, ATG readers will find a succinct review of recent changes in collections at MIT. MIT has created a department with two teams, Collection Strategists and Scholarly Communications, to work cooperatively in order to meet new institutional goals of making strategic use of collection funds while emphasizing support for high impact research and open access to faculty output. I hope this article will provide useful insight to institutions considering similar changes. — MA*

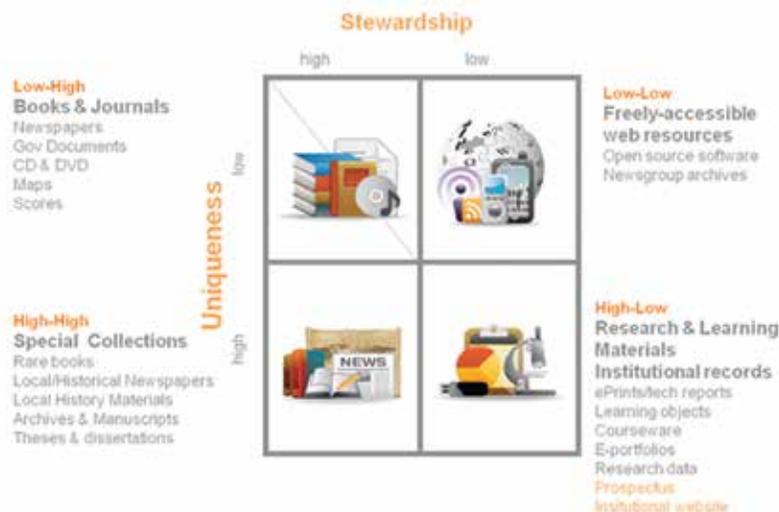
Under the vision and leadership of new **MIT Libraries** Associate Director for Collections **Greg Eow** and Director **Chris Bourg**, the management of the **MIT Libraries** collections budget has recently been incorporated into the scholarly communications program. Essentially, the collections budget is now an element under our scholarly communications umbrella.

Motivations

We made this change because we want to use our collections dollars — in a more systematic and strategic way — to transform the scholarly communications landscape towards more openness, and toward expanded, democratized access.

Part of this transformation also involves using our collections dollars as judiciously as possible in the marketplace, so we can invest in the collections that we believe will be most important in the future: those rare or unique to **MIT** and which help to distinguish our collections from those of other libraries and archives. In this sense, the incorporation of the collections budget into our scholarly communications program is part of a broader strategic pivot in which research libraries focus more on “inside out” collections — those in fewer collections, often generated by the university, often unique to that university — and less on “outside in” collections — those we buy from external sources to make available locally, and which appear in many universities’ collections.

This concept has been portrayed by **Lorcan Dempsey** — who coined and popularized this terminology — as a grid with stewardship and uniqueness as the axes.¹



COLLECTIONS GRID

At the **MIT Libraries**, we are strategically pivoting our collections to increasingly focus on these “inside out” collections — those on the bottom half in **Dempsey’s** grid, with high uniqueness and which make the **MIT Libraries** distinct. The organizational changes are linked by a vision that optimizes spend on “outside in” collections and increases investment in “inside-out” collections.

The merger of the collections spend with the philosophy of newly emphasizing “inside out” collections and more open access to scholarly research is a natural extension of our scholarly communications program in the **MIT Libraries**. The scholarly communications program was launched in 2006 as an awareness-raising resource for authors at **MIT** regarding their rights to their work. In 2009 the program added a new focus: implementing the **MIT Faculty Open Access Policy**. Over the years, staff was repurposed (and limited FTEs were added)² in order to acquire and curate the collection of papers under the faculty policy, a collection housed in our institutional repository that has become a core element of our “inside-out” collections.

How this new merger of collections budget with scholarly communication and a focus on “inside out” collections is intended to play out is perhaps best explained through an analogy — voting with our collections dollars. This is an idea I first grasped through **Michael Pollan’s** powerful and influential prose about food:

“Depending on how we spend them, our food dollars can either go to support a food industry devoted to quantity and convenience and ‘value’ or they can nourish a food chain organized around values — values like quality and health. Yes, shopping this way takes more money and effort, but as soon you begin to treat that expenditure not just as shopping but also as a kind of vote — a vote for health in the largest sense — food no longer seems like the smartest place to economize.” — Michael Pollan, In Defense of Food: An Eater’s Manifesto

As discussed in a blog post on *IO: In the Open*,³ **Pollan** has encouraged us to leverage consumer power to transform food systems toward health for people and the planet. In the **MIT Libraries**, we believe that by adopting this vote-with-your dollars approach to spending our collections budget, we will be contributing to transforming the scholarly communication system towards a healthier environment for people and the planet, too.

This will mean, as **Pollan** suggests, assessing value in a broader, more holistic way than relying primarily on traditional measures like list price versus impact or cost per download. For as **Pollan** points out, when evaluating cost, we need to incorporate *full* costs in our assessments. Some foods come cheap but cause health or environmental problems that are not included in the price we pay. In the same way, some pay-walled purchases may seem to offer value in the moment, but may cost us dearly in lost opportunity through artificially limited access, less efficient science and scholarship, and the resulting slower progress working on the greatest problems facing humanity.

In making a more holistic and values-based assessment, we will be using a new lens: assessing potential purchases in relation to whether they transform the scholarly communication system towards openness, or make a positive impact on the scholarly communication environment in some way, whether via licensing, access, pricing, or another dimension. Of course, like shoppers in the supermarket, we’ll need to

continued on page 91

Being Earnest with Collections from page 90

view our purchase options with more than just one lens. We have finite resources, and we must meet our community's current and rapidly evolving needs while supporting other community values, such as diversity and inclusion. So the lens of transforming the scholarly communications system is only one of many we will look through when we decide what to buy, and from what sources. Part of our aim will be to use our collections dollars for "outside-in" materials that advance our objectives of making science and scholarship as openly available as possible. What new practices and policies we will shape and how we will integrate the views from multiple lenses to make our collections decisions is something we will be exploring in the coming months — and years.

Organizational Model

The organizational model that we have established to achieve these aims includes two teams under a single department: the collections strategists team, and the scholarly communications team. The strategists team consists of subject and collection analysis experts for three broad discipline areas: arts and humanities; science and engineering; and social sciences and management, and a new position, a strategist for Institute publications, focusing on our "inside-out" collections such as MIT technical reports and theses.



The concept behind this organization is that a middle layer of collections strategists lies in between the subject specialists/selectors and the department head and Associate Director level, allowing us to move to more holistic and big-picture strategic thinking about our collections spend. The union of strategists with librarians who have extensive experience negotiating licenses (e.g., the Scholarly Communications and Licensing Librarian) and with those who provide open access and copyright support (e.g., the Scholarly Communications Librarian) affords us the opportunity to fully leverage our library content licenses towards transforming the scholarly communications ecosystem.

With this new configuration we aim to build a team that has expertise in the areas of author rights, copyright, and open access issues, and a strong sense of where we are going to advance our objectives in those areas, but also has content expertise, expertise in the scholarly publishing market, and expertise in how to leverage a collections budget towards particular strategic aims.

Manifesting these Changes in Practice

The changes described here were put in place between January and May 2016. They are very new, and it will be some time before we can provide a meaningful report on what the new model has allowed us to achieve, or what its limitations have turned out to be.

In practice, we have begun to take steps that hint at some of the techniques that we may be using and which are more available to us because of the organizational change and new values focus.

Here are some of the examples from our first 5 months:

Experimental fund — For the past few years, the Libraries had been allocating a significant dollar amount (\$100K) to a central fund for purchases that didn't fit within tight and limited subject lines. For the most part, these funds were used for journal backfiles. With the creation of Scholarly Communications and Collections Strategy (SCCS), we have launched this fund in a new way, as an experimental fund designed to support forward-looking products, services, and models that align with our goals and values.

We established the following criteria for the newly renamed "experimental fund" and opened up a proposal process to the entire staff:

- Innovative, forward-looking
- Align with the Libraries' and Scholarly Communications and Collections Strategy Department's goals of:
 - meeting the ever-evolving needs of our community
 - transforming the scholarly communication system towards openness
 - advancing diversity and inclusion
- Having high and/or broad impact (effect on users, numbers of users)

(and, as a practical issue, feasible to start by end of the fiscal year).

We received 17 proposals and decided to fund 4 which fully met the criteria, including:

- Initiating our first Web archiving program for the MIT.edu domain — via Internet Archive's hosted Web archiving service, Archive-It;
- Supporting a drone program to create a collection of open access aerial imagery to be used in an active course this summer and beyond;
- Testing electronic scores, to learn how users will take advantage of annotation and other capabilities; and
- Providing a streaming video service, which for us is a new undertaking that will meet a long-standing need for access to films for teaching.

We are excited by the engagement of the staff in the process, by the range of ideas that emerged, and by the opportunity to explore these four new areas in the coming months. These projects either help us build "inside-out" collections, or have impact by filling service gaps, and move us beyond a focus on traditional commercial "outside-in" collections purchases.

Negotiations team approach — A part of Associate Director for Collections **Greg Eow's** vision in creating this new organizational model was to move to a team-based approach for negotiating licenses. Because licensing and scholarly communication initiatives were separated organizationally from collections and acquisitions functions, our negotiation process had become a linear "hand off" model where first price was negotiated by collections and acquisitions and other license terms — including those supporting scholarly communication values — were negotiated as a second step. This model did not allow us to combine our areas of expertise or to leverage the negotiation fully, since issues were discussed sequentially rather than holistically, and our efforts and approaches, though somewhat coordinated, were in many ways siloed.

Our new negotiations team is made up of our electronic resources librarian, the SCCS department head, a content expert (a rotating responsibility, with one of our subject specialists volunteering each year) and our licensing librarian. For discipline-focused negotiation, we draw in the relevant content expert as well. This group is committed to the premise that "we are smarter together," and in particular to principled, rather than position-based bargaining (which will be familiar to readers of the well-known book *Getting to Yes*.)

Negotiation with everything on the table — Like many libraries, we've been using our library content

continued on page 92

Being Earnest with Collections

from page 91

licenses as a significant and important opportunity to meet campus needs related to scholarly communication. Some key language we focus on to promote access that is as open as possible includes fair use rights; author rights for reuse of articles they authored that appear in the licensed content; scholarly sharing language; use in MITx classes (i.e., MOOCs, or Massive Open Online Courses); interlibrary lending; off-setting strategies to support open access publishing in relation to toll-access publishing; access for walk-in users; perpetual access; and text/data mining rights. As part of our support for author reuse rights, we aim for publisher agreements that allow us to fulfill the wish of our faculty, as stated in their Open Access Policy, that “compliance with the policy” be “as convenient for the faculty as possible.”

Since forming SCCS we have had two successes with this kind of approach. As described in a recent “IO: In the Open” blog post, through our new agreement and partnership, **Springer** will send final peer-reviewed manuscripts of MIT-authored scholarly papers directly to the Open Access Articles Collection of DSpace@MIT, the Institute’s open access repository. This will reduce the burden on authors to locate and deposit the correct version of their manuscripts, and, because we can pass metadata through from **Springer** and apply our own automatically during the deposit process, this arrangement will also speed deposit and cataloging time for library staff.

We also carried out a rewarding and fruitful negotiation in a situation that started from a very difficult place — a large commercial vendor putting forward a price increase between nine and ten times what we had been paying (along with an altered purchase model). Following the principled negotiation model, and taking full advantage of our combination of subject, collections, and acquisitions expertise, we identified mutual interests, explicitly stated our values and principles, and worked together with the information provider to carve out a deal that worked for both parties. We were able to keep the content available to our users — something that looked nearly impossible at the outset — and advanced many of our scholarly communication objectives by incorporating them into our negotiations, including

- Added support for perpetual access
- Use in Course packs
- Use in Course reserves
- Use in MITx (MOOCs) — for figures/tables/ illustrations
- Reiterating an existing commitment to interlibrary loan
- All use allowed for under U.S. copyright law, including fair use
- Text/data mining access
- Guaranteed caps on price increases for other products being purchased from the same provider

While we thought we would have to walk away from anything but a very reduced title-by-title purchase of this provider’s content, at significant cost to our users and in labor intensive ordering and record keeping workflows, using our new team-based and principled approach we were able to achieve a solution that meets user needs, opens the content up for more uses at MIT, and advances our longer term objectives. The negotiation included many firsts, including our first open acknowledgement to an information provider that we had been paying less than our perceived value of the material. Feedback from the information provider

Back Talk

from page 94

It’s in everyone’s interests to digitize our cultural past and make it available on reasonable terms. I think the stakeholder communities are on the point of recognizing this, and that the opportunity is there for the new Librarian of Congress to be our hero. If we don’t collaborate to make this happen, then a cultural moment will pass and we will lose our ability to summon the past to advise, guide, and console us. That would be stupid. 🐼

about the process was positive, providing support for the concept that principle-based bargaining builds relationships rather than undermining them, as rigid “line in the sand” position-based bargaining can.

We are just beginning to imagine and adopt practices that take full advantage of our new organizational model. We hope these examples will be joined by many others as we build experience, train ourselves to look at things more broadly, and identify opportunities.

Working more closely with the MIT Press — Our new organizational model, because of its collapsing of scholarly communications aims with a budget to advance them, also positions us to work more effectively with the **MIT Press**. The Press, under the new leadership of Director **Amy Brand**, is examining opportunities for more open access publishing efforts. It’s too early to report on any outcomes, but we are excited and energized by this partnership. And we see the **MIT Libraries’** focus on “inside-out” collections as a perspective from which to consider how to participate in library-based publishing (however that is defined) for the first time.

What we aren’t doing – ignoring current needs — The question we receive most frequently in regard to organizational changes is “what will you do when a faculty member wants a new **Elsevier** journal? Will you say no?” This question seems to reflect the anxiety we all feel about telling our constituents we can’t — or won’t — meet their needs. Our organizational change is not about denying our faculty the resources they need: We are adding a new set of lenses for making collections decisions, not removing any that we’ve been using. Meeting our community’s current and evolving needs remains paramount. We are not suggesting that one lens be exclusive or necessarily even primary — but rather that we will approach our purchases with thoughtful consideration of competing viewpoints and values, and try to make wise choices based on all the lenses we use.

What’s Next

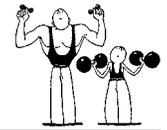
So our efforts in the early months have taken us in the direction of transforming the scholarly communication landscape towards more openness, through a variety of techniques — open access deposits, negotiated rights that allow use in MITx (MOOC) courses, perpetual access to more commercial material, and building local “inside out” collections by spending our collections dollars in new ways.

This year we will lead a restructuring process for our collections budget so that it more fully supports our strategic aims, making it more possible for us to move flexibly to innovate and spend to achieve our goals and influence the market in positive ways. We will also be exploring and documenting what it means philosophically and practically to use our collections dollars to advance the openness of the scholarly communication system and social justice, diversity, and inclusion. We are at a redrawn starting line on a journey that will no doubt involve some dead ends, some traffic jams, and many reroutings. While I know we will face challenges intellectually and practically, I believe that fundamentally with our new organizational model we have put ourselves — as my GPS app tells me in such an optimistic way — “on the fastest route” to our intended destination: a scholarly communication landscape friendlier to universities, their authors, and readers of their research outputs. 🐼

Endnotes

1. See <http://orweblog.oclc.org/Outside-in-and-inside-out-redux/> and <http://orweblog.oclc.org/Web-sightings/>.
2. Our implementation system and workflow models in support of the MIT Faculty Open Access Policy are described in: **Duranceau, Ellen Finnie and Sue Kriegsman**. “Campus Open Access Policy Implementation Models and Implications for IR Services.” In: Making IRs Work, Purdue University Press, November 2015. <https://dspace.mit.edu/handle/1721.1/99738>. And: **Duranceau, Ellen Finnie and Sue Kriegsman**. “Implementing Open Access Policies Using Institutional Repositories.” Chapter 5 of: *The Institutional Repository: Benefits and Challenges*. ALA ALCTS, eversion published January 2013. http://www.ala.org/alcts/sites/ala.org.alcts/files/content/resources/papers/ir_ch05.pdf
3. Note some of this material in this section appeared in a similar form at: <http://intheopen.net/2016/03/#sthash.Tw1c4YY3.dpuf> and <http://intheopen.net/2016/04/using-library-content-licenses-to-shape-the-scholarly-communications-landscape/>.

Both Sides Now: Vendors and Librarians — Proper Planning Prevents Poor Performance — The “5P’s”



Column Editor: **Michael Gruenberg** (Managing Partner, Gruenberg Consulting, LLC) <michael.gruenberg@verizon.net>
www.gruenbergconsulting.com

When we were kids, our elementary school teachers told us that we would be taught the “3R’s – Reading, ‘Riting’ and ‘Rithmetic.” What they were really telling us in that grammatically incorrect manner was that the school was preparing us for our inevitable educational journey through our lifetime. We needed to know the basics of education now in order to succeed in the future.

As we progressed through middle school, high school and then on to more advanced studies, we realized how important a good foundation was to our subsequent education. You can’t build a house starting with the second floor. You need a good foundation so that the first, second and other floors don’t come crashing down due to a weak foundation. Don’t want the penthouse to wind up in the basement.

When understanding how a successful business meeting needs to be prepared for and ultimately conducted by both sides of the table, the “5P’s” become the operative acronym.

Setting the Stage

To ensure a successful meeting that results in the buying and selling of a product or service, both the information professional and the salesperson need to accomplish certain tasks well before any substantive meetings occur. The first thing that the information professional needs to be aware of is that most companies in our industry devote a considerable amount of time and financial resources to train their salespeople and executives on the fine art of negotiation. The combination of a salesperson’s inherent gregarious nature coupled with knowing the latest negotiation techniques makes that sales rep a formidable presence at any bargaining table. Add to this the fact that salespeople know full well that there are few if any courses taught in Library School on the topic of successful negotiating skills, one would imagine that the deck is stacked in favor of the vendor over the information professional. Surprisingly, the party with most power and leverage is actually the buyer who works within the library market. The power is there for the taking; the question is how to do it. It all begins with planning for the meeting.

A meeting with the vendor should be the result of careful planning by both sides. It would be most unusual to think that the salesperson would be unprepared for a substantive meeting. Monthly financial goals are the very framework by which the rep is compensated. And in case the salesperson is not paying attention to those financial goals, their sales managers, VPs of sales and every other executive who gets measured by profit and loss is definitely watching. The rep has no choice, but to pay careful attention to the negotiation.

So what is the librarian’s responsibility in countering all this preparation and knowledge residing from the other side of the table? Much like the “3R’s” that were drilled into our heads as young students that when practiced prepared us for our future educational exploits, the information professional must practice the “3C’s” so as to be ready to interact with the sales team assigned to attempt to sell the latest and greatest to the library.

1. **Be Concise** — Know what you want. “I am looking for a database that will provide me with import and export data from Asia to the United States within the time period from 1950-1980. I have a budget of \$25K to spend for this resource. This is for a limited three year project so for the subsequent two years, I can only absorb a yearly 2% renewal price increase. The data contained must be verifiable and after the three year term, I will own the data.” Your objectives need to be filled out as part of a document that can be referred to as the negotiations continue.

2. **Be Clear** — The information professional must not only relate their needs to the salesperson, but make sure that those needs are clearly understood by the salesperson. Too many times, sales meetings are held and at the conclusion neither party really understands what the other one was trying to accomplish.

“Bill, have I made it clear to you what it is we are looking for from your company? Let’s go over it again just to make sure that we’re both on the same page. Do you think that your company can fulfill both our informational and financial requirements?” The best way to get to this clarity is to review the mutual “To Do” lists at the conclusion of the meeting. Those lists should include outstanding items that need to be clarified along with the expected dates of completion.

3. **Be Current** — Library folks know all too well that the technology in our industry is in a constantly changing environment. New technologies are being brought to the forefront every day. Current technologies become obsolete in a short period of time. Moreover, your library administration expects the staff to be conversant and understanding of all the new technologies. Make sure that you are well versed in the various aspects of the product under discussion. No need to be an expert, but act as though you are. It’s all in the preparation.

So, now that the stage is set, can the meeting begin? Not really. Before any substantive meeting is held, both parties must agree to an agenda. (*Against the Grain* v.27#4, Sept. 2015 “It’s In Everyone’s Best Interest to Require an Agenda to Make an Important Meeting with a Vendor More Productive”)

Prior to every meeting of importance, the salesperson must supply an agenda to the customer. Date and time are important, but more than that, “what are we going to discuss and who will be the participants of that discussion?” Perhaps it’s a meeting about a new product offering from the company. Maybe it’s a technology upgrade question or an explanation of why the vendor has fallen short of expectations on a recently purchased product. Whatever the topic, each party needs to be in sync as to the reason for the meeting.

Not only does the topic(s) under discussion need to be spelled out in advance, but also who else besides the info pro and sales rep is expected to attend. If the salesperson is informed that the Department Head or Library Director intends to attend the meeting, then it would be wise to have the Sales Manger or VP of Sales there too. That’s because people of similar stature within their respective organizations can make decisions and solve problems quickly. When the VP of Sales and the Library Director come to an agreement, both sides come out with a “win.” Therefore, the meeting agenda:

- Describes the topics to be discussed and eliminates those topics that either side does not to be discussed
- Keeps everyone focused
- Clear definition of goals & objectives of both parties
- Identifies participants
- Makes it a credible meeting
- No surprises

An agenda reviewed by both the Info Pro AND the Sales Rep before important meeting sows the seeds of a successful outcome. It doesn’t matter which side initiates the approval of the agenda. Just as long an agenda of what’s to be discussed has been circulated amongst the parties and approved by all, and then the meetings can begin in earnest. It’s all in the preparation.

The goals of the meetings themselves begin to take shape depending upon how realistic everyone’s objectives really are. That’s when the “goals and objectives” part becomes the most important aspect of the process. The objectives document is a “living document” that will change as the process continues. So many times, an issue that prior to the first meeting was thought to be of importance simply fades away into other issues that gain more importance as time goes on. The objectives document should be in a constant state of being rewritten so as to reflect the changing nature of the negotiations.

By carefully preparing for the upcoming meeting, both sides have the impetus to get things done. Both sides want meetings that make sense; not senseless meetings.

We live in age of acronyms. In trying to link a song to the 5P’s, 3R’s, 3C’s, etc., I could only think of one which is “ABC” recorded by the **Jackson 5** in 1970 written by **Berry Gordy, Freddie Perren, Alphonzo Mizell and Deke Richards**.

“A B C, It’s easy as, 1 2 3
as simple as, do re mi
A B C, 1 2 3
Baby, you and me ...”

The bottom line is that like the song says, “It’s easy as 1,2,3” so long as both parties plan properly, keep their objectives in mind and realize that adjusting those goals as the process continues shows that everyone is on the right track and that the course of action is probably correct. 🍌

Mike is currently the Managing Partner of Gruenberg Consulting, LLC.

Back Talk — Habemus bibliothecarium! Alleluia!

Column Editor: **Jim O'Donnell** (University Librarian, Arizona State University) <jod@asu.edu>

When I get carried away, I tend to blurt in Latin a little, but I'll try to control myself. The news that we have a Librarian of Congress is very good news indeed.

Carla Hayden has been getting lots of advice, so I'll just point to one subject and then dwell a bit on another. In 1999-2000 I chaired an expert panel (appointed by the **National Research Council of the National Academy of Sciences**) that reviewed LC's digital strategy and pointed the way ahead. The book we wrote (*LC 21: A Digital Strategy for the Library of Congress*) holds up pretty well — almost too well, because too many of its recommendations remain unfulfilled.

LC has done too little to bring itself into the twenty-first century, and what it has done it has mainly sought to do alone. This can't go on, mustn't go on, and (I think) won't go on. We — Americans and global citizens — need an American national library that both collects and makes useful and used the cultural product of this country and at the same time carries out its historic role as cultural friend and rescuer of imperilled languages and cultures around the world. LC needs to be a library first of all, and it needs to be a twenty-first century library that knows it can only flourish in full collaboration with as many partners as possible. I think we can be confident of progress on that account.

Here's what I'm worried about. In various stages between the 1950s and 1990s, digital publishing was invented and took off. It became possible to have access to extraordinary cultural riches in digital form and — over the internet — ubiquitously. In 1981, I joined the Penn faculty and discovered that somebody had produced a digital version of one of the great best-sellers of the early middle ages, **Pope Gregory the Great's** thirty-five volume commentary on the book of *Job*, a commentary about forty times as long as the book of *Job* itself. I was gobsmacked and made great use of it, for all that the display and searches were

astonishingly (by today's standards) primitive. By the mid-90s, you could get that text on the net. I still want to say, "Wow," when I think what I had to do to read that book in print when I was in college.

Much has happened since the 1990s. Libraries spend well over a billion dollars a year on digital information for our users, and publishers sell to libraries and individual users what they are pleased to call "eBooks" — don't get me started there. But we're stuck now in a dangerous moment.

The vast majority of the print cultural heritage of humankind is not yet digitized. And much of what is digitized cannot be made widely and easily available to readers. An **Ithaka** study (**Lavoie and Schonfeld**, "Books without Boundaries" [2006]) based on data now ten years old tells us that no more than about 18% (in 2005: less by now) of the contents of **ARL** libraries can be construed as old enough to be in public domain. Current material and best-sellers may be digitally available, but often in formats that are inferior in functionality and very unlikely to be preserved reliably. And behind that superficial collection of the new and the famous are the vast stack shelves of our libraries, quieter than ever. You know the story: lower circulation, less stack traffic, more off-site shelving with relatively infrequent recalls. And lots of people bemoaning the fate of the print book.

So here's my two-part mantra. The print book has a long and glorious future in front of it; and that future depends on digitization.

If it's 16 AD and you are a papyrus book in Rome, and you want somebody to be reading you 2,000 years later, you have two choices: get with the technology or get lucky. Getting lucky meant moving to Egypt and picking the right future archaeological site (the luckiest choice was the town of Oxyrhynchus, which was to Egypt what 1950s Philadelphia was to the U.S.): once there, you had to get yourself buried and hope that somebody

would dig you up in a couple thousand years and transcribe you. It happened, but getting with the technology was the better choice. That meant getting yourself copied repeatedly from one generation to another in the format and media of the times. For most of the ancient books available today, this meant finding a medieval monastery with a lot of sheep, in order to provide you, the book, with sheepskin to get yourself written down on. *The Name of the Rose* gives you a good idea how well that worked.

What's the equivalent today? We will preserve and cherish our print collections with great enthusiasm. But if we cherish them only as print collections, they will fade — no, sorry, let me correct that: they have faded already and they will fade more, very soon. For example, a 1930s or 1960s best seller novel (think *Anthony Adverse* or *Oliver Wiswell* or *A Shade of Difference*) now needs a digital avatar to go trawling for readers the way Pokemon Go players go after Pokemons. If there's not a strong digital representation of a book, it's flat out not going to be discovered, it's not going to be read. If you're *Anthony Adverse*, sure, you can be glad "Benediction Classics" has you in print; "Down East Books" is looking after *Oliver Wiswell*; and "Word Fire Press" has got *A Shade of Difference*. Do you feel lucky, book? Plan to be around another fifty years? Find yourself a scanner and a friendly person to turn your pages and push the button.

The digital representation of a book has its own chancy future. I know folks who think that onscreen reading is mainly for discovery, browsing, and specific searches — and a recent **ACRL** report confirms that seems to be how people are actually using eBooks. Maybe that will change and the ebook will become primary; or maybe print-on-demand will really take off. But if people don't find books in the places they look — and I mean, in the palms of their hands, vying for attention with Picachu — then no matter how beautifully preserved the library's print copy is, it won't get read. The fate of print will be determined by our success in achieving massive digitization with business models that make the results available all along the long tail as cheaply as a 1950s song on iTunes. Or cheaper.

That's where we need the Librarian of Congress. Copyright law is rebarbative and surrounded by lawyers in expensive suits who rarely have the interests of scholars and libraries at heart. Changing the law in positive ways is either difficult or impossible and there's a real risk that if we ask for change, we'll get change — in the wrong direction. But as long as the Copyright Office reports to the Librarian of Congress — and even if the profiteers succeed in snatching it away from there — the convening power of the Library can and should be used to bring to the table representatives of authors, publishers, libraries, and other stakeholders to talk about how to reach the goal that is now in everybody's interest.

continued on page 92



ADVERTISERS' INDEX

27	ACCESSIBLE ARCHIVES	73	THE CHARLESTON ADVISOR	15	OSA — THE OPTICAL SOCIETY
67	ACTION! LIBRARY MEDIA SERVICE	8	THE CHARLESTON REPORT	23	QUERTELL, LLC
2	ADAM MATTHEW DIGITAL	95	COLD SPRING HARBOR LAB PRESS	49	RITTENHOUSE BOOK DISTRIBUTORS
9	AMERICAN PHARMACISTS ASSOCIATION	11	COPYRIGHT CLEARANCE CENTER	21	SABINET
63	AMERICAN PHARMACISTS ASSOCIATION	53	EMERY-PRAT	7	SAE INTERNATIONAL
39	ANNUAL REVIEWS	35	IGI GLOBAL	13	SIAM
43	ASME	96	MIDWEST LIBRARY SERVICE	31	SPIE DIGITAL LIBRARY
17	CAMBRIDGE UNIVERSITY PRESS	19	MODERN LANGUAGE ASSOCIATION	3	YBP LIBRARY SERVICES

For Advertising Information Contact: **Toni Nix**, Ads Manager, <justwrite@lowcountry.com>, Phone: 843-835-8604, Fax: 843-835-5892.

Visit
Today!



Free
trials
available!

Cold Spring Harbor Perspectives in Biology

A new type of online review journal

- Spanning the complete spectrum of the molecular life sciences
- Article collections that build month by month
- Written and commissioned by experts in each field

The Authoritative View

Expert reviews in the molecular life sciences.

A photograph of a coastal town with colorful autumn foliage on a hillside overlooking a body of water. The sky is blue with scattered white clouds.

www.cshperspectives.org

WHY PUT ALL YOUR EGGS IN ONE BASKET?



Books are the foundation of a library's operations, but the list of book vendors continues to diminish. With so many changes in the industry, is it prudent to limit your library to a single resource?

Vendor buyouts and consolidations mean continual adaptation to new – often more rigid – policies and procedures. And it costs you time and dollars when your orders are cancelled, unfilled, or labeled “not available.”

Diversifying vendors can help to fully utilize your budget and save you countless hours of staff time.

- Midwest Library Service has been serving public and academic libraries for more than 50 years.
- Our goal is complete order fulfillment, and our record of 95 percent fulfillment speaks for itself.
- We are not inventory-dependent. In addition to stock, our resources include more than 15,000 publishers in the U.S., Canada, and the U.K.
- Our efficient online order system, broad range of services, and expert team of sales and service representatives are designed to make your job easier...
- ...and we're willing to customize our procedures to address your library's specific needs!

Stable. Reliable. Flexible.

Whether your primary or supplementary vendor, Midwest Library Service assures you of an unparalleled level of support and exceptional, personalized service.



Midwest Library Service

11443 St. Charles Rock Road, Bridgeton, MO 63044
Voice: 800-325-8833 • FAX: 800-962-1009
mail@midwestls.com • www.midwestls.com