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And They Were There-Reports of Meetings

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And They Were There

Reports of Meetings — ARLIS 2013, WILU 2013 and the 32nd Annual Charleston Conference

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Not Your Little Old Ladies' Pasadena — ARLIS 2013 — Pasadena, California, April 25-29, 2013.

Reported by: **Wendy Pedersen** (Inter-American Library
Acquisitions Specialist, University of New Mexico)

Pasadena, California had the honor of hosting the **45th Annual Conference, "Crafting our Future,"** for **ARLIS/NA — the Art Libraries Society of North America** — this past April 25-29, 2013. Local Arrangements chairs **Lynda Bunting** (Blum & Poe) and **Alyssa Resnick** (Glendale Public Library) welcomed 704 attendees at the Pasadena Convention Center.

Outgoing President **Deborah Kempe** (Frick Art Reference Library), Program Chairs **Cathy Billings** (Brand Library & Art Center) and **Sarah Sherman** (Getty Research Institute) and a cast of at least two dozen assorted conference planners pulled together over 100 workshops, sessions and meetings. Topics covered concerns of art librarians and archivists from Public Speaking to Video Game Design, from Open Source Web Publishing to Bibliographic Instruction for Museum Docents. Special speakers included **Chon Noriega** (UCLA), **Piotr Adamczyk** (Google Cultural Institute), **Rani Singh** (Getty Research Institute), **Rita González** (LACMA) and many others.

One of the perks of registration was free admission to some of the area's finest cultural attractions — the Huntington Museum and Library; the Norton Simon Museum; the Pacific Asia Museum, and the Pasadena Museum of California Art. Several droolworthy optional tours were arranged as well, including (of course) the Getty Center; the Los Angeles County Museum of Art; the Watts Towers; the Gamble House; the Getty Villa; the Fashion Institute of Design & Merchandising; the Norton Simon Museum...as well as walking tours of Downtown LA; El Pueblo de Los Angeles Historical Monument; Siqueiros Mural, Avila Adobe, Olvera Street; the Pasadena Civic Center, and Early California Modern Architecture.

Participants got their cowboy kicks at a welcoming reception held in the Autry National Center of the American West.

This year **ARLIS** granted scholarships to several librarians from all over Latin America, who were honored with a reception and dinner at the Pacific Asia Museum. Several of them later gave show and tell presentations about their organizations, including:

Museo de Artes Contemporáneas, Caracas
Casa Daros, Rio de Janeiro
UNAM Instituto de Investigaciones Estéticas, Mexico City
Museo de Arte São Paulo (MASP)
Museo Nacional de Arte de México (MUNAL), Mexico City
Pontificia Universidad Católica de Chile, Santiago
Universidad de Puerto Rico, Rio Piedras
Museo de Arte de Lima (MALI)

The British Isles and Scandinavia were also represented; **ARLIS/Norden** president **Svein Engelstad** invited all to their conference this August in Copenhagen.

Around 60 publishers and vendors populated the exhibits hall with some of the best shelf-candy a librarian could ever dream of: art, photography, fine printing, rare books, imports, databases, facsimiles and an astonishing variety of artists' books.

The importance of visual literacy was addressed by **Marsha Tachman** (Cornell) and **Amanda Milbourn** (Disney Consumer Products — who knew they had librarians?). With visual materials becoming more common in academic instruction, **ARLIS** librarians are finding ways to publicize and promote collections.

Artists' books were a hot topic of exploration at this conference. **Allison Jai O'Dell** (Free Library of Philadelphia) and **Heather Slania** (National Museum of Women in the Arts) presented to the Book Arts SIG their work on developing a standardized controlled vocabulary for the description and cataloging of artists' books. At a panel moderated by **Yvonne Boyer** (Vanderbilt University), we learned about the history from JAB publisher **Brad Freeman** (Center for Book and Paper Arts, Columbia College), about cataloging from **Nina Schneider** (UCLA), about current trends in "artists' publishing" from **Tony White** (Maryland Institute College of Art), and were treated to a tour of **Gretchen Henderson's** (MIT) astonishing crowdsourced *Galerie de Difformité* "deformation" project (<http://difformite.wordpress.com/>).

The **ARLIS** membership are a diverse group from types of organizations not always readily identified with libraries — museums, galleries, auction houses, historic preservation organizations, even the **Academy of Motion Picture Arts & Sciences**. And they reach increasingly across borders as well as disciplines.

ARLIS meets again next May in Washington, D.C. Check their Website for specifics: <http://www.arlisna.org/>.

Workshop for Library Instruction for Users — WILU 2013 — University of New Brunswick, Canada, May 8-10, 2013.

Reported by: **Todd Quinn** (Assistant Professor, Data Librarian for
Business & Economics, University of New Mexico)
<tq@unm.edu>

The **42nd Annual Conference of the Workshop for Library Instruction for Users (WILU)** took place May 8-10, 2013 at the **University of New Brunswick, Canada**. **WILU** is an annual Canadian conference focused on discussing timely topics related to information literacy that emphasize experiences and learning for attendees. It proudly is unaffiliated with any association or committee so it can remain independent to facilitate grassroots participation. About 150 people attended this year's conference, and many of the presenters' handouts/slides are now available online (<http://lib.unb.ca/WILU>).

The three-day conference started with two optional half-day workshops. The two workshops provided were Involving Students in Their Learning Process and Creating Library Instruction Videos. I attended the first one presented by **Kerry Creelman** (University of Houston), which included many activities for participants to discuss and contribute to the theme. I received a couple good teaching ideas from **Kerry** and other participants.

The opening keynote session focused on the phenomenon of Massive Open Online Courses (MOOCs) co-presented by **Dave Cormier**, education activist and web manager at **University of Prince Edward Island (UPEI)**, and **Bonnie Stewart**, PhD student at UPEI focusing on "who we are online." The conversation ranged from the basics of understanding MOOCs to controversial political aspects of education. Cormier provided an overview of MOOCs and how he sees them adding to the educational options. **Stewart** discussed the monetization of education particularly in the online environment. She specifically railed against political ideas that defund education and only see MOOCs as money/business, but miss the primary focus, that they are for learning tools. It generated lots of discussion in the lecture hall and via Twitter (<http://www.twitter.com/#wilu2013>).

There was a rich choice of topics to choose from the concurrent sessions during the rest of the conference. For each forty-five minute time frame attendees could choose from up to four sessions on such interesting topics as instruction for graduate students, data for researchers, teaching

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boot camp for librarians, learning environment architecture, and many other aspects of information literacy. I presented on research I am conducting with a colleague, **Lora Leligdon**, on the information skills and knowledge of Executive MBAs, who are also working professionals. My session along with the other sessions allowed presenters the opportunity to present their ideas and receive quality feedback from the audience. I believe the limited size of the conference facilitated this discussion.

The most interesting aspect of the conference was the **IGNITE** session. **IGNITE** is a fast-paced presentation style/talk created by **O'Reilly Media**. Speakers must use 20 slides, each shown for 15 seconds, giving each speaker "five minutes of fame." The seven talks during this **IGNITE** session ranged from infographics in instruction, software to help students write better, rock and roll, and toilets. It was fun, and showed many of us that we can convey ideas in a quick, innovative, and informative way. The sessions allowed for Q & A at the midpoint and after the seventh presentation.

The closing keynote "Change the Conversation" was by **Terry O'Reilly** (not associated with **O'Reilly Media**) an advertiser and host of **CBC's** "The Age of Persuasion." He discussed branding and how marketers helped change the perception of various products. For ex-

ample, initially Marlboro cigarettes were targeted towards women and even used babies in print ads, but the invention of the Marlboro Man shifted the target to men. **O'Reilly** wanted everyone to understand how important it is for entities to control their "brand" so they meet the true needs of their customers or potential customers.

The **UNB** hosts were very helpful, and they hosted a wonderful reception with fantastic food. The online map of Fredericton did not do it justice, I should have looked at a topographical map. The **UNB** campus is on top of a hill, and I stayed at the bottom of the hill next to the St. John River. Even though I was not initially prepared to walk up the hill, I am glad I did because I saw more of the town and the campus.

This conference is a great opportunity for anyone interested in library instruction and trying an **IGNITE** talk is an intense experience. Since the conference is intentionally kept small, it is easy to meet with people at various breaks/meals and discuss ideas. The conference was in one building, so I did not need to rush between sessions or breaks, unlike **ACRL** or **ALA** conferences. Participants at this and previous **WILUs** liked that the conference is always held on a university campus and that most people stay in the same dormitory or, as the Canadians say, in residence. Keep your eyes open for next year's conference, which will take place May 21-23 at the **University of Western Ontario** in London, Ontario.

Issues in Book and Serial Acquisition, "Accentuate the Positive," Francis Marion Hotel, Courtyard Marriott Historic District, Addlestone Library, and School of Science and Mathematics Building, College of Charleston, Charleston, SC, November 7-10, 2012

Charleston Conference Reports compiled by: **Ramune K. Kubilius** (Collection Development / Special Projects Librarian, 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 2012 conference. All attempts were made to provide a broad coverage of sessions, and notes are included in the reports to reflect known changes in the session titles or presenters highlighting those that were not printed in the conference's final program (though some may have been reflected in the online program). Please visit the Conference Website, <http://www.katina.info/conference>, for the online conference schedule from which there are links to many presentations, handouts, plenary session videos, and plenary session reports by the 2012 Charleston Conference blogger, **Don Hawkins**. Visit the conference blog at <http://www.against-the-grain.com/category/blog-posts/charleston2012/>. The 2012 Charleston Conference Proceedings will be published in partnership with **Purdue University Press** in 2013.

In this issue of **ATG** you will find the fourth installment of 2012 conference reports. The first three installments can be found in **ATG v.25#1, February 2013, v.25#2, April 2013, and v.25#3, June 2013**. We will continue to publish all of the reports received in upcoming print issues throughout the year. — **RKK**

FRIDAY, NOVEMBER 9, 2012 (continued from previous installment) CONCURRENT SESSIONS 1

Does Format Matter? Comparing Usage of E-books and P-books
— Presented by **Christopher Brown** (University of Denver, Penrose Library); **Michael Levine-Clark** (University of Denver)
NOTE: **Levine-Clark** delivered this presentation alone, but acknowledged **Brown's** role in preparing the data.

Reported by: **Angharad Roberts** (Sheffield University)
<angharad.roberts@sheffield.ac.uk>

The study compared usage statistics for electronic and print publications from **Duke University Press** covering:

2175 print books (circulation data from December 2008 –December 2011);

1378 eBooks (**COUNTER** uses, user sessions, page views, and printed pages data from 2009-2011);

841 texts in both formats.

Levine-Clark highlighted problems encountered when merging use data, emphasizing the need for better standards:

Comparing print "use" (checkouts which last for weeks, probably including multiple uses), with eBook "use" (a single view of a single page) is like comparing apples and oranges;

Inconsistencies between vendor and catalog versions of titles;

Multiple ISBNs — only partially resolved by using 9-digit (not 10- or 13-digit) ISBNs.

Electronic use of a text did not seem to lead to use of the printed version, nor vice versa. However, use of material accessed in both formats was higher by all measures, suggesting that users' preferences are for content rather than format.

The discussion which followed returned to the problems of determining how a print book is actually used and whether eBook session view figures might be more comparable to in-library use of print.

Etextbooks: One Year On — Presented by **Will Moore**
(Maverick Publishing Specialists)

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

The presentation was started with a review of the etextbook market that began in the late 1990s with slow adoption since then. The current size of the market was reviewed. It was pointed out that online learning is driving the etextbook market because students and faculty are

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embracing online tools. Print textbooks sales are still growing and students still appear to prefer print textbooks. Further, used book sales and rental programs are keeping people using print textbooks. The need to deliver a quality experience was stressed so e-textbooks must be accessible across all platforms and devices, they must be portable, integrated with online tools, and include self-assessment techniques. The speaker detailed some of the available commercial ventures along with some newer models and alternative sources.

Freely Flowing: Openly Accessible Sources of Streaming Video — Presented by **deg farrelly** (Arizona State University)

Reported by: **Elizabeth Hill** (MLIS Student, University of South Carolina) <vehill0@email.sc.edu>

According to a 2009 study, 45% of faculty want streaming video, 43% can't find quality material, and 45% are using pay sites (and bypassing their libraries). There are many options for libraries to provide access to quality streaming video through their Websites at no cost to them. **Farrelly** presented a variety of Websites that host high-quality streaming video, including (his favorite) *PBS.org*, which hosts a wide variety of programming; ethnographic content sites; social issues sites; news sites that pick up news sources from around the world; Movie Clips, a studio supported site that provides short clips of movies; and course information sites that can be used as supplementary material.

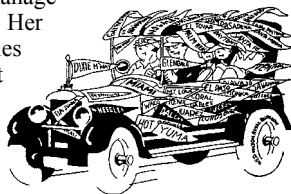
There are some drawbacks to these sites. They are not completely consistent, and content may appear and disappear. Libraries run the risk of losing access to some video, and upsetting faculty when particular content may no longer be available. Sites like these can also be difficult to cite as a resource.

Libraries can use a libguide to share Websites. **Mr. farrelly** was agreeable to other libraries using the **Arizona State University's** streaming video libguide, provided they used a standard libguides reference.

Implementing and Evaluating E-Book Collection Models: Workflows and Assessment — Presented by **Diane Baden** (Boston College Libraries); **Susan M. Stearns** (Ex Libris Group)

Reported by: **Charles Hillen** (Loyola Marymount University) <chillen@lmu.edu>

In this fast-paced session, **Baden** reviewed the pilot projects and discussions that led to **Boston College's** full adoption of demand-driven acquisition for eBooks. She also reviewed the different models for eBook access that were already in place at **Boston College**, such as publisher packages and the use of **OverDrive** for popular titles. She discussed **Boston College's** existing models for title selection, highlighting their qualities and the impact that DDA had on them (e.g., duplication of formats and content). The processes of assessing current practices, making decisions about next steps, and creating efficient workflows generated excellent questions, such as: Who is using eBooks and why? Which usage statistics are meaningful? Is bibliographer title selection better than patron selection? **Baden** further elaborated on the local decisions and discussion points that have had the greatest impact on long-term planning. **Stearns** illustrated the way in which **Ex Libris' Alma** system supports the workflow associated with eBook management, from selection to patron access. Her overview of the system's capabilities and features was cogent and relevant to **Baden's** project. This session was thought-provoking and met my expectations based on the program description.



International Acquisitions: Opportunities and Challenges — Presented by **Stephen M. Brooks** (The University of North Carolina at Chapel Hill); **David Hirsch** (UCLA Library); **Doug Stewart** (The University of North Carolina at Chapel Hill); **Germaine Wadeborn** (UCLA Library)

Reported by: **Marleigh Chiles** (MLIS Student, University of South Carolina) <chiless@email.sc.edu>

The presenters from two major universities illuminated some less conspicuous challenges of international acquisitions. The **University of North Carolina at Chapel Hill** detailed their transition to auto-ships for the acquisition of Western European materials. In 2009, two major challenges encouraged this transition — reorganization, and the retirement of two out of three full-time bibliographers. Using their outgoing specialist as a model, they attempted to automate his expertise. Already in partnership with **YBP** for auto-ship in the U.S., Canada, and the UK, the two organizations determined a successful formula that both parties support as of 2012.

The team from **UCLA** gave a dynamic presentation on the “joys” of acquiring materials from the Middle East. In addition to highlighting more obvious trials like language and monetary conversion, they also covered less apparent challenges — a lack of auto-ship options, shipping challenges, foreign invoices, contamination, and more. Emphasis was placed on communication as the key to successful acquisition of Middle Eastern materials for **UCLA**, including diverse items such as serials, graphic novels, and United Nations documents from countries currently experiencing turmoil. The strength of their communication was quite evident as they often finished each other's thoughts and sentences throughout a very informative presentation.

Overview of the Altmetrics Landscape — Presented by **Richard Cave** (PLOS)

See *ATG v.25#1, Feb. 2013*, for Conference Altmetrics session reports by **William Gunn** (Mendeley) <william.gunn@mendeley.com>

The Truth Is Out! How They Really Search — Presented by **Beth Bloom** (Seton Hall University); **Marta Deyrup** (Seton Hall University)

Reported by: **Kyle McCarrell** (Augusta State University) <kmccarre@aug.edu>

Many librarians think they have seen it all when it comes to student search strategies. **Bloom** and **Deyrup** may truly have. Using an innovative Web-based tracking tool called OpenHallway that records a user's speech and browser movements, the presenters were able to record hours of their students online research behaviors. The session, which began earlier than the advertised time, included examples of undergraduates having great difficulty in narrowing down topics, overusing natural language, and typing something into nearly every box. The recordings also demonstrated how the simplistic and instantaneous nature of a Google search influences students' use and navigation of complex library Websites and databases. Even students who began with the library Website or library-provided information sources often got discouraged and ended up at Google. After showing their examples, the presenters discussed how their research has affected their reference, instruction, and technology services, in particular showing that information literacy is a core competency that students need. Questions from the audience focused on everything from helping students develop research strategies to taking students from a Google mindset into a successful experience with library resources.

Trends in Mobile Web Usage: An Exploration into Journal Usage — Presented by **Bill Matthews** (HighWire | Stanford University)

Reported by: **Roxanne Peck** (UCLA Library) <rpeck@library.ucla.edu>

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HighWire Press undertook an extensive study of mobile usage because little is known about how the library community interacts with mobile devices. Statistics: More than half of the population will use tablets by 2015. Their goal is to provide a better user experience and give users the ability to take the information with them. Over half-a-billion log entries were studied between August 2011-May 2012. Mobile use only accounts 1.8% total usage for publishers but is growing month over month compared to desktop usage. Three devices account for 90% of mobile usage on in the study. **HighWire** plans to supplement the statistics presented with user group studies in Spring 2013. They hope to look at questions such as usage patterns between OA vs. subscriptions and pathways users take to get to resources. The human component combined with the statistics should hopefully provide a fuller picture of mobile use of academic scholarly resources.

We Asked and They Told Us: User and Librarian Service Perceptions — Presented by **Michele Crump** (University of Florida); **LeiLani Freund** (University of Florida)

Reported by: **Ann E. Merryman** (MLIS Student, University of South Carolina) <merrymaa@email.sc.edu>

How do library users of an academic library view the services provided compared to how the librarians view the services they are providing? This was the question **Crump** and **Freund**, along with four other academic libraries, posed to their users and staff. A variety of library sizes and makeups were included in the survey which had 1,204 respondents, the majority of whom were undergraduates. The user viewpoint was covered first in **Crump** and **Freund's** presentation, with answers to sample questions covered in some detail; discussion of the library staff viewpoint followed.

An interesting component to the presentation was a discussion amongst the audience members during the segment comparing the two groups' perceptions of service. As a first-time attendee at the conference, I was not expecting there to be such open discussion and dialogue between presenters and audience members, but I suspect it was probably welcomed by **Crump** and **Freund**. The session closed with a discussion of how the divide between user perceptions and librarian perceptions could be bridged; while **Crump** and **Freund** maintained they had no real answers just yet, suggestions ranged from asking patrons directly what they wanted, engaging the student body to reach the faculty, letting go of legacy practices and learning to be more nimble, continuously assessing your audience and user group, and finally encouraging a sense of community.

What Really Happens When Publishers Move Platforms? — Presented by **Scott Ritchey** (SPIE Digital Library); **Steven Shadle** (University of Washington Libraries)

Reported by: **Ashley Bass** (Serials Solutions)
<Ashley.bass@serialssolutions.com>

In this educational session, **Shadle** and **Ritchey** presented two different perspectives with a common goal: helping the audience understand the highly complex and multi-faceted set of considerations and impacts related to a publisher platform change. Ultimately, the presentation covered considerations and tasks not just for libraries and publishers, but also the broad-ranging impact on third-party services and users, keeping in mind the ultimate goal: providing the service of consistent access to valuable content for library patrons and researchers.

The audience consisted of representatives from publishers, libraries, and third-party interests like knowledgebase providers. This broad representation reflected well on the session's stated intent: to help the audience understand migration issues in such a way that the parties impacted by platform changes can work together to more effectively avoid disruptions in service for users.

The session was lively, rooted in real-world examples that helped audience members gain awareness of key aspects of platform changes, including: timing, communication, metadata management, MARC records maintenance, IP access, security, knowledge base updates, usage data, and more. Take-away messages and included practical suggestions for partnership and process to reduce negative impact on users and parties throughout the supply chain.

FRIDAY, NOVEMBER 9, 2012 CONCURRENT SESSIONS 2

Empowering Scholars Through Altmetrics — Presented by **Peter Binfield** (PeerJ); **Heather Piwowar** (ImpactStory, Duke, and UBC); **Michael Taylor** (Elsevier Labs); **Drew Wright** (Cornell University)

See *ATG v.25#1, Feb. 2013*, for Conference Altmetrics session reports by **William Gunn** (Mendeley) <william.gunn@mendeley.com>

Geek Out: Adding Coding Skills to Your Professional Repertoire — Presented by **Kathryn Harnish** (OCLC); **Bohyun Kim** (Florida International University)

Reported by: **Heather Gilbert** (College of Charleston)
<gilberthj@cofc.edu>

In the first part of this session, **Kim** discussed how LIS professionals can effectively obtain coding skills without a background in computer science. Through her own experiences, **Kim** reflected upon the common mistakes and obstacles amateur programmers encounter. She also offered advice and provided lists of resources that any budding programmer could benefit from. She discussed Code Academy in depth and offered several excellent pieces of advice including:

Don't wait to try programming — just try.

Pick a programming language and stick with it — it's better to be fluent in one language than only know a little about several languages.

Code regularly — coding is like learning any language, if you don't use it, you lose it!

It's normal that your code doesn't work — CS students learn this their first semester. Code rarely ever works the first time you write it. Expect to fail a lot and keep debugging your code. Don't get discouraged!

In the second part, **Harnish** discussed OCLC's available resources for library programmers. OCLC will be releasing "Platform U" that will offer LIS professionals a series of free coding courses that leverage OCLC's APIs. Platform U begins in February of 2013 (space is limited).

Open Access Book Publishing: Case Studies from the Field — Presented by **Richard Clement** (Utah State University); **Eelco Ferwerda** (OAPEN Foundation); **Shana Kimball** (University of Michigan Library); **Charles Watkinson** (Purdue University)

Reported by: **Tony Horava** (University of Ottawa)
<thorava@uottawa.ca>

This was an opportunity to learn about experiences in the trenches. **Watkinson** introduced the three speakers who provided descriptions of their projects, as well as insights and takeaways. The **OAPEN Foundation** has made over 80 eBooks freely available in collaboration with **JISC**. Usage was much higher as a result (i.e., page views and visits), and sales were not impacted. What is needed for OA books are common standards, a shared infrastructure for deposit and discovery, and a sustainable business model. At **Utah State University**, the backlist was digitized and made freely available. New life was given to the backlist. It was found that international sales increase if an OA version co-exists with a

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frontlist version. At **Mpublishing** (U. Michigan) simultaneous “p” and “e” publishing didn’t result in a drop in sales, although it’s worth pointing out that the OA books were not downloadable. Their Open Humanities Press imprint has attracted scholars who believe in OA. Print revenues have not been affected. More collaboration with peer publishers, authors, and libraries is needed. All speakers agreed that more experimentation, more analysis, and more standards are necessary for OA monograph publishing to succeed, as well as good marketing and discoverability. It was very encouraging to hear that OA can co-exist with ongoing revenue streams and be financially sustainable. However, seed money is a key stimulus to providing the ability to experiment with OA business models.

Positive Feedback: Using Interlibrary Loan Data to Enhance Collections and Collection Development Practices — Presented by
Forrest Link (The College of New Jersey);
Teresa Negrucci (Brown University)

Reported by: **Kyle McCarrell** (Augusta State University)
<kmccarre@aug.edu>

Interlibrary Loan. A valuable resource that can eat up a large chunk of a library’s budget. But can libraries save costs by enhancing their collection in high-use ILL areas to negate some ILL transactions? This was the focus of a session by **Link** and **Negrucci**, who looked at ILL transactions at their respective institutions in hopes of informing their collection development practices. At **The College of New Jersey**, researchers looked at ILL data from 2007-2011, comparing it to what was purchased during that same time frame. After noting trends, it became clear that a wholesale move to purchasing ILL requests was not wise, particularly for purchasing the large amount of titles related to knitting. However, more collaboration between ILL and Acquisitions would benefit the institution financially. At **Brown University**, librarians looked at faculty ILL requests to identify collection gaps and to identify departments with a high number of ILL requests. After analyzing the five-year sample, the findings showed gaps in the humanities, foreign language, and **Oxford University Press** titles. To address the problem, data-informed, not data-driven, adjustments were made to the approval plan to include different publishers and the purchase of new eBook collections.

Textbooks, Libraries & Students: An Evolving Partnership —
Presented by **Susan Kendall** (San Jose State University);
Mary Nino (San Jose State University); **Rae Ann Stahl**
(San Jose State University)

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

In order to set the stage, the speakers provided an explanation of the **California State University System** and the demographics at **San Jose State University (SJSU)**. Textbook prices have increased sharply in the last twenty years, so much so that many students are no longer buying their textbooks. The solution to this in the **California State University System** was a system called “Affordable Learning Solutions” to help students transition to e-textbooks. **SJSU** created a page on the library Website listed textbooks available as eBooks from the library. They identified the eBooks in their collection that are being used as textbooks and post a list of these for the students. The process was extremely time-intensive but has led to cost savings for the students. It would be difficult to replicate the process based on the information presented since very few details were provided.

Wasted Words? Current Trends in CD Policies — Presented by
Maureen James (University of Arkansas at Little Rock); **Audrey Powers** (University of South Florida); **Donna Rose** (University of Arkansas at Little Rock); **Megan Sheffield** (University of South Florida); **Matt Torrence** (University of South Florida)

Reported by: **Victoria Koger** (Eastern Kentucky University)
<victoria.koger@eku.edu>

This session was really two sessions in one time slot. First, **Powers**, **Sheffield**, and **Torrence** presented data on a survey of **ARL** libraries’ collection development policies (CDP). They found CDP are not used to guide purchases and it was difficult to track many of the policies down. Sometimes only part of a CDP was online, if at all. In conclusion, the presenters and the audience agreed that libraries need a collection development philosophy instead of the traditional policy and want to keep it short to give librarians the power to make holistic decisions.

James and **Rose** described the process they are going through in rewriting Collection Development Guidelines. They appointed a group, gathered information from their own institution and others, and have written several sections. **James** and **Rose** want their new CD guidelines to be available online, kept up-to-date, and definitely not as detailed as the 1997 version. From audience questions we learned there will be training for selectors as they begin to write subject area guidelines from a template. There was also a discussion surrounding what to call multimedia and whether it should just be addressed in the policy/guidelines overview or to avoid division between formats. 🌳

*That’s all the reports we have room for in this issue. Watch for more reports from the 2012 Charleston Conference in upcoming issues of **Against the Grain**. Presentation material (PowerPoint slides, handouts) and taped session links from many of the 2012 sessions are available online. Visit the **Conference Website** at www.katina.info/conference. — KS*

Little Red Herrings — Freedom, Freedom, Freeee-dom

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

Remember **Richie Havens** and his “Freedom” song at Woodstock? Okay, neither do I but you can see it on YouTube. It brings to mind another kind of freedom in our profession. Almost everywhere you turn today you’ll see this expression or its facsimile, whether you’re reading a professional journal, a blog, or even a newspaper: “Information wants to be free.” The idea behind this sentiment is that all information, whoever creates it, is yours, mine, and ours. In fact, the only

person it may not really belong to is the creator, the originator. Think of it as anti-copyright sloganeering run amok.

And this phrase brings to mind a line from Plato: “Everything that deceives may be said to enchant.” Now don’t get me wrong. I’m no fan of the current copyright laws. They are draconian in this country, and I am the possessor of several. But simply because something is draconian doesn’t mean its solution is to go to the antipodean extreme.

At least a sizable portion of the information-wants-to-be-free mantra grew out of the tragedy surrounding **Aaron Swartz**. **Swartz**, readers will recall, took on, of all things, **JSTOR** and began downloading thousands of its articles and distributing them for free. He was, like many technology gurus, a college dropout, but brilliant, and could make computers do things others could not even understand. Some observers blame his subse-

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