Moving Forward with Analytics

by Kathleen McEvoy (EBSCO Information Services) <kmcevoy@ebsco.com>
and John McDonald (EBSCO Information Services) <johnmcdonald@ebsco.com>

In the two years since John McDonald and I started editing a column on analytics and the role they play in the future of libraries, we have had librarians and library vendors weigh in on studies, test cases, and new resources. These efforts are designed to help libraries better understand their holdings, highlight the value and impact of libraries, and showcase how analytics can promote evidence based decision making.

With this special issue, we are looking to continue to reveal the data-driven library and provide librarians a window into how their peers are leveraging analytics to adjust collections and services at their libraries.

The first two articles are fascinating case studies on how librarians have analyzed data to make operational changes to their book approval plans. In the first, Adam Beauchamp at Florida State University describes their process to evaluate monographic ordering by combining a variety of demand-based metrics (ILL, Circ, Resource Sharing) and use of ratios to normalize values across subject groups with vastly different numbers of observations. In the second article, Jennifer Mezick and Louis Becker from the University of Tennessee-Knoxville share their method to evaluate and revise their approval plan using analytics. Their approach features the combination of data from the ILS and COUNTER combined with demographic data about overall book publishing to evaluate the appropriate print to eBook ratios for their approval plan. The differing approaches each offer interesting insight into new methods of collection development.

If Rumors Were Horses

Shock!! OhioLINK’s incredible Executive Director Gwen Evans has resigned and Deputy Director Amy Pawlowski has been named Interim Executive Director, effective February 28, 2020. Gwen’s last day was February 28. She will assume the role of Vice President, Global Library relations at Elsevier where she will serve as a liaison to and advocate for, the academic library community. “There are big questions leading us all into the next generation of scholarly communication, specifically in the realms of data and technology,” Gwen says, “which are two of my greatest interests and intellectual drivers professionally. The answers will undoubtedly change the way both publishers and libraries conduct business and offer services in the higher education industry. As a leader with a deep passion for, and loyalty to, the library’s crucial role at the table — especially amid great change — this is a logical next step in my career. I’m excited at the opportunity to serve as a fully representative voice of the library, and I’m driven by being in organizations where I can affect change and foster true collaboration and partnership.” Gwen will still be based in Columbus. Details surrounding the search process for the Executive Director role will be announced at the discretion and timing of the Ohio Department of Higher Education. https://against-the-grain.com/2020/02/atg-news-flash-gwen-evans-leaves-ohiolink/

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PRIVATE PROOFREADER: John D. McDonald  

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No, I am not going to be an actress or a pianist or an opera singer; I am just going out with friends to the many restaurants in Sullivan’s Island or even entertaining at home. It’s a way to avoid the post-holiday blahs and all this coronavirus business hopefully!

This is a wonderful guest edited ATG issue by the effervescent Kathleen McEvoy and the equally lively John McDonald. Called “moving forward with analytics” it includes articles by Adam T. Beauchamp (evaluating monograph orders), Jennifer A. Mezick and Louis T. Becker (approval plan spending), Russell Michalak and Monica D. T. Rysavy (library instruction), John D. McDonald and Michael Levine-Clark (partnership and proof of concept) and Kirsten Kinsley (building a data warehouse at an institution).

Our OpEd (Kent Anderson) is about holding funders accountable, and our Back Talk (Jim O’Donnell) about spending $90 million. Our interviews are with two amazing power women! Jane Burke and Carol Tenopir! Collecting to the Core (Angela Courtney) covers Victorian playwrights, Corey Seeman’s Readers’ Roundup (book reviews) discovers some great books. Donna Jacobs covers Jean-Marie Gustave Le Clézio. Not to be left out, Marjorie Hlava explores the beginnings of library science.

We have a full Legal Issues section which includes a case about states rights (Anthony Paganelli), the Amazon Audible lawsuit (Bill Hannay), Bruce Strauch’s copyright case of note. Finally, we have the very first Questions and Answers Copyright Column from Will Cross of NC State University. How lucky we are that Will has taken over from Lolly Gsaway! Thank you, Will!

Moving right along, we include Bet You Missed it, The Scholarly Publishing Scene (Myer Kutz) (A&I services), Mark Herring tackles Friends of the Library and Ramune Kubilius does her usual thorough job of collecting reports from the 2019 Charleston Conference, Don Hawkins who travels everywhere was at the opening of the Temple Charles Library and this is just the first of three installments.

Optimizing library services is about the challenges of content development, Oregon Trails (welcome back, Tom) is about real and fictional booksellers, Biz of Digital touts promoting institutional repositories and Stop, Look, Listen is concerned with demystifying open access books. Oops. It’s late. Forgot about daylight savings time! I have company coming for dinner and need to put dinner in the oven!

Stay well! Love, Yr. Ed. 🍺

Rumors from page 1

The on top of everything Becky Lenzini has just announced that the 22nd Fiesole Retreat which was slated to be in Athens, Greece, April 7-9, 2020 at the brand new National Library of Greece in the Stavros Niarchos Foundation Cultural Center has been delayed to 2021. This virus is certainly wreaking havoc everywhere! Boo hiss!

The resourceful John Dove has started a new position as Ambassador DOAJ, Directory of Open Access Journals. The DOAJ was launched in 2003 at Lund University, Sweden, with 300 open access

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What’s Your PROJECT? 

Performing Arts & Music
Experimental theater
Drama technique
Rap music
Music performance
Comedy
Conceptual art
Theater for the deaf
Shakespeare’s plays
Theater philosophy

Modern dance
Social aspects of dance
Music theory

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The next two articles feature a case study and a proof of concept that each evaluate the feasibility and issues related to library learning analytics. In the first, Russell Michalak and Monica Rysavy at Goldey-Beacom College detail their efforts to collect data and to incorporate learning analytics data into an assessment of their library’s instruction program. They demonstrate how librarians can use learning analytics to make positive changes in their services that benefit students, while also being sensitive to their privacy and the protection of data. In the second article, John McDonald and Michael Levine-Clark describe their partnership on a proof of concept to merge library data with student outcomes measures and evaluate the feasibility of a robust production-grade system for library learning analytics. Their successful PoC showed that, given the right conditions and data sources, librarians can build models of library engagement and student outcomes that show statistically significant results.

In the final article, Kirsten Kinsley from Florida State University recounts her and her colleagues’ experiences while attempting to build a data warehouse and library learning analytics system at their institution and the subsequent issues around student privacy, data protection, and ethical use of data that arose during that process. The lessons she and her colleagues learned from that process should add to the issues our profession, especially as librarians at institutions of higher education, need to tackle as library learning analytics develops and evolves as a viable tool for educators to ensure their services make an impact on the community they serve.

Over the next year, our regular column, “Library Analytics: Shaping the Future,” will continue to address the opportunities librarians have to use metrics to move forward toward a future where analytics can help solve the problems libraries face and ensure the future of libraries leverages data to drive decisions. We’ll also feature publishers and other library service providers who are using analytics to improve workflows, interfaces, and user experiences. Moving forward, Kathleen McEvoy will be stepping down from her day-to-day co-editor duties. John McDonald will continue to edit the column and welcomes Stephanie Buck, his colleague at EBSCO, who will be working with him and the academic library community to bring more information to Against the Grain readers.

Stephanie holds a MLS from Simmons College School of Library and Information Science and is now the Open Source Community Liaison and a FOLIO Product Owner at EBSCO Information Services. She is a previous director of strategic projects at EBSCO, focusing on projects relating to the library community and strategic partnerships and has experience in collection development, reference, research, cataloging, and library instruction across public, academic and special libraries.

By teaming John and Stephanie as co-editors, we expect to broaden the coverage of analytics into the open source community and continue to highlight librarians whose research is progressing the art and science of analytics in academic libraries and research into understanding our users, our systems, and our profession of librarianship. 🦍
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The chart below provides the various Digital Archive options for OSA Publishing content ranging from comprehensive packages to Individual Journal Digital Archives.

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◊ Also includes Journal of the Optical Society of America (1917-1983)
* 1997-2005 only
Bet You Missed It

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

Column Editor: Bruce Strauch (Retired, The Citadel)

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

LET’S READ ABOUT STALIN’S GREAT TERROR AND BE REALLY DEPRESSED

Ivan Chistyakov, the Diary of a Gulag Prison Guard (2016) (drunken violence, stupidity and unfulfillable quotas); (2) Alexander Solzhenitsyn, The Gulag Archipelago, (1973) (the horror of transportation over ten time zones to frozen hellholes in the Arctic); (3) Georgi Vladimov, Faithful Russian, (1976) (false hopes of Krushchev’s thaw); (4) Robert Conquest, The Great Terror, (1968) (15,000, 000 executions revealed when the Soviets opened their archives); (5) Orlando Figes, The Whisperers, (2007) (heart-wrenching stories of loved ones dragged away).


FASHION BOOKSHOPS

When fashion designers get stuck for new ideas, they turn to visual images for inspiration. The WSJ lists specialty bookshops for sartorial history.


LET’S READ NOVELS WITH INCONCLUSIVE ENDINGS

Fyodor Dostoyevsky, The Brothers Karamazov (1880) (among all the philosophy, it’s a murder mystery without the murderer being revealed); (2) Henry James, The Portrait of a Lady (1881) (Isabel Archer returns to her evil husband. For good or ill? Penultimate line: “Just you wait.”); (3) Penelope Fitzgerald, Innocence (1986) (a bad marriage continues); (4) Hilary Mantel, Wolf Hall (2009) (Henry divorces Catherine of Aragon to marry Ann Boleyn. At end says: “We will visit the Seymours.” Well, you do know what happens.); (5) Sally Rooney, Conversations with Friends (2017) (Lovers have broken up, but at end, heroine says “Come and get me.”).


HARPER LEE ON FOOTBALL

Harper “To Kill a Mockingbird” Lee didn’t turn out a lot of literature, but she wrote a lot of letters and was passionate about Alabama football. And often wrote letters about football.

In 1963, the Saturday Evening Post broke an explosive story of an Atlanta insurance agent making a long distance phone call who was accidentally connected to an on-going call between Bear Bryant (Bama) and Wally Butts (Georgia Athletic Director). Butts gave away the playbook to Bryant and Alabama won 35-0.

The coaches admitted to the phone call but denied fixing the game. Butts was fired and sued the Post for $10 million, contributing to its demise.

Lee was absorbed in the scandal and wrote her literary agents in NYC defending Bryant as innocent until proven guilty. Plus a linebacker, Roy Jordan, from one town over stated that “as far as he knows it ain’t so,” and “the Jordans have a reputation for veracity in these parts.”

Agents Annie Laurie Williams and Maurice Crain donated their papers to Columbia University’s Rare Book & Manuscript Library. Among them were letters from Truman Capote, John Steinbeck, Margaret Mitchell, and Harper Lee.

Roll Tide.


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Approving Analytics: A Data-Driven Approach to Monograph Acquisitions

by Adam T. Beauchamp (Humanities Librarian, Florida State University Libraries) <abeauchamp@fsu.edu>

Librarians in the modern American university rarely have time to curate their monograph collections by selecting books title-by-title. Busy engaging with their research and learning communities through outreach, instruction, and other activities, we rely on systems and workflows to organize and automate much of the acquisitions process. For decades that system has been the approval plan. Mirela Roncevic (2017) compares approval plans to the Sorting Hat in J. K. Rowling’s Harry Potter series. The same way the Sorting Hat channels students into magical houses that best match — and can make use of — their personal qualities, so too does the approval plan classify and sort books to fit the similarly described needs of participating libraries.

Thousands of libraries, including Florida State University Libraries, use the approval plan maintained by GOBI Library Solutions. GOBI “profilers” apply detailed metadata to each book they receive and make it possible for libraries to describe their acquisitions needs in fine detail. However, this complex and powerful algorithm should not be taken for granted. As with any profiling system, the approval plan’s data infrastructure helps librarians build collections while also shaping what collections are possible. Thus, it requires regular assessment to ensure that it continues to meet our needs. At FSU Libraries, we use analytics to discover patterns in the use of our collections, make predictions about our future needs, and transform the way we build our monograph collection.

The Case of FSU Libraries

The 2018-2019 academic year was a time of transition for collection development at FSU Libraries. It had been three years since the last thorough review of our approval plan with GOBI Library Solutions. Since that review, monograph acquisitions had become both more complex and less transparent. FSU Libraries had implemented demand-driven acquisitions (DDA), evidence-based acquisitions (EBA) programs, and invested in two eBook subscription packages. However, our faculty had begun to notice gaps in coverage in our local holdings, putting increased pressure on subject librarians to spend time filling in those gaps with title-by-title selections. This situation combined with personnel changes in key roles for collection development meant it was time for a fresh look at the library’s acquisitions strategies.

Our review process, dubbed the Monograph Ordering Review Project (MORP), included three major steps. First, following many examples from the literature, we analyzed circulation, interlibrary loan, and total holdings data to better understand past monograph use and to predict our future needs (Ochola 2002; Mortimore 2006; Knievel, Wicht, and Connnaway 2006; Bronicki et al. 2015). Second, we applied that understanding to redesigning our profile in the GOBI approval plan. Our goal was to improve subject coverage in key areas while minimizing the time librarians spent selecting books title-by-title. Finally, based on test data provided by GOBI, we analyzed the books that would have matched the revised profile had it been in effect the previous fiscal year to assess our predictions and make further refinements.

Our first major challenge in this process was with the structure of our data. Our usage statistics needed to share at least one common data point with the GOBI approval plan. While GOBI’s rich proprietary metadata is invaluable in the profiling process, the circulation data available to us was limited to a subset of MARC record and patron data fields. And since not all books at FSU Libraries were purchased through the GOBI system, the only data point common to both our circulation data and the GOBI profile is Library of Congress Classification (LCC) number.

We also found it necessary to limit our analysis to print book circulations. While the COUNTER standards that regulate eBook statistics normalize measures of access, the descriptive metadata attached to each eBooks vary considerably across platforms and over time. Importantly, most of our eBook data did not include call numbers. We were also uncomfortable mixing eBook access clicks with print circulations since these represent qualitatively different patron interactions with the materials. Despite being currently entangled in multiple eBook acquisition plans, print books were still an important format during the years under analysis, especially for our monograph “power users” in the arts and humanities. We plan to conduct a separate assessment of the eBook environment at a later date.

Number Crunching

Needling to craft a more precise approval profile, we analyzed four years of usage data not just at level of the LCC classes and subclasses, but rather we used the detailed call number ranges that also structure the GOBI approval profile. We applied this method to three types of usage: local print circulation, Inter-library Loan (ILL) requests, and requests through UBorrow, a consortial borrowing program among the State of Florida’s public universities and colleges. Since each of these means of access requires a different amount of effort and know-how on the part of the patron, we considered them distinct measures and did not try to combine them into a single statistic.

For each type of use, we produced three distinct measures. First, we calculated the average number of annual circulations, interlibrary loans, and UBorrow requests for the four years under review. Using averages rather than raw numbers takes into account the effect unique course offerings may have on the use of particular subject areas in any given semester. Second, each of these counts was transformed into a percentage of that type of use. For example, we had an average circulation of 671 books from the World War II section of the D call numbers. This amounts to 0.51% of the total annual circulations averaged over four years. While this percentage is interesting, it is not sufficient to compare across LC call number ranges since these ranges vary widely in the number of books on the shelf and new publications available for purchase. To account for this, we divided the percent of use type by the percent of total items

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on the shelves for that call number range, thereby controlling for collection size. Returning to our example of books about World War II, FSU Libraries had 7,887 total books in that call number range, which represents 0.68% of our total holdings. So we divided the percent of circulations, 0.51, by the percent of total holdings, 0.68, to arrive at a ratio of 0.75, or 3:4, meaning this section takes up a slightly larger share of shelf space than it does of total circulations, but on the whole seems well-used relative to its size.

We did not expect each call number range to achieve a balanced ratio of 1:1 uses to holdings, but rather used the ratios to compare across ranges and identify areas that seemed to be in particularly high or low demand relative to their size. On the spreadsheet we shared with all subject librarians, we color coded the ratios using percentiles to help draw the eye to areas in need of review (Figure 1). The same calculations were done for ILL and UBorrow requests, though in these cases a high ratio of use to collection size suggested inadequate local holdings, and the color coding was reversed to show these higher ratios in red.

**Figure 1: Snippet of the Excel spreadsheet showing the four-year average of total items, three use types, and their respective percentages and ratios.**

For step two of the review project, the MORP team provided training to subject librarians on how to read and interpret the admittedly complex dataset of percentages and ratios. Subject librarians also compared this evidence of monographic demand to the curricula and research strengths of their respective liaison areas. Then, in summer of 2019, Katy Ginanni, Collection Development Manager at GOBI, visited campus to help us make significant adjustments to our approval profile.

With the approval profile updated, however, our analytical approach to book acquisitions was not yet complete. Because our usage statistics relied on Library of Congress Classifications, the resulting picture of our needs was somewhat one-dimensional. The LCC system can only describe each book in terms of one subject discipline and topic. More importantly, the system itself is built around Eurocentric biases and idiosyncratic ways of organizing knowledge which has the potential to isolate and exclude important works (Olson 2001; Drabinski 2019). For example, historian Jana Lipman’s 2008 book, Guantánamo: A Working-class History Between Empire and Revolution, would be of potential interest to a wide range of scholars and students, but the Library of Congress classifies it with Naval Science (call number V A 68). Libraries not generally interested in naval science topics would miss this book if they relied solely on call number ranges to make purchasing decisions.

The corrective to this limited perspective came in the final step of the project when we received test data from GOBI in fall 2019. The GOBI team ran our updated approval profile against their database of publications for the previous fiscal year. The resulting list of books included thousands of titles that we had not seen under our original profile. More importantly, this dataset also included more descriptive data than just the LCC call number ranges, allowing us to evaluate the results of our profile changes in great detail. As Jon Elwell, Director of Content Strategies at EBSCO, explains, “profilers” at GOBI with subject expertise add robust “metadata enhancements” to thousands of books every year, adding descriptions of quality, audience indicators, interdisciplinary categories, and more that go beyond Library of Congress Classification and subject headings (2019). With the clever use of pivot tables, subject librarians were able to analyze these data in creative ways, making further refinements to the approval profile while also making predictions about future spending and budget needs.

In the end, the Monograph Ordering Review Project (MORP) at FSU Libraries was a successful application of analytics to the assessment and reform of our approval plan. Thinking through our datasets in terms that applied to both our past usage statistics and future ordering helped us manage the scale of the project and to use consistent terms and measures throughout the project. We identified parts of the local collection in need of more development while also finding opportunities to redeploy the non-print monograph solutions, like publisher-sponsored EBA programs for large, popular imprints. The detailed analysis of print circulations may also help us plan for areas of increased growth while making strategic decisions about weeding and offsite storage solutions.

**Analytics: A Closer Look**

At FSU and libraries of all sizes across the country, the GOBI approval plan drives the monograph identification and selection process that builds our collections. For many, the approval plan is essential for managing the more than 65,000 new English-language titles published every year (Elwell 2019, 58). But given the major role that the data structures and decision trees of this system play in shaping monograph acquisitions, librarians should not take the approval plan for granted. GOBI’s staff determines the universe of books brought into the system, decides which traits become metadata, and defines each book in those terms. Participating libraries must in turn describe their needs according to the categories and preset values of this system. It would be hard to build library collections without this infrastructure, but we must recognize how these structures determine what collections are possible.

In this context, it is worth revisiting Roncevic’s comparison of approval plans to the Sorting Hat from J. K. Rowling’s Harry Potter series. When placed on the head of each new student at Hogwarts School of Witchcraft and Wizardry, the Sorting Hat makes a judgment in order to assign students to one of four houses. The criteria and the process are magically opaque, but the Hat identifies each student’s qualities and potential and then matches those individual traits to the distinctive character — or profile — of each house. Readers of the series know that this supernatural algorithm has been working for centuries; however, the first time we see it in action, Harry Potter resists it. The Hat wants to place him in Slytherin House, but Harry rejects the Hat’s initial reading and asks to be placed in Gryffindor House instead. What the Hat “knows” about Harry makes him a good candidate for Slytherin, but based on Harry’s experiences and what he knows about himself, Harry makes a different choice.

At first glance, the stakes seem much higher for Harry Potter than for the books that flow through GOBI’s less magical sorting process. Sorting humans and thus limiting their future choices is serious business — a fact I encourage my colleagues pursuing learning analytics projects to remember — but the classification...
systems we use to sort and build library collections is not without consequences. Library of Congress Classification may be a particularly flawed example, but no single facet can capture objectively the content and potential uses of a book. No matter which categories we deploy, the metadata will encode what Bowker and Starr refer to as “moral and aesthetic choices” (2000, 4). In the case of collection development, these choices have the effect of deciding which books are relevant and appropriate for our communities, and which are not. Simply increasing the number and types of categories we use to inform our acquisitions, as in the “enhanced metadata” provided by GOBI profilers, cannot neutralize each of these moral acts of classification. Multiplying the classifications increases the complexity of the profiling process and may make the consequences more difficult to trace. However, so long as we recognize the potential impact this network of categories and classifications has on our collection development, it also gives us greater flexibility in our decision making. With regular monitoring and strategic, critical interventions by subject librarians, a sophisticated approval plan remains an important solution to managing the complexities of monograph acquisitions.

References


Using Data to Rightsize Approval Spending

by Jennifer A. Mezick (Collection Strategist, University of Tennessee, Knoxville Libraries) <jamezick@utk.edu>
and Louis T. Becker (Assessment Programs Librarian, University of Tennessee, Knoxville Libraries) <lbecker@utk.edu>

Book approval plans are intended to save the time of selectors by providing titles that meet pre-defined criteria. Unintentionally, approval plans can be a source of seemingly uncontrollable overspending. This was the case at the University of Tennessee, Knoxville (UTK) Libraries. What follows is a summary of how the UTK Libraries applied data towards rightsizing approval plan expenditures while still leveraging the ability to acquire books appropriate for our users.

UTK is Tennessee’s flagship research institution. GOBI (EBSCO) is the vendor for the Libraries’ approval plan. Approval plan spending accounts for about 73% of books purchased. Subject librarians maintain the approval plan criteria for call number ranges related to their subject areas. Decades ago, approval plans were mediated: books sent on approval were held for review by librarians who had the opportunity to return books they did not want for the collection. Today, UTK’s subject librarians lack the time to review titles and the Libraries lacks the space to hold books for review. Additionally, to save staff time, titles sent on approval to UTK have barcodes and other physical processing applied before shipment, which makes them nonreturnable. eBooks acquired on approval present an additional upset to the traditional review in that they cannot sit on a physical shelf.

Since the early 1990s, approval plan allocations at UTK were sometimes targeted to help pay for other bills. Even when money was not taken away from approval plan allocations, the titles received would sometimes total more than the amount budgeted. Overspending the approvals budget became a consistent problem while the UTK Libraries experienced less flexibility in spending overall due to annual increases for subscription resources. In reality, funds are actual money and not abstract numbers, spending more on approvals than is intended means spending less on other things. To temporarily stop overspending, the Libraries would put the approval plan on virtual or on hold. Putting the plan on virtual means that the subject librarians receive slips (or electronic notifications) for all titles that would have been sent on approval. Librarians would review these slips and place orders for the titles they wanted in the new fiscal year. Putting the plan on hold means that all titles are held until the new fiscal year. As part of this review, more approval plan criteria are incorporated because the plan was on virtual.) Approval plan purchases during the period covered 38,291 titles, 25% (9,636) of which were in electronic format. The Libraries has generally been shifting toward e-preferred purchasing, and in fiscal year 2019, eBooks accounted for 31% of approval plan titles (2,924 of 9,209 total). As part of this review, more approval plan criteria shifted to e-preferred from print and we expect the number of eBooks received on approval to increase in future years. The print monograph collection included 716,159 titles at the conclusion of the study period, and total external print circulation was 193,407 loans over the four fiscal years. The approval plan purchases accounted for 9,271 of those loans (4.8%). The use of circulation data to evaluate approval plans is not new; Marcie Kingsley surveyed the basic technique in this magazine in 1996. By fitting our data tightly to the form of our particular plan, however, we provided subject librarians information in a decision-ready form.

In August 2018, the UTK Libraries underwent a reorganization that resulted in assessment and collections initiatives coming together as one department named Assessment Programs and Collection Strategy (APCS). This change placed an emphasis on making evidence-based decisions for collection management. At the same time, management of the Libraries’ collection budget moved to the Libraries’ Business Services Office. This change unburdened subject librarians from managing funds and shifted the large, complex budget to the staff with the experience and knowledge needed to manage it well. Together with other organizational changes within the subject librarian department, the Libraries was set up to make collections decisions in a more collaborative manner.

In project management there is the concept called triple constraint, in which three variables (cost, time, and scope) all affect quality with the understanding that it is possible to satisfy two of those variables but never all three because of conflicting demands (Wyngaard, Pretorius, & Pretorius, 2012). Applying this theory to purchasing monographs, libraries can incur a lower cost while meeting the needs of users but at the expense of employee time; meet all the needs of our users while devoting little employee time but at a high cost for materials; at a low cost and while devoting little employee time but not necessarily meeting all the needs of our users. GOBI employs staff to profile books and determine if titles meet approval plan criteria. In theory, this helps UTK Libraries develop a collection that will meet our users’ needs efficiently by combining criteria decided upon by subject librarians with the security of knowing that a person, and not a computer, is profiling books. At the UTK Libraries, it was apparent that something needed to shift to make the approval plan work better. We wondered if we truly needed to increase the amount allocated for approvals or if we needed to tighten the criteria. As the flagship university in the state, tightening the criteria implies that we will purchase fewer books, which may lead to questions about just-in-case versus just-in-time collection development and thus our role in the state higher education system. Luckily, APCS could provide data showing how books acquired on approval are used as a measure to help subject librarians understand what is being used and adjust the criteria to, hopefully, provide us with more of the titles our users want and less of the titles our users will not use. We could call this just-in-case informed by data.

Towards the end of fiscal year 2019, APCS looked at books purchased as part of the approval plan for four fiscal years, from July 2015 through May 2019. (June 2019 could not be incorporated because the plan was on virtual.) Approval plan purchases during the period covered 38,291 titles, 25% (9,636) of which were in electronic format. The Libraries has generally been shifting toward e-preferred purchasing, and in fiscal year 2019, eBooks accounted for 31% of approval plan titles (2,924 of 9,209 total). As part of this review, more approval plan criteria shifted to e-preferred from print and we expect the number of eBooks received on approval to increase in future years. The print monograph collection included 716,159 titles at the conclusion of the study period, and total external print circulation was 193,407 loans over the four fiscal years. The approval plan purchases accounted for 9,271 of those loans (4.8%). The use of circulation data to evaluate approval plans is not new; Marcie Kingsley surveyed the basic technique in this magazine in 1996. By fitting our data tightly to the form of our particular plan, however, we provided subject librarians information in a decision-ready form.

We used Microsoft’s PowerBI software to combine data from our integrated library system, Ex Libris’ Alma, with

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COUNTER reports of eBook usage and GOBI’s tables of Library of Congress (LC) classifications and imprints. Rather than a single spreadsheet, the resulting interactive report allowed APCS and subject librarians to visualize the usage of approval plan purchases according to the categories GOBI considers. The 4,099 LC class ranges and sub-ranges in our GOBI plan were used to group the purchased titles. Summary information about the print monograph collection and its circulation over the study period were divided into the same ranges. Because GOBI accepts instructions regarding specific publishers within a subject range, we wanted to review our purchases by imprint (Figure 1). This required significant data-cleaning work. 2,159 individual text strings from the publisher fields (MARC fields 260b or 264b) of the bibliographic records were manually mapped to the GOBI publisher list. After this cleanup we could see that purchases came from 442 GOBI publishers, plus 40 imprints that could not be decisively mapped to the GOBI list.

To allow comparison between electronic and paper usage, we focused on the percentage of titles ever used; for this metric a chapter use was equally valid as a title download or a print loan. Because of changes in workflows for counting in-house use in Alma across the period under study, we considered only external loans as uses for most calculations. However, in-house use information remained viewable in the report. While circulation data did not extend far past the date of the most recent purchases, a “sliding scale” filter was provided to optionally exclude approval books by purchase date. Viewers could set a minimum age that would be appropriate for their subject area or ignore older approval purchases if they had reconfigured their approval plan more recently. While newer e-titles were more likely to have been used than equivalently recently purchased print titles, overall ever-used titles made up similar percentages of both the electronic and print approval purchases: 25.3% of approval eBooks vs. 21.3% of approval print titles had been used.

We decided that narrowing the criteria to stay within our current allocated amount for approvals was the appropriate goal.

To correct for variations in the circulation patterns of different subjects, a use factor (Bonn, 1974) was calculated for each classification with approval titles. Because of technical difficulties in linking eBook usage reports with classification data at the collection scale, this was done only for print books. A use factor larger than 1 indicates that the approval set accounted for a higher percentage of circulations in the class than would be expected for its share of the collection, while a use factor lower than 1 indicated a lower-than-expected share of loans. Overall, the use factor for approval books was 1.4, indicating that recent approval purchases were circulating slightly more than the collection as a whole. For individual GOBI ranges, the use factor for approval books ranged from a high of 131, for one circulated approval book in a Forestry subsection with very low circulation overall, down to zero for sections where approval books did not circulate.

In calculating circulation totals for the print collection as a whole, the collection was divided only by classification. Future analyses should also provide comparisons between books purchased by the approval plan and recent individual selections, to correct for variations in the circulation of books of various ages. As the collection becomes more electronic, additional work will be needed to consider the eBook collection as a whole and categorize its usage — usually reported in the context of a particular vendor platform — in ways more directly comparable to the print collection.

The PowerBI interactive report allows subject librarians to easily view these metrics for approval plan purchases from any subject classification or GOBI-assigned fund code, and then view the individual titles purchased from that segment (Figure 2). Data on the approval plan purchases can also be viewed and filtered by publisher name. Due to the wide variations in imprint cataloging, data on the collection as a whole cannot be filtered by publisher. Collection evaluation projects would be easier and more comprehensive if imprint data were assigned according to a controlled vocabulary like those used for author name headings.

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Using Data to Rightsize Approval Spending
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While the overall use factor demonstrates reasonable circulation of approval books compared to the overall collection, the trend in overall circulation of the collection shows an annual decline, informing us that we should use our limited funds for other types of resources. APCS arranged for GOBI’s Collection Development Manager to review approval plan areas with subject librarians. In preparation, we provided a hands-on tutorial for using the data presented in PowerBI.

Subject librarians held a roundtable discussion to share information about how to adjust approval plan criteria to influence what is received within the individual GOBI class ranges. Beyond publishers, the plan can exclude or include only certain geographic areas, topics, content levels, languages, and formats. While these categories were not built into the PowerBI report, librarians used the title-level list of purchases within the report to consider these changes. APCS annotated approval plan parameters for subject librarians that provided brief information pulled from the PowerBI data about the use of items by area (Figure 3). During review meetings, at least one collections librarian participated to provide supporting data from the PowerBI report. Some subject librarians changed little in their areas, but many made significant changes. The data provided was an important factor in initiating those changes but other factors, such as new subject librarians and evolving research agendas in academic departments, were also considered.

After final changes to the plan were submitted, GOBI provided a retroactive report that listed the titles that would have arrived on approval in the previous year, if the updated criteria were in place then. The total cost for those titles is just below the amount allocated for approvals during the current fiscal year.

APCS does not wish to inflict an intensive review of the approval plan on subject librarians annually, but we do plan to monitor spending and refresh our data over the next few years in hopes of seeing an increase in circulation due to more appropriate titles being received. We plan to perform a thorough review of the approval plan again in about three years unless overspending becomes an issue before then. We also hope that continuing to monitor the approval plan using the metrics described above will, over time, provide a better understanding of the usage trends in each subject area. Making decisions about acquiring and withdrawing monographs is much more difficult in subjects where books may not be used until five or more years after they have been published. Perhaps, in future years, our refreshed data report and other historical circulation data can be used to guide decisions with an increased level of comfort.

References


Figure 3. Example of annotated approval plan illustrating summarized use information from PowerBI report.
Data Privacy and Information Literacy Assessment: A Case Study

by Russell Michalak (Director of the Library & Learning Center, Goldey-Beacom College) <michalr@gbc.edu>

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Introduction

Collecting Personal Identifiable Information (PII), in the context of services and programs academic libraries offer is a topic that continues to be of interest to the library and greater academic community. Patron data, specifically those data points associated with use of services, programs, systems, and library instructional / training efforts has the potential to show academic libraries’ value as these data points can assist with illustrating “student success in the form of outcomes attainment, retention to completion or graduation, and post-graduation career placement and earnings” (Oakleaf, Whyte, Lynema, & Brown, 2017).

However, there has been a backlash among librarians regarding using PII in academic libraries due to privacy concerns (Jones and Salo, 2018). In this article, we share how PII is collected in our current information literacy assessment (ILA) program, how this data is used, and who the data is shared with. This article also shares the benefits of academic libraries establishing partnerships with other academic departments such as our long-standing relationship with the office of institutional research & training (OIRT).

Background

What the Library Used to Do

Pre-2011

Nine years ago, I (Russell) joined Goldey-Beacom College — a small private college (www.gbc.edu) in the Northeast. One of my first tasks was to transform the library’s research and instruction program. Prior to being hired, librarians invited English faculty to bring students (who were generally enrolled in 100 level courses) into the physical library for a tour. The librarians walked the students around the library to point out the location of the library’s resources (print books, CD-ROM databases, microfilm). In addition, librarians walked the students around the library to show them the computers and printers as well as where they could study collaboratively on group projects or in quiet study area. There was no formal tracking (i.e., no attendance was taken) nor was there a formal assessment component to this program (i.e., no evidence of knowledge gains as a result of this “library visit experience”). However, librarians did typically reach out to faculty who expressed interest each subsequent year to see if they wanted to set up another library tour.

Upgrading Our Information Literacy Assessment Program

2011-2015

During my first few months at the college, I interviewed key faculty members about their expectations for the future of the ILA program. They shared that they wanted students to be trained to navigate the electronic resources, develop a topic, evaluate information, and cite articles. Many faculty members who requested information literacy training wanted librarians to teach students not to plagiarize.

I learned during these meetings that faculty were hesitant to give up any class time, so we agreed to limit the IL training sessions to one 45-minute session. This type of session is often referred to in the library literature as “one-shot information literacy sessions” (Mery, Newby, & Peng, 2012). While prepping the content for these one-shot IL training sessions that would teach the topics faculty requested, we ensured the concepts taught aligned with the ACRL Information Literacy standards (2004).

To assess students’ understanding of the concepts taught post-training, librarians distributed a nine-question printed survey with multiple-choice questions that assessed the topics presented during the one-shot IL training session. No PII was requested in this post-training assessment (which surprised the students — we had many ask “don’t you want our names?”), however, to our surprise many students shared their names on the assessment anyway.

2015-Present

After a few years of delivering one-shot IL sessions in faculty’s classes with increasingly minimal student engagement we looked for a way to further iterate our IL efforts. Around the same time, our current college president charged me with creating an internal IL instrument that would assess the IL skills of our student population. I worked with Monica and her OIRT staff to develop the college’s first formal IL assessment, which we called the ILA. This assessment included a questionnaire with 5 self-efficacy questions (we named this questionnaire the “SPIL-Q” or “Students’ Perceptions of their Information Literacy Skills” (Michalak, R., & Rysavy, M.D.T., 2016) and a 60 multiple-choice question assessment that directly mapped to the ACRL information literacy standards (2004). The college president heavily encouraged us to collect copious amounts of data throughout the IL redesign process and to publish our findings.

We first distributed the ILA online to 932 international graduate students enrolled for at least one course during the summer 2015 semester using a Google Form created by OIRT. We chose this population because it was the largest in the college at the time and this population was traditionally underserved by the library because the graduate faculty did not request IL instructional sessions. The assessment questions portion of the form were graded for correct/incorrect responses using the free plugin-tool Flubaroo (http://www.flubaroo.com). This assessment served as a formal benchmark that we shared with faculty to encourage them to use our ILA program. Across all ACRL standards, the college’s international graduate students (n=172) scored below the graduate school’s academic standard of 70%, on average scoring 53%. We learned female international graduate students felt more confident about their information literacy skills than male international graduate students and they performed better (Michalak, Rysavy, & Wessel, 2017).

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We shared summarized results from this first deployment with the college community (by division — UG/GR, by gender, and by major) in various marketing communications and created a variety of data visualizations and dashboards created in Tableau in an effort to market librarians’ IL training sessions. We shared summarized results from this first deployment with the college community (by division — UG/GR, by gender, and by major) in various marketing communications and created a variety of data visualizations and dashboards created in Tableau in an effort to promote librarians’ IL training sessions.

Our president also charged us with designing online training modules pre and post-quizzes to measure students’ IL learning outcomes. With the knowledge gained from the results of our first IL assessment deployment, Monica’s instructional design background, and input from members of the IL team we developed from our ILA program with the following components:

- SPIL-Q Assessment
- A pre-test with 60 multiple-choice questions (10 questions per module)
- Six distinct online training modules that provided instruction directly to the 5 ACRL standards of (ACRL, 2004) for information literate students (standard 5 was split into six online training modules) with post-training module quizzes (10 questions each)
- A post-test with the same 60 multiple-choice questions

We designed the ILA program for four distinct audiences: undergraduate first-year composition courses, the senior capstone English course, incoming graduate students, and incoming doctoral students. Undergraduate first-year composition course students complete the ILA as a required part of the course curriculum. Senior-level students in the capstone English course are encouraged to complete the ILA, but it’s optional. Incoming graduate and doctoral students are invited to complete the ILA during the first semester they are enrolled at the college, however, it’s also optional for this population. We have made efforts to embed the ILA in a more required / substantial matter for the latter two populations, but those are still in progress.

**What Types of Identifiable Data Do We Collect?**

For the Pre-Test, Post-Module Quizzes, and Overall Post-Test:

- Single-Sign-On through Qualtrics collected each participant’s first name, last name, and college e-mail address automatically.

Students were asked the following identifiable questions:

- Student ID Number
- Type of Student (Boot Camp, UG, GR, DBA)
- Student Athlete Status (Yes/No)
- Gender
- Age (18-24, 25-34, 35-44, and 45 or older)

Students are asked to enter their name (first and last) and college email for each of the training modules.

All of the ILA program components, pre-test, training modules, post-training quizzes, and post-test collect a date and time stamp for the completion of each component and a duration time stamp — i.e., how long did it take each student to complete each component?

Other identifiable data points were sourced from the Office of Institutional Research & Training, including:

- Student’s major
- Student’s overall (to-date) GPA
- Student’s ethnic status
- Student’s Citizenship status
- Student’s ENG course section code (if applicable*)
- Student’s final ENG course grade (if applicable**)

* If students took the ILA while they were currently enrolled in one of the first-year or capstone ENG courses, they were considered to have taken the ILA as part of the course requirements.

**If the students completed the ILA while they currently enrolled in one of the first-year or capstone ENG courses, we included their end of term course grade as part of the data reviewed because we compared completion of the ILA program and program scores to the end of term ENG course grade.

### Why Did We Choose to Collect PII Data From Our ILA Program?

Faculty needed to be informed regarding students’ participation and completion of the ILA program in the first-year and capstone composition courses, therefore we needed to collect PII data to provide this data to them. In order for a faculty member to enter specific grades for a specific student, we needed to know scores for modules at an individual student-level. The ILA data collected and analyzed for English courses was shared with faculty for only their students (meaning faculty received data about students on their particular rosters, with the exception of the chair who received data for all course sections). Overall data, as well as particulars such as how our students were performing by division, or by a categorical group such as gender or degree program, were shared with members of the college’s executive council and college-wide so that data could not be tied back to individual users.

For us to collect PII, we needed faculty buy-in and PII allowed us to convince faculty of the value of the ILA program offered by the library. From the beginning of the ILA program, our strongest supporters were English faculty. After one course semester of piloting the ILA with the ENG faculty chairperson’s courses sections, he agreed to have the ILA become required course activities for the ENG 176 course. This meant, however, that we needed to collect identifying information from students because faculty needed to enter scores for students for the specific ILA components in the gradebook. Without collecting data in a PII-format, this could not be accomplished.

Collecting PII for the ILA program also enabled us to determine how information literate our students were by other categories such as academic division (undergraduate, graduate, and doctoral), gender, and degree major. We could then address specific populations concerns more effectively. For example, we knew female graduate students scored better on the ILA program than male graduate students so we could target male graduate students with specific emails using our email campaign software ConvertKit with remedial support. If we knew that undergraduate marketing majors performed the most poorly on the “cite” module, then we could design supports to specifically address this.

### Conclusion and Next Steps

For our next steps for the ILA program, we will compare students’ Open Athens logins, an identity access tool, which continued on page 22
It's a new year and new frontlist collections are publishing on our direct-to-customer ebook platform—MIT Press Direct. Discover what this mission-driven, values-based platform has to offer:

- DRM-free: users can print, copy/paste, and download PDFs by chapter
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- COUNTER usage statistics and SUSHI reports
- No ongoing maintenance fees
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allowed us to learn, who accessed which electronic resource (EBSCO, ProQuest, Adam Matthew, Sage, etc.), to the scores they received in the ILA program, to their graded course assignment, and to the students’ end-of-course GPAs in their ENG 176 class. We are curious to see if students who do login into our databases (we don’t know if they download articles) will have higher end of course GPAs than students who do not login to our electronic resources.

Transparency with stakeholders like faculty is essential for libraries to receive funding from administration, grant funding agencies, and state legislatures; silos are a detriment to libraries because if our stakeholders do not know how librarians add value to student success then libraries won’t receive funding for programs. Only when librarians collect PII for a service or program like our ILA program can librarians make meaningful connections that illustrates student success. Otherwise, librarians will continue to only report usage numbers which does not how value to the parent organization. Libraries will only be valued when librarians work with faculty in a model that are familiar with already. Collecting PII and attributing scores to course work students complete is a model faculty are familiar with doing.

References


Rumors

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access license in any of ACS’s journals. The agreement also provides LSU affiliates access to read ACS journals. “We are the first research institution in North America to reach a transformative agreement with the ACS. This groundbreaking agreement is a significant development for the Libraries’ strategies to build systems that support scholarship and to advocate for and organize open access adoption among faculty and graduate students,” says Stanley Wilder, Dean of LSU Libraries. http://news.blogs.lib.lsu.edu/2020/02/24/lsg-libraries-is-first-in-north-america-to-sign-a-read-and-publish-transformative-agreement-with-the-american-chemical-society/

I knew I was sitting on a ticking time bomb. The awesomely wonderful Lolly Gasaway has been writing the Questions and Answers Copyright column in Against the Grain since she started with the very first copyright column in ATG v.10#2, (April 1998, p.47). But she has still been writing the column — even after she retired in 2013 and it’s 2020! Well, Lolly has decided to pass the casebooks over to an amazing replacement — Will Cross (Director, Copyright & Digital Scholarship Center, NC State University Libraries). Welcome, Will! Will was Lolly’s student and he is well known to us from the Charleston Conference and Against the Grain!

Speaking of retiring, Mark Herring is retiring this coming June. He will continue to write him column. BTW, this one (p.54) is about getting FOL speakers for Friends groups. An inspiration!

Donna Jacobs’ column in this issue (p.41) brought back memories of Charleston in 1977 when we first moved here. What a change to the Charleston of today! We stayed a the ramshackled Two Meeting Street Inn for $15 a night. There were at least 15 single beds in our room, no air conditioning, and lots of ants as well as a communal refrigerator in the hall. Charming. Really! But it wasn’t too much longer before Albert Finney and Jill Clayburgh lit up the screen in Josephine Humphreys’ lovely novel, Rich in Love. Turned out that John Tagler stayed at the very renovated Two Meeting Street while they were filming! BTW, John was in Charleston in 2019 and looks better than ever!

You heard it here! I predict that personal print book libraries will continue to flourish as institutions continue to downsize their print book library collections. As Kate Jerde and Lindsay Mather state in a recent article in Architectural Digest which is also an ATG Quirky — “Though we may be in the digital age, no

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Libraries have always collected a wealth of data about how their users have engaged with the collections, services, and systems that they offer. While much of that information was collected for logistical or operational reasons, such as keeping track of who checked out a book to ensure its later return, the existence of that data often has the added benefit of enabling librarians to understand how users are, or are not, interacting with the library so that efforts can be made to optimize library collections and services. From the early days of bibliometric research up through famous data-driven studies such as the University of Pittsburgh book circulation study (Kent, 1979), librarians have leveraged data to understand their users as they progress through their interactions with the library. In turn, librarians have used those data to help the library continually progress to meet user needs.

Library analytics as a field has focused primarily on research into collections and how they are used. Studies on book circulation, eBook usage, online journal downloads, and demand-driven acquisition have proliferated over the course of the past two decades (Way 2011; Corlett-Rivera and Hackman, 2014; McDonald 2006; Levine-Clark, McDonald, and Price 2014). In addition, librarians in the public service have made strides in using data to analyze how users are interacting with information literacy programs and library instruction courses (Nakerud et. al 2015, Croxton 2018). Bibliometric studies have evolved from mostly examining how authors cite prior research, into usage of research artifacts by format types and access types, including the usage of open access literature (Eysenbach, 2006).

Parallel to the evolution of library analytics has been an emphasis in higher education on “learning analytics” over the past ten years (SoLAR, 2020), as campuses have begun to analyze all types of student interaction data to understand their performance and the institution’s success (or lack thereof) in meeting its educational mission. The Horizon report has for the past three years listed Analytics Technologies as one of the most important developments in Educational Technology and for the past two years, has included it in the category of “Widespread adoption within one year or less.” Many campuses are keen to study the engagement of their students and faculty with campus services and use that data to better explore how to ensure their educational success. And maybe more importantly, funders at all levels are looking for hard data as evidence that the university is meeting its educational mission, often leaving future funding levels hanging in the balance.

At the library level, we may feel we’re a bit behind in our adoption of analytics technologies. While all libraries struggle to collect, organize, and preserve data about their users and systems and services, new products are consistently being developed that aim to make the process of data collection and analysis more efficient and more robust. They evolve to meet our needs, and also highlight what more needs to be done as we strive to use data as evidence in our decision-making processes.

Recently, there has been growing interest in linking library analytics to learning analytics in a structured fashion. Megan Oakleaf, in her role as the principle investigator for the Library Involvement in Learning Analytics (LIILA) grant, has noted that it is imperative that libraries become engaged in the overall campus efforts around learning analytics to ensure they have a seat at the table when the evaluation of data occurs and furthermore that they maintain an influential role in the development of governance and policy standards around data privacy, security, and ethics (Oakleaf, 2018). While some institutions have made strides in this direction, most notably the University of Minnesota and UNC-Charlotte (Nakerud et. al 2015, Croxton & Moore 2018), the vast majority of libraries have not and likely cannot without a stronger and more stable infrastructure that enables data collection and analysis.

In the summer of 2018, EBSCO approached the University of Denver (DU) about engaging in a proof of concept study to try to determine the feasibility of connecting library data, stored in separate systems, with campus level data representing student outcomes. The overall goal was to determine if it was possible to connect a range of datasets using a common identifier, and if that was possible, to determine the effect of library engagement on student learning outcomes. With successful answers to these questions, EBSCO would understand better the potential to build a robust data and analytics platform for the ingestion, storage, and analysis of data that could be brought to market to help libraries of all sizes and types to have an ongoing and near real-time library data repository with the potential to begin to connect that data to campus-level data of all types.

Librarians and campus administrators at the University of Denver provided files of data extracts from multiple systems that represented a variety of library engagement metrics and one student outcome metric. These came in multiple formats, including .xls, .csv, and .txt, and were often partitioned by month or week to allow the files to be extracted due to the limitations of source systems. The data was scrubbed of any personally-identifiable information (PII). EBSCO inspected the more than one hundred files and merged them for analysis. It is important to note that connecting to APIs was not in scope for this proof of concept, so this project did not determine whether data acquisition via APIs is possible.

The first dataset analyzed was DU’s EZProxy authentication logs, to represent use of online library resources. It is important to note that DU uses EZProxy to authenticate all users into online library resources, whether on the local network or not, so all online resource usage was captured. This is certainly not true for all customers using EZProxy, many (or most) of whom require authentication only for off-campus access. EZProxy Logs contained a unique user ID, that was common across all datasets, which made it possible to associate sessions to a particular user. The second dataset was an extract from DU’s Library Learning Analytics: A Proof of Concept Study

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Alma ILS (integrated library system) which provided two sets of metrics: partial patron demographic information, and book circulations by patron. The final two datasets included a record of librarian consultations by student for the two quarters of instruction, which was maintained manually by librarians and stored in an offline Excel spreadsheet, and an extract from the campus’ Banner Student Information System (SIS). The following fields were available for analysis: DOB, Gender, Race, Program (Major), and End of Term cumulative GPA.

Other data provided including the full bibliographic data from Alma, all online holdings from Alma, and COUNTER usage reports. These were not included in the analysis due to the limited scope and objective of the proof of concept but could have been analyzed in a full production analytics system. In addition, three EBSCO supplied data sets were considered, but not included in the analysis as they were out of scope. These included EBSCOhost database usage metrics, GOBI book bibliographic and acquisitions information, and EBSCONET serials bibliographic and acquisitions data for DU.

We ingested data via Alteryx with two outputs in mind: a combined usage table, and a user stats table. The combined usage table was designed to provide a complete, high-level picture of library usage during the period, while the user stats table was designed to allow analysis of the relationship between library use and student outcomes. We used Tableau to visualize both data sets and produced three comprehensive dashboards to better understand the relationship to library engagement and student success.

The combined usage dashboard provided a data discovery experience and descriptive...
the future prospect of automated data harvesting and ingestion, a full production analytics platform is possible to provide real-time (or near real-time) analysis of user behavior, library usage, and success metrics, however a library or institution wishes to define that success.

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One Academic Library’s Approach to the Learning Analytics Backlash

by Kirsten Kinsley (Assessment Librarian, Florida State University) <kkinsley@fsu.edu>

Initially, the editors of Against the Grain asked us to share our experience developing our library data dashboard or library cube prototype. In the meantime, we had to wrestle with the backlash to library learning analytics (LA) activities which included the development library data warehouses. This has prompted us to take immediate action within our library to begin to address some of the issues presented by the backlash. We wanted to share our response in the hopes that telling our story might inspire others to share theirs with us as we move forward.

Like many academic libraries, when ACRL’s Value of Academic Libraries: A Comprehensive Research Review and Report (Oakleaf, 2010) (VAL Report) was published, we took the initiative seriously. We planned our assessment activities to align with university-wide goals and metrics following the Great Recession in 2008. The financial crisis further drove the need for institutional accountability which demanded more data to prove value and impact while it heightened competition for more limited resources within the university and among colleges and universities in the state. Those realities in the last 12 years have steered higher education’s goals and strategies to align with the emergence of statewide higher education performance metrics. These “political and economic drivers” are one of many reasons for the development of learning analytics, which emerged as a “separate field” in 2010 (Ferguson, 2012, p.309,311). As defined by the Society for Learning Analytics Research (SoLAR), “Learning Analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs ...” (SoLAR, 2011/2020; Ferguson, 2012, p. 305). LA is also known as educational data mining (Jones & Salo, 2018). In the last few years a backlash to educational data mining or LA, has emerged or been portrayed as in direct conflict with library professional ethics of intellectual freedom, privacy, and confidentiality, and the balance between the intellectual property rights of vendors with the interests of library users (Jones & Salo, 2018; ALA Code of Ethics II, III, & IV, 1939/2008).

At our institution, the effects of the Great Recession were no different from other institutions. A library assessment department at our university library formed in 2010, which coincided with the publication and influence of the VAL report (2010). Our departmental research moved from an ethnographic focus to a more quantitative one. The focus shifted to measuring possible relationships between library services, spaces, and collections to student success by merging library data with demographic and student performance data collected by the campus office of institutional research. Working in partnership with other campus collaborators, we intentionally sought linkages between library usage with aggregated and de-identified student performance metrics valued at the university and statewide levels. Moreover, as a culmination of our local research and data collection efforts, we sought to build a library cube or data analytics warehouse prototype (Klein, Kinsley, & Brooks, 2018) in part to de-silo our data and “gather and connect these studies and datasets in one unified database for easy querying and reporting” (Klein, Kinsley, & Brooks, 2018, p. 359).

However, this past year, just as we made a local breakthrough in the development of our cube/warehouse proof-of-concept, the learning analytics library backlash was in full swing. We were going to write a piece about the warehouse for this publication, but the concerns about learning analytics as practice began a robust, ongoing, and challenging conversation. From around 2015 till now there have been a number of articles written, along with the IMLS-funded Data Doubles Project (Asher et al, 2018), and discussions at conferences that reflect the backlash to the Learning Analytics movement (Jones & Salo, 2018).

Before we discuss our response to this, it is essential to attempt to summarize some of the issues brought up by the backlash literature:

- Consent & Transparency: There is a lack of consent from and transparency to our users about the data we collect and why we collect it. For example, we collect card swipe data of those who come in and leave the library, but we do not tell our students what we do with that data. Visitors to the library can not opt-out from having their data collected because it is data owned by a third party (campus police). We want to find out how they feel about it once they know what we do with it (See the recent Pew Research Center Report by Auxier et al., 2019).

- Data management practices & library-wide data management standards or a lack of standards of practice library-wide could open the risk for a confidentiality breach (Briney, 2019). For example: by not having a checklist for off-boarding former employees, they could retain access to user data after they depart from their position.

- Validity: Do we measure learning by performing learning analytics?
  - Learning Analytics is often a misnomer as research under that description as its analytics often do not measure actual learning.
  - There is an over-reliance on institutional metrics, such as GPA, as a proxy measure of learning.

- Qualitative Approach
  - Librarians need to be more equipped to conduct quantitative research. For example, learning the importance of using a measure of effect size, “rather than being satisfied simply with statistically significant findings…” or p-values (Robertshaw & Asher, 2019, p. 90).
  - By searching large data sets, it might be tempting to look for patterns in the data that are statistically signif-
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icant (go on “fishing expeditions”) rather than starting with a research question, collecting data, and following it with analysis (Jones & Salo, 2018).

- **Social Justice Concerns**
  - Using LA for predictive analytics seems to benefit the institution more than the agency or intellectual freedom of the at-risk student (Nicholson, Pagowski, & Seale, 2019).
  - Assuming LA measures what users’ value: One of the challenges in the development of LA posited by Ferguson (2012), was to “focus on the perspectives of learners” (p.313).
  - The use of big data could “expand racial inequality” because its algorithms contain the explicit and implicit bias of the creator to predict behavior that targets particular groups (Le, 2017).

At our library, one of the ways we responded to the local conversations about this resulted in healthy dialogue, prompted in-house library training information sessions (FERPA, IRB, and ethics talks), and has started to improve assessment awareness and practices. But, before we pat ourselves on the proverbial back, we do this knowing that we in libraries can strive to be a bastion of privacy and advocates of intellectual freedom, all the while we, together with our patrons carry our wifi devices, or “spies in our pockets,” everywhere we go (Thompson & Warzel, December 19, 2019, para. 9). Even access and usage data of our services and resources are not entirely under our purview or control.

Another way we tried to address the backlash was to create a privacy policy. We crowd-sourced a draft of our most comprehensive library privacy policy with the knowledge that it might need to be a flexible and adaptable document that can promote our ethics in a data-cooperative environment within the university. There is a need to balance our values with the goals and metrics that align with our institution. We have to accept that though we can employ practices that eliminate risk to data breaches while operating within the realities of the academy, we cannot eliminate all risk.

Some authors of the draft privacy policy wanted to provide powerful language and strict guidelines for data sharing and consent by taking an advocacy stance for student privacy. That stance needed balance with the need for being a team-player with our institution. A section was added to the privacy policy that stated that we would not participate in LA practices. It was modified to attempt to find a middle ground and allow for LA activities, but it ended up reading with two differing voices. Since those differing points of view could not quite reconcile, that section has been set aside for now. The privacy policy was recently submitted to the library administration for review and approval without that section. Those that drafted the policy would like to know what the library administration thinks about learning analytics practices.

In our efforts to address these concerns we may also be tempted to adopt the politically charged/inflammatory rhetoric sometimes used by proponents of the backlash to point out the issues and problems with using LA in libraries. We need to understand the problems and concerns the backlash enumerates. However, we also need to be realistic about how we communi- cate and advocate for these concerns within the socio-political institutions within which we co-exist and operate. Framing the problem with exaggerated, provocative, unrealistic language and scenarios may not allow us to be effective advocates of user privacy. For example, words likening library research that tracks usage as student “surveillance” implies continuous, round-the-clock monitoring of every student’s movement as if a library or university intends to run itself like a police state. Inflammatory rhetoric ends Kyle Jones’ (2019) piece, Just Because You Can Doesn’t Mean You Should: Practitioner Perceptions of Learning Analytics Ethics:

> In stark terms, April Hathcock argues that learning analytics “is a colonialist, slave-owning, corporatizing, capitalist practice that enacts violence, yes violence, against the sanctity of a learner’s privacy, body and mind.” (18)

The shock value of this quote gets us to pause, think, ask more questions, and listen to some more. However, it also has the effect of intimidating and shaming those who are trying to be true to the profession’s code of ethics while they seek to understand library users without malicious intent in order to make connections with how libraries benefit our users as collaborators with our institution and its endeavors.

At the same time, the radical response of the backlash to LA has resulted in some very productive improvements and refinements in our practices locally. It revealed an unspoken potential disconnect between our professional values, ethics, and practice. It may spur libraries that consider conducting LA activities to create a comprehensive privacy policy.

It provides an opportunity for libraries to:

1. Model proper data management and research practices on campus. Implement library-wide standards of practice template to address personally identified information protection across the library. We have developed a standards of practice template and are testing it with assessment datasets before sharing it across the libraries.
2. Keep the LA dialogue going without denying either side of the argument. Draft a policy which includes divergent voices.
3. Tell users about what we are doing with their data and find out how they feel about it. We are developing a poster to display by our card swipe turnstiles to inform and educate library visitors about the data we collect when they swipe in and how we use it. We simultaneously want to survey them about how they feel about this.
4. Be champions of student and faculty privacy and intellectual freedom while balancing that with being an active partner in aligning with campus initiatives, goals, and strategies. We partnered with our campus compliance and ethics officer to draft the privacy policy. As a result, the student affairs office wants to see our data privacy policy once it gets approved by library leadership.
5. Advocate and educate our users about their privacy and intellectual freedom by opening up this conversation on campus and influencing campus policies on data governance (Jones & Salo, 2018, p. 305). We have two librarians involved with campus-wide data governance initiatives on campus.
6. Improve the quality of our research. Within the library literature and research, we can intentionally describe
how we handle our privacy concerns. We can “invest in training staff and providing infrastructure in security, up-to-date anonymization procedures, and data privacy practices ...” (Briney, 2019, p.29).

Even with all these positive opportunities, we will still need to reconcile the ALA Code of Ethics (1939/2008) as it relates to patron privacy and the perceived threat of LA to data privacy on college campuses. Though we have been wrestling with the issues brought up by the backlash efforts, we have not even begun to employ LA on our campuses in a pervasive way. Therefore, now is the time for us to be engaged in these conversations locally. There is a lot we can do to prepare for our response to LA on our campus. We can both engage with the campus and operate within the boundaries of our profession.

References


Endnotes

1. Many concepts of the backlash are encapsulated in the Library Trends special issue v.68 issue entitled: Learning Analytics and the Academic Library Critical Questions about Real and Possible Futures — Kyle M. L. Jones features as editor.

2. There are benefits to performing library LA, and we should be able to discuss these as well. For example, the benefits of LA and social justice in education include getting a more individualized education and the ability to self-monitor progress to one’s educational goals (Aguilar, 2017).
In January, I attended the Academic Publishing in Europe (APE) meeting in Berlin. One notable thing about this meeting is that the organizer and founder is able to get funders from European Union policy bodies and philanthropic grant-making organizations to speak with librarians and publishers directly. This has provided fireworks every time, and has illustrated how infrequently these important discussions occur. Consequently, there is little understanding between the two parties.

For proponents of Plan S, there seems to be a willful ignorance at work. Robert Jan-Smits was called out at last year’s APE meeting for not consulting with publishers beyond “the Bigs” (i.e., Elsevier, Springer-Nature, Wiley, and some major non-profit publishers). As a result, Plan S has had a consistent blindspot — which occasionally lurches into public disdain — around society publishers, even to the point of stating that perhaps it would be fine for some of them to go broke as a result of Plan S.

Roles and responsibilities around open access (OA) have become rather confused. Years ago, funders strayed from their lane and began dabbling in publishing — from funding PLOS’ founding (fine) to launching their own journals and publishing platforms (conflict of interest, so not fine). Objective peer-review and editorial review are vital to ensuring a level of integrity around scientific information, and to extend funder interests into the evaluation of results isn’t proper.

At the APE meeting this year, it’s seemed from comments and descriptions of publishers that they want to transform publishers from trusted, independent intermediaries and into service providers. This suggests they have something on their mind other than having their research outputs judged in a disinterested manner. My worst fear is they want a thumb on the scale. They definitely cast a large shadow over the researchers they fund.

But can the desire to please funders lead to the distribution of misleading information? The most salient example I’ve come across involves a $25 million NIH-funded study of cell phone radiation and brain cancer. The study claimed to have identified a link, but no peer-reviewed journal agreed, and the research went unpublished. However, the PI was so desperate to record a result that he posted a preprint on bioRxiv. The resulting media coverage created an unwarranted (albeit brief) public panic, and a rare rebuke from the American Cancer Society. This is a particularly egregious example of what can happen when peer-review is skirted as authors curry favor with funders.

There’s also something hypocritical in funders claiming that publishers need to change. Judging from what I saw at the APE meeting in Berlin, the funders and policymakers need to improve things on their end, as they seem to be shirking their primary responsibilities — the funding of research and researchers. This hypocrisy becomes all the more galling when you see them diverting money and expending resources on expeditions into publishing.

At the meeting, a funder walked the audience through how the new private German company created to manage Projekt DEAL — a large, “transformative” contract with Wiley — will manage the money, institutions, and authors affected by the deal. At APE, funders blithely spoke of supporting APCs to the full extent, not appreciating what that might mean as APC subsidies will recede if the subscription model comes under serious threat. They seem to think that their role is infinite, their money endless, and the problems of underfunded young scientists, research units, and labs negligible. I’d disagree. I think those last few things should be their primary and perhaps only focus, given how problems with funding of science are killing careers and stifling discovery.

Putting a spotlight on this, but seemingly unaware of it, Marc Schiltz, Secretary General of the National Research Fund of Luxembourg (FNR) and President of Science Europe, discussed a survey of scientists where they were asked to rank the threats to science. Limited access to articles ranked #7, and Schiltz made much of this. However, inadequate research funding ranked #1, and as I recall from seeing the actual stats and not just a list, this was ranked as the #1 problem by a mile.

Inadequate funding is and has been the fundamental issue for science, scholars, libraries, and publishers for years. More and more students are being told that their future lies in STEM fields, even as jobs have become more difficult to find, teaching positions more limited, and research funding increasingly scarce.

As Fred Dylla said at the 2015 APE Meeting, “The #1 issue in public access is the public funding of science.” After all, science that isn’t done is the least accessible of all.

Yet, in Berlin, here were funders talking openly about diverting large sums from their primary mission budgets — money that should be used to support science and scholars — and putting large sums to set up private companies to monitor spending on transformative agreements, support APCs, and fund start-up publishers badged with their own names.

Who is holding funders accountable? Who is ensuring they are spending money on their primary mission? Who is interrupting their influence so the information space continued on page 32
Collecting to the Core — Victorian Playwrights

by Angela Courtney (Head, Arts & Humanities, Indiana University; Victorian Studies Subject Editor, Resources for College Libraries) <ancourtin@indiana.edu>

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Nineteenth-century British drama is frequently marginalized in historical overviews of theatre and drama, often overshadowed by the looming legacy of Shakespeare and less critically-revered than other periods and forms of English literature in general. However, theatrical pursuits throughout the Victorian era are marked with an enviable amount of creativity and innovation in both form (from Romantic closet dramas to melodramas to social dramas to comedies) and shape (as production techniques, management, and business models evolved and thrived). One reason that the theater in England’s revitalization parallels the reign of Queen Victoria from 1837-1901 is the passing of the Theatres Act 1843 which loosened existing restrictions mandating that performances be held only at patent theatres and granted local authorities increased power to license new theaters and performances. Owing in large part to shifting popular taste and increasing modernity, Victor Emeljanov contends “the variety of dramatic forms suggests a dynamic, changing audience composition and that this audience responded to and demanded novelty.” The rise of spectacular and exciting entertainments (e.g., dramas that featured re-created Naval battles on stage) illustrated both the rising urban population and a decided shift in mass appeal. Melodrama as a form enjoyed an unheralded amount of popularity from the mid-nineteenth century through much of the twentieth century, providing fodder for the later development of cinematic and televsional dramas. So, too, did the business of theatre evolve and grow. Throughout much of the nineteenth century, fire, reconstruction, and the sheer cost of staging spectacular melodramas demanded innovation on the business side. Stage design, direction, production, and management all enjoyed a level of invention that shaped the theatre-going experience for the decades that followed. It would be difficult to portray the evolution of drama across the nineteenth century in one volume. However, for those interested in a comprehensive overview, Michael R. Booth’s Theatre in the Victorian Age discusses the relationship between theatre and society during this period, along with management, playhouses, production methods, actors (including the dominance of the actor-manager), and selected dramatists. A chronological timeline, recommendations for further reading, and illustrations such as theater posters round out this important work.

Countless scholars have offered critical examinations of individual playwrights, theatre companies, dramatic forms, actors, directors, and so on. Examining these shifts through the lens of a small collection of Victorian comedic plays, Klaus Stierstorfer’s expertly-edited entry in the venerable Oxford World’s Classics series, London Assurance and Other Victorian Comedies, presents an interesting and ideal exploration. The authors represented in London Assurance and Other Victorian Comedies range in popular appeal and creativity. While Henry James’s literary reputation stems largely from his output as a novelist and critic, his dramatic work provides a unique view of his evolution as a writer and the ways in which literary forms influence each other. Dion Boucicault, an extremely prolific and popular dramatist in his time but largely overlooked by contemporary audiences, left a legacy far beyond his writing — influencing stage and set design, production length, and the very notion of a touring company. Edward Bulwer-Lytton, a name more synonymous with the oft-quoted opening line, “It was a dark and stormy night,” from his novel Paul Clifford, experienced relative success as a playwright and his works were later revived for film, radio, and the stage throughout the twentieth century. While W. S. Gilbert’s dramatic works are often overshadowed by the considerable success and endurance of the light operas he wrote in partnership with composer Arthur Sullivan, he was also considerably popular on his own.

Playwright Dion Boucicault, whose colorful and widely-varied reputation at once celebrated his innovation while de-crying him as plagiarism incarnate, “exerted an influence on the nineteenth-century British and American theater that was far-reaching and is frequently underestimated.” Although no longer a household name, Boucicault’s literary and performative influence was extensive. Influential on such contemporary theatrical concepts as the long run, the out-of-town opening, and the touring company, the Irish dramatist Boucicault was an ardent champion of copyright law and a keen innovator of theatrical performance as well as a consummate actor-director. His bibliography, replete with melodramas that stretch from an adaptation of Dumas’s The Corsican Brothers to the financially triumphant The Shaughraun (both of which appear in Andrew Parkin’s excellently-curated collection, Selected Plays of Dion Boucicault), illustrate the breadth and scope of his output. London Assurance is perhaps both his first significant accomplishment as well as his most enduring play. Having opened in the spring of 1841, London Assurance is very much situated in the Victorian era, but more reminiscent of Restoration drama. Using the now-familiar trope of a father who does not recognize his disguised son, the play’s original production is significant for its use of the box set (where the proscenium arch stage opening becomes the fourth wall) as well as its use of everyday, real set props (furniture, windows, etc.). Although critically reviewed as mediocore, it was an immense success with the public, later opening in New York during the fall of 1841. It has since been revived countless times, as recently as 2010 when the Royal National Theatre staged a well-received production.

continued on page 32
It’s difficult to discuss the dramatist and librettist William S. Gilbert without mentioning his famous and successful partnership with composer Arthur Sullivan. Together, over the span of roughly twenty-five years from 1871 to 1896, Gilbert and Sullivan jointly created fourteen light operas, some of which remain popular with contemporary productions staged around the world to extraordinary delight. Throughout the latter half of the nineteenth century, Gilbert applied his skilled writing and direction to many productions created specifically for certain playhouses. He produced prolifically and enjoyed a reputation as a master craftsman of the theatre prior to partnering with Sullivan. The Palace of Truth, perhaps his greatest triumph as a solo playwright, was a blank-verse comedy that was a notable parody of high society in 1870s London. Pygmalion and Galatea immediately followed, securing Gilbert with financial and commercial achievements that endorsed his artistic capabilities: “often a single London theater season would feature four or more of his works.” These plays are featured along with other contemporaneous works in Original Plays. Shortly before Gilbert’s long string of successful co-productions with Sullivan began, he wrote Engaged, a “topsy-turvy” farce that epitomized Gilbert’s comedic style and influenced a litany of writers including Oscar Wilde, Noël Coward, and Bernard Shaw. It has since been adapted, revived, and produced several times across the twentieth and twenty-first centuries.

Perhaps more well-known as a significant novelist of the nineteenth and early twentieth centuries (indeed, he was nominated for the Nobel Prize in Literature multiple times and his novela The Turn of the Screw is one of the most analyzed and critiqued literary works in the English language), Henry James is often regarded as a bridge figure between literary realism and modernism, whose work emphasizes the duality of spirituality and determinism while remaining highly self-conscious in its exploration of enduring humanistic themes. Encouraged by the literary possibilities inherent in the dramatic form, James was a playwright and critic throughout much of the late nineteenth century, though many of his dramatic works were never produced. His output during this time was met with both popular audience approval and resounding failure. Having been jeered by critics and theatre-goers alike, the stage production of Guy Domville was, by all accounts, a tremendous flop and quite possibly the catalyst for James returning to his long-form writing. Following the failure of Guy Domville, James adapted his one-act play Summersoft into the full-length play The High Bid (these plays are featured along with his other dramatic works in The Complete Plays of Henry James). While many of his plays and adaptations were never staged during this time, he repurposed a number of his plays into novel form, leaving no doubt as to the literary synergy between James’s dramatic works and his more lasting novels.

It is unfortunate that many plays from the nineteenth century have all but vanished, both in print and the collective conscience. A particular challenge is locating primary dramatic texts from this era. The evolving nature of copyright laws (long championed by Boucicault) and ineffective measures to enforce them meant playwrights often intentionally kept their plays out of print. Reconstructing this history, then, poses challenges to understanding both the text and its author. The playwrights discussed here all contribute to our understanding of Victorian drama and its place in Victorian culture — its appeal, innovation, and durability, despite the eventual changes in audience demands and entertainment forms. Much of the innovative work accomplished during this era continues to present day, owing largely to the enduring dramatic themes that explore the human experience.

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Op Ed — Headwaters  
from page 30  

isn’t littered with bad information? As publishers and librarians — roles that have historically been vital to speaking truth to power — we can ask these questions, and join the scholars and researchers we serve in requiring satisfactory answers. Which labs went underfunded to pay for the staff and overheads involved in administering Projekt DEAL? What other research grants are being curtailed to support other ventures into publishing? What information is being distributed that pleases funders but falls short of editorial and peer-review standards?

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Libraries that Learn: Keys to Managing Organizational Knowledge.
Chicago: ALA Editions, 2019. 978083891831-9, 168 pages. $64.99. (ALA Member: $58.49)

Reviewed by Michelle Polchow (Electronic Resources Librarian, University of California, Davis) <mpolchow@ucdavis.edu>

Library leaders have a lot on their plate. Typical administrative roles include both physical and virtual strategic development, budgeting, collection management and personnel oversight. These functions support their staff in processes of selection, classification and dissemination of knowledge to their stakeholders. However, customer service success is built on the knowledge, skills, contribution and motivation of their employees. So how well do library leaders leverage knowledge sharing, execute communication planning, and capitalize on their staff’s intellectual capital in order to support critical internal knowledge creation? Libraries may be facing this dilemma because of our traditional focus on outward stakeholder services. This book brings to light the valuable resource embedded in the library’s internal social capital, as it is often overlooked by library leadership.

Although this book is a collection of writings by different authors, the editors provide a well-written overview. Jennifer A. Bartlett, and Spender Acadia, among their numerous leadership roles, both serve on the International Federation of Library Associations’ (IFLA’s) Knowledge Management Standing Committee. They emphasize that successful knowledge management (KM) is built on the existence of a healthy organizational climate with established relationships between employees and library leadership. As a guiding principle, employees struggle with individualism versus collectivism. Research indicates that knowledge sharing is a highly personal process that requires employee buy-in, a great degree of trust, and must be performed under transparent practices which support safe spaces and nourish prosocial behavior. Conversely, the authors conclude that KM is not possible in a dysfunctional organizational culture.

Internally, this socially constructed knowledge can be a powerful asset, particularly during periods of organizational transition, where change produces role ambiguity, requires thoughtful needs analysis and successful motivation. Organizational knowledge capture and transfer is key in employment transitions, both when employees depart or arrive. Written documentation on process and procedure appears insufficient without a given social construct. Additionally, the book cautions leaders to shift expectations, recognizing that today’s employees are less willing to wade through databases and manuals and instead thrive as a collective sense making, generating effective problem solving. The examples illustrate effective techniques such as leveraging big data and computational output. This discussion may inspire libraries that learn by doing. If KM skills appear beneficial in times of transition, this book seems applicable to many readers, given the ever-evolving climate of change.

Of particular note is the chapter on artificial intelligence, machine learning and data science practices (chapter four). These influencers affect the service environment but the internal social network remains essential for interpreting and understanding big data and computational output. This discussion may inspire opportunity for the library to modernize its business practices in the use of complex and voluminous data, and benefit from greater knowledge creation.

Libraries that Learn also points to the detrimental effects of ignoring this important library asset. Workplace relationships can lead to knowledge hoarding, resistance to change, information silos, inadequate training and inefficient communication. Marketers are provided regarding toxic and unproductive behaviors in communities of practice. As a complete work, this book builds a case for becoming a library that learns, so when faced with new initiatives and unexpected change, leaders can leverage knowledge sharing to thrive.


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their assets built through KM, as it is a crucial component for success. This is an ideal read for library leaders and those with a professional goal to attain this status.

ATG Reviewer Rating: I need this on my desk. (This book is so valuable, that I want my own copy at my desk that I will share with no one.)


Reviewed by Michelle Shea (Education Librarian, Texas A&M - Central Texas) <m.shea@tamuct.edu>

When public libraries offer ongoing, informal learning opportunities, they help grow communities in tangible ways. Partnerships lead to engagement between groups that are socially, economically, and ethnically diverse; as a result, more people learn to redefine the boundaries they have set for themselves. Children’s programming is a large part of this shift, as the youngest learners have much to gain from activities that promote creative thinking and teamwork.

In this book, editors Kathleen Campana and J. Elizabeth Mills have organized a well-written set of essays focused on good instructional practice for library programs. The foreword and introduction frame the importance of community, while also encouraging readers to use the book as a ready reference. Librarians can pick up quick tips by reading “radically,” as advocated by the editors. This involves using the work like a reference tool — perusing individual chapters when needed. Part I highlights critical domains for children’s programming, while part II offers age-based examples from toddlers to teens. Although the chapters work well in isolation, the editors did a careful job of structuring concepts logically to create a readable flow of ideas. Recommended resources, included at the end of each chapter, offer a treasure trove of web links and journal articles.

Both editors have practical experience in youth services, so they understand the value of solid program planning. Kathleen Campana, a PhD Faculty member at Kent State University, supports youth engagement and informal environmental learning through teaching. Campana has published papers on early literacy, education technology, and library story times, which lends her expertise in the field. Her frequent co-collaborator, J. Elizabeth Mills, has presented on community, diversity, and outreach while publishing on similar topics. Mills has also written multiple books for children, giving her an inside perspective on content for young readers. With these editors, readers are assured a well-rounded set of articles on children’s programming.

With the concept overview focus of part I, librarians may look at their own efforts and adapt or reaffirm their core program values. While the passages on storytelling and advocacy are somewhat predictable, the overall presentation of ideas is effective. For example, the chapter on media mentorship has useful suggestions for assessing technology trends and implementing new applications into library activities. This concept transitions into a step-by-step article on outcome-based planning, which is reminiscent of the backward design model followed by school educators. By embedding good teaching practice into event planning, librarians ensure that their programs will be of value to participants, as echoed in chapter twenty’s chart on teen program goals. A complimentary focus on outreach, particularly for “underserved and underrepresented populations” (p. 237), helps prioritize community collaborations throughout the text.

For those who want more specific recommendations, the latter half of the book includes program activities that have worked for other libraries. The age group categories are split between preschoolers, children ages six to twelve, and teens. Each section starts with an overview of learning theory and a list of typical developmental attributes for each age range. Afterward, there are three to four case study chapters, followed by literature reviews on established research for childhood phases. My recommendation would be for librarians to read the first and last chapter for each age division, while skimming the examples relevant to their target group. Early childhood librarians may view the suggested activities as conventional, as they are primarily focused on basic literacy practice; however, the idea of “pop-up play parties” is worth exploring (p. 126). Middle grade and teen librarians have a wider range of concepts to work with, since there are offerings focused on STEM topics and subject expert teaching. Overall, the organization of this book makes it a handy reference for librarians who do programming for children of all ages. Youth service librarians will want to purchase this text, as a part of their library’s professional reference shelves.

ATG Reviewer Rating: I need this in my library. (I want to be able to get up from my desk and grab this book off the shelf, if it’s not checked out.)

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When researchers consult tangible documents, they assess— or rely on archivists to assess—the authenticity of the documents in the collection. However, “[w]hen we save a digital record, we take it apart in its digital components, and when we retrieve it, we reproduce it from those components, thus creating a copy,” Luciana Duranti and Corinne Rogers note in the opening chapter of Trusting Records in the Cloud. The record’s authenticity, therefore, comes into question every time it is accessed. Likewise, when a digital record is removed or destroyed, there is the potential for copies, corrupted or not, to remain, but the researcher may not be aware of the document’s status.

As more datasets become available and these drive research, economic, political and business decisions, determining the authenticity of records is crucial. Cloud-based storage, which distributes the responsibility for digital records, is quickly becoming the primary means of maintaining information, but it threatens the perceptions of legitimacy for many of these works.

InterPARES (International Research on Permanent Authentic Records in Electronic Systems) Trust, or ITrust, is the fourth phase of a project of the Social Sciences and Humanities Research Council of Canada (SSHRC). (The first two phases dealt with basic production and maintenance of electronic records, and the third phase focused on practical applications.) ITrust used a theoretical framework strongly rooted in archival science and diplomatics. Diplomatics, which the Society of American Archivists defines as “the study of the creation, form, and transmission of records, and their relationship to the facts represented in them and to their creator, in order to identify, evaluate, and communicate their nature and authenticity,” needs to be part of the vocabulary of all information professionals.

Editor Dr. Luciana Duranti is a professor at the School of Library, Archival and Information Studies at the University of British Columbia, and she has been Director of InterPARES since 1998. She has published extensively on diplomatics and its modern counterpart, authentication of digital records. Since 1998, she has published extensively on diplomatics and the third phase focused on practical applications. ITrust used a theoretical framework strongly rooted in archival science and diplomatics. Diplomatics, which the Society of American Archivists defines as “the study of the creation, form, and transmission of records, and their relationship to the facts represented in them and to their creator, in order to identify, evaluate, and communicate their nature and authenticity,” needs to be part of the vocabulary of all information professionals.

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Duranti and Rogers edited this volume of work by fourteen co-authors, a mix of teaching faculty and practicing archivists, and several dozen other contributors producing a diverse work. Among the chapters of note are from Julie McLeod with an introduction to cloud computing that should be essential reading for all information professionals. Other chapters describe usability studies of government websites in several countries, and cultural preservation by First Nations advocacy organizations in Canada.

While the scope of this work can be daunting, certain themes emerge. These include: the challenges of diffuse responsibility, the tension between security/privacy and openness, how standards vary by organization and government entity, and that open data, by itself, does not guarantee better-informed citizens. For many readers, they will use this work as a reference tool—especially enjoying the extensive glossary provided by the editors.

ATG Reviewer Rating: I need this available somewhere in my shared network. (I probably do not need this book, but it would be nice to get it within three to five days via my network catalog.)


Reviewed by Michelle Polchow (Electronic Resources Librarian, University of California, Davis) <mpolchow@ucdavis.edu>

Have you ever read a book about a seemingly innocuous item that ultimately changed history? The history of salt, the automobile, even Birds Eye frozen food are some examples. So how is this analogy relevant to Partners for Preservation? Jeanne Kramer-Smyth has compiled essays from a variety of subject domains, aimed at educating archival colleagues about the depth and breadth of change being experienced within their profession due to the Internet. The author, an archivist with the World Bank Group Archives, and a writer for Spellbound Blog (https://www.spellboundblog.com/) discusses the intersection of archives, technology, metadata, visualization and the web, as reflected in the variety of contributors to this book.

After reading this as a collection, I conclude the title is either too narrow or the subject misclassified, as it is an admirable work that aptly conveys just how complex and unforeseen are the consequences of the Internet. As the reviewer, I anticipated digital preservation would be the focus, but it quickly fades to a subtheme of how professionals and scholars in fields such as law, statistics, journalism, and architecture, document how the Internet is shaking the ground under their feet. When digital preservation is added on top of these domain challenges, it appears partnering is just a starting point, not the solution.

Topics are organized into three parts: 1) memory, privacy and transparency; 2) the physical world: objects, art and architecture; and 3) data and programming. If you’re curious about these questions, then this book is worth a read:

- What is the value of your online music library and who will inherit it when you die (digital assets, proprietary file formats, inheritance and access)?
- When you Google your name, do the results a) collectively display a more extensive amount of information concerning your life than you expected; and b) if a resolved legal issue still appears online, do you have a “right to be forgotten”?
- Have you solidified your social media estate planning, given potential conflict between platform licenses, issues of personal privacy, current estate law and copyright?

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**Reader’s Roundup**

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**Kramer-Smyth** summarizes the common threads by recognizing important industry standards and initiatives, the need for modernization of public policy regulations, as well as the opportunity to create interdisciplinary partnerships to preserve digital information for the future. For avid life-long learners, archivist or not, this book will leave you with plenty of issues to carefully consider.

**ATG Reviewer Rating:** I need this available somewhere in my shared network. (I probably do not need this book, but it would be nice to get it within three to five days via my network catalog.)


Reviewed by **Katherine Swart** (Collection Development Librarian, Hekman Library, Calvin University) <kswart20@calvin.edu>

The education of individuals with autism and related disorders is a relatively young field. Autism was first recognized as a distinct syndrome only in 1943 and little was known about effective educational interventions at the time. *The Education for All Handicapped Children Act* in the United States jumpstarted research in 1975 when children with disabilities started to become mainstreamed in public schools (xxiv). International in scope, the field of autism studies has produced a great deal of literature on strategies for educating children with Autism Spectrum Disorders. *The Sage Handbook of Autism and Education* has gathered essays from top educators, researchers, and scientists in order to provide a comprehensive look at the educational needs of autistic individuals.

Editor **Rita Jordan** is an emerita professor from the **University of Birmingham**, UK and adjunct professor at **Griffith University**, Australia. **Jacqueline M. Roberts** is Chair of Autism at the **Autism Centre of Excellence**, also at **Griffith University**, Australia. And, **Kara Hume** is a research associate professor at the **University of North Carolina**, Chapel Hill. Together with 79 collaborators, they have compiled an impressive collection of essays. Composed of six parts and more than 42 chapters, the handbook addresses the needs of professors, undergraduate and graduate students, educators, therapists, and researchers.

In her introduction, **Jordan** explains that the book aims to be culturally sensitive and evidence based. She notes it “is not a ‘tips for teachers’ book” but is “aimed at reflective practitioners (and those who train them) who wish to know and understand current views of the nature of autism and best practice in educational support” (xxvii).

Part I of the book covers Learning Needs and Educational Responses. Chapters touch on ways of characterizing autism, the history of autism education, and what makes a successful professional in autism. Part II discusses Early Intervention, Education in Core Domains, and Family Support. Part III explores School-Based and Academic Education from the lens of access and support. Part IV focuses on Collaborative Working in Education with chapters on family — school relationships, educator involvement, and evidence-based practices. Part V covers Education for Life and Barriers to Education, such as bullying and cultural issues. Lastly, Part VI discusses Data Collection in Education and Measurement of Progress. Chapters include ways of setting and evaluating goals, measuring success and collecting feedback, and future directions in autism education research.

All chapters are heavily cited and contain bibliographies. The book also has a thorough index. In all this handbook is a great resource for academic libraries and will benefit schools with degrees in special education and autism studies.

**ATG Reviewer Rating:** I need this in my library. (I want to be able to get up from my desk and grab this book off the shelf, if it’s not checked out.)


Reviewed by **Amy Lewontin** (Collection Development Librarian, Northeastern University Library) <a.lewontin@northeastern.edu>

*The Business of Innovating Online*, is a well-rounded new book of essays by educators and higher education administrators working in the field of online education. Edited by **Kathryn E. Linder**, director of the **Oregon State University Ecampus**, this short book takes the interested reader into many different and important spheres, within the realm of online education at colleges and universities around the United States. What makes this book different from many on the topic of online education, its emphasis on the culture and the importance of innovation, creativity and problem-solving in this sphere. The various essays in the book also emphasize the need for those operating units for online education, to maintain a sense of positive vision for change within the culture of higher education, which frequently operates within the more risk adverse traditional academic culture. The book’s emphasis is on bringing to the reader the idea of creating an innovative idea that is “actionable,” yet also is able to become embedded into the daily work of the college and university staff charged with the new projects.

Higher education has a number of constituencies, and faculty play a large role as it is their teaching that brings value to an institution. This book’s audience is not faculty, specifically, but rather its intended audience is the administrator who needs to get up to speed in a field that may be somewhat outside of their normal work and needs to learn fast about a constantly changing world of online higher education. It covers, through some interesting essays on real-world programs, ways in which higher education administrators can work together across campuses, through consortial programs with other universities. One particular essay of note is a dialog between administrators who participated in the launching of the new learning platform called Unizin. Another essay describes the coming together of two very unlikely partners, the head of **Arizona State University** and the head of **Starbucks**, to create an online university specifically focused on **Starbucks** staff to complete their college educations. The details of these

*continued on page 38*
various partnerships emphasize the ways in which vision and goals are developed and shared, and the writing in the essays is brisk and well worth the time.

One particular strength of the “Business of Innovating Online” is its emphasis on covering the large variety of models that exist for financing the development of online course materials, the delivery of online courses, and the learning tools that must accompany the educational offerings. Various short essays in the book examine the costs and benefits involved with the various models and help the reader towards a better understanding of how the innovations outlined could be accomplished on their own campus. Should one develop an in-house service, or is it better to go outside for expertise, as these are all considerations that any higher education administrator must face, and also must make a case for, considering that funding may not be easy to obtain. Again, real-world examples, this time from Oregon State University and the University of Washington, both with large and successful online programs, are discussed in understandable detail.

Given the nature of the work, this is certainly a book that should be read by anyone considering improving on or beginning a program in online learning. It is a book that gets to the heart of the matter, and uppermost in most of the essays is what will the learner or prospective student need, to accomplish their goals, yet it is a book that also covers the types of fees, services and costs that make up online education.

ATG Reviewer Rating: I need this in my library. (I want to be able to get up from my desk and grab this book off the shelf, if it’s not checked out.)


Reviewed by Jennifer Matthews (Collection Strategy Librarian, Rowan University) <matthewsj@rowan.edu>

Librarians often think that they have the corner on the market of information management. Sadly, this activity now falls under the purview of many roles in the business world. Individuals in the business world could be managing compliance, policy, or communications, coordinating training or determining how to facilitate all of an organization’s technology and storage needs. This is leading to a complicated world for those involved in the history of information management at their institution or organization. Not only do they reference their own work, but also provide several case studies that demonstrate both methods that worked well and those that did not for the reader’s further dissemination.

Of particular relevance in this text are the discussions about data governance and data legacies. In the section about data governance, the authors cover issues ranging from the types of data that should and should not be kept to the development of policy documents regarding the management of data. Currently, this seems to be an often-overlooked step in the process and these policy documents can ensure that any organization is maintaining proper upkeep of their data repositories particularly if an audit arises.

The authors also provide good information for dealing with eventual turnover in staffing. The authors discuss the critical need of discussing data legacy management both before critical staff leaves and after. Not only is it necessary to ensure that proper training occurs but it is an opportunity to review current practices. Is this the only time an organization should try to capture this information?

Through the open approach of all knowledge management professionals, Schopflin and Walsh have provided a broad perspective of information and data management. This approach is practical for both the novice and experienced information professional.

ATG Reviewer Rating: I need this available somewhere in my shared network. (I probably do not need this book, but it would be nice to get it within three to five days via my network catalog.)


Reviewed by Julie Huskey (Head of Cataloging, Tennesseee State University, Brown-Daniel Library, Nashville) <jhuskey@tnstate.edu>

The history of everyday life, as well as the concept of “history from below,” has received much attention in recent years. What people did for a living, how they interacted with family members and people in their community, and how they were affected by national and regional events can be just as interesting as the stereotypical names-and-dates approach common in histories before this social lens. This is Who We Were: Colonial America is part of a thirteen-volume set from Grey House that emphasizes people from all ethnicities and social strata, rather than just the major historical figures.

As explained in the Introduction, the volume is divided into five sections: “Profiles,” “Historical Snapshot,” “Original 13 Colonies,” “Economy of the Times,” and “All Around Us — What We Saw, Wrote, Read & Listened To.” Except for the last section, most entries are presented in bullet points or tables. A few brief essays connect the sections and provide some context.

The 25 biographical sketches, which make up the first third of the volume, are based on Grey House’s earlier Working Americans series, edited by Scott Derks. These biographical sketches “generally fictional, [but] deeply informed by original
research” detracts from the volume’s usefulness as a reference source. Moreover, the intended audience would not likely be aware that the bulleted sketches are merely based on actual persons vs. being the story of an actual person.

Section Three consists of timelines, first for the colonies as a whole, then for each individual colony, with the latter further divided into sections for general, colonist, and native history. Section Four opens with an “Economy of the Times” essay, focusing on the lack of hard currency in the colonies, the presence of both British and colonial currency, and British attempts to control commerce in the New World. It is followed by tables of examples of financial transactions, such as taxes, fees, and purchases, the average prices of slaves by year and place, and prices of commodities (such as cotton and turpentine).

The last section consists of reprints of primary sources, such as personal journals and letters of travelers to (or residents of) colonial America: the longest are of Benjamin Franklin’s writings, but there are also brief excerpts from Christopher Columbus’s diary, John Rolfe’s journal, and colonial official John Pory’s correspondence. A short essay describes the growth of American newspapers from the first, Publick Occurrences, in 1690, to 1731’s Weekly Rehearsal; certainly there were other influential newspapers during the colonial era. The essay then adds a concluding paragraph of 2003 statistics, which ignores the decline of newspapers that has taken place in the past two decades.

Almost all reference works involve repackaging to some degree, but in this volume, it is somewhat too obvious. The sources include the Timelines of History website, Wikipedia, the Maryland Secretary of State website, History.com, the online New Georgia Encyclopedia, and the National Humanities Center website, all of which are both free and familiar to most reference librarians.

The index is brief, and it lacks cross-references — e.g., there is an entry for the French and Indian War, but none for the Seven Years’ War. Additionally, there is no entry for “religion,” but there are entries for “Christianity” and “Church of England.” The numerous black and white photographs, illustrations, and maps add to the text, yet most are ubiquitous among reference works. That the “Further reading” section is organized by author’s first name suggests the work was hastily compiled.

Nevertheless, the volume deserves credit for its coverage of non-Europeans, and it could be useful for upper elementary through high schoolers, particularly as a research starter. The price, however, makes it an optional purchase.

**ATG Reviewer Rating: I’ll use my money elsewhere.** (Just not sure this is a useful book for my library or my network.)

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Reviewed by Steven W. Sowards (Associate University Librarian for Collections, Michigan State University Libraries, East Lansing MI) <sowards@msu.edu>

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This concise, well-organized, clear report about strategic planning is aimed at academic libraries and librarians. The authors do an admirable job connecting the conceptual to the concrete, using a case study from the Marriott Library of the University of Utah. While the specifics from this book reflect conditions in large research universities rather than a liberal college or a community college, still many of the same suggestions remain valid. There is an emphasis on lessons learned during planning, implementing and assessing a strategic plan, such as the surprising amount of staff time required, and the challenge of communication that is adequate but not overwhelming. This reviewer’s own library is completing a strategic plan process, and I can endorse the points made by Thompson et al.

Seven chapters quickly move the reader through stages in the process, from preplanning and facilitation, to assessment and implementation: this core text is shorter than the appendices. The text orient[s] the reader to the purpose of the appendices, and the appendices illustrate the concepts introduced in the text. Appendices include an earlier 10-page strategic plan as an example; the agenda for a planning team retreat; goals and directions as handy one-page summaries; the text of a 15-page survey aimed at stakeholders, along with an IRB consent statement; questions for focus groups; and a 21-page final report based on findings from the survey and focus groups. While other libraries will craft their own texts, these concrete examples from the University of Utah illustrate choices about length, scope, style (texts, bullet points, graphics), and focal points. The main text is supported by appendices, a useful list of further readings, and an index. The table of contents clearly states the nature of each appendix.

This summary case study has less to say about one major early decision in the process: selection of a specific strategic planning model. Consultants or facilitators often assist with strategic planning, and those experts may prefer one method based on past experience. One could compose a lengthy list of models: it makes sense to seek advice from facilitators. Assumptions about strategic planning and its purposes may be stated or implied in some commonly-encountered models. SWOT Analysis (the process to identify strengths, weaknesses, opportunities, threats of an organization) originated in the business world, and may assume a competitive environment that is out of step with the situation in libraries. SOAR Analysis (strengths, opportunities, aspirations, results) modifies SWOT Analysis to emphasize the positive, as a basis for improvement. Affirmative Inquiry (AI) takes a similar approach: identifying and building on existing strengths, while improving satisfaction for stakeholders, whether internal or external. Balanced Scorecard is a performance metric, rather than a strategic planning tool — though metrics play a role in library planning (LibQUAL+ is a well-known metric in libraries, mainly aimed at user satisfaction).

The authors are administrators at the J. Willard Marriott Library of the University of Utah. The perspective here is administrative: we don’t hear the voices of front-line staff or campus library users, though the process is intended to assess and respect their needs, preferences and aspirations. Keep in mind that this book is not recommending the specific plan created at the University of Utah, only using that plan to shed light on how strategic planning was managed, in one actual case.

This book is not the only 21st century work about strategic plans for libraries. Crash Course in Strategic Planning by Stephen A. Matthews and Kimberly D. Matthews (Santa Barbara CA: Libraries Unlimited, 2013) is another concise, action-oriented introduction, with less emphasis on a case study. Strategic continued on page 40

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<sowards@msu.edu>
Planning in College Libraries by Eleonara Dubicki (Chicago: ACRL, 2011), part of the CLIP Note series, compiles sample texts from a range of academic libraries (not only colleges). Implementing for Results: Your Strategic Plan in Action by Sandra S. Nelson (Chicago: ALA, 2009) is intended for public libraries. Strategic Planning and Management for Library Managers by Joseph R. Matthews (Westport CT: Libraries Unlimited, 2005) discusses types of planning, and has less case study content.

ATG Reviewer Rating: I need this in my library. (I want to be able to get up from my desk and grab this book off the shelf, if it’s not checked out.)


Reviewed by Hali Black (First Year Experience Librarian, Cook Library, University of Southern Mississippi, Hattiesburg, Mississippi) <hali.black@usm.edu>

The driving force behind libraries seeking to deliver online instruction is the realization that it is virtually impossible to connect with all the students and programs in a face-to-face setting. Online instruction formats, such as digital tutorials, can provide a scalable alternative to traditional instruction. However, many libraries face challenges in creating online learning objects. These challenges include lack of staffing in areas such as instructional design and instructional technology implementation. Therefore, many librarians might feel that they lack the knowledge and skills to design online learning objects, not to mention the time it takes. Despite the initial resources and time that are required to design and create online learning objects, Turnbow and Roth make the argument that the payoff is both scalable instruction, as well as continued use over time.

Author Dominique Turnbow has worked in academic libraries for over a decade as both an instruction and reference librarian. In addition to her MLIS, Turnbow received her MEd degree in 2013 and continues to apply her instructional design expertise to the design of online information literacy tutorials. Co-author Amanda Roth possesses over five years of experience with web design and information architecture, as well as knowledge of user experience best practices in the corporate world, which she uses to create and deliver information literacy instruction through the use of online learning objects. Since earning her MLIS in 2013, Roth has worked in academic libraries, providing instructional services to undergraduate students.

Their book seeks to demystify instructional design and development process used by librarians to create digital learning objects and resources. While online instruction is a great way to promote library services, the authors caution against creating online learning objects for the sole reason of “We should be doing it” or “It’s what the students/faculty want.” They warn that by creating digital learning objects on information literacy concepts that are not suited to online delivery or that don’t meet the needs of the intended learners, learners may be turned off and not want to use the library’s other instruction services. This warning is not meant to sway good-intentioned librarians from creating online learning objects, but instead to remind creators of online learning objects to consider their reason for creation as well as who their intended learners are.

The book begins by introducing the concept of online learning, including explaining frequently used terminology, and explaining how to determine whether or not online learning objects are appropriate for your learning objectives, goals, and circumstances. The authors spend some time explaining their own institution’s process and two key positions: an instructional designer and an instructional technologist. The authors argue that the skillsets of each of these positions are necessary for successful online learning and even go so far as to give advice on how to make the case for the addition of such positions to your administrators. The book goes on to provide an overview of instructional design, including a breakdown of specific models and approaches which offer frameworks for designing instruction. The pros and cons of each model employed by the authors’ institution are discussed, along with strategies to identify and implement library instruction in an academic library.

Despite its brevity, this book provides information on a variety of topics related to online instruction. I found chapter four, “Development for Non-developers,” to be particularly insightful, as it provides several development processes and techniques that are suitable to academic libraries. Additional chapters on documenting one’s work and becoming an instructional design/technology librarian include useful information for both new librarians as well as those who are interested in pursuing similar work. The book is also filled with sections labeled “ID in Action” which provide a variety of practical examples of how digital instructional design is being applied and used in libraries, including the time it took to design and create the online learning objects.

Overall, I found this title to be straightforward and easy to understand. As an instructional librarian in an academic library who’s seeking to expand and improve our online learning offerings, this book was very helpful and informative. I recommend this book to new instructional librarians, as well as instructional librarians in higher education settings who may be new to online learning.

ATG Reviewer Rating: I need this in my library. (I want to be able to get up from my desk and grab this book off the shelf, if it’s not checked out.)
The citizens of Charleston, SC continually lament the change created by an international spotlight that touts: “Visit Charleston for an unforgettable adventure.” The City has become a beautiful place to not only visit but also to make one’s home base because of its delicious blend of history, architecture, academic life, food, art, natural resources, affordability (for some), and iconic views and vistas. But all of these wonderful attributes have created traffic congestion, gentrification, tourism impacts, taxes, and unaffordability for many. Some may call these the problems of success; many see them as changing the very attractiveness and livability of the city.

Interestingly in 1982, Jean-Marie Gustave Le Clézio explored similar problems of success — alienation, poverty, loss of beauty, to mention a few — in his compilation of eleven short stories in “La ronde et autres faits divers.” I found a translated version: “The Round and Other Cold Hard Facts,” at the Charleston County Library. The front flap of the book jacket describes the stories as depicting “the harsh realities of life for the less-privileged inhabitants of a very privileged area” — the French Rivera. Just goes to prove there is no such thing as an absolutely unique problem and one might learn from the wordsmithing of a Nobelist. I sit on the City of Charleston’s Planning Commission, time to read and gain perspective. I randomly picked the story “Villa Aurore” which tells the story of how “a man stands by helplessly as a thief…I thought I could hear, off in the distance, the wild cries of the city’s thugs bringing down the doors of Villa Aurora. However, he soon realizes “my childhood memories seem petty now that the city had eaten these the problems of success; many see them as changing the very attractiveness and livability of the city.” Could be a quote from any 2019 Facebook forum commenting on Charleston’s growth.

Jean-Marie Gustave Le Clézio won the 2008 Nobel Prize in Literature as an “author of new departures, poetic adventure and sensual ecstasy, explorer of a humanity beyond and below the reigning civilization.” (Sidebar: This was the year before I began the Booklover column — seems like yesterday.) Le Clézio was born in Nice, a city in the French Rivera, which also experiences amazing tourism pressure and popularity. The family also lived for a time in Nigeria where his father was stationed during World War II. Le Clézio studied in both British and French schools, ultimately earning a doctoral degree in 1983 from the University of Perpignan. In addition to his extensive literary career, that began at the age of seven when he wrote his first book about the sea, he has taught at numerous universities around the world describing himself as a “nomad of bilingual heritage” in an article published in the Wall Street Journal after receiving the Nobel accolade.

The story opens: “Aurora had stood, for all time, up there on the hilltop, half lost in the lush tangle of plants, yet still visible between the trunks of latania and palms, a great, white, cloud-colored palace quivering in the leafy shadows. It was called Villa Aurora even though no name had ever been inscribed on the pillars of the gateway, only a number engraved on a marble plaque that had worn away long before I could ever remember it. Perhaps it had been given the name precisely because of its cloudlike color, so like the faint iridescent hue of sky at dawn’s first break. But everyone knew about Aurora, and it was the first strange house ever shown to me, the first house to etch itself on my memory.”

The boyhood memory of sneaking into the gardens at Villa Aurora when there was “nothing else of any interest in the town or the streets or the hills or even the sea…” gives way to the adventure of young man deep in his study of law who decides to go visit again. “I’d left the neighborhood so long ago that I had a hard time finding the street, the one that climbed all the way to the top of the hill, right up to the wall of Villa Aurora. There were tall apartment buildings everywhere now; they’d cropped out in a disorderly fashion on the hillside, right up to its crest, huddling against one another on their great blacktop platforms. Most of the trees had disappeared, except one or two here and there that had probably gone unnoticed in the havoc that had swept over the land: olive trees, eucalyptuses, some orange trees, now lost in the sea of asphalt and concrete, seemed scrawny, drab, aged, on the brink of death.” Yet he finds the Villa, gains the nerve to ring the bell and meets the lady of Villa Aurora. However, he soon realizes “my childhood memories seem petty now that the city had eaten into Villa Aurora, for nothing could hide the wound, the pain, the anxiety that reigned here now. Then abruptly I knew that I couldn’t stay in the house. The realization was like a shudder; it came over me all of a sudden. The destructive forces of the town — the cars, the buses, the trucks, the concrete mixers, the cranes, the pneumatic drills, the pulverizers — would all come here sooner or later; they would penetrate the sleeping garden and then the walls of the villa; they would shatter the windows, tear holes in the plaster ceilings, splinter the cane screens, crumble the yellow walls, the floorboards, the doorframes.” The young man feels despair, emptiness, helpless to stem the tide of change and he “slipped away like a coward, like a thief…I thought I could hear, off in the distance, the wild cries of the city’s thugs bringing down the doors of Villa Aurora one after the other.”

In our city by the sea with its moss-draped oaks and iconic vistas, let’s hope for continued courage, forethought and progressive planning to halt the destructive forces knocking at the battery wall, the row house doors, the iron gates.
Can the state be sued for copyright infringement? This is the issue that was presented to the U.S. District Court for the Eastern District of North Carolina Western Division in 2015 where photographer and videographer Frederick Allen claimed the State of North Carolina infringed on his copyrighted works made during the discovery and documentary of the shipwreck Queen Anne’s Revenge, which was the ship of the infamous pirate Blackbeard that wrecked on June 10, 1718 off the coast of Beaufort Inlet, North Carolina. Allen was the proprietor of the production company Nautilus Productions that maintained exclusive rights to film the project, which began in 1998 after the salvage and research company, Intersal, Inc. discovered the wreckage in 1996 (Copyright Alliance, 2019). An agreement between Intersal, Inc. and the State of North Carolina was reached where the state claimed ownership of the property, but Intersal, Inc. would keep the rights and monies received from the documentary video and photographs (Ho, 2019). Intersal, Inc. and Nautilus Productions agreed to document the project through video and photographs. According to Ho (2019), the agreement allowed North Carolina to “publish accounts and other research documents relating to the artifacts, site area, and project operations for non-commercial educational or historical purposes.” Allen also obtained federal copyright for the videos and photographs used to document the salvage.

However, Allen claimed the State of North Carolina posted a significant amount of material on the Cultural Affairs Department website. In 2013, Allen and the state settled on a $15,000 settlement from North Carolina to Allen and the state agreed to place a time stamp and watermark on copyrighted materials posted on the website. Despite this settlement, Allen later alleged that the state continued to use too much copyrighted materials, which he filed a suit against the state for $8 million for using several hours of videos and over 2,000 photos.

Due to the allegations, the State of North Carolina passed a law “to clarify that photographs and video recordings of derelict vessels or shipwrecks are public records when in the custody of North Carolina agencies; and to provide that certain merchandise credits are not deemed abandoned property.” The law was approved on August 18, 2015 that further stated, “All photographs, video recordings, or other documentary materials of a derelict vessel or shipwreck or its contents, relics, artifacts, or historic materials in the custody of any agency of North Carolina government or its subdivisions shall be a public record pursuant to G.S. 132-1. There shall be no limitation of the use of or no requirement to alter any such photograph, video recordings, or other documentary material, and any such provision in any agreement, permit, or license shall be void and unenforceable as a matter of public policy” (NC Legislature, 2015). The legislation has been called “Blackbeard’s Law.”

U.S. District Judge Terrence W. Boyle allowed Allen to continue his case against the state because “Blackbeard’s Law” was invalid; therefore, the state had violated federal copyright laws. Due to the suit, the State of North Carolina submitted a motion to dismiss based on the grounds of sovereign immunity, which the motion was denied in the U.S. District Court for the Eastern District of North Carolina. However, the U.S. Court of Appeals for the 4th Circuit reversed the motion and stated that the state was immune from the suit filed by Allen (Wasserman, 2019).

Despite this immunity support from the U.S. Constitution and the U.S. Supreme Court, Congress does have the power to change this by abrogating immunity. Allen’s argument is the Section 5 of the Fourteenth Amendment that allows Congress exclusive power to enforce all copyright laws no matter immunity. According to Wasserman, “Copyrights cannot be ‘secure’ or ‘exclusive’ if Congress cannot reach and regulate all potential infringers, including states, and if states cannot be held liable for their infringement.” Based on this argument, the Copyright Remedy Clarification Act of 1990 is an issue that will be interpreted by the U.S. Supreme Court when the arguments are heard.

The Copyright Remedy Clarification Act of 1990 states, “Amends Federal copyright law to provide that any State, State instrumentality, or officer or employee of the State or State instrumentality is liable to the same extent as any nongovernmental entity for: (1) copyright infringement... Denies sovereign immunity to any State for such violations and provides the same remedies as are available against other private or public entities, including
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attorney’s fees” (H.R. 3045, 1990). The liability can be financial remedies of up to $150,000 for each infringement case. Since this act, a legislative record demonstrated a substantial amount of copyright infringement issues by states, which Allen has stated as a reason that the Copyright Remedy Clarification Act pertains to their case against the state.

The argument for the State of North Carolina stated, “Congress can abrogate state sovereign immunity only when a constitutional provision allows abrogation through express words or unsurmountable implication. Neither appears in the text or history of the copyright clause” (Wasserman, 2019). The state contended that copyright infringement conduct by states are not the same as being unconstitutional. In other words, the law can determine whether the infringement was intentional and there was no other remedies for the copyright holder in order to abrogate immunity. Wasserman added, “Congress failed to carefully tailor its remedies to target actual constitutional violations by States.”

The arguments were presented to the U.S. Supreme Court on November 5, 2019. Until the Supreme Court rules on whether states can sue, the copyright case is being monitored, because the decision could impact numerous states and state agencies. A state agency would include state funded academic and public libraries.

Library’s Concerns

The library has an interest in this copyright infringement case, because most libraries and archives are funded and operated through government agencies. These libraries impacted by this case are academic libraries and archives, as well as museums. The reason for concerns from these state funded and operated libraries and archives is the protection of sovereign immunity. According to the brief filed by the American Library Association, Association of College and Research Libraries, Association of Research Libraries, Society of American Archivists, and software preservation network on September 27, 2019, the elimination of sovereign immunity would impact libraries that rely on sovereign immunity in regards to the fair use activities and the preservation of large collections of copyrighted resources and materials.

A reason that the elimination of sovereign immunity would impact libraries is the protection libraries, archives, and museums currently have against any damages liabilities due to copyright infringement, which they have noted in the brief that they do not abuse the copyright laws. However, the organizations understand the financial devastation of damage liabilities that can be involved should copyright holders have the ability to file suit against a state-run library, archive, or museum. The issue of infringement suit is the stipulation that the copyright holder could seek remedies of up to $150,000 per copyrighted item under 17 U.S.C. § 504(c)(2), which libraries and archives have spent approximately $30 billion on copyrighted material that copyright holders could seek remedies if they deem the institutions are in violation of copyright infringement. If found liable, some libraries and archives with large collections could face millions in remedies.

The concern is that state funded libraries and archives utilized the Copyright Act’s fair use right under 17 U.S.C. § 107, which libraries use in the effort to digitally preserve the works within their respective collections. The urgency of digitally preserving copyrighted works are due to the constant threat of natural disasters and the wear of items over time. In addition, 17 U.S.C. § 108 specifies the limitations for preserving works in regards to photocopying, but not the details of digital preservation.

Libraries argue that the removal of sovereign immunity will prevent libraries from preserving cultural works, which could be lost due to natural disasters, time, or other issues. Furthermore, libraries have been respectful of copyright laws and educate faculty, students, and patrons, and would continue to obey to copyright regulations through their efforts to preserve important cultural works.

The Main Fact

The copyright infringement case has been inspirational for numerous journalist to utilize their creative ideas for innovative ways to implement pirate stereotypical headlines and puns into their works. However, most have excluded the most interesting fact of the copyright infringement case, which involves the name of Blackbeard’s ship the Queen Anne’s Revenge. Queen Anne was the reigning monarch in Great Britain from 1707-1717. During her reign, the British Parliament approved the “Queen Anne Statute” that is…wait for it…wait for it…the world’s first copyright act!

References


Amazon Audible Settles With Publishers

by Bill Hannay (Partner, Schiff Hardin LLP, Chicago, IL) <whannay@schiffhardin.com>

Last summer, Amazon’s audiobooks subsidiary Audible announced that it was introducing a new feature: computer-generated text that replicates the spoken words of an audiobook. The new feature was called “Captions.” Shortly thereafter, seven major publishers announced their own new feature called “lawsuit.”

At the end of August, the publishers filed suit in federal court in New York City, asking the court to enjoin Amazon’s subsidiary from releasing Audible Captions which was scheduled for release in September. Chronicle Books, LLC et al. v. Audible, Inc., No. 19 Civ. 7913 (S.D.N.Y). The publishers alleged that:

Audible Captions takes Publishers’ proprietary audiobooks, converts the narration into unauthorized text, and distributes the entire text of these “new” digital books to Audible’s customers. Audible’s actions — taking copyrighted works and repurposing them for its own benefit without permission — are the kind of quintessential infringement that the Copyright Act directly forbids.

Audible allegedly seeks “to cut Publishers out from a business model that already exists, by unlawfully creating derivative works … and publicly displaying unauthorized copies of the Works.” Moreover, Audible Captions allegedly “does not maintain the quality control that readers have come to expect from Publishers and authors,” citing Audible’s admission that “up to 6% of the Distributed Text may contain transcription errors.”

In September, Audible filed a motion to dismiss the complaint on the grounds that it was a “contract” dispute and not a copyright case. Alternatively, Audible argued that there was no copyright violation because its conduct was protected as “fair use.” The publishers opposed the motion, and the court expressed some doubts about Audible’s motion during oral argument. Before the court reached a decision on the motion to dismiss, Audible made a tentative settlement proposal and asked the court to put a hold on further proceedings while the parties talked. In December, Audible asked the court to continue to stay proceedings pending the negotiations.

In mid-January of 2020, the parties advised the court that they had in fact reached a settlement. They tendered a proposed permanent injunction by consent which Audible and the publishers had signed. Accordingly, the court signed the injunction and ordered the case dismissed on January 14th.

Although the court-approved injunction is filed under seal, the proposed injunction is available and in pertinent part states as follows:

Audible, and its officers, agents, servants, employees, and attorneys, and other persons and entities who are in active concert or participation with Audible, are permanently restrained, enjoined, and prohibited from creating, generating, reproducing, modifying, distributing, publishing, or displaying, without express authorization from the owners or exclusive licensees of the United States digital text rights, written text derived from the audiobook versions of Publishers’ Works for any product or service created or offered by Audible. This prohibition does not apply to any text in the public domain.

In addition, Audible is further enjoined from “(a) inducing or (b) knowingly and materially contributing to, any actor other than Audible” in the display of written text derived from the audiobook versions of Publishers’ Works, unless such actions are expressly authorized by the owners or exclusive licensees. Again, this prohibition does not apply to any text in the public domain.

On February 8th, the Association of American Publishers issued an announcement confirming the settlement and injunction, stating:

AAP, the plaintiffs, and Audible have resolved their pending litigation. Audible has agreed that it will obtain permission from any AAP members that are in good standing with AAP before moving forward with Audible Captions for their works. Subsequently, Audible confirmed that it was extending the same commitment to all publishers and authors. The Digital Reader blog announced on February 9th that it has “confirmation from Audible PR that all rightsholders with audiobooks in Audible’s catalog will have the same option as AAP members, and they will be able to disable or enable Audible Captions on their audiobooks” (https://the-digital-reader.com/2020/02/09/amazon-is-extending-the-audible-captions-feature-to-all-publishers-and-authors-will-you-disable-this-feature/).

It will be interesting to see how many publishers or authors choose to grant permission to Audible allowing the Captions feature for their works. And even more interesting to see whether and what Audible chooses to pay as compensation for such permission.

William M. Hannay is a partner in the Chicago-based law firm, Schiff Hardin LLP, and is a frequent contributor to Against the Grain and a regular speaker at the Charleston Conference. He can be reached at <whannay@schiffhardin.com>.
Here we find the Act gives the owner the exclusive right to “display” the work publicly “either directly or by means of a film, slide, television image, or any other device or process.” 17 U.S.C. § 101.

“Device or process” is defined as “one now known or later developed.” Id.

So, yes, you could stop reading right here. But the law is famous for its overreach. So indulge.

The drafters of the 1976 Amendments in their House Report explained much of the impetus for change was driven by new industries and new methods of reproduction. Congress did “not intend to freeze the scope of copyrightable subject matter at the present stage of communications technology.” H.R. Rep. 94-1476, 47, 51 (1976).

Congress intended the display right to include “[e]ach and every method by which the images… comprising a… display are picked up and conveyed.” Id.

It went on to jabber about electronic transmission using a “cathode ray tube or similar viewing apparatus connected with any sort of information and retrieval system.” Id.

And in that ancient year of 1976 they marvelled at a future world where libraries would one day access single copies of works by electronic transmission.

A (not so) Recent Case

In 2014, the Supreme Court looked at novel technologies in American Broadcasting Cos., Inc. v. Aereo, Inc., 134 S. Ct. 2498 (2014). Aereo sold subscribers a technologically complex service that enabled them to watch TV programs over the Internet near the same time as they were broadcast over the air.

Aereo didn’t copy or store anything. When a show was selected, Aereo’s servers selected an antenna, tuned to the on-the-air broadcast, and transmitted it to the viewer.

Aereo argued that the viewers chose the program, and the technology provided their choice. The user was “transmitting” the performance.

The Court said, no, it was the same as cable technology which the Act addressed. Things lurking behind the screen invisible to the viewer created a “copy shop that provides its patrons with a library card.” Id. At 2507.

Although on that basis, the dissent (Scalia, J.) says it’s the buyer doing it, not the copier machine manufacturer.

Which raises vital questions.

Isn’t “copy shop” paired with “library card” a mixed metaphor?

Is this just a finesse to let the copyright owner get at one big defendant rather than having to sue a legion of home viewers?

Shouldn’t you have stopped reading where I told you up above? 😕

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technology can compare to the feeling of a good book in your hands. ...While public and university libraries are often vast and full of splendor, home libraries are more intimate (but not any less gorgeous).”


Speaking of libraries! A recent Gallup poll surveying Americans about common cultural activities showed libraries are the most popular attractions — yet another data point demonstrating the importance of libraries, writes Biblioracle columnist John Warner. (Anthony Soufle / Chicago Tribune) Quick quiz: Which of the following is the most common cultural activity in the United States? Going to the movies; Attending a concert; Attending a sporting event; Going to the continued on page 69
**Column Editor’s Note:** I wanted to write briefly to introduce myself and recognize what a shining light Lolly has been for me and for everyone who reads this column. Lolly was an incredible mentor and friend to me in law school and has continued to be an inspiration as I have worked at NC State and with groups from ARL to SPARC to make copyright issues clear and to express how the system is designed to support creativity, scholarship, and teaching. I’m so excited to continue following Lolly’s example by untangling knots and highlighting significant developments in copyright in this column. I hope you’ll feel free to share your own questions at the email address listed here and say hi next time you see me at a conference or workshop. — WC

**QUESTION:** A librarian asks about using commercial services like Office Depot or FedEx Office to make copies of NC-licensed works for use in education.

**ANSWER:** Applying Creative Commons (CC) licenses has become the standard method for making scholarship, teaching, and cultural materials more open and impactful. These licenses serve as the backbone for much of the open access and open education movements but some users have felt uncertain about how to interpret aspects of the licenses. The question about how and by whom NonCommercial (NC) licenses can be used is one of the big ones.

CC licenses are designed to allow creators to communicate which rights they reserve and which rights they waive for the benefit of recipients or other creators. They do this by offering a variety of flavors of license that address things like attribution, remixing, and downstream use. The licenses at issue here are those that include the NonCommercial (NC) provision, which restricts the use of NC-licensed materials unless they are “not primarily intended for or directed towards commercial advantage or monetary compensation.” You can read more about the NC-license itself, including the full text here: https://creativecommons.org/licenses/by-nc/4.0/.

If NC-licensed materials can only be used for activities that are “not primarily intended for or directed towards commercial advantage or monetary compensation” then a public school teacher or university instructor would be free to copy, display, or otherwise use materials with that license in their NonCommercial classroom teaching. But what if they don’t make copies of the materials themselves, but instead rely on commercial services to make those copies, as is standard practice in many school systems? Does using a commercial provider make the copying commercial and thus forbidden under the NC-license? This type of question has discouraged some users from relying on NC-licensed materials. Fortunately, two recent cases have helped clarify this issue.

In Great Minds v. FedEx Office & Print Services, Inc., No. 17-808 (2d Cir. 2018), the court considered a case where a school district asked the for-profit FedEx Office to reproduce materials that included a curriculum called “Eureka Math” developed by a nonprofit called Great Minds and licensed under CC BY-NC-SA 4.0. In a similar case, the Ninth Circuit considered a school system’s reliance on Office Depot to make copies of NC-licensed materials. In both cases, CC itself took a public position that the licenses did not preclude this practice. CC issued public statements and filed an amicus (“friend of the court”) brief arguing that so long as commercial actors are not acting independently for their own commercial gain but solely on behalf of NonCommercial actors, they are protected by the license granted to the NonCommercial actors.

In 2018, the Second Circuit held that the NC-license “unambiguously” permitted the school district to rely on FedEx Office to make copies. In January of this year, the U.S. Court of Appeals for the Ninth Circuit reaffirmed that interpretation and CC’s argument, “which allow bona fide NonCommercial reusers to hire out the making of copies of NC-licensed content, even to profit-making businesses such as Office Depot and FedEx Office.”

Between clear statements from Creative Commons and these two recent decisions, educators can feel much more confident in using NC-licensed materials in their teaching, even when they rely on commercial third parties to make copies of those materials for their classroom. These decisions substantially strengthen the open scholarly and pedagogical practices that rely on CC licenses and should go a long way towards allaying concerns about using or relying on NC-licensed materials.

**QUESTION:** An instructional librarian asks about the ability of libraries, instructors, and publishers to provide captioning or otherwise make accessible materials still under copyright.

**ANSWER:** Providing captions is central to the mission of providing accessible materials, but questions about copyright have made many uncertain about their ability to remediate inaccessible texts. As a 2019 white paper from ARL and the University of Virginia Library observed, many institutions planning for accessibility “have been uncertain about what is permitted, and have constrained their activities in support of civil rights out of fear of violating copyrights.” https://www.arl.org/resources/the-law-and-accessible-texts-reconciling-civil-rights-and-copyrights/

In fact, copyright law clearly supports accessibility efforts including captioning. The signal case in this area is Authors Guild v. HathiTrust, 755 F.3d 87 (2d Cir. 2014). In Hathi, the Second Circuit reviewed a scanning project by the HathiTrust Digital Library (HDL) that makes its collection available to students with print disabilities by offering them secure system access for screen readers. Hathi was sued by the Authors Guild for copyright infringement but the district court found in favor of Hathi’s program, noting that the court “cannot imagine a definition of fair use that would not encompass the transformative use made by [HDL].” On appeal, the circuit court did not find the use to be transformative but still concluded, “fair use allows the libraries to provide full digital access to copyrighted works to their print-disabled patrons.”

Other areas of law also support accessibility work such as captioning including Section 121 (often called the Chafee Amendment). In 2019, the U.S. also ratified the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled, which facilitates the creation of accessible versions of books...
and other copyrighted works and makes it easier for accessible copies to be created and shared across international borders.

In light of this broad support for accessibility under the law, cultural institutions have been stepping up efforts to make their materials more accessible, including Harvard, which reached a settlement with the National Association of the Deaf (N.A.D.) in late 2019. Under a consent decree, Harvard agreed to institute a series of new guidelines to make the university’s website and online resources accessible for those who are deaf or hard of hearing as part of a larger new digital accessibility policy. Captioning is clearly in line with the mission of cultural institutions, copyright clearly supports that work, and the rising tide of work to make materials more accessible is great to see.

**QUESTION:** An archivist asks who owns copyright in the maps in our collections?

**ANSWER:** Maps are one of the more interesting areas of copyright, with a history that goes back to the first United States Copyright Act, titled “An Act for the encouragement of learning, by securing the copies of maps, charts, and books, to the authors and proprietors of such copies, during the times therein mentioned.” As this (illuminating but somewhat unwieldy) title suggests, maps have been explicitly included among the works that copyright protects from the beginning of U.S. copyright law.

Despite this long history, maps present an interesting copyright challenge since so much of what is presented in a map is factual information that is not protected under copyright law. A core principle of the law is that copyright does not cover facts and systems. Given that many maps are basically pictorial representations of geographic and demographic facts organized to allow the user to readily understand and easily extract that factual information, where might copyright apply?

More than a century ago, the Supreme Court addressed this question in *Perris v. Hexamer* 99 U.S. 674 (1879), where the Court held that a copyright in New York maps did not extend to a “system of coloring and signs” for identifying real property characteristics or to a “key” which explained symbolic meanings of coloring and signs. In the leading modern case in this area, *Feist Publications, Inc. v. Rural Telephone Service Co.* 499 U.S. 340 (1991), the Supreme Court reaffirmed that facts are not protected but that creative selection or arrangement of facts can be protected with a “thin” copyright, as can design elements that are sufficiently creative.

So, the basic rule today is that the facts represented on a map and the systems of presenting information are not protected, but the creative elements and creative selection and arrangement may be. Several recent cases raised these questions in some unusual circumstances. First, early this year the New York City Metropolitan Transportation Authority (MTA) filed a takedown request under the *Digital Millennium Copyright Act* against a seller on Etsy who created their own version of a New York subway map. In a second map-related case, *Victor Baker v. Penguin Random House, L.L.C.*, W.D. Tex., No. 20-004, mapmaker Victor Baker accused Netflix, along with Amazon and producer Penguin Random House, of using an antique-style map he created in the background of several scenes of the film Lay the Favorite without permission.

Despite this seeming uptick in map-related legal claims, most libraries probably don’t need to be very worried. Both of these examples involved commercial actors and appear to be legal threats that may be quietly settled or dropped. For maps in our own collections the same rules we have always relied on remain in force and the terms of a donor agreement may have as much to say about both who owns the physical artifact and who (if anyone) controls copyright in maps held at a particular institution.

**QUESTION:** What new works are entering the public domain this year?

**ANSWER:** As a reminder, this is the second year we have celebrated a new annual class of works entering the public domain since the *Copyright Term Extension Act* (CTEA) of 1998 extended copyright terms for 20 years. With the exception of some unpublished works, most works that were scheduled to enter the public domain over the past two decades did not. In 2018, we welcomed the first new class that included works such as *Cecil B. DeMille’s The Ten Commandments* as well as providing more certainty about works such as *Robert Frost’s famous poem “Stopping by Woods on a Snowy Evening” whose copyright status had been uncertain.*

On January 1, 2020, we again celebrated Public Domain Day and welcomed thousands of new works into the fold including *Buster Keaton’s Sherlock, Jr.* and *The Navigator,* A.A. Milne’s *When We Were Very Young,* and *Rhapsody in Blue* by George Gershwin. A more complete list of notable works entering the public domain is available from Duke’s *Center for the Study of the Public Domain* at https://web.law.duke.edu/cspd/publicdomainday/2020/ as well as from *The Public Domain Review’s Class of 2020* website at https://publicdomainreview.org/blog/2020/01/public-domain-in-2020.

It is exciting to welcome so many works into the public domain, but Public Domain Day is also a nice opportunity to reflect on the changing duration of copyright. The *Center for the Study of the Public Domain* site notes that under the laws that were in effect until 1978, thousands of works from 1963 would also be entering the public domain. Indeed, under the original *1790 Act* a renewable term of fourteen years could have placed materials from the 1990s and 2000s in the public domain as well.

Of course, calculating the public domain status of a particular work can be particularly complicated. Many works created or published after 1925 are in the public domain due to failure to comply with the formalities that were once required for copyright. Some unpublished works created before 1925 may also still be protected. While many global copyright rules have been harmonized by the *Berne Convention for the Protection of Literary and Artistic Works,* many nuances and technical issues remain and those can be substantial barriers for assessing the status of a work. While there are many excellent resources for understanding the public domain and calculating the rights status of particular works, it seems appropriate to close this column with a recognition of Lolly’s own “When Works Pass Into the Public Domain” chart that guided practice in this area for so long and is recognized in innumerable current resources such as: https://copyright.cornell.edu/publicdomain.
**ATG Interviews Jane Burke**

**Vice President, Strategic Initiatives, Ex Libris, a ProQuest Company**

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

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

**ATG: Jane, over the years you have held a number of leadership positions in the information solutions industry, most recently with ProQuest. And now you’ve joined Ex Libris, a ProQuest Company. What prompted this recent change?**

**JB: I really have had a lovely career — I am so lucky. When ProQuest acquired Ex Libris in 2015, Matti Shem Tov, then president of Ex Libris, asked me to join the Ex Libris team. I was thrilled to be asked. Since I have spent lots of time with library automation systems, including Voyager (now owned by Ex Libris), it felt like coming home.**

**ATG: Currently you are Ex Libris’ VP for Strategic Initiatives. What are your responsibilities in this position?**

**JB: I take on a variety of strategic projects, especially related to our current customers. I am very involved in what we call Customer Success, which is about helping customers get the most value possible from our solutions. Plus, I work with early customers for new services, such as our new resource sharing service, Rapido. I am also very involved in our discovery strategies. And I am a member of Ex Libris’ senior management team.**

**ATG: Recently Ex Libris made some major news with the acquisition of Innovative Interfaces, a key vendor in the library systems space. Can you tell us who initiated the deal? How did it evolve and then come to fruition?**

**JB: It was really a mutual set of discussions. There were discussions over several months. In the end, it made sense to come together and combine our complementary capabilities. Innovative has deep expertise in several areas, such as resource sharing. They are also well-positioned in public libraries, where Ex Libris does not compete. Ex Libris understands cloud-based library services platforms, and through the acquisition we plan to deliver this innovation to public libraries. I should mention that Innovative has struggled under private equity ownership. This transaction provides Innovative’s customers a long-term owner dedicated to the industry that will ensure continuity of their products.**

**ATG: With the Innovative deal in place and ready to close, who do you see as your competitors in the library systems space? Where does EBSCO’s open source alternative FOLIO fit into the competitive mix?**

**JB: The Innovative deal actually closed on January 15. The library automation space is evolving. With requirements for such things as cloud, knowledgebases, and interoperability, companies need to do more to deliver real solutions to customers. 25 years ago, we built Voyager for less than $3 million. Today the needs are broader and there are definitely multiple strong competitors seeking to meet those evolving needs.**

**OCLC WorldShare, Sirsi, Koha, and EBSCO’s FOLIO, among others are all viable choices. Each is different in certain ways. All of us need to foster choice because it helps the overall market. We benefit from competition — it keeps us creative and focused.**

**But... there is another perspective on the competitive space. I don’t think libraries are about their collections — and certainly not their print collections — anymore. Today, it’s about services to their communities. It’s about how libraries use those collections and content expertise to serve their communities, either academic or public.**

**With that broader perspective, there is even broader competition. For example, in the research data management space, where Ex Libris has a service called Esploro, there are literally hundreds of competitors — most of whom don’t showcase the library. And in the public library space, I am fascinated with the new patron engagement platforms.**

**ATG: In the research data management space that you just referenced, how is Esploro different from other competitors providing similar services? In what ways does it showcase the library that are unique from your competitors?**

**JB: There are several good patron engagement platforms being offered to academic libraries. There are many competitors in the research data management space. Nearly all of them are STEM oriented, and very few of them directly involve the library. At Ex Libris, we believe that the library can be a huge contributor to research data management. Our Esploro solution is built as a joint solution for research administration and the library, allowing the library to visibly add value to research across the institution. Esploro has unique functions to programmatically enrich metadata about research assets. Also, Esploro provides for research data from all types of disciplines, not just STEM.**

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**ATG: We are also curious as to which new patron engagement platforms the public library space have caught your eye? Why do you find them fascinating? Do they have applications in the academic space?**

**JB: Great question. Public libraries have taken on new roles in their communities, and they understand that they need to “market” themselves to their constituents. Patron engagement platforms are increasingly popular in public libraries as a method of doing that — showcasing various library programs and new services. There are several good patron engagement platforms being offered to public libraries.**

**I believe academic libraries are a bit slower in adopting such marketing platforms. But they are increasingly being**

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<http://www.against-the-grain.com>
encouraged to think more about their communities, rather than their collections. For example, I really like the new study that OhioLINK and Ithaka S+R released, entitled “It’s Not What Libraries Hold; It’s Who Libraries Serve: Seeking a User-Centered Future for Academic Libraries.” It shows how academic thinking is evolving.

**ATG: Why target Innovative Interfaces? What unique advantages does Innovative bring to the table?**

**JB:** Innovative brings several unique advantages to Ex Libris. First, experience with public libraries, which we lack. Second, many years of resource sharing experience. And of course, deep customer relationships in the market.

**ATG:** As you’ve noted, this deal enables Ex Libris to expand into the public library market. What impact, if any, will it have on Ex Libris’ primary customers, academic libraries? What can we look forward to as a result of this deal?

**JB:** One of the many things I appreciate about Ex Libris is its ability to focus. The company is organized to allow us to execute on multiple initiatives. We are completely committed to our academic customers and to our commitments to them, both individually and as a market.

At the same time, there is a need for a cloud-based public library solution. With Innovative we will have a public library business unit so we can focus on the needs of public libraries without losing our focus on the academic community.

**ATG:** How are the cloud-based needs of the public and academic library different? Is there a Ex Libris game plan for meeting both? Can you share it?

**JB:** The resource management needs of public and academic libraries are really quite different today — more than ever before. (Of course, this is something that we have debated in library automation for a very long time.) While public libraries focus more on community activities and programming, academic libraries increasingly invest in electronic content for the benefit of teaching, learning and research. The structural and functional needs of systems for each type of library is quite different. The common theme is that both types need true SaaS based systems.

We have a plan to build a SaaS solution for public libraries. We have a very strong cloud platform, and we will utilize that for a solution for public libraries, one that is different than Alma, our academic solution.

**ATG:** According to Roger C. Schonfeld of Ithaka S+R, this acquisition will raise concerns about Ex Libris’s increasingly dominant position in the library systems market. Your response?

**JB:** Such concerns are natural, I suppose. But they are not warranted. Ex Libris does not take our customers for granted, and this market is and will remain intensely competitive. We know that we have to offer increasing value realization to our customer. Since the company has now transitioned almost completely to a subscription-based model, we need to continually earn our customers’ loyalty. We face competition from a number of providers including OCLC, Sirsi, and Koha, as well as from EBSCO’s FOLIO which has significant backing from leading academic libraries and is already seeing wins in the marketplace. There are over 4,000 academic libraries in the U.S. and we compete every day to try to win their business.

**ATG:** Schonfeld also points out that the deal enables Ex Libris to add Innovative’s SkyRiver bibliographic utility. This coupled with the recent acquisition of RapidILL, the resources sharing service, puts Ex Libris in direct competition with OCLC. How does this fit into Ex Libris’ overall strategy?

**JB:** OCLC has a special place in the hearts of libraries, especially in the United States. But today’s cloud technology is making it possible to deliver both metadata and resources in new ways. We are still thinking about how to integrate SkyRiver — we already offer our Alma customers bibliographic records through our Community Zone. SkyRiver offers some additional benefits.

Alma, our resource management solution, is based on providing efficiency and productivity through its cloud platform. We can do more of that by bringing resource sharing and interlibrary loan into the Alma workflows through Rapido, our new resource sharing service, which incorporates RapidILL. We are doing the same thing for selection with Rialto, which embeds the selection marketplace into Alma.

**ATG:** We were under the impression that Sky River was primarily a bibliographic utility intended for public libraries. What benefits might it offer to your academic customers?

**JB:** We are not sure yet. But we know that all of our libraries want the best records for eBooks. So we are looking at what Sky River might be able to offer the Alma Community Zone and our other services.

**ATG:** What other strategic initiatives do you see in the offering for Ex Libris? What will the company look like in two years? In five years?

**JB:** Both Ex Libris and ProQuest are evolving quickly into educational technology providers. At Ex Libris, the cloud platform that we originally built for Alma is now truly a higher education platform, supporting multiple solutions. In two years, Ex Libris will be offering a variety of robust solutions to serve higher education and public library needs. We will have brought our new resource sharing solution into production, filled out our vision for research data management and have continued to innovate in resource management and discovery. Mobile will finally come into daily library operations.

In five years, Ex Libris will see more demand for solutions that provide real collaboration. Resource sharing will lead to true shared collections, so we will need to provide solutions for that. The library will be a recognized partner in campus research administration and in providing affordable curriculum support.

**ATG:** This is obviously an exciting but hectic time for both you and Ex Libris. How do you recharge your batteries so you are ready to take on the next challenge? Are there any activities that you particularly enjoy in what little downtime you have?

**JB:** You’re kind. I admit that I have a fondness for flea markets. I am a collector of Harker pottery and Bessie Gutmann prints. I live in the town where I grew up, and I am involved with historic preservation in the community. 🐳
ATG: You were recently named the University of Tennessee’s Macebearer, which is the university’s highest faculty award, celebrating and honoring a distinguished career. As you look back on your achievements, are there particular contributions that make you most proud?

CT: From the beginning of my academic career in the early 1980s I have tried to keep good relationships with the professional communities that employ our graduates (libraries, scholarly publishers, secondary publishers, government agencies, and others) that are responsible for the scholarly communication infrastructure. I listen to their concerns, focus my research on issues that are important to scholarly communication now and in the future, and, in turn, I think these organizations listen to findings from my research. Focusing on how researchers use information in their work has been central in all of this. This commitment to all participants in the scholarly communication ecosystem has driven the accomplishments in research, teaching, and service that I am most proud of.

ATG: And obviously, you haven’t slowed down! What research projects are you currently working on? What other exciting projects are on the horizon?

CT: My view of the information that researchers need to do their work has gradually expanded over the years, from A&I databases, to journal articles and other formal information sources, to less formal sources, to research data. Currently I am finishing up some decade-long research projects on how scientists’ and academic libraries’ practices and perceptions regarding research data have changed over the decade. I am also finishing the latest results that build on the multiple decades long work on the role of research information sources for work-related purposes that Donald W. King and I worked together on for many years. Don died in fall 2019 and I owe him a debt of gratitude for his mentorship and collaboration for so many years.

Upcoming, I would like to continue with some of the work I did with my colleagues at CIBER (UK) a few years ago on how the nature of trust of various types of research information resources may be changing.

ATG: We notice that you frequently work with other researchers. Can you talk about the value of collaboration in your research?

CT: Before I became an academic I started my LIS career working in a consulting company. Collaboration between clients and staff and between staff members with different expertise was essential in juggling a variety of projects and finding the best way to proceed. This means that I got into the collaboration habit early on. Besides the fact that I just like to work with other people, in collaborations each person brings a different perspective and different strength that improves the project as a whole. As an academic I have the opportunity to work with teams of researchers and students from around the world and from many different disciplines. It just makes sense to work with researchers from Finland, for example, when I am studying how Finnish researchers use information, or with librarians when we are studying library research data services, or with engineers when we look at how to improve information instruction for engineering students. I have also been blessed with strong mentors over the years and I try to repay that by serving as a mentor to others.

ATG: How do you and your collaborators decide on your next project?

CT: The fun thing about research is that one answer leads to many more questions and one project often leads to another. Because we look at current practices and future trends, every few years I feel the need to see how things have changed and to see if there are new trends or new behaviors in how researchers use and disseminate information. The world of scholarly publishing has changed in many ways over the four decades I have been doing research (and not changed in many other ways, such as scientists’ motivations for publishing), so there is always something new to look at or old issues to revisit. The number of assistants I employ depends on the scope of the project (national or international, for example, or short-term or long-term) and the funding available. I try to always have one funded research assistant who works with me on multiple projects and then we hire others for specific projects as funding allows. Several years ago, Don King and I established the Tenopir-King Research Excellence Fund in the UT Center for Information and Communication Studies. I want to thank those organizations and individuals who have helped this fund grow so I can employ a research assistant, typically a recent graduate from the School of Information Sciences who is interested in getting experience in research activities.

ATG: More broadly, we wonder where you see the future of library research going? Are there specific issues that you see as most critical and worthy of exploration?

CT: The research that I am most interested in that is relevant to libraries and librarians often involves the motivations and behaviors of the people who use information products and services, as well as the value and role of the library now and into the future. This means not only measuring behaviors now, but also figuring out ways to anticipate changes in the future based on technological and societal changes. Libraries and publishers

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have to anticipate needs and test services or products that may meet those needs. With the pace of technological change now, that means research is a constant need, not a one-time project. Although there are studies on the topic, we still need more and larger-scale research on the role of specific functions of the library in student and faculty success and what services libraries are missing that may help more in the future. The same goes for research relevant to publishing.

**ATG:** How can library researchers like yourself help the profession come to terms with the transitional and disruptive changes that seem to be all around us?

**CT:** In the 1990s, librarian colleagues and I did a series of studies of how reference librarians dealt with change (leading up to the new millennium). We found a lot of stress over change expressed in the early years of the decade, but by the end of the 1990s that stress was often replaced with excitement and the attitude that change is a part of the job. Part of that change no doubt had to do with the fact that those who were most stressed retired before 1999 (!), but it also was a realization by those who stayed in the job or were new to it that disruptive changes are an opportunity for the library to try new things. Librarians have to always be on the look-out for potential ways to change services and products to better serve their users, whether that is new technology or new possibilities for collaboration with other groups. I think research can help librarians realize that it is better to lead information services changes throughout their organizations than to work at merely justifying or maintaining the status quo.

**ATG:** As far as library education goes, what modifications, if any, has the University of Tennessee's iSchool made in coursework and teaching to adjust to these transitional and disruptive changes? Are other iSchools making similar modifications?

**CT:** Almost every iSchool has changed curriculum and teaching methods to adapt to change. It starts with changes in the realities of our master’s students — most schools now offer either synchronous or asynchronous online options for students in addition to face-to-face so students don’t have to relocate and can work full or part time while getting their degrees. For coursework, it is a continual process of updating course content and adding new courses or special topics. The need to update isn’t new (technology in LIS programs before typewriters included handwriting in “the library hand”), but the pace has accelerated. Students say they value skills that will help them get a job — good curriculum must balance these skills with foundational knowledge, contemporary issues, and ethics. New content reflects both societal issues (for example, homelessness and the public library), as well as technological changes (for example, data visualization and analytics) or both (for example, impacts of social media).

Another change is the need to cover too much content in a reasonable time if we try to educate library generalists. More focus on specialization is inevitable with technological and societal disruptions. At the University of Tennessee we just changed our three required courses (Information Concepts and Foundations, Information Organization and Retrieval, Information Technology Foundations) to better reflect the issues, technology, and needs of all students, while offering additional differentiated pathways so students can specialize in a particular area. These are as diverse as user experience, youth services, data curation, science information, digital collections, academic libraries, public libraries, assessment, and others.

**ATG:** Can you give us a sense of University of Tennessee iSchools student body? How many students are enrolled — are they online or in person? How many international students? And what are their nationalities, primarily? Is this a growth area?

**CT:** The UT iSchool’s master’s degree program has about 280 students, who are studying for careers in all types of libraries and other information-intensive environments. About 2/3 of our master’s students are distance education students from Tennessee and around the U.S. The master’s degree program has been growing over the past decade. Our d.e. classes are synchronous online, so they meet each other in class. Our PhD students are from a variety of countries and regions, including Asia, the Middle East, and the U.S. Students in our Bachelor’s degree program are all on-campus students, although some of the classes are online.

**ATG:** When you look into your crystal ball, what do you see iSchools looking like in five to ten years? What type of professional training will they be providing? Will the MLS still be relevant?

**CT:** Like many before us, at UT we now offer a Bachelor’s degree in addition to our Master’s degree. The MSIS (MLS) degree is still the first professional degree for librarians and for management positions, but the Bachelor’s of Science degree fills a need for entry level information technology and information design positions outside libraries. So my crystal ball tells me that iSchools will have a wider diversity of students going into a more diverse range of jobs.

**ATG:** We weren’t aware that the iSchool had expanded into undergraduate programming that significantly. Can you tell us more about how that works at the University of Tennessee? What type entry level positions are students getting with these degrees? What has been the response in terms of student interest?

**CT:** Our master’s degree students go into positions in libraries and in management level positions in information areas in other types of organizations. Placement rates are quite robust. The job market goals for undergraduates are different. Our bachelor’s degree has two initial concentrations — a User Experience Design (UXD) concentration and a Data, Information Management, and Analytics (DIM) concentration. BSIS students can also select a General concentration, which is a customized course plan not in either of the concentrations. We did an extensive jobs analysis before launching the degree this year. To quote our website, “There are a wide variety of jobs that can be pursued with the degree, which include UX Designer/Researcher, Data Analyst/Scientist, Metadata Specialist, IT Analyst, Information Manager, Web Content Analyst, and more!” Information science is a broad field which can be taken in a variety of directions and settings; often the only limit is your imagination and willingness to try out a new role.”

We are currently hiring three faculty positions to teach primarily in the undergraduate degree program (although our existing faculty of 13 and doctoral students also teach some in the UG program) so we did a “soft launch” until faculty are in place. Still, with little advertising we have 20 majors and over 700 students in our various UG courses.

**ATG:** As you think about academic libraries, where do you see them fitting in the future of higher education? Do you think libraries and librarians will have a significant role as you see things evolving? If so, what does that role look like?

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*Interview — Carol Tenopir from page 50*
Interview — Carol Tenopir
from page 51

What changes will be required of libraries and librarians?

CT: Libraries and librarians that actively seek and take a visible leadership role will have a significant role, but those that remain quiet, invisible, or siloed run the risk of being made obsolete. Research data services and evaluation/assessment are two examples of areas where the institution has a need and the library can play important roles in leading or fulfilling those needs.

ATG: Carol, given your highly active research and teaching schedule, making time for fun and relaxation strikes us as being necessary to keep your batteries re-charged. Are there specific activities that you enjoy when not focused on research and teaching?

CT: Does it sound like a cliché if I say I like to read?! I read widely but am particularly interested in arctic and Antarctic exploration (and have quite a collection of books from and about the golden age of Antarctic exploration), mysteries, and classic fiction. I travel a lot for work and always try to do one interesting thing on each trip in addition to work, like an extended walk or a concert or a visit to a cultural attraction. I like to explore the countryside and cities on foot and spend lots of time walking in such diverse locales as my family’s home in the rural foothills of California or my adopted home of the city of Helsinki.

ATG: Thank you so much for taking time to talk to us. We really appreciate you sharing your perspectives on these key issues.

The Scholarly Publishing Scene — Two and a Half Cheers for A&I Services

Column Editor: Myer Kutz (President, Myer Kutz Associates, Inc.)

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I suppose it was because I came out of book publishing (I’d been an author of an engineering book, a book about the Rockefeller family, and half a dozen paperbacks, including novels and quickie biographies, as well as an acquisitions editor for monographs in mechanical engineering and related fields) that it wasn’t natural and thus slow for me to develop a real appreciation for the usefulness, if not majesty, of abstract and indexing (A&I) services. Oh sure, I’d used The Reader’s Guide to Periodical Literature now and then. Did I thumb through print volumes of Engineering Index in the old Engineering Societies Library in New York after I moved to Manhattan in the late 1960s? That I might have done so does ring a bell, but its sound is very faint.

In any case, shortly after I established an electronic publishing division at Wiley in the early 1980s and we were approached by the business people at the Harvard Business Review (HBR) to put their bibliographic information online, I agreed to do so if we could pair it up with full text of the articles. I believed that the bibliographic information wasn’t enough to attract users. We couldn’t put any illustrations online, as I remember, but we got enough usage overall to exceed the $75,000 annual revenue guarantee that I’d given HBR.

When it came to Wiley’s own journals, there was great consternation that if I put full text online, I would cannibalize revenues. How quaint such an attitude seems now. As it happened, there were no composition tapes for the journals, so any loss-of-revenue fears were moot. But there were composition tapes at Mack Printing Company for the 26-volume Kirk-Othmer Encyclopedia of Chemical Technology. It was a heavyweight product, but I was permitted to put full text online anyway.

Bibliographic Retrieval Services (BRS) had the technical chops to mount the full text, including chemical formulae, etc. (before Chemical Abstracts had the technology), so we could just go ahead. I gave a talk once in which I said that putting Kirk-Othmer online was as much a market research project as a effort to make money, and I can remember Bill Marovitz, the BRS honcho, sitting in the back of the room smiling and nodding. In the end, of course, I didn’t lay a glove on Kirk-Othmer’s revenue stream. It was too early, and besides, librarians were complaining of “false drops,” which must have depressed usage.

Diane Hoffman was one of the people I met at BRS at this time. Trained as a librarian, she’d worked at the Institute for Scientific Information (ISI), Gene Garfield’s indexing company. I don’t think it’s an exaggeration to say that Diane reveres him. “He’s the most fascinating person I ever worked with,” she said during a recent telephone conversation. “He used to think, what else can we do with this data? What does our database teach about science?”

Diane and I kept in touch after I moved on at Wiley to run all of the scientific and technical publishing. We began working together again when she was vice-president of marketing and distribution at BIOSIS and I’d left Wiley and was working as an independent consultant. (She was VP there from 1992 to 1998 and an independent contractor in 1999. In addition to BRS and BIOSIS, her long and what she calls “chequered” career creating and marketing information products to life science researchers and librarians includes stints at ProQuest and Cambridge Scientific Abstracts. Her retirement activities include a bit of gardening, birding, museum-going, and reading. We’ve been friends all the while.)

BIOSIS started in 1926 as Biological Abstracts. (There are two published histories, one covering the first 50 years, another the first 75.) It partnered with life science researchers; it was sold by teaching biology students and faculty how to use the volumes, which came out every two weeks. Biological Abstracts was divided into subject areas, so faculty could visit their library every two weeks to quickly catch up on what was being published of immediate interest to them. Biological Abstracts actually started out writing abstracts, but eventually took abstracts that journal articles made available. BIOSIS continued on page 53
staff continued to do the indexing by hand. It was very expensive, but the product was authoritative.

In the nineties, BIOSIS was one of the most important A&I services. Chemical Abstracts, Engineering Index (Compendex), Psych Abstracts, the Reader’s Guide, and the Derwent patent database were some of the others. Libraries paid the bills for these services, which they always had done, and Diane’s predecessor, Art Elias, focused marketing more on librarians than researchers. That, together with the name change from Biological Abstracts to BIOSIS, caused some loss of recognition among researchers.

By now, of course, younger researchers wanted everything digital. Engineering Index and Chemical Abstracts, for example, went digital in the mid-1990s. Diane thought that BIOSIS’ missed opportunity was to not build an online service that combined A&I with other tools, such as notebooks, methods, etc. Trouble was, BIOSIS didn’t know how to even create an electronic database of its own legacy materials. I worked with Diane on a potential new product — a database associated with methods used in life science laboratories. The idea was to cull lists of researchers who used particular methods. An objective of this service was to enable researchers to see how a method was adapted by someone else to perform another experiment in the most effective way. Unfortunately, when Thomson bought BIOSIS, it had little interest in this intriguing product.

BIOSIS Previews, which combines Biological Abstracts — it covers some 5,000 journals — with Biological Abstracts/Reports, Reviews, Meetings (BA/RRM), is now part of something called Clarivate Analytics Web of Science. At the end of my long conversation with Diane, we wondered who uses BIOSIS, it had little interest in this intriguing product.

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A couple of days later she took ownership of the doubts — I’ll give her the last word — and sent me this email: “HA! Now that you have got me thinking again, I followed up on my own question, are A&I services relevant in the age of full text access and Google. Well, that is a simple statement given I did not state relevant to whom and for what. But it appears that they ARE relevant to researchers for validating the value of journals in which they publish, especially when they are up for tenure. Who knew?”

“Librarians still value them for things like ‘undiscovered drugs,’ species information (some species have only been reported when first seen in, for example, 1973), older materials of relevance, etc. HOWEVER, new things do not appear in the A&I scientific databases because the time to publish new findings is so long, and then you can add on an additional 6-8 months to appear in an A&I service. So sometimes newspapers and conference proceedings are a better way to find new research than retrospective databases.”
Little Red Herrings — Some Friends I Have Known

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

It didn’t start out in any intentional way. In fact, it was entirely unintentional and unintended. Some forty years ago as I sat in a class about academic Friends of the Library (FoL) programs, I made a written vow I’d never get involved. As the professor went on about FoLs and how they worked and why every librarian should be interested, I, between notes, and so much smarter, of course, wrote in my crabbed griffonage, “Never bother with anything like this.”

I wrote that with all the careful sincerity of any twenty-something. I was more high-minded, more certain that I could convince any overlord I might have to answer to why libraries are important, and why he or she would need to fund my enterprise the way I thought it should be. Oh, the certitudes of youth!

By now you’ve guessed that I held firm to this vow until I got my first job and you’d be exactly right. Like a virgin on her wedding night (I assume the simile still has meaning somewhere in our sexual revolution), I gave it up only when the inevitable proved unavoidable. My first real job, after a couple of fits and starts in various short-term library occupations, was a very small liberal arts college in the mountains of a southern state.

Small really doesn’t do it justice. Through some whirlash of misfortune, this college had about 300 full-time students and a budget to match. It had just come off a near-death experience and was on a very rocky road to recovery. Even its most loyal hangers-on were not at all sure it should survive under new management that the old guard didn’t exactly trust. It did survive, but only barely. After a year or so of trying to fund everything that I thought should be, I admitted defeat and began my first Friends of the Library program in earnest.

I still held to the high-minded notion that this program could be literary in nature, and so I thought I would write some well-known authors (oh, the hubris of youth!). It happened that I learned about that same time that a very well-known and highly celebrated author had a connection with one of our students, so I wrote him, fairly certain I could not afford him, could not get him to come, and would likely never hear back from him.

Imagine my surprise when Alex Haley (yes, of Roots fame — millennials will need to Google that name) agreed. I planned an event that spread over two days and brought hundreds of people to the campus.

Thus began a six year reign of increasingly popular programs and led to a considerable financial claim on that library’s future. It wasn’t all a bed of roses, or, rather it was, but with many thorns. Consider but one example, the first bloom, as it were.

Haley was a great guest, though on the Saturday I picked him up, my career nearly ended before it began. Here’s why.

Mr. Haley did not want to fly into our very small airport, so I had to drive over one hundred miles away to pick him up at a much larger one. His flight was due at about 6 p.m. that Saturday evening, coming from Ghana where he had been the last couple of weeks. My longsuffering wife and I drove to get him. When his plane landed, I waited expectantly as some 200 passengers deplanted. No Mr. Haley. This was before cellphones, so I had no choice but to wait the next flight in. That flight arrived just before 9 p.m. and I waited, less upbeat but prayerful. Again, no Mr. Haley.

The next flight, arriving in about 10:30 p.m., had to be the one since there wasn’t another until the next day. I was sweating bullets by this time, thinking about all the people who were counting on this event. I was only a few years into my stint at this college, so things were looking a bit grim.

Not only was this the last flight, we still had that 100+ mile drive back, and the festivities, so to say, began at 7:30 a.m. the next morning at breakfast with students. I was in a panic when the last passenger got off the plane, followed about five minutes later by the crew and the pilots. I turned to my wife and said something like, “Just shoot me,” when her eyes didn’t exactly brighten, but surely saw something.

I turned and there was our guest … in a wheelchair. As it turns out, Mr. Haley’s last day on a beach in Ghana included a nice stroll at dawn. An odd looking fish, or so he said, had washed ashore and he went over to examine it. The seemingly dead fish stung him on his foot. It didn’t seem serious until he made the 12-hour flight back to the states. His foot was the size of a basketball, and he could put no weight on it.

This inauspicious beginning did turn out well. Before we left, I called the ER back home and got a physician who could meet Mr. Haley and treat his foot. To his credit, Mr. Haley made all our events. When he got on the plane the following Monday, I breathed a sigh of relief and thought I had dodged a bullet. Dodged, that is, until I returned home and had many well-wishers wanting to know what I would be doing for an encore the next year.

An encore was the last thing on my mind. As it turned out, we had a pretty good run. The next year I had famed Watergate plumber, John Ehrlichman, whose book (Witness to Power) and a slight change of heart, had just appeared. He was followed by Templeton Award winner Michael Novak, Kathryn Koob, whose book Guest of the Revolution appeared, was our author the year following. Our fourth year we snagged the great children’s writer Madeline L’Engle (A Wrinkle in Time). Our event included children who had read her stories and drew posters that she judged. Of course, we had many parents in attendance. The biggest coup occurred a year later when by some strange and providential fortune, the conservative pundit William F. Buckley Jr. agreed to come at the height of his popularity. We not only had those who loved him, but those who loved to hate him. That one night alone we grossed over $60,000 at a school of by then 450 students.

Arthur Schlesinger Jr. followed him the next year, and then I resigned, not only to go back and get a doctorate — what I felt at the time was the union card for academic settings — but also to get away from this albatross. I did not get back to Friends dinner until later in the 2000s. This past year we had the famed chef, Vivian Howard and her award-winning book, Deep Run Roots. While catering prices have just about made such events impossible to make any serious money, we did have a huge crowd and garnered strong publicity for the university.

Are there any lessons here? The most obvious one is never say never. Perhaps the next lesson is don’t say you can’t until, well, you can’t. I cannot say that author events still work today as well as they did in the eighties, but something like it must. It has to. I am in my last semester as dean, retiring in June, and my budget this year was constrained more than it ever has been in the other nineteen years here, and this during a white-hot economy such as the U.S. has never seen. Unless one is content to struggle through tight budgets, an enterprising dean will have to come up with another idea to supplement this budget, or

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<http://www.against-the-grain.com>
The idea of spending the better part of an evening with friends immersed in an interactive system of interlocking puzzles and strategy, while mutually maneuvering through a narrative, and competing against the crafty machinations of other minds envelopes me in warm fuzzies. The skill, the scheming, the tactics, the decisions and the marvel of it all — I simply love to play board games. Oh, the humanity!

The one thing I love more than playing games is tinkering with them. I spend a significant amount of my free time (and probably a great deal of other time that should be productive or actually free) designing games. To be honest, most of the time is spent examining someone else’s game design or turning a situation or subject into a game. I see a game in almost every situation and a game as a creative way to discover solutions.

William Shakespeare said, “all the world’s a stage, and all the men and women merely players.” Well, I think Bill got it half right. “We are all players to be sure. But, we are not just on a stage. We are up there right. We are all players to be sure. But, merely players.” Well, I think

As Geoff thundered on, I was furiously scratching notes into my spiral notebook (because analog is invigorating). My game-obsessed mind whirred into action with each point Geoff made that induced an interested twist of a student’s head. Indeed, Geoff’s every narrative pivot that coincided with a positive student reaction got my ink’s attention. Profoundly engaged with the session. This is rare. But, unfortunately, the converse “class from hell” is far too common, responding with only dead silence and blank stares.

The fault could be in the students (8am class), or the instructor (8am class), or the material (BI session) or some combination thereof. Can anything possibly overcome this? Perhaps a bit of judiciously applied interactivity?

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Reported by **Audrey Powers** (University of South Florida) <apowers52@gmail.com>

This very well organized panel presentation included **Duhaime** (Digital Humanities Software Developer, Yale University), **Dr. Morgan** (Head of Digital Scholarship and Publishing Services, University of Delaware), and **Cormier** (Director, Digital Scholarship and Humanities, Gale, a Cengage Company). Moderated by **Lisa Peet** (Library Journal), the panel discussed “the library’s influential role in driving digital humanities capabilities, the use and impact of digital humanities at colleges and universities, overcoming barriers and looking ahead to the future of digital humanities.”

Information regarding the importance of digital humanities in academia and the library’s significance in moving digital humanities forward on campus was emphasized. A recent research study including the results of a survey that was disseminated to academic libraries worldwide and the resultant white paper, *Digital Humanities in Action*, was distributed and discussed. The white paper succinctly lays out the survey results in a graphically appealing manner with key points enumerated. Throughout the panel presentation digital humanities projects in academic institutions were mentioned, along with the use and availability of free software.

**PRECONFERENCES**

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Hacking for Good: How libraries can ‘hack’ their systems and organizations to align with future outcomes and solve the problems that truly matter — Presented by Alex Humphreys (JSTOR Labs), Curtis Michelson (Minds Alert, LLC), Caroline Muglia (University of Southern California), Heather Staines (MIT Knowledge Futures Group), Geoff Timms (College of Charleston) — https://sched.co/Qg0K

Note: This was a preconference session for which registration was required.

Reported by Lynnee Argabright (University of North Carolina at Chapel Hill School of Information and Library Science) <lyneeargabright@gmail.com>

This three-hour preconference successfully unpacked our library problems and set us up for achieving success by getting ourselves out of our way. Led by, primarily, Humphreys and Michelson, attendees were taught various exercises to work through the stages of problem solving. The speakers broke the room into two teams — the “Walruses” and the “Carpenters” — who then practiced a series of recommended exercises to solve an interesting problem. One especially neat takeaway was a method called “dot-voting” that was used for selecting from a list fairly. Attendees found with surprise that these exercises worked most effectively when with others uninvolved in the problem, and when all dumb ideas were perceived as good ideas. As Muglia assured us, having recently managed a successful “hack” at her library, we can all be hackers; as an example, having a goal in mind and working backwards can help break down the steps and the feasibility.

Only seven attendees signed up, which was likely due to the extra registration cost rather than a lack of interest. The engagement, energy, and ideas generated suggested that the session could easily have lasted all day.

(The session’s slides and a link to a previous webinar can be found in Sched.)

**Endnotes**

1. My editors want you to know that I am not completely daft (only partially). Yes, I know Americans talk “English.” But, is this phrase not cute? OK, don’t answer that.


3. Ludology is the study of games, the act of playing them, and the players and culture surrounding them. I don’t know if the adjective “ludological” actually exists or if it has ever been used in human history.

4. These are the actual transcribed scribblings that I frantically wrote down in Geoff’s session. Only writing in italics is not my strong suit. So, I put those in later for effect.
Optimizing Library Services — Turbulent Times in Content Development: Remaining Efficacious Among Reorganizations, Fires, and the Serials Crisis

by Prof. Casey D. Hoeve (Associate Professor, Head of Content & Collections, University of Nebraska-Lincoln, and formerly Content Development Librarian for Arts, Architecture, & the Humanities, Kansas State University) <achoever@unl.edu>

Column Editors: Ms. Brittany Haynes (Editorial Assistant, IGI Global) <bhaynes@igi-global.com>

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A ll too often, the internal organization of collection development departments are ignored. Perhaps inadvertently, more pressing issues of budgets, resource renewals, and vendor negotiations divert our attention: yet at the same time, the completion of these initiatives require capable and efficient faculty and staff.

Burnout, now classified by the World Health Organization as a “syndrome conceptualized resulting from chronic workplace stress that has not been successfully managed,” (WHO, 2019) is appropriate to juxtapose against the organization of collection development departments. As self-care is vital to our health, the same question of vitality should be applied in collection development departments — an investigation of the value and lifecycle of organizational structures presently in place.

At Kansas State University (K-State) Libraries, external and internal department stressors bear considerable importance and examination. Since 2010, these libraries have experienced over a million dollars in budget reductions due to defunding of higher education by the state. In addition, the Libraries have also witnessed a decrease of over 35 faculty and staff positions combined as a result of attrition.

Withstanding these setbacks, K-State Libraries have managed to shift content (collection) development and acquisitions departments to adjust to these challenges, absorbing the departments into existing organizational structures to collaborate in innovative ways to manage essential functions. By employing practices of flexibility, collaboration, and patient execution, content development librarians were able to come full circle through multiple reorganizations and emerge as a new department with administration support. This has minimized burnout and empowered the content development group to find help from unexpected places within the Libraries.

K-State Libraries’ narrative affirms Aladebumoye’s (2016) experience with collection development organization, in which retirements and position changes can cause chaotic conditions within a library but also the opportunity for transitions and rethinking strategy. In spring 2017, the Associate Dean for Content Development Management and Scholarly Communications retired. After a failed search, another setback occurred, when the department head for Content Development & Acquisitions resigned to accept another job opportunity.

With a reduced budget and fewer faculty and staff available (Sowell, 2014), it was decided by K-State Libraries administration that an interim head of Content Development & Acquisitions would not be named. In lieu of that position, an acting head of Content Development & Acquisitions was briefly installed until a reorganized department structure could be established.

Astutely pointed out by Fisher (2001), libraries are still attempting to effectively position collection development within libraries. Under K-State’s past organizational model (Hoeve et. al, 2014), content development, acquisitions, and interlibrary loan were included as one department, similar to structures outlined by Sohn (1987) and Bryant (1987). Meeting with K-State Libraries administration, it was decided that Content Development would be absorbed in the Academic Services (subject specialists) Department, and acquisitions would be transferred to Metadata, Preservation, and Digital Initiatives. Interlibrary Loan agreed to join User Services. The process was to be implemented for six months and then revisited for assessment and potential continuation. It was implicitly understood that an Associate Dean would be hired before any major collection development organizational changes would occur.

Under the newly restructured departments, Content Development & Acquisitions remained in the same working area. It was deemed critical that these units remain in close proximity to continue interacting on projects, particularly major database and journal cancellation reviews. Reflecting upon this arrangement, content development librarians learned how to serve as a bridge between public (Academic Services) and technical services (Acquisitions) sides of the Libraries.

The Academic Services Department supports three teams. (1) Arts, Humanities & Design, (2) Social Sciences, and (3) Sciences, with each having a team supervisor. Content Development was designated as a fourth team, but decided to take a more egalitarian approach, reporting to the department head, rather than having a team lead.

After six months of working in the Academic Services Department, Libraries administration and the College Committee on Planning (CCOP) met to approve the creation of a Content Development Department, consisting of three content development librarians and a department head. This was also approved by the University Provost, but no official date of implementation was defined.

Two major events then proceeded that vastly reshaped the Libraries. The head of Academic

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Services resigned to accept a new position at another library, and on May 22, 2018, in a catastrophic accident, Hale Library caught fire, being deemed a total loss.

In the wake of having an interim of Academic Services and an uninhabitable library, the Libraries physically (but not organizationally) separated content development from subject specialists, housing teams where space could be found. During this period, major journal package and database cancellation projects occurred at this juncture. Content development librarians were partnered with subject specialists, maximizing both outreach and collection development activities, sharing in responsibilities to support the project (Bryant, 1987). The group used a combination of in-person meetings, teleconferencing through Zoom, and GoogleDocs to collaborate in a dispersed environment, “developing bridges to other teams in the organization” (Zhu, 2011). As meeting space and parking became an issue when school started, remote technologies became the primary method of completing tasks and meetings.

Even with the tentative, yet generally stable organizational structure in place, there were still essential positions missing to assist in content development tasks, particularly journal cancellations to balance the budget. A lack of collection development support is historically framed by Kroll (1985), observing that “not only must the staff-versus-collection-budget question be settled, all too often in terms of where to cut rather than where to add, but also the distribution of the change must be determined.” Screening the Libraries’ landscape, the dilemma was temporarily subverted by using students from the reference desk to help with populating spreadsheets. Special collections also lent their staff with a lessened workload due to the fire to help with gathering usage statistics.

Another attempt at attaining a team lead for content development failed in July 2018, with content development librarians choosing to advocate for a Content Development Department. The former head of Academic Services reversed their decision and returned to K-State, providing enough faculty for content development to emerge as a separate department. The interim head of Academic Services was then designated as acting head of Content Development, officially becoming the Head of Content Development in the fall of 2018.

In March 2019, K-State Libraries hired an Associate Dean of Collections, Discovery, & Information Technology Services. As content development is returning to a more stabilized unit with increasing numbers of staff and administrative support, the department is still making use of student help and underutilized staff from metadata, special collections, and the Libraries annex to assist with tasks.

Throughout the process, the Libraries experienced several organizational shifts, and managed to complete core functions, including substantial cancellation projects. Internally evaluating the process illustrated the benefits and disadvantages of rapid change and reorganization.

One such advantage was creating open communication channels between multiple departments. Traditional siloes were broken down, as the Academic Services Department met at least once a week, with equal time devoted to collections and public service. Specialized topic meetings were interspersed as needed, providing regular updates to inform both groups of progress and upcoming initiatives.

In addition, team leads met once a week to discuss strategic directions for the department. Content development elected a rotating representative to serve as a quasi-team lead for meetings. Since the content development librarians had worked with one another for more than seven years, this provided an opportunity to make group decisions and create more flexibility in leadership during rapid change.

The reorganization model also allowed content development librarians to increase their presence in the subject team meetings in the Academic Services Department. This option empowered subject teams to closely collaborate on relevant resource reviews and optimally support these areas. The transparent communications resulting from this model synchronized information sharing to successfully complete large journal package reviews and cancellations.

Most importantly, reorganization yielded opportunities to evaluate the Libraries for ancillary support. Reaching out to multiple department heads, individuals were identified who were willing to support content development. Content development’s fluidity to shift between various management styles and engage with a broader range of departments produced conclusions regarding effective and ineffective practices to successfully complete projects and core functions.

Conversely, continual reorganization resulted in several negative effects. Supervisors in the Academic Services Department had minimal to no collection development experience. Content development librarians had to provide instruction on practical aspects and management of collections projects. In many instances, content development librarians did not have enough administration support, as supervisors relied upon them to make the decisions. The Academic Services Department also increased in size, reducing the amount of support department heads could allocate to each team.

Regardless of the reorganization changes, content development remained understaffed with less oversight. While able to secure roaming faculty and students orphaned by the fire, training was still required, temporarily reducing the amount of time that could be spent on projects. Meetings to surmount staffing shortages opened up new lines of communication; however, meeting overload became increasingly apparent and problematic. For the sake of time, not all topics could be covered in enough detail. This issue was alleviated as Content Development became a department and could divest themselves from attending most Academic Services Department meetings. The lack of a team lead for Content Development did result in some complications. Although it was preferred that department decisions remain egalitarian, with less supervisory oversight, it was more difficult to allocate projects, fully communicate project completion status, and uphold accountability.

Organizationally, the expectation of an established Content Development Department was prolonged. The search for an associate dean failed once, and a search for a Content Development team lead failed twice. While the new Content Development Department was approved by CCOP, the Dean, and the Provost, Libraries administration was insistent that the department would not be created until an associate dean was hired. However, the return of the former head of Academic Services finally paved the way for hiring a head of Content Development and approving a separate Content Development Department. This fortuitous circumstance provided supervisory support, organization, and authority to make decisions on specialized collections projects.

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Through the process of multiple reorganizations, supervisors, a library fire, and major serials cancellation projects, the Content Development unit was able to remain functional during capricious conditions. Rather than dwelling on calamity, internal analyses of multiple, experimental organizational structures empowered the Libraries to identify opportunities, both beneficial and adverse. By embracing practices of flexibility, collaboration, and communication, patient execution was employed until content development librarians were able to come full circle into a new department with supervisory support. By breaking out of the traditional mold, libraries can survive the turbulent times and avoid burnout with efficacious services and outcomes.

Works Cited


Recommended Readings


Column Editor’s End Note: As librarians are facing limited time, funds, and resources needed to conduct their daily tasks when catastrophes occur, they are often thrust into an emergency management position and left to rebuild/reorganize their services. IGI Global actively publishes the latest information in library and information science in order to better serve libraries in emergency management situations including strategies to deal with natural disasters, campus conflict and violence, community crises, and more. Learn more about the research surrounding the topics in this article by viewing IGI Global’s Newsroom article “How Does a Library Recover From a Disaster?” at bit.ly/2RczXaK or by watching IGI Global’s webinar, “How Are Libraries Evolving into Emergency Management Centers?,” hosted by Mr. Michael Mabe, the Executive Director of the Chesterfield County Public Library in Chesterfield County, VA at bit.ly/2sKT7uZ.
On the occasion of my acquisition of the crowning jewel in my Christopher Morley Collection, a first edition of Parnassus on Wheels, I emailed Brainerd F. Phillipson, the bookseller who had furnished my new treasure. Upon shipment, he had thoughtfully informed me when to expect the book and explicitly told me how it was wrapped to avoid damage. I wrote to him in response, telling him that the book had arrived in perfect condition and I signed for it a day earlier than predicted.

My reply, meant to show appreciation for what for me was more than a mere business transaction — trading money for something of value — contained several references to booksellers I have known, both real and fictional, men who depend on readers for a living — courageous or foolhardy? — and who are readers themselves and also scholars in the best sense of the word. The best of them are also what libraries used to call reader’s advisors and perhaps still do in the more enlightened sanctuaries.

Christopher Morley (1890-1957) was a writer (poetry, essays, fiction) who could slip the words “hebdomadal” and “sanhedrin” into a sentence without it seeming the least bit affected or pretentious, but still making the reader reach for an unabridged dictionary. I don’t collect Morley because of his extensive vocabulary (possibly enriched during his years at Oxford as a Rhodes Scholar) but because I feel a strong connection to him — his humanity and his love of literature and of all things Books — writers, publishers, publisher’s reps, booksellers, librarians, and readers.

The book that first endeared me to Morley is Parnassus on Wheels, published in 1917, about an itinerant bookseller, Roger Mifflin, working from a horse-drawn wagonful of books that he deemed worthy of sale. He would frequent rural areas bereft of bookstores and libraries. He would engage his customers in conversation, recommend books to them, and on occasion refuse to sell a book before its time. “Last time I was there [a farm] he wanted some Shakespeare, but I wouldn’t give it to him. I didn’t think he was up to it yet.”

Roger Mifflin’s philosophy was simple: “…when you sell a man a book you don’t sell him just twelve ounces of paper and ink and glue — you sell him a whole new life.”

In 1919, Morley wrote a sequel called The Haunted Bookshop, that Roger Mifflin established in Brooklyn to better accommodate his marriage and increasing age. “The Haunted Bookshop was a delightful place, especially of an evening, when its drowsy alcoves were kindled with the brightness of lamps shining on rows of volumes.”

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Against the Grain / February 2020

against the grain

wife is calling him upstairs to supper:

...a crumb of wisdom — not mine, alas!

I am proud of my trade of bookselling.

It is enchanting.

It is romantic.

It is as wonderful as the world and as illimitable as the universe.

It makes lovely women lovlier.

It makes the commonest victuals the very food of the gods.

It is a high calling.

On the very next page, our anonymous bookseller recounts how a man comes in wanting a book of poetry, something for a girl. After a brief exchange, the bookseller intuits that the father is now without a wife and the book is for his daughter. A complete edition of Masefield is suggested and the customer is asked to read “Beauty.” After reading the poem and scanning a few others, the father buys the book and the bookseller then questions whether he sold him the right book. Why not the Oxford Book of English Verse or the Book of Victorian Verse?

Yes, the responsibilities of bookselling are immense and, thanks to www.abe.com, I have been introduced to thoughtful booksellers around the globe. Most enclose some kind of business card and a German bookseller sent me several brochures about “Deutschlands Buchdörfer,” Germany’s book villages. One even called to tell me that the book I thought I had ordered was no longer available but we talked about Steinbeck, his specialty, and as a result, I bought other things from him and he even threw in a lagniappe with one of my orders.

Let’s hope that most booksellers we know are making enough to pay their rent, buy additional stock, and have enough disposable income to feed and clothe themselves so that they can continue their high calling — to sell us a whole new life.

There is one more fictional bookseller I would like to introduce. We never learn his name but we do learn more about him than we do about Roger Mifflin or old Mr. Grober. The book is The Private Papers of a Bankrupt Bookseller by Anonymous [William Young Darling], 1931.

I am sorry for my neighbor, the draper. His trade is a disenchanting one. He cannot feel romantic about women. He only sees them, at worst, as creatures seeking to adorn themselves...

I am sorry for my friend the butcher. His trade is a disenchanting one... He only sees mankind as a mob of perambulating bellies needing to be filled.

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It is romantic.

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Farther on is a description of the Corn Cob Club, a group of booksellers who meet irregularly in back of the Haunted Bookshop to talk about books, literature, the nature of their business, and anything else that came to mind.

This is a romantic, idealized notion of a bookshop and even quaintier now than when the typical bookshop owner does not live on the premises. The only exception that I know of is the Abbey Road Bookshop in Knaresborough, North Yorkshire, England. It was closed when I peered through its front door but I espied someone in the back preparing what I took to be, given the hour, breakfast.

Equally quaint is the notion of an area adjacent to the rows of volumes for sale in which a small coterie of booksellers can gather and talk about books, the philosophy of bookselling, whether a silent film (Tarzan of the Jungle, a newly released silent film, 1919) and the book it was based on was morally and aesthetically inferior to Kipling’s The Jungle Book. Kipling had, of course, won the Nobel Prize for Literature in 1907 but Edgar Rice Burroughs outsold him by millions, the very crux of the issue that was debated in that cozy corner of the Haunted Bookshop fueled by chocolate cake and a barrel of cider.

Another fictional bookseller I am fond of is Mr. Brober, a seller of books and dispenser of wisdom in William McFee’s Casuals of the Sea: The Voyage of a Soul (1916). In the novel, a young man, Hannibal Goodrich, wants to go to sea, an especially treacherous vocation that meant months and sometimes years away from home. Hannibal’s mother doesn’t want to lose him and Hannibal can’t afford to buy a position, even as a cabin boy. He settles, instead, for an offer from a cousin to run her newly inherited tobacconist shop. He settles in and discovers that he has time on his hands during morning hours and despair of newspapers because all they contain are advertisements. His cousin suggests, “Well, why not get a book out of the lib’ry?” “Well, there’s an ol’bookshop in Aldgit I pass every morning. There’s all sorts in the tuppeny box, I’ll ‘ave a look at ‘em.” “You don’t want to buy books!” “Buying a book is with them [the Brown family] a sign of an unhinged mind.”

Our hero ignores his cousin and stops by the shop and meets Mr. Grober who asks him “What sort of books do you require?” Hannibal then replies, “Something about the sea. I s’pose you ’aven’t anything like that — cheap?” And “That was the beginning of Hannibal’s induction to literature.”

Hannibal is taken under Mr. Grober’s wing and when business is quiet, the two would sit and sip whisky and Mr. Grober would dispense not just literary advice, but advice on how to live. Thanks to the books Hannibal has been buying and reading and this bit of advice, Hannibal is able to throw off the respectable bonds of a shop keeper and finally go to sea. Mr. Grober’s final offer of wisdom is given one evening even as his demanding wife is calling him upstairs to supper:

“Good night!” whispered the old man, peering forward with strained, ghastly features. “I give you a crumb of wisdom — not mine, alas!"

“Be master of yourself. The world is not an oyster to be opened, but a quicksand to be passed. If you have wings you can fly over it, if not you may — yes, yes, I am coming now my dear! — you may quite possibly be sucked in.”

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More from page 61...
The title was intriguing and I thought it would be about the building of Hernando Columbus’s library in Seville, Spain. I expected a historical treatise, and it is that. However, there is a great deal more between these covers which make it a fascinating, albeit slow going, read. It is in some ways a dual biography of Hernando Columbus (AKA Ferdinand Colon) that combines the love of a son for an eccentric and hard driving father (Christopher Columbus or Christof Colon), the Renaissance passion for making order of the world, the adventures of discovery of the New World now known as the Americas, and philosophical justification and rebuilding of his father’s oft tarnished reputation. It was at the beginning of the grand age of European exploration, the emergence of the printing press, collecting books and scrolls into modern libraries, and the beginnings of the global world as a concept. Of course, how Hernando conceived, assembled, and created an organization system for his library is the central thesis of the book. He created “the largest private library of the day” and became a master of cataloging and classification: a modern librarian!

Hernando Colón (1488-1539) was the beloved illegitimate son of Christopher Columbus and his partner Beatriz Enríquez de Arana. Christopher’s first wife had died birthing their son Diego and he never remarried. Hernando was given to the Spanish court as a companion for Prince Juan, perhaps as security, during the first voyage of Columbus in 1492. Hernando therefore was provided an excellent education alongside the crown prince. When Prince Juan died he became a page to Queen Isabella. Hernando became a trusted courtier in public life. He started early as an avid collector focusing on the prints and books he loved. From the ages of 13-15 he accompanied his father on his fourth and last voyage to the Caribbean and saw the New World first hand. It is through Hernando that we have learned most of what we know about the explorer’s life. Hernando would eventually make two other trips west, one with his half-brother Diego, as Diego assumed colonial administration of Hispaniola, and once later in life to rebury his father’s remains in the city he founded. Diego, just like his father, did not survive well in the colonial administration.

The general story of Christopher Columbus is well known. In 1492 he sailed west from Spain with a fleet of three ships, the Niña, Pinta and Santa María, on what he believed would be a shortcut to the Far East. Instead of reaching the incredible riches of India and China he ended up in the islands of the Caribbean. On his return, not having found what he was seeking but something else instead, he had a bit of a sales job to accomplish. He promoted the islands as an Eden, a paradise flowing with riches. Isabella and Ferdinand anointed him the Admiral of the Ocean Sea, a title later removed. Columbus was a wily man and showed his son that well-ordered knowledge bestows power. During the fourth voyage the crew desperately needed food and the hostile Taino were unwilling to supply it. However, using an almanac he had on board, Columbus was able to prophesy a lunar eclipse, threatening the Taino with his power if they did not provide the supplies. It earned Hernando the power of knowledge held in books.

Without Hernando Columbus, much of what we know today of his famous father, Christopher, and the information on the Spanish interaction with the new world would be lost. Hernando was 18 when his father died. Columbus was not always welcomed back to Spain. While he was away exploring, others laid claim to his discoveries. He had to struggle to keep his family’s claim to wealth from the profits of the voyages. Hernando spent much of his life fighting to preserve his father’s legacy and territorial claims and papering over his father’s excesses. In order to restore the reputation of Columbus’s legacy, battered by court politics and additional New World explorations, Hernando wrote a biography of his father entitled Life and Deeds of the Admiral in 1530. It was widely distributed. The book showed the Admiral in a favorable light and was published for wider circulation in 1571.

Hernando’s various European journeys and compulsive acquisition of the world’s knowledge into a library to rival that of the lost Library of Alexandria was supported intermittently by the crown and regularly by him. He cataloged everything he acquired so when the ship bringing his 1,637 newly acquired treasures was lost at sea in 1622 he still had a catalog of what was lost and could acquire those items again and did!

The entire book progresses through the nonstop procession of marvels, ordeals, and apparitions from the voyages of discovery while so many other things were happening at the same time: the onset of the Spanish Inquisition in Spain, Luther wrote his 95 theses in Germany, and in England, Henry was divorcing Catherine. It was a time of immense intellectual excitement in European history and the book does a wonderful job of capturing that epic time. Renaissance thinking was originally guided by medieval viewpoints and the encyclopedias and scriptural commentaries of the time. Knowing this, Christopher Columbus wrote The Book of Prophecies which argued that his discovery of the New World was part of a divinely ordained plan. It was superbly done and many of the predictions came true. It recasts Bible passages to make Columbus a nearly mythical hero of the coming apocalypse. This was another important teaching for Hernando. In an age of abundant and unreliable information, the person who can impose order can shape history.

Hernando Colón had a mind perfectly suited to gathering and organizing the world’s largest library. He loved making order of the complex world he lived in. He created lists, grids, inventories, alphabets, hieroglyphs, maps, registries, and shelving systems. Hernando’s lists of authors and works, book indexes, a hieroglyphic code used in an early version of the card catalog, keywords, and content summaries allowed readers to find the volume they needed.

As the master librarian, he was the first known collector to put books in specially built “bookcases,” spine out, and on end instead of storing them flat. He collected throughout his world and arranged a system to have others gather material for him. His collection went far beyond books and manuscripts to include pamphlets, poems pasted on columns, street ballads, menus, pornographic images, flyers sold by street hawkers, and every other bit of printed matter. He added to his collection items like the questionable The Story of the Blonde and the Brunette. He paid dearly for Hypnerotomachia Poliphili, now widely regarded as the most beautiful of all Renaissance incunabulas, but at the time just a sexual fantasy. His collection policy was... everything!
Throughout his life he was a compulsive note taker. His journals are copious and every purchase recorded, including the date and place of purchase, price, notes on the author, where he read it, and more. He collected over 20,000 items, about 15,000 books and manuscripts and another 3,000 images. He also collected and preserved all of his father’s journals. He did two major book buying trips. During one he purchased 700 books in a month, then 200 in three days, then over the next month bought approximately 1,000. To be certain he did not acquire duplicates, he created a system of indexes, a modern equivalent of a card catalogue. He obtained a sizable number of books printed between the years 1453-1500.

Hernando hired scholars from the Low Countries to serve as its librarians. These scholars lived on site at the library to ensure their focus was solely the library. He developed an elaborate cataloging system to index the books’ contents and manage his ever growing library. The Table of Authors and Sciences was an author/title index. The Book of Materials was an index of subjects using common terms rather than a controlled list of headings. The Book of Epitomes included 5-7 line summaries written by the hired scholars, giving an “abstract” of the contents. It also provided support for the acquisitions policy. As Wilson-Lee points out “Searching an index is all but useless unless you know the term you are looking for, and in the instructions Hernando left for his assistants he directed them to use the most common term for the subject in question, as well as putting it under more than one heading when in doubt.” Charles Ami Cutter would have loved him! To paraphrase Descartes, to obtain more knowledge one must “know” what knowledge is out there; undiscovered knowledge is unknowable. Hernando’s innovations in library organization changed history.

The acquisitions process Hernando put in place is fairly normal today. He arranged with bookstores in Rome, Venice, Nuremberg, Antwerp, Paris, and Lyon to supply the books. Every year, each would send five “ducados” worth of printed material, of all kinds, to Hernando’s universal library in Seville which he called “Hernandina.” The bookstores’ priority was to first buy as much grey literature, or “ephemera,” as possible and then move to larger printed books. They collected, “all books, in all languages and on all subjects, which can be found both within Christendom and without” (page 316). Then, every six years an agent from the Hernandina would travel to a selection of smaller cities seeking titles new to the catalogues of the Hernandina.

Hernando planned a universal library, where all the thoughts of the world were stored, in all languages, covering all of the possible fields of knowledge. He knew that the library needed to be guarded, arranged, documented, and well-curated. He felt that the universal library could be a way of extracting all the knowledge of mankind. He sought ways to order things so everything known and new could be gathered forever. He did not want to put any limits on it. He was not bounded by language, subject, or religion. He wanted “a place of pleasure, magic and astonishment” (page 84, 240 and 314-317).

Hernando did much besides collect and catalog a collection. He was a lawyer for the king and for his brother. He was a diplomat drafting treaties. Because of his connections to the court and the wealth from his father’s demesne in the Indies (for which he had to repeatedly fight his countrymen), Hernando was able to move easily through the courts of Europe and in publishing or artistic circles as well. He collected Dürer prints and original copies of Luther’s heretical treatises. He also mingled with some of the renowned figures of the age, including Michelangelo, Erasmus, Thomas More, Magellan, and Henry VIII, and recorded information about them in his journals. He was part of the royal entourage and an advisor to King Charles I of Spain when he was crowned Holy Roman Emperor Charles V by the Pope Julian, the Charles that sacked Rome in 1527. He designed an elaborate garden plan for his family home, the Alcázar de Colón, and applied the same system used to amass his books to gathering botanical specimens worldwide for the gardens, including a large medicinal herb garden.

He began a geographic survey of Spain and wrote long debates about the circumference of the earth, although his requests to attempt a full circumnavigation of the earth were turned down. He began drafting a Latin dictionary but gave up at almost 1,500 pages. The last entry, “bibo,” in English, “I drink” appears to be the point at which he realized he could never finish it.

Hernando had a vast collection of maps for the time and had traveled with both his father and his brother. Therefore, he was asked to create the final, authoritative map of the New World so that Portugal and Spain could once and for all settle on territorial rights.

He was also asked to create a census map of Spain. This project quickly expanded to provide very detailed coverage of both topography and the varied local cultures. Hernando used the novel idea of drawing his map on a background of grid lines for accuracy. He sent census collectors out following strict methods of collection and verification, and then collated the data into his Description of Spain. The multiple layer of information is reflected in his notes: “a descriptive vocabulary, recording that the land is harsh or barren or fertile. Before long the list of words has multiplied to include pebbled beaches, sweet-water inlets, clear rivers, treacherous hillsides, forests of chestnut and oak, vineyards, a hot spring that rolls boiling in summer or winter. The abstract space is also invaded by the seasons: the route inland from Sanlúcar (where Hernando had landed with his father in 1504) has lagoons that turn into marshes in winter and must be waded through knee-deep, the Galician town of Porriño has delicious turnips as big as pitchers, and nearby in Sancroy they have a technique for saving their vines by digging up their roots and stems and planting them again the next year” (p.185). He needed a taxonomy!

Although Hernando’s beloved collection was well-endowed for its future by his will, enabling it to continue growing as Spain’s global empire increased, this was not to be. The universal library never got Hernando’s preferred name “Hernandina,” but was rather named “Biblioteca Colombina” in 1539. The ownership of his library was contested for several decades after his death until it passed into the hands of the Seville Cathedral. It was neglected, and then much of it dispersed by later Catholic curators. The library was reduced by half to just over 7,000 books and then further to its current size of 3,000 books. Those are now held at the Biblioteca Colombina in Seville, and housed in Institución Colombina.

As I mentioned in the beginning, this is a tough read. The book only covers a 50-year time span, but it does so in great detail. It is something to be read in a single week but rather to be savored. Wilson-Lee does a masterful job of describing the mindset of the times and putting historical events into perspective. The book conveys a sense of the chaos and free-thinking of the period, but is not a normal biography. It is the story of the library Hernando Columbus collected, and the challenges of the new horizons of information we still face today. The book includes deep discussions on the philosophy of information science. There are discussions of how he wrestled with how to present information, and how the information we articulate both reflects and shapes people’s access to the information. If you are interested in the Renaissance or are a bibliophile, you will love this meticulously researched and documented book, weaving the lives of two men, father and son, in the context of the Renaissance and the early age of exploration that resulted in a universal library.
The phrase “open access” (OA) has been moving increasingly into the lay vocabulary. Among an array of options for faculty to contribute to open access is “green archiving,” meaning to deposit copies of scholarship in a scholarly repository. Aside from subject repositories such as arXiv and federal repositories like BioMed Central, other options include institutional repositories. At William & Mary, W&M ScholarWorks (https://scholarworks.wm.edu/) serves as the university’s open access institutional repository (IR). William & Mary is a small, liberal arts university, with nearly 9,000 students. In the context of our campus discussions on open access and “Big Deals,” faculty and students are encouraged to deposit their scholarship in the repository as a low-effort way to promote access to their work while benefitting from the OA citation advantage.

While conversations about submitting scholarship to the repository now take place frequently, in 2015, staffing for the repository was minimal. At that time, there were only 282 publications in it, and no one staff was dedicated full-time to promoting it. By fall 2017, not only were two full-time librarians dedicated to ScholarWorks, but there was additional support from a number of other staff and through a number of activities. Resultingly, publications added to the repository increased as indicated in Figure 1 and it now houses over 14,000 publications. In this article, we offer a few strategies for your consideration and which you might take to build up your own repository.

Clearly, having people dedicated to the task helped at William & Mary. In a small library (~60 staff), it’s also important to work together on projects. We had several opportunities to do so via partnerships between staff in several library departments, including Content Services, Special Collections, Instruction and Research, with branch librarians and the administration.

In 2018, we decided to rebrand the IR, enhance it and roll out a new look. We made the site more visually interesting and did more to promote archiving works there. Additionally, we coordinated the relaunch with Open Access Week and a project adding over 5,000 W&M theses and dissertations from a large retrospective digitization project.

Concurrent with the rebranding and retrospective digitization project, several new research and instruction librarians were hired and an updated model for their roles was established. New responsibilities for instruction and research librarians included engagement and scholarly communications. The Digital Scholarship Librarian worked together with the new and the remaining instruction and research librarians to get them up to speed on scholarly communications issues, such as open access, fair use and the repository, and also to promote the newly named W&M ScholarWorks in departmental presentations to faculty.

Making the Pitch

The Science Librarian at William & Mary Libraries is a member of the Instruction & Research Department and liaises with the physics, applied science, biology, geology, and chemistry departments. A new librarian started in this role in 2017, just as W&M ScholarWorks was becoming an institutional priority. Through conversations with the Digital Scholarship Librarian, it was decided that ScholarWorks would be marketed in initial introductory meetings with faculty.

Through these conversations with faculty, it became apparent that the low participation in ScholarWorks was due to a lack of awareness rather than a lack of interest. Many of the meetings yielded CVs, which were sent along to the library team for processing. Faculty became excited when they heard about the advantages of putting their publications in ScholarWorks. Over the course of the
year, four aspects of the “pitch” were identified as effective marketing:

1. Impact: Open-access publications have been shown to have greater impact. Research published outside of a paywall by William & Mary authors is cited nearly twice as much as that published in subscription-based journals. Increased discoverability in Google Scholar is particularly impactful to science faculty, who are heavy users of that platform.

2. Statistics: ScholarWorks regularly sends out statistics about the number of downloads per article. This is a greater depth of information than the standard journal platform and can be used by faculty to demonstrate the reach and impact of their scholarship.

3. Success Stories: At William & Mary, the best example of a success story is the gray literature of the Virginia Institute of Marine Science (VIMS). The VIMS librarians digitized reports that had previously only existed in physical form at the VIMS Hargis Library. Since posting them in ScholarWorks, there have been 53,000 downloads of these articles — 32,000 in the last year alone.

4. Little Effort: This might be the most important of the pitch. Faculty balance many competing priorities and the idea of uploading their own publications may seem daunting. At William & Mary we request their CVs and check the copyright permissions for their publications. The only thing they need to do is send us the correct versions of their articles — we handle the rest.

This four-part pitch has been used informally in one-on-one conversations with faculty as well as in presentations. Most recently it was used in a Geology Department faculty meeting that resulted in several faculty members submitting their publications to ScholarWorks.

Collaboration between the liaison librarians and the Digital Scholarship Librarian is the most critical aspect of any efforts to grow the institutional repository. Having a specialist advise liaisons on how to communicate the benefits of the IR and tailor their “pitch” to individual departments is invaluable. Recently the libraries reached out to the Center for Conservation Biology (CCB), a research group based partially at William & Mary. The advantage in using ScholarWorks wasn’t immediately apparent, but through collaboration the Science Librarian and Digital Scholarship Librarian were able to identify that the center produced technical reports that were inaccessible to the public. The messaging to the CCB was successful because it focused on increased access to these reports, and they are currently in the process of moving their publications over to ScholarWorks.

**Expanding Awareness**

At William & Mary, Swem Library is known to be one of the designated places that faculty and students alike congregate to discover collected knowledge, examine treasures, and share new findings. Archivist, librarians, faculty, and staff collaborate to not only build collections to support curriculums, campus communities, and special collections but also to bring awareness to the ongoing scholarship of faculty.

It’s sometimes hard to imagine that you can augment an existing program to increase awareness of something you have been doing successfully for a while, but that’s exactly what happened at Swem. Liaisons collaborated for years with special collections Exhibit’s Manager to curate “Scholarship on Display,” an exhibit that highlights faculty research. However, it wasn’t until a conversation between our Digital Scholarship Librarian and Exhibits Manager prompted the idea of inviting faculty who agreed to participate in the exhibit have their work included in ScholarWorks.

The liaison used her connection to the faculty chair to build and deepen rapport with the rest of the department. A meeting with the Digital Scholarship Librarian and liaison provided an opportunity for faculty to get a thorough understanding of ScholarWorks and to ask questions. Faculty were in awe and the partnership thrived to build the exhibit.

Prior to this exhibit, none of the faculty from the Africana Studies Program featured their work in ScholarWorks or any other open access platforms. By the opening of this exhibit, twenty-six new publications were added from this department. To date there have been over nine-hundred (900) downloads of this research.

This experience demonstrates how librarians and faculty can support each other in teaching and learning by expanding an existing program to provide more access to faculty scholarship.

**Takeaways**

For this effort to work, staff in the library needed to know a fair amount about ScholarWorks and scholarly communications in order to be able to promote and explain it. New resources in the form of “talking points,” one-on-one training sessions and LibGuides were developed to accomplish those goals. In training library staff on the repository and scholarly communications, and engaging with faculty, librarians involved became much more familiar with research coming from the campus community.

Of course, it was key that the instruction and research and other librarians who participated in these efforts were interested in learning more about scholarly communications and had the capacity to do so. It should also be stated that the Dean of Libraries was a champion for the repository. Through our experiences that year, we discovered the importance of engaging with a wide range of staff, such as our exhibits staff, in order to be successful, sometimes in ways that we hadn’t contemplated.

Finally, we learned that it takes a while to build faculty champions for the repository as there may be a lack of faculty interest and it takes lead time for the impact data to come in. The new energy and interest in scholarly communications served well to ensure that faculty from across campus were hearing about and participating in ScholarWorks. In addition to new exposure to faculty in Africana Studies and in STEM (among others), a more recent focus on collecting grey literature and migrating journals to our open access repository ensure that individuals around the globe will have ready access to William & Mary scholarship. Given their experience in supporting these activities, W&M librarians are now well-poised to make connections between the IR and the evolving scholarly landscape. 🌍
Open Access (OA) for books is still in its infancy, but publishers and institutions who wish to accelerate its adoption are becoming increasingly interested in analytics of OA content. Such analytics can help publishers and libraries to make informed decisions around open access books, such as in which discipline to start an OA publishing program or where they should be investing in order to increase the impact of their content. Knowledge Unlatched (KU) is addressing this issue by combining usage data from a variety of different hosting platforms. Quarterly usage reports help publishers to review the OA use of their titles, and libraries to track the usage by their own patrons.

Total Interactions from 2017 – 2019 for KU Select HSS Books

Over the last three years, Knowledge Unlatched has reported on usage data from several platforms for its open access books on a monthly basis. The focus of these standard reports has been on the direct relation of user interactions on a title basis. However, institutions and publishers are also interested in how these interactions translate to a specific region or a certain discipline, such as which disciplines show the highest uptake of OA books.

To date, the Knowledge Unlatched KU Select HSS collections have made 1,049 books available open access, of which 968 books include interactions between 2017 and 2019 (see Table 1 below). The remaining 81 books are either still to be published, have no interactions as yet or lack certain metadata tags and therefore have to be excluded from the analysis. It is important to stress that even if the period covered for this analysis is the same for all titles, the publication dates will have an impact on usage (e.g., books from the KU Pilot in 2013 have been online far longer than e.g., KU Select 2017 HSS Frontlist Books). At the same time we can expect to see different usage patterns for backlist and for frontlist books.

Table 1: Usage of KU Select HSS Collection Books from 2017-01 until 2019-12

<table>
<thead>
<tr>
<th>Collection Name</th>
<th>Unique Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU West</td>
<td>28</td>
</tr>
<tr>
<td>KU Round 4</td>
<td>79</td>
</tr>
<tr>
<td>KU Select 2016: Backlist Collection</td>
<td>106</td>
</tr>
<tr>
<td>KU Select 2016: Frontlist</td>
<td>144</td>
</tr>
<tr>
<td>KU Select 2017: Backlist</td>
<td>109</td>
</tr>
<tr>
<td>KU Select 2017: Frontlist</td>
<td>159</td>
</tr>
<tr>
<td>Total</td>
<td>968</td>
</tr>
</tbody>
</table>

The OA books analysed are hosted on a variety of platforms. The platforms to which titles are continuously uploaded, and thus where usage data is available, are JSTOR, OAPEN, Project MUSE and the Open Research Library/Bibliolabs (prior to ORL) — all of which are COUNTER conformant. The OAPEN platform currently hosts the most titles, although a few titles are still missing — which might indicate that no interactions were found for the timeframe 2017-01 to 2019-12. There are many differences across these platforms making it something of a challenge when attempting to compare the usage — including varying publisher admission policies (MUSE focuses on non-profit presses, JSTOR only accepts content from its member presses etc.), different times of ingesting KU books (ORL is only in beta since mid-2019) and of course the different usage metrics and methods applied. These are important reasons which make any attempt to compare usage on a platform-level problematic.

That said, KU does wish to provide analytics on a more general level, so took the decision to aggregate the different usage metrics into one single figure which we call “Interactions,” meaning the total sum of all Investigations, Chapter Downloads, Chapter Views, Book Downloads, etc. It is clear that this is by no means an ideal way of analysing usage, but it does allow us to observe trends across several dimensions.

Table 2: Usage of KU Select HSS Collection Books from 2017-01 until 2019-12, by Platform

<table>
<thead>
<tr>
<th>Platform</th>
<th>Unique Titles</th>
<th>Total Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>jstor</td>
<td>554</td>
<td>1,225,559</td>
</tr>
<tr>
<td>chapter_views</td>
<td>544</td>
<td>2,243,165</td>
</tr>
<tr>
<td>chapter_downloads</td>
<td>313</td>
<td>4,706</td>
</tr>
<tr>
<td>OAPEN</td>
<td>224</td>
<td>852</td>
</tr>
<tr>
<td>Open Research Library</td>
<td>214</td>
<td>14,003</td>
</tr>
<tr>
<td>project_muse</td>
<td>204</td>
<td>334,680</td>
</tr>
<tr>
<td>book_downloads</td>
<td>180</td>
<td>205,728</td>
</tr>
<tr>
<td>2017 HSS Frontlist</td>
<td>180</td>
<td>128,129</td>
</tr>
</tbody>
</table>

Total Interactions over Time

At KU, the monitoring of and reporting on usage is becoming increasingly important. Institutions funding these OA collections require impact reporting to provide to their administrations and thus to justify the investments which have been made. Hence one of the key metrics tracked by KU is the average number of interactions per title, the aim of which is to increase the total year-on-year as more books are made available. Figure 1 shows how this has developed over the last three years, showing that the total interactions per title has almost doubled each year. We assume that this effect is in part driven by the inclusion of more new titles and platforms, but is also due to better indexing and thus increased visibility of the content to researchers.

Figure 1: Average Interaction per Title

To get a better idea of the long-term trends regarding interactions on a title level, the top performing title is displayed in Figure 2. As could be expected the highest usage takes place within the
first few months after publication. Over time interactions decrease slightly, in line with research and teaching semesters. Similar to findings from other studies this demonstrates that a significant portion of lifetime usage takes place within the first few months, followed by a long tale of fewer interactions over time. In line with its unlatching process KU encourages the publication of OA titles in the first two quarters of each calendar year, as well as the fourth quarter, as these tend to be the most intensive periods for research and teaching and where the most usage takes place.

**Figure 2: Usage Lifetime for KU Select Title with most Interactions**

**Regional Developments of Interactions**

Looking at the geographical dimension, most of the interactions originate from North America. This is not surprising seeing as KU Select’s customer base includes many institutions from this region (see Figure 3). Over the course of the three years North America has also increased most in terms of total usage worldwide with an increase of 621% in 2019 compared with interactions in 2017. The continent ranking second in terms of increase in interactions is Africa, starting with 17,000 Interactions in 2017 and increasing by 440% to 70,000 interactions in 2019. Europe (340%), Asia (355%) and Oceania (316%) all follow the same trend, while South America has “only” increased the actual use of KU select content over time by 110%. A possible reason for this might be that all KU Select books are published in English, while the dominant languages in South America are Portuguese and Spanish hence there is less uptake of KU Select books over time. Obviously, the inclusion of more platforms also helps to boost visibility to researchers and thus increase the total number of interactions.

**Figure 3: Total Interactions over Time by Region**

**Interactions by Discipline**

The share of the OA book market by discipline is subject to much speculation. Our analysis across publishers and disciplines reveals that “Modern Languages and Linguistics” clearly stands out as the key discipline in terms of average interactions per title.

**Figure 4: Total Interactions by Discipline per Title**

**The Ideological Battle: OA by Business Model and Size of Publisher**

KU Select encompasses books from 78 publishers from the period 2017-2019, including big and small ones, not-for-profits (largely University Presses) and for-profits. A particular area of interest was how title interactions performed according to each publisher category. And we were pretty surprised at the results: titles submitted by non-commercial publishers performed 13% better than the average across all 968 titles. The group of monographs from commercial publishers however underperformed the average by -23%.

Our study cannot yet provide evidence to explain the reasons behind these differences, and we will have to leave it to future research to investigate these further.

**Figure 5: Interactions by Publisher’s Commercial Status**

Looking at usage based on publisher size the results were also surprising, at least at first sight (Figure 6). According to this analysis the group of monographs from small publishers shows the best performance compared with the interactions of the complete sample, with a standard deviation of +18%. While the books from medium-sized contributors performed in line with the average (+1%), those of the larger publishers significantly

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underperformed against the average. While we have not yet done any further research on this, we attribute the trend primarily to a technical effect. All large publishers have their own powerful online distribution platforms (not included in the interaction count), and this is not the case for many small publishers. At the same time the results demonstrate that open access publishing can help smaller publishers to overcome the structural disadvantages they often face compared to the larger competitors.

**Figure 6: Interactions by Publisher Size**

The study of 968 English language research monographs across 78 publishers from all over the world is the first of its kind, and it helps to highlight key issues regarding OA books. Despite its obvious limitations (e.g., lack of reporting standards across platforms; the natural effect that interactions with OA content will also take place outside of the platforms examined), we have identified certain trends:

1. OA books are a rapidly expanding category, not only in terms of publishing output (as others have shown), but also regarding the usage of content.
2. Growth is strongest in the highly-developed and wealthier regions of the world, particularly in North America.
3. Researchers’ interactions with the content still show significant variations by discipline.
4. Open access monographs from non-commercial and smaller publishers benefit disproportionately high from the access model.

**Learnings**

**Implications & Conclusion**

Moving forward, KU Select plans to apply a stronger topical focus on those disciplines where it has seen a strong engagement. This will already be reflected in the upcoming cycle of KU Select 2020. Usage data thereby helps to inform the OA programs KU promotes in order to encourage a high impact on the OA investments participating institutions and consortia make by supporting KU collections.

In addition, more analytical research will be carried out in the near future on the actual use of OA books by countries in the so-called Global South. We will be interested to examine how not only those disciplines with less usage, but also those regions of the world with currently less interactions, relate to open access. There may be special requirements from such regions which we are not currently fully aware of but which could help to increase the positive outcomes of the access model.

The study also shows that we are still very much in the early days of research into OA book usage as a whole. More analysis needs to be done to contextualize the results, particularly comparing it with paywalled content. That step will be the litmus test as to whether open access does actually bring the benefits which funders are hoping for.

For Knowledge Unlatched the findings have also very practical implications regarding the tailoring of content in future pledging rounds. KU Select will be subject to a stronger topical focus on those disciplines where it has seen strong usage. While one could argue that this decision will be detrimental to those disciplines with lower usage, our focus is on a strong return on library funds invested. For other disciplines KU will offer dedicated partner packages which will help to better reflect the value of these “collections” to specialized audiences in the research world.

In addition, more analytical research will be carried out in the near future on the actual use of OA books by countries in the so-called Global South. We will be interested to examine how not only those disciplines with less usage, but also those regions of the world with currently less interactions, relate to open access. There may be special requirements from such regions which we are not currently fully aware of but which could help to increase the positive outcomes of the access model.

**Rumors**

library; Visiting a museum; Visiting a zoo; Visiting a national park; Visiting a casino? It’s going to the library — by a lot. According to a Gallup poll completed in December 2019, on average, Americans went to the library 10.5 times a year. The next closest was going to the movies at 5.3 times. [https://www.chicagotribune.com/entertainment/books/ct-books-biblioracle-0216-20200210-fdrdzhlqct3bjmnojicy3txa-story.html](https://www.chicagotribune.com/entertainment/books/ct-books-biblioracle-0216-20200210-fdrdzhlqct3bjmnojicy3txa-story.html)

Not sure how many of you pay attention to [ATG’s I Wonder Wednesday] — short yes and no type questions. One that we had last month had a significant number of responses. Here’s the question: “Given the growing availability of pre-print servers, institutional repositories and open access publications, do publishers have a future?” Out of 43 total votes, 93% (40 votes) said yes; 6.98% (3 votes) said no. [https://against-the-grain.com/2020/02/atg-i-wonder-wednesday-given-the-growing-availability-of-pre-print-servers-institutional-repositories-and-open-access-publications-do-publishers-have-a-future/](https://against-the-grain.com/2020/02/atg-i-wonder-wednesday-given-the-growing-availability-of-pre-print-servers-institutional-repositories-and-open-access-publications-do-publishers-have-a-future/)

Here’s another thing to which to pay attention! [EBSCO Information Service](http://www.ebscohost.com)
Institutional repositories (IRs) have proliferated over the past two decades. University, disciplinary, and professional society users depend on IRs for preservation and dissemination of scholarly research objects. Yet, IR growing pains are well known and vociferously lamented. Under-resourced repositories easily become vulnerable and difficult to upgrade if their code-base or feature sets obsolesce. Regardless of these pain points, whether developed and operated in-house, on the cloud, or delivered under platform as service (PAAS) contracts, repositories are evolving. IRs have moved beyond end-of-life preservation toward transparently supporting the entire research data lifecycle. IRs now play important organizational roles as preprint services, data repositories and distinct sociotechnical systems reflecting institutional standards and norms. Thus, the IR writ broadly continues to be a strategic investment, especially when viewed in the context of “Next Gen Repositories.” “Scholarly Communication Resources” and “Beyond the Repository” services.

To What Purpose

Asking if institutional repositories have the same purpose as when they were first established is a red herring. Clifford Lynch described institutional repositories in 2003 as “...a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members.” Since then, that set of services has varied for each institution over time, and it’s not possible to make an absolute judgement on how well our own or others’ older repositories have served their purpose over the last twenty years. Early developers and adopters have expanded the formats they accept or made their content more findable. Others who implemented IR platforms using second or third wave repository frameworks that leverage community infrastructure readily support a multiplicity of deposit formats with robust, contemporary data citation features. Still others have separate repositories for papers, data and images. Some prefer an all-in one solution. General purpose IRs with broad collecting and preservation policies, like ours at Notre Dame (Curate.ND.edu), can offer researchers a single, simple place for grant-funded research outputs that might not have a disciplinary best-fit repository. We refer out to best-fit solutions that complement our repository’s strengths and don’t concern ourselves with whether our IR “competes” against discipline specific (ICPSR, Neurovault), general (Dataverse, Dryad, Figsheare, Mendeley Data, Zenodo) or special purpose repositories like SuAVE. Instead, we consider the whole as a rich scholarly ecosystem.

There are still hurdles. Convincing researchers to self-deposit can be an uphill climb. Supplementing self deposit with mediated workflows, pre-generated DOIs, and offering prompts against harvested citations to encourage postprint deposits breaks down barriers and lowers data entry burdens. Concurrently, information maintainers are repairing, caring for and documenting a wide variety of knowledge systems beyond IRs to facilitate access and optimize user experience. These can be complementary software systems: library catalogs, federated discovery systems, identity management solutions, 3rd party repositories, digital humanities and media-arts projects, knowledge management systems, intranets, or documentation stores. For an IR maintainer, these activities may overlap and can include ontology updates, or include prompting individual users or crowd-source project participants to accept and enhance auto-harvested or machine learning-generated content. IRs continue to evolve in novel ways, through broad collecting policies as well as filling important roles as reliable preservation systems remain strategically important to researchers.

IRs as Stabilizing Force in a Rapidly Evolving Landscape

At first glance, researchers continue to trust IRs in ways that appear to contradict CNI round table conversations about the future of IRs. In the PresQT Needs Assessment, we were surprised to find that researchers identified their institutions above funders and journal publishers when asked about who has the infrastructure required to provide long-term public access to research data (See Figure 1).

FIGURE 1. PresQT Needs Analysis Responses to Question: In your estimation, which of the following currently have the infrastructure required to provide long-term public access to your research data?

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In the subsequent 2019 Research Data Alliance (RDA) Exposing Data Management Plans survey, respondents again indicated high trust in institutional repositories, selecting General Institutional Repo as their repository of preference when asked “What would be your preferred mechanism/method(s) for publishing DMPs?” (See Figure 2.)

Researchers’ trust in IRs appears to be steady, while at the same time libraries and disciplinary societies are increasingly seeking publisher and vendor provided solutions in an effort to reduce duplication of effort and community-wide expenditures on repository platforms. Data packaged alongside articles badged and promoted as “open data” in reputable journals on a commercially-supported platform appears as “safe as data can be.” However, when such data is lost, stakeholders directly experience the difference between sharing and preserving their data. In Badges for sharing data and code at Biostatistics: an observational study, Rowhani-Farid and Barnett observed that 49 out of 76 (64%) badged articles had broken links. At Statistics in Medicine, 21 out of 53 (40%) had broken links. Upon inquiry, Biostatistics indicated that when the publisher (Oxford) switched to a new publishing platform in January 2017, some of the supplemental material was lost in the transfer. This story helps researchers and decision-makers alike understand the risk of treating journal platforms as de facto preservation systems.

Registries like OpenAIRE23 and re3data org can help identify best-fit preservation solutions. Certifications like CoreTrustSeal25 and nestorSeal26 along with standards like ISO 16363 provide certainties to stakeholders. Evaluators are emerging which enable tests of a repository’s support for the FAIR principles (Findable, Accessible, Interoperable, and Reusable). As repositories become standards-compliant, certified and “FAIR-ify” their systems, the re-usability of preserved data grows. So too does the interoperability potential between our repositories and their ability to connect beyond the repository services.

The Repository Ecosystem

Repository developers and maintainers are responding to changes in scholarly communication norms and intersecting more closely with the researcher toolchain than ever before as we engage with “beyond the repository” services. We also focus now on how researchers will re-use repository content. For example, at Notre Dame we encourage the use of cloud services’ connected platforms like the Open Science Framework (OSF. io) for active project and data management to meet researchers where they are. On OSF researchers can access their files on cloud storage like Box, Dropbox, Google Drive, OneDrive or ownCloud and share data in consortial digital projects. As researchers are increasingly expected to share not just their data, but also their scripts and code, we appreciate that on OSF they can version software through code-repository add-ons (e.g., Github, Gitlab, or Bitbucket) and associate it with their projects. Hosted static PDFs and source code alone do not often offer immediate computational or visualization experiences for re-use. So, we turn to other “beyond the repository services” when needed. Platforms like SuAVE, Earthcube’s CINERGI Data Discovery Studio, CodeOcean, Papers with Code, and WHOLETALE are all changing the hitherto static expectation of scholarly communication. These services facilitate bundled ways to interactively experience publications, scripts, methods and visualizations. Some leverage Jupyter notebook integrations allowing users to execute code while concurrently supporting reproducibility of scientific methods. Such platforms are increasingly integrated with publishers’ journal delivery

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systems, allowing readers to follow the steps in a publication, recreate results, or even use the provided methods or code to produce or analyze new data.

The Scaling Emulation and Software Preservation Infrastructure program (EaaSI) is another “beyond the repository service.” Led by the Digital Preservation Services team at Yale University Library, EaaSI is focused on the development of technology and services to expand and scale the capabilities of Emulation-as-a-Service software. Through EaaSI, thousands of computing environments are being configured and shared to the EaaSI Network service. As a node within this larger network of software emulation servers, Notre Dame will be able to offer access to preserved software running in emulation anywhere within the network. We recognize our IR will likewise share our users’ attention with EaaSI, OSF, CodeOcean, WholeTale (as well as many other commercial and social network tools) interoperating with and re-using data from these platforms in a broad scholarly information ecosystem.

The preservation needs of diverse content and formats may demand different migration and retention schedules. Is there a need to preserve software, for example, for decades? Use cases served by EaaSI show that there may be dependencies that demand immersion in a running application to render particular data formats. However, for some other scientific software, audiences may be just as interested in referring back to source code or software designs. For these users of preserved source code, preservation value lies more in the study of software development design patterns/conventions rather than actually running the preserved software. The Research Data Alliance Software Source Code Identification Working Group recognizes that because most research datasets are created and/or transformed using software, a common standard for software identification will enable better traceability and reproducibility of research data. The group aims to author concrete recommendations for the academic community to ensure that software identification solutions for sharing and preservation adopted by the academic players are not only mutually compatible but also aligned with software development practice. Because of the diversity of software preservation user needs and use cases, we acknowledge that software preservationists must anticipate use cases, digital content, and file formats independently to determine how and which technologies, systems, and policies best facilitate future reference, use, and reuse.

The Future of IRs

Given all this, what’s the role for Institutional Repositories going forward? A preprint server? The funded researcher’s go-to for in-house data preservation and sharing compliance to meet funder mandates? Organizational memory? Data/Software Repository? Dissertation/Thesis repository? Conference Presentation/Poster repository for organizationally-hosted events? The answer can be “Yes” to all. As funders, disciplinary societies, and publishers generate mandates for code and data sharing, our repositories are evolving right alongside the scholarship, accommodating the need for scholars to share re-usable data, re-runable code, workflows and more.

We’re continually testing the integration of active data management platforms like OSF with our Fedora-based preservation repository (Curate.ND.edu). We recognize that working with content in IRs via APIs improves interoperability and usability with the computational environments of users, so we are improving our IR’s APIs and web services. We’ve participated in data transfer pilot projects, through a National Data Service Dashboard integration project and our current PresQT project (IMLS LG-70-18-0082-18) aims to develop repository-agnostic tools which function as middleware between systems for improving data and software preservation quality. At the same time we are developing a Unified Preservation and Exhibition Platform with support from the Mellon Foundation which will unite previously independent efforts to build digital infrastructures, building on existing platforms and tools.

The IR of the future may be an abstraction known to its users under one organizationally-branded name that leverages federated search to expose content and metadata from multiple storage locations, each with its own deposit, access and retention policies interoperating with “beyond the repository” extensions. Perhaps the best question facing the IRs of the future is whether and how they can leverage repository extensions, content discovery features and content curation options. In other words, accepting that content will be deposited in many places, what are the links and partnerships needed to realize common interoperability through adoption of FAIR standards that help our scholars seamlessly move beyond the limitations of single repository solutions?

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A large crowd gathered on September 19, 2019 to celebrate the opening of the new Charles Library at Temple University in Philadelphia. Four of the major participants in the building and design of the library gave brief presentations on their roles in the project.

Joseph Lucia, Dean of the Library, said that Temple University is an extraordinary place, and he feels an outpouring of love for it and the library. He considers the library as a vision that has become a reality that was designed especially for students. He acknowledged the following major supporters who made the library possible:

- Stephen Charles, who made a significant donation of $10 million to support the building and for whom it is named,
- The library Board of Visitors (advisors to the Dean), many of whom are also donors,
- The architects and construction crews, who turned the vision into reality and did it with outstanding high-quality workmanship,
- The Project Delivery Group who managed the job on a daily basis,
- The library’s professionals who made the challenging transition from the former building to the new one seamless and almost flawless, and
- The university administrative officials, such as the President, Provost, and Board of Trustees.

Lucia closed by committing to making the library the crossroads and intellectual heart of the campus.

JoAnne Epps, Temple University Provost, commented on the large number of people attending the celebration and said that it was a witness of what the library has become to the students. It is truly a dream come true and an exploratory laboratory that will be shared across the entire campus by all disciplines. Even the location of the library in a central place on the campus is significant, not only for the Temple community but also for the Philadelphia community, which is also welcome here. Epps also acknowledged the generosity of Stephen Charles and even suggested that the library should be referred to as “The Charles” instead of “Charles Library”!

Expressing his pleasure at being back at Temple, Charles said that today’s students will reach their peak earning years around 2050, and if we consider that computing processing power is doubling every 18 months, our world will be very different in 2050. His hope is that this library can facilitate the intersections between all disciplines in ways that our students will need to know how to think. As we move into artificial intelligence, the ethical, humanitarian, and legal implications are huge, and this library is a place where we can discuss them and think about what we need to be doing next so that we are part of the knowledge economy, which will require different ways of working and scholarship. We need people who will be narrow and deep as well as others who are good at seeing horizontally and making connections — both are necessary and one does not detract from the other, and this is the place that can symbolize that. So although this library is a dream come true, it is also a beginning, and there is much work to do.

Craig Dykers, founding partner of the architectural firm Snøhetta, said that although building of the library was a two-year project, that was only the construction phase; planning began about six years ago. Even before that, other people were thinking about the project, so it is really a legacy.

Snøhetta is celebrating 30 years as a company. Its first project was the revival of the Bibliotecha Alexandrina in Egypt, which is the foundation of much of Western culture. Therefore, it was especially fitting for him to complete 30 years with the designing of the Charles Library. Dykers said that librarians are the most innovative people he works with, and Temple’s library was built around the vision of its librarians. Libraries are important centers of cross-pollination where we can get outside of our usual worlds; they always have energy that we can connect to. Even though the Charles Library is modern in many ways, many classical elements are incorporated into its architecture, such as the overhead oculus which is similar to the one in the Pantheon in Rome, the rotunda, and the colonnades. All these are part of our heritage which we have brought to life again.

Habitat features, such as a roof terrace with plantings, have also been incorporated into the building. They are not only an aesthetic feature but are also a functioning landscape that is giving life not only to the knowledge inside but also to the habitat that surrounds the building. Libraries are all about life. It is easy to get focused on your field of study and academia and forget about life, but you can find life in this building. It is not only your window to the world, but it is the world’s window to you.

Watch for an interview with Steven Bell, Associate University Librarian at Temple University, in a forthcoming issue of ATG.
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www.exlibrisgroup.com

BORN AND LIVED: Naperville, Illinois (and I still live there).  
PROFESSIONAL CAREER AND ACTIVITIES: My first library job was at Cook Memorial Library in Libertyville, Illinois. I was the head of adult services. From there I joined the vendor side. I have had the honor of working at five great library automation organizations.  
FAVORITE BOOKS: Crossing the Chasm by Geoffrey Moore. Plus trashy action thrillers.  
PHILOSOPHY: “You’ll never learn any younger” (as my mother used to say).  
HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I think that libraries will be completely centered in their community. The old notion that users need to come to the library will be completely gone, and libraries will have embraced the need for outreach. I am very optimistic about the incoming generation of librarians who will push this change. And I believe the industry will respond.

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BORN AND LIVED: I was born in Whittier, California and went to Whittier High School and Whittier College. After getting my MLS from Cal State, I worked for an information consulting firm in Southern California until moving to Honolulu in 1979 as (first) the Library Systems Librarian at the University of Hawaii and, after finishing my PhD at the University of Illinois, a professor at the School of Library and Information Studies at the University of Hawaii. We moved to Knoxville, Tennessee in 1994 where I became a Professor at the University of Tennessee School of Information Sciences. Sabbaticals and Fulbright awards have allowed me to live temporarily in Australia and in Finland.

EARLY LIFE: I come from a family of teachers and both of my parents always assumed I would be a teacher too. I rebelled by becoming a librarian, but in the long run ended up as a teacher after all.  
PROFESSIONAL CAREER AND ACTIVITIES: My professional career has gone from consultant to librarian to LIS educator, each focused on a variety of issues surrounding e-resources, information technology, and scholarly publishing. The Association for Information Science & Technology (ASIST) has been my main professional society throughout, but I have attended and spoken at many LIS professional organizations, including SLA, Charleston Conferences, UKSG, IFLA, and so on.  
FAMILY: Husband Gerald (Jerry) Lundeen is an Emeritus Professor of LIS from the University of Hawaii. Son Andrew Tenopir Lundeen is an Assistant Professor librarian in special collections at Michigan State University, daughter-in-law Norma Lundeen is the MSU Extension Planning and Reporting Project Manager.  
IN MY SPARE TIME: I cheer for the UT Lady Vols basketball team, travel, read, walk, and go to movies.  
FAVORITE BOOKS: The Worst Journey in the World by Apsley Cherry-Garrard; David Copperfield by Charles Dickens; Paula by Isabel Allende.  
PET PEEVES: People who are so entrenched in their beliefs that they won't collaborate with others to find a solution to shared problems.  
MOST MEMORABLE CAREER ACHIEVEMENT: I think the biggest achievement of my career is persistence. I wrote the monthly “Online Databases” column for Library Journal for 28 years. (I’m still not sure how I did that while finishing my doctorate, raising a son, starting a academic career, getting tenured and promoted…) I have conducted studies of how researchers use information in their work, asking many of the same questions, for over 30 years. And, my research team just finished the third survey in a decade of scientists’ research data attitudes and practices. I think those who are willing and determined to track issues over time can help provide insights into how the past and present will influence the future.  
GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Be happily retired!  
HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: If the scholarly communication industry is to survive and thrive, the various stakeholders must see each other as partners rather than adversaries. Librarians, scholarly societies, commercial publishers, editors, authors, readers, vendors, and others all have a stake in the process of providing and preserving high quality research information. Fragmentation and fractionalism hinder the progress of improving dissemination and preservation through use of new technologies and better understanding of researcher needs. So, on my gloomy days, I see in five years a further fragmented system that is non-sustainable. On my positive days I see an integrated system of stakeholders working together to solve technological and societal problems to provide better access and related information services.

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Temple University Celebrates...
from page 74

Donald T. Hawkins is an information industry freelance writer based in Pennsylvania. In addition to blogging and writing about conferences for Against the Grain, he blogs the Computers in Libraries and Internet Librarian conferences for Information Today, Inc. (ITI) and maintains the Conference Calendar on the ITI Website (http://www.infotoday.com/calendar.asp). He is the Editor of Personal Archiving: Preserving Our Digital Heritage, (Information Today, 2013) and Co-Editor of Public Knowledge: Access and Benefits (Information Today, 2016). He holds a Ph.D. degree from the University of California, Berkeley and has worked in the online information industry for over 45 years.
The School of Information Sciences began in 1928 when the UT College of Liberal Arts launched an undergraduate school library media education program. The Department of Library Service was established in 1944 as part of the UT College of Education. In 1971, the Department became the Graduate School of Library and Information Science (GSLIS), and one year later, the program was accredited by the American Library Association. Finally, in 2002, the GSLIS joined the College of Communication and Information as one of four Schools, the School of Information Sciences. Currently, we offer a Master’s of Information Sciences (MSIS), a Bachelor’s of Information Sciences (BSIS), and participate in a college-wide PhD in Communication and Information.

NUMBER OF FACULTY: 13 full time (to be 17 as of August 2020) and many adjuncts.

CURRICULUM TRACKS; KEY COURSES: All master’s students take 3 required courses (Information Concepts and Foundations; Information Organization and Retrieval; Information Technology Foundations) and then are able to specialize in one of our pathways or devise their own individualized pathway. The current designated pathways are:

- Academic Librarianship
- Assessment Librarianship
- Data Curation and Data Management
- Digital Collections
- Geographic Information
- Information Organization
- Public Librarianship
- Science Information
- User Experience (UX)
- Youth Services

UNIQUE PROGRAMS: Certificate in Youth Informatics; coursework and lab facilities for User Experience

PRIMARY AREAS OF RESEARCH: The faculty of the School of Information Sciences is committed to conducting basic and applied research that promotes the generation of new knowledge, services, and technology. The School also encourages research that strengthens its instructional and public service programs. Areas of research specialization include:

- Academic Libraries and Librarianship
- Data Curation and Data Management
- Evaluation and Assessment of Libraries and Information Services and Systems
- Geographic and Scientific Information

Human-Computer Interaction and User Experience
Information Behavior, Information Literacy, and Information Retrieval
Information Communication Technology in Developing Economies
Information Policy and Intellectual Property
Library and Information Science Education
Open Source Software and Communities
Scholarly and Scientific Communication
Social Justice and Information Services
Social Media and Social Informatics
Youth Informatics and Youth Services

YOU CAN TEXT TO "sis-research" TO COMMISSION A CUSTOM SEARCH OF OUR DATABASE FOR RESEARCHERS.

AVAILABLE INTERNSHIPS/RESIDENCIES: MSIS students at UT are encouraged to take a 3-6 credit practicum to engage in professional experience at a workplace relevant to their interests. In addition to a wide range of libraries and other information intensive organizations, many students complete practica or internships with Oak Ridge National Laboratory, Y-12, USGS, and related government organizations.

PARTNERSHIPS WITH OTHER PROFESSIONAL PROGRAMS: The University of Tennessee School of Information Sciences is one of four Schools in the College of Communication and Information. We collaborate with our colleagues in CCI (Communication Studies, Journalism & Electronic Media, and Advertising & Public Relations) as well as with researchers in Engineering, Arts & Sciences, Agriculture, and other colleges. Our students can earn an Interdisciplinary Graduate Minor in Computational Sciences in partnership with mathematics, statistics, computer science, and domain sciences. We have grants from the Institute of Museum & Library Services that partner with other iSchools (including the University of Denver and the University of Illinois at Urbana-Champaign) in order to better educate information professionals together.

WHAT DO YOU THINK YOUR INFORMATION/LIBRARY SCHOOL WILL BE LIKE IN FIVE YEARS? The School will become larger and more diverse. We will educate a broader range of students and prepare them for a greater variety of careers in the ever-expanding information workforce. Faculty expertise will continue to diversify, and our research and service footprints will grow. We will maintain our close connection to libraries and other cultural institutions, and continue to integrate the values these organizations represent into everything we do.

WHAT EXCITES OR CONCERNS YOU ABOUT THE NEXT FIVE YEARS? As UT SIS Director Diane Kelly wrote in a recent SIS alumni newsletter: “In the upcoming decade, we will continue to face challenges related to information representation, access, and use. In addition, we will face new challenges created by biased data and discriminatory information systems, and ineffective (and nonexistent) privacy policies. As librarians and information professionals, we are uniquely positioned to address these issues because of our strong orientation to community service, our passion for implementing and maintaining ethical and fair information practices, and our deep technical expertise.”

IS THERE ANYTHING ELSE YOU THINK OUR READERS SHOULD KNOW? About two-thirds of our master’s students are distance education students, earning their MSIS degrees from many different locations while paying in-state Tennessee tuition. For those who come to campus there are many opportunities for assistantships on-campus or in the nearby science agencies such as Oak Ridge National Laboratory.
The mighty work is done: at ASU, we’ve spent $90 million over the last three years on the wall-to-wall renovation — we call it “reinvention” — of the Charles Hayden Library, our signature building at the center of our oldest campus. We opened the doors on January 13 at 7 a.m. and the first student entered at 7:03. A few minutes later a second student came in and turned out to be the brother of the first one — but neither one expected the other to be there! We took their picture.

That was Monday morning. By Wednesday, we had 10,000 students coming through the building in a day and by Friday we had the glamorous local news reporter dragging the University Librarian in at 7 a.m. for a live report on the early news program. The following Tuesday, we had our first reported case of student misconduct, mild enough in a way but the news program. The following Tuesday, in at 7 a.m. for a live report on the early Friday we had the glamorous local newsing through the building in a day and by Wednesday, we had 10,000 students com-

work range from group-study-friendly zones on lower floors to the book-surrounded private — and silent — study top floor. Whenever we survey students, they all tell us they want both group and private study places, at different times for different purposes. We have a variety of university classrooms and library instructional rooms scattered around the building, but our principle is that when a room is that is not in scheduled use, it’s open for all corners as work space. Figuring that out did in fact take the students exactly one extra day. They’re smart. (We knew that.)

But here’s the other discovery: for a huge number of our users and a huge number of uses, the new building makes no immediate or superficial difference. Users are still logging in to our licensed resources, still ordering books from ILL or high-density shelving, or using our Ask-a-Librarian chat service, undeterred. For them and for those uses, not a wobble.

Whoa! Yikes! $90M and lots of people don’t even notice? Yes, and that’s as it should be. We take this as a validation of our strategy. The physical facility that houses library staff and users really is only a part of the much larger and more ambitious strategy for the provision of services. While we knew that, it’s actually reassuring to see it proven in reality. The central facility isn’t the necessary point of departure for inquiry, not a compulsory place to go for various purposes. In the many decades when it was those things, it was also — and had gradu-

ally become more and more — a working home away from home for people doing the most serious work of their lives. And that’s what it still is — only moreso. It’s a place of welcome and safety and support and opportunity.

So I walk around the building smiling a lot — smiling to see half a dozen students and a whiteboard, one of the students writing down equations way beyond anything in my limited experience and the others all pitching in with comments and questions and corrections and explanations. That’s what we’re here for. So now we surround users with the environment they need and want: librarians, books, and high-tech opportunities. We’ve added geospatial data and data science to our offerings in the last couple of years, expanded the thronged maker space, upgraded the video studios, and held back some space for the next technologies and brainstorms. We’ve also improved the food, the bathrooms, the furniture, the lighting and upgraded to much more sustainable air conditioning.

And the books. I need to wait a while before writing about our innovative construction and presentation of the print collection, but here I’ll say that it’s very much part of the mission to make sure that students connect with print culture on multiple levels. That means that every book in the building is there for two reasons: to be itself a coherent structured piece of intellectual achievement and resource — and also to be a marketing device, to cry out to a passing student, “hey there, look at me! I’m the kind of thing that smart people like you want to get to know.” We need to see how our innovations go, and we’ve got good ideas for improving those book-to-

student conversations. Stay tuned.

And meanwhile, of course, there’s a punch list: all the little things that need tweaking. After a $90M renovation, the first part of the building that needs renovating is... the University Librarian’s office. I’m still squatting until we can get some things fixed that just went astray in the construction process. (It happens, oh, it happens.) Every day, I enjoy the great stuff, the cool stuff, and the exciting stuff while I am at times tempted to wonder why the trash cans are there and why do the motion detectors turn off the lights in the middle of class, and a lot of other small things to be sorted out. It’s hard to stop smiling.
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Starting with the concept of Qualitative Collection Development, Midwest Library Service recently made these exciting new services available to our customers:

- The Best on Request, actively tracking 2,500 book awards and reading lists.
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- At the request of a prestigious research library, began tracking and supplying books of contemporary interest. Ideal for libraries seeking high-quality, vetted, popular material, we can now offer portions of the collection as The Contemporary Life and Thoughts Collection.

...and get ready for more to come in 2020!

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