If Rumors Were Horses

Hope that all of you are well in these crazy times! Bruce and I are retired from our day jobs, but we still work on ATG and the Charleston Conference to keep us busy! “Work at home” has become a routine part of life these days, hasn’t it?!

The Association for Library Collections and Technical Services (ALCTS), the Library Information Technology Association (LITA), and the Library Leadership and Management Association (LLAMA), all divisions of the American Library Association (ALA), are thrilled to announce that division members have voted to approve the proposed bylaws of a new ALA division — Core: Leadership, Infrastructure, Futures. Pending final approval by the ALA Committee on Organization and the ALA Council, ALCTS, LITA, and LLAMA will officially sunset Aug. 31, 2020, and their members will be united in Core, the new division launching Sept. 1, 2020. The presidents of the three divisions, Jennifer Bowen, ALCTS, Emily Morton-Owens, LITA, and Anne Cooper Moore, LLAMA, shared the following statement: “We first want to thank our members for supporting Core. Their belief in this vision, that we can accomplish more together than we can separately, has inspired us, and we look forward to working with all disruptions including many HEIs moving all teaching online. Library technologies and digital products will be supporting the sudden shift to virtual teaching and learning.

We start the issue with articles outlining the library changes in the context of a changing HE environment. First, Rebekah Shaw, Market Research Analyst at SAGE, outlines stages of digital transformation that the library has overseen and the changing roles and services that are developing in response. This is followed by Professor Shoham and Dr. Gabbary outlining their research into librarian and faculty understanding of the role of the library in providing access to materials.

In this issue, we focus on a growing area of importance for the academic library; we look at how technology is enabling the library to broaden and deepen its impact within the higher education (HE) institution by becoming more embedded into teaching, learning, and research.

For some time we have seen changes in the library’s priorities towards library systems and software. These changes can make the library more efficient in collections development and also broaden the library’s remit to engage more actively in supporting student success and supporting academic research through improved discovery, access and usage to the right resources at the right time. As they do this, they are getting materials to the researcher or student where they are rather than hoping patrons will find the right materials however time-consuming the process is. Indeed, as this issue of Against the Grain goes to press, we are facing the COVID-19 pandemic, necessitating enormous...
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<http://www.against-the-grain.com>
What is going on? Do you know? It’s definitely hard to tell these days. All is different, changed, unusual. I have to give a huge shout out to Karen Phillips and Sage for persevering and getting this issue together! Thank you! Talk about Change! The theme of this issue is “Library Technology for Learning and Research.” We have articles on “The Changing Library Landscape: From Digital Conversion to Digital Transformation” by Rebezkah Shaw, “What are the Perceptual Gaps Between Librarians and Faculty Regarding the Role of the Library in Research and Teaching?” by Professor Snnith Shoham and Dr. Liat Klain Gabbay, “Love and Other Data Assets” by Jesse Stommel, “Provider, Partner and Pioneer: Research Libraries and the Impact of Digitization” by Martin Drewe, “A Decision-Making System Based on Evidence at the Library / LRC Dulce Chacón – Universidad Europeo de Madrid” by Antonio Alonso Espadas and Javier Martin Rodriguez.

Our Op Ed by Kent Anderson tackles Context and Accessibility and Back Talk by Jim O’Donnell talks about ancient history and on the way to free.

We have interviews with Kathleen Folger (University of Michigan Library), Colin Bates (Deakin University Library), Steven J. Bell (Temple University), and Patrick Burns and Mike Richins. There are many people profiles, two company profiles, and a library profile.

Our book reviews section includes Reader’s Roundup (Corey Seeman), Collecting to the Core (Christine M. Larson and Anne Doherty), and Booklover (Donna Jacobs). Legal issues tackles Librarians, Publishers, and Educators during the Pandemic, Bill Hannay throws light on Sci-Hub and the FBI, and Will Cross answers many tantalizing questions. Meyer Kutz tells us more about the PROSE Awards and Ramune Kubilius lets us in on some of the papers from the 39th Charleston Conference, and Don Hawkins tells us about the 15th ER&L Conference. Biz of Digital is about rethinking scholarly communication and publishing (Joanna Meetz), Little Red Herrings is about Wuhan, and Wandering the Web is about Healthy Aging.

The Technology and Standards section is about Hybrid-built (Deni Auclair and John Corkery), and Let’s Get Technical is about Sharing Responsibility (Stacey Marien and Alayne Mundt).

The call for papers for the 2020 Charleston Conference is now online! Hopefully with all this change, the show will go on either in person or virtually!

Meanwhile – stay safe and much love,
Yr. Ed.

Letters to the Editor

Send letters to <kstrauch@comcast.net>, phone 843-509-2848, or snail mail: Against the Grain, Post Office Box 799, Sullivan’s Island, SC 29482. You can also send a letter to the editor from the ATG Homepage at http://www.against-the-grain.com.

Dear Katina:

I hope that you are enjoying retirement!

The enclosed check will be my last renewal for Against the Grain. I am retiring from the University of Delaware Library May 1, 2020 after twenty-eight years. I have always found Against the Grain to be a valuable resource with a wonderful variety of content that has always been useful and thought-provoking.

I have noted a new address on the renewal invoice so that the remaining 2020 issues can be sent to my home.

Many thanks and very best regards!

Dina Giambi (Wilmington, DE) <dina@udel.edu>
Bloomsbury Digital Resources is focused on providing essential and cutting edge scholarly content in the Humanities and Social Sciences.

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An update! Just got news from the effervescent Eileen Lawrence! She has joined Coherent Digital, LLC! We all know that Eileen is an industry veteran who has worked with academic and public libraries since 1980; a cofounder of Alexander Street Press (ASP), where she was most recently Senior Vice President; and previously VP of Sales at Chadwick-Healey, Inc. As Chief Inspiration Officer at Coherent Digital (what a cool title), Eileen will be in charge of sales and marketing in the Americas and will work with the editors and other teams to carry the company’s mission forward.

Coherent’s first projects are Policy Commons, delivering hard-to-find content from the world’s think tanks and policy institutes, and Mindscape Commons, the largest online collection of immersive and interactive VR content in mental health. Memberships will be available soon. “There are millions of websites, blogs, images, reports, data, and other content in the world, in too many formats to count, that can’t even be discovered, let alone cited, shared, tracked, or used for teaching and research. By making that material useful and saving copies in danger of disappearing, we’re going to help many, many people,” says Eileen. Coming soon! http://coherentdigital.net/

Are you looking for the print February issue of ATG? Sven Fund in Germany said in an email that he got his Feb issue on April 9th. Some of this delay is our fault but not necessarily. According to our mailing service, some countries aren’t accepting mail from the U.S. right now. All the February foreign subs were mailed out (put in the USPS mail system) and for those countries that aren’t accepting mail right now, the mail will stay with USPS until they do accept mail and then it will be delivered. So please wait a bit and if the Feb issue doesn’t arrive by end of April (or so) please let us know and we will send another copy! If it’s not one thing, it’s something else! This is no doubt the same with the April and June print issues of Against the Grain. But they will be online on the ATG website at www.against-the-grain.com/. https://against-the-grain.com/tag/rumors/

We have started a Rumors Blog on our new Charleston Hub website. Our webmaster, Joshua Dickard, Leah Hinds, Tom Gilson as well as Supadu and

continued on page 27
The work of the higher education community will be critical to addressing the challenge of COVID-19, yet university services are being disrupted considerably by the pandemic.

SAGE Publishing is making every effort to offer the support and access you need at this unprecedented time.

We are providing a number of resources to assist you in the transition to online learning:

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- A dedicated site with resources and access information for **eBooks and courseware for instructors** transitioning to teaching online
- **Free-to-access research and data related to COVID-19** and its impact

We are committed to supporting librarians as together we navigate this difficult time. Please email us at info@sagepub.com with requests and suggestions about how SAGE can help.

For more information, visit sagepub.com/remote-learning-solutions
A SURGE IN ONE-WORD TITLES

A flurry of books are out examining history through commodities such as sugar, coffee, golf balls, umbrellas. Elaine Khosrova’s Butter was published by Algonquin Books in 2016. Over 386 pages, it uses butter as a lens to view human history. For ex., Egyptians used it as botox for the dead.

Object Lessons is a book series (Bloomsbury Publishing PLC and the Atlantic) that has published more than 50 titles since the 2015 debut. Due out this year are Cell Tower and Bulletproof Vest.

The University of Chicago Press now has 80 books in an “Edible” series including Pancake, Sandwich and Mustard.

Curiously, this genre was once an obscure area for Marxist labor historians and anthropologists. The term “commodity fetishism” was coined by Karl Marx to lambast bloated capitalists venerating mundane objects.

In its new version, Mark Kurlansky got his first hit in 1997 with Cod and went on to pen Salt, Paper and Milk. Marion Ran-kine’s Brolliology (umbrella history) ranges from middle-class consumerism to the philosophy of Nietzsche.


LET’S READ FORGOTTEN BOOKS ON WWI

John W. Thomason, Jr., Fix Bayonets (1926) (Illustrated account of a Marine with the AEF. Contains the famous account of an American volunteer nurse who sees a non-bearded face in a casualty ward and asks if he is an American. “No, ma’am. I’m a Marine.”); (2) William March, Company K (1933) (combat vignettes more brutal than ever published before; March is mainly remembered for his ugly fable The Bad Seed.); (3) Frederic Manning, The Middle Parts of Fortune (1929) (Hemingway called it “the finest and noblest book of men at war that I have ever read.”); (4) V.M. Yates, Winged Victory (1934) (combat flying that the men of the RAF thought the best ever written); (5) J.L. Carr, A Month in the Country (1980) (young Englishman haunted by the war trying to heal himself).


JUNIPER BOOKS

Thatcher Wine (thatcherwine.com) founded Juniper Books in 2001. He makes custom jackets that allow for color coding or a big shelf image like the Brooklyn Bridge. Gwyneth Paltrow and the NoMad Hotel in New York are his most famous clients.

In September, he and Elizabeth Lane published For the Love of Books: Designing and Curating a Home Library.


OBITS OF NOTE

Mary Higgins Clark (1927-2020) was left a widow with five children in 1964. By 1975, she had published Where Are the Children? and was on her way to being the “Queen of Suspense.” Her second book, 1977’s A Stranger is Watching brought her $1.5 million. In 1988, Simon & Schuster paid her a record $10.1 million for The Cradle Will Fall. And that was followed by a $64 million five-book contract.

She wrote a total of 50 thrillers.


Elizabeth Wurtzel (1967-2020) turned a major profit from her clinical depression with Prozac Nation in which she described slashing her legs with razors at 11 and going on to a “turbulent” sex life at Harvard. She landed a $500,000 advance for Bitch: In Praise of Difficult Women. Her abuse of heroin, cocaine and Ritalin were detailed in More, Now, Again.

See — “The memoirist who chronicled her depression,” The Week, Jan. 24, 2020, p.35.

Christopher Tolkien (1924-2020) grew up in his father’s world of wizards and elves and became his literary executor. He wrestled his father’s 12 volumes of notes into The Silmarillion and The History of Middle Earth. And earlier, it was he who drew the maps of Middle Earth for The Lord of the Rings Trilogy published in the 1950s.

He despised the big screen adaptations.

See — “The Tolkien heir who guarded his father’s legacy,” The Week, Jan. 31, 2020, p.35.
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Day-to-day, change is hard to detect. This article reflects on changes underway in academic libraries observed by SAGE Publishing’s market research so that those deep in the day-to-day can take a moment to appreciate how the small, familiar, and subtle forces of today are shaping the library of tomorrow. In thinking about how the library landscape has changed in recent years and how it will likely evolve, every thought returns to the direct or indirect effects of technology developments. Transitioning from print to digital resources has come a long way, but still has far to go before libraries, faculty, and students can fully realize the advantages.

New Possibilities

At its most fundamental level, the transition to digital is a conversion exercise. Books and eBooks are an excellent example of this process and its limitations. In 2020, 49 years after Project Gutenberg was launched, the stacks are still standing in spite of print book doomsday predictions. Early conversion focused on simply changing the print format to a digital format, arraying content in a familiar way. Granted, eBooks are less bulky and faster than getting a physical copy into a user’s hands, but the real value for going digital comes from how content is presented. The library landscape is at a crossroads. Having converted print to digital formats, the focus shifts and will now move on to transforming how content is communicated, thus realizing its full potential for supporting teaching, learning, and research in new and energizing ways.

Freedom from print liberates content from two-dimensional layouts, linear paths, and turning pages. Adaptive design, with responsive elements and branching, allows a more personalized experience customized to an individual’s needs. With dynamic charts, a reader can engage with data in real time. And tools like Project Jupyter facilitate communication between researchers by centralizing various content formats in one environment. Instead of static text and images, academic resources can lead with the format that is best suited to convey information rather than retrofitting the content to suit the available medium. Putting content first adds a new dimension and creativity need not be stifled by a paper page.

It’s now commonplace for students to access library books and journals online, without ever needing to visit the library building to complete a research paper. With Quartex, a platform for exhibiting primary source materials, libraries can even make their unique archival materials readily available to remote users. But remarkably, brick-and-mortar library traffic is healthy. Students have been quick to fill empty stacks with working, multipurpose, and collaboration spaces. In 2035, the Marist Mindset List might include something like, “For the class of 2039, the library has never been a quiet and solitary place.” Digital transformation has changed the resources we provide as well as the space traditionally reserved for holding them.

Barriers to Digital Transformation

To achieve a digital utopia, some issues need to be sorted out. In the following section, several challenges will be discussed, calling out areas for academic libraries, vendors, and publishers to confront.

Students enter university with an innate comfort with technology that non-digital natives have taken years to achieve. That doesn’t mean students are universally tech savvy, but that comfort has raised expectations for how technology works and what the user experience delivers. And why shouldn’t patrons have high expectations? Design dictates how effective technology can be; ineffective technology will not be used and if a technology is not used then it has no value. While exploring a new resource concept, librarians participating in a focus group at the ALA Annual Meeting in 2019 encouraged vendors to design resources with students in mind, from look and feel to how the resource is discovered by users. Good design is a fundamental feature for digital resources.

Centuries of librarianship optimized the card catalog for print resources, building a robust foundation for modern cataloging. With working print, the unit of analysis was clear and title was functional, but with digital it’s possible and necessary to provide more nuanced metadata. Patrons engage with digital resources in a different way than print resources which makes rich metadata crucial. Historically, the quality and relevance of content determined a resource’s value, but for a digital resource, content quality and relevance is irrelevant if the metadata behind that content isn’t functional for user discovery. As one librarian in a Charleston 2019 focus group said, “It’s not just about content selection anymore, it’s about what does it looks like in the discovery service. And so I would challenge you or anyone at SAGE to stop thinking about metadata as an added cost and start thinking about it as a cost of acquisition.”

Digital resources yield an abundance of data, but it can be challenging to sift through, extract meaningful findings, and develop an engaging story. Using data to make better decisions is an ambitious and laudable goal fraught with complexity in the best of circumstances. In January 2020 the Kansas City Star reported University of Missouri was expanding a program which tracks students’ class attendance by monitoring their location with a cell phone app. Tracking student data to improve student outcomes is nothing new, but this news came shortly after listening to a librarian in our Charleston 2019 focus group express apprehension about tracking student library visits for predictive analytics because of data privacy concerns, illustrating the broad spectrum of data privacy positions in higher education. Technology has made such data collection possible, and just as Europe’s GDPR and California’s CCPA data privacy legislation have raised the profile of consumer data privacy policy, in higher education we should critically question whether data collection infringes on student privacy and find alternatives if needed. Embracing digital should make our lives easier by delivering meaningful data we can use to make good decisions, managing data privacy responsibly does not preclude that.

The number of resources librarians can choose from has grown with the advent of digital content. On one hand there’s a host of new resources that were never before feasible. Data Planet, a statistical data repository, has collated and organized 12.6 billion datasets into a common structure in a user-friendly environment. Without the technology to facilitate this resource,
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Researchers and students would spend hours collecting and cleaning data to answer a question that is easily answered using Data Planet. On the other hand, there is the conversion of physical resources to their digital counterparts, like digitizing microfiche for primary source archives. But converting means replacing a resource you’ve already invested in, often with no additional funds. Figure 1 illustrates how academic library budgets have remained relatively flat over the past five years. Between more resources and stagnant or even shrinking budgets, going digital comes at a cost.

**Figure 1: Library Total Expenditures, 2018 Real Dollars**

![Graph showing library total expenditures, 2018 real dollars](image)

**Note:** Average library expenditures for each institution category shown. Annual adjustments calculated with the Higher Education Price Index (HEPI). Data from IPEDS (2019).

Alongside new resources are tools for accessing and using content more effectively. Tools like Handwritten Text Recognition use AI to recognize words in handwritten manuscript collections, allowing researchers to search original documents. Such resource enhancing tools add a new consideration for librarians deciding where to invest limited funds. It may be that investing in a tool to facilitate greater usage of existing resources is more impactful than adding to the collection. Librarians are well-equipped and experienced in assessing the value of a resource, but technology has complicated that formula by adding digital tools competing for resource dollars.

**Impact on People**

Patrons are presented with a host of resources to support their academic work, and Figure 2 shows how digital circulations rapidly overtook print from 2014 to 2015, leveling off in recent years.

**Figure 2: Digital Share of Total Circulations**

![Graph showing digital share of total circulations](image)

**Note:** Average share of digital circulations from total print and digital circulations for each type of institution. Data from IPEDS (2019).

Changes in librarian roles reflect that shift. Libraries are adapting their organizational structure to meet patrons where they can have the greatest impact. Moreover, many librarians, especially at smaller institutions, wear many hats. Rather than supporting one or two subjects, they’re supporting five or more.

A librarian in our Charleston 2019 focus group described, “The needs are changing. Our reference numbers have been falling for 20 years and the justification for that deep liaison model is harder to make when you have people from multiple spaces asking the same kind of question.” Roles fitted to functional areas have emerged, titles such as UX librarian, Digital scholarship librarian, and Data librarian, to name a few.

**Harnessing Technology**

Library technologies that support content generally fall into two categories, infrastructure and tools. The technical infrastructure which enables digital content to exist in a searchable and usable form must provide content with a sturdy foundation. The modern card catalog should support today’s range of resource formats and shapes in ways that are meaningful to the user and not simply copying outdated formats. The tools to access, retrieve, and use resources should be designed to best serve the end user’s specific needs and plausible use case. A useful tool will meet users where they are, whether it’s starting their research on Google rather than the library or completing a course remotely instead of at a residential campus.

To fully harness the potential of library technology, publishers and information professionals should evaluate how each technology addresses the previously noted barriers. How does the library technology prioritize the user experience? How does it make their professional life easier? And how does it support rather than strain their materials and services budget? In order to realize content benefits from the digital transformation, these issues must be prominent in conversations moving academic librarianship forward. It’s the responsibility of publishers and vendors to reach out to librarians and listen as they develop new resources.

No other group than librarians has such thorough expertise across these issues, marking them as the most qualified advocates for steering technological transformation in academic resources.

**Conclusion**

With technology changing how information is presented, academic resources are breaking the monograph mold and changing the library landscape. Breaking from simple page designs and not being physically bound to a building has allowed the freedom to create resources which convey information and use library space in ways that maximize their value. However, there are issues around how to make technology work for the library and patrons to resolve before we can fully realize the benefits and move forward into the next phase of digital transformation. Librarians, experts in resources, patrons, and systems are uniquely positioned to drive that progress.

We have come a long way from carving in clay tablets to streaming digital media, and academic libraries will persevere through the changing library landscape. However uncertain one may feel at times, libraries have an incredible opportunity in 2020 and beyond to deliver resources in ways which invigorate teaching, learning, and research. What a time to be a librarian!

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What are the Perceptual Gaps Between Librarians and Faculty Regarding the Role of the Library in Research and Teaching?

by Professor Snunith Shoham (Bar-Ilan University, Ramat-Gan, Israel) <shoham.snunith2@gmail.com>
and Dr. Liat Klain Gabbay (College of Management, Academic Studies, Rishon-Lezion, Israel) <liatk3011976@gmail.com>

The Information Age of the past two decades has stimulated numerous and dramatic changes in the academic world, including: the development of novel information technologies; changes in teaching and learning methodologies; the development of interdisciplinary departments; the growing trend toward multidisciplinary collaborations; the emergence of social networks; and the expectations of users that the library adapt to the digital era and to the Google interface.

In accordance with these changes, academic libraries have been undergoing a significant transformation as well, including in the services they provide, the way in which they are managed, the structure and organization of their spaces, the composition of their collections, their perception of place versus space, and more. Indeed, contemporary academic libraries are more user-centered, interdisciplinary, and open to new technologies than their traditional predecessors.

An important aspect of the transformation of the academic libraries is their transition from a quiet place of individual learning to a learning-centered structure. This structure includes the formation of spaces for collaborative learning, social gatherings, and non-learning activities, in addition to the traditional spaces that allow quiet, individual work. The connection between libraries and various technological systems has led to the development of inter-library loan services, which both students and faculty use much more than they did in the past. Many contemporary academic institutions tend to unify departmental libraries with faculty libraries, and both students and faculty use the library structure for social gatherings, Internet, and information technologies, although they also “visit” the library remotely from their home or office (Shoham & Klain-Gabbay, 2019).

The rapid development of information technologies raises questions regarding the role that the modern academic library plays in supporting research and teaching, as perceived by both faculty and the academic librarians themselves. The 2019 study presented here aims to address this issue using a mixed-methods approach to answer the following questions:

a. To what extent do faculty members utilize the resources of the library for research and for teaching?
b. How do faculty members perceive the role of the modern library with respect to research and teaching?
c. How do academic librarians perceive the role of the modern library in various aspects of research and teaching?
d. To what extent do the perceptions of the role of the library differ between faculty members and librarians?

Two research populations were studied: faculty members who teach and conduct research in the faculties of humanities and social sciences in three academic institutions in Israel; and librarians working in the libraries affiliated with these faculties. Interviews were conducted with participants from both populations, based on a convenience sample of 20 faculty members and 15 librarians. Questionnaires were distributed to all faculty members and librarians in the three selected academic institutions; response rates were 30.9% (191 faculty members) and 62.5% (50 librarians).

Key Findings

- The extent of using library resources by faculty members

When asked about the extent to which they use the academic library, faculty members generally attested to using the library resources (typically its digital resources) mainly for research purposes. They reported using such resources very extensively: more than 90% indicated that they use the library databases frequently (on a weekly and even daily basis) and more than 70% indicated that they search through the library catalog. Some faculty members differentiated between the library and the electronic resources available for them through the academic institution, but most of them were aware that the library selects and pays for relevant subscriptions, thus enabling the faculty members to obtain full-text articles that are often unavailable freely through the Internet.

Although some faculty members claimed that they do not use the library or that the library does not meet their expectations in research and teaching, they do use the materials and databases to which it subscribes. Indeed, the extent of using electronic resources was much greater than the extent of using the physical library, as less than 30% of all faculty members indicated that they visit the library either once a week or once or twice a month. Less than 50% of those who visit the library often indicated that they do it for loaning purposes or for reading professional literature. In addition, less than 40% of the faculty members indicated that they utilize additional resources that the library prepares, such as reports on new books, recommended websites organized according to field categories, or tutorials and guides.

In general, the findings of our study suggest that the role of the library in providing access to materials is an important and contributing factor to faculty members, both for teaching and, to a greater extent, for research purposes.

- The role of the library in academic research

Both the faculty members and the librarians were asked which of the following components they consider to be within the role of the library to provide, with respect to research:

- Access to electronic databases
- Access to printed books and journals
- Information about conferences and seminars

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The Keepers Registry
is now available on the ISSN Portal (https://portal.issn.org)!

As of December 2019, the Keepers Registry (https://keepers.issn.org) is now fully integrated with the ISSN Portal the global, authoritative database for serial title identification and tracking. This service aggregates preservation metadata of digital journals with ISSN descriptive metadata, thus providing an accurate overview of a serial title's journey from initial publication to transfer of responsibility to long-term preservation by archiving agencies. In the shift from print to digital format, libraries and publishers need to archive not just digital serials but also ongoing 'integrating resources'. Thirteen archiving agencies from around the world are addressing this challenge and supporting the Keepers Registry as a tool to monitor the archival status of digital content. These national libraries, non-profit organisations, and academic consortia cooperate with the ISSN International Centre to disseminate up-to-date information about archived serial titles and titles at risk.

Grant Hurley, Digital Preservation Librarian at Scholars Portal, Canada, states that “The Keepers Registry is a crucial component of our collective preservation ecosystem. Keepers Registry gives its stakeholders the ability to evaluate what materials are being preserved and by whom, and therefore, what materials may still be at risk. As a preservation service provider, Scholars Portal benefits from exposing its holdings data in a consistent and reliable way, which ensures its preservation practices are transparent and supports the trust of its user communities.”

Jeffrey van der Hoeven, Head of the Digital Preservation department at the Nationale Bibliotheek van Nederland (KB), Netherlands, explains that “From the perspective of long-term preservation, the Keepers Registry fulfills an important role for KB in determining the integrity of its collection.”

Craig Van Dyck, Executive Director of CLOCKSS, USA, posits that “The Keepers Registry performs several critical functions: exposing information about which scholarly journals are preserved, and which volumes, and by which preservation archives; providing a normalized platform for users to find the information, and for archives to integrate with; and a social structure for archives to come together to collaborate. Digital preservation is an evolving field, and collaboration is key to moving forward. The ISSN International Centre makes a lot of sense as a home for the Keepers Registry.”

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For information about specific professional services or to join the Keepers Registry as an archiving agency, please contact the ISSN International Centre (Email: newkeepers@issn.org)
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- On-request searches for information by an information specialist
- A comfortable and quiet place to work in
- Printed or electronic materials for the researcher
- Updated and continuously renewed various collections
- Advanced information technologies
- Interlibrary loans

The questionnaires suggest a consensus among faculty members and librarians regarding the role of the library in providing access to electronic databases and to printed books and journals, as more than 92% of respondents from both groups perceived these components to be within the roles of the library with respect to research. A similar percentage of faculty members and librarians also indicated that purchasing printed or electronic materials, providing a comfortable and quiet place to work in, and facilitating interlibrary loans are within the roles of the library.

In contrast, considerable differences were found between faculty members and librarians in other aspects of the role of the library. Most prominently, while most librarians (76%) perceived “searches for information by an information specialist” to be one of the roles of the library with respect to research, only about a third of the faculty members shared this perception. Similarly, considerable differences were found between the two groups regarding the role of the librarians in maintaining updated and renewed collections, being advanced with respect to information technologies, and providing information about conferences and seminars — all of which were perceived to be within the role of the library by far more librarians than faculty members.

- The role of the library in academic teaching

Both the faculty members and the librarians were asked which of the nine aforementioned components they consider to be within the role of the library with respect to teaching. The component “providing information about conferences and seminars” was replaced by the component “providing assistance in preparing course materials.”

Similar to the research aspect, about 90% of respondents from both groups perceived the provision of access to electronic databases and to printed books and journals to be within the roles of the library with respect to teaching. Around 45% of faculty members and librarians indicated that providing a quiet and comfortable place to work in is within the roles of the library. In contrast, a much higher percentage of librarians than faculty members indicated that the roles of the library with respect to teaching include purchasing printed or electronic materials, enabling interlibrary loans, maintaining updated and renewed collections, being advanced with respect to information technologies and assisting in preparing course materials. In addition, there appears to be a difference between the perceptions of faculty members and those of the librarians regarding the role of the information specialist in searching for information, such that librarians regard this service as applying more to research than to teaching, whereas faculty members perceive it in the opposite way.

Summary and Operative Conclusions

In general, the faculty members in this study expect that the librarians provide more professional and focused services that better meet their research needs, but the librarians do not appear to be aware of these expectations. One of the main expectations of faculty members is the improvement of the connection between the library and the faculty through subject librarians and information specialists, who will serve as field experts and assist the faculty members in both teaching and research.

Regarding the updating and renewal of collections, the study demonstrates that libraries purchase course materials based on the requirements of faculty members and on its own perception of their needs, but the faculty members believe that this is insufficient for their research purposes. Regarding interlibrary loans, while librarians perceive this service to be important and to increase the library’s collection, faculty members may perceive this service as a lack in the library’s collection, rather than an important role of the library. The study also found differences in perception regarding other services, such as searching for information for the researchers, collecting information about conferences, imparting information technology, and using the library as a place to work in.

The higher expectations of faculty members from the librarians, in face of the general perception of the latter that they are doing their best in answering the research and teaching needs of the faculty members, may indicate a problem in the functioning of the modern academic library. This issue prompts a tighter collaboration between faculty members and librarians, such that the latter can provide services that are more suitable for the actual users of the library, rather than services that librarians only think are suitable for these users. As the faculty members are the resident population of the academic institution (as opposed to the ever-changing population of students), it is important that the library understands its role in the eyes of the faculty, fulfills the needs of the faculty members, and adapts itself to their requirements. The library must also educate faculty on the services that they offer and the skills they have acquired.

From the librarians’ perspective, some of them were aware of and assisted in the faculty members’ research needs, while others claimed that the library supports these needs mainly by purchasing databases and books and by facilitating interlibrary loans, and that the librarians should not be more involved than this in the research of the faculty members.

The librarians in our sample perceived themselves as being able to support the virtual teaching environment, yet perceived their role in supporting the research environment entirely differently. Because many perceive supporting the research environment as more difficult and professional than supporting the teaching environment, the librarians testified that research support requires them to be technology experts. Therefore, in reality, most libraries support the technical aspects of research but no other aspects, such as locating information or providing comprehensive information that is relevant for the faculty members’ research.

Practically, this study indicates that librarians should be more aware of the faculty members’ expectations of them — particularly in the research aspect — and should develop skills to assist faculty members not only in teaching but also in their research activities. In addition, librarians should know that sometimes faculty are not saying that they need support in doing the research. Recognizing this and finding ways to facilitate...

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Love and Other Data Assets
by Jesse Stommel (Digital Learning Fellow and Senior Lecturer of Digital Studies, University of Mary Washington) <jesse@hybridpedagogy.org> Twitter @Jessifier

“Love first, design later.” — Maha Bali

For the last several years, I’ve led pedagogical development seminars at University of Mary Washington (UMW) focused on topics like “higher education pedagogy” and “digital knowledge.” The groups have included staff, librarians, full-time and adjunct faculty from a wide array of disciplines, and students. We’ve discussed practical issues arising from our own teaching, discussed readings, met with special guests, and done microteaching (offering feedback on short lessons taught by participants).

I’ve guided these discussions and chosen many of the readings, but the topics have arisen organically, beginning with a group- brainstorm at our first session. In any year, what we’ve done was more important than what we set out to do, and we’ve reflected regularly on how we did it and why. Sometimes, there has been a clear path from one week’s topics to the next, but more often, the juxtapositions have been haphazard, as much about generating friction as about finding common theses.

There is very little time, support, or funding in higher education for this kind of reflective consideration of our work. Teaching is quite often something we do alone with very little direct preparation. Conversations between and among faculty, librarians, instructional designers, and technologists are much rarer than they should be. The faculty/staff divide at many institutions limits our ability to talk across structural barriers. And contingent, adjunct, or precarious educators are too often left out of these conversations altogether. Each year I’ve facilitated the seminar at UMW, I’ve faced barriers to including (and compensating) adjuncts, librarians, and staff. Spending faculty development funds on non-faculty, even non-faculty with teaching assignments, has been discouraged by administration. In fact, every year, funding has been eliminated altogether for this project, and I’ve had to advocate (with the support of previous participants) for it to be reinstated. Unsurprisingly, I’ve recently discovered that funding for the seminar has been eliminated again for the 2020/21 year. At the same time, the annual bill for our LMS contract has gone up. This kind of decision-making sends a message that the administration wants technical support, not deep inquiry into the complicated work of teaching with technology.

Educational technology is strangely situated at many institutions (usually somewhere vaguely between academics and IT), which further frustrates necessary conversations across the teaching/technology divide. And, quite often, for-profit EdTech companies take advantage of this situation through predatory marketing tactics — pitching their tools to the most powerful, least knowledgeable folks at an institution. The majority of EdTech is driven by the bureaucratic traditions of education more than the pedagogical ones.

In “Teaching as Possibility: A Light in Dark Times,” Maxine Greene writes, “It is obvious enough that arguments for the values and possibilities of teaching acts (no matter how enlightened) within the presently existing system cannot be expressed through poetry.” What Greene describes is a conundrum. For her, the space of the imagination, the habitus of poetry, is necessary to the work of education. But how do we reconcile the philosophies of John Dewey with the fact of the learning management system? How does the work of Maria Montessori sit without combusting alongside the increasingly aggressive marketing of remote and algorithmic proctoring tools? How do bell hooks’ words about self-actualization in the classroom not wither in a world of keystroke monitoring and plagiarism-detection software? And how can we honestly approach Virginia Woolf’s A Room of One’s Own with students if we’re complicit in the monetization of their educational data by for-profit companies?

These crises aren’t existential, nor are my examples purely hypothetical. The technological tools we’ve widely adopted for education are increasingly out of step with what we say education is for. There’s a serious problem in education if we assume dishonesty on the part of students while failing to acknowledge that for-profit tech companies like Turnitin or ProctorU might care about their bottom lines more than they care about students.

During a 2019 investor conference, the CEO of Instructure (maker of the Canvas learning management system) bragged about their “second growth initiative focused on analytics, data science, and artificial intelligence,” saying: “We have the most comprehensive database on the educational experience in the globe. […] No one else has those data assets at their fingertips to be able to develop those algorithms and predictive models.”

What concerns me are two specific words that fall off the CEO’s tongue so easily: “data assets.” Teachers and students have long been called “users” and “customers” by educational technology companies, and this has had me uncomfortable enough, but reducing us and our work to “data assets” takes this a step further, exposing the role that for-profit companies and technologies play in the increasing precarity of education and educational labor. It’s not a coincidence that more than 70% of university teachers are working off the tenure-track and nearly 1 in 2 students in the U.S. is food insecure, even as Turnitin claims their product is used by more than 30 million students at 15,000 institutions in 150 countries and the global learning management system market is expected to reach $28.1 billion by 2025 (Wood, 2019).

As these bureaucratic technological systems become more ubiquitous, educators increasingly accept them as inevitable instead of furiously raising our collective eyebrows when institutions invest more and more in machines (and algorithms) and less and less in teachers (and the work of teaching). To me, the biggest issues arise when we adopt tools across an entire educational institution, discipline, or course and give teachers and students no choice but to use them. A student’s degree or grade shouldn’t rest on whether they are willing to sacrifice their privacy or give their data to a for-profit corporation. There’s a common end game for tech companies, especially ones that traffic in human data: create a large base of users, collect their data, monetize that data in ways that help assess its value, and then leverage that valuation in an acquisition deal. An educational institution should be skeptical of those companies, not suspicious of its own students.

In “Digital Sanctuary: Protection and Refuge on the Web?” Amy Collier writes, “We in higher education need to seriously
consider how we think about and handle student data, and we need to respectfully and empathetically acknowledge where our practices may cause harm.” This work starts by talking openly with one another and across institutional divides. Collier’s call is for dialogue, not empty bureaucratic structures. We all need to work together to ask hard questions of our technologies: Does the tool educate students about IP and data privacy before collecting data? Can individual students opt out, no matter the university policy? Is there a single button students can click to remove all their data? If the company does monetize the data it has collected, whether permission was given or not, will the owners of that data be compensated?

Asking these questions is necessary when a tool is institutionally adopted, but smaller versions of these conversations should happen every time we consider pointing to a tool on an institutional Web page or require the use of a tool for a course assignment. “If higher education is to ‘save the web,’” Chris Gilliard writes in “Pedagogy and the Logic of Platforms,” “we need to let students envision that something else is possible, and we need to enact those practices in classrooms. To do that, we need to understand ‘consent’ to mean more than ‘click here if you agree to these terms.’” Our work as educators is not just to question ubiquitous practices, compulsory data collection, and algorithmic decision-making, but also to model what it looks like to think critically about the whens, whys, and hows of technology.

The learning management system isn’t an accident. It exists for very particular historical, bureaucratic, institutional, and pedagogical reasons. The same is true for remote proctoring software, plagiarism detection services, and algorithmically-driven mobile apps for student retention. These tools are not neutral. Chris Bourg, Director of MIT Libraries, offers (in an interview with Tara Robertson at Mozilla), “Many people don’t proclaim their agendas, but definitely have agendas, even if they are agendas about maintaining the status quo, and never get asked about how they handle people in their organization who don’t agree with their agendas.” Bourg argues for a feminist administrative practice of radical openness and transparency about our own agendas. The onus has to be on the tech companies themselves to educate “users” about data security and data monetization.

EdTech companies need to state clearly: “Here’s what we’re collecting, here’s why we’re collecting it, here’s what we hope to do with it, and here’s why it should matter to you.” Far too many companies attempt to shift these responsibilities entirely onto educational institutions, when they should be shared by students, educators, institutions, and the EdTech companies themselves. We all need to talk honestly about what tools are for, how they might shift culture, and who they could disadvantage. We need to actively resist marketing jargon that would have us believe our “culture of academic integrity begins with Turnitin,” or that ProctorU “values knowledge.” And by “resist,” I mean we should not adopt tools that conceal their monetization strategy or lie to us about their function.

My work in critical digital pedagogy begins with the presumption that there aren’t easy solutions in education — that students and educators bring complex backgrounds, experiences, and contexts to the work — and that this work demands we “gather together a cacophony of voices” (2014). This means acknowledging friction (and sometimes abusive) faculty/staff divides, drawing students into the work of building their own educational spaces, and creating much more inclusive conversations between technology companies and “stakeholders,” the human beings that populate (and construct) a university, college, or other school.

One of the first things I encourage participants to read in my “digital knowledge” seminar is Teaching to Transgress by bell hooks. It’s productive to hold her work up against investigations into the past, present, and future of educational technologies. Henceforth, every time I hear the phrase “data assets” to describe students, educators, and their work, I’m going to recite in my brain (or aloud) these words from another book by hooks, Teaching Critical Thinking: “It is the most militant, most radical intervention anyone can make to not only speak of love, but to engage in the practice of love. For love as the foundation of all social movements for self-determination is the only way we create a world that domination and dominator thinking cannot destroy.” And thinking on those words, I’ll be reminded of this from Paulo Freire’s Pedagogy of the Oppressed, “If I do not love the world if I do not love life if I do not love people I cannot enter into dialogue.”

We are not data assets. And the work of dialogue depends on that. It begins when we:

- build a community of care
- ask genuine, open-ended questions
- wait for answers
- let conversation wander
- model what it looks like to be wrong and acknowledge when we’re wrong
- recognize that the right to speak isn’t distributed equally
- make listening visible

From there, we can find tools and technologies that support the project of education, ones that allow us to own our data, delete it at will, and export it easily — tools that allow “users” (human librarians, staff, faculty, adjuncts, administrators, technologists, and students) to create our own spaces (and conversations) on and about the Web — tools with an architecture of radical openness, love, imagination, hard questions, possibility, and poetry.

Bibliography


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and Advocacy in Library Leadership. Library Juice Press, pp. 172-188.


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enable faculty in supplying the tools or access to what they need, and using librarians’ research skills to support students rather than faculty, can be important and useful.

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Provider, Partner and Pioneer: Research Libraries and the Impact of Digitization

by Martin Drewe (Head of Customer Experience, Quartex, Adam Matthew Digital) <martin@amdigital.co.uk>

At a recent symposium hosted by the British Library and convened by Research Library UK’s (RLUK) Digital Scholarship Network, Matt Greenhall, Deputy Executive Director of RLUK, noted that the role of the research library is changing from provider to partner, and from partner to pioneer, as libraries work in collaboration with each other and the communities they serve to increasingly take a proactive role in driving research and engagement through digital scholarship.

Though the definition of digital scholarship can be contested, Liz Jolly, Chief Librarian at the British Library, stated that the focus of the Digital Scholarship Network is on “research and teaching that’s made possible by digital technologies.” Two further speakers at the same symposium — Cillian Joy from the National University of Ireland, Galway, and Rikk Mulligan, Digital Scholarship Strategist at Carnegie Mellon University — reported that the most prevalent digital scholarship activity for research libraries is the digitization of analogue materials and the creation of digital collections. This article explores the drivers behind and the impact of digitization programs at two North American universities using Adam Matthew’s new Quartex platform to display their digital collections.

Central to the mission of one of these institutions, Baylor University, is “partnering with researchers to create innovative solutions that enhance research and teaching.” In 2004, the library began to digitize their collections and adopted CONTENTdm, the digital collection management software, as a means of making these collections available to students, researchers and the general public. Darryl Stuhr, Director for Digitization and Digital Preservation Services, oversees all digitization projects undertaken by Baylor’s Digitization and Digital Preservation Services Group. He remarks that initially the library team responsible for digitization appeared to be working directly from faculty members, including Cillia Darden, a professor in Baylor’s Department of Journalism, who had previously spent ten years as Gospel Music Editor at Billboard magazine. Darden has a deep love of gospel music but was frustrated that many gospel recordings were so hard to find. In 2005 he wrote an op ed piece along these lines for the New York Times entitled “Gospel’s got the blues,” expressing his concerns that many great recordings in the genre may be gone forever, as masters deteriorated or were lost: “It would be more than a cultural disaster to forever lose this music. It would be a sin.”

As a direct result of this article, Darden was contacted by renowned investor Charles Royce, who, according to Darden, told him, “I’ll pay for it, if you figure out how to save it.” Thanks to Royce’s donation of $350,000 the Royce-Darden Collection was established and the Black Gospel Music Restoration Project created. The aim of this project is to identify, acquire, preserve, record and catalogue the most at-risk music from the black gospel music tradition, along with any ephemera that may be of use to scholars, and to provide standards-based discovery tools for a full catalog of materials, along with tracks from the audio archive, through an online interface. From April 2020 Baylor will be using Quartex as this online interface, providing direct access to the 4,500+ individual songs in the Royce-Darden collection.

Thanks to this initiative, many people outside the Baylor campus have become aware of the collection. Most notably, when the Smithsonian Institution opened the National Museum of African American History and Culture (NMAAHC) in 2016, selections from the project were included in a permanent exhibit.

The Royce-Darden collection is just one of many held by Baylor University. The Digital Projects team has immediate plans to offer online access to between 60 and 70 digitized collections, supporting 11 libraries on the Baylor campus. One of these libraries is the Armstrong Browning Library, home to the world’s largest collection of Browning materials and a growing collection of written content and cultural artifacts that support research on nineteenth-century literature and culture.

The Armstrong Browning Library is now working with Baylor’s Digitization team to ensure that they can reach more than the 30,000 physical visitors they welcome each year. One key initiative is the Browning Letters Project, which brings together the letters to and from Elizabeth Barrett Browning and Robert Browning from diverse sources. The Browning are perhaps best known for the love letters they wrote to each other during their surreptitious courtship — 573 letters written over a period of about 600 days — which culminated in their elopement to Italy in 1846. But they were also literary heavyweights of the nineteenth century and the letters contain details regarding their work and critical responses to it, as well as commentary on social and political issues of the day, including slavery and Chartism.

The Browning Letters Project began in 2012, with a collaboration between Baylor and Wellesley College and the publication of 1,400 letters on Baylor’s CONTENTdm platform. Since then the project has grown to include letters held by Balliol College Oxford, the Harry Ransom Center, Ohio State University Libraries and Texas A&M University. Other collaborations are also planned and access to the digital collection will be offered through Quartex from spring 2020. The ultimate aim of the project is to provide access through a single site to all 11,601 known letters. But, even should relevant documents be hosted elsewhere, users of Baylor’s new site, created on the Quartex platform, will be able to make use of International Image In-
teroperability Framework (IIIF) technology to allow on-screen placement of any letter or other document wherever in the world it’s published, as long as that document’s IIIF manifest exists.

Another technology that Baylor is keen to make use of is Handwritten Text Recognition (HTR), a feature integrated into Quartex. Browning scholars have been working on a transcription program across the Browning letters, resulting in the transcription of about 1.8 million words to date. For anything not yet transcribed, Baylor can activate reliable and accurate HTR search across these documents, and other manuscript collections they hold, including their Victorian Letters collection.

The Library has in the past run digital humanities workshops using the Victorian Letters collection, and plans to hold further workshops and digital displays to encourage use of the Browning Letters in digital humanities research. This work is being led by Baylor’s Digital Scholarship Librarian Joshua Been. “There is potential for huge growth in engagement over the next couple of years as collections become more visible and usable, which should drive growth in digital humanities,” says Darryl Stuhr.

Shelley Hawrychuk, Chief Librarian at University of Toronto Mississauga (UTM) Library, feels that in terms of their support of digital scholarship, UTM was “a little late to the party,” but they have since embraced the potential for engagement it can offer. She cites a digital scholarship initiative from an academic based in UTM’s English and Drama department, Alexandra Gillespie, as a key driver for this approach. Gillespie was awarded funding from the Andrew W. Mellon Foundation for a project on book history, “Digital Tools for Manuscript Study,” which sought to simplify digital manuscript research by making manuscript images themselves much easier to use. Gillespie worked on the project with the University of Toronto Library, St. George, rather than her own campus, UTM Library, because, as Shelley Hawrychuk freely admits, UTM lacked the capacity, resources and skills to support the project adequately at the time.

Since then the Digital Humanities Network, co-chaired by Gillespie, has linked initiatives across the University of Toronto. The network launched in 2016 with the goal of bringing together humanities scholars working within the digital environment from across all three U of T campuses, and now includes more than 200 scholars. “This network is a real hub for digital humanities research at U of T,” says Elspeth Brown, another network co-chair and Professor of Historical Studies at UTM. “It helps to connect students, researchers and teachers, and brings them together to share ideas and approaches. It also helps us to identify the future needs of researchers for resources, infrastructure and collaboration.”

In the last two years, UTM Library has invested in four new posts to support digital scholarship, and while the Digital Humanities Network is a university-wide initiative, Gillespie recognizes the proactive role of UTM Library. “It’s a space where you see real collaboration across disciplines and also between faculty and staff from Information & Instructional Technology Services and the Library,” she says.

Simone Laughton heads the Instructional Technology Team, and runs it out of the Library. Simone’s team makes use of Quercus, a learning management system based on Canvas, and a team of liaison librarians—a model in place since 2003—to maintain, in the words of Shelley Hawrychuk, “a rich and robust relationship with departments.” Library liaisons meet regularly with faculty and produce library guides customized for each class, including details of primary sources available to students. This results in heavy usage of vendor-supplied digital primary source materials and the UTML liaison librarians will be able to use the same framework to signpost the Library’s own digitized archives and special collections.

Chris Young is one of newest librarians to join the UTML team. He is the Coordinator of Digital Scholarship and Librarian, and heads up the library’s digital scholarship initiatives including UTML’s digitization of its own archives. The library was aware they needed an effective means of displaying their digitized collections and recently made the decision to purchase Adam Matthew’s Quartex platform. UTML was familiar with the digital resources published by Adam Matthew, and knew that as the same software would provide the underlying framework behind Adam Matthew’s next generation of collections, they could be sure it would be robust and performant. UTML ran a Quartex pilot using their Erindalian collection, a student newspaper dating from 1968-1973. Metadata across the collection is relatively scant so UTML was keen to ensure that the newspapers are full-text searchable — and were thus exploring the in-platform OCR functionality of Quartex.

Following this successful pilot, they determined to move their other collections onto the same platform. Prominent amongst these is their United Fruit Company collection, which comprises company records, memos and photographs of Rafael Platero Paz, who from the early 1930s to the 1980s was the main studio photographer in the banana company town of El Progreso, Honduras. In 1930, the United Fruit Company was capitalized at over $200 million and the largest employer in Central America. It was also notorious for its poor stance on the rights of workers.

Kevin Coleman, an Associate Professor of History at UTML that specializes in the modern history of Latin America, recently won a Social Sciences and Humanities Research Council grant for his research on the United Fruit Company, the conditions of which require the results to be made available on an open access basis.

Working with UTM Library, Coleman will publish his research findings alongside the library’s relevant archival documents on a dedicated website, “Visualizing the Americas.” He can achieve this through use of Quartex, as it supports publication of multiple front-end sites, all styled and branded independently, from a single back-end instance. From the perspective of the library, this makes sense too, as they can effectively support faculty, ensure that sites are easily generated and updated, and are not reliant on additional funding to continue guaranteed digital access.

UTM Library is now planning digitization of other collections, including the Abyalay collection, a substantial and significant Ismaili collection. Shelley Hawrychuk is clear that, thanks to recent initiatives and funding, they can approach the accessioning and digitization of new collections with confidence as their first step on a path to improving access and discovery and as they continue to partner with faculty and scholars and pioneer use of new technologies to facilitate digital scholarship.

Adam Matthew’s Quartex platform:
www.quartexcollections.com

University of Toronto Digital Humanities Network:
https://dhn.utoronto.ca/
A Decision-Making System Based on Evidence at the Library / LRC Dulce Chacón — Universidad Europea de Madrid

by Antonio Alonso Espadas (Library IT Specialist, Universidad Europea de Madrid) <antonio.alonso@universidadeuropea.es>
and Javier Martín Rodríguez (Head of Technologies at LRC Dulce Chacón – Universidad Europea de Madrid)<javier.martin@universidadeuropea.es>

Please Note: Some of the images in this article may be difficult to read. To access the high-res versions, please contact the article’s authors.

Once NASA succeeded in getting men on the moon, the American voter began wondering why it was necessary to allocate such a big amount of money to something that seemed already routine when there were other incoming and urgent issues, such as the oil crisis or the Vietnam War. At that time, the budget of the institution was reduced, and the good times did not come back.

NASA understood then the need to convince the public that every invested dollar in space exploration was well spent, and it developed a marketing program conveying the benefits that exploring and experimenting in space provided to society, which had been proven effective.

The chart above shows the indicators provided by our library to REBIUN (Red Española de Bibliotecas Universitarias). The data and statistics related to the institutions that participate in REBIUN can be consulted in: https://rebiun.um.es/rebiun/admin/ManageIndicatorsPage.

We all know that data help library directors explain strategic decisions, such as why we need to increase our budget or how our bibliographic collection needs to grow.

But data should also help the Heads of Service know how many librarians must be at the reference desk at certain times, or the impact the digital resources used in teaching students has on the level of degree achieved.

If we go a little further, data should also assist all librarians to make decisions, like determining which parts of the collection are more in demand so they can prioritize accordingly; or calling the maintenance department if a particular place of the library has issues with the temperature; or if it would be advisable not to schedule meetings at times when most users visit the library heavily.

This all sounds great, but it’s not easily achieved. Even though libraries usually count on various systems for collecting information, such us our ILS, COUNTER reports of digital resources, temperature, humidity and fullness data gathered by the “Internet of Things” (IoT) sensors, or the borrowing of equipment and work rooms of the library, unfortunately, there was no system capable of collecting data from different sources, grouping and connecting them, and providing us with the necessary evidence to make decisions; we needed to create it.

We needed the system to be flexible, capable of analyzing raw data, like already processed reports from different sources and formats, as well as being always available so as not to have to run reports every time a certain fact is needed; we wanted it to be ready to go instead.

Three years ago, we started testing Microsoft Power BI, a business intelligence system which is simple to parametrize, intuitive continued on page 26

Once the objective of reaching the moon was almost assured, the budget of the agency was drastically reduced.

Something similar happens to us libraries; we are highly praised in terms of academic and cultural reputation and everybody agrees on the role we exercise in our communities. But when we refer to the resources we need to deliver on it, there is not always such unanimity.

If there is anything that characterizes a library, it is its capacity to gather vast amounts of data in a systematic way, thanks to the intensive use of technology, such as the ILS and other information systems. But, what do we do with all that information? To a large extent, we use it to demonstrate how good we are in certain aspects when we compare ourselves to other libraries (number of visits, online resources downloads, borrowings, etc.)
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A Decision-Making System Based on Evidence ...

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and creates reports that allow us to zoom into the data series and interact with them in a wide variety of graphic representations.

We started processing data from our own reports, mostly in Excel. It was easy because both programs belong to the same producer; therefore, we only needed to open the Excel files in a OneDrive account connected to our MS Power BI account to have our data updated in the reports constantly.

We then decided to go even further; two years ago, we moved to ILS Koha, an Open Source system that uses MySQL’s database engine, and we integrated it directly to our MS Power BI system. After all, why get data from a system to make a report in Excel when you can obtain it directly from the database charts from the ILS? Thanks to this initiative, all librarians have real-time information regarding circulation transactions (borrowing, renewals, use within the library or devolutions) through branch and collection or how digital resources with MARC 856 field are being used (books, digital magazines and databases). Depending on this and other information, we can make decisions about which subscriptions we should renew and which ones we should cancel.

This report shows the copies and statistics charts of circulation. The dots represent the letters of the LC classification; those indicated in the higher positions and on the left of the graphic show the thematic areas of preferential growth (through smaller number of copies and higher number of borrowings), while the lower ones are areas of potential to purge. The report has options of classification, collection, type of material and year of publication.

Last year, we started to introduce IoT systems in our library to simplify data gathering regarding the number of user visits, peaks of occupancy per hour and measures of temperature and humidity. We also started an inventory of materials with an RFID system with WIFI connection.

Those systems depended on their own platforms and measuring reports, but once again we wondered, why not integrate them as well? Thanks to this, the task of inventory of materials is done in real-time, without the need to overturn data from the reading device in the ILS.

We have also been able to detect air conditioning failures in certain areas, which has allowed us to provide maintenance services with the precise information to fix it.

This report provides information about the environmental conditions and the occupancy levels of the LRC Library (it collects information from eleven sensors, whose information is shown in two simple graphs). [https://web-uem.bibliocrai.universidadeuropa.es/index.php/es/nivel-de-ocupaci%C3%B3n-de-las-instalaciones-y-condiciones-ambientales](https://web-uem.bibliocrai.universidadeuropa.es/index.php/es/nivel-de-ocupaci%C3%B3n-de-las-instalaciones-y-condiciones-ambientales)

Furthermore, we also have updated information on the occupancy level of the Library LRC.

In the first image above, there is a capture of the data from Koha database in the statistics chart, which is followed by a graphic representation of the data collected in this chart. The report allows you to limit the search regarding date, kind of transaction, branch and collection. All data are recalculated automatically and once you click on the elements, they appear in different colors.

continued on page 27
The first picture above shows the information provided by a person-counting camera in real-time. The report below that shows the same information, but processed to know the occupancy level of the LRC Library in one-hour intervals, with a big enough sample to predict the occupancy peaks and to assets the number of times the LRC Library has reached its maximum occupancy level.

We now have a system that integrates practically all the reports of the library, updates them with required regularity and offers interactive and analytical tools for the decision-making process based on evidence.

It is worth mentioning that by the time this article is published, we will have started a new website for the LRC Library, which incorporates some reports and tools managed through this system, such as occupancy level and environmental conditions of our branches in real time, the description of the bibliographic collection of each of our schools, the programming of training workshops from the library and the level of accomplishment of our services (more information can be retrieved from: https://web-uem.bibliocrai.universidadeuropea.es/index.php/es).

In conclusion, sometimes you will need to make improvements to satisfy the user’s needs, but if you cannot measure the needs with objective data you will hardly be able to justify the budget and resources needed to start them.

What are the main ways to take this path? The first one is allowing your team to make better decisions based on evidence, and the second is to be trustworthy and transparent for managers and community, offering accurate and updated data about the status of collections, facilities, use of resources, etc.

We have been speaking about technology and making decisions, but what happens to us, librarians? What will be the role we’ll play in this context? Let us finish with a few words about this aspect.

All the systems we mentioned in this article are impressive and help to minimize the risk of making wrong decisions, but we should not fall to the temptation of forgetting about our own responsibilities. When we make a decision, there are different dimensions we must consider, and data analysis is only one of them; there are also qualitative aspects these systems are still not capable of understanding.

Librarians are the key element in any decision-making process; data analysis systems are helpful tools for us, but what really matters are the decisions you make.

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Rumors
from page 8

John Lavender have been our partners on bringing the new website about. We are merging the Against the Grain and Charleston Conference websites into one that we are calling Charleston Hub. We hope to roll it out in the next month or two at which point we will ask you all for your help, advice, comments, etc. Stay tuned. Right now, we are working with the old website at against-the-grain.com/. They say that patience is a virtue… hmmm…

Speaking of the Rumors blog and Charleston Hub, we have a lot of new online content that you need to know about. The glamorous Rossana Morriello from Turin, Italy has been giving us glimpses of what life is like over there during the coronavirus. Rossana has agreed to be one of ATG’s and Charleston Hub’s international correspondents, helping us to learn about other countries and how they are adapting to our changing world. Rossana’s latest blog post is a subject near and dear to our hearts — on the reopening of the bookshops in Italy. https://against-the-grain.com/tag/rumors/runws

In yet another new blog post — Nicole Ameduri (Springer Licensing) relates news of a scheduled trip to Lake Placid about a month ago to do some hiking of the High Peaks. Turned out, halfway upstate, the governor announced that New York State was going on PAUSE in a few days. Rest of the story? https://against-the-grain.com/2019/02/special-issue-collective-ecosystem/
ATG Interview with Kathleen Folger, Electronic Resources Officer at the University of Michigan Library

Interview by Martha Sedgwick (Vice President, Product Innovation, SAGE Publishing)

**ATG/MS: Tell us about your role and your institution.**

**KF:** The University of Michigan Library is one of the world’s largest academic research libraries. Our student FTE is more than 45,000; our campus libraries hold more than 15 million volumes and 221,000 current serials.

As the Electronic Resources Officer, I coordinate our selection of online resources. I work closely with colleagues across the library to identify, acquire, and make discoverable and accessible all types of online resources including eBooks, ejournals, streaming video and audio, digitized primary sources, datasets, etc.

**As digital resources have exploded, what are the big changes that you have observed during your time at the University of Michigan Library?**

What it means to use the library has completely transformed in the past twenty-five years. We had online indexes and catalogs when I started at the University of Michigan in 1995 but almost nothing was available full-text. If you wanted to read articles or books, you came to the library during the hours when we were open. The collection was carefully curated, each title chosen for its appropriateness for campus use. Now, while we still maintain a significant print collection, the preferred method for using the library is online, where content is available 24/7 to our users from anywhere in the world.

While the move to digital resources has made using the library more convenient, it also means that library-licensed content lives alongside content from the open web. While we try to brand resources with the library logo or name to indicate it has been selected and provided by the library, many users don’t notice the branding or don’t recognize its significance. As a result, users, especially novice users, sometimes struggle with how to find accurate information appropriate to the task at hand. To address this skills gap, the library offers a range of instructional opportunities about how to find and evaluate information.

**With many students starting their searches on the open web, what are you doing to develop their critical thinking skills to assess the material available to them?**

We’ve long offered instructional services designed to help students learn how to find and evaluate information. For our course-integrated instruction sessions, we offer faculty a menu of options to choose from. An increasing number of faculty are requesting the “Evaluating Sources” option, which indicates to us students are finding this challenging.

We also offer a one-credit course we call “Fake News, Lies, and Propaganda: How to Sort Fact from Fiction.” We have been teaching the class since fall 2017 and students who have taken it have found it highly valuable in learning how to evaluate information. One of the students who took the class said she had no doubt that she would use the strategies she learned “every day for the rest of my life.”

Given the size of our campus, we’re not able to reach everybody through in-person instruction. We have expanded our instructional offerings to include online tutorials and learning modules which faculty integrate into their class sites.

**With so many users starting their search outside the library, tell me how you have approached discoverability at the University of Michigan?**

Our approach to discoverability has always been informed by the needs of our local users. One thing they’ve asked for is the ability to browse by subject so we developed a system we call High-Level Browse (HLB) which associates call number ranges with subject categories. Subject specialists are able to identify journals and databases in their area as “Best Bets” to ensure important resources in their subject areas appear at the top of browse results.

We recently launched what we call U-M Library Search, which replaced several previous tools and brands. The goal was to unify the user experience for the various search interfaces, provide a modern technological platform for our discovery interface and improve accessibility and usability. The starting point is the “Everything search,” which shows a small number of results from each of the search categories (Catalog, Articles, Databases, Journals, Website). If a user knows where they want to look in advance, they can switch to see results from a specific category or switch to a category after the “Everything” results display.

While we continue to invest in our own discovery interface, we recognize that many users start with an open web search. We think it’s important that users are able to use whatever tool works best for their workflow, so we encourage publishers and database providers to ensure their content is widely discoverable.

**How have you tackled the challenge of off-campus access to resources at your institution?**

One thing we’ve done to facilitate access is to build our various library systems, e.g., the catalog, the databases list, and our online journals list, to make access from off-campus almost as seamless as on-campus. But, we know many users aren’t using library systems; they might prefer Google Scholar for discovery, or someone has sent them a link, or they’ve clicked on a link on Twitter. Whatever the reason, if they’re off-campus, access isn’t going to work for them because they are not at a recognized U-M IP address. For those users, we offered a proxy server bookmarklet which reoutes a web page through the proxy server. A few years ago we started hearing about browser extensions like Kopernio and Lean Library that help direct users to full text and ended up licensing Lean Library.

We’ve uploaded information about our holdings and database subscriptions to Lean Library so the extension knows when a user is on a site where we have licensed content and will prompt continued on page 30
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them to log in to the proxy server if they are off-campus. In addition to the ability to direct users to full-text, Lean Library has other nice features we really like, including the ability to create custom messages for specific resources. We have almost 500 active users of the extension now, but we’re working on getting the word out so more users will install it.

We’ve been keeping an eye on developments around the Resource Access for the 21st Century (RA21) initiative. In theory, it should make for a better online experience for our users, using single sign-on (SSO) authentication so IP address no longer matters. But, I think publishers may be underestimating what a big ask this is for libraries. To date, our experience trying to implement SSO with just a few vendors has not been great, often requiring extensive back-and-forth between the library, our campus IT department and the vendor. The thought of having to do that for hundreds of vendors is daunting. While we’re eager for better access options for our users, we’re worried about the effort involved with the proposed solution.

I know that you have been proactively addressing accessibility concerns with your digital resources. Tell us more about what you are doing?

- We have a full-time accessibility specialist in the library who works on issues in both our physical and digital spaces.
- We have a Digital Accessibility Team with expertise on digital accessibility standards and design best practices which works with library staff to remove barriers preventing users from experiencing an equitable and inclusive library.
- We negotiate to include accessibility language in the licenses we sign with e-resource providers.
- We are in the process of developing a lightweight accessibility testing protocol that staff involved in e-resource selection will be able to use as part of their evaluation process.

We, along with the other members of the Big Ten Academic Alliance (BTAA), are funding third-party accessibility evaluations for e-resources. The evaluations, along with any responses provided by the vendor, are posted publicly on the BTAA website https://www.btaa.org/library/accessibility/library-e-resource-accessibility-testing.

As librarians we care deeply about access for all our patrons; it’s one of our core values. It’s disappointing to read through the third-party accessibility reports commissioned by the BTAA and see how often significant issues are identified with resources that will create problems for some users with disabilities when trying to use them.

It’s important that e-resource vendors understand that, aside from the ethical concerns around access, there are legal requirements at work. Several colleagues at other institutions report their procurement offices are implementing policies that would forbid the purchase of resources that are not accessible or would allow such a purchase only after completing an onerous exception request process. It would be to the benefit of everyone if vendors ensured their products were compliant with Web Content Accessibility Guidelines (WCAG) available at https://www.w3.org/WAI/standards-guidelines/wcag/. Can you gaze into your crystal ball: what do you think your priorities will be over the coming decade?

We’re currently investing significantly in building up our digital scholarship infrastructure to support researchers who are interested in using digital tools and techniques in their work, including text mining, data visualization, mapping, network analysis, etc. We have recently created several new positions including a digital scholarship strategist, a digital scholarship librarian, and a digital pedagogy librarian. They’re having great conversations across campus about how best to support this work which lives at the intersection of content, technology and disciplinary expertise.

Text mining is a particularly interesting space to work in. More publishers are offering APIs to facilitate large-scale downloading of content. We’re also starting to see vendors incorporate tools into their products that allow some of the kinds of analysis our researchers are interested in. The Gale Digital ScholarLab, for example, allows users to create a corpus of documents and then use a variety of text-mining tools, including ngrams, topic modeling and sentiment analysis, to analyze the corpus. I suspect in the next few years we’re going to see more vendors offering these types of tools.

More expert researchers, however, frequently don’t want to rely on proprietary algorithms and would prefer to use their own tools to analyze the data. We have begun acquiring files from vendors — mainly historical newspapers from ProQuest and the Web of Science files from Clarivate — and making them available for researchers to download and use. A lot of libraries don’t have the resources to do local hosting and delivery though; nor is it particularly efficient to have multiple schools hosting copies of the same files. My hope is that either more vendors offer APIs to allow for bulk downloading or there is a cross-institutional hosting solution for text-mining files. The Big Ten Academic Alliance’s IMLS-funded Collaborative Archive & Data Research Environment (CADRE) provides a potential model to look towards. (https://cadre.iu.edu/)

An area where we’re seeing some really interesting developments is the use of artificial intelligence (AI) or machine learning in discovery, for example:

- Scholarcy (www.scholarcy.com) — Reads and summarizes research articles.
- Scite (scite.ai) — Checks to see if a scientific paper has been supported or contradicted.
- SCITRUS (scitrus.com) — Filters content to help researchers find the most relevant and content.

In addition, some libraries have been experimenting with chatbots which can be used to answer basic reference questions.

Another priority area in the next decade is going to be managing the transition to open access. It’s been a long time coming, but it finally feels like there is some momentum. It’s not yet clear what the way forward is going to be though, so I anticipate there will be a lot of pilots in the years ahead as libraries and publishers look for models that work.

One final, possibly longer-term priority is eXtended Reality (XR). The University of Michigan recently announced a major three-year funded initiative around XR, which encompasses augmented reality, virtual reality, and mixed reality. I’m not sure yet how this might impact libraries, but ProQuest recently announced the launch of virtual reality and 360-degree viewing functionality for some videos on their platform, so it seems to be an area for libraries’ attention in the future.
ATG Interview with Colin Bates, Director, Collections and Global Access at Deakin University Library

Interview by Kiren Shoman (Vice President, Pedagogy, SAGE Publishing) <Kiren.shoman@sagepub.co.uk>

ATG/KS: Tell us about your role — how long have you been in post? What are you responsible for at Deakin?

CB: I have been in the role of Director, Collections and Global Access at Deakin University Library since 2015, although I was with Deakin University in Client Services roles for many years prior. The Collections and Global Access role is responsible for the Collections, Copyright and Licensing Division, and this covers a wide range of activities including Library acquisition and subscription, metadata, access, reading lists and readings, licensing and print disability support. The University Copyright Office is also within the group.

What would you say the top of mind challenges are for your library/institution over the coming three to five years?

There are some global issues that do need library or university level engagement to make them concrete. Some on my current list include:

- Practical issues around open access (OA) and Plan S. These initiatives are important and have broad implications, though they need very practical work around consortia agreements, transformative agreements, article publication charges (APCs) and related issues to ensure all needs and perspectives are met — particularly at the institutional level. A proposal that works for one organization, consortia or country is unlikely to suit others. Each library or university needs to have good internal data and be able to understand the implications locally. Libraries are well placed to contribute.

The privacy of our staff and students in an online world is both important and challenging. The EU General Data Protection Regulation (GDPR) has forced some global changes, or at least a heightened awareness of the issue. Overall it is a good thing. It does not stand alone however, with jurisdictions outside Europe all having their own privacy legislation at both national and state levels. In my library, it adds additional work to ensure that our licenses meet the needs of individuals and the University while still delivering required information resources. Many publisher licenses seem to see user data as a “marketing opportunity” — I tend to disagree…

We’re interested in how your institution currently uses technology to help support student learning. Can you tell us what technologies you’re using across the institution that do this well?

Deakin has a history of adopting technologies that will help both our workflows and our student and researcher outcomes. The University strategic commitment to Cloud-based learning and teaching means the Library finds a good fit in that space.

Library information resources need to be available to students anytime and anywhere they need them, and the Library has an electronic preferred collection strategy that fits with our Cloud approach. Approximately 95% of our collection budget supports electronic information resources, along with online databases and some hybrid resources. We still purchase some print and physical material, but the wide availability and high use of electronic resources is so important for student access and learning outcomes.

System integrations are important. As a specific example, Talis reading lists integrate with the Learning Management System (LMS - D2L Brightspace) and drive the results for discovery layer results.

We are also developing web based learning and training resources to support Library digital literacy programs at both general and course specific levels.

Could you say more about what Talis reading lists are or what they do for library colleagues who may be unfamiliar?

The Talis Aspire reading list module provides a solution for any teacher wanting to offer a consistent list of class readings to their students. Electronic articles, chapters and books are linked directly, and print material has a link to the catalogue. These integrate to the LMS using an API. The list can be single textbook or weekly readings.

Can you tell us how you’re working on accessibility, which we know is an increasingly prominent issue for libraries? What does it mean for your institution, and how are you engaging with this at Deakin?

Deakin has a university unit that is set up to provide support to any student with a disability, and the library works closely with it and individual students to provide resources in a format that is most helpful. This is in addition to our preference that resources comply with the Web Content Accessibility Guidelines 2.0 AA level. These indicate how to make content more usable for anyone with a disability.

The library also has staff who will provide material for students with a print disability (under the Australian Copyright Act), or negotiate with publishers for an electronic version of material if this is not already available to us. Providing equitable access to everyone makes is easier for individuals to engage with their courses and attain better outcomes.

Not all information resources are as accessible as they should be so libraries need to keep advocating and requiring that the titles they purchase meet standards. Providing sub-titles, machine-readable files, transcripts of audio and so on as part of the product would help.

What are the ways in which you need to engage stakeholders/patrons across the institution? And how does tech enable collaboration across faculty? Across modules?

University-wide solutions, like Talis Reading Lists integrating to the LMS, drive use and give students consistent access to content. Our Liaison Librarians also have a presence in many of the classes offered in the LMS — having a librarian’s voice in the student space to post information or answers is valuable.
Interview — Colin Bates

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Our Library Resource Guides (using the SpringShare platform) link from the LMS as well as the Library web pages. Offering choice and flexibility like this is important.

Shared platforms, communication activity, like library and university blogs, and social media, help to drive engagement. We use social channels to highlight resources and services.

Online chat has become huge at Deakin in recent years and is something we tried many years ago and found our community was not quite ready for. Re-visiting chat more recently proved that some technology and services just have to develop and become more familiar to our clients.

A recent collaboration has seen us ask design students to develop content to support a library publicity program around looking after the library environment — this was an assessable task. One of the students was offered an internship to collaborate with library staff to develop a series of animated messages that are being used on the library digital signage screens. This was positive for the student, teacher and the Library.

We understand EdTech is a core focus for you; how does Deakin track and report effectiveness using technology (within the initiatives you’ve mentioned)?

I like to see evidence to show that our use of technology is providing value. However, identifying the most useful data generated from our use of technology, and the best approach to analysis of that, can be a challenge. Sometimes we combine data from several sources.

We invest heavily in providing eBooks to support teaching and learning — a foundational use of technology to enhance student outcomes. To assess the effectiveness of this approach, I take data from the publisher platforms, the reading lists and our library system. I then get a picture of the use of different titles and formats. Taking additional data on the use or non-use of print equivalents gives clear evidence of the benefits of providing an eBook over a print copy of the same title — the use of the eBook is usually huge in comparison. Liaison Librarians can then have more productive discussions with academics at the individual unit of study level, and I can raise issues at a University level like the fundamental need for textbooks to be available electronically when they are required reading.

Since 2016, our librarians working with the Faculty of Business and Law have collaborated with academics to develop a Professional Literacy Suite (PLS) of online digital and professional literacy modules that are integrated into the Bachelor of Commerce degree and scaffolded over the three-year program. The modules were developed with interactive and adaptive technologies in the Tumult Hype and Smart Sparrow platforms. Tracking student learning outcomes and improvements in subsequent assessment tasks helped evaluate success. This shows the real benefits in using educational technology to deliver library content targeted to course needs.

Can you give us an example of the most innovative use you’ve seen applied of technology that you have/use?

At Deakin University, this would have to be the Deakin Genie project. It is not unique if you consider the digital assistants that are available like Siri from Apple or Alexa from Amazon and “Ok, Google” from Google (along with all their massive resources), but the approach of developing an assistant for the University environment is. The engine is able to take what it knows about the individual that has signed on to the system and respond with contextualized and relevant information to respond to a query. A nursing student asking “Find my prescribed texts” would have Genie list out the readings based on their enrollment and the Unit information supplied in the Talis reading list. Librarians have done a lot of work to help make the system integrations between Talis and Genie deliver that result.

Students can also book library study rooms via Genie, or ask for their current library loans and holds.

That sounds really exciting. Can you tell us a bit about how Genie came about?

Some years ago Deakin did some development work in partnership with IBM Watson, and the Library was involved in helping provide the database of information that generated the responses to queries. The eSolutions Division at Deakin then moved forward and the Deakin Genie project was developed internally. It is a massive and complex project and having a look at some of the information eSolutions and the Deakin Student Association have produced is probably the best way to get a broader understanding.

Our Library Digital Experience team worked closely with the University eSolutions Genie Team to set up and then progressively enhance the technical integration of library reading list data, room bookings and library search into the Genie environment.

If you could dream up a different technology, what would you like to see delivered? What would it be?

Not a different technology as such, but discovery layers or interfaces that actually work for the individual user — intelligent, configurable to individual preferences, ‘seamless’, clever authentication and authorization, contextual information delivery and so on. This could be either based on an individual’s login, or based around anonymous use, but responding to personal preferences for a searching session.

Current discovery layers still fall short on a number of important factors, including configurability, agnostic access to content and their ability to deal with the vendor’s variable metadata quality.

Future advances in this area will rely on good and standardized metadata for their viability, in conjunction with improved algorithms and machine learning.

What role do you think technology will play in the library of 2030?

I think in many ways it will be so deeply embedded for library clients that it won’t be consciously noticed unless it fails. We expect our mobile devices to pick up appropriate WiFi networks and work, and by 2030 library resources and services could well be similar but unrestricted by geography. A student or researcher will be able to access resources, services and advice in ways that suit their needs and timeframes flexibly. More content will be open access, but there will still be integrated purchased content. The access to open content will be more fully developed, but not without many practical hurdles along the way.

I’m sure there will be currently unthought-of developments that will be commonplace, given the last ten years have delivered technology and web services not predicted in 2009 — the next ten will be sure to surprise us.

Libraries adapt well to change and new technological opportunities — I believe libraries will still be at the leading edge.

I’m sure you’re absolutely right! Thank you Colin, for sharing that with us.

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When people say they want to make all research accessible and then posit OA as a solution, all I hear is a passive and producer-oriented approach that’s not going to meet readers where they are.

In my experience, to make research accessible, you have to work a lot harder than that. You have to create awareness. You have to make sure the experience is high-yield for the time-pressed and attention-depleted. And, you have to acknowledge that in many fields, research articles aren’t what a lot of readers value — especially if you’re talking about a field where there are more practitioners than researchers.

I’ve done a lot of market research over the years in professions where most of the members are practitioners, not researchers. This situation is quite common, from computer science to dentistry to surgery to medicine to economics to engineering. Most large fields are flush with practitioners, with an icing of researchers on top.

To researchers and practitioners alike, research articles are generally perceived as one of three things:
1. Too far advanced to matter today.
2. Too specialized to matter to them.
3. Too speculative or tentative to implement with confidence.

These are not mutually exclusive. Some research articles are all three.

Even if these articles were all freely available, uptake would be marginal. Practitioners generally rely on other, more synthesized information outputs to keep them up to speed — things like interpretive pieces that distill research into highly contextual, concise, and high-yield articles. These are the review articles, editorials, guidelines, discussions, and systematic reviews that often fill out the best journals. For some (Science, Nature) news sections entice readers in, and news coverage interprets related research via interviews and down to earth writing.

Plan S and other OA mandates posit that journals will make their money by charging research article authors. Currently, most large OA journals gather money only from the publication of research articles. Either approach leaves major sources of context, knowledge, synthesis, and perspective in the cold. Without subscriptions to incentivize things like engagement, renewals, and sales, new editorial content to appeal to readers seems superfluous. In a Plan S future where subscriptions aren’t allowed, it has no reason to exist.

OA postulates that the research article is the be-all and end-all when it comes to what people want to read. That’s just not true. The OA movement’s implicit editorial position is, I believe, impoverished and misguided. It is not reader-focused, but outputs-focused and producer-focused. And since funders pay for research, and therefore view their outputs as research articles, that’s all they think about. Because of this, OA mandates have a huge blind spot when it comes to how practitioners and researchers really engage with research content. A lot of engagement comes through interpretive pieces, which synthesize and contextualize research, helping everyone understand what matters today, the state of play in the field, and how research findings have come together in meaningful ways.

A land of research articles without contextual, interpretive, and editorial pieces to cut the salinity of esoteric, irrelevant, and tentative research may be the equivalent of “water, water everywhere, nor any drop to drink.”

Journals are virtual communities. The conversations that go on within them are valuable to the community members. If those conversations start to become just a litany of highly advanced, specialized, or tentative research articles, and there is no barometer for best practices, current state-of-the-art reviews, or similar guidance, major pathways into research will be lost.

What would this leave us with? The surveillance capitalists of Google and Facebook aren’t reliable community guides, either. They elevate sensationalistic information over reliable information. Their output is guided by advertising sales potential, not reader needs or community context.

By devaluing interpretive works and context, the OA movement may be eating a higher price than we realize on journals and their communities. Ironically, by focusing on research articles at the expense of everything else, Gold OA may be making research less approachable, less likely to be utilized, and less relevant.

Kent Anderson is the CEO and founder of Caldera Publishing Solutions, editor of “The Geyser,” a past-President of the Society of Scholarly Publishing, and founder of “The Scholarly Kitchen.” He has worked as an executive of a technology startup and as a publishing executive at numerous non-profits, including the American Association for the Advancement of Science (AAAS), the Massachusetts Medical Society, and the American Academy of Pediatrics.
Reader’s Roundup: Monographic Musings & Reference Reviews

Column Editor’s Note: For many of us academic librarians, our work in this modern age tends to follow us wherever we go. We have access to email at work, at home, on our phone, on vacation, in the shower... well, not really there. But the whole notion of a dividing line between the work that we do and where we do it has gone away. As I have a completely digital collection that we manage at my library, I can be effective from just about anywhere.

As has been the practice in my own life, I normally dedicate weekend or evening time to managing the compilation of these reviews from my crack team of reviewers. The management and coordination (and shipping of books) is the thing that I do in the office. So if we fast forward to our current difficult times of COVID-19 and just about everyone who can work remotely, will, we see a great deal about the future of work and the future of the library. For the course, I am working on this at my kitchen table. I am coordinating this work remotely via email.

The pandemic we are currently living through will fundamentally change our libraries. Just as COVID-19 preys on people in our communities who are the least healthy, I expect that some of our institutions, including publishers, businesses and academic institutions, will not survive this ordeal. But I also expect that some of the constraints about publishing will come into question. Why are some books not available for libraries to purchase electronically? We have heard the justifications before (course adoption texts and textbooks in particular), but what if you cannot get to physical objects as is generally the case now? What is the value in investing millions dollars in works that require you to physically be in the same room as the work? For a long time, we have lived in a hybrid model of the future of libraries and the past each playing a role. I just realized that even my reviewer ratings are focused on the library. Par for the course, I am working on this at my kitchen table. I am coordinating this work remotely via email.

Thanks to my great reviewers for getting items for this column. I have five first time reviewers for this column: Kathleen Baril, Presley Dyer, Jessica Hagman, Tiffany Norris and longtime colleague Janet Crum. If you would like to be a reviewer for Against the Grain (and I can ever get back into my office), please write me at <cseeman@umich.edu>. If you are a publisher and have a book you would like to see reviewed in a future column, please also write me directly.

Be safe, be well, take care of others, be a helper... and happy reading and be nutty! — CS


Reviewed by Tiffany Norris (Associate Library Director of Research Services, University of Texas at Dallas) <tiffany.norris1@utdallas.edu>

When some library patrons ask reference questions, entry-level librarians often experience the proverbial “deer in the headlights” moments, especially when staffing a traditional reference or information desk out in the public. Those moments can induce panic and pressure to get the appropriate answer in a short amount of time. What if you don’t know where to turn? Author Heather Dawson has set out to provide a path for librarians to help navigate those moments. While patrons might ask fewer fact-based questions these days (i.e., “What is the capital of Latvia?”), they are still asking questions (i.e., “Can you help me find GIS data about Latvia?”). Depending on the librarian’s subject expertise, these questions can prove challenging to entry-level and seasoned librarians alike.

Author Heather Dawson is an Academic Support Librarian at the London School of Economics and Political Science. She provides library instruction and assists students and faculty in using library resources. This work is an update to her 2011 book *Know It All, Find it Fast for Academic Libraries* and incorporates more current information on quickly evolving topics such as data mining, bibliometrics, and LGBT studies.

Dawson’s book covers a broad range of over 100 general subject areas including computer science, management, news resources, engineering, and data visualization. Each subject covered in this book includes examples of typical questions, starting points for librarians, key organizations to be aware of, study guides, and recommended resources. It offers a quick summary of reputable and accessible resources on each topic (though not all the resources are free of charge).

Geared towards academic libraries, the examples in this work are mostly research-oriented. For instance, in the Medicine and Nursing section, one of the example questions is “Does the NHS have any guidelines on treatment for diabetes?” (NOTE: You see NHS a great deal via Twitter for grateful UK residents fighting COVID-19). It also has sections related to assisting doctoral students and early career researchers, careers and employability, and research methods that are all geared toward working with students in higher education.

It was particularly encouraging to see nuggets of information evaluation worked in throughout the book. For example, “When using Wikipedia entries, always advise exploring the linked references to consult the original source.” Practical advice for operating in higher education is also included. “Library staff can provide general advice about the range of [research] methods, but the ultimate choice should be made in conjunction with academic staff.” It is the kind of book that would also be useful for skimming during slower times at the reference desk as librarians seek to familiarize themselves with a variety of general resources and internalize the answers to provide more timely responses to patrons.

The book definitely comes from the perspective of someone working in the United Kingdom, and many of the recommended resources are British-based. However, it is still broad enough to be useful to librarians in other countries who are seeking intro-

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ductory information on a variety of topics. Also, it is helpful to have so many topics contained in one book. Librarians would likely be able to find this information from a variety of sources on a case-by-case scenario, but there is something useful about having it collected and available on the Ready Reference shelf.

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 Jessica Hagman (Social Sciences Research Librarian, University of Illinois Urbana-Champaign) <jhagman@illinois.edu>

Belninha S. De Abreu’s new edition of Teaching Media Literacy offers school librarians and K-12 teachers a conceptual introduction to media literacy instruction and activities that can be adapted in the library or classroom. Teaching Media Literacy joins De Abreu’s several previous works on media literacy and education, including a co-edited volume on the theory and pedagogy of media literacy.

Belninha De Abreu’s extensive experience with media literacy education and research (as founder of the International Media Literacy Research Symposium and expert advisor to UNESCO’s Forum on Media & Information Literacy) is evident in the first part of the book. Part I features chapters on media literacy and related concepts, such as information literacy, misinformation, and digital literacy. These early chapters, coupled with the chronology of media literacy, list of movies and TV shows about the media, and list of media literacy resources in the appendices offer those new to teaching media literacy a strong foundation from which to work. The description of several theories of digital learning and technology in chapter seven, for example, provides an introductory insight into ways of thinking about technology beyond the immediate affordances and applications and towards a reflective view of technology in education.

Each chapter in Part I is accompanied by a reflection essay written by practitioners elaborating on that chapter’s concept and application in their own work. One example is for the chapter on digital literacy and the reflection essay by elementary educator Emily Soler. She makes one of the few explicit links to elementary education in the book and describes how technology allows first graders to take their book reviews beyond handwritten essays to audio reviews that can be shared in the library catalog. Teachers of older students will likely appreciate Jimmeka Anderson’s reflection essay on equity and equality, which advises a discussion of media conglomeration and cultural representation.

While the book is meant to be a practical guide, there are some broad claims about the nature of the information environment and how young people consume information that would benefit from greater engagement with the growing body of knowledge about the ways in which youth engage with digital content. Teens are said to be lacking “real knowledge” (p. 44) about how social media networks work and as “forgoing their privacy” (p.48) for the sake of social connection with little thought of the consequences. The Internet is described as eliminating “thought processes that enable us to separate objective facts from biased ideas and misinformation” (p. 29) and the rise of social media is blamed for the loss of “our natural ability to communicate and socialize as a community” (p. 98, in the reflection essay by Michael Godbout). Claims like these have the potential to position students as without agency and failing to engage in any sort of critical thought about media until intervention comes at school or the library.

In Part II, De Abreu provides readers with a series of lessons and activity plans that are “ready-to-teach.” The formats offered in this edition mirror those from the first edition: television, movies, photography and images, music and radio, advertising, and media production and other digital technologies. Social media receives little mention here, despite attention paid to changes in the information environment throughout the first section. Some lessons seem to be out of touch with modern media consumption habits. The lesson on television, for example, asks students to watch a news broadcast and list the top stories. This approach runs counter to the move toward news consumption via short clips shared on social media, a trend mentioned in the earlier chapter on social justice and advocacy.

Overall, the book offers a solid framework for understanding media literacy and its related issues that will be of value to school librarians and teachers new to the concept or who need to make the case for teaching media literacy to skeptical colleagues or parents.

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.)

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DISCOVER MORE: press.umich.edu/librarians
Reader's Roundup
from page 36


Reviewed by Janet Crum (Head, Content, Discovery & Delivery Services, Cline Library, Northern Arizona University, Flagstaff, Arizona) <janet.crum@nau.edu>

As competition for funding and user attention grows tighter, marketing becomes more and more essential for all types of libraries. Libraries must promote their collections, services, and programs to target audiences — and they must do so in an information-rich environment in which user attention is a scarce commodity. We find that the user’s attention is often fragmented by and drawn to slick, professional pitches and always-on entertainment options. Meanwhile, most librarians lack formal training in marketing, and librarians in smaller libraries are often asked to take on marketing responsibilities on top of an already-full plate of work. To be successful under these conditions, many of us need clear, practical instructions for library marketing — and that’s just what Goodman delivers in this book.


To illustrate this structure, let’s look at Guide 41: Simple Surveys. In it, Goodman walks the reader through creating a simple paper survey to administer on the spot in the library, along with instructions for creating an online survey. Her coverage of the topic focuses on the basics only: identifying what you want to know, creating a short survey, getting feedback from colleagues, and creating the instrument itself. Two additional sections address what the author calls “guerrilla surveys” (quick surveys conducted in person by approaching users in the library) and online surveys. Again, there is little depth, and the focus is entirely practical: bring two pencils in case one breaks, practice an elevator speech for approaching users, provide a token of thanks, etc. But for staff in a small library with little training, experience, or budget, this approach makes sense. For the reader, the barrier to entry is low and the advice is practical and actionable.

Goodman’s approach in the other guides is similar: simple, practical approaches that cost little and can be carried out without specialized tools or training. These guides are divided by broad topic into ten chapters including: “Getting Started” (an overall introduction to marketing), “Learn About Your Organization” (getting buy-in, job scope, branding); “Get Notified of Marketing Requests” (setting up systems to take in requests); among others.

Marketing professionals in large libraries may need more depth and professional-grade information, but those of us who are tossed into marketing without prior experience or who must do marketing on top of other tasks will reach for this book over and over. Many examples are centered on public libraries but could be adapted easily to other settings.

**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 Kathleen Baril (Director, Heterick Memorial Library, Ohio Northern University, Ada, OH) <k-baril@onu.edu>

For many librarians, leadership and management positions are not the first roles that they assume in the profession. Library leaders, as in many professions, usually start in entry level roles before pursuing advancement into leadership. Although many graduate programs in library science require a management course, by the time an individual is ready to apply those skills, the content of said course may be long forgotten or irrelevant. For these individuals, Library Leadership Your Way is a great way to explore your own personal leadership style as well as to review some basic management principles.

Author Jason Martin is currently the associate dean of the James E. Walter Library at Middle Tennessee State University where he oversees library assessment and professional development. In addition to his MLS, he also holds an EdD in educational leadership and has published numerous articles on leadership in libraries.

Unlike most literature in this area, this book engages readers in active explorations of their own leadership styles and encompasses many aspects of leadership. Written in a workbook style with questions and space to record notes, Jason Martin guides readers through the various areas of leadership that they will encounter. Each chapter presents different facets of leadership and then has the reader reflect upon the short readings by answering questions. For example, the first chapter begins with a brief definition of leadership and then prompts the reader to write their own definition. The chapter goes on to provide a concise explanation of the theory of leadership, SWOT (strengths, weaknesses, opportunities and threats) analysis of leadership, and an explanation of each individual’s unique selling proposition as a leader. Martin’s structure as a workbook encourages the reader to record their own personal views throughout. For example, readers are encouraged to provide their own theory of leadership and answer several questions to complete their own personal SWOT analysis.

Subsequent chapters cover leadership, followership and organizational culture, how to lead yourself, how to lead others and how to develop a leadership practice. When applicable, Martin provides brief introductions to leadership and management theories and topics to provide the reader with additional context to answer the questions posed throughout the text — most notably in the fourth chapter on leading others.

The interactive format of this slim volume may not be for everyone but works well for the reader who wants guidance about
whether they should enter the library management and leadership field or for the reader who wants to explore their own personal leadership style. In some ways, this book reminded me of some of Meghan Oakleaf’s works on assessment that incorporate active thinking, reflection and even action items which are great for practitioners versus some books which provide loads of theory but not many ways to apply that theory to your everyday work.

This book would work best for those at the beginning of their library leadership journey, either to determine if leadership is for them or to form their leadership philosophy. For those readers looking to explore leadership and management theories deeply, it would be better to pursue other resources. Overall, a good resource to add to the library management and leadership collection for new leaders.

**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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Reviewed by: **Presley Dyer** (Catalog Librarian, Tennessee State University Libraries) <adyer4@tnstate.edu>

If asked to define 21st century culture, one might likely mention digitalization and social media as being the key aspects. Social media has become a pivotal part of our lives as it provides (for better and worse) a new form of communication for Americans and the world at large. Just like the telephone, radio, and television before it, social media has established a new medium for connecting and informing, which has created exciting new opportunities; however, with optimism, comes concern. What started as a method to communicate and share with friends, such as Facebook, has now turned into platform for identity theft, hate speech, and an instrument for terrorism. Such issues are just a few of many, which get highlighted in _Opinions Throughout History: Social Media Issues._

_Social Media Issues_ is the sixth volume of Grey House Publishing’s series, _Opinions Throughout History_, which is “designed to follow the evolution of public opinion on a current, controversial topic as it has changed throughout history.” Author **Claire Wyckoff** is a former publisher, writer, and executive coach, specializing in media and technology. While many studies simply focus on the technologies of the new millennium, Wyckoff has created a reference tool that has taken the social media examination further by evaluating the studies of pre-digital advancements, such as the telephone and radio, to better understand its development and societal impact.

The volume consists of 30 chapters with each chapter including an introduction, a bullet point list of topics discussed, an analysis of a source document relating to the topic at hand, discussion questions, works cited, and a conclusion. Some chapters provide a historical context for our current experience with social media. For instance, the first chapter, “The Telephone Revolution: Making Messages Immediate and Personal (1876-1976),” examines how the telephone changed the political and social landscape, along with the evolution of the cell phone. The source document is Claude Fischer’s _American Calling: A Social History of the Telephone to 1940._

_Social Media Issues_ concludes with end notes used within the chapters, a complete list of primary and secondary sources for further research, a glossary with frequently used social media terms, a historical snapshot that timelines American developments significant to social media, and a detailed index of the material. This volume is, therefore, well organized and put together. It covers a lot of material that an individual might not otherwise think about in relation to social media. The discussion questions may also help an individual establish a potential paper topic as these types of questions start the brainstorming, writing process.

At 951 pages, the volume obviously consists of a lot of information in a concise manner. There are a few topics missing from this otherwise useful work: Napster and the copyright infringement of peer-to-peer file sharing and the integral impact of Apple’s iPod. Also, surprising, Apple’s _Steve Jobs_ did not get any recognition, even in the Historical Snapshots. These exclusions are minor in comparison to everything else that is included, and so, _Opinions Throughout History: Social Media Issues_ should still be considered a significant reference tool for a library collection.

**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 noun “flight” has eleven different definitions according to thefreedictionary.com. There can be flights of stairs to climb, flights of beer for tasting, flights leaving the airport, long flights, flights of imagination, or flights of time. This variety of definition was most important to embrace when reading and absorbing the novel Flights (Bieguni) by Olga Tokarczuk published in 2018. Olga Tokarczuk was awarded the 2018 Nobel Prize in Literature “for a narrative imagination that with encyclopedic passion represents the crossing of boundaries as a form of life.” A description that could easily been a line out of a review written for this work of fiction. Tokarczuk was born on 29 January 1962 in Sulechów, Poland. She is described on the front flap of the dust jacket “as one of Europe’s most inventive authors.” No argument here.

Sidebar: The 2018 award was announced in 2019 due to the scandal that exposed serious flaws in the appointed-for-life committee. After a year of regrouping, new members, new rules and a new hope for transparency the committee announced both the 2018 and the 2019 Nobel Literature Laureates. The Washington Post wrote a perspective on this that is worth the read: https://www.washingtonpost.com/entertainment/books/the-swedish-academy-took-a-year-off-to-fix-the-nobel-prize-in-literature-its-still-broken/2019/10/10/23f1b6da-eb7d-11e9-9306-47cb0324fd44_story.html. The next Booklover will explore a work by Peter Handke, the 2019 prizewinner.

Flights starts with “Here I Am.” Could be a chapter title, although the book does not designate chapters in a traditional sense. The book does begin and it does end — in between is quite a ride. “The World In Your Head” follows quickly on page two and sets a tone:

“Standing there on the embankment, staring into the current, I realized that — in spite of all the risks involved — a thing in motion will always be better than a thing at rest; that change will always be a nobler thing than permanence; that that which is static will degenerate and decay, turn to ash, while that which is in motion is able to last for eternity. From then on, the river was like a needle inserted into my formerly safe and stable surroundings, the landscape composed of the park, the greenhouses with their vegetables that grew in sad little rows, and the sidewalk with its concrete slabs where we would go to play hopscotch. This needle went all the way through, marking a vertical third dimension; so pierced, the landscape of my childhood world turned out to be nothing more than a toy made of rubber from which all the air was escaping, with a hiss.”

Next “Your Head in the World”: “I studied psychology in a big gloomy communist city.” … “Here we were taught that the world could be described, and even explained, by means of simple answers to intelligent questions.” The narrator describes more of this schooling that never materialized into a trade, deciding instead to develop the craft of putting pen to paper: “Anyone who has ever tried to write a novel knows what an arduous task it is, undoubtedly one of the worst ways of occupying oneself.” The subject matter chosen for this narrator’s book: travel.

From a few lines to several pages, the titled flights continue. I begin to relate this to flights at a tasting, where each sip of each sample takes the taste buds to a different place, or are these words flights of imagination? With titles like: “Everywhere and Nowhere.” “Wikipedia.” “The Psychology of An Island.” “Unus Mundus.” “Josefine Soliman’s First Letter to Francis I, Emperor of Austria.” “The Tongue is the Strongest Muscle.” “The Achilles Tendon.” “Chopin’s Heart.” “Letters to the Amputated Leg.” “The Polymer Preservation Process, Step By Step.” — the reader is constantly engaged and at the same time left contemplating — where to next?

Tokarczuk maintains a few threads throughout the 403 pages. One is a fascination with dissection, anatomy and the process of plastination of the human form. “Now there was a whole person — or better said, a corpse — halved lengthwise, revealing the fascinating structure of the internal organs. The kidney, in particular, distinguished itself with its remarkable allure, like a great, lovely bean, blessed grain of the goddess of the underworld.” Tokarczuk takes this to another level in “Cross Section As Learning Method” and gives the reader a unique, almost metaphorical, look at the methodology of infusing a corpse with a material which allows it to be manipulated, dissected, and inspected in a way a layman normally never sees the human body: “Learning by layers; each layer is only vaguely reminiscent of the next or of the previous; usually it’s a variation, a modified version, each contributes to the order of the whole, though you wouldn’t know it looking at each one on its own, cut off from the whole. Each slice is a part of the whole, but it’s governed by its own rules. The three-dimensional order, reduced and imprisoned in a two-dimensional layer, seems abstract. You might even think that there was no whole, that there never had been.”

Second Sidebar: While visiting St. Augustine I happened upon “Bodies Human-The Exhibition of Real Bodies.” After a literary immersion with Tokarczuk’s fascination, I had the opportunity to have a visual immersion. Still processing what I saw. This exhibit and Tokarczuk’s Flights is not for everyone, but it does leave one with a desire to explore more.

I hope you are not motion sick after all these flights as I leave you with one last excerpt from the piece entitled Flights: “Over the world at night hell rises. The first thing that happens is it disfigures space; it makes everything more cramped and more massive and unscalable. Details disappear and objects lose their features, becoming squat and indistinct; how strange that by day they may be spoken of as ‘beautiful’ or ‘useful’; now they look like shapeless bodies: hard to guess what they’d be for. Everything is hypothetical in hell... Then you realize: night gives the world back its natural, original appearance, without sugar-coating it; day is a flight of fancy, light a slight exception, an oversight, a disruption of the order. The world in fact is dark, almost black. Motionless and cold.”
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Collecting to the Core — Religious Responses to Ecological Crisis

by Christine M. Larson (Associate Professor and Reference and Instruction Librarian, Metropolitan State University; Religion Subject Editor, Resources for College Libraries) <christine.larson@metrostate.edu>

Column Editor: Anne Doherty (Resources for College Libraries Project Editor, CHOICE/ACRL) <adoherty@ala-choice.org>

Column Editor’s Note: The “Collecting to the Core” column highlights monographic works that are essential to the academic library within a particular discipline, inspired by the Resources for College Libraries bibliography (online at http://www.rclweb.net). In each essay, subject specialists introduce and explain the classic titles and topics that continue to remain relevant to the undergraduate curriculum and library collection. Disciplinary trends may shift, but some classics never go out of style. — AD

The study of the relationship between religion and the natural world has become a rich and nuanced academic field addressing a range of questions, including: how major religious traditions view the natural environment and non-human beings; in what texts and teachings religions base these views; the ethical bases for behavior towards other beings and ecological systems; and how nature itself affects and evokes religious perspectives and spiritual practices. It also explores traditions that take a more holistic or centering view of nature, such as Indigenous spiritualities and neo-pagan movements, and intersects with ecofeminism, environmental justice, spiritual ecology, and deep ecology. As part of this diverse discipline of religion and ecology, scholars have also given considerable attention to how religions and people of faith should respond to issues like environmental degradation, species extinctions, global warming, and ecological disaster.

Ecological crises have been discussed in the field of religion and ecology for decades. Recently, they receive more, and more urgent, attention as evidence of climate change becomes more apparent and more destructive. In the United States, while scientific consensus and viable alternatives to consumer culture increase, there remains an entrenched fossil fuel industry and indifferent government. The scholarship of religion and ecology reflects the growing interest of religions in addressing these crises. Thanks to thorough reviews of the literature on religion and ecology by Leslie Sponsel (2014), and Willis Jenkins and Christopher Key Chapple (2011), this essay focuses on recent books about religious responses to climate change and related ecological crises.1-2

This work arguably began in 1967 with the publication of a lecture by Lynn White Jr., a medieval historian, in Science.3 White pointed to religion in general, and Western Christianity in particular, as one key source of the growing environmental crises facing the world. He also proposed that religions and religious faith could be an important part of solutions to the problems. White’s short essay has had an outsized impact on the field of ecology and religion, sparking responses of all kinds. Its influence receives treatment in Todd LaVasseur and Anna Peterson’s collection of essays Religion and Ecological Crisis: The “Lynn White Thesis” at Fifty.4 These thirteen papers lend some historical perspective to religion’s climate concerns, exploring the implications of White’s work and touching on themes such as human-animal relations, ecofeminism, evangelicalism, spiritual ecology, and American Christian responses.

While considering the topic from the perspective of a single influential work provides one angle of understanding, another can be gained by looking at it through a more general lens. The Routledge Handbook of Religion and Ecology is an overview of the broader academic field and provides context for more in-depth reading of religious responses to climate change and other ecological crises.5 Editors Willis Jenkins, Mary Evelyn Tucker, and John Grim are long-time leaders in the field, as are many of the contributors. The book provides needed balance and diversity to the heavy North American and Christian-focused publications in the field, with chapters covering Hinduism, Judaism, Islam, Baha’i, Indigenous cosmovisions, multiple regions, and nature spiritualities. Many of the individual chapters include commentary on the response to climate emergencies, but there are also eleven chapters focused on “planetary challenges” such as climate change, oceans, and environmental justice. This handbook is an excellent resource for students at all levels.

Two monographs offer introductions from the standpoint of a major religious tradition. In A Primer in Ecotheology: Theology for a Fragile Earth, Celia Deane-Drummond offers a concise and accessible introduction to terms, concepts, tensions, and concerns of ecotheology while exploring its relationship to systematic aspects of Christian theology including biblical hermeneutics, liberation and justice, Christology, and ethics.6 She includes references to key thinkers, a glossary, and an activism resource list. This book would be an excellent course text or selection for a theological all-campus read. Another accessible work is David Loy’s Ecodharma: Buddhist Teachings for the Ecological Crisis.7 Loy explores the nature of the ecological problems, addressing both global and individual aspects, and applies Buddhist concepts and teachings such as impermanence and interdependence to empower action. He concludes with appendices of specific Buddhist resources for practice and application.

Many of the recent published works in this area are collected papers offering detailed explorations of the theological, ethical, organizational, educational, and advocacy efforts of religious groups to address climate change. One that provides perspectives on the intersections of faith, gender, and poverty is Planetary Solidarity: Global Women’s Voices on Christian Doctrine and Climate Justice. Edited by Grace Ji-Sun Kim and Hilda P. Koster, these essays by a geographically and ethnically-diverse set of scholars explore is-

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sues around climate justice and theology. Several contributions engage and critique Pope Francis’s *Laudato Si’*, an encyclical urging “care for our common home” and a unified response to global environmental problems. Another collection of papers frames the ecological crisis as a call for a new Reformation, a dramatic shift in how the faithful view creation and the nature of the church. In *Eco-Reformation: Grace and Hope for a Planet in Peril*, Lisa E. Dahill and James B. Martin-Schramm offer creative Lutheran perspectives on responding to climate change, such as theological resources, liturgical shifts, and ninety-five eco-theses.

Many religious discussions of ecological crisis draw on tradition-based approaches such as hope, stewardship, and care. Several new works offer challenging counterpoints. Sallie McFague has contributed significant ecology-oriented scholarship to Christian theology, including groundbreaking work in earth-based understandings of God. Her book *Blessed are the Consumers: Climate Change and the Practice of Restraint* centers the concept of kenosis as a means for living in a world of greed and climate crisis. Kenosis can be understood as self-emptying, or self-giving, and McFague uses it to steer emphasis away from an individualistic, self-fulfilling mode of living to one that empties the self, making a gift of it to communal or universal interests.

Catherine Keller takes the concept of emptiness in another direction. In her *Political Theology of the Earth: Our Planetary Emergency and the Struggle for a New Public*, she explores time and unknowing as central to the current climate emergency and possible responses. She raises the reader’s understanding of time: it is not chronos, or enough time left that will help, but kairos, the right, contracted moment. She works with apophtetic, or negative theology as the ground for action: a theology based in a profound unsaying or unknowing. In dense, poetic prose, Keller engages ancient and current theologians, philosophers, and theorists of science, race, and feminism in constructing a political theology in which uncertainty opens to possibility.

Ethics also get a twist, as Willis Jenkins critiques religious ethics for two shortfalls: first, they are inadequate for addressing overwhelming and complex problems such as climate change and poverty; second, ethics do not affect as much change as anticipated. In *The Future of Ethics: Sustainability, Social Justice, and Religious Creativity*, Jenkins proposes instead a “prophetic pragmatism,” in which humans seek new opportunities by “learning from problems how to use our traditions differently.” He flips the usual approach that looks to traditions for an ethical basis for action and encourages readers first to engage in working on the problems in order to then find the appropriate ethical approach and reshape religious tradition. He also asks pointed questions about what human actions sustain and what is desirable to sustain.

This field offers various creative theological and motivating manifestos, but it is also enlightening to turn to excellent scholarship on what, exactly, religious people are doing as they actively confront ecological crises. Robin Globus Veldman, Andrew Szasz, and Randolph Haluza-Delay provide us with a picture of these actions through their collection *How the World’s Religions are Responding to Climate Change: Social Science Investigations*. This book covers a multiplicity of religions, cultures, geographic regions, and approaches to climate change, and helps to broaden the perspective beyond Christianity and the West. More than half of the contributed papers focus on areas of the Global South, with topics that include Buddhism, Islam, evangelical Christianity, and Indigenous religions in several regions. The chapters explore how religious traditions, communities, and organizations have responded to climate change, facilitated or inhibited adaptation, and informed action. The specific cases explored in these studies illustrate the complexities of human cultural responses to the global emergency.

What motivates religious people to take action on ecological crisis? This is the question that led Erin Lothes Biviano to conduct focus groups with environmental activists from a highly diverse range of religious identities and cultural backgrounds. Their conversations explore barriers to action, the roles of communities and theological resources, and reveals the importance of the interactions of sacrifice (making sacred), a sense of interdependence with others, and giving and acting in community. Her book *Inspired Sustainability: Planting Seeds for Action* is part of the *Orbis Books* series “Ecology and Justice,” which includes a number of relevant titles that contribute to conversation around religious responses to ecological crises.

Another scholarly study of religious perspectives in action is Joseph D. Witt’s *Religion and Resistance in Appalachia: Faith and the Fight against Mountain-top Removal Coal Mining*. Through interviews and observation, Witt reveals the mutual influence, cooperation, and conflict among members of Catholic and Protestant justice groups, the evangelical “Creation Care” movement, and proponents of earth-based spiritualities as they resist the environmentally-destructive practice of coal extraction. Witt’s work lends a specific, in-depth case to the picture of how religions are responding to the environmental and community devastation wrought by fossil fuels and illustrates how faith and religious groups respond to ecological crisis.

Indigenous peoples around the world are on the front lines of ecological crisis, in terms of direct experience, resistance, and adaptation to its effects. Their actions are often motivated by sacred relationship with the land, as can be seen, for example, in the *Standing Rock* water protectors’ resistance to the *Dakota Access Pipeline* or in declarations of personhood for natural features like rivers. Although books discussed here do include the perspectives and specific cases of some Indigenous peoples, Indigenous earth protectors are not the primary subject of many books that frame their actions as a religious response to climate change. While this may be because Indigenous spirituality is highly integrated into life and culture—and publishing largely reflects Western constructs of religion—it is nonetheless important to highlight Indigenous experience and voices. One book that helps to do that is *Original Instructions: Indigenous Teachings for a Sustainable Future*. Melissa Nelson has collected speeches given by Indigenous leaders at *Bioneers* conferences that reflect and teach about Native sacred values, stories, knowledge, and work on ecological crisis.

Set within the discipline of religion and ecology, these recent books on religious responses to ecological crisis represent a growing chorus of care, creativity, and action. They reflect the intersection of faith, scholarship, and activism in addressing a pressing global problem and are worthwhile additions to academic collections supporting undergraduate research and teaching.
I hate to see this! UNC-Chapel Hill Libraries have recently announced that they could not come to an agreement with Elsevier over their current bundle, meaning their contract with the publishing giant will end come April 30. In a written statement, Provost Bob Blouin and University Librarian Elaine Westbrooks write: “The publisher Elsevier has failed to provide an affordable path for UNC-Chapel Hill to renew our bundled package of approximately 2,000 e-journal titles.” Chapel Hill has licensed titles from Elsevier for over two decades, during which, Blouin and Westbrooks note, subscription costs have steadily risen. They claim that continuing that license “would now cost $2.6 million annually, a price that is unaffordable and unsustainable.”

https://library.unc.edu/2020/04/upcoming-elsevier-cancellations/

On a more positive note, books are benefitting from the coronavirus epidemic! The Association of American Publishers released its monthly statshot report, revealing promising results for the scholarly publishing sector. When comparing January 2019 sales to January 2020, “in the education sector, Higher Education Course Materials grew 2.7% year-over-year to $433 million.” University presses can celebrate too: University press revenue grew over 18 percent, from $4.2 million to $4.9 million. The start of the year was great for all publishers, as “total sales across all categories for January 2020 rose 3.7% as compared to the first month of 2019, reaching $1.1 billion.” So if you’re looking for something to cheer at tonight, drink to a healthy publishing month. https://publishers.org/news/aap-january-2020-statshot-report-publishing-industry-up-3-7/

I want to give a big shout-out to Choice’s Academic Publishing Weekly. It’s information is always spot on! Well done!

Speaking of Shout-out! Ramune Kubilius deserves a huge one. For many years she has taken minutes of the Charleston Conference Library Directors online meetings. We refer to her minutes frequently! Thank you, Ramune! Shout-out!!!

According to the Bookseller, Frances Pinter has taken on a new role as executive chair of the Central European University Press in Budapest, Hungary. Pinter co-founded CEU Press 30 years ago and will divide her working time between Budapest and London. Pinter said: “For nearly 30 years CEU Press has stood as a beacon for the values of open society and democracy. The university is now researching and teaching across disciplines to address the complex social and political issues of the 21st century. We will increasingly be looking to make our content not just relevant but also accessible by employing a number of Open Access models. I am delighted to be working with the press again and look forward to engaging with all of our partners around the world.” The press published 30 titles last year, and that will rise to 50 in the next few years. Acting director Linda Kunos will report to Pinter, with a permanent director to be recruited “in due course.” CEU president and rector Michael Ignatieff commented: “Frances Pinter brings vision, commitment, and a wealth of expertise to the role. Under her guidance, we look forward to an expanded CEU Press continuing to impact on a new generation of scholars, policy makers, and activists, and to a further era of engagement with, and support for the values of, open societies everywhere.” Pinter stepped down from her role as executive director of Knowledge Unlatched in January 2018 and was honored with the first University Press Redux Award for outstanding contribution to university press publishing shortly afterwards.


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Collecting to the Core
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Endnotes
*Editor’s note: An asterisk (*) denotes a title selected for Resources for College Libraries.

Rumors
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As a light spring rain falls, I am currently writing this column in my home while my wife is conducting a Zoom meeting with other colleagues, and the children are doing schoolwork on their devices. I joked with them that their new at home school is called “School of Constant Sorrow.” Of course, I thought it was funny, but they just rolled their eyes. Now it is called the “Paganelli Learning Academy.”

While we are practicing “social distancing” during this global pandemic, I realize that we are witnessing an historical moment. I can honestly say, I have never witnessed such mass closures and uncertainty in our communities, nor have I ever heard of “social distancing” until March 2020. We have even encouraged our children to periodically write in a journal about their experiences, so they can share them with others in the future. This time has truly been frightening to encounter and endure.

The coronavirus or COVID-19 pandemic is causing thousands of the deaths across the world, healthcare systems are stretched far beyond their capacities, it is crippling national economies, causing chaos amongst the masses, the sports and entertainment industry is taking a hiatus, and social interactions are changing rapidly. And during this time, the world is watching and praising health care workers who are battling the virus on the frontlines. They are risking their lives and sacrificing time away from their loved ones, as well as witnessing the devastation that the virus leaves. Thousands of first responders are also placing themselves in harm’s way to help others. Several good Samaritans are contributing to aiding those in need and others are helping the best way that they possibly can.

It was a very difficult situation. Naturally, humans want to be helpful, but when you are told that you could do more harm by reaching out and helping, it becomes frustrating and depressing when you can’t. However, we are all doing the best we can through the knowledge and experiences that each of us possess. For instance, businesses are adapting to continue to provide goods and services, manufactures are changing their production lines to produce medical equipment and supplies, and more people are thinking of other ways to contribute, such as people using their sewing machines to produce masks.

It has been good to see people coming together and helping in the best way that they can. While librarians may not be able to physically reach out to our communities due to the restrictions, we have sprung into action with our experience and wisdom. As librarians, we have many roles that have been helpful to others during the pandemic. The most notable way librarians are helping are providing resources to teachers and students. Millions of students across the world are studying at home. In the United States, teachers worked diligently and swiftly to adjust their learning outcomes and means of instruction to meet the new “Non-Traditional Instructional” initiative. In order to help provide these resources to their students, librarians stepped up to assist.

Numerous librarians have reached out to teachers and faculty to best assist them as they transitioned their learning resources online or as they distributed printed copies to students without computers or Internet access. Some librarians have provided information via email, telephone, video conferencing, websites, and through blogs. The University of Florida has even created a Coronavirus Library Guide that has provided information for faculty regarding copyright as they transitioned their course assignments online. This is a major way librarians are assisting teachers and students.

**Librarians’ Statement**

A statement was released on March 13, 2020 by a group of academic librarians, public librarians, and library administrators that provided information regarding fair use and emergency remote teaching and research. The authors noted that copyright restrictions do not go away because of “a public health crisis.” The statement contends that the copyright law was created to help in this type of emergency based on the constitution’s goal “to promote the Progress of Science and the useful Arts,” which is through Fair Use.

Librarians were able to provide information for teachers about the relief from copyright resources, which are provided through the U.S. Code 17 § 108 Limitations on Exclusive Rights: Reproduction by Libraries and Museums and U.S. Code 17 § 107 Limitations on Exclusive Rights: Fair Use. Section 107 is the most important section for educators based on “the purpose and character of use,” which is for non-profit educational purposes.

As the authors of the statement noted, “It is evident that making materials available and accessible to students in this time of crisis will almost always be fair use. As long as we are being thoughtful in our analysis and limiting our activities to the specific needs of our patrons during this...
time of crisis, copyright law supports our uses.” The statement also included a link to resources for fair use and emergency remote teaching and research materials.

The statement concluded with information for copyright holders. The authors noted that the statement was in support of copyright laws, but the statement also mentioned the extreme situation and pressure educators endured transitioning materials and resources to their students due to the pandemic. Further information highlighted other resources for educators to seek, such as resources that were in public domain and already licensed online content.

**Publishers Offer Relief**

As librarians offered assistance, publishers began to offer some relief for educators and book sellers. The Association of American Publishers released a list of education publishers that were providing support for students and educators during this pandemic. Many of the publishers issued statements and guidelines for fair use and offered benefits for librarians, educators, and students for the remainder of the spring term.

For example, Cambridge University Press has offered free online access to their higher educational textbooks. K-12 institutions are also receiving some relief from Cengage’s National Geographic learning platforms and eBooks.

MacMillan Learning are offering college professors that had adapted their print books to receive free access to their online learning platforms for the remainder of the term. In addition, MacMillan Children’s Publishing Group has created a “database of activities, educator guides, discussion guides, and other downloadable resources to make them easily accessible and shareable for book sellers, educators, librarians, and parents.” McGraw Hill has also provided assistance to educators and students. The list of publishers assisting is extensive.

In addition to textbook assistance, Chronicle Books are allowing librarians and teachers to read-aloud their titles for free. Librarians and teachers can read their books either live or pre-recorded. Other read-aloud publishers include Disney Publishing Worldwide, Scholastic, Bloomsbury Kids, and Candlewick have specific guidelines regarding how the books are read-aloud and presented.

In an effort to provide research information for Coronavirus researchers and other similar research interests, Taylor & Francis Group has created the “COVID-19: Novel Coronavirus Content Free to Access” site. According to the site, “Taylor & Francis is committed to helping public health authorities, researchers, clinicians and the general public contain and manage the spread of the COVID-19.” The site “provides links and references to all relevant COVID-19 research articles, book chapters and information that can be freely accessed.” The company is also working with editors, peer-reviewers, and researchers to ensure the information is prioritized.

**Museums Adapting**

The American Alliance of Museums has also provided information for the public and those in the museums profession with resources and information regarding the coronavirus that included educating the public on COVID-19 and preparing for closures. The museums quickly realized the need to provide and engage their audiences through digital means as the museums were being closed across the nation.

Same as libraries and publishers, the museums have begun to provide resources for the public via online platforms, such as websites and social media. The American Alliance of Museums provided museums four best options to engage patrons remotely, which were social media campaigns, virtual streaming, virtual tours, and through artificial reality. For instance, people can take a virtual tour of the USS Constitution through the USS Constitution Museum’s Facebook page, as well as a virtual tour of the Metropolitan Art Museum.

A wonderful social media campaign that went viral recently was the National Cowboy & Western Heritage Museum in Oklahoma City. The administrators gave their head of security Tim Tiller charge of the museum’s social media accounts. His social media posts while touring the museum during its closure went viral, mostly because he had no clue about social media, which was quickly noticeable as he wrote the word “hashtag” instead of the actual symbol. In fact his first post to Instagram stated, “I’m new to social media but excited to share what I am told is called ‘content’ on all of The Cowboy’s what I am told are ‘platforms’ including the Twitter, the Facebook, and the Instagram.” His social media posts elevated the museum to a national level and advocated for the heritage of the region’s culture.

**Future of Copyright in a Public Crisis**

The pandemic continues to cause thousands of deaths and is devastating national economies. People are changing the way we are interacting with each other, especially as we communicate through Zoom and other devices. While most people can’t physically help, librarians, educators, publishers, researchers, and even museum security guards are working diligently to provide resources and materials to students and our community during this pandemic.

The librarians’ statement regarding fair use during a public health crisis brings an issue to the foreground. While the statement and the code itself is reassuring that people receive sufficient resources for educational purposes during times of hardship, the situation does raise the question of how to best handle copyright issues during a public health crisis. In other words, should there be an addition or revision to the U.S. Code § 107 to provide exemptions on copyrighted materials for educational purposes during a crisis.

Fair use is an important part of U.S. copyright law and it does provide some relief for educational purposes. Yet, fair use is a difficult law to assess. Elkin-Koren and Fischman-Afori (2017) stated, “Applying the four factors of fair use involves complex analysis, which may lead to unpredictable outcomes, thus failing to offer sufficient guidance to users on whether a particular use is permissible. Some users, especially risk-averse users such as libraries or schools, may choose to avoid certain uses which are otherwise desirable and could promote copyright goals simply due to uncertainty regarding the legal consequences.”

Because fair use does not provide an exact amount of copyrighted material that can be used before it is declared infringed, there are various interpretations to the law, which hinders some people and organizations from maximizing fair use. Maybe in the future, a revision could be added to 17 § 107 that would provide a more detailed amount of fair use that could be utilized for educational purposes during a national crisis. The concept would most likely never enter legislation, but it is a thought. Of course during this crisis, it is good that publishers, authors, researchers, librarians, and educators are rising to the challenge and working within the law to provide...
Is Sci-Hub Being Investigated by the FBI?

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

Last December, the Washington Post ran an article reporting that the Justice Department is investigating Alexandra Elbakyan and her Sci-Hub website for possible criminal links to Russian intelligence agencies. A hubbub immediately arose on the Internet. Academic and library-oriented blogs breathlessly repeated the story, and publication giant Elsevier issued a news release commending the probe. But is there really an “investigation”? 

Numerous blogs have repeated and quoted the Washington Post article in the past month. Indeed, one of them (The Geyser) stated that “The DOJ’s public announcement of an investigation strongly suggests the investigators have found enough evidence to not only proceed with confidence, but to announce to the world that they’re proceeding.” In fact, there was no such announcement.

There is no press release or other statement on the U.S. Department of Justice website announcing such an investigation. Nor have I found any subsequent confirmation of such an investigation from any other newspaper. The only source cited in the Post article is that the information was related by “people familiar with the matter” who spoke “on the condition of anonymity.” (For her part, Ms. Elbakyan is quoted as calling the Post article “baloney.”) Let us ask whether it is likely that there is an investigation.

Of course, it’s possible that the FBI is investigating Sci-Hub. The company is engaged in massive copyright infringement, as the federal District Court in New York City found when it entered a $15 million civil judgment against the website two years ago in a suit brought by Elsevier. And federal law includes criminal sanctions to protect copyrighted works, providing that “[a]ny person who infringes a copyright willfully and for purposes of commercial advantage or private financial gain” shall be punished up to five years in prison.

The government used this statute in 2012 to indict “Kim Dotcom” for criminal copyright infringement, as well as money laundering, racketeering, and wire fraud. (Dotcom aka Kim Schmitz is the founder of the now-defunct music and video file hosting service Megaupload.) Schmitz resides in New Zealand and has successfully delayed extradition to the U.S. with court appeals, as recently as 2019.

A prosecution of Ms. Elbakyan and Sci-Hub could be even more problematic for the Department of Justice than prosecuting the elusive Dotcom. Most importantly, it may be difficult to prove the essential element of a criminal copyright case: that the infringement was done “for purposes of commercial advantage or private financial gain.” Unlike Megaupload, Sci-Hub is “free” and is expressly operated for altruistic purposes, e.g., to advance scientific research. Ms. Elbakyan is often called a modern “Robin Hood.”

So the smart bet is that the government is not seriously investigating copyright violations by Sci-Hub.

The Washington Post article highlights instead the government’s “suspicion” that she may be working with Russian intelligence to steal U.S. military secrets from defense contractors. The article does not cite any proof of this occurring but instead notes that “the scale of Elbakyan’s operation has led experts to conclude that she is not operating alone and must have the approval of the Russian government.”

So, is there a government investigation or not? The only evidence that there is one is from unnamed “people familiar with the matter.” Should you trust such unnamed sources? Maybe… maybe not. In order to trust the information from unnamed sources, you have to start with trusting the reporter(s) who accepted and published the information.

Here, the two Post reporters are experienced in covering national security stories, so presumably they’ve been around the block enough to know whether to trust their sources. The Post is sensitive to using unnamed sources: anonymous sources can be overused and abused. But the Post does have a reputation for honesty and integrity to uphold — think Pentagon Papers and Watergate — and its editors know that sources who are afraid to identify themselves have in the past provided key information that exposed grave government failings.

On the other hand, this is not a “whistleblower” situation where unnamed sources have disclosed government or corporate misconduct. It’s information about someone perceived by Big Business (or at least Big Publishing) as an Enemy of the People. Such a report would be more trustworthy if the nameless “people familiar with the matter” were DOJ or FBI officials, but the Post article doesn’t say that. When the sources are in the DOJ, reporters usually identify them as “Department of Justice officials.”

The bottom line is that — for all the storm and fury from publishers about Sci-Hub’s massive copyright infringements — it is questionable whether there is in fact any governmental investigation of criminal conduct by Sci-Hub.

By the way, did you hear that the Trump administration has launched a criminal investigation into Greta Thunberg?

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Endnotes
Questions & Answers — Copyright Column

Column Editor: Will Cross (Director, Copyright & Digital Scholarship Center, NC State University Libraries) <wmcross@ncsu.edu> ORCID: 0000-0003-1287-1156

There’s a comic that was often seen taped on the doors of my law school copyright professors way back in the mid-2000s. It featured a stick figure person sitting peacefully under a tree and looking out at a beautiful blue sky. A thought bubble appears over their head reading “sometimes, I just can’t get outraged over copyright law.” (You can see it here: https://xkcd.com/14/ and tape it to your own door if you like — it’s openly licensed!) That comic has been going through my head a lot as the global community has been dealing with the COVID-19 outbreak that has closed the doors of my own institution and of most non-essential services around the world. How much does copyright matter when people are in mortal danger or locked away from society for months or longer? How can we understand and respect the values of copyright in a way that also recognizes the complexity of applications in these unprecedented times?

With these issues in mind, I’ve selected a set of questions about how we understand copyright and implement policy during the prolonged period of social distancing that began in my neck of the woods in early March 2020 (much later than many other nations) and is expected to continue throughout the spring and into the summer (and perhaps longer still, depending on a number of factors). While questions about balancing copyright law with other legal and human considerations may be better-answered by an ethicist or religious official, I think this moment also brings into focus the ways that copyright is flexible by design so that it can accommodate good practice even during a moment like this.

**QUESTION:** An instructional librarian asks, “How does copyright apply to supporting online instruction during global pandemic?”

**ANSWER:** In many ways, online instruction is entering uncharted waters right now since U.S. law has few models for applying modern copyright law to a situation where neither physical access nor established licensing models can be applied to education and research. In response, many educators, researchers, and librarians have turned to fair use to fill this exigent, time-limited gap. As librarian-lawyer April Hathcock has noted, “fair use is made for just these kinds of contingencies.” The center of gravity for many practices is articulated in a statement shared by a group of leading copyright experts working in libraries called the “Public Statement of Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research” and available at https://tinyurl.com/tvnty3a.

The statement articulates the power of fair use to support public purposes such as education and the way that power increases in moments of crisis. It walks through the four statutory fair use factors, grounding analysis in the first factor’s questions about the purpose of the use as well as the importance of checking for and relying on licensed alternatives but notes that a “lack of time to check for licenses should not be a barrier to meeting the needs of our communities.”

The statement offers a set of approaches to mitigate risk and suggests caution around circumvention of technical protection measures. Finally, it ends by encouraging use of already-licensed online content, openly licensed and public domain alternatives, and of working with content vendors to find mutually agreed-on ways to expand existing access to support social distancing for instruction and research.

Individual lawyer-librarians such as the University of Minnesota’s Nancy Sims, University of Illinois’ Sara Benson, and Harvard’s Copyright Advisor Kyle Courtney have blogged, podcasted, and offered webinars about the way that copyright law supports public service. Courtney calls these copyright exceptions “library superpowers” that allow librarians to respond to this crisis in ways that support their statutorily supported role as stewards of access for the communities they serve. Individually and collectively, libraries have embraced this role and worked to scan materials even after physical buildings were closed and to build systems for interlibrary loan and scanning at

Legally Speaking

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fordable options for our teachers, students, and our communities. Stay safe!

**References**


continued on page 49
8 Library Services That Will... Make You Smile.

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

For more details, visit: emery-pratt.com

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a distance. One example of this approach can be found in a recent webinar from the Association of Southeastern Research Libraries (ASERL) called “Yes You Can Scan That Textbook,” that offered copyright guidance and practical tips for libraries. It is available on their archive at: http://www.aserl.org/archive/.

The through line for all of these approaches is the exigency and immediacy of the crisis and the inability of libraries, educators, and scholars to rely on the traditional mechanisms built into copyright and licensing such as physical access enabled by first sale or negotiated permission. The Public Statement discussed above explicitly notes that “we also encourage campuses to begin contemplating the longer-term needs this situation presents. While fair use is absolutely appropriate to support the heightened demands presented by this emergency, if time periods extend further, campuses will need to investigate and adopt solutions tailored for the long-term.”

QUESTION: An academic publisher asks, “How can publishers, libraries, and other institutions make materials they control or hold available to users during this crisis while still respecting copyright’s scope and boundaries?”

ANSWER: To meet the needs of educators, scholars, and others who need access to materials they can’t physically obtain, many institutions that either hold physical resources or control copyright are looking for ways to facilitate access and use. Unsurprisingly, different stakeholders are exploring a variety of distinct approaches. A tremendous number of publishers have opened up access to some or all of their materials, many of which have been collected at sites like Vendor Love in the Time of COVID-19 (https://tinyurl.com/vendorsupportedaccess). Initially, this access was granted for the duration of the current spring semester, but as more and more institutions announce that social distancing will continue into the summer, the duration of this limited access may change.

While this access has been critical for research and teaching, some users have expressed concerns about the terms of use for some of these materials, particularly where an account must be created so that personal or institutional data is harvested from each user and in cases where a “free trial” is accompanied by an automatic renewal with immediate billing at unfavorable terms. As everyone works to find the right balance of access and mission, a simple way to share is the Open COVID pledge available at https://opencovidpledge.org/. The pledge is a commitment to make copyright and related intellectual property openly available for a limited time. It can be implemented in a variety of ways including the suggested “Open COVID License” that makes all IP available “until one year after WHO declares the COVID-19 Pandemic to have ended.”

Digital libraries such as the Hathi Trust and Internet Archive have also worked to facilitate lawful access in ways that align with their individual missions. In April the Hathi Trust offered their Emergency Temporary Access Service (ETAS), “which will allow students, faculty, and staff from eligible member...”
The Scholarly Publishing Scene — The PROSE Awards

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

Judging for the PROSE Awards, held under the auspices of the Association of American Publishers (AAP), takes place over a couple of days in early January. The awards program has been held annually since 1976. For the past several years, the judging venue has been a comfortable but windowless conference room in the downtown Washington, DC office building where AAP has its headquarters.

Competitors for the awards include both commercial houses and university presses. The publications entered into the competition include professional and scholarly monographs, multi- and single-volume reference works, popular science and mathematics books, textbooks, journals, and some electronic products. In recent years, trade publishers have been invited to submit books. (Several years ago, the first volume of Stanley Crouch’s projected two-volume biography of bebop saxophonist Charlie Parker, one of jazz’s major figures, won an award.)

This January, 19 judges deliberated over 630 publications that had been entered in 49 categories. There are separate categories for textbooks, multi- and single-volume reference works, and journals. The preponderance of entries are professional and scholarly books directed to practitioners and researchers. These books are categorized by subject area. Each judge is responsible for one or more subject areas. Books are shipped to judges in the late fall. Journals and some reference works are made available online. 

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Questions & Answers
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libraries to have online reading access to materials that are currently unavailable to them in their library collections.” In their full statement, Hathi emphasizes that this access would be limited to libraries that were experiencing “unexpected or involuntary, temporary disruption to normal operations” and stressed that they were offering what they called a “careful and measured approach to this service, conforming to fair use under U.S. copyright law, in order to help students, teachers, and researchers continue to do their vital work.” The full statement and details about the program is available at: https://www.hathitrust.org/covid-19-response.

In contrast to this relatively moderate approach, the Internet Archive announced their National Emergency Library (NEL) at Archive.org/NEL in mid-March. The NEL suspends the waitlist for books available from the Internet Archive “through June 30, 2020, or the end of the U.S. national emergency, whichever is later.” The NEL also offers individual authors the ability to opt out by sending an email to <info@archive.org> with “National Emergency Library Removal Request” as the subject line.

Some libraries such as MIT enthusiastically endorsed this approach while many publishers and authors decried it as “outright piracy.” Dialogue around NEL became so heated that threats of violence and intimidation forced IA to make their list of endorsers private. Criticism often centered around the fact that NEL is not affiliated with a physical library and offers unlimited access to in-copyright works, which does not follow the one-in-one-out limitations of even emerging systems like Controlled Digital Lending (controlled-digitallending.org).

While both Hathi’s ETAS and the Internet Archive’s NEL offer digital access in a time-limited fashion as a response to an unprecedented crisis, the differing approaches reflect the culture of the respective institutions. Popular responses may also suggest the central importance of a library as a “steward of access” to a particular community and the values of librarianship more broadly.

**QUESTION:** A school librarian asks, “Many of my teachers and fellow librarians use reading aloud as a central component of our educational work. Does copyright permit us to continue this practice digitally during this global pandemic?”

**ANSWER:** While the earlier discussion in this column about openly-available resources and educators’ reliance on fair use offers part of an answer, this question about reading aloud provides an excellent example of these issues in practice, as well as a model for a path forward. Reading aloud is a core educational activity and many authors and publishers have explicitly stated their support for reading aloud digitally during COVID-19.

Regardless of any formal statements from a rightsholder, reading aloud is also a practice that fits comfortably within the scope of fair use when done as a transformative, noncommercial practice. Despite that fact, many school librarians have expressed uncertainty or even outright disagreement with a fair use rationale for reading aloud online. To clarify the ways in which fair use supports this practice, a group of copyright experts and educators have developed and shared a guide to translating classroom practices and taking advantages of new technologies to improve teaching and learning, reach, and equity. (https://tinyurl.com/read-aloud-online)

The guide lays out the many transformative purposes of reading aloud and walks through specific practices that are likely to fit within the ambit of fair use such as “reading students in to” the virtual classroom or students reading aloud to develop and demonstrate mastery. It also offers several examples of practices that are not clearly enabled including reading a textbook aloud as a way to replace purchase of commercial course materials or running a public site unconnected to a particular course that profits from advertising revenue.

While the statement was released in the wake of the transition to online learning to facilitate health during a time of crisis, it is not presented as time-limited or even primarily as a response to COVID-19. For many students with disabilities, facing language barriers, on the wrong side of the digital divide, or otherwise marginalized in our society, it is always an emergency. In a moment of global crisis, aggressive fair use and generous licensing can save the day, but publishers, librarians, and educators can and should be working together every day to be sure that we are all meeting our mission to teach, learn, and grow as a society.

in which fair use supports this practice, a group of copyright experts and educators have developed and shared a guide to translating classroom practices and taking advantages of new technologies to improve teaching and learning, reach, and equity. (https://tinyurl.com/read-aloud-online)
For some years, I’ve been responsible for monographs in five subject areas — chemistry and physics, cosmology and astronomy, earth science, environmental science, and mathematics — as well as textbooks and books for general readers in science and mathematics. This large portfolio enables me to direct entries into their proper slots. If I think, for example, that a book entered as a monograph has the hallmarks of a textbook, or a book entered as a monograph is really a popular science book, then I can shift those entries into the two non-monograph categories. As a result, books for general readers and textbooks aren’t competing with books for practitioners and researchers. To be sure, so-called text-reference books are published for both upper-level students and professionals, but examinations of such titles reveals, based on my experience, where I should slot them.

For the past couple of years, I’ve received 55 or so titles for judging, down about 20% from prior years. A couple of publishers, who used to submit multiple titles each year, have not been participating in the awards program recently (although overall participation in the total awards program has been increasing), and I am no longer receiving the cartons with multi-volume reference sets that I used to examine in my cold upstate New York garage, rather than carry them into the house and try to find room for them in my office, which already had piles of books taking up floor space.

Most of the titles I received this time around were published by eight different university presses. Nearly half of the titles came from Cambridge University Press (all heavy, well produced monographs on worthy subjects) and MIT Press (all interesting popular science and mathematics books). Three other publishers who have continued to provide significant numbers of titles over the years are Oxford, Princeton, and Elsevier.

As is the case year after year (I’ve been a judge for some years and ran the program back in the 1980s, when I was chair of the executive council of AAP’s Professional and Scholarly Publishing Division), very nearly all of the books I receive are well-published in terms of use of illustrations, color, and paper stock. Of course, the more worthwhile the subject a book deals with, the higher I rate it. Still, it can be difficult for me to decide which titles merit greater consideration than others. How do I sort through the contenders in a particular discipline? I rely on decades of experience writing, editing, and publishing scientific and technical books, as well as on the required written materials that accompany each entry, on any reviews that I can find on Amazon (where I can also determine whether there are multiple titles on the same subject), on my estimation of how knowledgeable an author is with the history and usefulness of the subject he or she is writing about, and in an edited volume, on how I size up the strength of the roster of contributors and on how well their chapters seemed to be tied together. Even if all that sounds a little amorphous, that’s all I’ll say about how I arrive at my decisions.

PROSE judges were charged this past year with identifying several potentially winning titles in each of their assigned subject categories. These titles were brought forward for discussion during the two days of judging in January. All told, there were 157 finalists from a little over 40 publishers, most of them university presses, with a few commercial scientific and technical publishers, several trade houses, and a couple of museum publishing arms mixed in. The publishers with the largest representation were Cambridge (21 finalists), Harvard (21), Oxford (16), Elsevier (15), Princeton (14), MIT (10), Bloomsbury (9), and Yale (7). Most of these publishers submit titles that show up among the finalists year after year. As always, there are a few publishers that produce finalists for the first time or infrequently.

The winner in each category is brought forward for another round of judging in which five titles survive as Winners for Excellence in five categories: Biological and Life Sciences; Humanities; Physical Sciences and Mathematics; Reference Works; and Social Sciences. The five winners were Clinical Psychopharmacology (Oxford); Leonardo da Vinci Rediscovered (Yale); 99 Variations on a Proof (Princeton); Roman Architecture and Urbanism: From the Antiquity (Cambridge); and The Cult of the Constitution (Stanford). The first four presses always do well in the awards competition. Stanford is new to the game.

I was the judge for 99 Variations on a Proof, an entertaining and enlightening romp that seemed to me to be of value to professional mathematicians, students, and even general readers. Philip Ording, a professor at Sarah Lawrence College (his research interests are geometry, topology, and the intersection of mathematics with the arts), demonstrates in 99 Variations that there are two solutions for x in the equation, x cubed plus 11 times x minus 6 equals two times x minus two. The solutions are 1 and 4. His Sarah Lawrence photograph shows a rather young-looking man; I hope he has other clever books up his sleeve.

The five excellence winners faced off to determine the PROSE Awards ultimate prize, the RR Hawkins Award (I’ve written about RR Hawkins in an earlier column), which went to Leonardo da Vinci Rediscovered, a sumptuous four-volume work — a modern rethinking of his career and vision, as Yale puts it — by Carmen C. Bambach. The set lists for $550 (just $364.99) on Amazon. I wasn’t able to be at the judging in person (I led discussions of my subject categories by phone), but I trust my fellow judges’ estimation that this set is the authoritative source of scholarship on the great artist and engineer. No less an author that Walter Isaacson wrote in an Amazon review that he was “awed” by the work. Yale has produced — it took a quarter-century — a landmark.

Carmen C. Bambach is curator in the Department in the Metropolitan Museum’s Department of Drawings and Prints. She and her family fled Chile following the 1973 coup d’état. She was the first recipient of the $100,000 Vileek Prize for Excellence, which recognizes work that reflects immigration’s impact on American society. “It’s important to be aware that this country is built by immigrants,” she said when the award was announced in February of last year.
Biz of Digital — Re-Thinking Scholarly Communication & Publishing at Pacific University

by Johanna Meetz (Publishing and Repository Services Librarian, The Ohio State University Libraries, 320G 18th Avenue Library, 175 West 18th Avenue, Columbus, OH 43210; Phone: (614) 688-1192; Former Scholarly Communication & Publishing Services Librarian, Pacific University Libraries/Associate Director, Pacific University Press) <meetz1@osu.edu>

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Pacific University is a small liberal arts university with a total enrollment of about 4,000, which is equally divided between undergraduates and graduate students. The Libraries at Pacific have about 25 staff members, spread across two main campus locations. Despite its small size, it has a substantial publishing program that grew out of a successful institutional repository. As of 2019, the Libraries were publishing 7 journals, many with a full-service model that included copyediting and typesetting as well as hosting, DOI registration, and preservation. In addition to journal publishing, Pacific University Press, a digital open access press, was founded in the Libraries in 2015. It published its first book in 2016, and reached its goal of publishing 3 books per year in 2019. While the Press outsources tasks like copyediting and cover design, much of the work on books is done in-house by the Scholarly Communication & Publishing Services Librarian/Associate Director of Pacific University Press (titles held by one librarian at Pacific).

As a successful program or initiative grows, it is inevitable that it will reach a point where it can’t expand any more without additional resources. Those resources might be in the form of staff members, time, or software, but generally they boil down to money. An academic library’s needs are varied and expensive, as are the needs of academic institutions in general. As library budgets remain the same or decrease, the challenge to continue to offer the same resources and services, let alone additional or improved resources and services, increases. For smaller colleges and universities, these budgetary limitations can be even greater. No matter how much we might want to continue to expand a service indefinitely, it is not always possible to continue to do more with less.

This column will provide an overview of a series of questions that I asked myself when restructuring the services related to scholarly communication and publishing at Pacific University when we reached a point where we were unable to continue to expand our publishing program.

1. What resources are available to you?

When the request for funding for an additional part time staff member to work in publishing at Pacific was denied in 2018, we knew we had to consider making changes to the services we offered. As a basis for those changes, we had to acknowledge what resources were available to us, and which were not. The libraries couldn’t have more money for an additional staff person, but I could create more time in my position by changing the services we currently offered. This led me to ask:

2. What are the needs of our community?

What would benefit the students and faculty at Pacific the most? What would benefit Pacific University as an institution the most? While publishing open access journals is certainly an important endeavor, it is also costly in terms of time because we offer a full suite of services that includes typesetting and in money because we utilize freelancers to copyedit articles for some journals. Since the founding of Pacific University Press, publishing high quality peer-reviewed books had become more of a priority.

In addition, these two endeavors — publishing journals and books — were taking time away from administering Pacific’s institutional repository. The repository is particularly important in that it captures much of the student work at Pacific, though additional outreach would enable us to preserve and share more, like the undergraduate capstone projects completed by all students. Moreover, other important issues were being discussed on campus, like OERs (Open Educational Resources). While there was a limited amount of time to devote to this, there wasn’t time to drive a campus-wide initiative. Also, as the number of online course sites at Pacific has grown, there has been an increasing need for education around issues like copyright. Essentially, the areas of focus for the Scholarly Communication & Publishing Services Librarian had shifted over time, and they needed to be brought back into alignment with the current needs and goals of the larger institution. This led us to select three areas of focus: book publishing, IR administration, and outreach about OER and copyright. In turn, we had to choose an area to decrease our commitment: journal publishing.

We chose to focus more on book publishing rather than journal publishing for a few reasons. First, while the number of OA journals that are published is steadily growing among library publishers in particular, the number of university presses is declining. In addition, there are fewer OA books published by university presses. Since the majority of Pacific University Press books are made available for free download (the only exception being short fiction), and the Press was set up in such a way that it does not depend on making a profit on the books it publishes, it can give a voice to scholars whose work would not be published by a traditional university press because it may not sell enough copies to pay for itself, let alone make money. Of course, all open access publication is important and has a positive impact, but we felt that Pacific University Press was in a unique position to publish works that may have gone unpublished as well as to demonstrate a new model of book publishing itself, and so we chose to concentrate our efforts there.

3. What collaborations have been most successful?

As discussed, over time Pacific became the publisher of many journals, some that were more successful than others, and some that fit better with the direction of the University. We defined a successful journal as one that regularly published, had invested editors, and was tied strongly into an area of strength at Pacific, continued on page 53
whether that was health sciences, undergraduate research, or librarianship — the subject areas of some of our journals. Evaluating each of them allowed us to make hard choices. In the end, two of the journals were combined, two found new homes, and one ceased publishing altogether.

Re-prioritizing and re-structuring the responsibilities associated with my position reinforced many ideas I valued, including:

1. At some point, one more small thing to do is still too much.

As part of this process, we re-homed a journal that was very low-maintenance for us. We didn’t copyedit it or create the layout; we only hosted it, registered DOIs, and preserved it. However, the time spent on this journal is time that could have been spent doing other things, like IR outreach or educating faculty and students about OER and copyright.

2. Make time to assess the direction you’re going frequently.

When you’re busy with the small details day-to-day, it can be difficult to remember the big picture. Are you progressing toward the strategic goals? Do the goals themselves need to be modified? One strategy I used to remind myself to take time to do this higher-level thinking was to schedule time on my calendar.

3. Keep tabs on the needs of community.

Similarly, it is important to stay in touch with the needs of your community. Big or small, research or teaching focused — it’s important to find ways to stay connected to what’s happening on campus. I found that talking to librarians who have frequent contact with faculty members as well as instructional designers at Pacific was helpful. In general, taking time to communicate with others either virtually or in person, including administrators, faculty members, other librarians, staff, or students, is invaluable. It can be easy to overlook these opportunities, especially when you’re busy and working with partners outside of your institution.

4. Make a business plan.

I encourage anyone who is starting or who has a library publishing program or any other similar initiative to make a business plan using the method outlined by Kate McCready and Emma Molls in their article entitled “Developing a Business Plan for a Library Publishing Program.” In this context, a business plan is defined as document that “create[s] shared expectations for funding streams, quality markers, as well as technical and staff capacity” (McCready & Molls, 2018, p. 1). It includes “the principles of the program, scope of services, and staffing requirements” as well as “production policies, financial structures, and measures of success” (p.1).

Once you have a business plan, it can be revised when things change, but it’s important to have a framework to use to make decisions.

5. Cultivate boundaries.

Librarians are professionals who work in service of others. This means that saying “no” does not always come naturally. However, in order to build a successful institutional repository, publishing program, or any other initiative, it is necessary to define and uphold boundaries. If a project or partnership is proposed, it should be evaluated in the context of a document like the aforementioned business plan. If it isn’t a good fit for any reason, saying “no” will allow you to shape your initiative into what you’d like it to be — and move you closer to your goals. It allows you to reserve time that you can spend in other ways that are of greater service to your community.

In sum, even when in the beginning stages of building a program or initiative, it is good to keep in mind that resources will always be limited. In order to create something sustainable that is in service to your community, the importance of creating a business plan, evaluating it over time, making changes as often as needed, and carefully appraising potential partnerships can’t be overstated. This is critical for scholarly communication and library publishing programs in particular, since the scope of services offered by libraries varies widely depending on the budget, the number of staff people, the commitment of the institution, the needs of the community, the interests or expertise of librarians, etc.

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**Endnotes**


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**Biz of Digital**

*from page 52*

We read about Frances’ project entitled “Eradicating the Written Word-Power and Symbolism through the Lenses of Book Burnings and Takedowns — A Research Project” that was published as a Special Report in the Nov. 2019 *ATG*. Frances says that she will be returning to this project one of these days! Essentially, book burning is about power and symbolism. How is power exercised through book burning? And, how should we understand the symbolic power of book burning? https://against-the-grain.com/2019/12/v315-eradicating-the-written-word-power-and-symbolism-through-the-lenses-of-book-burnings-and-takedowns-a-research-project/

From Twitter: We’re excited to welcome Roger C. Schnorf (Director, Libraries and Scholarly Communications, and Museum) to CRL’s Board of Directors for CRL global resources network.

**Bookcase Credibility** a Twitter thread ranking speakers’ credibility based on the bookcases behind them in Zoom meetings. Tagline: What you say is not as important as the bookcase behind you. https://twitter.com/bcredibility

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And They Were There

Reports of Meetings — 39th Annual Charleston Conference

Column Editors: Ramune K. Kubilius (Galter Health Sciences Library & Learning Center, Northwestern University Feinberg School of Medicine) <r-kubilius@northwestern.edu>

and Sever Bordeianu (Head, Print Resources Section, University Libraries, MSC05 3020, 1 University of New Mexico, Albuquerque, NM 87131-0001; Phone: 505-277-2645; Fax: 505-277-9813) <sbordeia@unm.edu>

Issues in Book and Serial Acquisition, “The Time has Come ... to Talk of Many Things!” Charleston Gaillard Center, Francis Marion Hotel, Embassy Suites Historic Downtown, and Courtyard Marriott Historic District — Charleston, SC, November 4-8, 2019

Charleston Conference Reports compiled by: Ramune K. Kubilius (Galter Health Sciences Library & Learning Center, Northwestern University Feinberg School of Medicine) <r-kubilius@northwestern.edu>

Column Editor’s Note: Thanks to all of the Charleston Conference attendees who agreed to write short reports highlighting sessions they attended at the 2019 Charleston Conference. Attempts were made to provide a broad coverage of sessions, but there are always more sessions than there are reporters. Some presenters posted their slides and handouts in the online conference schedule. Please visit the conference site, http://www.charlestonlibraryconference.com/, and link to selected videos, interviews, as well as to blog reports written by Charleston Conference blogger, Donald Hawkins. The 2019 Charleston Conference Proceedings will be published in 2020, in partnership with Purdue University Press: http://www.thepress.purdue.edu/series/charleston.

Even if not noted with the reports, videos of most sessions as well as other video offerings like the “Views from the Penthouse Suite” interviews are being posted to the Charleston Conference YouTube Channel as they are completed and are sorted into playlists by date for ease of navigation.

In this issue of ATG you will find the second installment of 2019 conference reports. The first installment can be found in ATG v.3281, February 2020. We will continue to publish all of the reports received in upcoming print issues throughout the year. — RKK

CONFERENCE – OPENING KEYNOTE WEDNESDAY, NOVEMBER 6, 2019

Opening Keynote: Building Trust When Truth Fractures
— Presented by Courtney McAllister (moderator, Yale University), Brewster Kale (Internet Archive) — https://sched.co/UJXpk

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

MacAllister introduced Kahle who not for the first time addressed Charleston Conference attendees. He shared a rallying statement that this can and should be and has to be our day. People are looking for solid information and when filtered by others, the web is betraying us. Since web pages last an average of about 100 days, are we building a culture on sand? Students in schools (as Kahle was informed by his young neighbor) are not permitted to list Wikipedia as a source in their papers. That is complicated by the fact that there are upwards of 10,000 broken links in Wikipedia that don’t lead to the necessary primary sources — text in books and journal articles. Concentrating on books, Open Libraries has now created a wish list of books desired for digitization, not only for Wikipedia, where only the relevant pages would be linked, but also for the new Universal School Library program (a subset of the Internet Archive collection), whereby digital books would be available under controlled digital lending. The new alignment with Better World Books, per its President & CEO, Dustin Holland, who came on stage, has created a “nested mission” and working together will maximize knowledge and for the full life cycle of books. “Digital learners need us now.”

The Charleston Conference blog report about this session by Donald Hawkins can be found at: https://against-the-grain.com/2019/11/opening-keynote-building-trust-when-truth-fractures/

The video of the keynote can be viewed at: https://www.youtube.com/watch?v=bA67X9y-ozc.

PLENARY-PANEL WEDNESDAY, NOVEMBER 6, 2019


Reported by Lindsay Barnett (Cushing/Whitney Medical Library, Yale University School of Medicine) <lindsay.barnett@yale.edu>

Bernhardt, Charleston Conference Principal Program Director, introduced the three panelists and the session topic. Dempsey presented 3 contextual areas: colleges, consortia, and collections. Libraries are moving to engagement-oriented models where excellence is determined by the strategic fit to institutional goals. There are “three poles” in higher education: research, liberal education, and career. Dempsey used data from multiple consortia to analyze trends in which member institutions fell on continued on page 55
the three poles. Consortia in which members have aligned goals may move together on a common vision, those with very different profiles may be looking for opportunities for intersection. Library collections have moved from “owned” to “facilitated.” Facilitated collections are driven by “network logic,” meeting research and learning needs in the best way possible, whether internal or external to the library.

The key to our open future is a diverse group of people working together to pool creativity and tackle challenges, stated Wise. Her presentation centered on the Society Publishers Accelerating Open access and Plan S (SPA-OPS) project, which brought together learned societies, librarians, and funders to address open access challenges faced by non-profit and small publishers. The project resulted in a transformative agreement toolkit focusing on cost-neutral open access agreements in the short-term and a commitment to developing alternative pricing and funding models in the future. A number of pilots of this model have and continue to take place.

Price discussed the “read to publish funding gap,” identifying a major challenge to open access in the fact that “read” institutions are paying significantly more toward big deals currently than they would if pricing reflected publishing output. In a read and publish model, “publish” institutions cannot cover the funding gap while also maintaining cost neutrality. Our collaborative imperative is to work together to address this gap and transition the system in a way that allows libraries and consortia to maintain their position in and influence on the scholarly communication funding system.

(The session’s slides can be found in Sched.)

CONCURRENTS
WEDNESDAY, NOVEMBER 6, 2019


Note: Hannah Rosen (Scholarly Communication Specialist and Digitization Program Coordinator, Michigan State University) joined the panel.

Reported by Jennifer Fairall (Siena College, Standish Library) <jfairall@siena.edu>

The panelists defined and contextualized accessibility and discussed the “depressing” results of the LYRASIS accessibility survey. The survey respondents were from a mix of different types of libraries and reported a lack of formal accessibility policies and very little formal accessibility training for staff. Libraries are the most progressive in terms of accessibility when they maintain control over their content, e.g., Institutional Repositories. The panelists recommend using the LYRASIS survey results as a tool to advocate for accessibility training for staff. Institutions must start somewhere with accessibility for digital materials since it is federally mandated and a core value of librarianship. Librarians should learn more about disabilities in general and about specific types of disabilities (invisible, temporary, etc.). Accessibility may also be addressed in diversity, equity, and inclusion conversations on campus. The Big Ten libraries have funded a pilot to provide selected vendors with third-party accessibility evaluations. The Big Ten Academic Alliance has adopted model accessibility license language https://www.btaa.org/library/accessibility/reports. Vendors are taking the evaluations seriously since major accessibility concerns can delay or prevent a library from purchasing content from non-compliant vendors. The panelists wrapped up by recommending attendees try downloading and using a screen reader themselves in order to empathize with users with disabilities.

(The LYRASIS survey report can be found at: https://www.lyrasis.org/technology/Pages/Accessibility-Survey-Report.aspx.)


Reported by John Banionis (Villanova University) <john.banionis@villanova.edu>

While measuring use of digital library objects can be rather straightforward, measuring their reuse often proves far more challenging. Muglia presented the history of a digital reuse project team funded by two IMLS grants, the second of which is focused on developing a Digital Content Reuse Assessment Framework Toolkit (D-CRAFT), which arose from a previously identified need for standardization of reuse metrics. D-CRAFT is currently under development with a scheduled completion in December 2021 and will offer assessment tools, best practices, and a code of ethics for measuring impact of digital libraries. The initial challenge encountered by the current project team and its advisory board was agreeing on a common definition of reuse, which involves more complex engagement beyond simple use. Upon completion, D-CRAFT will provide a much-needed set of standards to augment the assessment activities of digital libraries.

(The session’s slides can be found in Sched.)


Reported by Becky Imamoto (University of California, Irvine) <rimamoto@uci.edu>

The University of California (UC) and Cambridge University Press (CUP) have entered into a 3-year transformative open access publishing deal. This is a “read and publish” contract based on current spending that will create open access to 80% of Cambridge journals (that percentage will increase over time). The model is based on a sliding scale — “reading” fees will go down as UC’s open access publishing goes up, therefore the university will see no significant overall increase to the cost of the contract. UC and CUP were well positioned to partner as they

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have similar missions to disseminate knowledge. In addition, both are willing to try something new. This is a complicated process with many challenges and the need for new infrastructure and lines of communication. UC and CUP have learned that the measure of success is different from what we have used in the past. An interesting discussion ensued about the potential overuse of the word “transformative” and what it really means to libraries and publishers.

(The session’s slides can be found in Sched.)

From Big Ideas to Real Talk: A Front-Line Perspective on New Collections Roles in Times of Organizational Restructuring — Presented by Sally Sax (Carleton University), Meg Ecclestone (University of Guelph), Alana Skwarok (Carleton University) — https://sched.co/UZQG

Reported by Susannah Benedetti (University of North Carolina Wilmington) <benedettis@uncw.edu>

The University of Guelph moved from a traditional liaison model to a functional team model. Today, their Collections team includes collections librarians pluseresources, acquisitions, and course reserves. Liaison librarians handle information literacy and research services on their team. The functional team model has resulted in greater accountability, a move from “tiny pots of money” to fewer but larger budgets, and greater opportunity for collections assessment. Challenges include the loss of disciplinary expertise, decreased interaction with users, and faculty now unsure who to contact regarding requests. Carleton University chose to embed its collections librarians into the Research Support Services team. They handle all purchase requests and select in GOBI, as well as handling chat and desk shifts. This model has resulted in steadier spending and a better ability to fine tune DDA/EBA programs. Challenges include the collections librarians now being at a remove from ILL, course reserves, and scholarly communications. Questions brought out that liaison librarians at Carleton have the option to continue making expert suggestions if they choose, and that moving to three large funds based on subject areas has allowed for interdisciplinary selecting and can be tracked by subject headings.

(The session’s slides can be found in Sched.)

Twelve Danishes for the Price of One: The Benefits of Bulk Acquisitions for Libraries — Presented by Scott Ahlberg (moderator, Reprints Desk), Sarah Tarpley (Gale, a Cengage Company), Scott Pope (Texas State University), Jon Elwell (EBSCO Books), Mark Newcomer (IGI Global) — https://sched.co/UZQe

Reported by Alexis Linoski (Georgia Institute of Technology) <alexis.linoski@library.gatech.edu>

Don’t let the term bulk acquisitions confuse or scare you — it’s basically referring to purchasing collections rather than individual titles. This session was presented by one librarian and three vendors. Pope, the librarian on the panel, spoke to challenges many libraries are facing — reduced budgets and staff cuts. In light of this, how do you get the most for your budget?

At first it seemed somewhat like a sales pitch from the vendors, however, they ultimately made their point — in many cases it’s more cost effective to purchase a collection rather than purchasing individual titles. Elwell (EBSCO) discussed ordering eBook collections, from various publishers, via GOBI as an alternative to individual title purchases. Tarpley (Gale) talked about Gale eBooks, the revamped Gale Virtual Library. They will offer the ability to do curated collections or an all access package, and all will be DRM-free with unlimited users. Newcomer (IGI Global) discussed the value of bulk versus selective purchases with slides to show the numbers. Examples came from a customer and aptly demonstrated the value of purchasing collections (i.e., in bulk). Overall, a good session.

(Note: This sponsored session, open to all, took place off-site and registration was requested.)

In a presentation titled “Library Discovery: The Impact of Big Data, Open Access, and Data Intelligence,” Ex Libris introduced the unification of its discovery indexes (Summon and Primo) to create a powerful new Central Discovery Index (CDI). Library discovery indexes are changing to accommodate rapidly evolving and varied content, including open-access materials and primary resources. Faculty assign primary resources to build student critical thinking skills, but primary resources like newspapers can overwhelm discovery search results. Newspapers are cited more and more frequently in scholarly communication and faculty expect students to use varied sources, so newspapers are accommodated better in CDI. The Ex Libris CDI is future-ready and uses data intelligence to make connections to curated content, similar to Amazon.com recommendations. CDI recommendations are based on co-usage, context, citation trails, and related articles. The presenters also highlighted ProQuest One Academic, ProQuest One: Literature Overview, History Vault (interdisciplinary resources packaged by ProQuest), ProQuest Dissertations, Early European Books, and a collaboration with the Universal Short Title Catalogue.
The talk began with a brief film clip and highlights for attendees at Charleston (in a new afternoon keynote plenary slot). By a ten year plan (2017-2027) and three pillars, with emphasis on biomedical Libraries of Medicine (NNLM). The rest — contract staff. There is also the National Network of Bethesda, MD, with 1,700 staff: 780 are federal employees, and 920 of its strategic initiatives. In a nutshell, there are five sites in their focus is to serve scientists, guided by a ten year plan (2017-2027) and three pillars, with emphasis on building new collections on patterns of discoveries (preserve, connect, discover, data). Some current ventures mentioned include MEDLINE 2022 (curation at scale, expanding metadata), the use of artificial intelligence (AI) in PubMed (a database that is searched by 2.5 million worldwide users per day), as well as a preprint pilot. All have the goal of accelerating access to science. Brennan expertly fielded questions and queries that continued even after the formal conclusion of the session. In response to one comment about preprint repositories containing dated, outdated, or disproven information, Brennan highlighted that the focus of NLM is to be a trusted source for health information, promoting open science and data sharing. It does not have information producing or vetting roles — NLM provides access so science can have the conversations, and science can self-correct itself.

The Charleston Conference blog report about this session by Donald Hawkins can be found at: https://against-the-grain.com/2019/11/keynote-plenary-anticipating-the-future-of-biomedical-communications/.

That's all the reports we have room for in this issue. Watch for more reports from the 2019 Charleston Conference in upcoming issues of Against the Grain. Presentation material (PowerPoint slides, handouts) and taped session links from many of the 2019 sessions are available online. Visit the Conference Website at www.charlestonlibraryconference.com. — KS
Don’s Conference Notes

The 15th Electronic Resources & Libraries Conference (ER&L)

Austin, TX was once again the site of the Electronic Resources & Libraries (ER&L) Conference, which met on March 8-11, 2020. There were several reminders that this year marked the 15th conference — a significant milestone. The conference drew about 800 attendees, with about the same number attending online. It also had an exhibit hall with about 100 exhibitors.

Opening Keynote

Barbara Fister, Scholar-In-Residence at Project Information Literacy (PIL), presented the opening keynote, entitled “Libraries and the Practice of Freedom in the Ages of Algorithms” and said that data has replaced oil as the new ideology. We need to learn about this extraordinary shift in our information environment, how we can contribute to making change, help our students and faculty understand what is going on in the world of information, and what it means to be information literate.

Over a decade of research, PIL has taught us much about students’ opinions:

• The hardest part of research is getting started and defining a topic.
• Evaluating information is a collaborative process.
• Students practice privacy self-defense, but faculty are less knowledgeable about privacy strategies.
• Most students think that news is important in a democracy.

Algorithmic literacy is absent from classes and should be taught so that students learn how to ask the right questions.

Electronic Resource Librarianship:
Past, Present, and Future

Susan Davis, University at Buffalo, who was at the first ER&L conference in 2006, described herself as a “battle-tested survivor” of the electronic information industry and presented a fascinating trip down memory lane. Old-school research involved punched cards, the Readers Guide to Periodical Literature, card sorters, and typed catalog cards. Serials control was done using the mail, fax machines, 2400 baud modems, printed lists of serials holdings, and lots of spreadsheets. Publishing started with letters between researchers and the first journals, such as the Philosophical Transactions of the Royal Society in 1665.

Here are the decades of electronic publishing systems:

• 1980s: The early years of online retrieval
• 1990s: Emergence of licenses
• 2000s: Electronic Resource Management Systems
• 2010s: Debut of electronic resource libraries (ERLs)
• 2020 and Beyond

They’re Doing What?!

Molly Beisler, University of Nevada, Reno (UNR), reported on a study that she and three colleagues conducted on the use of information resources in undergraduate thesis research. The study was conducted by four librarians with 11 Honors students, each of whom completed four questionnaires and two interviews. Interviews were recorded and videos of them were transcribed for analysis to determine:

• Where did students start searching?
• What search tools did they use?
• What did they search for? (A known item? An author? A topic?)
• What types of keywords did they use?
• How did they evaluate the searches or sources?

Students have difficulty finding a balance between a narrowly focused search and a broad overview, missing critical sources because there is little awareness of interlibrary resources, and not understanding expectations for different parts of their theses. Recommendations from a professor or advisor are very powerful influences on student searching behavior.

Building a Library Brand Without Books

Nathaniel King and Tiffany Garrett, Nevada State College (NSC), described how the library decided to devote all of its space to students and store all of its 15,000 books offsite. The first thing one usually thinks about with a library is books, so a major challenge was branding the library. The library must be connected to the success of students. College can be difficult, so we must let students know that changes will be made so that they will feel that the library is a place where they can belong and be welcome. Many students need mental health services, and the library became a space for rejuvenation and reflection, especially with the addition of over 300 plants to the space to create a visually pleasing environment. Reaction was strongly positive to the library’s efforts.

Myth of the Big Deal

Tim Bucknall, University of North Carolina (UNC) Greensboro, presented this definition of a Big Deal: “A package-priced subscription to many journals from a single publisher (that includes perpetual ownership)” and said that many people are promoting Big Deals that are contrary to their practices. He listed these myths of Big Deals:

• Big Deals are big.
• They are expensive.
• They are always multi-year commitments.

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• They are impossible to leave in the middle of a license term.
• They are a sneaky way to force you to subscribe to new launches at an extra cost.
• They are hyperinflationary (often 5-15%).
• They are creators of ridiculously high profit margins.
• Big Deals are bad deals for libraries.
• They are like cable TV.

There is nothing inherent in the Big Deal model that makes it good or bad for libraries.

Duplicated By Dupes
Lynn Gates, and Joel Tonyan, University of Colorado at Colorado Springs (UCCS), addressed the problem of duplicate items in search results from discovery systems and found that there could be as many as three different full text links in a single record. They conducted a study with 11 undergraduate students who were asked to complete five known eBook title searches in Summon and rate their frustration level with the searches.

Participants said that they trusted Summon to direct them to the correct book and when there were duplicate entries for it, many of them assumed they had made an error in searching; others did not notice that they were sent to the wrong book, which is doing them a disservice. About half of the students were frustrated by differences in the form and data for each entry, and did not understand why the results all looked different.

Protecting Patron Privacy
Peter McCracken, Cornell University, led a spirited discussion of patron privacy to a standing room only audience and suggested a plan to inform library users of abuses of privacy by vendors. He said that privacy is a public good and can be protected only through collective action, urging libraries to be more concerned with patron privacy.

McCracken proposed a simple “Red Light/Green Light” point system to rate vendors’ actions relating to privacy. Some vendors understandably want assurance that users are affiliated with a subscribing institution, but others seek every possible method of monetizing each individual user by automatically signing them up for their newsletter (sometimes without the user’s knowledge), requiring potential users to submit demographic data, or obtaining the details of their research.

Transparency is important. If we use the rating system, we must explain why the vendor got their score. The goals are to share concerns about specific egregious vendor practices, encourage vendors to improve their treatment of patron data, and raise patrons’ awareness of privacy issues.

Cornell is not using a vendor rating system yet, but McCracken encouraged attendees to adopt his suggestion and improve it as necessary. What kind of data are we collecting and how long should we keep it? It is fine to collect data on books, but at many libraries, including Cornell, user data is deleted when a book is returned. (I raised the point that users might like to see and collect their own data, which would be an enhancement to the rating system that needs to be developed.)

Closing Keynote
In her closing keynote address, Jennifer Kim, missiondriven.co, discussed how diversity, equity, and inclusion (DEI) can be advanced with a grassroots learning approach. Diversity is defined as differences between people or perspectives; equity refers to policies, practice, and position; and inclusion is making sure your voice matters. Diversity applies to libraries, which are special sacred spaces where people can go, learn, and connect.

How can we make DEI come alive and what can we do as individuals? Kim noted the example of Silicon Valley, where many companies formerly were almost exclusively staffed with men. But small teams can have an impact, and the last startup had a 50/50 gender balance, which is proof that it is worth trying to implement DEI.

A McKinsey study in 2015 found that ethnically diverse teams are 35% smarter, so diversity matters. Diversity work can be emotionally charged with much anxiety, frustration, and anger. Here is Kim’s approach to DEI.

What works:
• Practice intersectionality and focus on all audiences.
• Focus on marginalized groups.
• Learn together and bring in more conversation.
• Bring DEI to life by looking inward. Fight the urge to blindly copy; build upon strengths, find what is working, and how you can do more of it. The point of diversity is to do diverse things and build it into products and services.

ER&L will return to Austin on March 7-10, 2021.

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.
ATG Interviews Patrick Burns and Mike Richins

Burns is Dean of Libraries and VP of Information Technology, Colorado State University and Richins is Director of Product Management, RapidILL, Ex Libris

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

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

ATG: We understand that RapidILL developed from a response to the flood that devastated the Colorado State University library collection more than 30 years ago to become a service that currently serves 330 institutions. Sounds like quite a story, can you tell us about it?

PB: Yes, I was here at the time, but was a professor in the Mechanical Engineering Department, so was not intimately involved. But it is indeed quite a story. Most of the Library’s journals, and much of its print collection, were destroyed in the flood. Nevertheless, CSU faculty and researchers needed access to journal articles in support of their research and education. RapidILL was a service where CSU library users initiated a request for a particular journal article, and local libraries supplied a scanned copy of the article from their collection. RapidILL maintains a database of collections by individual member library and routes the request to an appropriate library, preserving copyright and load-balancing routing requests. It expanded over two decades well beyond the initial participants. It is an exceptional service.

MR: The 1997 flood in Fort Collins happened just a couple of weeks before the start of fall semester. At the time, the library had just moved over a half million bound journal volumes to the basement, which flooded. This entire collection was water-damaged, requiring us to think creatively about serving the needs of our community. One of the wonderful aspects about the resource sharing community is that there is no shortage of people who want to help. Several partner institutions came to our aid and said they were willing to provide journal article requests to CSU patrons, and that they would fulfill these requests very quickly. CSU provided these libraries with additional scanners and funds for student budget to support this effort. We then developed the technical infrastructure and processes that became the first incarnation of RapidILL. The service provided an online form for request submissions, and handled automatic routing to lenders based on a central holdings database that we developed. This service worked very well, so well, in fact, that we decided to enhance the service after a couple of years to support interlibrary loan activity between all of these institutions.

Fast-forward a couple of years, and word about RapidILL was getting out to other libraries which became interested in this new advanced and highly automated resource sharing system. The RapidILL community has grown steadily since then and have added a book chapter and a returnable component along the way to diversity our services. Currently, RapidILL serves libraries in North America, Australia, Hong Kong, New Zealand, Singapore and Taiwan.

While the flood was disastrous in many ways, we were able, with the help of many in the library community, to develop a solution that has enhanced resource sharing for many academic institutions and has served the needs of countless library patrons.

ATG: As RapidILL expanded, what was the relationship between it and CSU ILL service? Did one become part of the other? Or did they function as separate units?

PB: RapidILL was always a project contained inside CSU libraries, through its inception and its expansion over time. CSU ILL was and is a separate unit at CSU and stayed the same throughout Rapid’s expansion. They functioned as separate units, and the relationship did not change over time.

MR: Although the ILL department was a separate unit, RapidILL relied on the wonderful staff in the CSU ILL department to assist with various projects, test new development and provide advice that was invaluable to the growth and success of RapidILL. In particular, Cristi MacWaters, the ILL Department Head, was critical to bridging the gap between all the possibilities of what RapidILL could be and what made sense to develop in terms of practical application in an actual high-volume resource sharing environment.

ATG: And did CSU continue to use other bibliographic utilities like OCLC in addition to RapidILL? At its peak times, how many ILLs did the RapidILL community fill?

PB: Librarians use a wide variety of tools to obtain content requested by our users, OCLC and others too. Peak annual ILLs ranged from fifty to seventy thousand per year, reasonably balanced between lends and borrows.

MR: I’ll follow up on Pat’s answer to note that RapidILL integrates with, complements and enhances the myriad of tools and services librarians use to manage resource sharing. Libraries that use RapidILL successfully are those that leverage the system to fulfill as many of their ILL requests as possible and work to ensure that their processes and workflows are optimized for RapidILL borrowing and lending.

ATG: What do each of you think makes RapidILL successful? Is there something RapidILL brings to the table that is unique?

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that make your services unique? Have there been any innovative technical solutions pioneered by RapidILL?

PB: RapidILL is so successful because of the values and collegiality of its participating members. I’ll let Mike answer the rest of this question.

MR: Developing RapidILL was an opportunity to look at resource sharing in new ways. The driving factor in our approach was to automate the interlibrary loan workflow as much as possible, which was certainly unique at the time. As a collaborative effort with the libraries involved, we determined that minimizing the time required for staff to handle requests would make the greatest impact and result in a more efficient process overall.

A huge part of this is the RapidILL holdings database which is comprised of the journal and book holdings of each Rapid member. The idea is to have not just a representative set of holdings for each library but a dynamic database that allows us to automatically route requests to libraries that can actually fill a request based on their local lending policies. Libraries are able to choose the collections they would like to open to Rapid partners, and the Rapid system matches requests to lenders down to the journal volume level, so the fill rate in Rapid is very high for a resource sharing system.

RapidILL also load-levels the routing of requests to ensure equitable lending between members. The time zones of the borrowing library and potential lending libraries are also taken into consideration so that we are routing requests to lenders that are in a position to fulfill requests sooner. The time zone awareness has become an increasingly critical component of RapidILL as we continue to grow internationally.

Another important aspect of RapidILL is that we have developed it to be vendor neutral. RapidILL integrates with all major interlibrary loan management systems and delivery platforms, bridging resource sharing between libraries using different solutions.

The most significant reason RapidILL has been and will continue to be successful is the Rapid library community that we have worked with to develop and grow the service. While the technology is important, it is the passion, dedication and forward-thinking resource sharing professionals involved that really make Rapid flourish. To be involved in Rapid is to commit to a very high level of interlibrary loan services. We are extremely fortunate to work with so many wonderful people in the interlibrary loan community and having the opportunity to collaboratively and creatively interact with Rapid members is the most fulfilling part of what I do.

ATG: It sounds like RapidILL, being vendor neutral, actually integrates with competitors like OCLC, correct? How does that work? Are special software and licenses required?

PB: I’ll let Mike answer this technical question.

MR: It is important for RapidILL to integrate successfully with many different ILL management platforms and systems as the RapidILL community uses a wide range of solutions. We are very flexible in this regard and have worked closely with a number of vendors to ensure dynamic integration whether through APIs, ISO communications or other standards.

ATG: Now that RapidILL is owned by a private company, how will you maintain the level of librarian commitment and camaraderie that has contributed to your success? Will librarians from CSU and other RAPID members play any role in advising the new management under Ex Libris?

PB: We fully expect to use and benefit from RapidILL as we have in the past, except now as a subscriber. Ex Libris can answer the question about user groups and advice from users.

MR: We have always developed based on user input and collaboration, and it will be no different as part of Ex Libris. In fact, we only see this process becoming more transparent and successful as we’ll have more resources and time than we’ve had available in the past to work collaboratively. Ex Libris has a wonderful and involved user community, and we’ll be participating in upcoming events such as the ELUNA (the international user community for Ex Libris customers in the Americas) annual meeting. As the resource sharing landscape evolves over the next few years we plan to be consistently and dynamically engaged with resource sharing professionals to make sure we are positioning RapidILL to meet the needs of our users.

ATG: In June of 2019, Ex Libris acquired RapidILL. How did the deal come about? Aside from financial considerations, what made the offer attractive to you all? In short, why Ex Libris?

PB: Ex Libris was seeking to expand its document delivery capabilities and approached us to explore if we were possibly interested in a sale. This occurred at a time when we had already been considering the future of RapidILL and planning for several development cycles that would have taken us years to complete with current and anticipated levels of funding from the Members. We (mostly me, to start with) had concluded that with such funding, we were unable to progress far enough and fast enough with the planned development cycle — RapidILL development was unsustainable. Simply, RapidILL needed a much larger, faster infusion of resources, and this necessitated transition to a new environment in a large, professional company. We even hired an analyst to come in and review RapidILL, and this confirmed our opinions.

We had and have very good relations with Ex Libris. It was clear to us Ex Libris had the best ILS, Alma, that was seeing the greatest penetration in higher ed, and we felt that the best place for RapidILL to be was as part of an ILS, and we wanted it to be the best ILS on the market. In conversations with Ex Libris, we also developed a healthy respect and appreciation for their vision and leadership, and trusted them to take RapidILL where we thought it needed to go. Finally, Ex Libris definitely had the resources necessary to take RapidILL on a needed, accelerated development cycle.

MR: From my perspective, Ex Libris provides us with opportunities to grow and develop that we didn’t have at Colorado State University. We always had wonderful support and flexibility to evolve Rapid at CSU, and being within an academic environment meant we were part of an ecosystem that sustained Rapid’s momentum in a organic and meaningful way. However, over the past couple of years, we started experiencing pain points in the areas of budget and staffing that were preventing us from pursuing some of the projects we were interested in. While the academic environment was ideal for a service that supported 100-200 libraries, a larger Rapid membership presents us with new challenges.

These challenges will be met with the support of Ex Libris. We now benefit from additional resources, a better support management platform, and the additional knowledge provided by Ex Libris staff, such as their expertise in cloud services. These benefits will continue to strengthen as we further integrate and develop working relationships with our new Ex Libris colleagues.

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The primary goals for RapidILL under **Ex Libris** are to continue to grow the community, accelerate RapidILL development to better support our offerings, and to identify new opportunities for additional services. We are already taking advantage of the international presence of **Ex Libris** to present the benefits of RapidILL in areas of the world that we never had a chance to before. Along with the potential to strengthen library resource sharing in new areas of the globe, the current Rapid membership will benefit from the unique collections provided by these new partner libraries. Connecting libraries at this scale and enriching the international library community is very exciting.

**ATG:** It sounds like there were a number of factors that made **Ex Libris** an attractive buyer. But how has the acquisition affected the costs of RapidILL services to its actual members? What has the membership response been to RapidILL under **Ex Libris**? Have you seen any fluctuation in the number of members? Have you seen any international growth?

**PB:** This is an **Ex Libris** question, so over to **Mike**. But, I will say that after the acquisition, things need to stabilize in **Ex Libris** as RapidILL is absorbed therein, then we expect to see better integration/development, and then we should track membership. This will take some time to tell.

**MR:** A primary goal of RapidILL has always been to provide cost-savings to members through the reciprocal lending commitment and automated and streamlined workflows that lead to reduced staff time needed for request processing. We want the RapidILL community to experience excellent and fast resource sharing services and also to benefit from RapidILL from a cost perspective. RapidILL will continue to be an affordable and cost-effective solution under **Ex Libris**.

Membership response to the acquisition has been very positive, and there is an obvious interest from the community to see what we are able to accomplish with RapidILL under the **Ex Libris** umbrella. Since July, we’ve had a number of libraries join the RapidILL community, including international institutions, and we anticipate significant growth during 2020. As part of our plans for future growth, we are working to introduce RapidILL to new areas of the world and to contribute to resource sharing activities in new communities.

**ATG:** What was it about RapidILL that appealed to **Ex Libris**? How do you think it fits into their product portfolio? What makes you both think that this arrangement with **Ex Libris** will work?

**PB:** RapidILL was and is a very high-quality service and recognized as such by **Ex Libris**. They realized they had a gap in the area of their document delivery capabilities and came seeking the best document sharing service available, RapidILL.

**MR:** It quickly became clear when talking with **Ex Libris** that they are very serious about providing options to libraries interested in new and dynamic ways to approach resource sharing. We are in a period of time where there is significant interest in re-evaluating the potential of the future of interlibrary loan. What isn’t working? What could be working better? Are the current tools and processes successful, or are they actually limiting our abilities to serve our communities? How do we ensure that libraries maintain the ability to successfully share resources when using disparate systems?

These are questions and concerns that RapidILL has successfully engaged with and found solutions for since the beginning. We found that many of the approaches, thoughts and ideas we had about the future of resource sharing were in alignment with **Ex Libris**, and they saw that our engagement with these issues was complementary to their goals and ideas for new development. Along with the potential to work with us to continue to grow RapidILL, **Ex Libris** recognized that our expertise in resource sharing (should this be hyphenated even when it is not an adjective?) is used quite a bit would be a beneficial component to their new activities and directions in this space.

**ATG:** Now that RapidILL is an **Ex Libris** product, does **CSU** have any financial responsibility for the service? What support will **CSU** provide to maintain the service? How does this new arrangement impact staffing, facilities, equipment, etc.?

**PB:** No, **Ex Libris** totally owns the product now. No further impact to **CSU**.

**MR:** The RapidILL acquisition was not just limited to the RapidILL intellectual property, technology and services but also included the RapidILL staff. The Rapid team have all migrated and are now **Ex Libris** employees. While we have moved out of our offices at **CSU** library, we have not gone that far! **Ex Libris** has provided us with office space in Fort Collins so we have not had to relocate from beautiful Colorado. Over the past few months since the acquisition, we have worked on moving our servers and technologies from **CSU** to the **Ex Libris** Cloud Environment. This was a huge project that gave us the opportunity to work closely with many new colleagues at **Ex Libris**. The migration was very successful and helped us establish relationships with many people at **Ex Libris** that I believe will lead to fruitful collaborations and future projects.

**ATG:** On a personal level, how are you both navigating the relationship with **Ex Libris** so far?

**PB:** I stayed involved through the transaction and transition. When all went well, I then stepped out of the way.

**MR:** It has been an eventful first few months as an **Ex Libris** employee! I’ve had the opportunity to meet and collaborate with many people in the **Ex Libris** organization. RapidILL has always had a customer-centric approach, and I’ve found that this is mirrored in the ways that **Ex Libris** interacts with their user communities. That we are in such alignment has been affirming to me, and I’m looking forward to more in-depth discussions about how RapidILL can potentially interact with and support the suite of **Ex Libris** offerings.

**ATG:** **Mr. Richins,** has the new arrangement created any training challenges for the library staff? Can you describe the relationship between the library staff and the staff at **Ex Libris**? Who is responsible for what?

**MR:** The expectations going into the acquisition were that the RapidILL team would continue to do what we have been doing at **CSU** in terms of day to day job responsibilities. This allowed for a smooth transition, both from an operational standpoint and from a RapidILL community standpoint. Because RapidILL is so community-focused, it was important for us to reassure our users that they are still able to interact with the RapidILL team the same way they are accustomed to, which is highly collaborative and very responsive.

From an organizational standpoint, RapidILL is now part of **Ex Libris** Resource Sharing Solutions, which is managed by the Resource Sharing Solutions VP, **Sharona Sagi**. I report to **Sharona**, and manage the RapidILL team which consists of: **Greg Eslick**, Director of RapidTech;
As they are wholly responsible for product directions going forward.

MR: Over the two years prior to the acquisition, we spent quite a bit of time considering the future of resource sharing and RapidILL’s place in it. We decided to move forward with Project Bedrock after feedback from the community showed that there was interest in what RapidILL could do in the space of ILL request management. The initial goals for Bedrock were to provide a patron-facing interface for placing and managing loan requests to support our returnables service, and to give ILL staff a very streamlined, customizable and current solution to work with these requests. The additional projects that Dr. Burns refers to were simply further enhancements to Bedrock that would have supported additional features. We eventually realized that our limited resources under CSU would have prevented a successful rollout and adoption of Bedrock. As part of Ex Libris, we are able to apply the knowledge we gained working on the project to future Ex Libris development and offerings. We are now in a position to see some of the ideas and features we planned for Bedrock realized in a sustainable and scalable solution.

With the widespread adoption of Alma, there is a significant opportunity for RapidILL to be used by libraries that were either not aware of RapidILL, or that were not using an ILL platform that integrates with the Rapid system. Now that RapidILL functionality is integrated into Alma, it is extremely easy for an Alma user to implement RapidILL. The workflows are simple, which allows libraries to use RapidILL effectively from day one. We’ve had many users ask for Alma-RapidILL integration over the past few years, so it is exciting to finally present it as an option.

In terms of our place in the market from a competitive standpoint, our goal is to provide solutions that work extremely well and that integrate, as needed, into other existing resource sharing platforms. Providing options for our users is key, and while some of our services overlap with other offerings in this space, we are devoted to facilitating highly-effective interlibrary loan activities, whether it is directly through Ex Libris solutions or excellent integration with other systems.

ATG: How do each of you see RapidILL evolving and adjusting to meet the future needs of the institutions you serve? And can you talk about RapidILL’s plans for growth and expansion?

PB: This is my personal preference and should not be construed as Ex Libris’ direction. Personally, I would like to see a cradle-to-grave document sharing and delivery service well and seamlessly integrated into an ILS.

MR: The next few years will see significant changes for library resource sharing. The acquisition has positioned RapidILL to successfully advance and develop in this climate, ensuring that we will have the resources to continue what we have been doing for years but with a renewed focus and acceleration. RapidILL will continue to be an open system in that we will always support interoperability standards. We look forward to working with the library community and partner vendors to enhance functionality with current platforms and to bring RapidILL services to new interlibrary loan solutions.

There is an increasing importance in connecting international library collections and getting material in the hands of distant patrons, some who are half-way around the globe. 2020 will see RapidILL expand to new countries which will enrich the collective holdings of the Rapid community while providing us with the opportunity to serve new institutions.

The RapidILL team is also working closely with colleagues in Ex Libris on Rapido, a new next generation discovery-to-delivery platform. Rapido will provide an exceptional user experience for obtaining materials from other libraries and which will also support streamlined and advanced workflows for library staff. Utilizing a shared holdings index, Rapido will facilitate physical and digital resource sharing among groups of libraries, based partly on the RapidILL pod concept. Libraries will be able to set a variety of lending policies for the material they expose for sharing, from loan periods to expected turnaround time. Using these behind-the-scenes settings, Rapido will present users with easy to understand options for obtaining material, while providing transparency in relation to borrowing terms and how soon they can expect to receive their requested items. We look forward to sharing more details about this new and exciting offering in the coming months!

ATG: Dean Burns and Mr. Richins, we want to thank you both for taking time from your busy schedules to talk to us. We learned a lot about the RapidILL service as well as your unique collaboration with Ex Libris.

PB: You are very welcome; I hope this is what you want and need.

MR: My pleasure, thanks so much.
When you open up the morning paper and the lead story on the front page is about the opening of a new university library, you know something big is happening. By coincidence, that very same day, I went to Temple University, home of the new Charles Library, to interview Steven Bell. In this issue you will find part one of my interview with Steven. Part two will be published in ATG v.32#3 June 2020. The full interview is also available online at https://against-the-grain.com/2020/04/v32-2-atg-interviews-steven-j-bell/. — DTH

DTH: How long have you been with the library and what did you do before you came to Temple?

SJB: I am in my 13th year at Temple University (TU) Libraries and 43rd year of my library career, and I have held multiple front-line and administrative library positions, which have mainly been in a public services capacity. I have been the director of an access services unit; I was the associate director of the Lippincott Library at the University of Pennsylvania, which is the library for the Wharton School; and then was the director of the library at Philadelphia University for ten years. Then I came to TU in 2006 to take on my current position. I enjoy working at TU, and it has been a pleasure to work on this building project pretty much all the time I have been here. (Although you heard Craig Dykers and other people say yesterday that it was a two-year project, there have been discussions about a new library at TU for 14 years, even before I got here.)

DTH: Did you go to library school?

SJB: Yes, at Drexel University.

DTH: Many people didn’t, including me!

SJB: And that is the case today. Many members of the staff at TU Library have backgrounds other than an MLS degree. I also have a doctorate in education, which I earned when I was at the University of Pennsylvania, and I have a certificate in instructional technology.

DTH: You are certainly very well qualified! Now tell me about TU: how many students are there?

SJB: Right now, we have approximately 40,000 students, about 27,000 of whom are undergraduates. Our current undergraduate class has about 5,000 freshmen and 2,000 transfer students. Our university is one of the most diverse in the United States. We have students from dozens of countries, although our student body tends to be centralized on the mid-Atlantic region of the United States. I heard recently that 80% of our students come from within a 140 mile radius of Philadelphia. Many of our students come from Philadelphia schools and suburban schools.

DTH: Does TU focus on any major subject areas?

SJB: There is a broad and diverse range. We are very well known for some schools — the Klein School of Communications and Media is obviously a standout in journalism, and the Fox School of Business is well known, as is the Tyler School of Art and Architecture.

DTH: What about the sciences?

SJB: It used to be the case that Temple was perceived as less accomplished in the sciences, but more recently several Temple scientific researchers have been ranked among the 25 most cited scientists in the world. We have intentionally recruited top scientists in their fields over the last decade to boost our reputation in the science community and improve the quality of our science programs.

DTH: Focusing on the library, how many items are in the collection?

SJB: We currently have approximately four million items, which includes both circulating and non-circulating collections, as well as special archives. While we are not among the largest collections in the United States, in Pennsylvania, our collection is one of the largest.

DTH: Is it growing?

SJB: Absolutely! People think print books are dying out, but we have four shelves of new print books, and they are replaced every week or two. We are constantly getting new print books, but more than that, the number of eBooks that we subscribe to or own is multiplying rapidly. In addition to the four million items, we probably have over 1.5 million eBooks that we can access and this number is growing constantly. Some of those are in collections that we subscribe to, so we don’t technically own those, but we can access them. Our students and faculty have access to a huge number of eBooks.

DTH: You showed me the amazing Automated Search and Retrieval System (ASRS), and then you showed me another large collection of books on the 4th floor. What is the difference?

SJB: That differentiates the design of the Charles Library in that we listened to our community members. When we were involving them in the process of designing the library, one of the things that we heard was that people generally understood why we wanted to build an automated storage and retrieval system into the building. Because of the size of the building, its footprint, and the amount of money that was budgeted for the building, to maximize the spaces for people, including study rooms, lounge areas, general study areas, the Student Success Center, a much expanded digital scholarship center, and more instruction spaces would require putting the books into the ASRS and would greatly reduce the amount of space needed to store 1.5 million books.

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But we also heard that people wanted to be able to browse a printed collection, so we made sure we had a pretty good sized offering for people who wanted to come and browse shelves. For some of our incoming students, the ASRS system is easier to navigate. The number of people who literally could not find a book in our previous library was increasing every single year. Navigating a call number system is not something that people learn the way they used to, and they would be mystified. This way, they don’t have to know the intricacies of call numbers. They just find the book they want, request it, and it is delivered to them.

**DTH:** You used the term “community.” Who is that?

**SJB:** I tend to use the word “community” to indicate all those who can access the **TU Libraries.** So that would include our affiliates, matriculated students, faculty, adjuncts, staff members, and alumni. We are also open to the community at large. Scholars from all over the world come here throughout the year, and we are welcoming to those folks, as any research library would be. But we also consider the neighborhoods adjoining **TU** to be part of our community. There are many things we do to try to make our library welcoming to our community members, our neighbors, to provide them with access to computers, internet access, our books, or DVDs. We consider **TU** to be Philadelphia’s public university. We are the largest university in Philadelphia. We welcome all the residents of Philadelphia to come here and use our facilities.

**DTH:** So could I as a member of the public not affiliated with **TU** and not living in the city of Philadelphia come and access all of these facilities?

**SJB:** Absolutely. We are always open to the public. All anyone needs to do is come to the door, show a photo ID, sign in with the guard, and you can have access to whatever you want. If you want to borrow books, we allow anyone with a valid Pennsylvania identification card to sign up for book borrowing privileges.

**DTH:** You said that from your earliest days here, there was talk about a new library. Why was that?

**SJB:** The former library (the **Paley Library**) opened in 1966 was really obsolete. It was not meeting the needs of our students or faculty. The problem was that we could not attract faculty and graduate students to the **Paley Library.** It was perceived as being an undergraduate library, so a huge number of people in our community were not making use of the library. They might come in to pick up a book and then go out, but there was no interaction.

Then there were technology changes. We had study rooms that did not have outlets in them! Some of the graduate study carrels had no electricity. The library was designed as a book warehouse, as many 1960s libraries were. There was virtually no natural light once you got past the first floor. So the library had outlived its time and was considered unattractive. There was not enough instruction space for the librarians; when we wanted to do instruction sessions, we had to reserve rooms in other campus buildings.

The initial plan was to try to renovate the **Paley Library,** but that would have required us to completely shut it down and move all the collections out of the building, which was not feasible for us. The president of the university at that time, **Ann Weaver Hart,** decided that we would invest in a brand new building and repurpose **Paley** when we figured out what that would be.

**DTH:** What will happen to **Paley?** Will it still be affiliated with or part of the library?

**SJB:** No. It will be renamed **Samuel Paley Hall** and will become the headquarters of the **College of Public Health** which is one of the largest colleges now and is growing rapidly because of so many people being interested in the health professions. I also understand that the bookstore, which is now in the Student Center, will get the full first floor, which will be great for them because they will be at the center of the campus.

**DTH:** Let’s now talk about this beautiful and magnificent new library building. What are some of its new and innovative features?

We intentionally did not create a computer lab with a sea of desktop computers. Instead, you won’t find lots of electrical outlets. I have been to other fairly new libraries where there are many outlets everywhere — in the tables, in the floors, in the walls. We know that students need to plug in their devices, but rather than putting in the infrastructure knowing that in the future, batteries might last an entire week, or there might be wireless electricity in buildings, we decided to invest in other things.

I think that some things we are doing in the Scholar’s Studio are somewhat innovative. Many libraries have maker-spaces and video studios, but we have an interesting structure for them in which faculty become fellows of the Scholar’s Studio and work to help other faculty learn how to use the tools and technologies of the Studio so they can teach students how to do that sort of thing.

Another unique feature of the building is our kiosks for lending both batteries and laptops.

*SJB:* It is designed with flexibility and the future in mind. One of the challenges was to design a library good for the needs of today’s students as well as being appropriate for the needs of students years into the future. So part of the design was to keep it open and flexible without creating infrastructure that would have to be removed or renovated later on, which would create lots of additional expense. For example, you won’t find lots of electrical outlets. I have been to other fairly new libraries where there are many outlets everywhere — in the tables, in the floors, in the walls. We know that students need to plug in their devices, but rather than putting in the infrastructure knowing that in the future, batteries might last an entire week, or there might be wireless electricity in buildings, we decided to invest in other things.

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Another unique feature of the building is our kiosks for lending both batteries and laptops.
where, again, you would need to put wir-ing in the floor, data jacks, and electrical outlets — a huge amount of infrastructure that would be costly to install and support far into the future. Instead, we went with a laptop share program that is very much like a bike share program in the city, where our students will be able to pick up a laptop from any kiosk in a building. They can have it for up to four hours and can return it to any kiosk on the campus and do the same thing with the battery packs.

**DTH:** Are those kiosks only in the library?

**SJB:** Right now, they are in five buildings on campus, including the library, and more locations are planned.

**DTH:** That is certainly very innovative and unique.

**SJB:** I can tell you that some students are not happy about the program because they had access to desktop computers in the Paley Library and were expecting that they would see the same thing here. For some students, borrowing a laptop is no different than borrowing a book. Other students would like to sit down at a desktop computer. Many students are now bringing their own laptops here. That seems to be the way it is going in higher education: more of a “bring your own device” environment, in which they use their phones, tablet computers, and laptops.

We did an analysis of our desktop computer usage and found that most people would use desktops for 30 minutes or less. We discovered that the desktops are there mostly for convenience to send email quickly between classes, send a print job to a printer, etc., but not for intensive research. We are figuring out better ways to do that, so for example, instead of sitting down at a computer to send a print job, we use an email technology, so from your phone or your laptop, you can take whatever page you want printed and send an email to our print system. Then your print job can be delivered to any printer on campus.

**DTH:** That is very handy.

**SJB:** Yes. If you are a student, you are busy and on the go. You can literally be in a class when you realize that for your next class, you need to have your paper printed. So you could get on your phone, send your Word file to OWLPrint@temple.edu, and on your way to your next class you could stop at the library, go to a printer, swipe your card, get your printout, and be on your way in two minutes.

**DTH:** That makes sense because people want to use their own device because it has all their files stored on it. Although storing files in the cloud is becoming more popular, their device is where they have all their data and their files. That’s how I work: all my files are stored on my laptop.

**SJB:** That’s right. I do the same thing. And by the way, everybody at Temple — students, faculty, staff — has something called OWLBox, and we get 500 gigabytes of cloud storage. (That is a Temple system, but it is run by a company called Box that sells their product to universities.) Plus, everybody has a Google account with Google Mail, Google Docs, etc. We have the whole Google suite with unlimited storage on the cloud. We also have Microsoft 365, so you can have access to everything Microsoft offers from the cloud, including a terabyte of storage from Microsoft. As you can see, any student, faculty, or staff person can put a huge amount of data on the cloud.

**DTH:** In these times, many libraries are abandoning their traditional services. How did you justify the expenditure to maintain them?

**SJB:** I think that was driven by the nature of our university. We are a liberal arts institution that still supports music, languages, area studies, and all the humanities. TU is not one of the schools that has decided to eliminate philosophy, English, and Spanish, for example; we are supporting all of them plus the College of Education, the School of Medicine, and all the professional schools. To meet the needs of all of our curricula and all the researchers, we need to continue to have a physical structure where all our community members can come and connect with each other, have access to study space, technology, and expertise, and I think that enabled us to justify the cost. And I also think that when you see the building, it is more than just a library; it is a signature statement for this campus and is TU’s way of saying, “We are a university for the future, and this building is a building for the future. This building will inspire you to explore, discover, learn and succeed academically.” When you come here as a prospective student, you will see that TU is making an investment in its future and in your future as a student. I think that was part of the rationale why we wanted to invest in a structure like this rather than just having a study hall with no books in it.

**DTH:** And of course, you had the advantage of having a major benefactor (Stephen Charles, co-founder of the Immix Group,2 for whom the library is named).

**SJB:** That certainly does help! Also, because we are a state-assisted university, a fair amount of the funding came from the State of Pennsylvania.

**DTH:** Although you are a private university.

**SJB:** We are considered state-assisted, and we are a public university in terms of the way we are organized. Pennsylvania has a state system of higher education with universities that get the most funding. Then there are four state-assisted schools: TU, Penn State, University of Pittsburgh, and Lincoln University. We get a portion of our budget from the state, and invest it in projects like this library. The amount of money we get from the state has gone down precipitously since the 1970s. 🤓

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**Endnotes**


Optimizing Library Services — Using Social Media to Engage with Library Patrons

by Prof. Danielle De Jager-Loftus (University Libraries, University of South Dakota, USA) <Danielle.Loftus@usd.edu>

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**Column Editors’ Note:** This column features IGI Global author, Prof. Danielle De Jager-Loftus, librarian and professor at the University of South Dakota, USA, and a contributor to the chapter, “Everything to Gain: K-12 and College Partnerships=Academic Success,” in the publication *Innovative Solutions for Building Community in Academic Libraries*, edited by Prof. Sheila Bonnand and Prof. Mary Anne Hansen, from Montana State University, USA. — NB & LW

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**Introduction**

Last spring, I taught an online library media and technology class. The class was assigned to write four technology reviews addressing how a specific technology could be used as an educator and as a librarian. The question prompt for the assignment was: “Ask yourself, how could this technology be applied in the library/education environment, and why would that audience care to use this technology?” While most of the submissions were written about educational applications that can be used in the classroom, like Mindomo (mindomo.com), or Storybird (storybird.com), one fourth of the submissions were written about social media applications.

A student in my class noted that we live in a society that revolves around social media and online communication. A social presence is not only the norm for most people today, but it is quickly becoming an expectation of users and customers around the world. This article explores the use of social media in libraries as well as in the classroom. Should libraries and educators engage with their users and students on social media, and how might they suggest that their students use social media both effectively and ethically?

**Background**

More than thirty years ago, Chickering and Gamson published a study where they discussed seven principles of effective undergraduate education. Their first principle encouraged “contact between students and faculty” (1987). Studies show that student rapport and student access to educators are positively related to academic success (Buskist & Groccia, 2011). Many of today’s college students prefer communicating with educators through electronic media. This form of communication may be appealing to students who aren’t confident enough to meet with their educators in person. Additionally, if educators are responsive to students’ initial electronic messages, students might be more comfortable about engaging face-to-face in the future.

To support and communicate effectively with patrons, librarians know that they must engage and interact with library users utilizing a variety of approaches. For many libraries, an important aspect of communication is using social media to build a community of users.

The various social networks are generally set up to connect with others in the virtual environment in slightly different ways. Facebook, for example, forms an online platform for people to connect and share various types of files with family, friends, and online groups who have the same interests. Twitter allows people to quickly share their ideas via short message posts. Pinterest aids users in discovering and bookmarking creative items and ideas.

**Use of Social Media in the Classroom and in the Library**

Libraries and educators must recognize that students today network with each other using technology as much as, if not more than, in-person communication. Libraries and educators must also learn to use the variety of electronic media available in positive ways. These two propositions are the background of the assignment that I gave to my library media and technology class.

**Facebook**

There were four students in my class that wrote about Facebook. All four students concluded that Facebook is currently the most popular social media platform. Each student suggested that both libraries and educators can use Facebook to promote services, connect with and keep community members informed, provide basic information about themselves, and answer questions in a quick and efficient manner. One student noted the value of Facebook’s messaging feature, which allows private conversations between libraries and patrons.

**Pinterest**

Seven students chose Pinterest as the technology application to write about for their technology review. All seven students reported that Pinterest can be used to share useful information and how-to projects, and to “follow” others, gaining insight and ideas. Students mentioned that they personally use Pinterest to find ideas for programming, lesson planning, and organizational methods.

In an earlier publication, I noted that social media sites like Pinterest offer useful ways for academic libraries to engage with their patrons and to create social value within library information services. Academic libraries are using Pinterest to educate users about visual literacy and information literacy, to promote their digital special collections, to advertise acquisitions and reading lists, and to utilize for class projects where students curate boards on an assigned topic (De Jager-Loftus & Moore, 2013).

**Flickr**

The one student that wrote about Flickr stated that it is a good social media platform for libraries since it makes it very easy to share albums promoting events and happenings in the library. The student also noted that Flickr can help libraries form a community and share ideas between distant locations. However, the student observed that Flickr is no longer a popular social

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media platform and that most social media users prefer to stay with Facebook, Instagram, and Twitter. Therefore, the student recommended that libraries might want to consider using Flickr alongside other, more popular platforms.

Tumblr

Two students in my class wrote about Tumblr. As with other social media applications, one student suggested that Tumblr can be a good platform for educators and librarians to express themselves and share ideas, topics, and news within their fields. Tumblr allows users to both share and tag multimedia content to short-form blogs, and to follow other tagged content which lets users repost content of interest.

Another student noted that librarians may find the use of Tumblr an issue because of its smaller user base. A small local library will probably have a difficult time finding a significant number of followers in their area. Some larger libraries have gained a good following by providing short book reviews and recommendations, as well as promoting materials for certain yearly events such as Banned Books Week or Women’s History Month. Both students noted that Tumblr offers the advantage of flexibility and privacy setting controls that other social media platforms do not match.

Problems with Social Media

A student in my class suggested that while social media has many positive attributes and the potential for uses is unlimited, the ability for anyone to share any sort of information can be of concern, especially to libraries and educators of minors and young children. Students in my class were concerned not only about privacy, but also copyright. Additional problems can include policies, resourcing, and measuring impact.

Privacy Concerns

Almost all the students in the class noted social media’s privacy weakness. One student pointed out that the policing of content on Facebook is “shaky” at best and there is a lot of questionable content that is allowed to be posted to that platform. Another student noted that Facebook recently has had freedom of speech accusations, and that the algorithm Facebook uses to promote items and political parties to its users has also been the topic of heated debate.

Our students and library patrons often need assistance in navigating what is otherwise the uneven playing field of social media. We can be advocates of privacy policies that could protect real people — who are naïve, uncertain, and vulnerable (Acquisti, Brandimarte & Loewenstein, 2015).

Copyright

Copyright’s basic tenet is that the creator or owner of a work has the right to control copying, distribution, and the creation of new versions of the work (Gard & Whetstone, 2012). Social media platforms confuse this situation by posting the same content over and over and in different ways. Normally this would not be permitted, but times are changing.

As with privacy policies, librarians and educators have a role in assisting their students and users with copyright issues, helping them to be aware of possible legal implications when they create an account, post a photo, or “like” and relink (Bauer, 2015).

Value of Social Media

Students state that one of the most valuable things about the library, other than the building acting as a space for learning, is social media postings about operations updates. As students in my library media and technology class pointed out, the posting of library hours, utility updates such as power or water outages in the building, information about study support services, and events and exhibits are what students find valuable (Stvilia & Gibradze, 2017; Philips, 2011).

Conclusion

Libraries and educators are using social media to present themselves as approachable, and this develops a rapport with students. It seems clear that educators and libraries should consider utilizing social media to improve student engagement. “The relationships that faculty and students develop outside of the classroom may well be the part of teaching which has the greatest impact on students” (Wilson et al., 1975). This quote is from a study conducted several decades ago, but it is still relevant. It should be noted that social media use does not replace traditional learning environments, but it can supplement them. Additionally, academia should consider identifying what is acceptable and what is not when engaging with students via social media.

The immediacy, informality, and interactivity of social media offers libraries and educators a chance to influence how they are perceived, and to demonstrate their support of students. Being a “follower” or “friend” of a library social media account is not the same as a personal friendship, yet libraries may still establish relationships through social media which encourage students to take greater advantage of academic services and, in the end, promote student success.

Works Cited


I were walking on Sullivan’s Island, there they’re everywhere. As my husband and you’ve probably seen these libraries before. presented to Little Free Library. Chances are, 70 Against the Grain / April 2020 <http://www.against-the-grain.com>

The are quite a few of these free little libraries. were one on the way to the beach and people are always looking inside! Many of these libraries are registered online and they are in 108 countries and in most world cities. I think I will ask my daughter if I can give them a free library for their yard. The grandchildren (three of them — 1, 5, 7 — love books. Their dad has been reading them books at bedtime since they were born. https://littlefreelibrary.org/

Until next time ... stay well!
Love, Yr. Ed. 😊

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As typical consumers, we’ve come to expect intuitive, personalized, and seamless technology experiences, as with our interactions with Netflix or Google. Along those lines, publishers and libraries want simple, flexible, and advanced technology that meets their business and budgetary needs. This begs the question: Why has this type of experience been so elusive in our industry?

For one thing, there’s the puzzling paradigm that organizations cycle through approximately every seven to ten years that we call the “Buy vs. Build” cycle. Companies vacillate as they look for the best solutions, locked in a transitory cycle with the pendulum moving from one extreme to the other, never truly finding its center. There has been a valid reason for this in the past, as advancements leap-frogged and moved side-to-side. But at this point it doesn’t ring true. In fact, a “hybrid-build” strategy offering benefits from both build and buy approaches is what seems to make sense. Is that now the center, that sweet spot?

The Buyers

Many favor outsourcing, letting external technology experts who have built, polished, and refined certain functionality handle it, enabling publishers to focus on publishing. This has been the most popular route for the past several years, with a handful of companies providing platforms that publishers could not easily create themselves. This route is expensive in terms of installation, training, and customization, but requires minimal internal technology staff or technical debt.

Less obvious in this scenario is the concept that technical debt is actually present in the form of cost and annoying platform inflexibility, given the one-size-fits-all approach (i.e., the needs of the many outweigh the needs of the few). There is also the question of content enrichment that takes place within the platforms — and is ultimately lost if the organization decides to move on … a technical Catch-22. What most platform providers don’t broadcast — and most would probably deny — is that most are using what is now considered dated technology (developed a decade or more ago for most of them). They add more modern front-end tech to compensate for the inflexibility of their platforms but most do not allow customers to customize or interact flexibly with the platform.

Consider the vendors’ dilemma: “How do we build a flexible system with the number of clients and data we already have?” “It’s safer for us to make iterative improvements in the technology we are familiar with; best to hold off investment of time and money that will force us to go through internal pains and capital losses.” Most platform vendors are focused on the day-to-day servicing of current clients, not on R&D. But is the pendulum gaining momentum in a different direction?

The Builders

For those who would design and create their own systems, there are no doubt many cautionary tales of past experiences, along with the whispers of platform vendors: “This really is rocket science — best not try it at home.” Factors in the past have made building a platform complex and costly: hiring a team of developers, selecting technology, building something that meets the needs of the business and end-users, maintaining, managing, servicing, and upgrading the technology. Couple these with a financial amortization model that does not always keep pace with the exponential advances of technology and “tech-fatigue” begins to set in. Those who built systems amortized over multiple years have found themselves with “old” tech faster than expected.

Systems become more difficult to maintain and replace as time moves on, of course, and frequently require workarounds to keep them somewhat current — or just working. They also often do not play well with other systems (interoperability wasn’t really a thing, even as few as five years ago). The net result is a delicate mix of old, disparate siloed systems that users pray will continue to work and nobody dares to think of replacing because the full cost of owning technology has become an ongoing liability to the business. Given all of this, many organizations find it prudent to take the route of buying from outside providers.

Are these realities of the past still the case? Not really anymore… here’s why.

What is a Hybrid-build?

The current state of information dissemination is increasingly complex and competitive. The number of digital platforms and systems organizations have to support seems to expand year over year. Most publishing firms (should we say all publishing firms that expect to stay in business?) employ technical people. Most of those technical people are improving in their expertise. Part of the reason for this is that technology has vastly improved and simplified complex functions. Modern technology today, for example, is built to operate natively in the cloud. These systems find common ground in IOT standards, great development frameworks, and common back-end tools. The developers who have made much of this stuff possible are our first generation of digital natives who experienced monolithic code and slow-moving applications first-hand. They are now creating smart, flexible frameworks built to interact with other systems and to create opportunities to build business-changing assets that will age gracefully. Thinking again about the experience most business people have with the Google suite of products one asks: Would that have even been imaginable in 2010?

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The hybrid approach couples modular applications and tools built to play nicely with other systems. These applications and tools usually focus on doing one thing well, allowing companies to focus on specific services and consistent pricing. Vendors provide upgrades to the service in real-time, with little or no disruptions to the service or the other systems with which they are interacting. Other features and applications can also be added to the architecture fairly easily. The hybrid-build approach is meant to be flexible and change as the needs of users change. Gone are the days when a system had to be offline for maintenance, or improvements caused a laundry list of bugs, scuttled standard features — or worse, caused the whole system to crash.

Companies that propose hybrid-build focus on specific business issues and requirements and bring tech expertise to bear to solve them. They provide organizations the opportunity to build and own technology that conforms to their needs and grants them control of systems that become assets (rather than liabilities). These solutions seamlessly move things like content enrichment, metadata enhancement, and search/discovery into the process, pushing advancements in machine learning and natural language processing upstream in the process, where it is both contextually appropriate and more cost effective. The enriched content becomes part of a more valuable legacy and is easier for the business to produce. The new platform is client-facing, making customers’ user experience much richer and more user-friendly, allowing staff to work more efficiently.

Smaller organizations with fewer technical chops and financial resources can now build and own something meaningful. The approach also enables a wealth of data for strategic analysis and business improvements. Things like creating personalized experiences for users, interactive features, or dashboards — which have been mostly lacking, or painfully manual in market platform offerings — are standard fare in this new hybrid-build tech world.

The resulting investment yields a product that is flexible and can appropriately expand to meet future needs (sans the bailing wire and bubble gum). Content enrichment, legacy data, personalized architecture — to name just a few benefits — become part of a richer method of producing and replicating digital products when it is convenient for the business. This is truly a different approach that will yield success for organizations disappointed in the past or tiring of the current platform vendor landscape in academic publishing.

Great technology, one brick at a time...

One company championing the hybrid-build model are 67 Bricks, a software development consultancy based in Oxford, UK. We talked to their MD and co-founder, Sam Herbert, to find out more about their work in this area and the wider technology challenges facing the scholarly communications arena.

How do you work with scholarly publishers?

SH: Most of our work with publishers centers around helping them design and build modern, data-driven products for the delivery of digital content. Publishers, and anyone looking to disseminate scholarly content, need to consider themselves in relation to the bigger picture — the publishers who are leading the way are transforming from straightforward “content providers” into digital product companies. There has been an important digital transformation over the past 20 years, but for many publishers this has stalled with what we like to call “print-online” — print structures and formats with a digital interface. This is simply not enough to survive and remain relevant. Where publishers can gain significant value is from completing the transition to being a digital product company that delivers personalized, high-value insights and knowledge. The products, platforms and systems we build enable publishers to do this, and deliver more value, improve efficiencies and develop new revenue streams.

We typically follow an agile approach and aim to get people to an MVP launch to improve performance, security, efficiency, and discoverability. Often that’s when the real work starts — because that’s when users start to interact with the platform and you can begin iterating based on the feedback gathered to really meet their needs. We offer a partnership model for full-service product development and we bring the processes, technology, and people to make that happen. We are very proud to have partnered with some of the most respected names in scholarly publishing including Sage, Taylor & Francis, Emerald Publishing, Wiley, and The BMJ, to name a few.

How critical is data in becoming a digital product company?

SH: It’s crucial. Any company delivering online digital products is building them based on data. It’s the backbone of any digital product because you need data to deliver better features like search and discovery. You also need data about users, usage, and how people behave on a site so you can build better user experiences. That’s what digital product companies are good at. The current vendor platforms don’t deliver that. Publishers have little ownership or control of their client data and it’s a huge problem. They can’t innovate or move forward.

Despite needing to change, are publishers finding it hard to transform?

SH: Yes, it is a big challenge. Publishing is an industry built on traditional, functional processes, and it’s a huge culture shock to have to “rebirth” in this way. Technology-wise it is a challenge, too; for while many firms have expertise in areas like XML, they typically don’t have strong experience in other technology areas and are struggling to acquire it. We provide scale and the capabilities to jumpstart an organization’s move towards becoming a digital product company, by providing product managers, technical architects, developers and software components to expedite that transition. There’s a long learning curve to doing that and our role is to help publishers avoid the normal mistakes companies make in that process — we know where the pitfalls are.

How have you worked with information professionals such as institutional librarians and their staff?  

SH: Librarians are important stakeholders in many of our projects — for example, we built a librarian portal in Emerald’s publishing platform, Emerald Insight. We see a lot of similarities in the challenges facing them to what publishers are facing. They need to figure out what role they fill and what value they provide.

If the best researcher experience is to go through Google to find content, then what role are libraries playing? How are they going to respond?

SH: They need to become more user-centric to understand how to deliver more value in the new digital environment.

It’s very important to understand that disruption — and libraries are being disrupted by the internet itself — is typically in the form of better user experiences rather than dramatically different user outcomes. For example, Amazon came along and
allowed users to buy a book. They didn’t change the outcome for the end user; the customer still got a book, but they changed the experience by not requiring customers to take time to go to a bookstore. Another example is Uber. They haven’t changed the outcome for customers — you still go from point A to point B — but they have changed the user experience for getting to that outcome. It is the same with Google. You could find a company by looking it up in the Yellow Pages, now you find it — in a faster and easier manner — via Google. These changes in user experience have radically changed entire industries.

An example in our industry might be a researcher trying to decide what area of research to move into next; once we understand this, we can deliver a better user experience. In this case, you could use the content and data you have to tell them what areas of trending research are similar to their areas of expertise. You could then tell them what research areas are being funded and top authors or institutions in that field. The end outcome is the same — the researcher decides what to research next but getting to that point is dramatically improved. Institutions have access to the content and data that can help them move towards this type of service.

**If digital products are the way forward, what are the common challenges/issues organizations first face when making the ‘buy or build’ decision? We are asking both about publishers and librarians.**

**SH:** For many of our clients, the main challenge is about recognizing that this is Phase 2 of digital transformation: getting their heads around the limitations of Phase 1 and the different technologies and approaches needed to underpin each phase. Phase 1 involved moving from print to print online — essentially replicating print business models and formats online. The monolithic vendor platforms were very effective at supporting this transition, but are now holding publishers back from the second phase of digital transformation — to digital product companies. Buying a complete vendor platform isn’t suited to the current “next phase” problems publishers are facing. To achieve the agility, flexibility, and control you need in the digital era you must be able to control the roadmap and be able to say “For our users, we want to implement x, y, or z and we need to do it quickly.” Current vendor platforms don’t allow that; even if you are the biggest customer of a platform provider, it takes a long time to get things built to specifications.

What we see working and the model we provide is building with a partner. We have components that have already been built that can be incorporated into a publisher’s roadmap. We work in partnership and bring the capabilities onboard quickly, then it’s about working out the right model for the future. We talk about skills they need to have and those they don’t. We help define the product roadmap so the organization gets good at doing that, then we provide someone to work alongside the product owner.

The second major challenge to embracing digital transformation is the risk averse nature of the industry. Decisions are made at the top, which can present a huge challenge to the modern approach of iterating and working on how to deliver value. It’s not complementary to the culture. Publishers would love to say, “We’ve gone through the digital transformation, can we now stop?” Of course, the answer is no, it is actually accelerating — the underlying technical innovation in processors, data storage, and usage and the use of algorithms are all exponentially increasing. We are only going to see more and more change. Most organizations are resistant to change and don’t have the ability to deal with it, so the buy model is attractive from that perspective but very limiting.

**What are the main benefits/downsides of hybrid-build (building and buying)?**

**SH:** The key benefit is that it allows publishers to customize, where needed, to deliver specific and additional value to users, while at the same time saving time and money when improving generic problem areas that already have a best-of-breed solution. This means publishers get to develop a unique proposition without having to rebuild everything, and they can invest more money where it is critical — where they are delivering new value for customers. A good example is that it often makes sense to implement user management and access control via a standalone component. There is a solution that would be wasteful to rebuild from scratch. We often implement LibLynx to accelerate implementation while still delivering value to end users.

Flexibility and agility are key. A modern hybrid-build approach is component-based, allowing publishers to move components in and out as they decide where the value drivers are, and which parts of the system deliver unique value to their users. This approach is about maximizing value to the customer and therefore maximizing value for the publisher.

Taking a hybrid-build approach does have its challenges. To make it work you need to make sound decisions about which components to buy, which to build, and which to customize. An excellent, trusted technology partner is key here: a company that knows the technology, has implemented the majority of components before, and can short-circuit this potentially time-consuming and costly part of the process.

Integration is also critical. You are looking to pull together different, best-fit components into a flexible and agile platform, and this relies on an experienced partner with the right skills. The key benefit is the management of different types of costs such as staffing, software component licenses, and technology partner costs.

**How do you see the scholarly information industry, in terms of technology, in the future?**

**SH:** Institutions and publishers will have developed their own digital products, or they’ll be pumping content into workflow tools that others will develop. The current business model of making content available as longform content won’t survive. Those that go up the value chain will be the ones who thrive and interact with users, others will be producing massive amounts of content and won’t interact with end users at all. The role of individual content items will have diminished in value — it is the data, knowledge and personalized insights that can be extracted from content sets that will deliver the value of the future. Challenges therefore include content diminishing in value while volume continues to increase.

The barriers to entry for being a producer of content will also continue to come down, and those publishers competing purely on the basis of quality and quantity of content will struggle. Content will become a commodity and only those with huge scale will win. Publishers have a unique set of assets — they must realize what they are and what the end consumer really cares about, put that together and create something new.
Let’s Get Technical — Sharing Responsibility: Our Experiment with Interim Co-Directing a Technical Services Department

Column Editors: Stacey Marien (Acquisitions Librarian, American University Library) <smarien@american.edu> and Alayne Mundt (Resource Description Librarian, American University Library) <mundt@american.edu>

Column Editor’s Note: In this issue’s column, we outline how Stacey and I have taken on co-directing Technical Services department while the position is vacant. We outline factors to consider when sharing responsibilities and tips for how to make it successful. — SM & AM

The Situation: Recently, our library’s Director of Technical Services left our university for a wonderful opportunity at a well-known federal library. As would be expected whenever there is turnover in an upper management position, we knew we were in for a challenge during the interim period while the position was vacant. We had recently hired a new Electronic Resources and Serials Librarian and have been continuing in progress workflow documentation and revision and various cleanup projects after migrating to Alma/Primo. The search process for faculty librarian positions can be lengthy, so we knew we could possibly be without departmental leadership for at least six months or possibly more.

The Solution: We came up with an idea for how to handle interim leadership of the department while the Director of Technical Services position was vacant. We proposed to our University Librarian that we split the interim directorship of the department. The scale of director-level responsibilities would be a lot for one person to handle while simultaneously onboarding a new librarian and managing our own unit head responsibilities. We thought splitting the responsibilities could be a workable solution. We suggested to our University Librarian that we split the director responsibilities roughly along the lines of internal versus external facing, with Alayne taking on many of the external-facing responsibilities, and Stacey handling many of the responsibilities internal to the department. We would co-manage some of the department-level responsibilities, such as the onboarding of the new Electronic Resources and Serials Librarian. Our University Librarian agreed to the proposal, and we have been working with this arrangement for the past several months.

We decided to divide the work up by internal versus external for several reasons. First, it is a fairly logical way to delineate responsibilities. Additionally, due to timesheet approval and other administrative and logistical factors, one person needed to be the in name only department head. It also made sense for a single person to do the external-facing work so there would be consistent representation from the department, such as in meetings with other library departments. We decided that Alayne would be the external-facing half of this interim co-directorship since she had an interest in experiencing the upper management aspects of the director role. We agreed that Stacey would assume responsibility for the bulk of the internal-facing work, which was a good fit for her due to organization skills and efficiency. We agreed to split many of the aspects of onboarding the new Electronic Resources and Serials librarian because we each have expertise that would help in her training.

Lessons Learned

1) Develop a Plan — When we first found out that our Director was leaving, there was a lot of uncertainty about how to handle the transition and upcoming vacancy. After landing on the idea of an interim co-directorship, it took multiple conversations over the course of several weeks to figure out how it might work. When someone at a department director level leaves, both formal and informal institutional knowledge often goes with them. In the absence of any formal succession plan, having a position description, if one exists, or even a checklist of their responsibilities to work from can help in delineating responsibilities. If your outgoing director is able to provide you with a list of their current projects and job responsibilities, it will be easier to navigate the transition. We used these documents as a stepping off point to guide us in dividing the responsibilities.

2) Trust is Paramount — We are in a fortunate position in that we have worked together for more than ten years. We have already collaborated on many publications and projects, have developed a strong working relationship over time, and we know each other’s strengths and areas of expertise. We knew we could work together in sharing the interim position responsibilities because we have collaborated so extensively already.

3) Rely on Your Strengths — One of the reasons we think this interim co-directorship has been successful thus far is that when deciding how to divide responsibilities, we relied on our strengths and interests in doing so. Stacey is naturally very organized and has taken a lead on running internal meetings and updating and clarifying workflow. She also has expertise in licensing, budgets, negotiations, working with vendors, and has a well-established relationship with our university’s procurement office, so she has been able to handle those aspects of managing Technical Services as well as onboarding our new Electronic Resources and Serials Librarian. Alayne is known to be pragmatic, has strong relationships with colleagues in the Access Services department where so much work intersects with Technical Services work, and already sits on several library and consortia-wide Alma, Primo, and digital strategies teams that require technical services expertise. She has been able to work with other library departments to ensure smooth communication and collaboration.

4) Communication is Key — Because we are each representing different aspects of leadership in directing the Technical Services department, we must stay in frequent communication with each other and keep each other apprised of meetings, projects, and problems that arise in our different areas. We also occasionally need to act as a conduit to relay information to each other. We have regularly scheduled meetings to discuss issues and informally check in briefly several days per week.

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Introduction

“May you stay forever young,” sang Bob Dylan. However, the world’s population is getting older than ever before. In 2018, for the first time in history, the number of people worldwide aged 65 and older outnumbered children under 5. Healthy habits for older people include eating a balanced diet, keeping mind and body active, not smoking, getting regular checkups, and avoiding accidents and falls. According to the World Health Organization (WHO), the biggest killers of older people worldwide are heart disease, stroke, and chronic lung disease. The biggest causes of disability are sensory impairments, back and neck pain, chronic obstructive pulmonary disease, depressive disorders, falls, diabetes, dementia, and osteoarthritis. However, every older person is different, and healthy lifestyles can delay the onset of age-related disease. WHO has designated the years 2020-2030 as “The Decade of Healthy Ageing.” Although we can’t prevent aging, a healthy lifestyle is proven to make a difference. A large body of evidence on the World Wide Web can guide the way to healthy aging. The following is a sampling.

AARP — https://www.aarp.org/ — AARP (formerly the American Association of Retired Persons) is a U.S.-based nonprofit organization based in Washington, DC, representing the interests of older people. Its mission is “to empower people to choose how they live as they age.” It was founded in 1958 as an expansion of the National Retired Teachers’ Association. AARP’s political lobbying has often been controversial during its 60+ year history. Its 38 million members make it the largest private U.S. organization devoted to older adults. It serves a variety of functions; for example, it advocates for older Americans, provides information on long-term care, connects members with health insurance, sponsors public service projects, and negotiates member discounts. AARP’s website offers news and features on a variety of topics, including work, travel, entertainment, and finance.


Alzheimer’s Disease and Healthy Aging — https://www.cdc.gov/aging/index.html — Public health information and data portal for healthy aging and dementia from the CDC. Includes A-Z health information for older adults, public health programs such as the Healthy Brain Initiative, reports, publications. Reports include.” Healthy Aging in Action: Advancing the National Prevention Strategy — https://www.hhs.gov/sites/default/files/healthy-aging-in-action-final.pdf

American Federation for Aging Research — https://www.afar.org/ — The American Federation for Aging Research is a U.S. nonprofit organization with the mission of “supporting and advancing healthy aging through biomedical research.” It provides grants to advance the knowledge of aging and mechanisms of age-related disease. Also featured are information about the biology and science of aging and links to publications.

American Geriatrics Society — https://www.americangeriatrics.org/ — Founded in 1942, AGS is a U.S.-based nonprofit society of 6,000 geriatrics healthcare professionals “dedicated to improving the health, independence, and quality of life of older people.” Among its publications are the “Beers Criteria for Potentially Inappropriate Medication Use in Older Adults.” AGS publishes the Journal of the American Geriatrics Society, Geriatric Nursing, Journal of Gerontological Nursing, and Annals of Long-Term Care. It holds an annual meeting and sponsors numerous policy and educational initiatives such as the Older Driver Traffic Safety Initiative. The Society’s Health in Aging Foundation addresses consumer education and maintains the HealthinAging.org consumer health website and the HealthinAging blog for older adults and their caregivers.


The Gerontological Society of America — https://www.geron.org/ — A multidisciplinary organization of 5,500 health professionals, scholars, and students in the field of gerontology. Founded in 1945, the Society publishes several peer-reviewed journals (The Gerontologist, The Journals of Gerontology, Series A and B, and Innovations in Aging, Public Policy & Aging Report, and Gerontology & Geriatric Education) and hosts annual scientific meetings. Among GSA’s six membership sections is the Health Sciences Section. GSA’s policy arm is called the National Academy on an Aging Society. The Society is the lead agency of the Reframing Aging Initiative. Based in Washington, the Society was instrumental in founding the National Institute on Aging and participates in many multi-stakeholder collaborations and reports.

Healthy Aging (U.S. Department of Health & Human Services) — https://www.hhs.gov/aging/healthy-aging/index.html — Healthy Aging links to information for older adults from government and private nonprofit agencies on staying active, safety, driving, volunteering in the community, nutrition, benefits, care, mental and brain health, drugs, and conditions.

HealthinAging.org — https://www.healthinaging.org/tools-and-tips/guide-healthy-aging — HealthinAging is a consumer-oriented website created by the American Geriatric Society’s Health in Aging Foundation. Content is attractively laid out, thorough, and has been reviewed by geriatrics professionals. Includes an extensive directory of health organizations. Most content is copyrighted. A particular emphasis of the parent organization is medication safety in older adults.

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Healthy Aging (Medlineplus) — https://www.cdc.gov/aging/index.html — “Healthy Aging” is part of MedlinePlus, a large, expert-reviewed, easy to understand website in English and Spanish, a service of the U.S. National Library of Medicine. This article is a good “go to” and “one-stop shop” for consumer inquiries about healthy aging. It has high-quality links to governmental and private nonprofit organizations. It includes general information as well as links to health checks and tests, drugs and supplements, common health issues in aging adults, reference sources and statistics, services and facilities, and more. Much of this content is produced by the federal government and not copyrighted under U.S. law, and may be freely reproduced, distributed, or linked for patient information. See also MedlinePlus Older Adult Health — https://medlineplus.gov/olderadulthealth.html

HelpAge International — https://www.helpage.org/ — HelpAge International is a network of 149 member organizations in 87 countries with the goal of “creating a fairer world for older people so they can live safe, healthy, and dignified lives.” The North American partners are HelpAge Canada and the American Association of Retired Persons. The network’s signature product is “Global AgeWatch” — https://www.helpage.org/global-agewatch/,” an international comparison ranking countries of the world according to well-being of the elderly.

McMaster Optimal Aging Portal — https://www.mcmasteroptimalaging.org/age-well — Large, high-quality Canadian site in English and French, with expert-reviewed blog posts, web resource ratings and evidence summaries. Users can subscribe to weekly email alerts. Content targets educated laypeople and health professionals. Search by keyword or select a subject. Up-to-date information about subjects such as safe driving for older adults, exercise options, falls prevention, and stroke rehabilitation, supported by the latest scientific research. Some information is Canadian-specific but most is of general interest to older adults in other countries.

Meals on Wheels America — https://www.mealsonwheelsamerica.org/ — Meals on Wheels, founded in 1954, is a public-private partnership staffed by millions of volunteers in more than 5,000 community-based programs that delivers 220 million meals to 2.4 million older adults annually. Recipients are homebound adults with no other means of obtaining meals. Most are 75 or older, and the majority live alone. Policies and charges vary by program; usually there is a suggested donation and low-income people are asked to pay what they can. Meals on Wheels provides companionship and social support as well as preventing unnecessary illness, hospitalization, and institutionalization in older adults due to malnutrition. Need and demand for the program outstrips availability of meals in many areas.

Medicare.gov — https://www.medicare.gov/index — Medicare is the U.S. federal health insurance program covering more than 58 million people aged 65 or older, some younger people with disabilities, and people with end-stage renal disease. People who are eligible (age 65 or older) or will soon be eligible should sign up on this site. “Get Started with Medicare” explains what people need to do to sign up. About 35% of enrollees sign up for “Medicare Advantage” bundled plans, based on business agreements with provider networks, offered by private insurers who contract with Medicare. About 65% of enrollees opt for “Original Medicare,” a fee-for-service option paid by Medicare, with or without supplemental private coverage. The site offers a plan finder, but shopping for plans can still be daunting. Nonprofit SHIPs (state health insurance assistance programs) help explain options to puzzled consumers. Contrary to popular belief, Medicare does not cover the cost of long-term care. Medicare pays for skilled care for short periods of time. Medicaid, not Medicare, pays 62% of long-term care for covered services for older adults whose income/assets meet state eligibility requirements. The Medicare site has facility locators and detailed information on long-term care options, even though it does not cover costs.

Merck Manual. Consumer Edition. Older People’s Health Issues. — https://www.merckmanuals.com/home/old-people%E2%80%99s-health-issues — The venerable Merck Manuals series of medical encyclopedias began in 1899 as the Merck Manual of Materia Medica, published by the Merck & Co. U.S. drug manufacturer. Later called the Merck Manual, this publication expanded in size and scope to become a widely popular, portable medical reference. Since 2014, the Merck Manuals, as they are now known, are free and online-only. This searchable online portion deals with health issues specific to older people, such as physical changes of aging, drugs and aging, quality of life, and health insurance coverage. Users can toggle between the consumer and professional versions, and switch to any of nine languages. Still a good one-stop shop for general medical information, with content peer-reviewed by 26 independent specialists.

National Association of Area Agencies on Aging — https://www.n4a.org/ — N4a is a membership-based nonprofit advocacy organization representing the U.S. network of 622 Area Agencies on Aging and 250 Title VI aging programs. Click [action] and enter a city or zip code to find local agencies. These agencies are part of the “Aging Network,” a broad term used to describe the national network of federal, state, and local agencies helping adults aged 60 and older live independently in their homes and communities. The Network was established and funded by the Older Americans Act of 1965, at a time when nearly 3 in 10 older Americans lived in poverty. This site has a wealth of information for older adults, caregivers, professionals, and policymakers.

National Council on Aging — https://www.ncoa.org/ — Founded in 1950, the National Council on Aging seeks to improve the lives of older adults. Originally formed to address rising health costs and mandatory retirement, the NCOA has launched other aging-related programs such the Disability and Aging Collaborative to address long-term care policy. NCOA sponsors an annual conference and has web resources for professionals, older adults, and caregivers. The site offers online financial tools for senior benefits, money management, and Medicare. Also offers tips on healthy living and public policy.


Road Scholar (formerly ElderHostel) LLI Resource Network — https://lli.roadscholar.org/ — Voluntary, dues-free association of more than 400 Lifelong Learning Institutes. LLIs are adult peer-learning communities offering college-level learning experiences, usually on a non-credit basis and encouraging participation regardless of previous formal education. Includes a program finder, speakers bureau, newsletter, discussion board, and blog.

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Senior Citizens Can Go to College for Free or Cheap in All 50 States — https://www.thepennyhoarder.com/save-money/free-college-courses-for-senior-citizens/ — Lifelong learning is a key factor in healthy aging, and all 50 U.S. states offer less-expensive or free college tuition options for older adults. Depending on where they live, where they apply, and availability of classes, older adults may be able to get a four-year degree without paying tuition. This website is one of several that list affordable tuition options for older adults by state.

U.S. National Institute on Aging — https://www.nia.nih.gov/ — The National Institute on Aging (NIA), part of the U.S. National Institutes of Health, is the principal U.S. government agency concerned with healthy aging. It seeks to “understand the nature of aging and to extend the healthy, active years of life.” NIA is a major funder of aging research, and is the primary Federal agency for Alzheimer’s disease research. This site has searchable research resources and databases as well as consumer health information. An A-Z section has easy-to-read, research-based information on health topics related to aging. Users can find information about research projects such as the Baltimore Longitudinal Study of Aging, the longest ongoing study of aging, and the “Health and Retirement Study,” cosponsored by the Social Security Administration. A “Featured Research” section discusses important findings in the news. NIA has commissioned several major reports, including “Global Health and Aging” https://www.nia.nih.gov/sites/default/files/2017-06/global_health_aging.pdf and “An Aging World:2015” https://www.census.gov/content/dam/Census/library/publications/2016/demo/p95-16-1.pdf

World Health Organization. Ageing and the Life Course — https://www.who.int/ageing/en/ — The World Health Organization (WHO), the arm of the United Nations concerned with international health, has designated 2020-2030 as “The Decade of Healthy Ageing.” As well as the intrinsic and functional capacity of the individual, WHO stresses the importance of the environment in health disparities among older persons. In its 2015 “World Report on Aging and Health” and resulting “Global Strategy and Action Plan on Ageing and Health,” WHO outlined five large-scale changes needed to accommodate the growing numbers of older people. The WHO Study on Global AGEing and Adult Health (SAGE) provides ongoing longitudinal data from six countries. The WHO site has a wealth of statistical, factual, and policy information spanning the globe. What is Healthy Ageing? https://www.who.int/ageing/healthy-ageing/en/

10 facts on ageing: https://www.who.int/features/factfiles/ageing/en/

Emerging Tech: To Be or Not to Be? from page 73

Researchers found that if you could turn DNA into a way to store data, a teaspoon of it could store all of the data in today’s world. We may not be there in ten years, but we’re heading in that direction. In four or five years, desktop computers will have the same processing power as the human brain and huge amounts of data will be immediately accessible, with the capacity to manipulate, access, and store information. We expect to end up with a single desktop computer with the brain power of the entire human race. We keep feeling we’re hitting a barrier to that, but then it gets removed and the pace of change continues to accelerate. We need to be more comfortable with this concept of continuous change and put in place the technology, skills, and ways of working needed to be able to compete and remain relevant in such an environment.

The industry will realize that humans aren’t the only creators and consumers of content, machines will soon create, analyze and consume content. That’s scary! There has been some amazing work in terms of human readable content generation from AI. Springer Nature launched an AI-generated book last year that came up with the appropriate structure with chapters, key themes, an introduction for each chapter, and then pulled out sections from research articles to support those points. Plenty of journalism today is being done by AI as well, so we aren’t that far from the concept of humans realizing that to create text we just need to give the data to the AI and it creates the text. In fact, Thomson Reuters has said that already more computers consume more data than humans. There will come a day when humans won’t be consuming research articles, it will be computers/software reading, analyzing, and feeding information from articles to humans in more personalized, useful, and impactful ways.

Let’s Get Technical from page 74

Potential Pitfalls

While interim co-directorship may not be appropriate for every organization, it has worked well for us so far. We think that because we have been able to divide responsibilities, we are moving the boat forward, not just keeping it afloat, as is sometimes an inherent limitation with some interim positions. We are doing our best to ensure that the Technical Services department stays current with ongoing initiatives and regular work. One caveat is that we have observed that the time we spend in meetings has increased overall. We find that we need to meet with each other frequently to update or discuss issues that come up both internally and externally. We have standing meetings on a weekly basis or more often as needed, and also rely heavily on email and chat to touch base several times daily. That said, we think that co-directorship has been the best fit for us.
In my spare time: I try to keep up with the operation of our 175 acre horse ranch – a never ending activity.

**FAVORITE BOOKS:** Many, but they include *The Hobbit, 2001 A Space Odyssey,* and *Fahrenheit 451.* I do like SF!

**PET PEEVES:** The lack of leg room in airplanes! They are not designed for tall people.

**PHILOSOPHY:** It is a bad day when you don’t learn something new.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** Libraries will continue to have a strong role within their communities, but that role will need ongoing advocacy and the delivery of practical value, services, and resources to meet those community’s needs. In academic and research libraries, choices will have been made on what services and support is given to initiatives like research data management, open access, and open education with different CMS, integrating new services and many many more.

**FROM THEN I LEARNED A LOT:** From server administration and security, web creation, developing digital collections and content, and acquisition of physical and print material will have declined further. Mobile devices will be the entry point to information for online content, and the acquisition of physical and print material will have declined further.

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**BORN AND LIVED:** Victoria, Australia. Lived in Melbourne, Geelong region.

**PROFESSIONAL CAREER AND ACTIVITIES:** Librarian, worked many years in academic libraries, professional member of the Australian Library and Information Association (ALIA) and VALA – Libraries Technology and the Future Inc.

**IN MY SPARE TIME:** Attending Catholic school and playing in the woods.

**PROFESSIONAL CAREER AND ACTIVITIES:** Professor of Mechanical Engineering, Vice President for Information Technology, and Dean of CSU Libraries.

**FAMILY:** Married, with three grown children.

**IN MY SPARE TIME:** Reading, bicycling, spending time with family.

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**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** In five years, the industry will be more open, more collaborative, more digital, and more technology-driven. It will also be wrestling with ethical concerns around data collection and privacy.
Dr. Liat Klain Gabbay, Phd.
College of Management – Academic Studies
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BORN AND LIVED: Israel

PROFESSIONAL CAREER AND ACTIVITIES: Librarian/Information Scientist in Academic library.

FAMILY: Married + 2 Boys.

IN MY SPARE TIME: Reading, traveling, spending time with the children.

FAVORITE BOOKS: When I have time, I like very much to read books about different cultures, cultures of minorities.

PET PEEVES: Do not have pets.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Hope to continue doing researches, publish, get recognition in the field. Be a faculty member at the university.

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BORN AND LIVED: Born in Manassas, Virginia and grew up in South Florida. However, I have lived most of my life in Tallahassee, FL.

PROFESSIONAL CAREER AND ACTIVITIES: I got my first professional job working for the State of Florida after finishing my Masters and Educational Specialist degree in Counseling in 1995. After a short period of time working for the state, I realized that I missed the fulfilling work that I did as a library student worker in the Reference Department at the Robert Manning Strozier Library at FSU. I decided to get my MLIS from Florida State while working at the FSU Law Library. I worked in the FSU Career Center as a librarian and then became a stay-at-home mom for 4 years. Since 2007, I have had the pleasure of working for FSU Libraries in various roles, but mainly as an Assessment Librarian and subject librarian in the social sciences.

FAMILY: I am the mom of two kids (a 20 and 17 year old), a dog, and cat.

IN MY SPARE TIME: I love to run, read, and binge watch Netflix.

FAVORITE BOOKS: Man’s Search for Meaning by Viktor Frankel; Unbroken: A World War II Story of Survival by Laura Hillenbrand.

PET PEEVES: People who are self-righteous. Driving in Publix (or any) parking lots.

PHILOSOPHY: Be honest, accepting, humble, and kind. (Humility is not a sign of weakness.)

MOST MEMORABLE CAREER ACHIEVEMENT: Co-edited a book.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Run a faster 5K; complete certificate in Measurement & Statistics; figure out what I want to do for the rest of my career.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: What I hope for is that academic libraries are looked to on college campuses as a leader in critical thinking pedagogy and digital literacy. It is for Academic Libraries to find ways to take down barriers that prevent the equitable access and use of information.

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BORN AND LIVED: UK

PROFESSIONAL CAREER AND ACTIVITIES: Karen joined SAGE Publishing in 1984 and has developed her 35-year publishing career at SAGE.
She became Editorial Director in 2010, leading SAGE's UK books, journals and online product teams. Karen became Senior Vice President of Global Learning Resources in June 2016, and has been the architect of SAGE's innovative strand of digital products for the global academic library market. She leads the strategy that delivers exciting new digital products such as SAGE Research Methods, SAGE Knowledge, SAGE Video, Data Planet, and the Adam Matthew leading primary source collections. More recently Karen has led SAGE's entry into the area of technologies for Learning and Research with the acquisition of Talis, a learning solutions technology company, and Lean Library, a library services technology company. Through these various new resources, Karen has been central to the creation of a new class of digital publishing at SAGE.

FAVORITE BOOKS: I am currently reading Becoming by Michele Obama which is both interesting and inspirational.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I see the library as resilient and evolving in a fast-changing higher education environment and would predict that librarians will remain the information experts responsible for enabling scholars and students access to relevant materials. I think collection development will remain important and technology will grow in importance: to support administration of the library, support efficient collection development, and contribute to the higher ed strategies in relation to both research and teaching.

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BORN AND LIVED: Born in Worland, WY. Currently reside in Fort Collins, CO.

PROFESSIONAL CAREER AND ACTIVITIES: 20 years of experience in library resource sharing. I began my career in the Interlibrary Loan department at Colorado State University Libraries, initially managing borrowing requests and eventually becoming the lending supervisor. I joined the RapidILL team in 2010 to manage support and implementation of new Rapid members. I was appointed the team manager in 2016, and am now the Director of Product Management for RapidILL since the acquisition of Rapid by Ex Libris.

FAMILY: Wife Amanda, and two children – Emerson and Vivian.

IN MY SPARE TIME: I enjoy reading, backpacking, biking, swimming and spending time with friends and family. I have a degree in Studio Art from Colorado State University and I exhibit drawings and paintings in solo and group shows.

FAVORITE BOOKS: Ulysses, James Joyce; Looking at Giacometti, David Sylvester; Pride and Prejudice, Jane Austen; Blood Meridian, Cormac McCarthy.

BORN AND LIVED: Born in Worland, WY. Currently reside in Fort Collins, CO.

PROFESSIONAL CAREER AND ACTIVITIES: Coordinator of technologies at LRC Library Dulce Chacon – Universidad Europea de Madrid. 1996-. Member of the EBSCO Academic Advisory Board. 2019-. Mentor in SEDIC (Sociedad Española de Documentación e Información Científica). 2019-. 

PHILOSOPHY: Skeptic by definition, my religion is science. I cook technology and digital resources at CRAI Dulce Chacón – Universidad Europea de Madrid.

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BORN AND LIVED: Born: Dover, Delaware. Lived: Wilmington, Delaware.

EARLY LIFE: I grew up in and around libraries, like the earliest job I remember my Mom having was as the interlibrary loan librarian at the Dover Public Library. I attended a private school down town, Holy Cross, and would frequently take the bus after school to the library as it was a few blocks away from school. There I’d do homework, read, and often had various “jobs” to help around the library like putting books on carts and dusting stacks. I have many happy memories of these afternoons spent around the library with my Mom.

PROFESSIONAL CAREER AND ACTIVITIES: The first nearly decade of my professional life was spent as a high school teacher. I taught business and web design to grades 9-12. During this time, I finished my first doctorate degree, and Ed.D. in Education Leadership from Wilmington University. About five years into teaching high school, I started teaching college courses as an adjunct at Goldey-Beacom College (the same institution where I earned my undergraduate and master’s degrees). I decided to pursue a career in higher ed, and went back to school to earn a Ph.D. in the field I was interested in pursuing – educational technology / instructional design. I accepted an assistantship at Penn State University for their Learning, Design and Technology program, and spent the next four years commuting 3.5 hours each way from Wilmington, Delaware to State College, Pennsylvania each week to work and complete my coursework. I earned Hilton Honors Diamond status very quickly! During my 4th year / dissertation year, I accepted a position full-time at Goldey-Beacom College as their first Instructional Technology Coordinator. I held this position for a few years before being promoted to Director of Institutional Research & Training (I’m also the first person who held this position).

IN MY SPARE TIME: I spend most of my working on research (our work centers on academic libraries, specifically methods of assessment, data privacy, information literacy, and performance management), publishing, and presenting with my research partner, Russell (Rusty) Michalak, who also happens to be my business partner too. We have a consulting busi-

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nness, Rysavy & Michalak Consultants, and work with academics (administrators and faculty) to help them with their publishing and presenting goals — everything from data visualizations, to finding and responding to publication and conference proposals, to finally completing that writing project that they started a long time ago.

PHILOSOPHY: "There is a special place in hell for women who don't help other women" (Madeleine Albright). I firmly believe that helping others is not only a kindness but should be an expectation for leaders.

MOST MEMORABLE CAREER ACHIEVEMENT: Publishing twice in College & Research Libraries (C&RL) with Rusty, publishing our 1st edited collection about onboarding in academic libraries ([https://amzn.to/2vU40j](https://amzn.to/2vU40j)), and thanks to Kenning Arlitsch (Dean of Libraries at Montana State University), serving as co-editor of the posIT column of the *Journal of Library Administration* (also with Rusty).

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Continue to grow our consulting business and researching together.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I believe that conversations related to the use of student/customer/patron data, particularly related to identifiable patron information (PII) will continue to develop. Rusty and I believe that using PII data ethically and responsibly enables institutions and organizations to make more impactful decisions. For example, consider a class of students who participated in a one-shot information literacy instructional session. Did those specific students use the databases before the session (we can tell from Open Athens logsins), did they use the databases more/less after the session (again OA logsins), did the same students complete our online training modules related to Information Literacy (single sign-on login data is captured), and how did they these students do with their end of course paper (academic achievement)?

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BORN AND LIVED: Grew up in South Central Pennsylvania and have since lived in the Baltimore-Washington metropolitan area.

IN MY SPARE TIME: Running and baking. I believe in finding a balanced life.

FAVORITE BOOKS: *Wheel of Time* and anything by Erik Larson.

PHILOSOPHY: Life is far more complex than our surface level assessments, and it’s full of shades of gray. This is what attracts me to doing research; recognizing that how one person sees the world is different from another and a desire to understand and reconcile my understanding of those differences.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: I expect that we will continue to make progress, but I’m skeptical that it will happen as fast as headlines suggest. I don’t anticipate radical change because technology was the radical change. I think we’ll be fine-tuning how we manage that over the next 5 years and in 2025 we’ll have polished technology suite supporting the library. It might be like looking back at a late 90s or early 2000s website today.

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BORN AND LIVED: Israel

PROFESSIONAL CAREER AND ACTIVITIES: PhD from the School of Information Studies and Librarianship, University of California, Berkeley (1982). Since then, Senior lecturer and professor at the Department of Information Science, Bar Ilan University, Israel.

Have published 3 books and about 100 articles.

Chair, Board of Directors, The Israeli Center for Libraries (since 2009).

FAMILY: Married + 4.

IN MY SPARE TIME: Reading. Spend time with my family – spouse, 4 children and 16 grandchildren.

FAVORITE BOOKS: Hebrew books.

PET PEEVES: Cats.


GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: To continue my research projects and publishing of articles.

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BORN AND LIVED: Born in Belize, live in the UK.

PROFESSIONAL CAREER AND ACTIVITIES: Kiren is responsible for SAGE London's textbook and reference publishing, the strategic lead of SAGE Video, and SAGE lead on Talis.
Kiren holds an MA in Gender and Internal Development from Warwick University and a BA in Sociology with Development Studies from the University of Sussex.
Kiren can be followed on twitter at @KirenShoman.

IN MY SPARE TIME: I love reading, swimming, and I wish I had a dog (but I don't).


PET PEEVES: Not having a pet.

PHILOSOPHY: Stay calm.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: The industry is having some exciting conversations, and I'm interested in seeing how it continues to change, particularly on the syllabi for every course he's taught over the last 20 years: “A class is a process, an independent organism with its own goals and dynamics. It is always something more than even the most imaginative lesson plan can predict.”

MOST MEMORABLE CAREER ACHIEVEMENT: “I've been a bit of a workaholic for most of my life. The truth is that I have mostly not seen a distinction between my personal and professional lives. But that changed when my daughter was born three years ago. Honestly, my biggest career achievement has been finding work/life balance, even just figuring out what work/life balance is. That has meant deciding that Hazel, my relationship with her, and her future are more important than my career – deciding that being a dad really is my career.”

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: “My hope is that I can find more ways for my work to make real change in education, ways I can help secure a more sustainable future for public education, especially for my daughter (who will start kindergarten in two and a half years). Ultimately, the goal of all my work is to valorize and celebrate the work of teachers and students in higher education (and across all levels of education). That includes administrative work, research, writing, activism, and also teaching. But as exciting as my career has been over the last 10 years, I find myself called back to the classroom. While I've continued to teach in all of my administrative positions, I am hoping to have teaching (and writing about teaching) be increasingly more central to my work.”

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Jesse Stommel
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Twitter: @Jessifer

BORN AND LIVED: Born in Madison, WI, grew up in Colorado, and currently lives in Baltimore, MD.

EARLY LIFE: Jesse grew up in a small town on the western slope of Colorado. As a kid, he liked to read fantasy novels and jump on his trampoline. He was in school theater from first through twelfth grade, was the editor of his high school newspaper and literary magazine, and his first job was at Taco Bell. He’s lived in Wisconsin, Colorado, Georgia, Oregon, Virginia, and Maryland. He’s visited 49 of the 50 states in the U.S., 5 Canadian provinces, 11 countries, and 5 continents.

PROFESSIONAL CAREER AND ACTIVITIES: Jesse Stommel is a Digital Learning Fellow and Senior Lecturer of Digital Studies at University of Mary Washington. He is co-founder of Digital Pedagogy Lab and Hybrid Pedagogy - an open-access journal of learning, teaching, and technology. He has a PhD from University of Colorado Boulder. He is co-author of An Urgency of Teachers: the Work of Critical Digital Pedagogy.

Jesse is a documentary filmmaker and teaches courses about pedagogy, film, and new media. Jesse experiments relentlessly with learning interfaces, both digital and analog, and his research focuses on higher education pedagogy, critical digital pedagogy, and assessment.

FAMILY: He’s got a rascal pup, Emily, two clever cats, Loki and Odin, and a badass daughter, Hazel.

FAVORITE BOOKS: Herman Melville's Moby-Dick, Virginia Woolf's The Waves, bell hooks's Teaching to Transgress.

PHILOSOPHY: This quote from Thomas P. Kasulis has appeared on the syllabi for every course he's taught over the last 20 years: “A class is a process, an independent organism with its own goals and dynamics. It is always something more than even the most imaginative lesson plan can predict.”

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: “My hope is that I can find more ways for my work to make real change in education, ways I can help secure a more sustainable future for public education, especially for my daughter (who will start kindergarten in two and a half years). Ultimately, the goal of all my work is to valorize and celebrate the work of teachers and students in higher education (and across all levels of education). That includes administrative work, research, writing, activism, and also teaching. But as exciting as my career has been over the last 10 years, I find myself called back to the classroom. While I’ve continued to teach in all of my administrative positions, I am hoping to have teaching (and writing about teaching) be increasingly more central to my work.”

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: “I am nervous about the future of education and the future of educational technology. Over the years, I’ve watched more and more of our work outsourced to for-profit corporations. I’ve watched the levels of bureaucracy at institutions obstruct our work. I’ve watched the costs for students increase dramatically. And as public education has been massively defunded by state and national governments, the work of teachers and students has become increasingly precarious. My hope is that we will refocus on what we value most in public education – that we will find ways to come together across structural barriers – that we will see institutions invest more in supporting the work of teachers – that we will see increased public support for higher education students who are facing basic needs insecurity and enormous amounts of debt – that education will invest more in its humans than in its technologies – that higher education pedagogy will be acknowledged and celebrated as a discipline. As nervous as I am about the current state of education, I am also hopeful.”

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addition, the Rapid team is working together with the team in Israel on the resource sharing solutions such as ILLiad, Tipasa, RelaisILL and others. The RapidILL product is continued to be de-

 developed as a stand alone product that works on top of interlibrary loan. RapidILL was conceived and developed by ILL staff as a way to provide fast, cost-effective article requesting and delivery through interlibrary loan.

RapidILL is built around groups of libraries, called “pods,” that are created to support peer or consortial resource sharing. All Rapid participants belong to at least one pod, and most belong to more than one. Participating libraries agree to peer-to-peer service commitments such as 24-hour turn-around time and reciprocal lending. Rapid incorporates automatic processing, routing, and load-leveling to ensure fast, efficient service.

Today, RapidILL includes a suite of services that facilitate interlibrary lending, including articles, book chapters, returnables, and open access materials. More than 340 libraries now participate in RapidILL, including libraries in the United States, Canada, Asia, Australia and New Zealand.

Ex Libris, a ProQuest company, is a leading global provider of cloud-based SaaS solutions that enable institutions and their individual users to create, manage, and share knowledge. In close collaboration with its customers and the broader community, Ex Libris develops creative solutions that increase library productivity, maximize the impact of research activities, enhance teaching and learning, and drive student mobile engagement. Ex Libris serves over 7,500 customers in 90 countries. For more information, see our website at http://www.exlibrisgroup.com/ and join us on LinkedIn, YouTube, Facebook, and Twitter.

IS THERE ANYTHING ELSE THAT YOU THINK WOULD BE OF INTEREST TO OUR READERS? The RapidILL product is continued to be developed as a stand alone product that works on top of interlibrary loan and resource sharing solutions such as ILLiad, Tipasa, RelaisILL and others. In addition, the Rapid team is working together with the team in Israel on the new Rapido Resource Sharing platform.
of usable knowledge and educating a global community for the long-term.

KEY PRODUCTS AND SERVICES: Journals, books, digital resources, courses, and technology solutions for researchers, instructors, students, and librarians.

CORE MARKETS/CLIENTELE: Academic, educational, and professional markets.

NUMBER OF EMPLOYEES: More than 1,900.

NUMBER OF BOOKS PUBLISHED ANNUALLY: More than 900.

TOTAL NUMBER OF JOURNALS CURRENTLY PUBLISHED: More than 1,000.

HISTORY AND BRIEF DESCRIPTION OF YOUR COMPANY/PUBLISHING PROGRAM: Guided by an unwavering dedication to academia and an entrepreneurial spirit, the passionate and determined Sara Miller McCune founded SAGE Publishing in 1965 just a few months shy of her 24th birthday with the help of her mentor and future husband George McCune. The company’s name — SAGE — is derived from their names (SAra and GEorge). From the start, the company was guided by Sara’s vision to allow scholars to disseminate quality research in their own voices, often breaking ground in new or emerging areas of study.

55 years later, SAGE remains an independent company that shares with librarians the belief that flourishing educational programs and engaged scholarship create healthy minds and healthy societies. Our publishing program ranges across the social sciences, humanities, medicine, and engineering and includes journals, books, and digital products such as case studies, data, video, courses, and technology solutions for academic and professional markets. We value working closely with librarians to achieve shared goals, including partnering on white papers and research projects to ensure that together we meet the changing needs of students, researchers, and instructors.

ANYTHING ELSE THAT YOU THINK WOULD BE OF INTEREST TO OUR READERS? In 2019, SAGE launched a new effort to improve the methods currently used to measure the impact of the social sciences and, ultimately, bring sustained attention to the value of these sciences. While measurement of science impact has traditionally been synonymous with citation counts in academic journals, such metrics fail to capture the influence that research has on policy, practices, and the public. And while the social and behavioral sciences are uniquely positioned to make this impact and thus benefit society, their true impact is often ignored or overlooked.

The initiative launched with a new report entitled “The Latest Thinking About Metrics For Research Impact in the Social Sciences,” based on a workshop SAGE convened at Google’s main campus. Since then, SAGE has launched an annual Impact in Action Writing Contest; a quarterly newsletter that collates topics for discussion, news, and articles; and a microsite spotlighting research geared towards real-world change. The company also continues to support groups that advocate for social and behavioral science funding. Those interested in engaging in the social science impact debate can do so at socialsciencespace.com/impact or on social media using #SocialScienceImpact.

LIBRARY PROFILES ENCOURAGED

DOES YOUR LIBRARY HAVE A COLLECTION DEVELOPMENT OR SIMILAR DEPARTMENT? Yes, there is a unit with primary responsibility for collections, but all of the Library faculty are involved in managing our collections.

IF SO, WHAT IS YOUR BUDGET AND WHAT TYPES OF MATERIALS ARE YOU PURCHASING? PRINT OR ELECTRONIC OR BOTH? The collections budget is about $8 million annually. We purchase very little print anymore. The majority of the collections’ budget is used to purchase access to online databases and journals (leased).

WHAT PROPORTION OF YOUR MATERIALS ARE LEASED AND NOT OWNED? More than 90% of our purchases is for leasing.

WHAT DO YOU THINK YOUR LIBRARY WILL BE LIKE IN FIVE YEARS? Much the same as it is today, with incremental shifts toward working more closely with faculty and researchers on access to more information, with smarter discovery services.

WHAT EXCITES OR FRIGHTENS YOU ABOUT THE NEXT FIVE YEARS? Excites – working more closely with faculty on data management, data curation, and assisting faculty and researchers with access to, workflows, and preservation of their information. Frightens – the unsustainable annual inflation rate, far exceeding the CPI, charged by journal and database vendors for maintaining access to the same content year after year, compounded by the need to purchase access to the ever-growing compendium of new journals and databases.

IS THERE ANYTHING ELSE YOU THINK OUR READERS SHOULD KNOW? Not offhand.

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Types of materials you buy (eBooks, textbooks, DVDs, video streaming services, databases, other):
Journals, eBooks, textbooks, DVDs.

What technologies does your library use to serve mobile users? ILS: Koha. Discovery layer: EDS (EBSCO Discovery System). CMS: Joomla with several integrations (forms, booking systems, events, calendars, etc.). LMS: BlackBoard with Collaborate (virtual classroom for remote – and mobile- users). Ask a librarian: in realtime (H3LP). Users can also ask to Hipatia anytime, our chatbot agent (Chatcompose).

Does your library have an ILS or are you part of a collaborative ILS? We run ILS Koha since 2018.

Do you have a discovery system? We have EBSCO Discovery Services

Does your library have a collection development or similar department? No, we don’t have an specific department for that, we make decisions about collection development with a business intelligence system based on Microsoft Power BI and the experience of our Head Director and coordinators.

Yes! Enter My Subscription For One Year. Yes, I am interested in being a Reviewer.
Name __________________________ Title __________________________
Organization ______________________________________________________
Address __________________________________________________________
City/State/Zip _____________________________________________________
Phone __________________________ Fax __________________________
Email __________________________ Signature __________________________

IF SO, WHAT IS YOUR BUDGET AND WHAT TYPES OF MATERIALS ARE YOU PURCHASING? PRINT OR ELECTRONIC OR BOTH? 4/5 books purchased in digital format. 99% subscriptions of serials are digital. 30 specialized databases, most of them with fulltext.

What proportion of your materials are leased and not owned? All materials are owned, except databases.

What do you think your library will be like in five years? More technological and digital than nowadays.

What excites or frightens you about the next five years? We are really excited about Open Source, Open Access, technology integrations.

ones airborne on a sneeze, will be harder to defeat and all the possibilities of human development — and just survival — will be constrained and hampered.

Remember that phrase from “Aquarius”: “mystic crystal revelation and the mind’s true liberation”? Can we claim that as a vision from old days that some of us can remember about the future librarians can offer? If we’re still in self-isolation when you read this, shouldn’t we be thinking about these issues — these possibilities? 🪄
I’m used to writing ancient history, but not quite this way. I want to comment on the place of libraries in the age of coronavirus, very well aware that by the time you may read this in Against the Grain, whatever I say will seem to be so mid-March and ancient by comparison to what we will be living through then. You’ll have trouble remembering what it was like back in the day when we were cancelling St. Patrick’s Day.

But I won’t talk about the latest shut downs or press conferences or the frightening or funny Facebook memes of shutdowns or press conferences or the canceling St. Patrick’s Day.

First, of course, our buildings are very different from what they once were. We can shut them all down and our libraries don’t go away, because so much of what we offer is available 24/7/365 in every time zone on the planet — except, of course, to the 50% of the planet’s population that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.) Our buildings are precious in many ways, but in a crisis, we have enough to offer that isn’t networked yet. (At ASU, we regularly count authenticated student/faculty/staff logins over the course of the year from more than 170 countries.)

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