



Creating Harmony from Dis-Chord

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Pre-Conferences

RDA and Serials: Theoretical and Practical Applications

*Judith Kuhagen, JSC Secretary;
Library of Congress (retired)*

Reported by Valerie Bross

Back for a second year, but completely re-developed, "RDA and Serials" returned to NASIG as a well-paced, thorough, and engaging training opportunity for those wishing for a way to catapult into the new code for Resource Description and Access (RDA).

The structure of the preconference was logical and easy to follow:

- A review of how we got to this point in development of a new cataloging code;
- A summary of the goals of FRBR (Functional Requirements for Bibliographic Records), FRAD (Functional Requirements for Authority Data), and FRSAR (Functional Requirements for Subject Authority Resources);
- An introduction to the structure of RDA and how it relates to the FRBR entities, Work – Expression – Manifestation—Item (or WEMI);
- An in-depth review of elements and relationships under RDA needed by serialists in describing a serial; relating the serial to persons, families, and

corporate bodies; and relating the serial to other resources;

- A discussion of the LC/PCC CONSER implementation of RDA (LC/PCC being the short form for Library of Congress/Program for Cooperative Cataloging);
- Hot-off-the-press news about recent developments in RDA and its implementation.

Each of the conceptual segments was accompanied by interactive exercises that helped build the participants' skill-set, and culminated in our creating full WEMI-based structure for five serials. To our amazement, by the end of this two-day workshop, we could actually do it. Such is the power of a master trainer.

So what's new?—you ask. Well, here are a few links to explore.

Joint Steering Committee Proposals: <http://www.rda-jsc.org/2012possibleproposals.html>

- Unique authorized access points: RDA does not require unique authorized access points (AACR2 uniform title) for resources published simultaneously in print and online. This affects series authority records. A proposal has been submitted for manifestation-level unique authorized access points.
- New work v. new manifestation: When a serial changes to an integrating resource, RDA requires a new manifestation description. Should this change be at the work level?
- New expression v. new manifestation: When two serials are simultaneously published at different frequencies (e.g., monthly and annually) they are considered the same expression of a work. A proposal is in the works to make "frequency" an expression-level element.

Training: Library of Congress recently posted a suite of authority data training tools for those creating name authority records:

http://www.loc.gov/catworkshop/courses/rda_naco/course%20table.html (for background, please see: http://www.loc.gov/catworkshop/courses/rda_naco/index.html)

Envisioning RDA: Those struggling to develop an understanding of RDA will be pleased to learn of a tool

created by MARC of Quality and available with a Creative Commons license. RIMMF, short for RDA in Many Metadata Formats, is a program that allows catalogers to build RDA records for Work, Expression, Manifestation, and Item independent of MARC21 coding. It's available at:

<http://www.marcofquality.com/rimmf> .

Making the Leap to Mid-Management

Kay Johnson, Radford University
Molly Royse, University of Tennessee
Micheline Westfall, University of Tennessee

Reported by Jane Skoric

Once upon a time, there was a group of preconference attendees who dreamed of making the leap to mid-management. Well, not quite. The majority those present had found themselves bounding upward due to "shifts," "changes," and "restructuring" within their organizations. Nevertheless, all were eager to learn from the presenters, to share their questions and perspectives, as well as to build upon burgeoning hopes of living happily ever after.

The workshop was conducted by three academic librarians with "40 years of combined experience in middle management" and covered a wide spectrum of topics. After introductions were made, the tone of the workshop was set with an encouraging quote from the Dr. Seuss book, *Oh, the Places You'll Go!*: "You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose." Indeed! Our paths may not have been completely of our own choosing, yet the journey was ours in the making.

Onward to highlight a few of the many gems gleaned from this session.

Characteristics & Expectations of a Manager

The move into middle management results in many changes. With the new role comes the realization that you are "no longer *one of the gang*, your words and comments carry a different weight to others, you are

now part of a different team.” Additionally, it is important to “understand your department’s role in the library, the library’s role in the institution, etc.” Six roles/expectations of a middle manager were also described: Planner, Implementer, Assessor, Leader, Mediator and Counselor, and Change Agent.

Manager vs. Leader

A brief exercise revealed that the skills required of managers and leaders are often the same or quite similar. One of the insightful quotes that was shared, “Leadership is setting a direction; Management is executing the plan.”

Human Resources

Understanding that our most valuable resources are human, the presenter described the importance of learning how to navigate and work within the constructs of our institutions and the regulations set forth by our state and the federal government. The topic of hiring encompassed the position justification and description, advertisement, search committee and interview, selection and negotiation. It was noted, that sometimes the “best” person (when matched to a position announcement) is not necessarily the “right” person.

Budgeting, Relationship Building

Similar to human resources, budgeting structures and processes are institution and state-specific. Some sage advice shared: find out where there is flexibility within the budget, develop contacts and reciprocal understandings (examples: tour the accounts payable office, educate purchasing people about your operation), and get training in the financial management system in use.

The significance of relationship building/networking outside and within the library was stressed throughout the workshop as contributing towards development of middle managers. Examples included attending formal meetings with consortium representatives and creating informal lunches with department peers.

Vision/Strategic Planning, Succeeding

Due to an abundance of material and engaging conversation, time became limited and the remaining topics were fast forwarded to focus on four tips for succeeding.

- *Set realistic expectations and goals* using the acronym SMART. Goals are best when **Specific, Measurable, Attainable, Relevant, Time bound**.
- *Communicate the vision* by acquainting yourself and your staff with your organization’s mission, values, and goal as “staff must embrace the vision to move toward it” and it will be everyone’s responsibility to carry it out.
- *Manage your time well (develop good time management skills)* with five suggestions: Keep a calendar; Keep a “TO DO” list; Make appointments with yourself; Check your email on a schedule “3-4 times a day vs. every 5 seconds”; Keep a written record of what you have delegated and to whom.
- *Manage your stress* by setting reasonable expectations, nurturing outside interests, embracing a colleague-based peer group, sectioning/compartmentalizing problems, establishing a baseline/defining a routine day, and staying engaged.

Whether or not the leap to mid-management is by choice, chance, or appointment, may we take pen in hand and begin crafting our story. As Danielle Steel once stated, “If you see the magic in a fairy tale, you can face the future.”

E-book Cataloging Workshop: Hands-on Training Using RDA and the Separate Record Approach

Marielle Veve, University of Tennessee, Knoxville
Wanda Rosinski, University of Tennessee, Knoxville

Reported by Laura Tretter

As a NASIG first timer I was looking forward to kicking off my conference with this 4-hour preconference workshop. Like many, I have been seeking out RDA training opportunities and this workshop did not disappoint.

The presenters began with a quick confirmation of the definition of an e-book, followed by an overview comparison of a RDA and an AACR2 e-book record. As expected some of the differences were specific to e-books, and some of the differences will apply more universally. It was a worthwhile introduction that leveled the ground for the group regardless of where anyone was in their individual RDA journey.

From there we looked at descriptive data fields keeping our particular focus on e-books. Moving back and forth between examples and the RDA instructions, the presenters led us through eight MARC fields. In this way we were able to examine changes in more specific detail noting RDA core elements along the way.

Next we delved into RDA relationships and the notorious WEMI, or Work-Expression-Manifestation-Item, superfecta. After an only mildly heated discussion about how particular resources fit within these relationships, we also touched on RDA access points and designators. In general the first half of the workshop illustrated the kind of changes that will require little adaptation. The second half of the workshop revealed where the transition to RDA will likely be more difficult for many. Catalogers will need to build a new or at least a more detailed framework of understanding and ultimately apply more discretion.

Vision Sessions

Why the Internet is More Attractive than the Library

Lynn Silipigni Connaway, Ph.D., OCLC Research

Reported by Marie Peterson

Dr. Lynn Silipigni Connaway is co-author of “The Digital Information Seeker: Report of findings from selected OCLC, JISC & RIN behavior projects” (2010), an analysis of 12 user behavior studies conducted in the US and UK, published 2005-2010. Drawing on this and other research into library systems and user information seeking behaviors, Connaway opened her

provocatively-titled session with a quote from an undergraduate student regarding the ease of using Google versus using the library website. In one sentence, several facets of the problem were succinctly introduced, which Connaway delved into further throughout her presentation.

In the past, the library was central; the user concentrated his workflow around its relatively scarce resources. Now resources are abundant and increasing, but the user’s focus is limited and distracted. Libraries must build their services around users’ workflows. Acquiring information has fundamentally changed. It is no longer local, but global, not only print, but also digital, both digitized print and digital originals. Digital information is linked—a cloud rather than linear.

Users generally want convenience, often seeking just the answers, not instruction on finding them. They value human resources, though this may mean friends rather than a librarian. They do short basic searches, look at the first few results, and download information for use at a later time. They are in a hurry—power browsing to scan chunks of information—and rarely go beyond the first few pages.

Students prefer keyword searches for speed and convenience, using specific rather than broad terms. Confident in their skills, they seldom evaluate results, gauging information as credible based on common sense. Though young users may be digitally literate, their information literacy skills lack. Most are not even searching Google proficiently.

Students generally find library websites frustrating and inconvenient. Undergraduates tend to use Google and Wikipedia first, then possibly the library website and e-journals, along with other students, friends and family as sources of information. Many view librarians as customer service representatives rather than information resources. Graduate students rely on professors and advisors, and on electronic database searches for much of their research.

Faculty and post-graduate researchers also tend to be self-taught and confident in their information literacy skills. Researchers in the sciences are more satisfied regarding access to information; in the humanities, less so. Many are frustrated by inaccessibility of e-journal content and back files, embargoes on new content, dead links, and, especially in the humanities, a dearth of information in their field. They use Google as well as databases such as Web of Science, PubMed and JSTOR, although generally, databases are not perceived as library resources. Researchers want full-text access to e-journals, and they want seamless discovery. They tend to view the library as complex, hard to use, inscrutable with its many acronyms.

Library systems should be more like search engines, the catalog as easy to use as Google. Libraries are losing the public perception battle. They need to brand and advertise their services and resources. Connaway gave as user-friendly examples the National Library of Australia's Trove and Ohio's Westerville Public Library.

Brian Matthews' article "Think Like a Startup" provided the basis for the rest of Connaway's presentation. Libraries need to pay attention to users' needs and wants. They must keep moving and changing, keep trying, and market what they do. And, simplify—lingo, signage, website, the building itself.

Copyright in a Digital Age: Conflict, Risk, and Reward

Kevin Smith, Duke University

Reported by Kelsey Brett

Saturday morning began with an exciting vision session given by Kevin Smith, Scholarly Communications Officer at Duke University, about copyright law as it relates to libraries and changing technologies. As both an attorney and a librarian with an extensive knowledge of copyright and technology law, Smith advises Duke University faculty, staff, and students on issues related to copyright, intellectual property, and use of information. While academic libraries are making

headlines as defendants in major copyright violation cases, it is no wonder that librarians take caution before proceeding with activities that may violate copyright law. Smith sought to provide advice and guidance about moving forward in a world where copyright law is not clearly defined. He argued that a fear of copyright violation should not dictate a library's actions. Instead, librarians should evaluate their plans against the knowledge they do have about copyright law to make reasonable decisions about how to proceed.

The onset of digital materials and the increase of technologies that makes it possible to store and disseminate digital content have created tensions between libraries and copyright holders. Library functions in the past were expected and approved of; interlibrary loan and photocopying articles for classroom use were acceptable, uncontested uses of print materials. However, the rapidly changing technological environment has caused a lack of clarity about copyright law. As Smith pointed out, copyright law is not a bright line. There is not a definitive method for copyright holders and users to determine if their actions are violating copyright law. If libraries avoid certain actions because they are unclear whether it breaks copyright law, they run the risk of overly censoring themselves. According to Smith, the possibility of institutions not offering new services for fear of violating copyright may be a bigger threat to libraries than the possibility of being on the wrong side of a copyright infringement case.

Because copyright law is vague, it is often uncertain whether or not a particular action violates the law. For this reason, lawsuits involving claims of copyright infringement are common. Smith pointed to three topical copyright suits in which libraries served as the defendants to give context to the rest of his lecture. The three cases were Georgia State University and their use of electronic reserve materials, UCLA's use of streamed digital video, and the HathiTrust and five partners' distribution of scanned orphaned works. In Smith's opinion, a library being sued is not all bad because litigation is the way law is developed. Because copyright law cannot keep up with changing technologies, court

cases will help us find out how the law is going to interpret certain activities. In the meantime libraries should not put their activities on hold while waiting for each ruling.

When a library wants to pursue an activity that could possibly violate copyright law, librarians should apply a risk and reward analysis of doing or not doing the activity. Simply not doing activities that could possibly violate copyright law is not a viable option considering the library would risk bypassing the rewards of the new activities. Weighing risk and reward, Smith suggested, is not unique to copyright matters. Libraries weigh risk and reward in all of their actions from hiring new employees to the materials it decides to purchase; activities involving the use of copyrighted materials should be no different. An audience member suggested that there actually is a significant difference in copyright risk and all other types of risk because if a library is sued for copyright infringement it could set a precedent for all other libraries. This question allowed Smith to clarify that a court ruling does not set precedent for the entire country unless it is being handed down from the United States Supreme Court. In most cases the ruling is only binding on the parties involved in the case, and if the decision comes from a district court it will be binding on the entire district. Once again, Smith stressed that fear of litigation should not determine a library's actions. Libraries should carefully weigh potential risks and rewards and make reasonable decisions about how it will proceed in a world of unclear copyright laws.

Fair use analysis is one method for librarians to evaluate the risks of certain activities. Fair use is part of US Copyright Law, and it allows the use of copyrighted materials without permission for educational purposes. All of the defendants in the previously mentioned court cases relied on fair use to justify the legality of their actions. Because of the vagueness of copyright law, there is no definitive way to determine if a particular action will fall under Fair use unless a judge rules on it. Therefore, librarians should attempt to determine how likely their actions will fall under Fair use, based on prior litigation, and use that as a method in determining what actions they will and will not do. Fair use is a powerful

defense and enables the education field to move forward with projects even if they are risky.

Another important tool that can help librarians evaluate their activities in the context of copyright law is the 'Code of Best Practices for Fair Use' published by the Association of Research Libraries. Smith clarified that this document is not a set of guidelines. Guidelines are negotiated and agreed upon by multiple parties and set minimum standards for action. Best practices are not agreed upon by rights holders. The 'Code of Best Practices for Fair Use' is librarians' interpretations of certain library practices that fall under fair use. Following this code will not necessarily prevent a library from getting sued, but it offers poignant advice concerning particular actions.

Fair use precedent has changed significantly in the past thirty years, and the 'Code of Best Practices for Fair Use' is written in light of current interpretations of fair use. Smith explained that thirty years ago, the most important question determining whether an action was fair use was its effect on the market. If the use of a copyrighted material was competitive in the market and offered a real alternative to the original work, the action was not fair use. However, more recent interpretations of fair use place more importance on the purpose of using the copyrighted work, and the amount used. The key questions are whether or not the work is transformative and if the amount used is appropriate for the transformation. A transformative work must be different than the original, but can also be considered fair use if it is used for a different purpose, such as printing multiple copies for teaching purposes.

The 'Code of Best Practices for Fair Use' discusses several activities that the authors of the document believe are fair use. Smith agreed with several of the Code's approved activities, and advocated for libraries moving forward with them without worrying about violating fair use principles. One such activity is facilitating access for the disabled. Activities like reproducing works in braille or providing text to voice technologies for deaf patrons involve very little risk. It is

very unlikely that a copyright holder would file suit against an institution that is making their materials accessible to users with disabilities. Furthermore, by not providing services for the disabled, libraries would risk being sued for violating the American Disabilities Act.

Two additional activities covered by the 'Code of Best Practices for Fair Use' and approved by Smith are facilitating text mining and including materials in institutional repositories. Text mining is becoming a necessity in academic libraries because patrons expect to be able to search for underlying materials across vast databases. Additionally, the efficiency gained by assuming that text mining is fair use outweighs the transaction costs of asking for permission to do so every time. It is likely that materials that go into open access institutional repositories incorporate bits of copyrighted materials like quotes, or more substantial items like charts or graphs. Smith argued that incorporating pieces of a copyrighted material into a new work is at the heart of transformative work. Therefore, it would be very unlikely that publishing a work in an institutional repository that includes pieces of previously copyrighted works would be interpreted as a violation of fair use.

Smith encouraged libraries to consider the risks carefully when using digital materials for teaching purposes although the 'Code of Best Practices for Fair Use' suggests that doing so would be fair use of the material. The court cases that Smith pointed to in the beginning of his lecture all involved the use of digital materials, and ultimately the verdict is still out as to what actions are and are not considered fair use of digital content. The Georgia State case provided very little guidance in terms of where the use of copyrighted digital content in electronic reserves is going, and there is a possibility of appeal. Judges in the UCLA case involving the use of streaming video ruled that sometimes an entire work can be used, such as a video or a song, and it is still fair use but did not come to a definitive conclusion as to when doing so was fair use and when it was not. According to Smith, a general rule of thumb for determining whether using a song or video is fair use is whether or not it is instrumental in the

overall argument of the work. HathiTrust's suit over the distribution of digitized orphaned works set a market failure precedent, meaning that if there is no one to pay for using the materials, then distributing it will not have an effect on the market, and it is fair use. In light of the recent litigation involving use of digital materials for teaching purposes, Smith advised librarians to tread carefully into this territory.

Smith concluded his lecture by recapping the means by which libraries should analyze their activities to determine if there is a risk of copyright violation. Librarians should look at the 'Code of Best Practices for Fair Use' and they should look at litigation. They should weigh the potential risks and rewards, and they should make well informed, reasonable decisions about how to proceed. He then suggested methods for lessening the severity of copyright restrictions in scholarly publishing such as encouraging new promotion and tenure requirements for university faculty, using creative commons licenses, and publishing in open access journals or self-archiving. Furthermore he suggested that authors stop giving away their copyrights. In the meantime, libraries should continue to innovate and move forward with new projects without letting the fear of potential copyright infringement stifle their progress.

Is the Journal Dead? Possible Futures for Serial Scholarship

Rick Anderson, University of Utah

Reported by Andrea A. Leonard

Rick Anderson, Associate Dean for Scholarly Resources and Collections at the University of Utah's Marriott Library, delivered a challenging presentation that raised exciting, though uncomfortable, possibilities and questions about the future of journals and scholarly communication. Using examples such as the speedy finding of an image of Sartre that resembles his dog or asking Siri on his iPhone a reference question, Anderson drove home the point that the world of searching, retrieving, and publishing, and even the basic concept

**Results of Web-Scale Discovery: Data, Discussions,
and Decisions**

*Jeffrey Daniels, Grand Valley State University
Laura Robinson, Serials Solutions*

Reported by Kelsey Brett

of a collection, is in flux and on the verge of radical transformation. Declaring that librarians should fear this revolution, yet publishers should rejoice, Anderson outlined the pressure points that the old scholarly communications model cannot sustain: a saturated market with more and more articles being published, most libraries with diminishing purchasing power, the waste when libraries purchase resources people don't want or need, a growing amount of readily available research data, an increasing push for Open Access mandates, and resulting challenges to copyright laws. Examples of potential upheavals in copyright law are being played out, Anderson explained, in cases such as the Google Books infringement, HathiTrust and orphan works, and the Georgia State ruling on fair use.

The e-journal ground has softened, Anderson pointed out, such that librarians can take and already have taken risks, such as questioning the Big Deals, moving to PDA/POD, and supporting the Open Access movement. Anderson exhorted us to think about what kind of organization we want to be as libraries – will we have a part in the change or will we let it happen to us? Do journals and books as formats matter anymore considering the development of “flow sites,” which could replace journals and books with dynamic online content? Such sites have the advantage of being fluid and current, but could cripple librarians' concept of version of a record. Dynamic online content is a huge advantage for researchers, but will libraries be needed anymore? Students think about articles, not journals, and the concept of serials in general is disappearing.

Anderson warned us that the work of serialists will be quite different in the future and that NASIG as an organization will be not be the same. In order to move forward, we must think of how we can be useful in this transformation, rather than clinging to our current identities and workflow models as serialists or librarians. However, Anderson emphasized that the future will be “cool, exciting, incredibly useful and productive, but difficult to manage.” Will we step up and be a part of this transformation or will we be running to catch up?

Academic libraries are continuously trying to demonstrate the value of the library on campus, and make the library a starting place for researchers of all levels. A popular approach to achieving these goals is implementing a web scale discovery tool that makes searching the library similar to searching on the web. Jeffery Daniels from Grand Valley State University and Laura Robinson, standing in for John Law, from Serials Solutions, offered advice and topics of discussion for academic librarians when considering and evaluating the implementation of a web scale discovery product.

Jeffery Daniels, head of technical services and electronic resources management at GVSU, has implemented various link resolvers, ERM systems, and federated searches, as well as the Serials Solutions' discovery platform, Summon. As GVSU was the first library to commercially implement Summon, they experienced strengths, weaknesses, and issues to consider during implementation of a web scale discovery platform. Daniels shared several of the important questions that libraries need to think about once the decision to implement a web scale discovery product has been made, such as how should the product appear on the website? Who is the audience? Should we teach it?

Before implementing Summon, GVSU had several tabs on their website. After implementing Summon, they made it the first and only search box on their website. While conducting usability tests, they discovered that younger students were still having a difficult time figuring out where to start, so they made the Summon search box even more prominent on the library website. They predicted that the primary Summon users would be young students, people who do not know what they

are looking for, and advanced researchers who were searching outside of their field. They also needed to decide how and to whom they would teach the discovery tool. Instruction librarians at GVSU decided to teach Summon to freshmen and students in introductory courses, and they would begin instruction with Summon and then drive the students into more subject specific searching.

After implementing a web scale discovery product it is important to measure how well it is working by looking at usage statistics. Daniels suggested not only looking at statistics from the discovery system, full-text databases, and journal packages, but the link resolver software as well because it is taking users to the full text. Statistics showed that at GVSU, Summon was highly used compared to other resources, and usage increased every year since implementation. Full-text database and journal usage also increased dramatically, suggesting that Summon made full-text content more discoverable for users. Purchasing Summon did not justify the cancellation of any A & I's or journal packages. Daniels views this as a positive thing because Summon should drive students to more subject specific tools rather than eliminate the need for them.

Laura Robinson, Serials Solutions product manager for Summon content, expressed a desire to increase communications between Serials Solutions and serials librarians, and encouraged librarians to provide feedback on how the company could improve their services. Robinson went on to explain the background of the development of the Summon product as well as its potential value to users of academic libraries. A research study from 2009 suggested that as library spending increases the perceived value of the library drops. Serials Solutions sought to minimize that value gap by developing the Summon product to making searching in the library more like searching on the web.

In 2011, the Education Advisory Board released a report called [Redefining the Academic Library](#) that suggested additional reasons for the gap between actual value and perceived value of the academic library. The report suggested that a library's collection size mattered less

than the ease of access to the collection. The Education Advisory Board also determined that researchers no longer begin their research at the library because of viable alternative starting places like Google. It is not because students do not value the library that they rarely begin their research in the library. In fact, students believe that the library has better and more credible information than what they will find using alternative methods for research. Summon was created in response to this phenomena. Its ultimate goal was to make searching the library feel more like searching Google by indexing everything possible and giving quick access to expensive digital content. By using web scale discovery products like Summon, library users can get to resources more quickly and easily than ever before, and will hopefully begin to consider the library as a first stop for their research.

Evaluating Library Support for a New Graduate Program: Finding Harmony With a Mixed Method Approach

*Philip Orr, University of Southern Indiana
Peter Whiting, University of Southern Indiana*

Reported by Caitlin Bakker

In August 2008, the University of Southern Indiana launched its Doctor of Nursing Program (DNP), its first and currently only doctoral program. The program was designed to be completed in two to three years and is a hybrid, combining intensive on-campus training and distance education. This new program required new initiatives and services on the part of the library, including expanded interlibrary loan services, intensive face-to-face orientation, maintaining a library presence within the Blackboard site, and new acquisitions, namely the "Nursing Nine," nine journals which were recommended by faculty and selected to meet the unique information needs of this group. In an attempt to evaluate the Rice Library's ability to meet the needs of students enrolled in this program, the library embarked upon a three year study which included a student satisfaction survey, analysis of citations in student research papers, examination of database

usage statistics and the use of interlibrary loan (ILL) and article delivery services (ADS).

Of the 64 students enrolled in the program during this three year period, 78% lived more than 50 miles away from the campus while almost half lived outside of the state. The physical location of the students led the library to implement an ADS for those living 50 or more miles away from the campus. The ADS was ultimately found to be underused, with only 15 filled requests in three years, compared to 563 filled ILL requests. As a result, the library will promote both ADS and ILL through its library orientation, as well as extending ADS to other graduate programs. Furthermore, analysis of requested items will inform future collection development decisions.

The librarians analyzed 229 papers involving 4,339 citations, 67% of citations being of articles, 18% web sites, 13% books, and 1% grey literature. It was found that 71% of the materials were made available through the library and 25% of materials were freely available online. The librarians found little correlation between materials requested through ILL and ADS and those cited in papers and that analysis was abandoned after the first year of the project. As a result of reviewing these papers, the library has begun to emphasize the proper use of APA citation styles during library orientation.

The Student Satisfaction Survey allowed the librarians to assess the perceived usefulness or lack thereof of various resources. The survey was distributed by the Office of Planning, Research and Assessment at the end of the second semester and had a 71% response rate, although there was no incentive offered to participate. The students felt that CINAHL with full-text was the most useful of all of the databases, while MEDLINE was found to be the least useful. In the discussion it was noted that students may have disliked the EBSCO interface. As the majority of the students were professional nurses, nursing educators, or administrators, they would likely have practical experience with PubMed and could have found that to be a more intuitive resource. Consideration of

underused resources may lead to collection decisions in which these materials are replaced. As of spring 2012, both UpToDate and the Cochrane Library have been added to the collection.

Teaching Wild Horses to Sing: Harmonizing the Deluge of Electronic Serials

*Althea Aschmann, Virginia Tech University
Andrea Ogier, Virginia Tech University
Michael Sechler, Virginia Tech University*

Reported by Rob Van Rennes, University of Iowa

Like many institutions the Virginia Tech University Libraries began to feel the pressure of managing an overwhelming amount of electronic journal records and meeting user expectations for prompt online access. Realizing that traditional cataloging methods could never keep up with the large numbers of incoming resources, the staff began to search out ways to utilize vendor services and automate their workflows while still maintaining the integrity of the bibliographic records in their catalog.

Althea Aschmann, Head of Cataloging, stated that the library considered various solutions and contacted three other libraries that were already making use of a vendor supplied MARC record services (MRS) in an effort to learn from their experiences. In the end Virginia Tech University decided to use Serials Solutions 360 MARC update service as compatibility was a major factor and they were already using a number of other Serials Solutions products.

In September 2011 the library began their transformation and Michael Sechler, Serials Cataloger, indicated that one of his primary concerns was maintaining the balance of high quality records while at the same time ensuring that maintenance didn't become too difficult or labor intensive. In order to accomplish this feat, the library established three working groups to guide the implementation. The first group was called Crucial Metadata Standards and was comprised of catalogers who were charged with determining what fields and information were

absolutely essential to retain in the cataloging records. A second group made up of serials personnel concentrated on the processes and procedures that would be necessary to create a successful workflow. Finally, a third group of staff members from cataloging, serials, and collection development reviewed the collection and developed a list of work priorities for the staff.

Once the details were worked out, the actual process was broken down into three phases. The initial phase was tackling the low hanging fruit which consisted of overwriting approximately 6000 low quality records in the catalog. Phase two involved splitting nearly 11,000 dual format records into separate print and electronic records. The last piece of the puzzle was adding Serials Solutions control numbers into all of the remaining online bibliographic records.

Andrea Ogier, Electronic Resources Specialist, went on to explain that collaboration and communication, especially between the serials and cataloging teams, was critical to the success of the project. Equally important was thinking creatively in regards to problem solving. Ogier indicated that making use of basic scripting with the Python programming language and utilizing the MARC record software, MarcEdit, were significant in resolving a number of sticking points during their transition. She went on to say that not all of their problems could be solved with programming, but tools such as MarcEdit and Python were extremely helpful and other librarians would be well served to learn some basic programming for their own projects.

Honing Your Negotiation Skills

Claire Dygert, Florida Center for Library Automation

Reported by Valerie Bross

Honing negotiation skills takes years of experience; even such an engaging presenter as Claire Dygert could not compress the realm of negotiation into one hour. Nor did she attempt that impossible goal. What she could do in that brief time was present an overview of

the process and share some tips gleaned from her years of work.

The process may, at first, sound straightforward:

- 1) Plan ahead (investigate the product, the company, your library's use of other products by the company, other possible library partners interested in the same product).
- 2) Put together a proposal.
- 3) Negotiate the deal.
- 4) Build a negotiation support system.
- 5) Assess what happened so you can learn from your mistakes.

This five-step guide masks the non-linear nature of the actuality and the subtleties of human interactions.

Barrier #1: Unlike most business situations, many of the resources for which libraries negotiate licenses are unique. The leverage that most businesses enjoy of having multiple options is not usually available to libraries.

Barrier #2: Many of the resources are offered by the STM (science, technology, medicine) market, a high profit-margin segment of the media industry which sets its expectations of profit growth at 10% annually.

Barrier #3: The perception of "negotiation" as an adversarial process often leads librarians to approach negotiation as a win-lose experience.

Addressing this last point first, Dygert recommended that librarians negotiating licenses approach the process as a mutual striving to reach agreement. To this end, she suggested that librarians adopt the "four tenets" of negotiation:

- Focus on issues (not people);
- Focus on interests (not positions);
- Create options for mutual gain;
- Use objective criteria for assessing the situation.

Using her own situation, Dygert explained how she successfully sought partnerships with community college libraries, a market that had not been available

to the companies at the table, as leverage while negotiating a license.

For additional study of this topic, Dygert suggested two titles; a member of the audience suggested a third:

- Ashmore, Beth, Jill E. Grogg, and Jeff Weddle. 2012. *The librarian's guide to negotiation: winning strategies for the digital age*. Medford, New Jersey: Information Today, Inc.
- Fisher, Roger, and William Ury. 2012. *Getting to yes: negotiating an agreement without giving in*. London: Random House Business.
- Shell, G. Richard. 1999. *Bargaining for advantage: negotiation strategies for reasonable people*. New York: Viking.

We Have Our ERMS, It's Implemented; Why Am I Still Going Here and There to Get the Information I Need?

Deberah England, Wright State University

Reported by Jennifer O'Brien

After implementing III's ERM at Wright State University, Ms. England found she was still using many different methods to maintain administrative information associated with individual resources. Basic electronic resource management systems provide resource, license, and contact records; they do not include records specifically formatted for administrative information. In order to streamline records management and ensure ease of access, Ms. England implemented a process wherein administrative information was added to specially formatted contact records in III's ERM.

It is not uncommon for libraries to rely on several different methods of record keeping. Myriad bits of data may be found in paper files, spreadsheets, email messages, shared drives, blogs, etc. In order to better understand what libraries are doing to maintain this data, Ms. England distributed a survey via the listserv; preliminary results indicate spreadsheets and email

messages are the primary storage method for administrative information (affiliate contacts, IP addresses, FTE data, workflows, licensing, manuals, systems data, usage statistics, etc.). The majority of those who responded to the survey indicated that the existence of administrative records in an ERM would influence purchase, as that type of information should be stored in an ERM.

In order to integrate this data within the ERM, Ms. England decided to utilize her system's contact records to store administrative information; the contact records in III's ERM are searchable by keyword. With some tweaking, the multi-line fields in these records were coded with new tags and titles to use with administrative data. The tags and titles for these fields run the gamut from collections to licensing to systems. Ms. England has found this utilization of the ERM has eliminated the need for a policies and procedures manual.

Prior to implementing this kind of change, consider what data is required, who has it/where it is housed, and how to collect it. Review who will need the data, and when. Is the data confidential? What is the best method of storage and access (blogs, wikis, ERM, etc.)? Determine common themes, and then draft a list of records to create.

Managing e-Publishing: Perfect Harmony for Serialists

*Char Simser, Kansas State University Libraries;
Wendy Robertson, University of Iowa Libraries*

Reported by Virginia A. Rumph

Char Simser and Wendy Robertson are living proof that academic serialists make sweet music in the world of e-publishing. Kansas State and Iowa follow different roads to e-publishing, but there are places along the way where the two roads merge. Iowa chose Digital Commons from bepress to host its content. Kansas State is using Open Journal Systems (OJS) as its platform. There are many considerations involved in deciding to begin e-publishing, as well as how much of

the process to take on internally: open access or subscription based, staffing, campus servers or commercial hosting, software needs, technical and production support, other costs, will you charge for your services. Iowa decided to host journal content, but not become a publisher. Kansas State established the New Prairie Press to keep much more control of the publishing process in-house.

Char outlined many of the routine duties required given the e-publishing choices Kansas State has made, such as exporting DOIs to CrossRef, as well as works cited DOIs, and DOAJ metadata submissions for each article contained in the journals NPP publishes. Wendy reviewed the daily tasks necessary at Iowa that include journal set-up (such as applying for a print ISSN and an eISSN), subscription controls (following KBART, PIE-J, Best Practice for Online Journal Editors standards), scanning and creating PDF versions of retrospective content, and staying current with changes. Iowa has not tackled DOI exporting yet. She emphasized that metadata needs to be sharable, consistent, and interoperable. Statistics are provided to the site administrator, editors, and authors via Google Analytics. Char said that 95% of the job at Kansas State is troubleshooting.

Iowa and Kansas State agree on the funding and sustainability of their programs. At both institutions e-publishing is central to the library's mission, they are committed to open access, no fees are charged to journal editors or authors, and software and staffing are funded through the library budget. Char and Wendy wholeheartedly agree that a serialist's knowledge of journals and diverse skill set are valuable assets for a library publisher. Char wrapped up with a demonstration of the author submission process, and editorial workflow at New Prairie Press. For more information on policies, procedures, and journals proposals see: <http://www.lib.uiowa.edu/drj/ejournal.html> (for Iowa), and <http://newprairiepress.org/journals/index/about> (for Kansas State)

Discovery on a Budget: Improved Searching without a Web-Scale Discovery Product

*Chris Bullock, Southern Illinois University Edwardsville
Lynn Fields, Southern Illinois University Edwardsville*

Reported by Jennifer O'Brien

Through the use of extensive feedback from their patrons, librarians at Southern Illinois University Edwardsville's Lovejoy Library were able to improve resource discovery, without a third party discovery service.

In 2009, a web taskforce was formed to evaluate options for redesign of the website. Prior to implementing any changes, studies were conducted to determine how students were navigating the library website, and whether or not these students were finding the information they needed. Paper and observational studies were used.

Study results indicated students were having difficulty understanding language and linking. In addition, students had trouble distinguishing between formats when using the library catalog, did not know how to limit search results through the utilization of facets, and did not understand the difference between local and shared catalogs. Students searched using keywords, irrespective of the type of search being conducted. There was no statistical difference between those students who had received bibliographic instruction, and those who had not.

The library website was simplified, and VuFind was implemented, to address the discovery issues. In addition, bibliographic instruction lesson plans became far more specific, and collaborative relationships with teaching faculty were pursued.

As many factors affect search results, it is important to note that search terms, website organization, tools, terminology, database appearance, first page of results, and the ease of getting to full-text all impact discoverability. All of these factors have a significant impact on how students find and utilize library

resources. To ensure students are able to find what they need, we must recognize that language, order, familiarity are very important; that search boxes will be used for any and everything; and students do not know what we know. Asking for feedback from our users can aid us in our work to simplify the discovery process.

Big Deal Deconstruction

*Mary Ann Jones, Mississippi State University Libraries
Derek Marshall, Mississippi State University Libraries*

Reported by Caitlin Bakker

In October 2011, the Mississippi State University Libraries faced the challenge of cutting the collections budget by \$500,000 in one fiscal year. Having previously cancelled all individual subscriptions, it was necessary to consider the elimination of big deal journal packages. The Library subscribed to five journal packages at this time, although only two were up for renewal in 2012: Wiley and Springer.

MSU had entered into its agreement with Wiley in 2002 as part of an EPSCoR Science Information Group (ESIG) consortial package, sharing the cost with seven other libraries and originally spending approximately \$200,000. Following the merger of Wiley and Blackwell, the library continued to pay for packages separately in 2010, but combined the packages in 2011 to spend approximately \$400,000. MSU had entered into its agreement with Springer in 2007, also as part of an ESIG consortial package involving thirty-one other libraries. Original spending was approximately \$350,000. Tasked with drastically reducing the collections budget in a short period of time, MSU considered multiple scenarios, including the cancellation of Springer, the cancellation of Wiley, or the cancellation of both.

Usage statistics were used as the metric to determine the most frequently-accessed titles. Data was gathered for 2008 through 2011 and usage statistics were compared. The prices for both subscribed journals and consortial titles were also considered. The library determined the savings if journals with fifty or more or one hundred or more downloads were eliminated. They

found that eliminating journals with fifty downloads and purchasing materials on an ad hoc basis would ultimately cost an additional \$40,000 while cancelling journals with one hundred downloads would save over \$400,000. Ultimately, the library retained approximately two hundred titles between these two packages. The library lost current access to over 2,800 titles and many smaller departments lost all of their titles from these publishers due to lower usage statistics.

In retrospect, the library considers usage statistics to be one relevant data point, but cancellation based solely on this metric can be very problematic, particularly for smaller or more specialized fields of study. Furthermore, when considering this data point, it is necessary to ensure that all usage, including that of previous titles and publishers, be considered. Due to the short time frame, the librarians responsible for this project were not able to fully involve the liaison librarians. If time had allowed it, liaison involvement could have proved very helpful in this decision-making process.

The faculty response has been largely negative and the librarians are currently meeting with departments to discuss options for swapping titles and to provide the data and rationale for the decisions made. The library considered the possibility of reinstating those titles that were particularly important to faculty, but ultimately were unable to find the necessary funding to do so.

Making Beautiful Music: The State of the Art in Mobile Technology and How We Can Make the Most of It in Libraries

*Eleanor Cook, East Carolina University
Megan Hurst, EBSCO Publishing*

Reported by Diana Reid

After a quick audience poll (“Did you grow up analog or digital? Do you own a smart phone? How many different electronic devices do you use in a typical day? What do you hope to learn in this session?”), the session began with some definitions to provide a

context for the information they would be sharing. We learned the difference between a mobile app and mobile web site, and the pros of both as means of delivering content to users on mobile devices. Also mentioned is the evolution of the e-reader (from basic, to tablet PC, to web-enabled reader like the Kindle Fire), a different but also highly relevant mobile device. Mobile devices, we learn, are tools to amplify human effectiveness, and our libraries provide access to tools.

People, whether library patrons or not, want to easily, quickly find information wherever they are now, and then quickly access it whenever they want in the future. What is easily and quickly? It helps to think of the digital landscape in non-digital terms: newspapers were delivered to doors for convenience, to meet readers where they are at. Easily = at our digital doorstep daily, quickly = within 1-3 clicks ideally. So, “mobile” matters for libraries. In one survey, only 12% of readers borrowed their last book read from a library, and 14% began their search for their last e-book in a library. There is a big opportunity here for libraries to figure out how to push content out to users – like the bookmobile, it is still about meeting users where they are.

Mobile devices are being used ever more frequently to access the web. Growth in mobile web traffic as a percent of total web traffic is rising. In India, 40% of all web traffic is mobile (this is common in the developing world). There are now more phones and tablets than people, and the number of mobile units shipped per year exceeds the number of computers shipped per year.

Some key trends in mobile devices: convergence of apps and mobile web sites, and computer and mobile OS's; HTML5 is blurring lines between online and offline, providing tighter integration with devices, and more interactivity. There are also trends toward open standards, an anti-DRM movement, and the ever-present smartphone platform war. Delivery easily and quickly is easier said than done. Challenges include proprietary content formats and device types, multiple content formats, multiple platforms, DRM requirements.

The rule of the day with libraries and mobile devices is experimentation. Different devices serve different purposes, and all have a context and reason for being. They also have different complexities in terms of their use and lending in a library, as these e-readers and tablets were meant for consumers, not for library use.

This session ended on a more philosophical note, acknowledging real and profound changes in the way we think and process information along with the proliferation of ever-present digital access.

Vermont Digital Newspaper Project: From Reel to Reel

*Birdie MacLennan, University of Vermont
Tom McMurdo, University of Vermont*

Reported by Valerie Bross

This is a story of last being first. Vermont, among the last of the states to participate in the US Newspaper Project to microfilm news publications, has led the way in the new digital era. Birdie MacLennan and Tom McMurdo provided an impressive overview of the collaborative planning, team work, and sheer effort that has gone into the success of the Vermont Digital Newspaper Project.

In 2005, the National Digital Newspaper Program, in conjunction with the National Endowment for the Humanities and Library of Congress, initiated a program to provide open access to historical newspapers published in the United States from 1836 to 1922. For the curious, 1836 marks the cutoff between colonial/revolutionary newspapers, which already have digital coverage, and post-revolutionary newspapers and the 1922 endpoint ensures that the text is not under copyright. Inspired by librarians at the Ilsley Public Library in Middlebury, a coalition formed consisting of the University of Vermont, Burlington; the Department of Libraries, Montpelier (the State Library); and the Vermont Historical Society. Because University of Vermont had successfully completed other large projects, it was chosen as the lead institution for the digital newspaper project.

The coalition developed a winning proposal for funding a project to convert about 4.8 million pages of Vermont newspapers from microfilm masters to digital form. Work on the project got underway in June 2010. Of 500 titles identified as potential candidates, 59 newspapers were chosen for further review; from these, an advisory committee further narrowed the scope to 12 titles or title families representing ten of the fourteen counties in Vermont. Working in parallel, a steering committee developed an RFP for digitization.

To protect the master negatives, microfilm positives were first created from the master negatives. These are scanned and then every image is reviewed by project staff. Following the quality review, the digital files are shipped to LC for inclusion in “Chronicling America” (<http://chroniclingamerica.loc.gov/>). All of the titles have corresponding CONSER serial records.

During the ensuing discussion, Regina Reynolds revealed that US ISSN will be working with the Project to test a mechanism for batch-created ISSNs for retrospective assignment to CONSER records representing the titles in this collection. The ISSN enhancement will greatly facilitate access to this collection through link resolvers.

The URL for the Vermont Digital Newspaper Project is: <http://library.uvm.edu/vtnp/>

Everyone’s a Player: Creation of Standards In a Fast-Paced World

*Marshall Breeding, independent contractor
Nettie Lagace, NISO
Regina Romano Reynolds, Library of Congress*

Reported by Jennifer O'Brien

Publishing, formatting, cataloging, and indexing trends are all experiencing upheaval, and standardization – which may make the changes easier to weather – is an ongoing process. Three library professionals presented material on several current standardization efforts.

The National Information Standards Organization (NISO) helps these efforts to standardize. Participating community members make up many NISO committees and working groups, which work to solve common problems through the creation of standards and best practices. NISO prides itself on a few very simple ideas, striving for balance, consensus, and open process. All of these are intended to ensure that the community has confidence in NISO’s output.

Marshall Breeding presented information on the Open Discovery Initiative (ODI), and Regina Romano Reynolds presented information on the Presentation and Identification of E-Journals (PIE-J).

ODI was launched in October of 2011. Its charge to develop standards and recommended practices for next generation library discovery services arose as a response to the rather chaotic method(s) of content discovery and distribution. Librarians want to ensure comprehensive coverage of content in collections – to do this, publishers and providers need to participate in the discovery process, and a holistic way of evaluating the coverage in all index based discovery services needs to be developed. The goals of ODI are to identify the needs and requirements of stakeholders, create recommendations and tools, and to provide an effective means for librarians to assess the level of participation by information providers in discovery services.

The group is now engaged in information gathering; specific attention is being paid to levels of indexing, library rights, formats, usage statistics, and fair linking. A final draft of recommendations (including standards for data transfer, content rights, indexing, linking, usage statistics, and compliance) should be complete by next spring.

The PIE-J working group was formed in response to the ongoing issues associated with the digitization of older journal content. Incomplete holdings and unclear identification make it very confusing for both end users and librarians. Building on the CONSER guidelines to ensure clarity, PIE-J seeks to develop simple recommendations to present all content under the

original title, provide accurate, complete ISSN information, include title histories, utilize numbering systems, and to standardize the provision of digital content.

Raising consciousness of the issues was the first step for PIE-J. Draft recommendations will be released for public review on 5 July 2012. Once comments have been collected, arrangements for completion and publication of the report - along with ongoing maintenance - will be finalized.

To subscribe to the NISO newslines, where you can learn how to volunteer for workgroups or committees, register for webinars, forums, or teleconferences and receive standards updates, send an email to newsline-subscribe@list.niso.org. Type "subscribe newslines" in the subject line.

To learn more about ODI, visit www.niso.org/workrooms/odi.

To learn more about PIE-J, visit www.niso.org/workrooms/piej.

Scholarly Video Journals to Increase Productivity in Research and Education

Moshe Pritsker, Journal of Visualized Experiments

Reported by Wilhelmina Randtke

New technology in scholarly communications is most often envisioned as providing faster, wider, lower cost access to traditional scholarship - journal articles, notes, etc. The Journal of Visualized Experiments (JoVE) uses technology to show experimental techniques visually, in a way that a traditional written article cannot.

The need to better illustrate experimental techniques became apparent to Moshe Pritsker while he was finishing his PhD in molecular biology. His research was delayed by failed attempts to grow a culture in his lab in Princeton, NJ, in order to recreate an experiment. Even a fellow researcher with "golden hands" could not grow the culture. Finally, Pritsker's advisor provided travel

funding to go to Edinburgh, United Kingdom, to observe the research team which had conducted the original experiment. Watching the procedure provided critical details which allowed him to reproduce the experiment. As they fixed the culture, researchers warmed it slightly and revealed a few other small details which had not been described in the published paper.

Reproducibility is a huge problem in biology and the sciences. It is very difficult to transfer knowledge between labs. Recent studies in the field show that over 60% of biology research cannot be reproduced. Pritsker believes this is because of the limitations of written descriptions. To illustrate, he read a description of a scientific technique out loud, and then showed a video of the same technique. The written description included phrases like "hold at 3 o'clock" and "aspirate lightly." The video took only a few seconds, and was understandable even to the nontechnical audience.

Based on his experiences in PhD research, Pritsker pursued the idea of publishing videos showing experimental techniques. Because there was no existing publication like this, he became involved in a start-up to produce JoVE.

JoVE publishes videos of laboratory techniques. Scientists submit proposals for 15 to 20 minute videos which summarize techniques used in experiments. Research findings are published elsewhere in a traditional scientific article format. Videos compliment articles, and are intended to facilitate recreating experimental techniques. JoVE currently accepts and produces 50 videos per month across five research areas.

When a video is accepted, JoVE schedules a photographer from the scientists' city to work with the scientists and spend about a day filming and video. Originally, some videos were attempted with scientists filming, but this could not be done because scientists had poor or inconsistent access to video equipment and found video editing frustrating.

At this time, the real costs to produce a video are about \$8,000 per video. High production costs were a key barrier to making JoVE open access, as Pritsker originally wanted. In an open access model where author fees support the journal, the highest fees currently charged are by the Public Library of Science at about \$3,000 per article – not enough to finance a video.

Despite high production costs, videos likely save money and allow some experiments to be reproduced which otherwise could not be. Pritsker was able to travel to Edinburgh to witness experiments and learn techniques for his PhD, but travel funding is not always available. Pritsker estimates that it costs about \$10,000 to reproduce an experiment in biology because of wasted time and resources for failed attempts, and travel time to view experiments. Availability of tools like videos better allows techniques to be recreated and saves money for the research system overall.

Strategic Collection Management through Statistical Analysis

Stephanie H. Wical, University of Wisconsin-Eau Claire

Reported by Paula Sullenger

Wical, the periodicals and electronic resources librarian at University of Wisconsin-Eau Claire, wanted to get a picture of what academic libraries in Wisconsin are doing as a group in collecting and using usage data for electronic resources. She and her research partner, Hans Kishel, identified academic libraries in Wisconsin of all kinds, public and private, technical colleges, two-year colleges, and for-profit. They surveyed librarians they believed to have a role in electronic resource management. They emailed 139 surveys and received sixty-four completed back, for a 45% completion rate. They attribute this high return to the fact that they contacted the survey recipients to alert them that the survey was on its way and to its purpose. They conducted telephone interviews with twenty-eight of the respondents to elicit more detailed information. A few questions from both surveys are highlighted here.

The survey asked questions about the types of statistics collected and which are considered when evaluating electronic resources. Searches, sessions, full-text downloads, and cost-per-use all ranked highly for both questions. Thirty-nine percent consider these measures once a year, while twice a year, monthly, and “other” rated sixteen percent each. Seventy-four percent consider these measures to be either “important” or “very important” in decisions to renew or cancel resources and 81% report that they have canceled an electronic resource because of low use.

When asked if usage statistics are reported outside the library, 50% said they were, 24% said they weren’t, and the remainder weren’t sure. Inside the library, 48% said their dean/director received them, 21% said they reported them to everyone in the library, 16% said they reported to reference librarians and 11% said the statistics weren’t reported anywhere.

In the follow-up telephone interviews, 68% look at cost-per-use for their electronic resources. When asked why they are using these measures to evaluate, 25% said for budget reasons, 28% because they always do it that way or because it is what they have to work with, and 18% said they wanted to get an idea of that the students are using. When asked what they should be doing with this usage data, 19% thought they should be used for making informed renewal decisions, another 19% thought they should be communicating the usage statistics to others, and 15% thought they should assess the “bang for the buck” that libraries are getting. Half of the respondents expressed some dissatisfaction with the measures used and noted that not all data is COUNTER compliant, it can’t always be looked at across vendors, and the data do not account for a lot of variables.

Wical ended her presentation with a suggestion that others conduct similar surveys in their states or consortia to help get a better view of what usage data librarians collect and the purposes these data are put to.

Selecting a Vendor: The Request for Proposal (RFP) from Library and Vendor Perspectives

*Micheline Westfall, University of Tennessee Knoxville
Justin Clarke, HARRASSOWITZ*

Reported by Kelli Getz

Micheline Westfall, Head of Electronic Resources and Serials Management at University of Tennessee Knoxville (UTK), and Justin Clarke, Regional Sales Manager at HARRASSOWITZ, presented "Selecting a vendor: The request for proposal (RFP) from library and vendor perspectives." Westfall began by describing UTK Library's timeline for the RFP process. The first thing a library should determine prior to the RFP, according to Westfall, is whether you are looking for a vendor that will have the lowest services fees or for a vendor that can provide an array of services for your library.

During December and January, UTK Libraries invited interested vendors for an on-site visit to give demos of their services. The RFP went out in March and allowed six weeks for responses. In the RFP, UTK Libraries asked vendors for things such as references, how many people would be working on their account, and for EDI samples to make sure that the samples were compatible with their ILS. According to Westfall, it is also important to request a transition plan in the RFP to identify whether or not the transition would work for your library. Also, Westfall advises to have a plan in place for how to evaluate vendor responses before the responses are received.

Once the responses were received, it took the UTK committee two weeks to evaluate and select a winner. A bid was awarded, and two weeks were given for vendors to review and contest. It took nearly six weeks to issue a contract to the winner. In retrospect, Westfall feels that her timeline was too short. She recommends allowing for at least one year for the whole RFP process.

Justin Clarke concluded the session by providing information on the RFP process from a vendor perspective. According to Clarke, the norm is for most libraries to request demos after the RFP is received in

writing. To be courteous to the vendors, Clarke advises giving vendors advance notice that a demo is requested so that travel arrangements can be made for an on-site visit. Also, libraries should send an agenda at least one week prior the meeting so that vendors can tailor their demos to a library's specific needs.

Additionally, it is helpful to provide an electronic copy of the RFP as a Word document so that vendors can directly insert their responses into the document. Clarke suggests proof-reading the document before it is sent out to avoid duplicate or outdated questions. It is also important to include information such as your FTE, Carnegie Classification, and any consortial agreements in the RFP since this information could affect vendor responses. Clarke advises against requesting title by title comparisons in the RFP since publishers control the price, not the vendors. Lastly, Clarke agrees with Westfall in that the library needs to decide prior to the RFP whether price or services offered is the deciding factor.

Discovery and Analysis of the World's Research Collections: JSTOR and Summon under the Hood

*Laura Robinson, Serials Solutions
Ron Snyder, JSTOR*

Reported by Janet Arcand

Laura Robinson of Serials Solutions spoke about her company's Summon Service, introduced in 2009, which was the first, and is still the most widely adopted, web-scale discovery service on the market. It was developed to handle a market problem for libraries: behavior studies showed that researchers did not know what content their library owned and found library access difficult to navigate. Libraries have licensed and paid for a wealth of content that goes vastly underutilized because the library is not the first choice for researchers beginning a search. Summon provides a single box search that promotes the role of libraries in the research process by providing a simple and fast starting place. The library's licensed content and other data are pulled into Summon's single unified index, where it is pre-harvested and mapped to give quick results in a

relevancy-ranked list where results are boosted based on factors such as content type, local access, date of publication and geographic location. There are over a billion records in the Summon index, including 7 million full-text books with deep indexing. Native search language functionality has been created for seventeen languages. The researcher's past search history can be used to automatically scope to their favored subject disciplines.

Ron Snyder of JSTOR also discussed researcher behavior analysis. JSTOR is overhauling its search infrastructure this summer, based on data analysis. The company has the capacity for ingesting organizing and analyzing billions of usage events since JSTOR's start-up in 1997. Trends show that users are being trained by Google to use simpler searches instead of the advanced options available: three to five terms are generally entered, and quotes and Boolean searches are not much used. Users tend to finish their search after seeing the first page of results, and to assume the first item on the list is the most relevant because it was produced by a search engine they trust. JSTOR has a Local Discovery Integration (LDI) pilot project and is working with Summon as well as other companies. The concept is to reach users at their research starting point and build their awareness of the best resources available for them, purchased for them by their local libraries. "Links out" have been embedded at strategic places in the JSTOR search results pages, which inform the user of options to change their search. The highest usage of these links in the pilot has occurred at the zero results page. Assignment of subject "disciplines" to articles is proceeding using a generative probabilistic model, Latent Dirichlet Allocation (LDA), which models semantic relationships between documents based on word co-occurrences. Representative documents from each JSTOR discipline are being used to develop topic models.



Struggles and Solutions with Providing Access to e-Book Collections

Valeria Hodge, University of Tennessee, Knoxville
Maribeth Manoff, University of Tennessee, Knoxville
Gail Watson, University of Tennessee, Knoxville

Reported by Sharon K. Scott

In the early days of electronic book purchasing and processing at the University of Tennessee, Knoxville, the two main methods utilized were the purchase of "collections," such as NetLibrary, beginning in 2001, and the introduction of individual title purchases from various vendors around 2007. The volume of both types of purchases increased through the years, with more than 80 packages and 1200 individual titles handled in the past year. The original workflows put in place to handle this material were no longer viable, due not just to the additional volume but also to the increasing complexity and record-keeping of transactions.

Three primary aspects of the e-book process were examined: increased acquisitions to assure the patrons' needs are met; maintaining cataloging and link management to provide the best possible access; and records management to keep accurate information on transactions.

The selection of individual e-books was refined somewhat to focus on acquiring titles as requested by subject specialists, purchasing of e-preferred approvals, and utilizing patron-driven access.

An E-book Committee was formed to address issues of cataloging and access. Notes for the patrons relating to terms, conditions, and access were formulated and became part of the catalog record; to alleviate the increased workload, some records were purchased from YBP.

Through reliance on YBP files and data, and the development of local processes to work within the ALEPH library system, many of the manual procedures related to records management could be discontinued.

Mobile Websites and Apps in Academic Libraries: Harmony on a Small Scale

*Kathryn Johns-Masten, State University of New York at
Oswego*

Reported by Sanjeet Mann

As reports from the Pew Internet and American Life project demonstrate, demand for mobile access is growing among users of academic libraries. Kathryn Johns-Masten explained how Penfield Library at SUNY-Oswego is meeting the challenge by developing a mobile interface using the iWebKit framework.

Johns-Masten emphasized that careful planning precedes the implementation of a mobile site. Oswego librarians began by asking who would visit their site and what type of smartphones visitors might use. They compiled a literature review, solicited advice from their student advisory committee, conducted focus groups, and collected examples of effective sites at other academic and public libraries. Penfield's mobile site now includes catalog access, research guides and social networking, with plans to add access to digital collections, surveys, and library instruction material.

Johns-Masten advised libraries considering a mobile site to start small and add features gradually. Frameworks such as iWebKit, Boopsie or Springshare Mobile Site Builder can simplify the technical complexity involved; some frameworks are free or low cost. Utilities such as Skweezer, MobiReady and W3C Mobile OK Checker simulate the experience of viewing the existing library website on a mobile device and identify formatting errors. As an audience question elicited, many librarians rely on devices personally owned by themselves or their users to test mobile interfaces; utilities that simulate a mobile browser on a desktop computer are a valuable addition. Student focus groups and user task protocol testing help ensure the design team is on the right track. Surveys and usage statistics can assess the effectiveness of the mobile site during and after implementation.

Frameworks can help librarians craft mobile versions of their websites, but OPAC and database mobile interfaces are largely under the control of vendors. Most ILS vendors now provide mobile interfaces, often at an additional cost. Johns-Masten noted that ILS user groups and listservs provide missing code and expertise. Many database apps and mobile sites are in their first years of existence or still in beta. The question of whether to introduce these untested interfaces to students is a matter for debate. Johns-Masten personally supported the "introduce them to everything we have" view while acknowledging the differing perspectives of public services librarians, technical services librarians and vendor tech support staff.

CONSER Serials RDA Workflow

*Valerie Bross, UCLA
Les Hawkins, Library of Congress
Hien Nguyen, Library of Congress*

Reported by Virginia A. Rumph

This presentation was broken into three sections: Program for Cooperative Cataloging (PCC) RDA decisions, RDA cataloging documentation/tools, and Training plans. Les began with the information that PCC support for the decision to implement RDA necessitated forming task groups to investigate, identify, and explore issues related to the transition. Out of that decision grew PCC's goal of focusing on developing RDA NACO training. The task group's work began in 2011. That work group made decisions about best practices for RDA bibliographic and authority records, 'acceptable' AACR2 headings, and guidelines for working with RDA and AACR2 records and new MARC21 fields. Decisions also had to be made about LC/PCC policy statements, provider-neutral policies in RDA context, training materials and record examples, and by the CONSER Standard Record Task Group.

Valerie focused on cataloging documentation and tools. The tools developed are the CONSER RDA core elements spreadsheet, CONSER MARC21-to-RDA table, and the CONSER RDA cataloging checklist. The RDA checklist consists of a getting started decision tool, a

tree diagram, and editing instructions. She emphasized that these three tools reflect PCC decisions, include standard CONSER record guidelines, and are works in progress. The PCC web pages are being reorganized, and will have new URLs. These websites include a public forum for feedback and collaboration (for instance, on examples from PCC for use by members of the serials cataloging community). Also, RIMMF (RDA in Many Metadata Formats) is being created as a visualization training tool to help catalogers get used to thinking of RDA instead of AACR/MARC; at <http://www.marcofquality.com/rimmf/doku.php>

Hien gave an update on training plans and materials. She highlighted two training plans that will be available: the LC RDA training which will be very intensive and time-consuming; and the North Carolina State University training plan which will be thorough, but will not require such a large time commitment. The core RDA training will consist of FRBR, the Toolkit, Authority, and Descriptive elements. All PCC RDA learning resources will be available on the CLW website (clearinghouse of RDA materials), and the CONSER website. The plan will involve documentation for serials, training, and revision of the CONSER manuals. The CONSER training plan will consist of 'bridge' training (available fall 2012) on transitioning from AACR2 to RDA, and basic RDA serials cataloging (available early 2013). Hein also laid out the training delivery options using the NACO Model in which materials will be created for use as online presentations, in classroom training, as video components, and for self-study.

ROI or Bust: A Glimpse into How Librarians, Publishers and Agents Create Value for Survival

*Gracemary Smulewitz, Rutgers University Libraries
David Celano, Springer
Jose Luis Andrade, SWETS Americas*

Reported by Kelli Getz

Gracemary Smulewitz, Head of Distributed Technical Services at Rutgers University Libraries (RUL); David Celano, Vice President, Library Sales for Springer; and Jose Luis Andrade, President, SWETS Americas,

presented "ROI or bust: A glimpse into how librarians, publishers and agents create value for survival." Smulewitz began the session by describing how RUL was facing extensive budget cuts and cancellations over the past year. She was under pressure to make an informed decision about which titles to cancel. In order to weed out poor performing journals, she first cancelled delayed or ceased titles. Next, she created a title list in an Excel spreadsheet and incorporated the usage statistics for the past five to six years, the impact factor, and the Eigen factor for each title. She also had her selectors analyze every package title by title to see if low use titles could be swapped out. Lastly, she cancelled the print title where e-journal usage states were overwhelmingly greater. Smulewitz does admit that this analysis was formulaic and little was done to determine how or why a journal was being used or not used.

David Celano of Springer discussed how publishers can create value for libraries. Publishers can find out information for a library such as basic downloads over time, percentage of usage by subject area, and which titles through the Big Deal are historical subscriptions and which are access via consortial agreements. Additionally, publisher Account Development Departments will meet with librarians after a purchase to figure out ways to market products to patrons. Publishers are doing things to increase value by improving the quality of journals by going after top-notch authors and by offering open access options.

Jose Luis Andrade of SWETS concluded the session by discussing that agents and libraries have the same goal of facilitating quality education, although they go about achieving the goal in different ways. Agents can help libraries by providing COUNTER compliant statistics for journals and e-books, cost per use data, and help libraries by finding out information such as a journal's impact factor. Agents show relevance by developing solutions for customer imperatives.

CORAL: Implementing an Open-Source ERM

*Andrea Imre, Southern Illinois University Carbondale
Eric Hartnett, Texas A&M University
Derrick Hiatt, Wake Forest University*

Reported by Eugenia Beh

CORAL (Centralized Online Resource Acquisitions and Licensing) is a free, open-source electronic resources management (ERM) system, consisting of four modules (Organizations, Licensing, Resources and Usage Statistics), that was developed by the University of Notre Dame's Hesburgh Libraries in 2010. The speakers for this session represented a library from a medium-sized, public, research university (Southern Illinois University Carbondale), a large, public, research university library (Texas A&M University), and a library from a small, private university (Wake Forest University).

Andrea Imre, the Electronic Resources Librarian at Southern Illinois University Carbondale, spoke first about SIUC's process in implementing CORAL. Prior to CORAL, SIUC used such commercial products as Voyager, SFX, EBSCONet and LibGuides, in addition to Excel files, e-mail messages, personal and shared computer folders, and file cabinets to manage its electronic resources. What SIUC wanted was a user-friendly, web-based, centralized database to store licenses and vendor information that could also check the status of new orders and eliminate potential workflow gaps. SIUC chose CORAL due to its limited staff and resources for implementing an ERM, CORAL's modular infrastructure, which allows implementation to be phased-in, CORAL's easily accessible web interface, and the ability to set up a workflow management system.

Andrea installed three modules in October 2011, beginning with the Licensing module, the Resource module, and the Organizations module. However, she has not yet implemented the Usage Statistics module or the Terms toolkit, which connects licensing terms or "expressions" in the Licensing module to an open-URL link resolver. Since the Licensing module was Andrea's

greatest priority, she implemented it first rather than the Organizations module, as is suggested by Notre Dame. Andrea and a member of the Acquisitions staff scanned in all of the paper licenses and uploaded the digital licenses and entered most of the data for the Resources and Organizations modules, in all adding 73 licenses and 125 resource records. In addition, Andrea set up a system for managing SIUC's workflow in the Resources module that consisted of six acquisition types and four user groups.

The benefits of CORAL for SIUC include the lack of annual/subscription fees; a simple interface; the ease of installation, and the ability to meet the SIUC library's need for a centralized storage system for e-resources contact information. It also allowed Andrea to organize licensing information and to set up a workflow management system. However, as Andrea found, CORAL is not a replacement for SIUC's existing tools, as was hoped, and it also requires a great deal of manual data entry, at times, duplicating information in other sources. Due to limited staff and implementation time, it has also been difficult to get staff buy-in. Finally, there is no customer service, leaving Andrea to rely on the library systems staff and feedback from the CORAL listserv to troubleshoot technical problems. Still, overall, Andrea views CORAL positively, and in the future, she plans to continue populating the modules, establish workflow routines for renewals, and implement the Terms toolkit to share licensing information with patrons and staff members through SFX.

Eric Hartnett, Electronic Resources Librarian at Texas A&M University, spoke next about the TAMU Libraries' implementation process. Prior to CORAL, Texas A&M University attempted to implement Ex Libris's Verde, a commercial ERMS. However, Verde did not work as advertised and was dropped. After Verde, the TAMU Libraries tried GoldRush, but it proved to be too simplistic for the Libraries' needs, and is now only used for Texas A&M System subscriptions.

At the 2010 ER&L Conference, Eric and the Coordinator for Electronic Resources attended a session on CORAL, and they liked what they saw. At the time, the TAMU

Libraries' IT department was unable to implement CORAL, because they did not support PHP. However, in 2011, the Libraries IT department was able to support PHP and the TAMU Libraries decided to implement CORAL as its ERMS.

Eric was put in charge of an implementation team of four librarians and one staff member. As with SIUC, the TAMU Libraries team implemented only three of the four modules: Organizations, Licensing, and Resources, in that order. The team decided not to implement the Usage Statistics module because it only accepted JR1 and JR1a COUNTER-compliant reports and was not compatible with SUSHI.

Before implementing each module, Eric tested and customized the fields for functionality and then met with the implementation team every two weeks. The team implemented the Organizations module from April to June 2011 and created over 1,000 records; the Licensing module from July to August 2011, creating over 300 records (roughly 700 license documents), and the Resources module from August 2011 to the present, creating over 3,300 records.

While implementing the modules, the team had to decide what to enter, the naming structure, what licensing expressions to gather, and what to do about journal packages, free resources and cost data. For the Organizations module, the team decided to enter the names of all publishers, vendors, consortia and TAMU campuses as full names, with acronyms as aliases. For the Licensing module, the team entered all of a publisher's products on one license record, with a separate record for each product, and gathered the following expressions: authorized users, interlibrary loan, coursepacks, e-reserves, termination/cancellation, perpetual access, and fair use. For the Resources module, the team entered individual journal subscriptions, individual e-book purchases, databases, datasets and trials, while journal packages were entered on one record, with the title lists uploaded as PDFs or Excel spreadsheets. The team decided not to enter either free resources or cost data, instead relying on Voyager for the latter.

Thus far, Texas A&M University is happy with CORAL as a central location for storing documents and as a way to simplify license information. However, the Libraries still has to use separate products for usage statistics and for cost data, and the team has yet to use CORAL to improve the Libraries' workflow. In addition, there are definitely areas for improving CORAL, including the ability to add custom fields and to list contacts by the order of importance, instead of alphabetically. Eric's future plans include implementing the Terms toolkit (as with SIUC), using CORAL as the backend of the Libraries' mobile site and A-Z list, storing permissions for the TAMU institutional repository, and installing a separate instance of CORAL for TAMU System subscriptions to replace GoldRush.

Derrick Hiatt, Electronic Resources Librarian at Wake Forest University, spoke last and described Wake Forest's approach to implementing CORAL. Unlike SIUC and Texas A&M University, Wake Forest did not have an ERMS prior to CORAL, but Wake Forest has been traditionally open-source friendly, for example, using the open-source course software system, VuFind, and employing a static XML file to drive the library's public-facing A-Z database list.

In 2010, at the same ER&L conference that Eric Hartnett mentioned, Derrick also attended the session on CORAL and was struck by its clear user interface, modular installation and easy administrative configuration. In August 2011, Derrick installed CORAL with the help of the web librarian. Instead of manually populating each module, Derrick and the web librarian mapped data from the XML file that drives the library's A-Z database list into the CORAL database. (For more details on how that works, please contact Derrick!)

Although the data transfer was not perfect (for example, the transfer did not capture parent/child relationships, such as Chadwyck Healey and ProQuest), overall, it was successful, albeit with some additional clean-up, which involved re-mapping the XML <Format> field into the Resources module's Type field; fixing high used databases; adding parent/child relationships;

normalizing database names and adding consortia names.

Currently, Wake Forest is using CORAL to track e-journals at the package/platform level, but not individual e-journal titles (as with Texas A&M University). Only a few packages are in CORAL right now, but Derrick is gradually adding more as the need arises. In addition, Derrick hasn't yet entered Contacts or Role(s) for most organizations in the Organizations module, with the exception of contact information for larger or frequently-contacted vendors, but he is adding more as he goes along. Derrick is also entering new licenses, but he is not yet adding existing licenses to CORAL, as the library already has a networked drive for licenses. (So far, Derrick is the only one working on CORAL.)

Thus far, Derrick has entered 248 Resources records and 137 Organization records, and plans to focus on setting up the workflow routing process as his next priority. He also wants to use CORAL to track purchase requests, but the functionality doesn't appear to be there yet. He also hopes to eventually use CORAL to drive the public A-Z database list, as Eric plans to, and as with SIUC and Texas A&M University, Wake Forest needs to explore the Statistics module further.

What's Up with Docs?: The Peculiarities of Cataloging Federal Government Serials Publications

*Stephanie A. Braunstein, Louisiana State University
Joseph R. Nicholson, Louisiana State University
Fang H. Gao, Government Printing Office*

Reported by Jennifer O'Brien

The primary purpose of cataloging is to ensure access. Clear, concise cataloging records make access that much easier. Serials cataloging relies on a high level of specificity. When cataloging government documents serials, however, it can be difficult to determine whether they are true serial publications. This can be frustrating for both librarians and users.

In addition to providing publishing and printing services for all three branches of the federal government, the Government Printing Office (GPO) is the authority for the cataloging of U.S. government publications. The GPO creates cataloging records for these publications, which are then housed in depository libraries. Arrangement of depository materials is expected to conform with accepted library standards. These standards may be found in the Federal Depository Library Program Handbook.

Currently, 46,999 serials (live and ceased) are available in the Catalog of Government Publications. Of those, 32,494 are live; 15,726 are online; and 31,273 are available in tangible formats (including micrographic formats, CDs and DVDs, print, etc.). The dynamic nature of serials, compounded by these multiple formats, can create confusion during the cataloging process.

At Louisiana State University Libraries, the GPO's use of a separate versus single record cataloging approach made it difficult to reconcile catalog records. In the past, the GPO utilized a single record approach for the cataloging of serials publications. In 2008, the separate record cataloging policy was implemented. This change in procedure made it difficult for LSU to identify title changes, seriality, place of publication or printing, and responsible agencies. LSU Libraries also noted the irregularity with which GPO serials were issued made creating receiving patterns for check-in records difficult. Cataloging of monographic series by the GPO was not always consistent, resulting in puzzling catalog displays. While use of the MARCIVE cataloging service lessened the workload, the inconsistencies were frustrating.

To alleviate this frustration, LSU implemented new procedures. First, they decided to use a single record approach for heavily used serials. Second, they periodically run reports to identify serials records requiring additional attention (e.g. monographs cataloged as serials, title changes, etc.). It is important to note, however, that perfectly consistent GPO serials management is not a possibility for them - LSU Libraries strive to be balanced yet flexible in their approach; they strive for coherence, but accept a certain level of

cognitive dissonance (notes fields may be found in abundance!). At the most fundamental level, the needs of the user dictate record management and display.

The GPO makes every effort to announce entry changes for government serials in WEBTech Notes. This includes new SuDocs and item numbers for agencies, bureaus, and publications; ceased classes and item numbers; and format changes. Questions about additional elements of catalog records may be submitted to askGPO.

Separate Record Cataloging Policy may be found at <http://fdlp.gov/cataloging/121-separaterecordcataloging>

The URL for askGPO is <http://www.gpo.gov/askgpo/>

A Model for E-Resource Value Assessment

Sarah Sutton, Texas A&M University-Corpus Christi

Reported by Paula Sullenger

The current budgetary climate is forcing libraries to be more selective about e-resource purchases and renewals. Sutton has developed a model for assessing the value of these e-resources using a combination of content coverage, usage data, patron needs and feedback, and costs.

The model is based on four elements: COUNTER-defined searches, session, and full-text downloads, and link out information supplied by their serial content management vendor. Taking these four elements, Sutton picked out the twenty resources that had the most searches, the twenty resources that had the most sessions, the twenty resources that had the most downloads, and the twenty resources that had the most link outs. Five resources fell into all four elements but she felt this was not enough to form a baseline. She then picked out the ones that fell into three of the four elements and ended up with eleven resources. She averaged the cost-per-use for each element to form her baseline for comparison. She noted that she is not really using the link out data right now because she only has one year's worth of data.

Sutton looks at each electronic resource and its cost-per-use figures to see if it compares favorably to the baseline. Sometimes the comparison yields an easy "yes" answer and she moves on. Sometimes the comparison yields an easy "no," such as when the baseline cost/FTD is \$0.36 and the resource's cost/FTD is \$20.37. The more common result is that the resource needs further analysis.

A major component of this further analysis is to look at overlap data, which she gets from her link resolver product. Sutton shared one example of a resource with decreasing usage over a two year period where the overlap analysis showed the 89.4% of the titles in that resource are unique. Another resource's overlap analysis showed that 85.3% of its titles were duplicated. Other factors she takes into consideration are: core title lists, citations in theses and dissertations written at her campus, use in course reserves, faculty publications and faculty requests.

A member of the audience noted that the model only considers quantitative data. Is qualitative data ever used? Sutton said she would certainly want to speak to users before actually making cancellation decisions. Another person noted that the baseline resources used all look to be interdisciplinary. Should there be different baselines for different disciplines? Sutton said this was something she should look at. Another person asked about the staff time and overhead involved in this kind of analysis. Sutton said that once the model is built it doesn't take much time to analyze the data.

Exercising Creativity to Implement an Institutional Repository with Limited Resources

*Cathy Weng, The College of New Jersey
Yuji Tosaka, The College of New Jersey*

Reported by Janet Arcand

The College of New Jersey (TCNJ) is a small institution serving approximately 6000 students, mostly undergraduates. Library staff saw the need to create an Institutional Repository (IR) in order to manage, organize, and showcase the intellectual output of the

academy community, both faculty and students, to a broader audience, and thus demonstrate the College's quality. Smaller institutions face issues of limited funding, staffing, expertise and support when setting up an IR. Some options which were eventually rejected were joining a consortial IR, or outsourcing the IR to a platform hosted by a vendor or by a bigger academic institution. The option which the library finally chose was to develop an independent IR based on an Open Source System.

The library obtained a competitive grant from TCNJ's Mentored Undergraduate Summer Experience (MUSE) program, to involve two computer science students, along with three librarians, in creating a pilot IR during eight weeks in the summer. This was the first MUSE grant for which the library had ever applied, and it allowed the library to participate in academic mentoring, and recognized the library community as part of the research community.

The library chose IR+ (irplus), developed at the University of Rochester, as their platform, and chose to have a physical server at their site because it would give their students the experience of learning server administration. Publications by the faculty of the library and the Chemistry Department were selected for the pilot project's content building, and the team used SHERPA/RoMEO to check for information on posting articles and for copyright management. The pilot was successfully implemented and 70 records created. One of the project's computer science students was able to contribute local enhancements, such as a more intuitive metadata creation process, to the IR+ version 2.1 general release.

The library's ultimate goal is to have a permanent and sustainable service, with support from the library administration and faculty in promoting this as a new type of library service. Policies and procedures will be developed so that the work can be assigned to a paraprofessional in the future. The library Dean has obtained funding to hire a student for future IR development. The library had already used the Open Source product CORAL (Centralized Online Resource

Acquisitions and Licensing), developed at Notre Dame, as their ERMS. They are now testing it to use for copyright management for their future IR needs.

The presenters advised colleagues with similar needs and limited resources, to be flexible and think like a start-up, and to formulate a plan for "good enough" functionality, instead of aiming for perfection.

Bringing History into the Digital Age: A Case Study of an Online Journal Transition

Caitlin Bakker, Wilfrid Laurier University

Reported by Laurie Kaplan

Caitlin Bakker described a successful project at Wilfrid Laurier University that transitioned a print only journal, published by the University Press, to a print and electronic journal. The Canadian Military History Journal (CMH) has been in print since 1992, with quarterly updates, but had no electronic component. The Department of History, seeing shrinking subscriptions from 2010 (530) to 2011 (480), knew something had to be done to bolster this specialized journal with its well-known contributors. There was resistance to electronic publication from the staff of the journal due to a perceived lack of quality online, and the big question was how to maintain prestige while increasing readership and recognition.

A joint venture, the first of its kind at the University, was proposed between the Laurier Library and the WLU Press to transition the publication to an online format through ScholarsCommons@Laurier, "a digital repository of academic work that serves as both a research tool and a showcase for faculty and graduate students" (http://www.wlu.ca/news_detail.php?grp_id=36&nws_id=8472). Funding was available from the University and from a grant from the Social Science and Humanities Research Council. In Caitlin's view, the most important part of the project was putting by-laws and policies in place, in writing. The by-laws would govern the internal working relationships, and the policies would govern

the relationships with the authors, reviewers, editors and readers, including manuscript submission, copyright agreements, Editorial Board policies, and subscription policies. While this may sound daunting, and while there was resistance to the idea of having to document everything in such a small organization, the final document, including both the by-laws and policies, was only 10 to 12 pages long and has proven to be instrumental in setting expectations. Issues around the look and feel of the website were tackled much later in the process.

On the issue of copyright, it turned out that the print magazine did not own the copyright to the articles from 1992 to the present. The presumption that submission equaled transfer of copyright was not actually true. In order to include these articles online, all of the authors had to be contacted – and there were no email addresses. In the end, 113 authors were contacted and 110 gave CHM non-exclusive permission to distribute the content, an agreement that was more likely to have a positive end than copyright transfer. Of the 3 refusals, two are working on updates and will likely give permission once they are done; the third had not cleared third-party copyrights. Some content still cannot be included, so more work continues. Transfer of copyright is now in place for all new articles, with both a click-through agreement and a form to be signed upon receipt of proofs.

The online content is Open Access – Gratis with a 2 year moving wall. There is a subscription model for revenue, and the online version tries to mirror the print. Advertising, author pays, pay-per-view, and incremental publishing were all rejected as sources of revenue, but will be reviewed again in the future. Caitlin and the team from Laurier Library and WLU Press felt it was easier to work with an existing journal and add the online version by building on the existing subscriptions and established prestige. There was also a group of core contributors and editors, and an existing list for advertising the new site. The website does expose the metadata and keywords to enhance searching the site, even if the content is still behind the moving wall.

Key take-away points from the presentation were:

- E-pub is not simpler or easier than print
- A critical mass of high quality material helped launch the site
- Well-formed metadata and keywords should reflect the content
- It is a long-term investment of time and energy
- Having statistics to confirm increased usage helps remove resistance
- And you succeed with sheer luck!
- And then you embark on additional (3 current) projects.

Automated Metadata Creation: Possibilities and Pitfalls

*Wilhelmina Randtke, Florida State University Libraries –
Law Research Center*

Reported by Marsha Seamans

As a graduate student in the MLIS program at Florida State University, Wilhelmina Randtke undertook a project to provide indexing for the digitized pages of *The Florida Administrative Code, 1970-1983* utilizing automated indexing and automated metadata creation.

The presentation started by emphasizing that computers are good at making black and white decisions, but cannot really use discretion. For instance, 1 trillion documents were indexed in Google over a 4 year period. Human indexing is alive and well, especially on shopping sites where people are trying to sell stuff. On any site, it is not always clear if the metadata is machine- or human-created or a combination of the two. Indexes may use or re-purpose existing metadata.

There are highly technical automated ways to assign subject headings with computer code. Some examples investigated by Ms. Randtke for her project were: Apache Unstructured Information Management Architecture (UIMA), Grid Analysis of Time series Expression (GATE), and Keyphrase Extraction Algorithm (KEA).

In an automated indexing project, the person's role is to select an appropriate ontology, configure the program, and review the results. The computer program uses the ontology or thesaurus and applies it to each item to create the subject heading metadata. For library projects, both library and information technology personnel need to be involved.

For *The Florida Administrative Code*, giant sets of PDF files were processed using batch OCR in Adobe A-PDF to Excel Extractor was used and rules were created using Visual Basic.

In summarizing how to plan a project such as this, Ms. Randtke suggested looking for patterns, writing step by step instructions about how to process the files, and keeping in mind that computers cannot apply discretion. In writing the program it is important to identify appropriate advisors, read material on coding, and keep in mind that the index is the ultimate goal. The last step in the process is to do an audit of missing pages or missing metadata. Tasks included in the project included: database work, digitization, auditing, manual metadata creation, and automated metadata creation.

Ms. Randtke's presentation included a brief demonstration of the search that she built to retrieve pages from the *Florida Code* as the page appeared on a specific date over a 20 year period.

Practical Applications of Do-It-Yourself Citation Analysis

Steve Black, College of Saint Rose

Reported by Sanjeet Mann

Steve Black defined citation analysis as the study of patterns in the frequency by which works are cited in other sources. This technique can help librarians identify journals for addition to the collection, support researchers at their institutions, or locate promising venues to publish their own research.

In this session, he taught attendees how to use references exported from an indexing database to analyze citations of a specific journal, faculty author or other subject. Black's method is low cost, flexible enough to meet a variety of assessment needs, provides quantitative data to complement a library's qualitative evaluations, and produces publishable results.

Black's overall procedure involves choosing the population to be studied (journals, people, articles on a given topic, etc.), selecting a representative sample, compiling the list of works cited by the sample, and sorting and ranking those works. Black provided an example taken from his *Psychological Reports* article on this topic. He examined a sample of articles from six forensic psychology journals published between 2008 and 2010, to determine which other journals their authors cited most frequently. He used PsycInfo to run searches limited to the desired journals and dates, saved articles to folders according to the issue in which they were published, and exported the citations from each folder's articles to Excel, where they were sorted according to journal title and ranked by the number of times each journal was cited.

To evaluate the reliability of his findings, Black calculated the coefficient of variation (standard deviation/mean) to determine whether the propensity of authors to cite a particular journal was consistent from year to year, and used Spearman's rho rank correlation to determine how much each journal's ranking changed during the three years of his sample.

The sample size required depends on the reason for carrying out a citation analysis. Black suggested that a sample of less than 1,000 items could identify the top journal in a field, samples of less than 10,000 items could indicate the lead journals in a specialized area of study, and samples larger than 10,000 items will yield a very significant ranked list. Smaller studies can be conducted with the assistance of a student worker, and are suitable for supporting departmental program reviews or assisting faculty up for promotion.

Black concluded by summarizing the strengths and weaknesses of his method: it provides objective data and can analyze interdisciplinary research, but it requires a lot of citations, and many databases do not allow easy exporting of references. He advised attendees looking to publish a citation analysis to choose a topic not reported on in ISI Journal Citation Reports, to run a thorough literature review and a pilot test first, and to publish in a disciplinary journal rather than a mainstream LIS publication.

Google far outweighed other sources as a method of finding material.

Future directions of the IR may include more focused collection development for research; more outreach to the public, as indicated by their use and interest in the IR, may also be indicated.

Who Uses This Stuff, Anyway? An Investigation of Who Uses the Digital Commons

Andrew Wesolek, Utah State University

Reported by Sharon K. Scott

The digital commons developed at Utah State University and currently hosted on the bepress DigitalCommons platform, is now in its fourth year of existence, housing more than 20,000 documents relating to research conducted at the University, and experiencing over 500,000 full-text downloads since its inception. Three guiding principles have contributed to its success: offering “we do it for you” service, identifying ways the IR can fill campus needs, and working proactively at “being present.”

Efforts began to focus on collecting information that is in demand; to do this, a clearer picture of the end user needed to be developed. A 1-minute survey was created and made available on the Digital Commons from Nov. 2010-Jan. 2012. Major components of the survey included the participant’s primary role (graduate student, faculty, citizen, etc.), purpose of access (research, teaching, curiosity, etc.), method of finding material (Google, USU library catalog, other search engine).

Results showed that graduate students, followed by undergraduate students, and then “interested citizens” were primary users of Digital Commons. The most common reason for accessing data was research; interestingly, just satisfying curiosity was second.